

Actas de la Jornada sobre los ODS y H5P La voz del futuro profesorado

Editores: María Alcantud-Díaz y Juan Carlos Casañ-Núñez

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Índice

- [*Prólogo*](#) Pág. 5
María Alcantud-Díaz
1. [*Mens Sana in Corpore Sano*](#) Pág. 8
Vicente Casañ Frejo, Marta Hernández López, Laura Moncho Mocholí,
Silvia Polanco Navarro y Paula Rodríguez Bordehore
2. [*It Isn't Water under the Bridge!*](#) Pág. 34
Andrea Rodríguez Pavón, Elena Torreira Peris, Patricia Vila Llorens,
Sergio Bon Vivó y Marc Monzó Peiró
3. [*The Greatest Wealth is Mental Health*](#) Pág. 72
Jaume Buforn Baldó, Mar González Albalat, Alba Mulet Malanda,
Javier Rubio Máñez, María Sancho Nebot y Ana María Valero Sanchís
4. [*Turning London into a Sustainable City!*](#) Pág. 125
Núria Borràs Aguilar, Rebeca Hernández Muñoz, Inés Llario Tarrazona,
Raquel Mengual Pons y Alba Torres Sala
5. [*Go Green, Go Sustainable*](#) Pág. 167
Marina de Maeztu Peña, Isabel Fortea Weedle, Paula Lorente Merino,
María Ángeles Nerja Serna y Sergio Ramírez Mascuñano
6. [*Making a Difference!*](#) Pág. 204
Lydia Bautista Ibáñez, Daniel Bolea Moll, Irina Montes Martínez y
Laura Moreno Porcar
7. [*Reinventing Fairy Tales*](#) Pág. 230
Paula de la Cruz Herrán, Inés Molero Jiménez, Rosa Llorca Alcaraz y
Pablo Palop i Quesada
8. [*What a Waste!*](#) Pág. 281
Teodora Daria Hera, Ofelia María Mira Fuentes, Alba Reales Pardo,
Tereza Rumenova Boshnyakova y Carolina Vila Sanchís

Prólogo

La innovación educativa no es solo la incorporación de nuevas tecnologías a la práctica docente, sino que va mucho más allá. Innovar es adaptarse a las nuevas realidades del alumnado de todas las etapas, es trabajar con, y no para, ellos y ellas, y es utilizar metodologías dinámicas, participativas y significativas que puedan inspirarles. Asimismo, es dar un giro hacia el aprendizaje competencial, una adquisición de conocimiento práctico y útil para toda su vida.

Este fue el marco promotor de la *Jornada nuevos planteamientos educativos y Objetivos de Desarrollo Sostenible* celebrada el 7 de noviembre de 2022 en el salón de actos de la antigua Escuela de Magisterio “Ausias March” (Universitat de València) y de la *Jornada sobre los ODS y H5P. La voz del futuro profesorado* celebrada el 22 de diciembre de 2022 en el Salón de Actos de la Facultad de Magisterio (Universitat de València). Ambas jornadas formaron parte del Proyecto de I+D+i Contenido interactivo H5P y ODS en la enseñanza de lenguas extranjeras, de las ciencias sociales y en la formación de futuros/as docentes¹ (CIGE/2021/131) financiado por la Conselleria d’Innovació, Universitats, Ciència i Societat Digital en 2022 y 2023, y coordinado por el Dr. Juan Carlos Casañ Núñez, profesor del Departamento de Didáctica de la Lengua y la Literatura de la Facultad de Magisterio (Universitat de València). Aprovechamos para agradecer a la antigua Escuela de Magisterio “Ausias March” y la Facultad de Magisterio la cesión gratuita de las instalaciones para celebrar las jornadas.

En la *Jornada nuevos planteamientos educativos y Objetivos de Desarrollo Sostenible*, tres personas expertas en los nuevos Decretos del currículum, Elena Ortiz, Rafael Atienza y Enrique Noguera, explicaron cómo crear situaciones de aprendizaje en el nuevo contexto legislativo de la nueva filosofía educativa que se quiere inculcar en los centros educativos de la Comunidad Valenciana.

La *Jornada sobre los ODS y H5P. La voz del futuro profesorado* representó un lugar de confluencia entre los Objetivos de Desarrollo Sostenible (ODS) de las Naciones Unidas y la tecnología educativa H5P en las áreas de Educación. La sesión tuvo como rasgo transformador que el futuro profesorado fue el protagonista. Por un lado, alumnado del Máster Universitario en Profesorado de Educación Secundaria (Especialidad en Lengua Extranjera: inglés) tuvo la oportunidad de presentar propuestas teóricas o teórico-prácticas sobre cómo integrar los ODS en la docencia en los niveles educativos de Educación Secundaria. Por otro lado, estudiantado de 4.º de Magisterio (Mención en Especialista en Tecnologías de la Información y la Comunicación) pudo presentar propuestas teóricas o teórico-prácticas sobre cómo utilizar H5P en la docencia en Educación Primaria. La jornada se completó con una ponencia sobre la tecnología educativa H5P a cargo de Sara Arjona (Moodle HQ).

Este libro recoge una selección de seis comunicaciones de la jornada anterior, así como dos trabajos adicionales que no llegaron a presentarse. Los textos han sido elaborados por alumnado del Máster Universitario en Profesorado de Educación Secundaria (Especialidad en Lengua Extranjera: inglés) y

1 <https://ci5ods.blogs.uv.es/>

son fruto de la colaboración entre dos docentes del máster: la Dra. María Alcantud Díaz, que imparte la asignatura Aprendizaje y enseñanza de la lengua inglesa, y el Dr. Juan Carlos Casañ Núñez, profesor de la asignatura Innovación docente e iniciación a la investigación Educativa en lengua inglesa. Ambos docentes pertenecen al Departamento de Didáctica de la Lengua y la Literatura de la Facultad de Magisterio de la Universitat de València.

Los trabajos son situaciones de aprendizaje creadas en el marco de la Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE) y se diseñaron como parte de su formación como futuro profesorado de inglés siguiendo una serie de pautas que resumimos a continuación. En primer lugar, el trabajo debía ser grupal y partir de un reto, de una situación real para, por medio de metodologías activas y participativas, llevar al alumnado a utilizar los saberes básicos correspondientes y obtener un resultado de aprendizaje real. Asimismo, debían crearse dos documentos: el primero consistía en una plantilla para el diseño de situaciones de aprendizaje y donde se describía los objetivos, la contextualización, las competencias clave y específicas y las metodologías empleadas, entre otros datos. El segundo documento era un dossier que contenía al menos tres situaciones de aprendizaje creadas, preparadas para el uso por su potencial alumnado. Por otra parte, las situaciones de aprendizaje debían estar unidas a la temática de uno (o varios) de los Objetivos de Desarrollo Sostenible (ODS) de la Agenda 2030 de la ONU e incluir al menos una actividad interactiva y multimedia H5P.

Así pues, en el capítulo 1 veremos cómo Vicente Casañ Frejo, Marta Hernández López, Laura Moncho Mocholí, Silvia Polanco Navarro y Paula Rodríguez Bordehore crearon una propuesta relacionada con los ODS 3 y 10, llamada *Mens sana in corpore sano*. Su objetivo era que el alumnado encontrara una manera de promover un estilo de vida saludable entre los adolescentes y las adolescentes. En el capítulo 2 mostramos el trabajo *It isn't water under the bridge!* de Andrea Rodríguez Pavón, Elena Torreira Peris, Patricia Vila Llorens, Mireia Anacleto Revert, Sergio Bon Vivó, y Marc Monzó Peiró. El reto de su trabajo es que el alumnado intente concienciar al resto del mundo sobre cómo solucionar el problema de la contaminación en las playas y en el mar. Para ello, veremos cómo los van guiando para crear una asociación. Este desafío es significativo y motivador en lo que respecta a la vida real ya que el alumnado se encuentra cada verano con esta situación, vinculada a los ODS 6, 11, 13, 14 y 15.

El capítulo 3 se titula *The greatest wealth is mental health* y ha sido escrito por Jaume Buforn Baladó, Mar González Albalat, Alba Mulet Malanda, Javier Rubio Mániz, María Sancho Nebot y Ana María Valero Sanchís. En este capítulo se trabaja el ODS 3 a través de una propuesta que se eligió por su aplicación en la actualidad: enseñar a los adolescentes y las adolescentes a tener un estilo de vida saludable es de suma importancia para su futuro y también para su presente, ya que atraviesan una etapa en la que están construyendo una nueva (y a veces conflictiva) relación con sus cuerpos. En el capítulo 4, *Turning London into a sustainable city!*, Núria Borràs Aguilar, Rebeca Hernández Muñoz, Inés Llario Tarrazona, Raquel Mengual Pons y Alba Torres Sala tratan los ODS 7, 11, 12, 13, 17 concienciando a su alumnado sobre la sostenibilidad de las ciudades. Su reto empieza cuando el alumnado es contratado por el Ayuntamiento de Londres para crear, como parte de la ciudadanía valenciana, un proyecto en el que tienen que comparar Valencia y Londres y proponer estrategias para hacer que la ciudad de Londres sea más sostenible y ecológica. Al sumergir al alumnado en este proyecto, esperan que aprendan qué es una ciudad sostenible, qué hace que esa ciudad sea sostenible y por qué.

El capítulo 5 se titula *Go green, go sustainable* y ha sido elaborado por Marina de Maeztu Peña, Isabel Fortea Weedle, Paula Lorente Merino, María Ángeles Nerja Serna, y Sergio Ramírez Mascuñano. Este trabajo está relacionado con los ODS 11, 12, 13, 14 y 15 y tiene como objetivo introducir el tema del reciclaje y la reutilización entre el alumnado de Educación Secundaria, además de fomentar la conciencia medioambiental. Nuestro planeta se está muriendo poco a poco y podemos hacer un trabajo importante desde las aulas para que esto no suceda, ya que enseñando al alumnado a consumir responsablemente y a reciclar tendremos un planeta mejor para vivir en el futuro. El capítulo 6 ha sido redactado por Lydia Bautista Ibáñez, Daniel Bolea Moll, Irina Montes Martínez y Laura Moreno Porcar y lleva como título *Making a difference!* En este capítulo se aborda la temática de los ODS 1, 2 y 10, ya que se aborda el tema de la pobreza, uno de los azotes de la sociedad actual. En su propuesta, el alumnado ha de aprender a buscar soluciones para los temas tratados diseñando una campaña para fomentar la donación.

Llegamos al penúltimo capítulo, el capítulo 7, que incluye uno de los trabajos adicionales que no se pudieron presentar en las jornadas. Ha sido elaborado por Paula de la Cruz Herrán, Inés Molero Jiménez, Rosa Llorca Alcaraz, y Pablo Palop i Quesada y se titula *Reinventing fairy tales*. Su objetivo era la revisión y adaptación de cuentos tradicionales a los tiempos y valores actuales y lo relacionan con los ODS 4, 5 y 10. Su trabajo se justifica porque los cuentos de hadas son historias de gran importancia para nuestro imaginario colectivo y, como tales, ejercen una poderosa influencia reflejando creencias y actitudes obsoletas. Para estos autores y autoras es vital concienciar al alumnado de esta situación intentando que desarrollen su pensamiento crítico y su autonomía, que se conviertan en parte de una ciudadanía competente y resolutiva y que sean capaces de reflexionar sobre la sociedad y la cultura. Con esto llegamos al final de este viaje de creatividad y buenas prácticas, al capítulo 8 *What a waste!*, obra de Teodora Daria Hera, Ofelia María Mira Fuentes, Alba Reales Pardo, Tereza Rumenova Boshnyakova y Carolina Vila Sanchís. De nuevo, es un capítulo que no pudo presentarse en la jornada. Este trabajo está relacionado con los ODS 3, 8, 9, 11 y 13. Esta situación de aprendizaje está conectada con la vida real del alumnado debido a la necesidad actual de proteger el medio ambiente, que es una fuente de preocupación creciente para muchas personas. Asimismo, tiene una conexión con las asignaturas de biología y geología (ya que aborda temas como el reciclaje y el medio ambiente), así como con el taller de economía (ya que está relacionado con nuestras elecciones de compra). Las autoras pretenden que el alumnado aprenda a implementar medidas para combatir el cambio climático en su vida cotidiana.

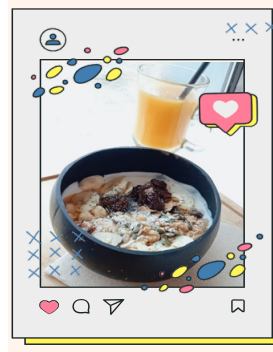
Por último, queremos agradecer a la Conselleria d'Innovació, Universitats, Ciència i Societat Digital de la Generalitat Valenciana la financiación de esta publicación a través del proyecto de I+D+i Contenido interactivo H5P y ODS en la enseñanza de lenguas extranjeras, de las ciencias sociales y en la formación de futuros/as docentes (CIGE/2021/131).

Dra. María Alcantud-Díaz

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MENS SANA IN CORPORE SANO



Learning situation for EFL classes

Vicente Casañ Frejo, Marta Hernández López, Laura Moncho Mocholí, Silvia Polanco Navarro and
Paula Rodríguez Bordehore

MENS SANA IN CORPORE SANO

Authors: Vicente Casañ Frejo, Marta Hernández López, Laura Moncho Mocholí, Silvia Polanco Navarro y Paula Rodríguez Bordehore
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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: <i>Mens sana in corpore sano</i>					
Stage	Secondary	Year	3rd ESO	Group	A
Subject:	Foreign Language 1	Link to other subjects	Physical Education, Biology, Art		
N° of sessions:	6	Topic-theme /	Healthy lifestyle		
Final output description	The students must find a way to promote a healthy lifestyle among teenagers.				

Key competences
Digital Linguistic communication Personal, social and learning to learn Civic Conscience and cultural expression Entrepreneurial Learn to learn competence

Specific skills	Assessment criteria
Linguistic communication: comprehension and interaction <ul style="list-style-type: none"> - Listen - Write - Read - Speak - Mediate 	Direct observation: participation <ul style="list-style-type: none"> Oral questions Writings Projects (videos, posts) Peer assessment Online quizzes

2. METHODOLOGY

Methods, Techniques, didactic strategies and pedagogical models

- Challenge-based learning
- Content and Language integrated learning
- Cooperative learning
- Flipped classroom
- Gamification & Game-based Learning
- Grammar Translation Methods (new approach)
- Inquiry-Based Learning
- Multiliteracies learning framework
- Problem-solving
- Project work
- Service Learning
- Task-based learning
- Computer Assisted Learning (CAL)

3. TIME FRAME

This didactic unit has six lesson plans, each lesson plan covers one session.

Lesson Plan 1 (1 session)

Name: *Mens sana in corpore sano.*

Teaching-Learning Activities by class sessions							
<p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	<p>Activity 1: The teacher will play a short film on YouTube and the students will reflect on it.</p> <p>This activity's objective is for students to reflect critically on the video played by their teacher.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
All the class	Computer, projector	Classroom	Direct observation	Digital, Linguistic communication and Social and Civic	Linguistic comprehension Interaction and plurilingualism	Lexicon	15-20 min
B	MA	<p>Activity 2: Explain the challenge and propose the question that will be the guiding thread of the learning situation; What can we do as agents to help teenagers in our country?</p> <p>The objective of this activity is that students use the questions asked by the teacher to make an oral activity through their critical thinking skills using linguistic communication.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

All the class	Teachers	Classroom	Direct observation of their intervention	Linguistic Communication and Citizenship	Interaction and plurilingualism	Lexicon and grammar. Self-confidence	20-25 minutes
Estimated duration of the learning situation							50-55 minutes

<p>Lesson Plan 2 (1 session) Name: Health and well-being</p>							
<p>Teaching-Learning Activities by class sessions</p>							
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	<p>Activity 1: What does "a healthy mind in a healthy body" mean? Activity 2: Questions about emotional eating Activity 3: The Influence of social media Activity 4: Eating disorders Activity 4: Experiment on smoking</p>					
	DA						
<p>This activity aims to ask students about the issues suggested above so that they can all interact with each other, improving their linguistic communication, social/ civic and citizenship competencies.</p>							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

All the class	Pictures	Virtual Learning Environment and Classroom	Oral questions	Linguistic communication, Digital, Social and Civic and Citizenship	Interaction	New vocabulary from the subject they are dealing with	55 min
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<p>Lesson Plan 3 (1 session) Name: Supermarket trip</p>							
<p align="center">Teaching-Learning Activities by class sessions</p> <p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
D	EA CEA	<p>Activity 1: Scan the barcode of some products with the app “MyRealFood” in a supermarket to see if they are healthy or not.</p> <p>This activity aims to bring students into contact with what is healthy and what is not by putting into practice a manual activity using mediation.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Products, mobile phones, app	Virtual Learning Environment, Classroom	The task to be administered to the student, scenario	Digital	Mediation	Knowledge of healthy and unhealthy foods	5 min
S	RA	<p>Activity 2: Prepare two different lists, healthy vs unhealthy, to classify the groceries that students have found in the previous activity.</p>					

	CA	<p>Then, hold a discussion on the findings.</p> <p>The objective of this activity is to make use of linguistic production by making them write lists. Furthermore, we can also develop mediation, social/ civic, citizenship and entrepreneurship competences since they will have to discuss the activity carried out.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Individual	Pictures, digital resources	Classroom	The lists students must prepare	Digital, Linguistic Communication, Social and Civic, Citizenship and Entrepreneurship	Linguistic production Mediation	New vocabulary from the subject they are dealing with	5 minutes
Estimated duration of the learning situation							55 minutes

<p>Lesson Plan 4 (1 session) Name: Modifying junk food</p>		
<p>Teaching-Learning Activities by class sessions</p>		
<p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>		
B	MA DA	<p>Activity 1: After going to the supermarket, students must discover why these recipes are healthy by looking at the ingredients. The reflective thinking will be that “junk” food can be healthy too but with the correct ingredients.</p> <ul style="list-style-type: none"> - Hamburger: meat, wholemeal bread, tomato, cheese, onion - Nachos: whole wheat fajitas, cheese, red pepper, green pepper, guacamole, etc.

		<ul style="list-style-type: none"> - Pizza: (alternative: pizza with cauliflower base) - Pancakes: banana, egg, milk, oats. <p>The objective of this activity is to promote students’ reflective thinking. To do this, they will have to realise that we can use some ingredients normally used in “junk” food dishes and which can also be used to prepare healthy dishes.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Mobile phones, computers, pictures	Virtual Learning Environment Classroom	Direct observation of the reflective thinking process	Digital	Interaction, plurilingualism	Personal, social and learning-to-learn competences	10-15 minutes
B	RA CA	<p>Activity 2: Reflective thinking:</p> <ul style="list-style-type: none"> - (Pictures) Homemade food vs. McDonald’s, Burger King, Domino’s. - <i>In Spain, we tend to cook with olive oil whereas in most countries everything is cooked with butter.</i> <p>The objective of this activity is for students to think reflectively, interact in groups and in the process, learn about some cultural differences between countries.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

Groups	Pictures	Virtual Learning Environment, Classroom	Observation	Linguistic Communication	Interaction, plurilingualism, cultural competence	English to communicate, lexicon, cultural knowledge, initiative,	10-15 minutes
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D	MA	<p>Activity 2 is based on an Inquiry-based approach and Task-Based Learning</p> <ul style="list-style-type: none"> - Students should cook a recipe at home that contains healthy ingredients and present their meals to the rest of the class. <p>The objective of this activity is to carry out and present all the knowledge they have acquired in the previous activities by making them do a manual task like cooking.</p>
	EA	
	CA	
	RA	
	AA	
		<p>Activity 3 based on Task Based Learning</p> <ul style="list-style-type: none"> - Create an Instagram post or a story with an easy healthy recipe using the hashtag #BeARealFoodEater <p>The objective of this activity is to make use of linguistic production by creating an Instagram post. In this way, they will promote a healthy lifestyle among their followers (usually teenagers).</p>

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Pairs	Pictures, apps, mobile phones	Virtual Learning Environment, classroom	The mark of this task will count as part of the final mark	Digital, linguistic Communication and Social and Civic	Linguistic production Interaction Mediation Plurilingualism	Knowledge of how to use digital environments, lexicon and grammar, how to post on Instagram	10-15 minutes
Estimated duration of the learning situation							45 - 50 minutes

Lesson Plan 5 (1 session)							
Name: The Mediterranean way							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA AA	<p>Activity 1: Gamification.</p> <p>Quiz on the Mediterranean diet: https://quizizz.com/admin/quiz/603c53210f3798001b0793dd/the-mediterranean-diet?type=quiz&searchIn=all_quizzes&subject=All&grade&sortKey=score&queryId=617844e71f298b001d8faf6a-1670841581936&searchLocale=&fromSearch=true</p> <p>The objective of this activity is to test students' knowledge of food by using ICTs (digital competence).</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Individual	Quizizz, mobile phones, computer, projector	Virtual Classroom and classroom	The mark of this questionnaire will count as part of the final mark	Digital and Conscience and cultural expression	Linguistic comprehension Plurilingualism and cultural competence	Cultural knowledge of the Mediterranean diet, lexicon	5 minutes

D	MA EA CA RA AA	<p>Activity 2: Task-Based Learning</p> <p>"Famous characters want to be healthy too"</p> <ul style="list-style-type: none"> - Prepare a healthy restaurant menu and training for a day for a famous movie or series character - Students should create a special meal (a starter, 1st dish, 2nd dish and dessert) - Each group creates a workout for its character, creating a TikTok exercise - One character per group, the teacher will provide information about the tastes of each character - The character will post an opinion about their menu on TripAdvisor (assessment) <p>The objective of this activity is to make use of linguistic production by elaborating a healthy menu, a warm-up and an opinion on TripAdvisor. Furthermore, they will have to interact and make use of some digital competences such as making a Tik Tok video.</p>
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Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	TikTok, TripAdvisor, mobile phones, Canva, computer	Virtual Learning Environment, classroom	The comments on TripAdvisor will be peer-assessed	Digital and Entrepreneurial	Linguistic production, interaction, plurilingualism	Lexicon, grammar, posting on TripAdvisor	50 minutes
Estimated duration of the learning situation							55 minutes

Lesson Plan 6 (1 session)
Name: Choose your lifestyle

Teaching-Learning Activities by class sessions							
<p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
S	MA	<p>Activity: Inquiry-based approach</p> <p>Production of the Final Product: Create a diet for a day and healthy lifestyle recommendations.</p> <ul style="list-style-type: none"> - 7 groups of 5 people - Each group prepares meals (breakfast, lunch, snack, dinner) for a day - The diet should include recommendations to keep a healthy body and mind - All the diets and tips will be gathered to make a weekly plan. <p>The objective of this activity is to produce a final task so that they can apply what they have learnt throughout the unit.</p>					
	CA EA AA CEA						
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Canva	Virtual Learning Environment, classroom	The project was evaluated by the teacher with a rubric	Linguistic Communication, Entrepreneurial, Personal, Social and learning-to-learn competences	Linguistic production, interaction, plurilingualism	Canva usage, lexicon and grammar on the topic	45 minutes
Estimated duration of the learning situation							55 minutes

Attention to diversity	Transversal topics - SDGs
The students who need help would have other classmates helping them, as well as teachers when the task is individual, so the pupils with special needs will never be left alone doing their work.	Good Health and Well-Being ODS 3
The groups will be chosen by the teacher according to their capacity to work in groups and at different levels of English and special needs. Therefore, there won't be any student who is not able to carry out the tasks and projects.	Reduced inequalities ODS 10

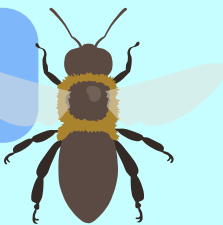
References and electronic resources
<p data-bbox="327 707 1991 774">https://educagob.educacionyfp.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria/materias/lengua-extranjera/criterios-eval-tercer-cuarto-curso.html</p> <p data-bbox="275 815 2042 847">https://educagob.educacionyfp.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria/competencias-clave.html</p> <p data-bbox="842 887 1476 919">https://www.burlingtonbooks.com/spain/lomloe/?3</p> <p data-bbox="1028 959 1290 991">Curriculo LOMLOE</p>




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BUMBLEBEE

JOY ON TOP!



Student's book 3


B1



UNIT 1



ENJOY YOUR MEAL!





CONTENTS

- 1 **“Mens sana in corpore sano”**
- 2 **Health and well-being**
- 3 **A trip to the supermarket**
- 4 **Modifying junk food**
- 5 **The mediterranean way**
- 6 **Choose your lifestyle**

1

Mens sana in corpore sano

1 Watch the short documentary "Super Size Me" and think about the message.



Then answer the following questions:

- A. How does advertising affect your choices in food?
- B. Does the government's ban on unhealthy food advertising online go far enough?
- C. Is it coherent that McDonald's uses this statement?



2 Taking into account the main topic of the unit, what can you do as agents of the Spanish Ministry of Health to help teenagers in the country?

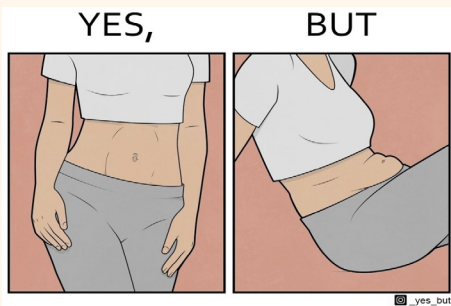
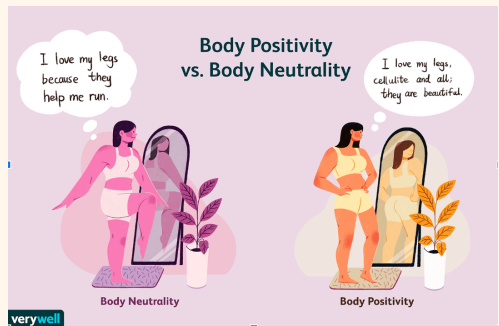


2

Health and well-being

1 What are your thoughts on...?

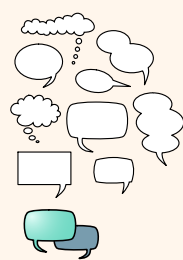
- A. What does "a healthy mind in a healthy body" mean?
- B. Take a look at the following pictures and guess their meaning. What are they representing in each case? What do you think about them?



the effects of Social Media, cellulite, tummy tuck, bodies' diversity, emotional eating

2 Discuss and share your opinion with your classmates:

- A. Do you tend to eat more when you're stressed?
- B. Do you find yourself eating even if you're not hungry or when you're full?
- C. Do you eat to feel better?
- D. Do you regularly reward yourself with food?
- E. Does food make you feel safe?
- F. Do you feel out of control around food?



3 Read the following questions and write a short answer:

- A. Do you compare yourself with famous people you see on Instagram, Tik Tok, etc. ?
- B. Do people body shame other people on social media?
- C. Do they make ugly comments about other people's physical appearance?
- D. Do all these comments affect famous people?
- E. All these characters have pictures with many filters. Do they present fake realities?

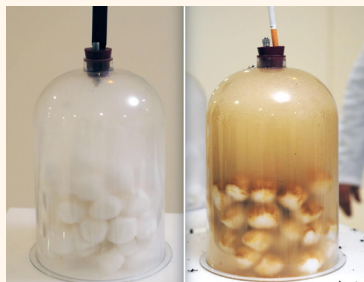


4 The next pictures show three different eating disorders:



Do you recognise them? Do they bring any negative consequences to your health? Write a short composition answering these two questions (60-80 words).

5 Explain the experiment shown in the picture:



3

A trip to the supermarket

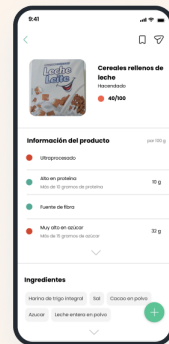
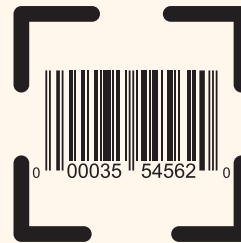
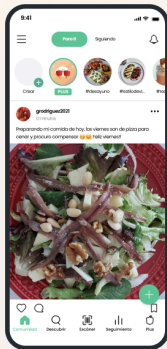


Let's go to the grocery store!

! Mobile phones required



1. Download the app "MyRealFood", it's free!
2. Log in. You are all set to start the exercise!
3. Scan the barcode of some products with the app to check.



Fill the following lists to classify the groceries that you have found:

Healthy	Unhealthy



Did any of the products surprise you at all?
Which one?



What is the reason behind its unhealthiness?

4

Modifying junk food

1 Can you guess if these recipes are healthy just by looking at its ingredients? Let's find out!

Hamburger



- Meat
- Wholemeal bread
- Tomato
- Cheese
- Egg
- Onion
- Serrano ham

Nachos



- Whole wheat fajitas
- Cheese
- Red pepper & green pepper
- Onion
- Guacamole

Pancakes



- Banana
- Egg
- Milk
- Oats flour
- Optional toppings

Pizza



- Cauliflower base
- Optional toppings



Appearances can be deceiving!



Think about it!



Homemade food vs. McDonald's, Burger King, Domino's.



In Spain we tend to cook with olive oil whereas in most countries everything is cooked with butter.



Now it is your turn!

Try it!

2

Transform junk food into healthy food: Cook a recipe that contains healthy ingredients.



Unhealthy



Healthy



3

Create an insta post or a story with an easy healthy recipe using the hashtag #BeARealFoodEater

Cat cooking healthy pizza at home



5 The mediterranean way

1 What do you know about the Mediterranean diet?

Game time!

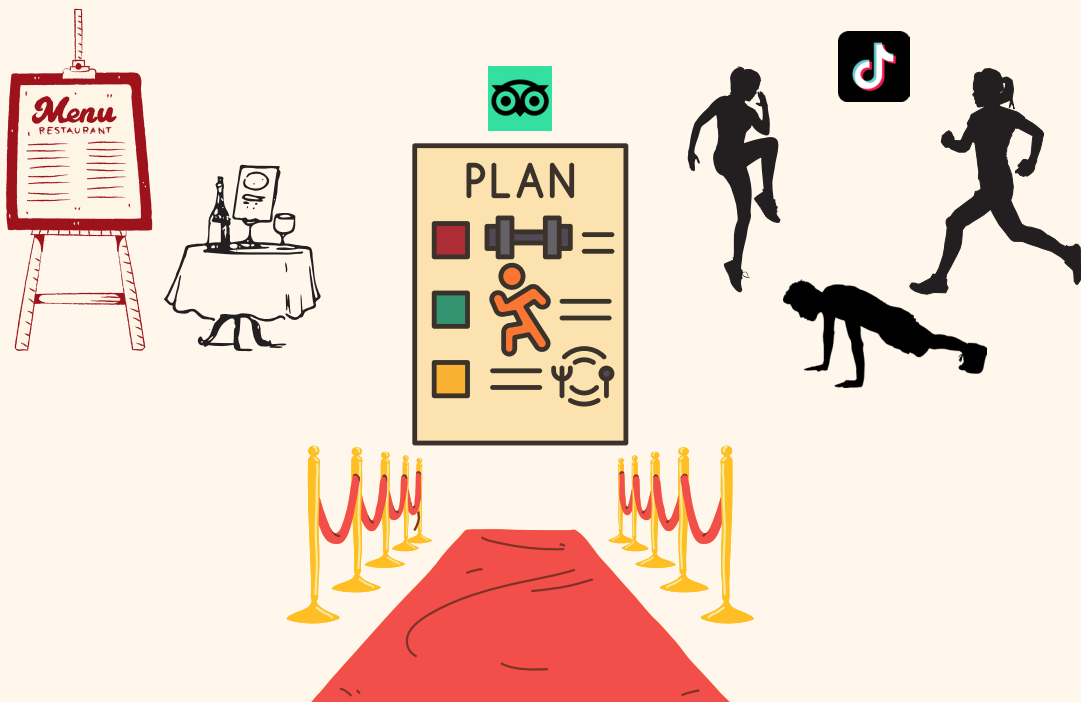




"Famous characters want to be fitness too"

2 Elaborate a Healthy Restaurant Menu and training for a day for a famous movie or series character.

- Create a special meal (1 starter, 2nd dish, and dessert)
- Each group elaborates a workout for its character: do a Tik Tok doing exercise.
- Assessment: The character will post an opinion about your menu on TripAdvisor



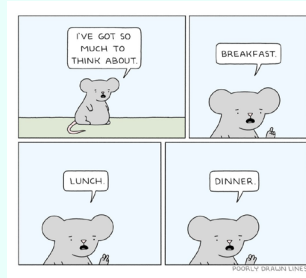
6

Choose your lifestyle

Project time!
Join in groups

Create a diet for a day and healthy lifestyle recommendations:

- Each group elaborates meals for a day:



- Include recommendations to keep a healthy body and mind.

Take Care of Your Mind

Sleep Well

Eat Balanced Meals

- Gather all the diets and tips to make a weekly plan.



EAT healthy





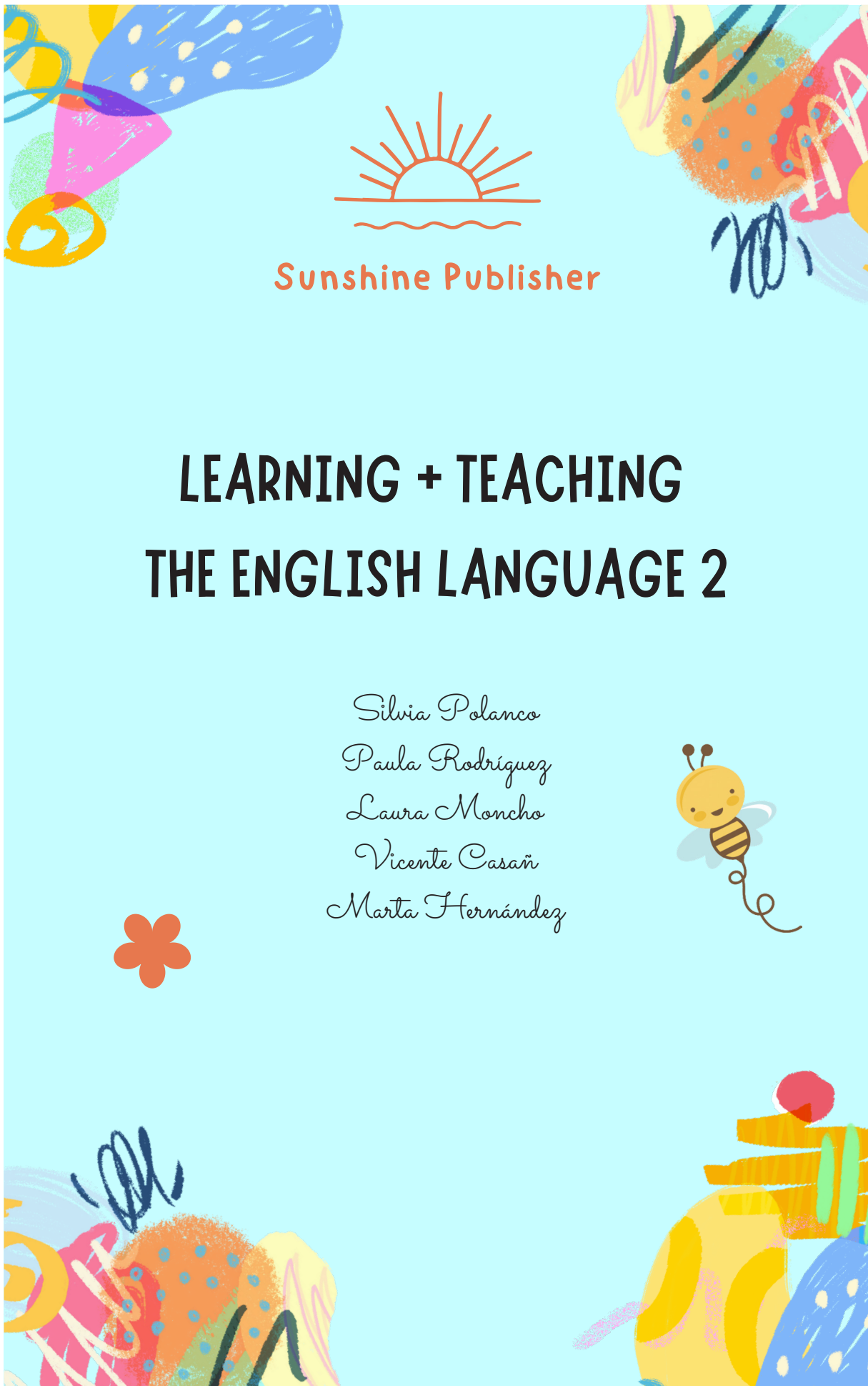
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Quiz on Mediterranean diet:
https://quizizz.com/admin/quiz/603c53210f3798001b0793dd/the-mediterranean-diet?type=quiz&searchIn=all_quizzes&subject=All&grade&sortKey=_score&queryId=617844e71f298b001d8faf6a-1670841581936&searchLocale=&fromSearch=true

<https://estilosdevidasaludable.sanidad.gob.es/alimentacionSaludable/queSabemos/comoDistribuir/espana/home.htm>

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LEARNING + TEACHING THE ENGLISH LANGUAGE 2

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Vicente Casañ
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IT ISN'T WATER UNDER THE BRIDGE!



Learning situation for EFL classes



IT ISN'T WATER UNDER THE BRIDGE!

Authors: Andrea Rodríguez Pavón, Elena Torreira Peris, Patricia Vila Llorens, Mireia Anacleto Revert, Sergio Bon Vivó, Sergio and Marc Monzó Peiró
Teacher Training Faculty, University of Valencia

TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: IT ISN'T WATER UNDER THE BRIDGE!					
Stage	3rd	Year	ESO	Group	2
Subject:	Foreign Language 1	Link to other subjects	Biology and ICTs		
# of sessions:	6	Topic-theme /	Life below water - 14th SDG		
Final output description	Record a video to raise awareness of the effects of human waste on marine life.				

2. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):
The challenge of these learning situations is that students have to imagine that they go to the beach and once they try to swim or lie on the sand, everything is covered in rubbish. Finding themselves surrounded by garbage, they decide to try to raise awareness in the rest of the world about how to solve the issue of pollution on beaches and in the sea. The students are environmentally aware and have created an association to raise awareness among the rest of the citizens. This challenge is significant and motivational as it relates to real life and students can find themselves in this situation in the future. For this reason,

dealing with this topic in class is very useful. Moreover, we are working with one of the SDGs. In particular, number 14, life below water.

According to the LOMLOE, the education system cannot be oblivious to the challenges posed by climate change on the planet, schools must become a place of custody and care for our environment. They must therefore promote a culture of environmental sustainability and social cooperation, developing programmes for sustainable lifestyles and encouraging recycling and contact with green spaces. Moreover, the new law recognises the importance of addressing sustainable development in line with the 2030 Agenda. Education for sustainable development and global citizenship includes education for ecological transition, without neglecting local action, essential to addressing the climate emergency, so that students know what consequences our daily actions have on the planet and therefore generate empathy towards their natural and social environment.

Specifically, in Article 33 of the law, letter (o) is added, which proposes: to encourage a responsible and committed attitude in the fight against climate change and in the defence of sustainable development. Also, a point (i) is added to Article 66; To develop attitudes and acquire knowledge related to sustainable development and the effects of climate change and environmental, health or economic crises and to promote health and healthy eating habits, reducing sedentary lifestyles. Moreover, there is Article 110, which specifically tackles accessibility, sustainability and the relationship with the environment, stating that to promote a culture of environmental sustainability and social cooperation to protect our biodiversity, educational administrations will encourage, in coordination with the institutions and organisations in their environment, the sustainability of the centres, their relationship with the natural environment and their adaptation to the consequences of climate change. Finally, there is an additional sixth provision:

Education for sustainable development and global citizenship, which mentions that, as set out in Sustainable Development Goal 4 and the 2030 Agenda, education for sustainable development and global citizenship will be taken into account in teacher education processes and in access to the teaching profession. Accordingly, by 2022, knowledge, skills and attitudes related to education for sustainable development and global citizenship will be incorporated into the system of access to the teaching profession. Furthermore, by 2025, all teachers should be qualified for the goals set out in the 2030 Agenda.

Stage objectives: (ESO or Bachillerato)

[Developed from and based on the "Decret d'ordenació dels ensenyaments de l'educació bàsica"](#)

Key competences

- a) Competence in linguistic communication.
- d) Digital competence.
- e) Personal, social and learning to learn competence.
- f) Citizenship competence.
- g) Entrepreneurial competence.

Specific skills	Assessment criteria
<ul style="list-style-type: none"> 1. Reading comprehension 2. Written and oral production 3. Spoken interaction 4. Oral mediation 5. Linguistic repertoire 	<p>Specific competence 1:</p> <p>1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the student's experience, expressed clearly and in the standard language through a variety of media.</p> <p>1.3 Select, organise, and apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, essential information, and most relevant details of texts; infer meanings and interpret nonverbal elements; and search for, select, and manage truthful information.</p> <p>Specific competence 2:</p> <p>2.1 Orally express simple, structured, understandable, coherent and appropriate texts in the communicative situation on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, in different media, using verbal and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>2.2 Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and appropriateness for the proposed communicative situation, for the textual typology and for the analogue and digital tools used in everyday issues, of personal relevance or of public interest close to the student's experience, respecting intellectual property and avoiding plagiarism.</p> <p>2.3 Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the creation of coherent, cohesive and appropriate texts according to the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.</p> <p>Specific competence 3:</p>

	<p>3.1 Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors and interlocutors.</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.</p> <p>Specific competence 4:</p> <p>4.1 Infer and explain texts, concepts and short simple communications in situations that cater to diversity, showing respect and empathy for the interlocutors and for the languages used and participating in the solution of problems of intercomprehension and understanding in the environment, relying on various resources and supports.</p> <p>4.2 Apply strategies that help build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.</p> <p>Specific competence 5:</p> <p>5.2 Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>
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3. METHODOLOGY	
Methods, Techniques, didactic strategies and pedagogical models	<ul style="list-style-type: none"> • Inquiry-Based Learning • Service Learning • Task-based Learning
4. TIME FRAME	
Lesson Plan 1 Name: GETTING TO KNOW OUR PLANET (Inquiry-Based Learning)	
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).	

B	MA EA	<p>Activity 1: <i>Introduction:</i> a video (with subtitles) will be projected to introduce the topic to the class and for them to become aware of what their initial thoughts on the topic are. Furthermore, students are required to take notes on the video to help them focus on the topic.</p> <p>Perceive Happiness. (2020, August 12). <i>Sustainability Goal #14: Life Below Water</i> [Video]. . https://www.youtube.com/watch?v=T2YNhg9p-KM</p> <p>WWF International. (2022, October 13). <i>How much wildlife have we lost? #LivingPlanetReport</i> [Video].. https://www.youtube.com/watch?v=9XApMi2xcrQ</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
This activity will be developed in small groups of students.	Teachers require a projector and a computer to project the videos for the students. In addition, students are required to take notes either in notebooks or using computers or tablets.	To be carried out in the classroom with school-provided computers.	No assessment rubric exists for this activity, as it is not possible to assess who is taking better or worse notes on the video. Moreover, the aim of this activity is not to generate a gradable activity but to introduce the topic. Overall,	Competence in Linguistic Communication (80%) Digital Competence(20%)	Specific competence 2: 2.1 Orally express simple, structured, understandable, coherent and appropriate texts for the communicative situation on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, through different media, using verbal and nonverbal resources, as well as	BK A: Communication strategies: (to be able to comment and discuss the topic).	10 to 15 minutes.

			participation and attention will be positively taken into account.		planning, control, compensation and cooperation strategies. 2.2 Written expression: To be able to write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and appropriateness to the proposed communicative situation, to the typology of the text, and to the analogue and digital tools used.		
D	MA RA EA	Activity 2: Through this activity, we will tackle some vocabulary related to the topic by playing a game. To do so, we have designed an H5P activity with flashcards. This vocabulary will be useful for the next activities.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
This activity can be carried out in pairs or in small	For this activity, the teacher must show the flashcards (hp5	It will be carried out in the classroom using the computers provided by the school.	No marks or assessment will be given for this activity, as	d) Digital competence. (50%)	Specific Competence 1: 1.1 Extract and analyse	BK A: Communication strategies (Learn new	10 to 15 minutes

<p>groups.</p>	<p>activity) on the screen/projector.</p>		<p>the aim of this game is to provide and revise some vocabulary based on the topic. Accordingly, the objective of this activity is to learn new vocabulary.</p>	<p>e) Personal, social and learning to learn competence. (50%)</p>	<p>the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the student's experience, expressed clearly and in the standard language through a variety of media.</p> <p>Specific competence 3:</p> <p>3.1 Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.</p> <p>Specific competence 5:</p>	<p>vocabulary on the topic to communicate appropriately)</p>	
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					5.2 Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.		
D	DA EA RA	Activity 3: Introduce background knowledge employing questions they have to search for the answer using digital tools (Internet).					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
As this activity consists of asking questions related to the topic online, it will be done in small groups.	They will need to be provided with some questions and computers to be able to look for the answers.	It will be carried out in the classroom with computers provided by the school.	There is no assessment rubric for this activity and a mark will not be given for this activity alone, but engagement and participation will be taken	a) Competence in linguistic communication. (20%) d) Digital competence. (20%) e) Personal, social and learning to learn competence. (40%)	Specific Competence 1: 1.3 Select, organise, and apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, essential information, and most relevant	BK A: Communication strategies (Expressions to work in a group, organise, make suggestions, coordinate etc. such as “How can I help?”)	10 to 15 minutes

			into account.	h) Competence in cultural awareness and expression. (20%)	<p>details of texts; infer meanings and interpret nonverbal elements; and search for, select, and manage truthful information.</p> <p>Specific competence 2:</p> <p>2.1 Orally express simple, structured, understandable, coherent and appropriate texts for the communicative situation on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, through different media, using verbal and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>Specific competence 3:</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate</p>	<p>BK C: Interculturality (As the activity consists of looking for information on water pollution, students may come across information from different countries and notice the difference.)</p>	
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					communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.		
S	EA RA	Activity 4: Answer the inquiry question: How can we raise awareness of the situation of our oceans/seas? Listen to their ideas and introduce our own idea, then shoot the video to raise awareness.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
As it is a debate/open question, they will answer individually as a speaking activity.	Vocabulary and context given in the previous activities. They will need to reuse the information already explained.	Inside the classroom as a free activity. Also, they will be asked to do a video activity afterwards.	There is no assessment rubric, but voluntary answers will be taken into account. Their willingness to participate and answer is key in the future development of	a) Competence in Linguistic Communication (50%) e) Personal, Social and Learning to Learn competence (30%) f) Citizenship	Specific competence 2: 2.1 Orally express simple, structured, understandable, coherent and appropriate texts for the communicative situation on everyday matters, of personal relevance or of public interest close to the student's experience, to	BK A: Communication strategies (Express their own feelings and thoughts about the environment. In addition, they will use the vocabulary explained to show their	10 to 15 minutes at the end of the class

			the video task.	competence (20%)	<p>describe, narrate, argue and inform, through different media, using verbal and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>2.3 Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the creation of coherent, cohesive and appropriate texts according to the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.</p> <p>Specific competence 3: 3.1 Plan, participate and collaborate actively,</p>	<p>understanding of the subject)</p> <p>BK C: Interculturality</p> <p>(Raise awareness of social realities in different countries to explain how the environmental crisis is dealt with)</p>	
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					<p>through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors and interlocutors.</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.</p> <p>Specific competence 4:</p>		
--	--	--	--	--	---	--	--

					<p>4.1 Infer and explain texts, concepts and short simple communications in situations that cater to diversity, showing respect and empathy for the interlocutors and for the languages used and participating in the solution of problems of intercomprehension and understanding in the environment, relying on various resources and supports.</p> <p>4.2 Apply strategies that help build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.</p>		
<p>Estimated duration of the learning situation</p>							<p>55 minutes</p>

Lesson Plan 2 Name: VOLUNTEERING FOR A DAY! (Service-learning)									
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).									
D	DA EA	Activity 1: The aim of this learning session is for students to record a video to raise awareness of the effects of human waste on marine life. To do this, we will first take them on an excursion to the beach or to a river to clean up the litter so that they are the first to become aware and at the same time see the reality. During this experience, they will record themselves to have material to create their own videos.							
		Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
		This activity will be carried out in groups. Students will get together with their group, with which they will do the	In this activity, students will use materials to clean the beaches (such as garbage bags) that will be provided by the city council for the students as this is volunteer work. Students will also be required to use their	As mentioned above, the activity will take place on the beach or on the river to be cleaned.	No evaluation tool as such will be used in this activity. However, students' behaviour will be taken into account, along with their involvement, for their final grade.	d) Digital competence (20%) e) Personal, Social and Learning to Learn competencies (40%) f) Citizenship competence (40%)	Specific competence 2: Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to the communicative intentions, contextual characteristics,	BK A: Communication strategies (Expressions to work in a group, organise, make suggestions, coordinate etc. such as "How can I help?", "What about doing ...	The activity will last an entire morning.

<p>final activity and together, they will clean the beach, divide the tasks and contribute equally. At the same time, the group should record footage for their final video.</p>	<p>phones or cameras to record the experience.</p>				<p>sociocultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.</p> <p>Specific competence 3:</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.</p> <p>Specific competence 4:</p> <p>4.2 Apply strategies that help build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions,</p>	<p>first?”, “What should we do next?” and so on.)</p>	
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					<p>contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.</p> <p>Specific competence 5:</p> <p>5.2 Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>	
Estimated duration of the learning situation						5 hours

<p>Lesson Plan 3 Name: ACTION AGAINST HUMAN WASTE IN THE SEA (Task-based learning)</p>		
<p>Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>		
B	DA	<p>Activity 1: Plan the scripts and the sketches of the videos as if they were members of an association such as Greenpeace or WWF to raise awareness in the world.</p>

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
This activity will be developed in small groups of students.	Students are expected to take notes and organise their ideas, either in notebooks or using computers or tablets.	To be carried out in the classroom.	The aim of this activity is not to be assessed but to help students organise their ideas for recording the video.	a) Competence in Linguistic Communication (30%) d) Digital competence (20%) e) Personal, Social and Learning to Learn competence (50%)	<p>Specific Competence 3:</p> <p>3.1 Plan, participate and collaborate actively, through a variety of media, in interactive situations on everyday topics of personal relevance or the public interest, close to the learner's experience, showing initiative, empathy and respect for linguistic politeness and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of learners.</p> <p>Specific competence 1:</p> <p>1.1 Extract and analyse the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the student's experience, expressed clearly and in standard language through a variety of media.</p>	BK A: Communication strategies: (to be able to comment and discuss the topic).	55 minutes

					<p>Specific competence 2:</p> <p>2.1 Orally express simple, structured, understandable, coherent and appropriate texts for communicative situations on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, through different media, using verbal and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>Specific competence 5:</p> <p>5.2 Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>		
D	MA DA	<p>Activity 2:</p> <p>This session is devoted to shooting the video. Moreover, students have to edit and create the video.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment,	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

		EVA, etc.)					
They will make the same groups as in the previous activities.	Students will use their mobile phones or cameras to film the videos. Then, they can use editing tools to make their videos.	Students will record the video outdoors, preferably on the beach or a river. However, they can be creative with the setting of the recording.	This part of the learning session does not include an assessment. Students only need to be creative when recording their videos. These videos will be marked afterwards.	<p>a) Competence in Linguistic Communication. (20%)</p> <p>d) Digital competence. (30%)</p> <p>e) Personal, Social and Learning to Learn competence. (10%)</p> <p>f) Citizenship competence. (10%)</p> <p>g) Entrepreneurial competence. (30%)</p>	<p>Specific competence 2:</p> <p>2.1 Orally express simple, structured, understandable, coherent and appropriate texts for communicative situations on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, through different media, using verbal and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>Specific competence 3:</p> <p>3.1 Plan, participate and collaborate actively, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic</p>	BK A: Communication strategies (Communicate originally through the use of digital tools)	110 minutes

					<p>courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.</p> <p>Specific competence 4:</p> <p>4.1 Infer and explain texts, concepts and short and simple communications in situations that cater to diversity, showing respect and empathy for the interlocutors and for the languages used and participating in the solution of problems of intercomprehension and understanding in the</p>	
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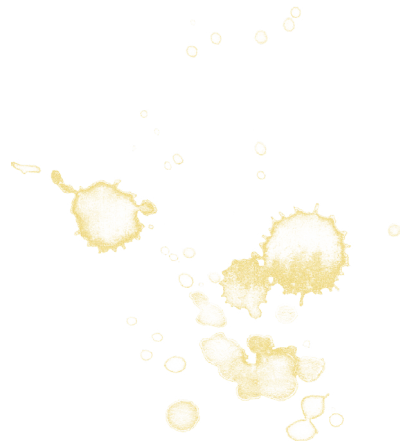
					<p>environment, relying on various resources and supports.</p> <p>4.2 Apply strategies that help build bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports according to the needs of each moment.</p> <p>Specific competence 5:</p> <p>5.2 Creatively use strategies and knowledge to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.</p>		
S	MA CA CEA	<p>Activity 3:</p> <p>Present the videos to the rest of the class. There would be 6 groups of 5 people (around 30 students). Maximum per video is 5 minutes.</p>					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
In the same groups, they have done the final activity.	They need to bring their videos to class, and a computer and a projector are needed to show the videos to the group.	In the classroom.	This activity is assessed through a rubric created for this purpose. It has been attached to the dossier.	b) Competence in Linguistic Communication. (40%) d) Digital competence. (60%)	<p>Specific Competence 2:</p> <p>2.2 Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and appropriateness for the proposed communicative situation, for the textual typology and for the analogue and digital tools used on everyday issues, of personal relevance or of public interest close to the student's experience, respecting intellectual property and avoiding plagiarism.</p> <p>Specific Competence 3:</p> <p>3.1 Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the</p>	BK A: Communication strategies (Strategies for presenting a project in front of an audience. They should be taught to introduce their project to the class with a brief description of what they have done.)	35 to 40 minutes

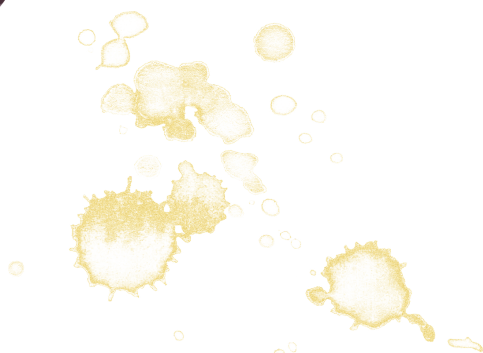
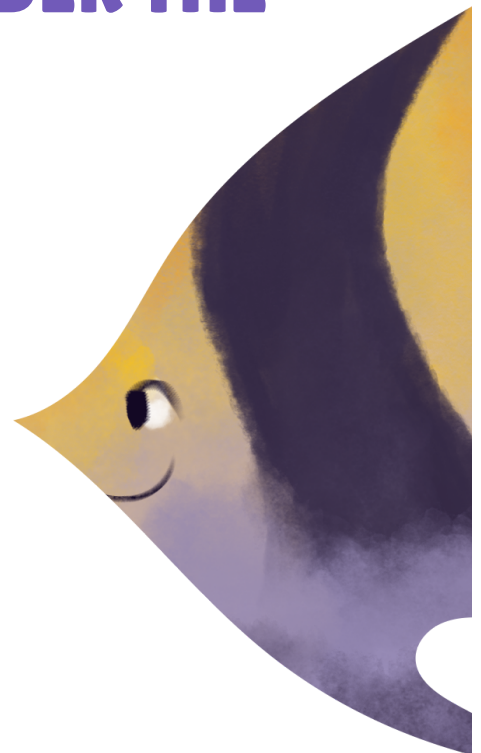
					student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.		
S	EA RA CA	Activity 4: Discuss what they have learnt and if it has helped them to change their attitude towards pollution, human waste, etc. The teacher will provide them with some questions to guide the discussion.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Since they will express their opinion after the completion of the task, they will answer individually as a	Background knowledge such as vocabulary and context given in the previous sessions. They will need to reuse the information already talked about (their videos)	Inside the classroom as a free activity. Also, they will be asked to do a video activity afterwards	There is no assessment rubric because they will have their videos marked. However, voluntary answers will be taken into account. Their	a) Competence in Linguistic Communication (50%) e) Personal, Social and Learning to Learn competence (30%) f) Citizenship	Specific competence 2: 2.1 Orally express simple, structured, understandable, coherent and appropriate texts for the communicative situation on everyday matters, of personal relevance or of public interest close to the student's experience, to describe, narrate, argue and inform, in different media, using verbal	BK A: Communication strategies (Express their own feelings and thoughts about the environment. In addition, they will use the vocabulary explained to	10 to 15 minutes at the end of the class

speaking activity			willingness to participate and the answer is key to understanding the tasks done	competence (20%)	<p>and nonverbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>2.3 Select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using the most appropriate physical or digital resources depending on the task and the needs of the potential interlocutor to whom the text is addressed.</p> <p>Specific competence 3:</p> <p>3.1 Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the</p>	<p>show their understanding of the subject)</p> <p>BK C: Interculturality</p> <p>(Raise awareness of social realities in different countries to explain how the environmental crisis is dealt with)</p>	
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					<p>different needs, ideas, concerns, initiatives and motivations of the interlocutors.</p> <p>3.2 Select, organise and use appropriate strategies to initiate, maintain and terminate communication, take and yield the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarise, collaborate, debate, solve problems and manage compromised situations.</p> <p>Specific competence 4:</p> <p>4.1 Infer and explain texts, concepts and short simple communications in situations that cater to diversity, showing respect and empathy for the interlocutors and for the languages used and participating in the solution of problems of intercomprehension and understanding in the environment, relying on various resources and supports.</p>	
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IT ISN'T WATER UNDER THE BRIDGE!



Designed by:

Andrea Rodríguez Pavón

Patricia Vila Llorens

Sergio Bon Vivó

Elena Torreira Peris

Marc Monzó Peiró

TABLE OF CONTENTS

Life Underwater

LESSON PLAN

1

GETTING TO KNOW
OUR PLANET

LESSON PLAN

2

VOLUNTEERING
FOR A DAY!

LESSON PLAN

3

ACTION AGAINST
HUMAN WASTE IN
THE SEA





ACTIVITY 1

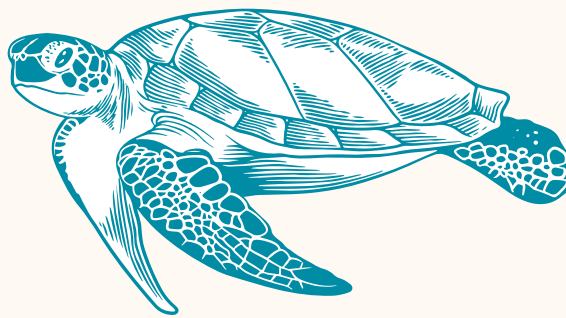
Let's watch some videos



ACTIVITY 2

Let's play some flashcards to learn about our planet

LESSON PLAN 1



GETTING TO KNOW OUR PLANET

ACTIVITY 3

Let's answer some questions about the environment



ACTIVITY 4

Let's debate about our oceans and seas

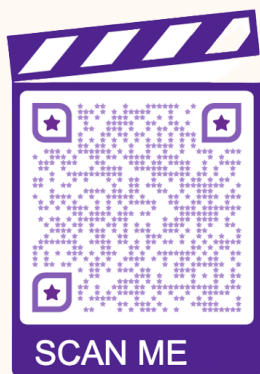




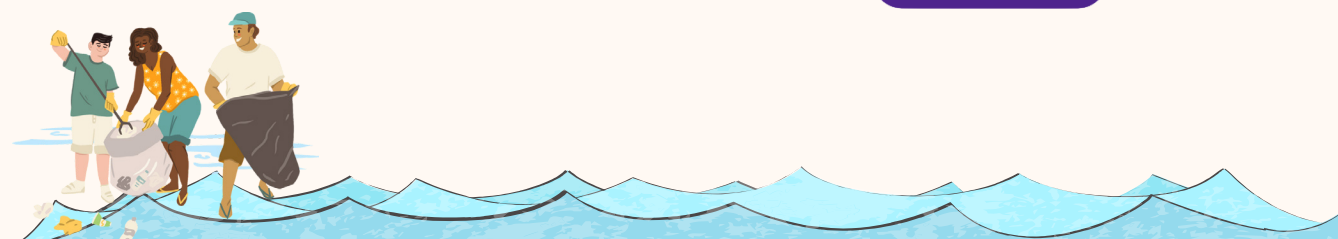
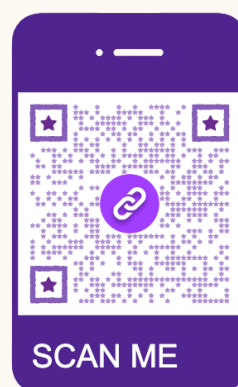
LESSON PLAN 1 ACTIVITY 1

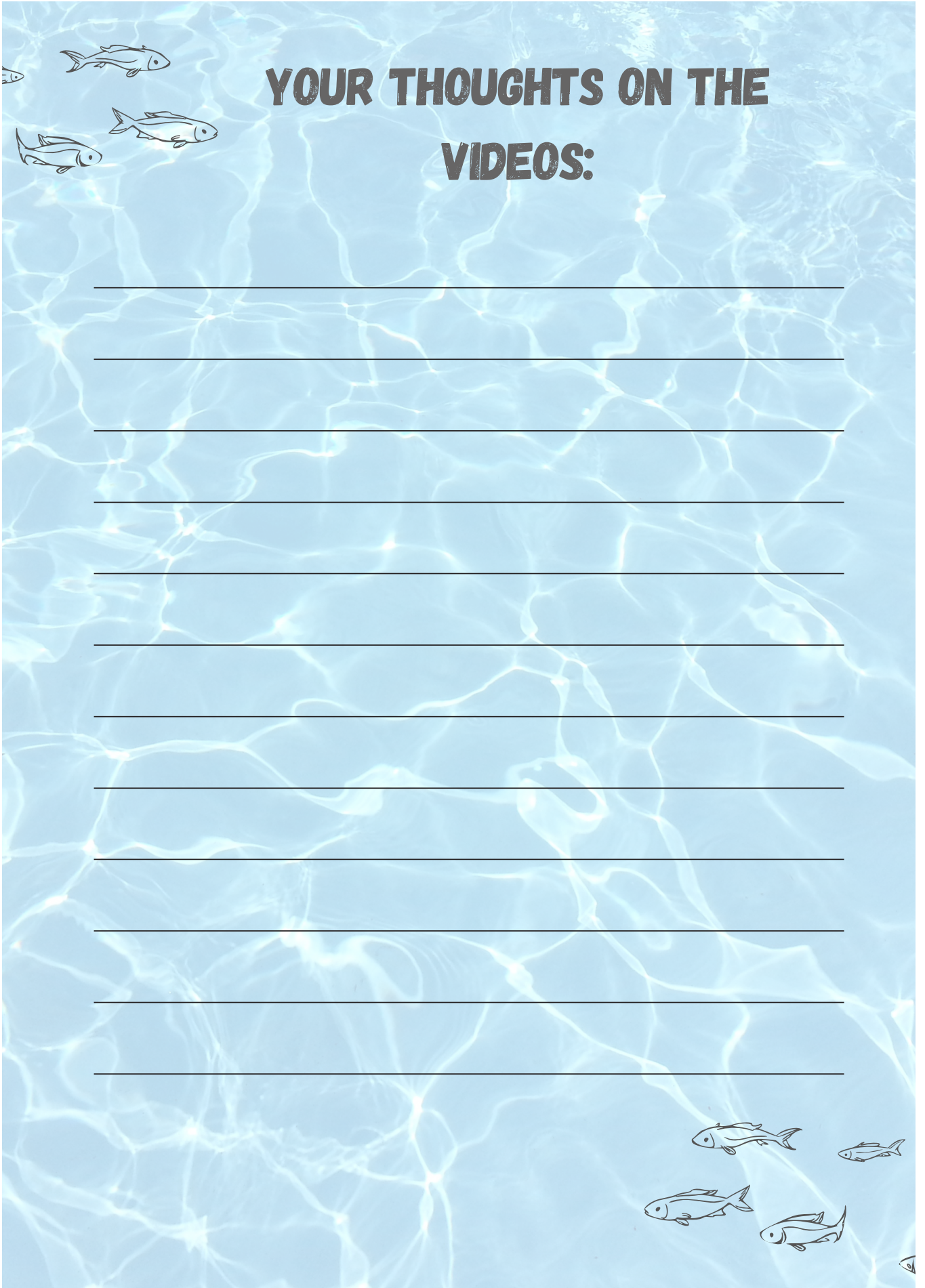
We will play the following videos in class so you can get familiar with the topic:

1



2





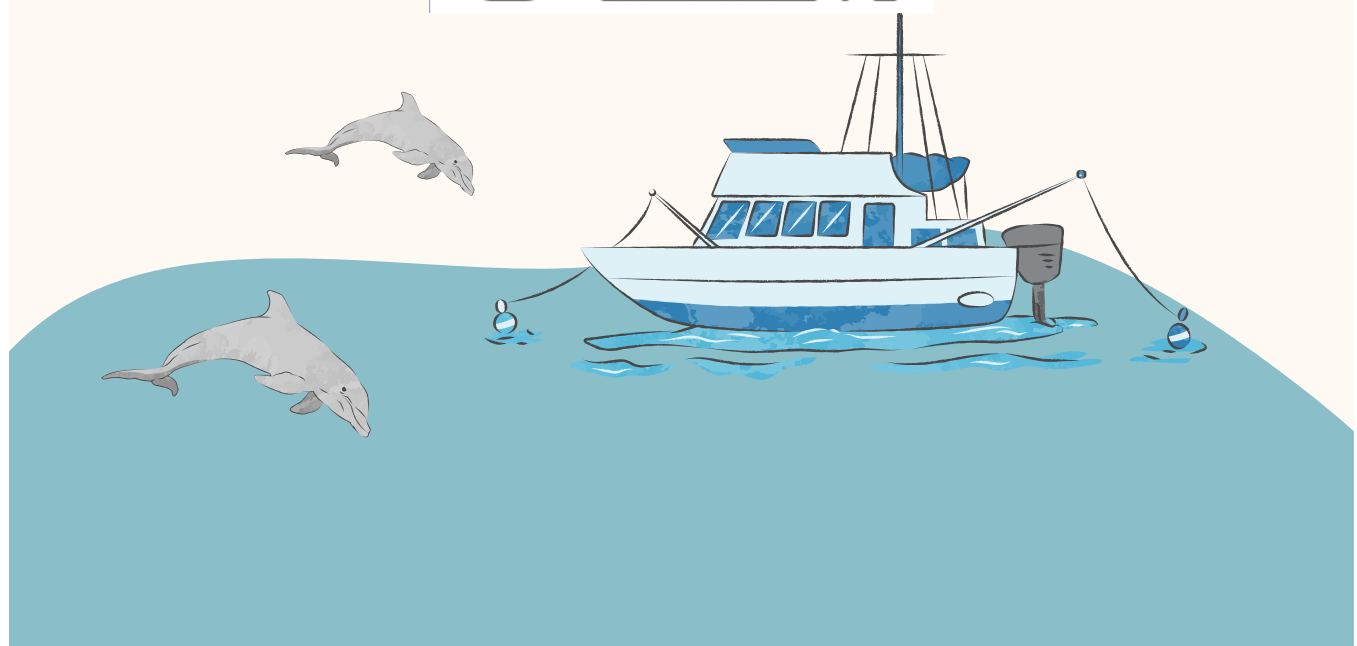
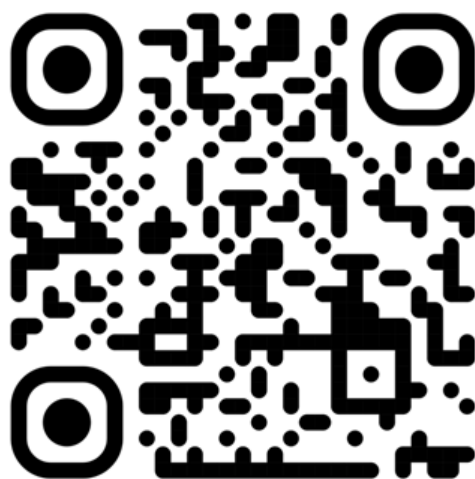
YOUR THOUGHTS ON THE VIDEOS:

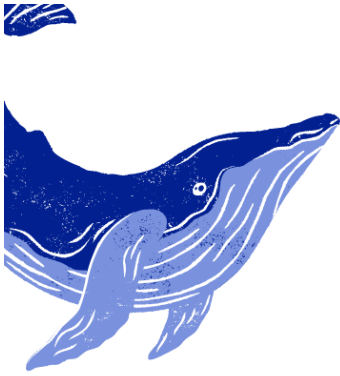


LESSON PLAN 1 ACTIVITY 2

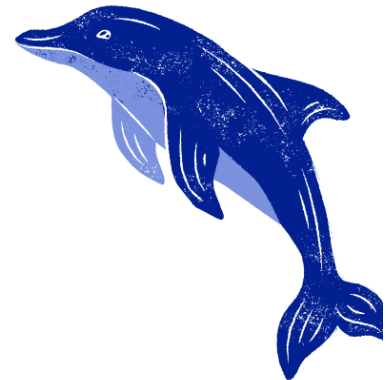
We will play some flashcards to learn the vocabulary that we will be used in the following activities.

Scan me!



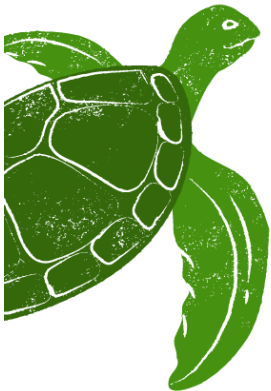


LESSON PLAN 1
ACTIVITY 3
UNDER THE SEA



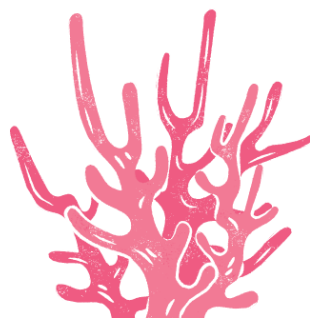
How many kilos of trash are there in the sea?

How many animals die every year as a consequence of human waste?



What type of materials are most commonly found underseas?

Which areas are most affected by waste at sea?





LESSON PLAN 1 ACTIVITY 4

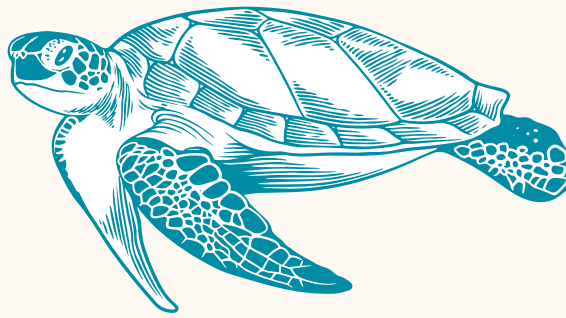
How can we raise awareness of the situation of our oceans/seas?



Let's do it ourselves!



LESSON PLAN 2



VOLUNTEERING FOR A DAY!



ONE DAY AT THE BEACH

LESSON PLAN 2 ACTIVITY 1



LET'S CLEAN THE BEACH

Get into groups,
share the tasks and
let's clean up the
beach together!



RECORD SOME FOOTAGE FOR YOUR VIDEO

Please use your camera to
record your experience. You
will need photos and videos
to put together a videoclip
later. Try to be creative!





ACTIVITY 1

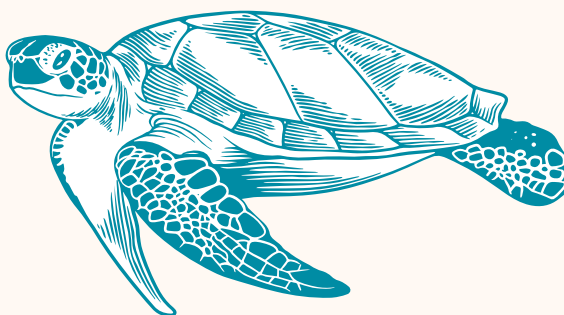
Let's plan our videos:
step by step



ACTIVITY 2

Let's edit
our
projects:
be
creative!

LESSON PLAN 3



ACTION AGAINST HUMAN WASTE IN THE SEA

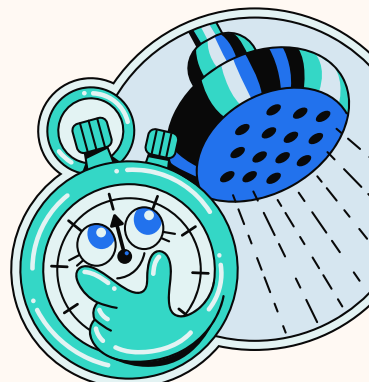
ACTIVITY 3

Share your
videos
with the
class



ACTIVITY 4

Let's debate
about the final
product



LESSON PLAN 3 ACTIVITY 1

STORYBOARD **Planner**

VIDEO TITLE

OBJECTIVE:

VISUALIZATION

I see

I have

I feel

SCENES AND SHOTS

1

2

3

ACTION PLAN

1

2

3

4



THE GREATEST WEALTH IS MENTAL HEALTH



Learning situation for EFL classes

Jaume Buforn Baldó, Mar González Albalat, Alba Mulet Malanda, Javier Rubio Máñez, María Sancho Nebot and Ana María Valero Sanchís

THE GREATEST WEALTH IS MENTAL HEALTH

Authors: Jaume Buforn Baldó, Mar González Albalat, Alba Mulet Malanda, Javier Rubio Máñez, María Sancho Nebot y Ana María Valero Sanchís
Teacher Training Faculty, University of Valencia

TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: THE GREATEST WEALTH IS MENTAL HEALTH					
Stage:	3rd ESO	Year	2022/2023	Group	A
Subject:	English as a Foreign Language	Link to other subjects	Biology, Education in Civic and Ethical Values		
# of sessions:	5	Topic-theme /	The greatest wealth is mental health		
Final output description	<p>The situation Due to the latest data on mental health problems among teenagers, the high school is organising a mental health campaign to raise awareness of the importance of being familiar with this issue.</p> <p>The challenge Students have to prepare an infographic informing the rest of alumni on a mental health issue which can affect them. The infographics will be exhibited in the hall of the building.</p>				

2. LINK TO CURRICULAR ELEMENTS

Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):

This topic has been chosen because of its real application to current social issues. Teaching teenagers to have a healthy lifestyle is of paramount importance for their future and also for their present, as they are going through a phase where they are building a new (and sometimes conflictive) relationship with their bodies. Through these learning situations, we will tackle key as well as specific competences.

Stage objectives: (ESO y Bachillerato)

[Developed from and based on the "Decret d'ordenació dels ensenyaments de l'educació bàsica"](#)

Key competences

- Linguistic communication competence (CCL)
- Plurilingual competence (CP)
- Mathematical, Scientific and Technological competence (CMCT)
- Digital competence (CD)
- Entrepreneurial competence (CE)
- Personal, Social and Learning to Learn competence (CPSAA)
- Civic competence (CC)
- Cultural Conscience and Expression competence (CCEC)

Specific competences	Assessment criteria
<ul style="list-style-type: none"> ● Multilingualism and interculturalism (CE1) ● <u>Oral comprehension (CE2)</u> ● <u>Written comprehension (CE3)</u> ● <u>Oral production (CE4)</u> ● <u>Written production (CE5)</u> ● <u>Oral and written interaction (CE6)</u> ● Oral and written mediation (CE7) 	<p>CE2 2.1. Listen actively and independently to interpret oral and multimodal texts on predictable and non-predictable topics in personal, social, educational and professional spheres, as well as literary texts appropriate to their level. 2.3. Infer the meaning of vocabulary and the use of frequent and infrequent structures and idiomatic expressions commonly used in personal, social, educational and professional contexts.</p> <p>CE3 3.1. Read and independently interpret short, simple written and multimodal texts on predictable and non-predictable topics in the personal, social, educational and professional spheres, and choose those which suit their tastes and interests.</p>

3.3. Infer the meaning of vocabulary and the use of frequent structures and idiomatic expressions commonly used in personal, social, educational and professional contexts in written and multimodal texts.

3.4. Locate, select and contrast information on digital media, in an autonomous way, in different multimodal texts in the personal, social, educational and professional spheres, using information from different sources.

CE4

4.1. Independently produce different types of oral texts, with appropriate pronunciation, rhythm and intonation, using informal and formal registers, and also select expressions, lexis, and varied structures, in personal, social, educational and professional situations.

CE5

5.1. Autonomously produce coherent and cohesive written and multimodal texts, in analogue and digital media, using both formal and informal registers according to the textual typology and the communicative situation, on topics in the personal, educational, social and professional spheres.

CE6

6.1. Participate in conversations autonomously and spontaneously, in analogue and digital contexts.

6.3. Interact by showing interest, respect, and empathy towards interlocutors in everyday, formal and informal multicultural contexts, such as giving and asking for the floor, cooperating and asking for clarification autonomously and spontaneously.

CE7

7.1. Show interest in participating in the solution of problems of misunderstanding on a variety of personal, social, educational and professional matters.

7.2. Understand, communicate, describe and paraphrase texts in different media, or explain concepts, orally or in writing, combining their linguistic repertoire (L2-L2, L1-L2, L2-L1), including frequent and infrequent vocabulary, expressions and structures, in an autonomous way.

7.3. Autonomously select and apply strategies of simplification, adaptation and reformulation of the language, which facilitate comprehension and oral and written expression of information in different languages (L2-L2, L1-L2, L2-L1), appropriate to the communicative intentions, contextual characteristics and textual typology, using analogue or digital resources and support, depending on the needs of the moment.

3. METHODOLOGY							
Methods, Techniques, didactic strategies and pedagogical models		<ul style="list-style-type: none"> • Cooperative learning • Gamification & Game-based Learning • Task-based learning • Total Physical Response (TPR) • Communicative Language Teaching (CLT) 					
4. TIME FRAME							
LESSON PLAN 1							
Name: Introducing mental health							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA	Activity 1: Myth or reality? Each pair of students is given an envelope containing a set of cards where myths and realities about mental health are mixed. The pair must discuss which statements are myths and which ones are real facts. Then, students review their answers as a class. The purpose of this exercise is to work on the previous knowledge students have about mental health. Other objectives are to practise oral expression skills and to boost their confidence when it comes to opening up about such issues.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Pairs	Cards and envelopes	Classroom	No assessment	CCL (40 %) CP (40 %)	CE3 (3.1) CE4 (4.1) CE6 (6.1)	Oral strategies for giving opinions and	10 min

					CPSAA (10 %) CC (10 %)		contrasting facts. Vocabulary related to mental health.	
D	DA	<p>Activity 2: Reading comprehension with H5P Students will be given a reading about adolescent mental health to make them aware of the problems associated with this situation. After reading, they will be asked to answer a set of activities related to this. Regarding the task, students will use a technological device such as H5P, which is an online resource. The purpose of this activity is to boost their knowledge about which the most common issues between teens are while learning new vocabulary related to this topic.</p>						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom Virtual Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Individual		Adolescent mental health reading. H5P activity Computer or tablet	Classroom with computers Lumi software	H5P itself	CCL (30 %) CD (55 %) CPSAA (5 %) CP (10 %)	CE3 (3.1, 3.3)	Reading comprehension strategies. Digital tool management.	30 min
S	CA	<p>Activity 3: What's in your emotional cup? Students are encouraged to complete a worksheet about their “emotional cup”, which works as a metaphor for the students’ mental health. Students will have to think about the positive things and feelings in their lives that fill their emotional cups and also about the negative things that empty their cups. They are free to write as many positive and negative things as they can come up with. Later, they are encouraged to share their thoughts with the rest of the class and to analyse if good and bad are balanced.</p>						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom Virtual Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Individual	Worksheet	Classroom	Direct observation	CCL (20 %) CP (35 %) CPSAA (45 %)	CE4 (4.1) CE5 (5.1) CE6 (6.1)	Daily common vocabulary: family, feelings, routines, education, etc. Written and oral strategies to express thoughts and emotions.	15 min
Estimated duration of the session							55 min

LESSON PLAN 2 Name: Making modals perfect	
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).	
D	DA Activity 1: Modals around the classroom The class is divided into 5 groups. There are different corners within the class, with 5 different uses of the modal verbs (ability, permission, advice, obligation, possibility). Students have cards with sentences with modal verbs on them and they have to classify each sentence in the corresponding corner. Then, each group stands next to a corner and all the sentences are read aloud. Each group gets points for each correct answer.

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Cards with the uses of modal verbs Sentences with modal verbs	Classroom	Direct observation and teacher's feedback on correct answers.	CCL (60 %) CP (40 %)	CE3 (3.1, 3.3) CE4 (4.1) CE6 (6.1)	Reading comprehension strategies. Oral strategies for giving opinions and making suggestions. Using metalanguage. Modal verbs.	15 min
D	CA	Activity 2: Modals chart We provide the students with a template showing the uses of modal verbs and they have to go around the class to complete their chart. They also have to include some examples of each use.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Groups	Worksheet	Classroom	Direct observation, teacher's feedback on correct answers.	CCL (60 %) CP (30 %) CPSAA (10 %)	CE3 (3.1, 3.3) CE4 (4.1) CE5 (5.1) CE6 (6.1)	Reading comprehension strategies. Oral strategies for giving opinions and making suggestions. Using metalanguage. Modal verbs.	20 min

D	CA RA	Activity 3: Let's play Jeopardy! We split the class into groups (4 or 5) and the students will play Jeopardy. In the game, they will have to use modal verbs to complete some sentences related to mental health. Each team will win points for each correct answer.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Groups	Online game	Classroom	The game itself provides the students with the correct answers and scores them with points.	CCL (30 %) CP (50 %) CD (20 %)	CE3 (3.1, 3.3) CE4 (4.1) CE6 (6.1)	Reading comprehension. Oral strategies for giving opinions. Modal verbs.	20 min
Estimated duration of the session							55 min

LESSON PLAN 3**Name: Listen to your body****Teaching-Learning Activities by class sessions****Beginning (B) | Development (D) | Synthesis (S)**

Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).

D	CA EA	Activity 1: We all have mental health The class will listen to an animated video that tells the story of two teenagers, Sasha and André, and their mental health problems. They will be asked to pay attention to the vocabulary and the grammar. Then, they will complete two comprehension activities that focus on some of the vocabulary which appears in the video and which relates to mental health and emotions. Firstly, they will have to identify which of the statements belongs to Sasha's story and which to André's. Each of these statements will feature a word or an expression in bold. In the second exercise, therefore, students will have to match the words in bold to their meanings.
----------	------------------	--

Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Individual		Video from YouTube: We All Have Mental Health Worksheet	Classroom	Direct observation	CCL (30%) CP (50%) CPSAA (20 %)	CE2 (2.1, 2.3) CE3 (3.1, 3.3)	Oral comprehension strategies. Vocabulary and idioms related to emotions and mental health.	20 min
D	CA RA	Activity 2: Group therapy Students write a real or imaginary mental health problem on a piece of paper. The papers are mixed in a box. Then, one at a time, they take a piece of paper. They read the story on it and give individual advice on the problem they have been presented with. Students are encouraged to use modal verbs and to introduce the vocabulary from the listening.						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
The whole class		Pieces of paper, mail postbox.	Classroom	Speaking rubric	CCL (15 %) CP (45 %) CPSAA (20 %) CC (20 %)	CE2 (2.1, 2.3) CE3 (3.1, 3.3, 3.4) CE4 (4.1) CE5 (5.1) CE6 (6.1, 6.3)	Reading comprehension. Oral strategies for giving opinions and advice. Modal verbs. Vocabulary and	30 min

						idioms related to emotions and mental health.	
S	RA	<p>Activity 3: Let's play Charades! In this cool-down activity, students will play charades with the vocabulary previously introduced in the session (listening activity) and other common adjectives to express feelings. One of the students will be given a card including a vocabulary item and they will have to portray that word or expression only with gestures and without uttering any words. The rest of the class will have to guess which vocabulary item is being referred to.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
The whole class	Cards with vocabulary items	Classroom	No assessment	CCL (70 %) CP (30 %)	CE4 (4.1)	Vocabulary and idioms related to emotions and mental health.	5 min
Estimated duration of the session							55 min

<p>LESSON PLAN 4 Name: Chart about a mental disorder</p>
<p>Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>

B	MA	<p>Activity 1: Pre-task activity: Brainstorming Students are presented with the names of some mental health disorders: anxiety, depression, eating disorders, addictions, and bipolarity. They are asked to participate in a brainstorming activity where they will be encouraged to answer some introductory questions about the causes, the symptoms or the treatment. Then, they are asked to form groups of 4 or 5 people and choose the issue that interests them the most.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Computer, presentation with introductory questions	Classroom	No assessment	CCL (50 %) CP (50 %)	CE 6 (6.1)	Oral strategies for giving opinions and making assumptions.	10 min
D	DA CA	<p>Activity 2: Task Cycle: Research table Students are provided with a table to complete with information on the topic they choose. The teacher will suggest some web pages where they can carry out their research. They will have to use the computers and search on the internet to fill the gaps with the name of the issue, short description, causes, advice or treatment and quantitative data.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Groups	Computers, worksheet	Classroom	Group work	CCL (10 %) CP (10 %) CD (40 %) CC (20 %) CCPSA (20 %)	CE1 (1.2) CE3 (3.1, 3.3, 3.4) CE5 (5.1)	Basic grammatical structures to explain their findings. Modal verbs. Vocabulary and idioms related to emotions and mental health. ICT skills.	35 min
S	CA	Activity 3: Post-task activity: Time to share!					
	RA	One representative of each group should use the tables made to show their classmates two aspects they have learnt from their research to share new information in class.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	No materials needed	Classroom	Speaking rubric	CCL (30 %) CP (40 %) CPSAA (30 %)	CE4 (4.1) CE7 (7.2, 7.3)	Oral strategies and ability to express ideas clearly. Vocabulary and idioms related to emotions and mental health.	10 min
Estimated duration of the session							55 min

LESSON PLAN 5 Name: Create an infographic							
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA	Activity 1: Pre-task activity: Initial questions Firstly, students review what was learned in the previous session. Then, the teacher asks questions to mobilise the previous knowledge. The teacher also checks if students are familiar with the genre of the infographic and explains its characteristics. They are also told their infographics will be part of an exhibition about mental health in the school.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom Environment, EVAY, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
The whole group	No materials needed	Classroom	No assessment	CCL (50 %) CP (50 %)	CE 6 (6.1)	Oral strategies for giving opinions and making assumptions.	5 min
D	DA CA	Activity 2: Task cycle: Infographic about mental health Students have to produce an infographic with the information they have written in their tables. Each group must use Canva to create them. The teacher will be there helping the students with their questions when using said tool.					

Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups		Computers, table completed in the previous lesson	Classroom with computers, Canva account	Writing production rubric, group work rubric, direct observation	CP (30 %) CD (50 %) CPSAA (10 %) CC (10 %)	CE5 (5.1)	Vocabulary and idioms related to emotions and mental health. Modal verbs. Writing strategies to explain information, give advice, etc. Linking words.	35 min
S	CA AA	Activity 3: Post-task activity: Spread the word! Students share all the infographics on the screen with the rest of their classmates. They are asked to assess and reflect on the process of creating the infographic: difficulties, cooperative work, skills put into practice...						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
The whole class		Computer, screen, infographics	Classroom	Speaking rubric	CCL (30 %) CP (40 %)	CE4 (4.1) CE7 (7.2, 7.3)	Oral strategies and ability to express ideas	15 min

				CPSAA (15 %) CC (15 %)		clearly. Vocabulary and idioms related to emotions and mental health.	
Estimated duration of the session							55 min

Attention to diversity	Transversal topics - SDGs
<ul style="list-style-type: none"> ● Group work: by grouping students diversity is dealt with as it is necessary to take into account their difficulties and potentialities. So, groups must be composed of classmates with difficulties together with those who have less. ● Digital environments: by creating digital environments, students with difficulties can mingle with the rest of their classmates as there are many technological devices adapted to the different needs that can be seen in an educational environment. ● Size of letters: as for students with dyslexia, materials are adapted with a specific font and size to help them follow lessons more easily. In fact, we have designed and created a different version of the booklet for students with these kinds of difficulties. ● Cultural diversity: these activities are thought to be aimed at everybody, regardless of their cultural differences. Mental health problems are commonplace so all students can perfectly identify with the situations dealt with in the sessions. Moreover, in the video used in session 3 (<i>We all have mental health</i>), one of the characters, Sasha, is a black girl. She acts as a representative with whom people from that ethnic group can identify. 	<p>SDG 3: Good health and well-being</p> <p>This learning situation is inextricably linked to the third SDG, good health and well-being, as taking care of mental health is crucial to have a healthy lifestyle. By introducing this topic in the classroom, we seek to raise awareness of this problem that affects so many teenagers nowadays. At the same time, we hope to encourage self-reflection and critical thinking about mental health issues and healthy mental habits to promote well-being.</p>

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ANNEX

Evaluation rubrics

ORAL EXPRESSION				
CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Structure of the explanation	Students jump from one idea to another with no connection between them.	Students jump from one idea to another with some problems which affect their explanations.	Students jump from one idea to another but with few connection mistakes.	Students jump from one idea to another connecting their ideas with ease.
Fluency and ability to communicate	Students express their ideas with difficulty, affecting communication.	Students express their ideas with difficulty, but clarity is often achieved.	Students fluently express their ideas, but with some trouble which affects communication.	Students express their ideas with fluency and clarity all the time.
Vocabulary	Students repeat the same words and expressions all the time.	Students have a limited set of vocabulary which is often repetitive.	Students can use appropriate vocabulary or close synonyms sometimes.	Students show a wide range of vocabulary suitable for the purpose of the activities.

WRITTEN PRODUCTION				
CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Content	There is no interest in the content.	Students show interest in the content but it is not so attractive.	The content is attractive and interest is enhanced.	The content is attractive and interesting.
Cohesion and coherence	The text is neither connected nor organized.	The text is well-organised but connectors are scarce.	The text is well-organised but the connectors are not varied.	Information is clearly organised and connectors are varied and correctly used.

Lexicon	The vocabulary is poor and repetitive.	The vocabulary is correct but it is not rich and many repetitions are noticed.	The vocabulary is correct but repetitions are often seen.	The vocabulary is rich, varied and correct, with no unnecessary repetitions.
Visual engagement	Visual elements are poor or lacking.	Visual elements are present but not engaging.	Visual elements are good but can be improved.	Visual elements are engaging and useful for the reader.

GROUP WORK				
CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Responsibility	Students evade their responsibilities.	Students assume and understand their responsibilities but they need to be pushed by the teacher.	Students assume and understand their responsibilities.	Students assume and understand their responsibilities and their classmates', valuing their work as a team.
Participation	Students do not participate at all.	Students participate only when the teacher asks them to do it.	Students participate but their role is often passive.	Students actively participate by giving ideas and listening to the other members.
Social skills	There is a lack of interaction with their partners.	Students interact but try to impose their own ideas.	Students interact taking into account others' ideas.	Students interact taking into account others' ideas, using oral skills which contribute to group cohesion.

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The greatest wealth is mental health

A booklet on caring for our mind, body, and spirit.



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Designed by: Jaume Buforn, Mar González, Alba Mulet, Javier Rubio, María Sancho, and Ana María Valero



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SESSION 1

Activity 1

Myth or reality?

Get into pairs and separate the cards in two piles, myth or reality. Afterwards, you must match each myth with its correspondent reality. (Find and cut out the cards at the end of this booklet)

Mental health problems don't affect me.

The vast majority of people with mental health problems are no more likely to be violent than anyone else.

Mental health problems have nothing to do with being lazy or weak, and many people need help to get better.

Children don't experience mental health problems.

Mental health problems are very common.

People with mental health problems are just as productive as others.

Even young children may show early signs of mental health concerns.

People with mental health problems are violent and unpredictable.

Personality weakness or character flaws cause mental health problems.

People with mental health needs cannot tolerate the stress of keeping a job.



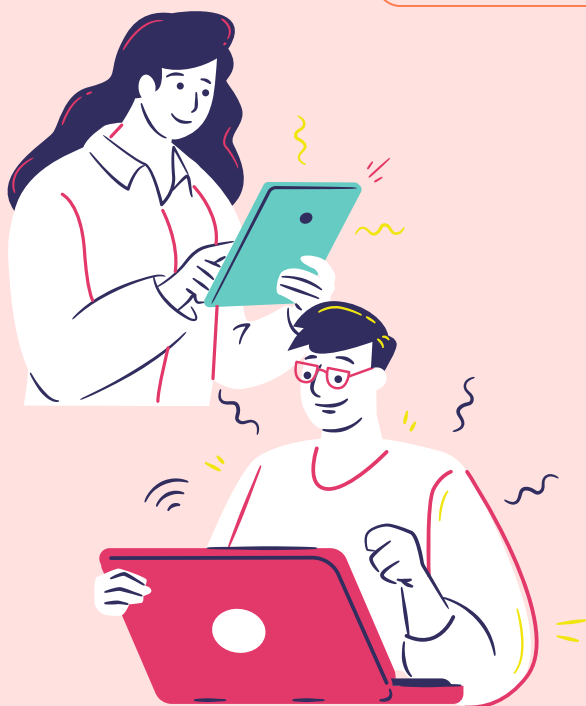
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SESSION 1

Activity 2

Reading comprehension

Scan me!



Read the text about adolescent mental health and then answer the questions using the tablet or the computer.



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SESSION 1

Activity 3

What's in your emotional cup?

Each of us has a unique cup, different in size and shape with the ability to hold a certain amount of emotional energy. Positive emotions, experiences or personal relationships fill our cups, whereas negative ones empty them.

Think about what fills and what empties your cup and share it with the class.

What fills my cup



What empties my cup

Now discuss!

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SESSION 2

Activity 1

Modals around the classroom

Get into 5 groups and move to different corners of the classroom. Once you have a group, you will find 5 cards for modal uses (ability, permission, advice, obligation and possibility). Your team will have cards with sentences that include modal verbs (find and cut out the cards at the end of this booklet). Please place each sentence in the correct that belongs to.

You will get points for each correct answer!

ABILITY

USES

PERMISSION**ADVICE****OBLIGATION****POSSIBILITY**

Youngsters could sometimes feel sad.

GROUP 1

Can I help you?

Adolescents should ask for help if they feel depressed.

We have to help our friends.

Exercising may work for you when you are anxious.



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SESSION 2

Activity 1

Modals around the classroom

You can always
ask for advice.

GROUP 2

May I give you
some advice?

Everyone should avoid
alcohol and other drugs.

We mustn't
judge people.

Mental health
can be very
dangerous.

You can't hide
your feelings.

GROUP 3

Can we talk
about our argument?

Parents should talk with
their children about
their mental health.

People have to be aware
of mental health issues.

You might need some
piece of advice if
you don't feel well.



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SESSION 2

Activity 1

Modals around the classroom

Parents and professionals
are able to
help you.

GROUP 4

Could I tell you something? I need
to talk to someone.

You should sleep at
least 9
hours a day.

I must be careful about
what I say
to others.

You could turn to your family
when you have problems.

Teenagers can go to a
psychologist when
they need help.

GROUP 5

May I offer you
my support?

Adolescents should stay
active and eat well.

Teenagers must
respect their
classmates.

People might
hurt others
just with words.



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SESSION 2

Activity 2

Modals chart

Complete the chart with the corresponding modal verb and add at least one example sentence for each one.

Uses	Modals	Example
Ability		
Possibility		
Advice		
Obligation		
Permission		





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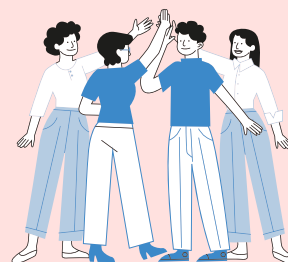
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SESSION 2

Activity 3



Let's play Jeopardy!

Get in teams!

TRUE OR FALSE	MULTIPLE CHOICE	FILL IN THE GAPS	GRAMMAR RULES
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Team 1	Team 2	Team 3
0	0	0
+ -	+ -	+ -

MENU





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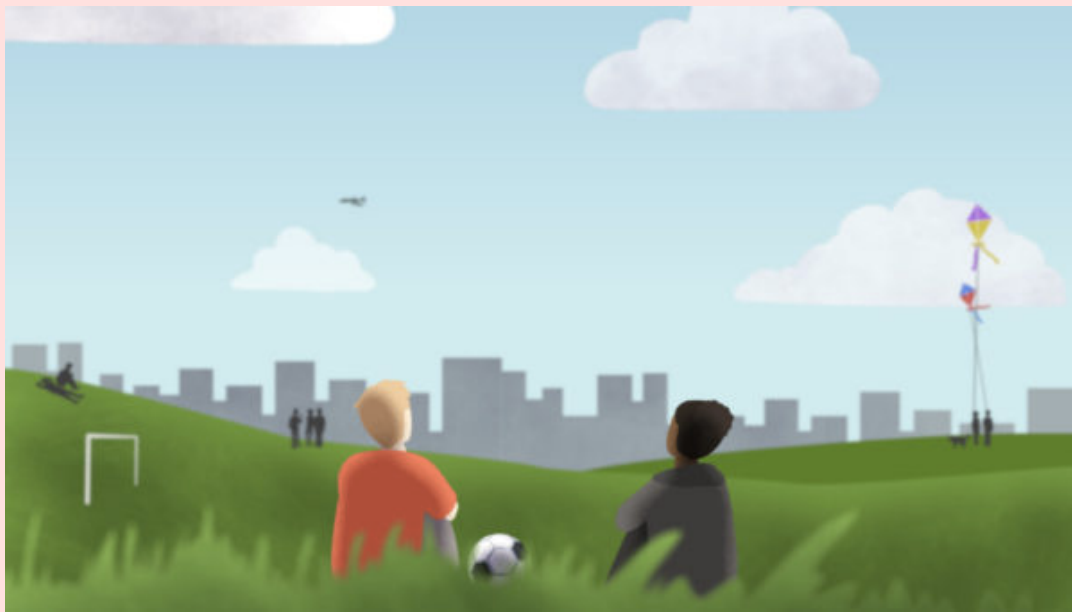
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SESSION 3

Activity 1

We all have mental health

We're going to watch an animated video that tells the story of two teenagers, Sasha and André, and their mental health issues.



Are you ready for a challenge? Try to spot three different modal verbs in the video.



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SESSION 3

Activity 1.1

Listen to the video one more time and identify which of the statements belong to Sasha and which to André.



I just **kept it together** until I got home.

Mum suggested I **take a break** from everything.

Exercise can help when you're **feeling low**.

When Sasha **opened up** to me about how stressed she was feeling, I told her.

Just like it's normal to feel happy, confident and **carefree** sometimes.

It didn't **make** much of a **difference**.

It feels like a waterfall trying to **push me over the edge**.

Then I **broke down** crying in front of my mom.

I'm not sure how much longer I can **cope**.

Everything is so **overwhelming!**

ANDRÉ	SASHA





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SESSION 3

Activity 1.2

Match the words and expressions from the video to their meanings.

To feel low	To make a difference	Carefree
To take a break	To keep it together	Overwhelming
To cope	To break down	To open up
	To push somebody over the edge	



1. To avoid expressing your emotions:

2. To speak freely about your feelings:

3. To cry: _____
4. To deal effectively with something difficult:

5. To stop doing something for a short period of time: _____
6. To be free from anxiety or responsibility difficult to fight against: _____
7. To make someone start to behave in a crazy way: _____
8. To feel depressed or unhappy: _____
9. To make a situation better: _____
10. Difficult to fight against: _____





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SESSION 3

Activity 2

Group therapy



Use this page to write a real or imaginary mental health issue. Don't worry, it's anonymous!

The papers will be mixed in a box. Then, one at a time, you'll take a piece of paper. You'll read the story on it and give individual advice on the problem you have been presented with. You should use modal verbs and introduce the vocabulary of the listening.





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SESSION 3

Activity 3

Let's play Charades!



Lights! Action!

You have to portray the word or expression (the teacher will tell you) using gestures and without uttering any words. The rest of the class will have to guess which vocabulary item you are representing.

To feel low	To open up	To keep it together	Stressed
To take a break	To make a difference	Mental health	Angry
Carefree	To push somebody over the edge	Ask for advice	Emotions
Overwhelming	To break down crying	Thoughts	Communication





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SESSION 4

Brainstorming

Activity 1

How much do you know about mental health issues? Let's talk!

How many of these mental health disorders do you know? (anxiety, depression, eating disorders, addictions, bipolarity)

What do you think that can cause a mental health disorder?

Do people tend to see the symptoms? Are they aware that something is wrong? Do they need help to realise that they are not well?

Is there a specific treatment for every mental health disorder? Does it work for everyone?

Does every mental health disorder have treatment? And a cure?

Do you know of someone that has overcome some kind of mental health issue?

SESSION 4

Research table

Activity 2

You will be provided with the following table. In groups, you have to search for information in order to complete it. Each group will be assigned one of the following issues:



ISSUE	SHORT DESCRIPTION	CAUSES	ADVICE / TREATMENT	DATA (useful data applied to teenagers)

In case you need help:



Here you have some useful websites for your research.

- <https://www.betterhealth.vic.gov.au/health/servicesandsupport/types-of-mental-health-issues-and-illnesses#depression>
- <https://www.turnbridge.com/news-events/latest-articles/risk-factors-for-addiction/>



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SESSION 5

Activity 1

Initial questions



FIRST STEP. Answer some questions about what we did during the last lesson and what will the next step be.



Could anybody summarise the main ideas that have been shared in the previous session?



Let's create something for the mental health campaigning the school is organising. What could we do to contribute with all this information that we have now?



Do you know what an infographic is?





File

Edit

Object

Window

SESSION 5

Activity 1

CHARACTERISTICS OF AN INFOGRAPHIC

1

VISUALLY ATTRACTIVE

2

DATA-DRIVEN

3

SIMPLIFICATION

4

ORGANISATION

5

SHAREABILITY





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For example...


THE MENTAL HEALTH OF CHILDREN + ADOLESCENTS



ABOUT THE STUDY

- *Young Minds Matter* is a study into the mental health of Australian children and adolescents.
- Around 6310 households with children aged 4-17 years were surveyed.
- Parents/carers completed structured diagnostic interviews, and the findings are reported below.

HOW COMMON?

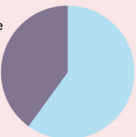


Around 1 in 7 (13.9%) met diagnosis for mental disorders in the previous 12 months.

The most common disorders were ADHD (7.4%), Anxiety Disorders (6.9%), Major Depressive Disorder (2.8%), and Conduct Disorder (2.1%).

IMPACT

Moderate-Severe
40%




Mild
60%


- 60% reported a mild impact on the child's functioning
- 40% were affected to a moderate or severe degree.

HELP-SEEKING


In the previous 12 months, of those affected:



56% used services for emotional and behavioural problems



12.8% had used medication for emotional or behavioural problems



6.2% were admitted to hospital or attended an emergency or outpatient department

SCHOOLS + MENTAL HEALTH

40%

In 40% of cases it was a school staff member who suggested seeking help.

20 days

Major Depressive Disorder symptoms led to an average of 20 days off school for each affected student.

51%

Teachers and other staff provided 51% of affected students with informal support.

REFERENCE
Lawrence, D., Johnson, S., Hafekost, J., Botelho De Haan, K., Sawyer, M., Ainley, J., & Zubrick, S.R. (2015). Report on the second Australian Child and Adolescent Survey of Mental Health and Wellbeing. Department of Health, Canberra.

FROM: www.theskillcollective.com/blog/mental-health-children

THE SKILL COLLECTIVE . COM





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SESSION 5

Activity 2

INFOGRAPHIC

USEFUL VOCABULARY

ADDICTION

SUICIDE

ANXIETY

BIPOLARITY

DEPRESSION

SELF-HARM

EATING
DISORDERS

HOSPITALIZATION

PSYCHOLOGIST

ILLNESS(ES)

MENTAL
HEALTH

MENTAL DISORDER

SYMPTOMS

THERAPY

RECOVERY

HEALTHY HABITS

STRESS

TRAUMA



File

Edit

Object

Window

SESSION 5

Activity 2

INFOGRAPHIC

REMEMBER TO USE THE

MODAL VERBS

CAN

COULD

MAY

SHOULD

HAVE TO

MUST

MIGHT

FileEditObjectWindow

SESSION 5

Activity 3

SPREAD THE WORD!

You have to share your work with the rest of your classmates. Then, you will reflect on the process of creating an infographic.



- ✿ Did you experience any difficulties?
- ✿ Did you enjoy working as a group?
- ✿ Which skills did you put into practice?

People with mental health problems are violent and unpredictable.

Mental health problems don't affect me.

Set of cut-out cards 1:
Myth or reality?

Even young children may show early signs of mental health concerns.

Mental health problems have nothing to do with being lazy or weak, and many people need help to get better.

People with mental health problems are just as productive as others.

Personality weakness or character flaws cause mental health problems.

People with mental health needs cannot tolerate the stress of keeping a job.

Set of cut-out cards 2:
Myth or reality?

Mental health problems are very common.

The vast majority of people with mental health problems are no more likely to be violent than anyone else.

Children don't experience mental health problems.

Set of cut-out cards 3: Modals around the classroom

Can I
help you?

Exercising may
work for you when
you are anxious.

GROUP 1

Adolescents should ask for
help if they feel depressed.

Youngsters could
sometimes feel sad.

We have to help
our friends.

GROUP 2

You can always
ask for advice.

May I give you
some advice?

Everyone should avoid
alcohol and other drugs.

We mustn't
judge people.

Mental health
can be very
dangerous.

GROUP 3

**You can't hide
your feelings.**

**Can we talk
about our argument?**

**Parents should talk with
their children about
their mental health.**

**People have to be aware
of mental health issues.**

**You might need some
piece of advice if
you don't feel well.**

GROUP 4

Parents and professionals
are able to
help you.

Could I tell you something? I need
to talk to someone.

You should sleep at
least 9
hours a day.

I must be careful about
what I say
to others.

You could turn to your family
when you have problems.

May I offer you
my support?

People might
hurt others
just with words.

GROUP 5

Adolescents should stay
active and eat well.

Teenagers can go to a
psychologist when
they need help.

Teenagers must
respect their
classmates.

ANNEX

Rubrics (I)



GROUP WORK				
CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Responsibility	Students evade their responsibilities.	Students assume and understand their responsibilities but they need to be pushed by the teacher.	Students assume and understand their responsibilities.	Students assume and understand their responsibilities and their classmates' ones, valuing their work as a team.
Participation	Students do not participate at all.	Students participate only when the teacher asks them to do it.	Students participate but their role is often passive.	Students actively participate by giving ideas and listening to the other members.
Social skills	There is a lack of interaction with their partners.	Students interact but try to impose their own ideas.	Students interact taking into account others' ideas.	Students interact taking into account others' ideas, using oral skills which contribute to group cohesion.

ANNEX

Rubrics (II)



WRITTEN PRODUCTION				
CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Content	There is no interest in the content.	Students show interest in the content but it is not so attractive.	The content is attractive and interest is enhanced.	The content is attractive and interesting.
Cohesion and coherence	The text is neither connected nor organized.	The text is well-organized but connectors are scarce.	The text is well-organized but connectors are not varied.	Information is clearly organized and connectors are varied and correctly used.
Lexicon	The vocabulary is poor and repetitive.	The vocabulary is correct but it is not rich and many repetitions are noticed.	The vocabulary is correct but repetitions are often seen.	The vocabulary is rich, varied and correct, with no unnecessary repetitions.
Visual engagement	Visual elements are poor or lacking.	Visual elements are present but not engaging.	Visual elements are good, but can be improved.	Visual elements are engaging and useful for the reader.

ANNEX

Rubrics (III)



ORAL EXPRESSION

CRITERIA	NOT APPROPRIATE	TO BE IMPROVED	ACCEPTABLE	EXCELLENT
Structure of the explanation	Students jump from one idea to another with no connection between them.	Students jump from one idea to another with some problems which affect their explanations.	Students jump from one idea to another but with few connection mistakes.	Students jump from one idea to another connecting their ideas with ease.
Fluency and ability to communicate	Students express their ideas with difficulty, making communication affected.	Students express their ideas with difficulty, but clarity is often achieved.	Students express their ideas in a fluent way, but with some troubles which affect communication.	Students express their ideas with fluency and clarity all the time.
Vocabulary	Students repeat the same words and expressions all the time.	Students have a limited set of vocabulary which is often repetitive.	Students can use appropriate vocabulary or close synonyms sometimes.	Students show a wide range of vocabulary suitable for the purpose of the activities.

The image shows a screenshot of a H5P (Harmonized Fifth-Party) interactive object. The interface has a light pink background and a dark pink header bar. The header bar contains four menu items: "File", "Edit", "Object", and "Window", each preceded by a small circle icon. The main content area features a large, semi-transparent pink circle in the center. Overlaid on this circle is the text "Keep calm and enjoy your progress. Everything takes time and yours will come soon." in a bold, dark blue font. Above and below this central text are two curved banners, each containing the text "FIND YOUR PACE AND PEACE" in a bold, dark blue font. The interface also includes several navigation and control elements: a yellow star icon at the top left, a yellow triangle icon on the right side, a yellow circle icon at the bottom left, and a yellow circle icon at the bottom right. On the far right, there is a vertical dark pink bar with a small upward-pointing triangle at the top and a small downward-pointing triangle at the bottom.

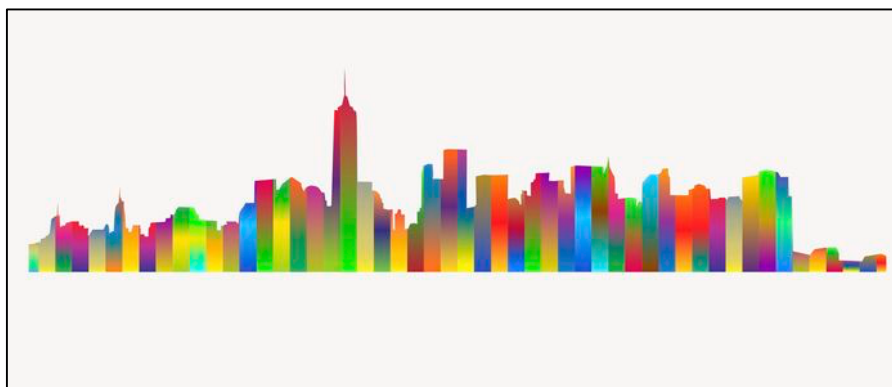
File Edit Object Window

FIND YOUR PACE AND PEACE

**Keep calm and
enjoy your progress.
Everything takes
time and yours will
come soon.**

FIND YOUR PACE AND PEACE

TURNING LONDON INTO A SUSTAINABLE CITY!



Learning situation for EFL classes

Núria Borràs Aguilar, Rebeca Hernández Muñoz, Inés Llario Tarrazona, Raquel Mengual Pons and
Alba Torres Sala



TURNING LONDON INTO A SUSTAINABLE CITY!

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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: Turning London into a sustainable city!					
Stage	ESO	Year	3rd	Group	A
Subject:	English	Link to other subjects	Geography, Biology, Technology and Education of Civic and Ethical Values		
# of sessions:	4	Topic-theme /	Sustainable Cities (SDG 11)		
Final output description	Students are going on a trip to London at the end of the term, as they have been asked by the City Council to do a project on how to make London a sustainable city. Valencia has been chosen the world's best city to live in according to the Expat City Ranking 2022 and so, as Valencian citizens themselves, students will have to compare both cities and come up with approaches and procedures whereby London will become a sustainable and eco-friendly city. In order to present their ideas and suggestions, students will have to create a poster with their strategies and give a presentation to the rest of their classmates.				

2. LINK TO CURRICULAR ELEMENTS	
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):	
Students are hired by London City Council to create, as Valencian citizens, a project in which they have to compare Valencia and London and come up with strategies to make the city of London more sustainable and eco-friendly (SDG 11).	

By making students carry out this project, they are expected to learn what a sustainable city is, what makes that city sustainable and why (Inquiry-based learning). Moreover, they will be asked to do some H5P activities about the city before going on the trip (Gamification) and they will create a final project (poster or infographic) where they will share their ideas on how to turn London into a sustainable city (TBL).

Key competences
<ul style="list-style-type: none"> ● Linguistic Communication ● Personal, Social and Learning to Learn ● Citizenship ● Cultural Awareness and Expression

Specific competences	Assessment criteria
<ul style="list-style-type: none"> ● Multilingualism and Interculturality ● Written Comprehension ● Written Expression ● Oral Comprehension ● Oral Expression ● Oral Mediation ● Oral Interaction 	<ul style="list-style-type: none"> ● The teacher will take notes of the daily work students do and keep a journal to assess their work in each session. ● Rubrics: <ul style="list-style-type: none"> ○ Self-evaluation rubric for the project. ○ Peer evaluation rubric for the video presentations ○ Teacher evaluation rubric for the video presentations ○ Poster evaluation rubric (written assignment)

3. METHODOLOGY	
Methods, Techniques, didactic strategies and pedagogical models	<ul style="list-style-type: none"> ● Gamification & Game-based Learning ● Inquiry-Based Learning ● Task-based learning
4. TIME FRAME	
<p>Session 1 Name: <i>Sustainable Cities: what are they?</i></p>	

Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA	Activity 1: Warm-up activity <ul style="list-style-type: none"> Students will be asked what a sustainable city is, what it is that makes a city sustainable and why. After that, they will share their previous ideas and definitions of a sustainable city. Then, they will be shown a video of Masdar, a sustainable city, and they will have to answer some questions about it. Students will have to compare their previous ideas and the ones they'll have after watching the video of Masdar so they are able to come up with a definition of a sustainable city. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Students will participate individually in the debate/discussion regarding the video.	Video link: Masdar La Ciudad del Futuro - Parte 1	Classroom	Engagement and participation in the video discussion will be assessed, as well as students' use of English and fluency. Students will be assessed via the teacher's journal.	Linguistic Communication Digital Cultural Awareness and Expression.	Multilingualism and Interculturality Oral Comprehension Oral Expression Oral Mediation Oral Interaction	Expressing opinion and possibility; simple argumentation; making hypotheses and assumptions; expressing possibility, uncertainty and doubt; reformulating and summarising. Commonly used conversational conventions and strategies, in	25 min

						<p>synchronous or asynchronous format, for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarising, collaborating, debating, and so on.</p> <p>Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the foreign language.</p>	
D	EA	<p>Activity 2: Multiple choice</p> <ul style="list-style-type: none"> • Students will be asked to complete this activity in the book • This is a multiple-choice activity to learn collocations on the unit topic. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Students will participate individually in the activity	Student's book	Classroom	The activity will be reviewed in class by the teacher once all the students have finished.	Linguistic Communication and Personal, Social and Learning to Learn	Multilingualism and Interculturality Written Comprehension	<p>Commonly used vocabulary of interest to learners, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and training.</p> <p>Specific expressions and lexis commonly used to exchange ideas about communication, and language.</p> <p>Basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements.</p>	10 min
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D	CA EA	<p>Activity 3: Worksheets: What would your dream city be like?</p> <ul style="list-style-type: none"> • Students will be given a worksheet on which they need to come up with things they like about their city, i.e., València, things they would improve and things they would change if they were given the opportunity. • By doing so, they are required to reflect on their lives as citizens of Valencia and they are asked to be critical and rational in their answers. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Students need to be divided into groups to fill in the worksheets.	Worksheet (APPENDIX)	Classroom	Engagement and participation are expected. Students' work will be assessed throughout the session via the teacher's constant supervision and a teacher's journal.	Cultural awareness and expression, Linguistic Communication and Citizenship	Multilingualism and Interculturality Written Comprehension Oral Comprehension Oral Expression Written Expression Oral Mediation Oral Interaction	Expressing opinion and possibility; simple argumentation; making hypotheses and assumptions; expressing possibility, uncertainty and doubt; reformulating and summarising. Production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary The foreign language as a means of interpersonal and	15 min

						international communication, as a source of information, and as a tool for social participation and personal enrichment.	
Estimated duration of the learning situation							50 min

Session 2 Name: <i>Defining sustainable cities</i>							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA	Activity 1: H5P, Match the word with its definition <ul style="list-style-type: none"> Students are asked to do an H5P activity in which they need to match the vocabulary they are given with its definitions. The words used in the activity are related to sustainable cities and the different areas that are involved (transport, lifestyle, culture, etc.) 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

<p>Students need to carry out this activity individually</p>	<p>Students will be provided with the link to do the H5P task, in which they have to drag the words to their corresponding definitions</p>	<p>Classroom Lumi (use of ICTs= Virtual Learning Environment)</p>	<p>NOT ASSESSED</p>	<p>Linguistic Communication, Digital and Personal, Social and Learning to Learn</p>	<p>Multilingualism and Interculturality Written Comprehension</p>	<p>Principles of language functioning in terms of lexis, grammatical rules and linguistic varieties.</p> <p>Commonly used vocabulary of interest to learners, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and training.</p> <p>Digital tools in common use for oral, written and multimodal comprehension, production and co-</p>	<p>5 min</p>
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						production; and virtual platforms for interaction and educational collaboration (virtual classrooms, videoconferences, collaborative digital tools) for learning, communication and the development of projects with speakers and learners of the foreign language.	
D	CA	Activity 2: Listening practice <ul style="list-style-type: none"> Students will be asked to listen to an audio of a person talking about sustainability and then they will have to complete the text while listening to the extract. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Students need to carry out this activity individually .	Student’s book* *They will be provided with a QR code (located in the book) to access the extract they need to carry out the activity.	Classroom	Students’ work will be assessed via a teacher’s journal.	Linguistic Communication, Digital and Personal, Social and Learning to Learn	Multilingualism and Interculturality Oral Comprehension	Commonly used vocabulary of interest to learners, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and	10 min

						physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and training.	
B	CA	Activity 3: Mind map <ul style="list-style-type: none"> Students will be given a template to fill in with features of sustainable cities. They are free to organise the lexicon they use as they want but their mind maps need to be coherent and the information ought to be organised clearly and rationally. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Students need to be divided into groups.	Students will be given a template with empty bubbles for students to fill in with the vocabulary they come up with.	Classroom	Students' work will be assessed throughout the session via the teacher's constant supervision and a teacher's journal.	Linguistic Communication, and Personal, Social and Learning to Learn	Multilingualism and Interculturality Written Comprehension Written Expression	Organisation and structuring according to genre, textual function and structure. Basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements.	10 min

						Commonly used strategies for identifying, organising, retaining, retrieving and creatively using linguistic units.	
D	EA	<p>Activity 4: Interviews</p> <ul style="list-style-type: none"> Once students have finished their mind maps, they are asked to come up with questions to ask citizens of both Valencia and London. But firstly, they will have to do an activity related to question forms so that they practise before preparing the questions for the interviews. Since students will travel to London as part of their consultation work for the city council, the questions they formulate need to be the same for both nationalities. Students need to think of questions that will allow them to compare the information they obtain in both cities later on, in the following session. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Students need to be divided into groups.	Students will be given a template with six gaps to complete with the questions they make on their own so they can ask them to different people in Valencia. (APPENDIX)	Classroom	Students will receive instant feedback on their questions as the teacher will be supervising their work in class closely. They need to be given the green light by the teacher on their questions to carry out the	Linguistic Communication, Citizenship and Cultural awareness and expression	Multilingualism and Interculturality Written Comprehension Written Expression	Communication and the development of projects with speakers and learners of the foreign language. Basic social conventions; non-verbal language, linguistic politeness.	25 min

			<p>interviews.</p>			<p>Recognition of the need to adapt one's own communicative repertoire to the social and cultural context in which communication takes place.</p> <p>Cultural patterns of common usage specific to the foreign language</p> <p>The foreign language as a means of interpersonal and international communication, as a source of information, and as a tool for social participation and personal enrichment.</p> <p>Specific expressions and lexis commonly used to exchange ideas about communication, and language. Production and co-</p>	
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						<p>production of oral, written and multimodal texts, short and simple, literary and non-literary.</p> <p>Knowledge, skills and attitudes that allow for detecting and collaborating in mediation activities in simple everyday situations.</p>	
Estimated duration of the learning situation							50 min

<p>Session 3 (After the students’ trip to London, and after having conducted the interviews both in London and València) Name: <i>London vs. València</i></p>		
<p>Teaching-Learning Activities by class sessions</p>		
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>		
D	DA	<p>Activity 1 - Poster-Infographic</p> <ul style="list-style-type: none"> • Students will be asked to create a visual aid, this can either be a poster or an infographic in which they present the results of their interviews in a summarised and brief way. Their posters/infographics ought to be simple, with clear and well-organised information so that the teacher is able to grasp the meaning without having read the answers to their interviews. • In the infographic/poster, students are required to compare and contrast the results obtained in the interviews conducted in València and the ones conducted in London. • This comparison will most likely allow them to assess what is missing in London for citizens to consider it a sustainable city. Not only this, but it will help them come up with strategies and measures to be taken so that people’s requests and expectations are met.

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
<p>Students need to be divided into groups.</p>	<p>Students will be provided with a list of items their posters or infographic (they can choose one or the other) need to include. Hence, they will receive a template of sorts.</p> <p>As for resources, students will be free to choose the platform they feel more confident with, like Canva, Word, etc.</p>	<p>Classroom*</p> <p>*(If students do not finish their posters in class, they must finish them at home)</p>	<p>Once students submit their posters, they can either print them or send them by email, their final products will be evaluated using a rubric.</p>	<p>Linguistics Communication, Digital and Personal, Social and Learning to Learn</p>	<p>Multilingualism and Interculturality</p> <p>Written Comprehension</p> <p>Written Expression</p> <p>Oral Mediation</p> <p>Oral Interaction</p>	<p>The foreign language as a means of interpersonal and international communication, as a source of information, and as a tool for social participation and personal enrichment.</p> <p>Analogue and digital tools in common use for oral, written and multimodal comprehension, production and co-production; and virtual platforms for interaction and educational collaboration (virtual classrooms, videoconferences, collaborative digital tools) for learning, communication and the development of projects with speakers and learners of the</p>	<p>40 min</p>

						<p>foreign language.</p> <p>Learning resources and basic information search strategies: dictionaries, reference books, libraries, and digital and computer resources.</p> <p>Basic spelling conventions and communicative intentions and meanings associated with formats, patterns and graphic elements.</p> <p>Characteristics and recognition of context (participants and situation), expectations generated by context; organisation and structuring according to genre, textual function and structure.</p>	
B	EA	<p>Activity 2 - Explanation of the final project</p> <ul style="list-style-type: none"> Once students have finished their posters/infographics (they can finish at home if they need more time), the teacher will move on to explain their final project: a video. Having carried out all the aforementioned activities, students' work will culminate in the creation of a video in which they need to 					

		present València as a sustainable city, mentioning its features and main sustainable strategies. They must try to bring said strategies to the British world. On the whole, students need to advertise London as a sustainable city and convince viewers that what makes València a sustainable city can be extrapolated to London and how they would do it.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.))	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Students need to be divided into groups.	Students will be shown a video from a group that carried out a similar project the previous year as an example of the task they need to complete.	Classroom	NOT ASSESSED	Linguistic Communication and Personal, Social and Learning to Learn	Oral Comprehension	Commonly used vocabulary of interest to learners, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and training. Learning resources and basic information search strategies.	10 min
Estimated duration of the learning situation							50 min

Session 4 Name: <i>What about making your city sustainable?</i>							
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
S	AA	Activity 1- Video Presentations <ul style="list-style-type: none"> Students need to present their final project, which consists of a video where they mention Valencia’s sustainable strategies and features and they ought to convince London City Council’s board to adapt and apply said measures to turn London into a sustainable city. Students are expected to use the data collected in their interviews and their posters as well in order to promote their proposals by backing them up with citizens’ opinions and ideas. Each group is supposed to play their video and answer any questions or feedback their peers and teacher may feel like sharing. After that, each student needs to do a self-evaluation test so as to reflect on their individual work, their learning process, motivation and so on. Each group will also receive a rubric from the teacher and rubrics from their classmates to analyse their observations and assessments. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Students will present their videos in groups but they will need to carry out the self-evaluation	Students may use any types of digital resources for their presentations.	Classroom	Rubrics→ - Peer-evaluation - Teacher evaluation - Self-evaluation target (diana de autoevaluación)	Linguistic Communication, Digital, Personal, Social and Learning to Learn, Citizenship and	Multilingualism and Interculturality Oral Comprehension	Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells and introductions; describing and characterising people,	50 min

<p>on their own.</p>				<p>Cultural Awareness and Expression</p>	<p>Oral Expression Oral Mediation Oral Interaction</p>	<p>objects, places, phenomena and events.</p> <p>Expressing opinion and possibility; simple argumentation; making hypotheses and assumptions; expressing possibility, uncertainty and doubt; reformulating and summarising.</p> <p>Production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary.</p> <p>Basic and commonly used sound, accentual, rhythmic and intonation patterns, communicative intentions and meanings associated with these patterns.</p> <p>Commonly used conversational conventions and strategies for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarising, collaborating, debating, and so on.</p>	
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						<p>Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness to a particular communicative need in an understandable way.</p> <p>Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the foreign language.</p> <p>Digital tools in common use for oral, written and multimodal comprehension, production and co-production; and virtual platforms for interaction and educational collaboration (virtual classrooms, videoconferences, collaborative digital tools) for learning, communication and the development of projects with speakers and learners of the foreign language.</p> <p>Recognition of the need to adapt one's own communicative repertoire to the social and cultural context in which communication takes place.</p>
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Estimated duration of the learning situation	50 min
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Attention to diversity	Transversal topics - SDGs
<p>The worksheets and activities that students are given have been adapted for those students with learning difficulties or those who are PDC (curricular diversification programmes) students as this is a 3rd of ESO group. As can be seen in the sample book attached in the appendix, some activities have been rated between 1 and 2 stars depending on their difficulty. In doing so, students whose learning skills are not affected by any difficulty will do the 2-star activities, whereas students whose learning process is affected by any difficulty are able to carry out the same activities but with a 1-star version regarding difficulty.</p> <p>It is of utmost importance that principles of non-discrimination and educational inclusion are at the core of any educational matter, especially in the class environment. By including modified activities in said book, every student is able to use the same materials, and no one can discriminate against a classmate for not following the same book as the vast majority of students.</p> <p>It is crucial to keep in mind that since the present learning situation is designed for a 3rd of ESO group, it is most likely possible that PDC students make up some of the students in the group. Thus, as per law requirements, the curriculum is to be modified to adapt to the needs of students with relevant difficulties. Accordingly, educational, and vocational guidance should have an inclusive approach.</p>	<ul style="list-style-type: none"> ● SDG 7 (Affordable and Clean Energy) ● SDG 11 (Sustainable Cities and Communities) ● SDG 12 (Responsible Consumption and Production) ● SDG 13 (Climate Action) ● SDG 17 (Partnerships for the goals) <p>Transversal competences:</p> <ul style="list-style-type: none"> ● Competencia de colaboración (Collaborative competence) ● Competencia de pensamiento crítico (Critical thinking competence) ● Competencia integrada de resolución de problemas (Integrated problem-solving competence) ● Competencia de autoconciencia (Self-awareness competence) ● Competencia estratégica (Strategic competence)

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UNIT 1

TURNING LONDON INTO A SUSTAINABLE CITY



LEARNING SITUATION AEM2:
3RD OF ESO

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Núria Borràs
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THE GLOBAL GOALS

WELCOME TO THE COURSE!

Table of contents

- **LESSON PLAN 1: Sustainable cities: what are they?**
 - Activity 1: *Masdar: The city of the future* 1
 - Activity 2: *Sustainable Development collocations* 3
 - Activity 3: *What would your dream city be like?* 3

- **LESSON PLAN 2: Defining sustainable cities.**
 - Activity 1: *H5P- Drag the words*..... 5
 - Activity 2: *Sustainable development (listening)*..... 7
 - Activity 3: *Mind Map* 9
 - Activity 4: *Interviews* 11

- **LESSON PLAN 3: London vs València**
 - Project 1: *Poster-Infographic* 14
 - Project 2: *Video* 18

- **LESSON PLAN 4: What about making your city sustainable?**
 - *Peer-review evaluation rubric* 16

- **GLOSSARY** 17

LEXICAL CONTENT: vocabulary on sustainability, collocations, learning how to conduct an interview and make a video

GRAMMATICAL CONTENT: question forms and structures

DISCURSIVE CONTENT: Developing Communicative Competence in English Through Oral and Written Comprehension and Production: Interviews

SDG FOCUS: SDG 11 and 7: Sustainable cities – Innovative ideas and solutions to problems concerning sustainable urban development

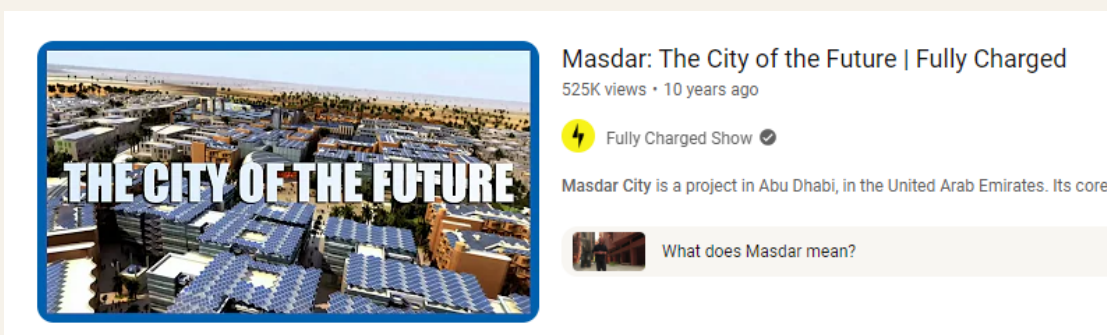


LESSON PLAN 1

Activity 1. Class discussion. Please answer the following questions and discuss your opinion with other classmates.

- What is a sustainable city?
- What makes a city sustainable? Why?

Now, please watch the following video of *Masdar*, a sustainable city.



Now, try to answer the questions below:

- What is Masdar made of?

- Where is Masdar located?

- What is Masdar free of?

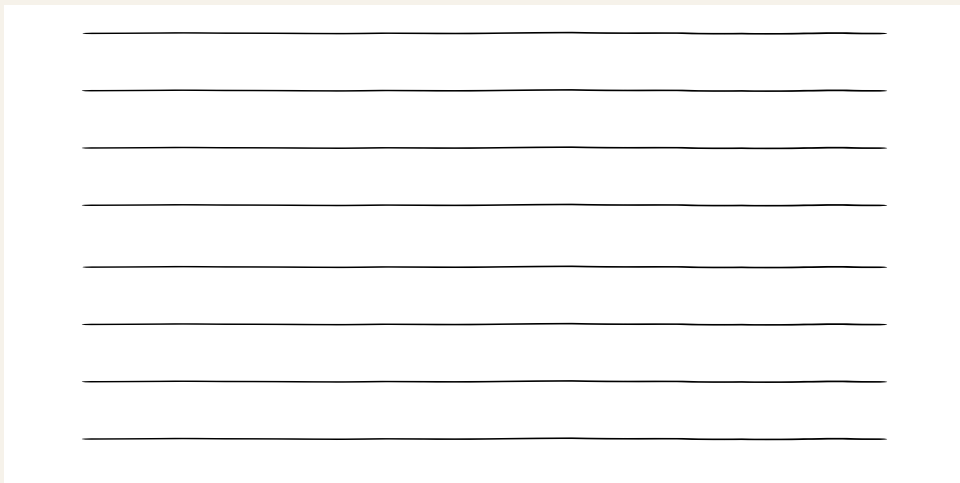
- How would you rate Masdar?

LESSON PLAN 1

After watching the video, compare your previous ideas and the ones you have. Once you have done that, please try to write a definition of a sustainable city.

Example:

- A sustainable city is...
- Sustainable cities consist of...
- The main features of sustainable cities include...



A white rectangular area with a torn right edge, containing ten horizontal lines for writing.

LESSON PLAN 1

Activity 2. It is time to learn helpful vocabulary to use during the unit. Choose the correct option (Keep in mind that these are collocations!)

1. The probable result of _____ warming will be a rise in sea levels.
a) local b) global c) regional
2. Most scientists accept that climate _____ is linked to carbon emissions.
a) change b) regularity c) seasons
3. The hot weather is partly to blame for the _____ shortage.
a) water b) recycling c) renewable
4. _____ energy is energy produced from resources that can be replenished within a human's lifetime.
a) renewable b) clean c) natural
5. We need to make an effort to use _____ paper.
a) cleaned b) recycled c) white

Activity 3. Please read the following prompt:

Imagine you were the mayor of your city; what changes would you make to make it more sustainable?

Now, think about the city you live in (Valencia). Reflect on the features you would improve or change if you were the mayor.

CITY LIFE IMPROVEMENT

What would you change if you were the mayor of your city?

○ ○ ○ ○ ○

Social measures

○ ○ ○ ○ ○

Cultural measures

○ ○ ○ ○ ○

Environmental measures

○ ○ ○ ○ ○

Educational measures



LESSON PLAN 2

Activity 1. Scan the QR and do the activity. Drag each word to its definition.



Here you have the link in case you are not using your phone!

https://app.Lumi.education/run/A4HK_c

Drag the words into their definitions

ⁱ Collect rubbish/litter to treat it and produce useful materials that can be used again.

ⁱ damage caused to water, air, etc. by harmful substances (usually from big factories) or waste.

ⁱ to remove dirt from something.

an unnecessary or wrong use of substances, energy...

ⁱ a system of vehicles such as buses, trains, undergrounds, used to go from one place to another.

something made in a way that causes a little or no damage to the environment.

something not harmful to the environment, or something that tries to help the environment.

ⁱ energy produced using the sun, wind, etc. to avoid using fuels (oil, coal...)

: something able to decompose naturally without harming the environment.

Public transport

Waste

Clean

Biodegradable

Renewable energy

Pollution

Sustainable

Recycle

Eco-friendly

Check



Difficulty level ★ ★ ☆

LESSON PLAN 2

Activity 1. Scan the QR and do the activity. Drag the image to its respective column. What is good for the environment? What isn't?



Here you have the link in case you are not using your phone!

<https://app.Lumi.education/run/YCiYc6>

Bad	Good

Difficulty level ★☆☆



LESSON PLAN 2

Activity 2. Listening. You are going to listen to someone talking about sustainable development. Please, fill in the gaps with the words you will hear.


Scan me to start
the listening!



Sustainable development is one of the buzz words of the new century. Almost _____ nowadays we have to think about sustainable _____. It is incredibly _____. It's a concept at the _____ of the Earth's survival. It's not rocket science!

There are so many people on Earth and so many _____. If there are too many people, there won't be enough resources to sustain us - to provide us with food, water, shelter and other basics. Experts are trying to _____ how we can develop and sustain the _____ population.

This is tricky. Anyone can see this is _____. How can there be enough water, farmland, _____ and raw materials for us to maintain our luxurious lives? We can't.

Difficulty level 



LESSON PLAN 2

Activity 2. Listening. You are going to listen to someone talking about sustainable development. Please, fill in the gaps with the words below.

Scan me to start the listening!



trees	resources	development
heart	important	human
everything we do	difficult	figure out

Sustainable development is one of the buzz words of the new century. Almost _____ nowadays we have to think about sustainable _____. It is incredibly _____. It's a concept at the _____ of the Earth's survival. It's not rocket science!

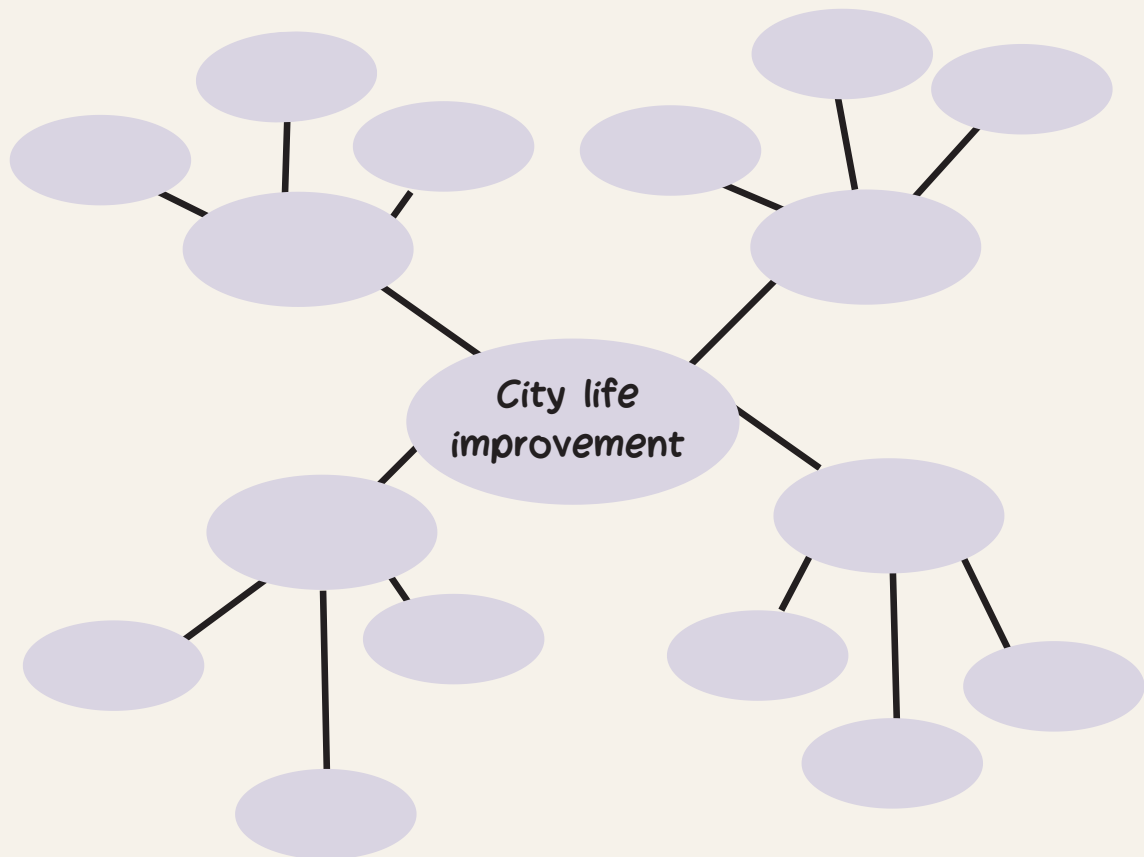
There are so many people on Earth and so many _____. If there are too many people, there won't be enough resources to sustain us - to provide us with food, water, shelter and other basics. Experts are trying to _____ how we can develop and sustain the _____ population.

This is tricky. Anyone can see this is _____. How can there be enough water, farmland, _____ and raw materials for us to maintain our luxurious lives? We can't.

Difficulty level 



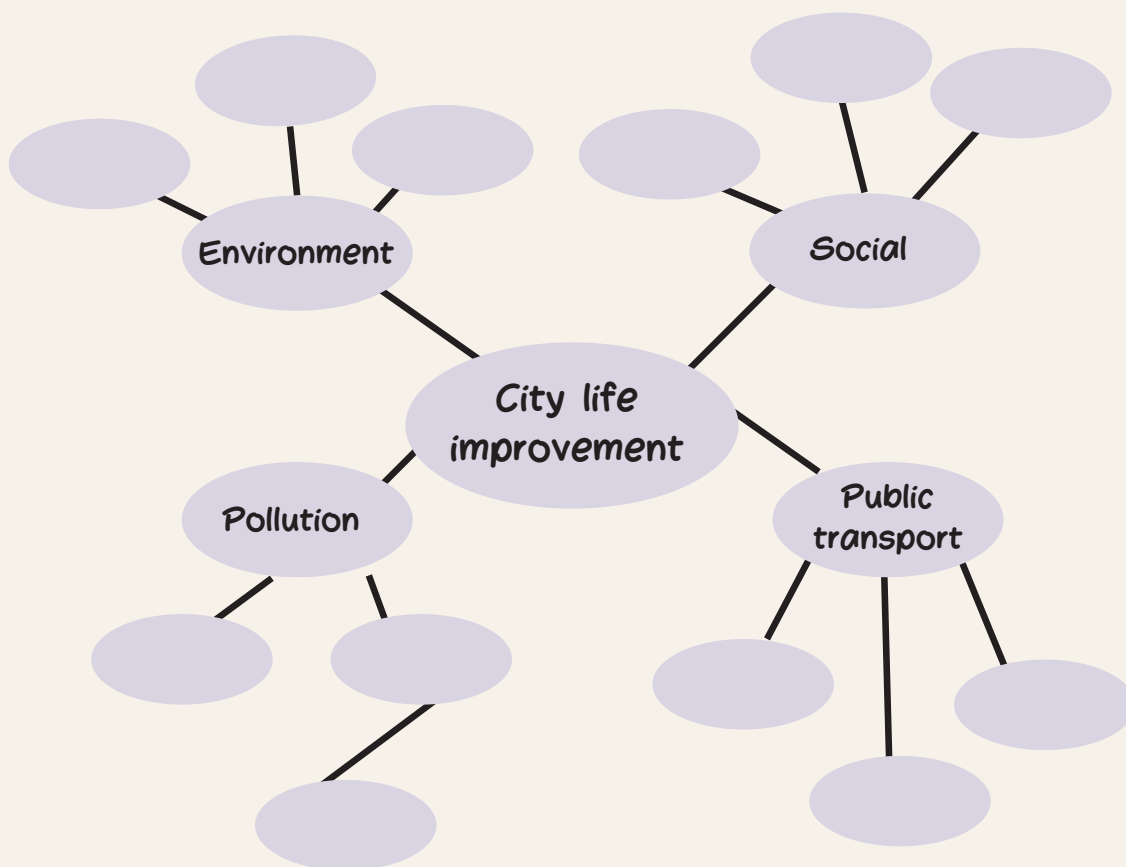
Activity 3. Work in groups. Fill in the template to create your own mind map with vocabulary you might need to talk about sustainable cities.



Difficulty level ★★☆☆



Activity 3. Work in groups. Fill in the template to create your own mind map with vocabulary you might need to talk about sustainable cities.



Difficulty level ★☆☆



LESSON PLAN 2

Activity 4. Now that you have discussed how you would change your city, it is time for you to ask similar questions to other citizens. You need to create a list of questions to ask both Valencian and London citizens. First, you need to practise question forms and structures:

Activity 4.1. Look at the order of interrogative sentences. Then write the questions in the correct order.

(QUESTION WORD) + AUXILIARY VERB + SUBJECT + VERB + ...?

1. energy/?/do/renewable/you/what/know/is

2. match/time/does/?/the/start/what

3. recycle/do/normally/you/?

4. in/shops/sustainable/neighborhood/sell/do/products/your?

5. think/you/energy/do/what/renewable/about/?

Activity 4.2. Complete the worksheets you will find on the following pages ((choose the one that fits your group better).. List the questions you will ask during your interview.





INTERVIEW QUESTIONS

Prepare questions for the interviews you will do in Valencia and London



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Difficulty level ★★☆☆



INTERVIEW QUESTIONS

Prepare questions for the interviews you will do in Valencia and London



Examples:

- Would you add more bins in the street?
- Would you like the shops to add more sustainable products in their shops?

1. _____

2. _____

3. _____

4. _____

5. _____



Difficulty level ★☆☆

LESSON PLAN 3

Activity 1. PROJECT. Now it's time to be creative! After learning vocabulary related to sustainability and measures to improve life in València, design a poster where you present the results of your interviews in both València and London. Take a look at the following list to make sure you include the essentials.

ESSENTIAL ITEMS

What do you have to include in your poster?



Comparison València vs London



★ Comparative adjectives

★ Vocabulary: city & environment



Best things València & London ★★★★★

★ Monuments

★ Weather



What would you change?



★ Public transport

★ Environmental measures

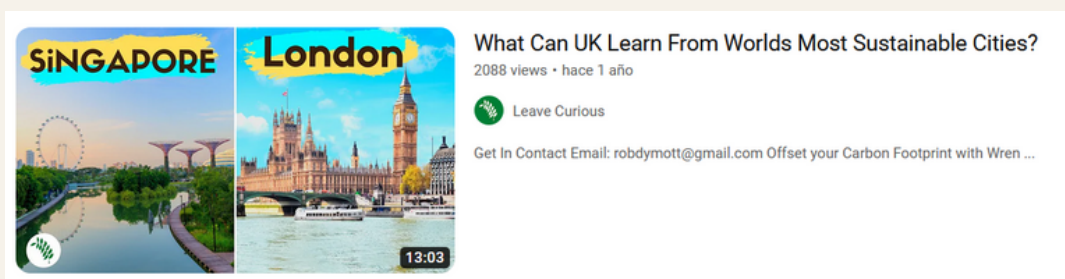
★ Clean energy



LESSON PLAN 3

Activity 2. PROJECT. This is the final step! After finishing your poster with all the information you gathered from your interviews, it is time for you to convince everyone at the London City Hall that your project is the best option.

With this goal in mind, you have to create a video in which you present your ideas attractively and convincingly. Blow their minds away! To do so, follow the instructions given by your teacher and take a look at some examples they will show you.

































LESSON PLAN 4

Peer-review evaluation rubric. Finally, after completing the last task, you must assess your classmates' projects! There is a rubric below with which you will assess each group. Please grade each group after watching their presentations.

	Excellent	Good	Average	Poor
Teamwork and work distribution.				
Grammar accuracy.				
Vocabulary is accurate and related to the topic.				
Oral skills (pronunciation, intonation, fluency).				
The organisation of the information and general structure.				
Quality content: information is clear and easy to understand.				
The video catches the public's interest and attention.				
Quality of ICT resources used for the video.				
The video adjusts to the designated duration				
The originality of the video elaboration. Creative process.				
TOTAL SCORE				




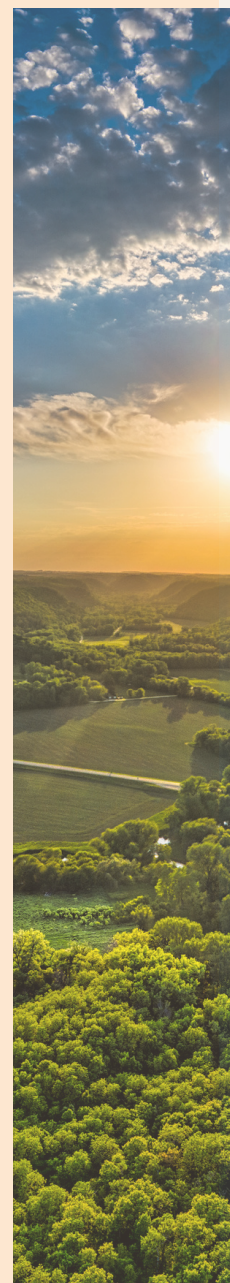
GLOSSARY

 Biodegradable	 Biodegradable
 Bin	 Papelera
 Citizen	 Ciudadano
 Clean	 Limpio
 Consumption	 Consumo
 Damage	 Daño
 Decompose	 Descomponer
 Dirt	 Suciedad
 Eco-friendly	 Respetuoso con el medio ambiente
 Environment	 Medio ambiente
 Factory	 Fábrica
 Fuel	 Combustible
 Harmful	 Dañino
 Improve	 Mejorar
 Improvement	 Mejora



GLOSSARY

 Litter	 Basura
 Mayor	 Alcalde
 Measure	 Medida
 Pollution	 Contaminación
 Public transport	 Transporte público
 Recycle	 Reciclar
 Remove	 Eliminar
 Renewable energy	 Energía renovable
 Rubbish	 Basura
 Substance	 Sustancia
 Sustainable	 Sostenible
 Useful	 Útil
 Waste	 Desecho



GO GREEN, GO SUSTAINABLE



Learning situation for EFL classes

Marina de Maeztu Peña, Isabel Fortea Weedle, Paula Lorente Merino, María Ángeles Nerja Serna and Sergio Ramírez Mascaño



GO GREEN, GO SUSTAINABLE

Authors: Marina de Maeztu Peña, Isabel Fortea Weedle, Paula Lorente Merino, María Ángeles Nerja Serna, Sergio Ramírez Mascuñano
Teacher Training Faculty, University of Valencia

TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: Go green, go sustainable					
Stage	ESO	Year	3rd	Group	25 students
Subject:	English	Link to other subjects	Art		
# of sessions:	6	Topic-theme /	Recycling and sustainability		
Final output description	<ul style="list-style-type: none"> - To be able to use the lexicon and vocabulary related to the topic of the learning experience (recycling and sustainability) in an appropriate way. - To learn new grammar structures (pupils should use the grammatical structures of the second conditional). - To read and understand articles concerning real issues. - To write and know the structure of a formal email. - To be able to work in a team using ICTs and speak in public. - Critical thinking and reflection on current issues. - To carry out a final project that will help them in the acquisition of key competencies. 				

2. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):

We have chosen this learning situation called **‘Go green, go sustainable’** to introduce the **topic of recycling**, and because of the **importance of reusing** among secondary high school students. Such a learning situation is also important during secondary school years because we consider it essential to raise environmental awareness. Our planet is dying little by little and we can do a very important job so that this does not happen, since by teaching pupils to consume responsibly and recycle the appropriate material we will have a much better planet to live on in the future.

Besides learning **new vocabulary** related to the topic of **recycling and reusing**, students will know how to use **new grammar structures such as the second conditional**, which is a very useful and practical form in **oral and written texts**, both in **formal and informal contexts**.

Moreover, we are trying to teach them to create a better world, to be resolute, to resolve conflicts and make decisions for the future, to raise awareness about real environmental problems, to teach students how to recycle all types of materials and reduce their use, to reduce their consumption and all this in a creative way and as a didactic tool. Therefore, there are many ways of making use of these materials in a fun and playful way and this learning experience will also serve to improve socialization and coexistence outside the school environment.

Stage objectives: (ESO or Bachillerato)

[Developed from and based on the "Decret d'ordenació dels ensenyaments de l'educació bàsica"](#)

Key competences

- Linguistic communication competence.
- Plurilingual competence.
- Personal, social and learning to learn competence.
- Citizenship competence.
- Competence in cultural awareness and expression.
- Digital competence.
- Entrepreneurial competence.

Specific skills	Assessment criteria
<ul style="list-style-type: none"> - Oral comprehension. - Written comprehension. - Oral expression. - Written expression. - Oral and written interaction. - Oral and written mediation. - Multilingualism and multiculturalism. 	<ul style="list-style-type: none"> - Writing: 30 % - Final project: 30 % - Final test: 40 % <p>In the writing part of the formal e-mail, the following aspects will be taken into account for evaluation:</p> <ul style="list-style-type: none"> - Correct use of grammatical structures (second conditional). - Lexicon about the topic. - Structure of a formal email. <p>A final test will assess grammatical and lexical knowledge.</p> <p>The final project will be evaluated according to the key competencies since the main objective of the final exam as well as the rest of the tests is the evaluation of the language in use. All group members will have the same final grade on this project. The projects are a good opportunity to assess key competencies and provide those students whose level is lower with the opportunity to be assessed not only on their grammar/lexicon but also on their competence skills.</p>

3. METHODOLOGY	
<p>Methods, techniques, didactic strategies and pedagogical models</p>	<ul style="list-style-type: none"> • Gamification. • Task-based learning. • Project-based learning. • Cooperative learning. • Inquiry-based learning.
4. TIME FRAME	

Lesson plan 1 Name: Sustainability							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
B	MA	<p>Activity 1</p> <p>For the first activity of the session, which is a Beginning activity (B) and, more specifically, a Motivation Activity (MA), students will be introduced to the topic of sustainability. To do so, the teacher will start by asking them if they are familiar with such a topic and what they know about it.</p> <p>After some discussion time, they will be presented with a Plickers quiz which they will have to answer in groups of 4-5 students (cooperative learning). As the students do the quiz, their answers will appear on the projector, so they will receive immediate feedback to know if they were right or wrong.</p> <p>The methodology used in this activity is Gamification & Game-based learning, as students will use the online game to learn about sustainability engagingly and entertainingly.</p> <p>The space used will be the classroom, as well as the Virtual Learning Environment.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge / Contents	Timing
Group.	-Plickers app. -Plicker's printed cards.	Classroom and virtual space (Plickers).	This activity is not assessable.	-Linguistic Communication (as they will discuss in groups).	-Oral expression -Writing	-Selected vocabulary related to recycling and	15 min.

	<p>-Classroom projector.</p> <p>-Teacher’s mobile phone.</p>			<p>-Plurilingual (as they will communicate in English).</p> <p>-Digital (through the use of the Plickers app).</p> <p>-Personal, Social and Learning to Learn competence (by collaborating constructively with others).</p> <p>-Entrepreneurial competence (as they will take risks when answering questions while collaborating with the rest of their teammates).</p>	<p>production</p>	<p>household items.</p>	
<p>B</p>	<p>MA</p>	<p>Activity 2 (description)</p> <p>In the second activity of the session, students learn a bit more about sustainability, more specifically about the three R’s (reuse, reduce, recycle). For this purpose, they are divided into groups of 4-5 students (cooperative learning), and each group is handed 5 everyday items that can be found in a household, such as plastic bottles, newspapers, toilet rolls, etc. First, they have to write a definition for each of the items, using either online or regular dictionaries if necessary.</p> <p>After that, they are given a worksheet with a chart, which they have to complete with the name of their object, the material it is made of, how it can be reused at home and what it could be recycled into.</p> <p>The aim of this activity is to practice vocabulary related to packaging, materials and everyday objects. Regarding grammar, it addresses the use of the modal verbs “can” and “could”, which is also an introduction for the second session of the learning experience, in which they will learn about the second conditional.</p>					

The space used will be the classroom .							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic Knowledge / Contents	Timing
Group.	<ul style="list-style-type: none"> -Printed worksheets. -Household objects (newspapers, toilet paper rolls, plastic bottles, egg cartons, etc.). -Regular dictionaries or online dictionaries (mobile phone). 	Classroom.	This activity is not assessable.	<ul style="list-style-type: none"> -Linguistic Communication (as they will have to communicate with their group members). -Plurilingual (since they will communicate in English). -Personal, Social and Learning to Learn (as students will have to manage time and information effectively and collaborate constructively with others). -Citizenship (as pupils will commit to sustainability). -Entrepreneurial (while making decisions based 	<ul style="list-style-type: none"> -Oral expression -Writing production 	<ul style="list-style-type: none"> -Selected vocabulary related to recycling and household items. 	40 min.

				on information and knowledge while collaborating with the rest of their teammates).			
Estimated duration of the learning situation							55 minutes.

Lesson plan 2 Name: Recycling							
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).							
D	DA	Activity 1 First, write Steve Jobs' quote on the board: "If today was the last of your life, would you like to do what you are doing today?". Then ask them: Who is Steve Jobs? Do you understand it? I circle the verbs and ask them what tense they are in. What tense is 'were'? Which verb column is it? What is 'would' for?					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic Knowledge / Contents	Timing
Individual	Book (H5P activity on page 6)	Classroom.	This activity is not assessable.	-Linguistic communication (as they will have to	-Reading comprehension	- Vocabulary	15 min.

				communicate with the teacher). -Citizenship (as pupils will commit to sustainability).	-Oral expression	-Grammar (Second Conditional)	
D	DA	Activity 2 (description) Explanation of the second conditional and activity in which students will reflect on some green actions with which they can contribute to a better world. They will use the second conditional structure.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic Knowledge / Contents	Timing
Individual	Book page. 5	Classroom	This activity is not assessable.	-Linguistic Communication (since they have to learn how English grammar works)	-Writing production -Reading comprehension	-Grammar (second conditional) -Vocabulary (related to sustainability)	20 min.
Estimated duration of the learning situation							55 minutes

Activity 3: Now students have to put into practice the second conditional choosing the correct option from the sentences.							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic Knowledge / Contents	Timing
Individual	Our book p. 6	Classroom	This activity is not assessable	-Plurilingual (since they will have to understand how English grammar works).	-Reading comprehension	-Grammar: second conditional. -Vocabulary	15 min.
Estimated duration of the learning situation					55 minutes		

Lesson plan 3 Name: Saving the planet is in our hands!		
Teaching-Learning Activities by class sessions		
<p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>		
B	DA	Activity 1
	EA	In this activity, students will read the text “The three Rs of the environment” included in the textbook (page 7). The reading must be done individually in the classroom . Once the text has been read, students will mark the vocabulary related to the theme of the unit (recycling and

ecology). In this case, learners will be **allowed to use their mobile phones** to consult different **online dictionaries** for any terms they do not know. They will also have **physical dictionaries** available and they can always ask the teacher any questions they may have.

Similarly, they need to **underline the tips offered in the text to protect the environment**, as these are resources that they will require for subsequent activities. When all students have read the article, **the teacher will ask the whole class some questions about the article** to make sure that the general idea of the text is understood. He/she will **also formulate more personal questions** concerning the topic for the students to reflect on and talk about their experience with recycling. Thus, we will be working with the **inquiry-based learning methodology**. This first activity will cover **15 minutes** of class time.

This is a **Beginning activity (B)** to implement the subsequent activities. Furthermore, in terms of the classification of teaching-learning activities, this exercise could be considered a **Development Activity (DA) or Expansion Activity (EA)**, as it enables learners to add both new vocabulary and arguments on the topic of the unit to their linguistic repertoire. It is essential to develop their language skills and to become good language users.

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic Knowledge / Contents	Timing
Individual.	-Reading “The three Rs of the environment” in the textbook (page 7). -Physical dictionaries or mobile devices to consult online dictionaries. -Stationery. -The classroom	Classroom.	This activity is not assessable.	-Linguistic Communication (it is essential that students consciously activate all their skills and knowledge to contrast, interpret and critically understand what message the text intends to convey).	-Reading comprehension -Speaking -Oral interaction -Oral mediation -Listening comprehension	-Vocabulary and terms from the semantic field of recycling and the environment (basic knowledge - language and usage). -To learn more about recycling and environmental protection (basic knowledge of culture and society).	15 minutes

	board.			<ul style="list-style-type: none"> -Plurilingual (when answering the teacher's questions about the text, learners will use different languages to express the ideas in the article). -Digital (learners will be allowed to safely and responsibly use their mobile phones to consult online dictionaries, vocabulary lists or glossaries for unfamiliar terms in the text). -Citizenship (recycling and sustainability is a civic and social issue that concerns all of us as citizens). 		<ul style="list-style-type: none"> -To develop a useful list of structures, tips and measures to protect the environment (functional English). -To express their opinions and experiences in the field of recycling (basic knowledge of communicative strategies). 	
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D	DA	<p>Activity 2 (description)</p>
	EA	<p>Activity 2 consists of an information search exercise to complete the final task. The teacher will introduce the topic of the formal e-mail and students will use their mobile devices to search the Internet for the structure that this type of writing follows: initial greeting, types of formal structures, closing sentences, etc. They can also consult the model of a formal e-mail they have in the textbook (page 9).</p> <p>This activity will be carried out in pairs in the classroom, which will make it more dynamic: they can help each other and they will find more resources (at this point, we would be using the cooperative learning methodology). After a few minutes, all the information gathered will be shared (students will be able to exchange opinions on everything they have found). Finally, the teacher will summarise and clarify the key elements. To that effect, he/she will refer to the model of a formal e-mail provided in the textbook (page 9). This activity will take about 10 minutes.</p> <p>This is a Developmental activity (D), which is necessary to move on to the final activity. On the other hand, as far as the classification of teaching-learning activities is concerned, this activity could be considered a Development Activity (DA) or Expansion Activity (EA), since it enables students to learn how to write a formal e-mail correctly. In other words, after doing this exercise, students will know what kind of structures should be included in this type of writing. Undoubtedly, formal e-mail is one of the most important genres in the written part, a task that they can easily encounter in their everyday life in the future, thus it needs to be taught in the classroom.</p>

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Pairs.	<ul style="list-style-type: none"> -Mobile phones to find out what the structure of a formal email is. -The textbook (model of a formal e-mail, page 9). -The board (either the traditional chalkboard or whiteboard) or an online document to summarise and clarify all the parts of a formal e-mail. 	Classroom	This activity is not assessable.	<ul style="list-style-type: none"> -Linguistic Communication (students need to deliberately use all their knowledge and abilities to extract the key elements of this type of writing). -Plurilingual (to communicate and explain the structure of the formal e-mail to the teacher, students will switch between several languages). -Digital (learners must browse different writing websites or blogs to determine and collect the core elements that a formal email should incorporate). -Personal, social and learning to learn (the exercise is undertaken in pairs, so students will have to collaborate with their partners and manage time). 	<ul style="list-style-type: none"> -Reading comprehension -Speaking -Oral interaction -Oral mediation -Listening comprehension 	<ul style="list-style-type: none"> -Writing part (reviewing the structure and common elements of a formal e-mail): an appropriate greeting and closing, specific linguistic structures, the prohibition of using contractions, etc. (basic knowledge of language and usage) -To present a high quality, professional formal piece of writing, since learning how to write a formal e-mail is essential in our society (basic knowledge of culture and society). -Showing students various linguistic structures within the formal e-mail will help them to communicate with other people (basic 	10 min.

				-Citizenship (knowing how to write a formal e-mail is essential in today's society, especially in the professional sphere)		knowledge of communicative strategies - functional linguistic content).	
S	DA	Activity 3 (description)					
	EA	After having researched the structure and characteristics of a formal e-mail in the previous activity, in this third and last activity students have to write a formal e-mail in about 30 minutes . The context of the formal e-mail is the following: the mayor of your town/city has started an initiative to raise awareness of environmental protection. To this end, he/she has created an e-mail address for citizens to send their suggestions.					
	CA						
	RA	Based on the tips and ideas covered in the text “ The three Rs of the environment ” in activity 1, students are asked to write a short formal e-mail of about 60-80 words explaining some of these measures . Of course, they must follow the formal e-mail format worked on in exercise 2 (formal greetings and endings, no contractions, etc.). It is helpful for the teacher to remind the students to use connectors and synonyms, two very important aspects in the written parts. They can also take into account the model of a formal e-mail on page 9 of the textbook. Furthermore, these suggestions must be formulated with the structure of the second conditional seen in the previous session, therefore this last exercise will also serve to review this grammatical section.					
	RA						
	AA	<p>The task will be conducted in the classroom in pairs, thus learners will be able to work collaboratively, help each other and share opinions. Again, we would be following the cooperative learning methodology, but actually, this whole session has been grounded on the task-based learning method, this being the final task for which students were preparing in the previous activities. Finally, volunteer students can present or explain their formal e-mail, the suggestions they have offered, etc. to their classmates.</p> <p>We are talking about a Synthesis activity (S), as it encompasses and summarises everything learnt previously in this session, both the reading of the article (activity 1) and the structure of the formal e-mail (activity 2). Regarding the classification of teaching-learning activities, this task has several alternatives: firstly, it is a Development Activity (DA) or Expansion Activity (EA), given that the assignment is to elaborate and develop a piece of writing from scratch. On the other hand, it is also a Consolidation Activity (CA), a Reinforcement Activity (RA) and a Recovery Activity (RA) because it includes everything discussed earlier: not only does it condense the ideas of the text “The three Rs of the environment” from the first activity of this session and the structure of the formal e-mail from the second one, but it also recovers the grammatical content of the second conditional that appeared in the previous session. Lastly, this is one of the exercises to be assessed, so it is an Assessment Activity (AA).</p> <p>With this last activity, learners will have fully assimilated how to write a formal e-mail, and they will even have produced one on their own. As we have already noted, knowing how to write this type of writing is very important in our society.</p>					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic Knowledge / Contents	Timing
Pairs.	<p>-A piece of paper and stationery.</p> <p>-The textbook (page 9).</p> <p>This time students will not be allowed to use their mobile phones.</p>	Classroom.	<p>This third activity of writing a formal e-mail is one of the activities to be evaluated.</p> <p>Details of how this exercise will be assessed are explained in the assessment criteria section.</p>	<p>-Linguistic Communication (learners must consciously exploit all linguistic skills to understand and execute the exercise, a written message).</p> <p>-Plurilingual (transfer or exchange between the foreign language and the familiar language).</p> <p>-Personal, Social and Learning to Learn (students must learn how to manage information and time appropriately. It is also fundamental that partners help each other, collaborate and take each other's opinions into account).</p> <p>-Entrepreneurial (students will have to use all kinds of strategies to critically analyse the task at hand and to achieve results efficiently).</p>	<p>-Written expression</p> <p>-Written interaction</p> <p>-Written mediation</p> <p>-Oral expression</p> <p>-Oral mediation</p> <p>-Oral interaction</p> <p>-Listening comprehension</p>	<p>-To practise the writing part, in particular a formal e-mail.</p> <p>-The challenge of writing a formal e-mail in a limited time (basic knowledge of language and usage).</p> <p>-To present a formal and normative piece of writing (basic knowledge of culture and society).</p> <p>-To address one of the most relevant social issues of our time, recycling and sustainability (basic knowledge of culture and society).</p> <p>-To teach students how to communicate and interact with other people in a formal</p>	30 min.

				-Citizenship competence (writing a formal e-mail is fundamental in the social dimension, a way of communicating and respectfully building relationships with others).		context (basic knowledge of communicative strategies - functional linguistic content).	
Estimated duration of the learning situation							55 minutes.

<p>Lesson plan 4 Name: Bloom over Doom Session: 1</p>		
<p>Teaching-Learning Activities by class sessions</p>		
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>		
B	MA	<p>Activity 1</p> <p>Students are shown a picture and have to answer a series of questions in groups and then share their ideas with their peers. The displayed image is a dump site full of clothes and some of the garments still have a label on them. Therefore, this is a Beginning Activity.</p> <p>They must answer the following questions concerning fast fashion and recycling:</p> <ol style="list-style-type: none"> a) What is the main problem that you identify? b) Are you familiar with the term <i>fast fashion</i>? c) What effects do you think fast fashion can have on the environment?

<p>c) Can you propose a solution to this problem?</p> <p>This is an initial activity to motivate students (Motivation Activities; MA) to know and learn more about fast fashion and recycling. This activity will serve as a link to introduce them to the final project in the learning situation.</p> <p>The methodology used in this case is inquiry-based learning since students are encouraged to interpret an effective image, develop their knowledge and think critically and creatively to give productive answers</p>							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
In groups with peers	-Projector -Board	Classroom	This activity is not assessable.	<ul style="list-style-type: none"> -Linguistic Communication (students must talk and share their ideas with the class) -Plurilingual -Personal, Social and Learning to Learn (students must reflect to involve self-knowledge) -Citizenship 	<ul style="list-style-type: none"> - Oral expression -Oral interaction -Oral mediation -Written comprehension 	<ul style="list-style-type: none"> -Basic knowledge - language and usage -Basic knowledge of culture and society -Basic knowledge of communicative strategies 	10 min.

D	MA	<p>Activity 2 (description)</p> <p><i>Bloom over Doom</i> is a slogan from a big textile company.</p> <p>Students have to watch a YouTube video and then answer the following question:</p> <p>‘What’s the main idea that appears in it?’</p> <p>They must share their ideas with the classroom.</p> <p>This is a Developmental activity (D), which is necessary to move on to the final activity of this session.</p> <p>The methodology used in this activity is inquiry-based learning since the information is not given to students beforehand and encourages them to think creatively and critically so that they develop their abilities, form explanations and arguments, and communicate findings.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge / Contents	Timing
In groups.	-Projector -Board YouTube video: https://www.youtube.com/watch?v=mL00hNBxTzU&embeds_euri=https%3A%2F%2Fcdn.iframe.ly%2F&feature=emb_imp_woyt	Classroom.	This activity is not assessable.	-Linguistic Communication (they carry out another speaking activity with the class). -Plurilingual -Digital (they watch a YouTube video) -Personal, Social and Learning to	-Listening comprehension -Oral expression -Oral interaction -Oral mediation	-Basic knowledge - language and usage -Basic knowledge of culture and society -Basic knowledge	10 min.

				Learn competence (an important topic is addressed) -Citizenship		of communica tive strategies	
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D	DA	<p>Activity 3</p> <p>Introduction of ‘Project Bloom over Doom’.</p> <p>In this last activity of the session, the project to be done in groups by the students will be explained and instructions to be followed will be offered to them. Previously, the students will have watched a video related to Nike’s campaign called Bloom over Doom, so they will already be familiar with the topic beforehand.</p> <p>They will be told that they will have one more class to work on the project and that in the next class, they will have to present their final project to the class.</p> <p><u>Requirements to be met by the students' projects are as follows:</u></p> <ol style="list-style-type: none"> 1. To design a pair of sneakers (the design must be original and related to the environment) 2. To create their own slogan for the sneakers. 3. To choose an environmental organization they are going to send the money raised from the shoes and explain the reason for their choice. 4. To present the final result to the class using Genially, PowerPoint or Canva. <p>After the project is explained they will have the remaining time to form the groups and on this day they must create the slogan and the design of the sneakers. They could also ask questions and look for information using their smartphones.</p> <p>They will be provided with a colourable and editable worksheet to prepare the design of the sneakers.</p> <p>This is a Developmental activity (D), which is necessary to move on to the final activity</p> <p>The methodology used in this task is project-based learning given that they will work on a real challenge and they will learn by doing it.</p>
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<p>Students will work on this challenging and engaging project related to current and real-life problems. They will be also pushed to be original and creative and to propose a slogan and a sneaker design as well as to get information about environmental organisations. Therefore this project combines creativity and critical thinking and helps students to acquire new knowledge and skills through teamwork and the creation of the final product.</p>							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic Knowledge / Contents	Timing
Groups	-Projector -Board -Smartphones -Worksheet to work on the sneaker design	Classroom	This activity is not assessable.	-Linguistic Communication -Plurilingual -Digital (they are going to use smartphones and look for information on the Internet) -Personal, Social and Learning to Learn -Citizenship -Entrepreneurial (since students are going to design a sneaker and a slogan)	-Listening comprehension -Oral expression -Oral interaction -Oral mediation	Basic knowledge - language and usage Basic knowledge of culture and society Basic knowledge of communicative strategies	35 min
Estimated duration of the learning situation							55 minutes

Lesson plan 4**Name: Bloom over Doom****Session: 2****Teaching-Learning Activities by class sessions****Beginning (B) | Development (D) | Synthesis (S)**

Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).

D DA**Activity 1**

‘Project Bloom over Doom: design your own sneaker’

During the whole class, students will continue working on the project.

In this session, they must also: decide **in groups** which environmental organisation they are going to send the money raised from the shoes to and why.

So, they could look for information on the Internet with their **smartphones** and the remaining time will be devoted to finishing the project.

This is a **Developmental activity (D)**, which is necessary to move on to the final activity of the lesson.

The **methodology** used in this task is **project-based learning** given that they will work on a real challenge and they will learn by doing it and by looking for information regarding environmental organisations and their objectives. They will have to look for information to provide solutions to difficult authentic problems in real life, think critically and be in line with the topic.

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.))	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic Knowledge / Contents	Timing
Groups	-Smartphones - Tablets	Classroom Virtual learning	This activity is not assessable.	<ul style="list-style-type: none"> -Linguistic Communication (as they practise speaking all the time). -Plurilingual -Digital (given that students can use their smartphones). -Personal, Social and Learning to Learn (since they will have to choose an organisation and say why). -Citizenship (students must think critically). -Entrepreneurial competence (as they will have to make their own decisions). 	<ul style="list-style-type: none"> -Oral expression -Oral interaction -Oral mediation 	<ul style="list-style-type: none"> - Basic knowledge - language and usage -Basic knowledge of culture and society -Basic knowledge of communicative strategies 	10 min.

Estimated duration of the learning situation

55 minutes

Lesson plan 4**Name: Bloom over Doom****Session: 3****Teaching-Learning Activities by class sessions****Beginning (B) | Development (D) | Synthesis (S)**

Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).

S**CA
AA****Activity 1****Presentation of the ‘Project Bloom over Doom’.**

In this last session, students must present the final product **in groups of 4-5**. The **space used will be the classroom and the students could make use of the projector, computer and support such as**, for example, **Genially, PowerPoint or Canva**.

They must explain the design of the sneaker they have created and they will introduce the organisation that they have chosen.

Assessable requirements to be met by the students' projects are as follows:

1. **To design a pair of sneakers** (the design must be original and related to the environment)
2. **To create their own slogan for the sneakers.**
3. **To choose an environmental organisation** they are going to send the money raised from the shoes to and explain the reason for their choice
4. **To present the final result** to the class using Genially, PowerPoint or Canva.

The **methodology** used in this final session is **project-based learning** since they produce and present a final product (the project) on which they have been working in previous sessions in class and which they have prepared according to the teacher's proposal. Furthermore, they learn by working actively on the project to solve serious real-world problems and they have been challenged to respond to a complex question in a creative way.

This is a **Consolidation Activity (CA)** given that it takes place at the end of the learning situation and also is the last activity of lesson 4. In other words, this last and single activity brings together learning that has occurred in all the past activities. So, the students have to put into practice all the knowledge and skills acquired during the learning situation by presenting the final project.

It is part of the **Assessment Activities (AA)** as it is an assessable activity and constitutes 20% of the final mark.

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.))	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge / Content	Timing
In groups	-Projector -Computer	Classroom Genially, PowerPoint or Canva.	This activity is assessable and is 20% of the final mark. It will be assessed by the teacher. The objectives to be met and digital competence will be assessed, but not the level of English or grammar	-Linguistic Communication (as students put into practice this competence with the presentations) -Plurilingual -Digital (as they have worked with different programmes and software) -Personal, Social and Learning to Learn -Citizenship -Entrepreneurial (since they have created their own design and slogan)	-Oral expression -Oral interaction -Oral mediation	- Basic knowledge - language and usage (students put the language into practice with presentations) -Basic knowledge of culture and society -Basic knowledge of communicative strategies (since students have to present their final product)	55 min.

Estimated duration of the learning situation

55 minutes

Attention to diversity	Transversal topics - SDGs
<p>As for attention to diversity, this learning situation has been designed considering that any learning difficulties among students will have to be discussed with the guidance department, with whom certain decisions will be made depending on those specific needs. Different measures can be taken, such as making the understanding of the worksheets easier, or taking students' abilities into account when grouping them in the different activities, ensuring balance and collaboration among members of the same group.</p>	<p>This learning situation covers five of the seventeen SDGs. One of them is SDG number 11, Sustainable Cities and Communities. Through most of the activities, students will learn the importance of achieving such a goal. Some aspects they will work on are sustainable transport systems and reducing the environmental impact of cities.</p> <p>They will also work on SDG 12, Responsible consumption and production. They will learn that our planet has provided us with many natural resources, but we have not responsibly used them since we are consuming a lot more than our planet can provide. They will learn how to use and produce in sustainable ways that will reverse the harm we have inflicted on our planet.</p> <p>The next SDG is number 13, Climate action. Students will learn that climate change is an undeniable issue for our society, but that we can make some changes to protect the planet and promote greater prosperity.</p> <p>SDG number 14, Life below water, will also be assessed. Pupils will learn the importance of conserving and sustainably using the oceans, seas and marine resources for sustainable development.</p> <p>Last but not least, they will learn about SDG 15, Life on land. They will work on the importance of protecting, restoring and promoting sustainable use of terrestrial ecosystems, as well as learning that promoting sustainable use of our ecosystems and preserving biodiversity is not a cause, but the key to our own survival.</p>

References and electronic resources

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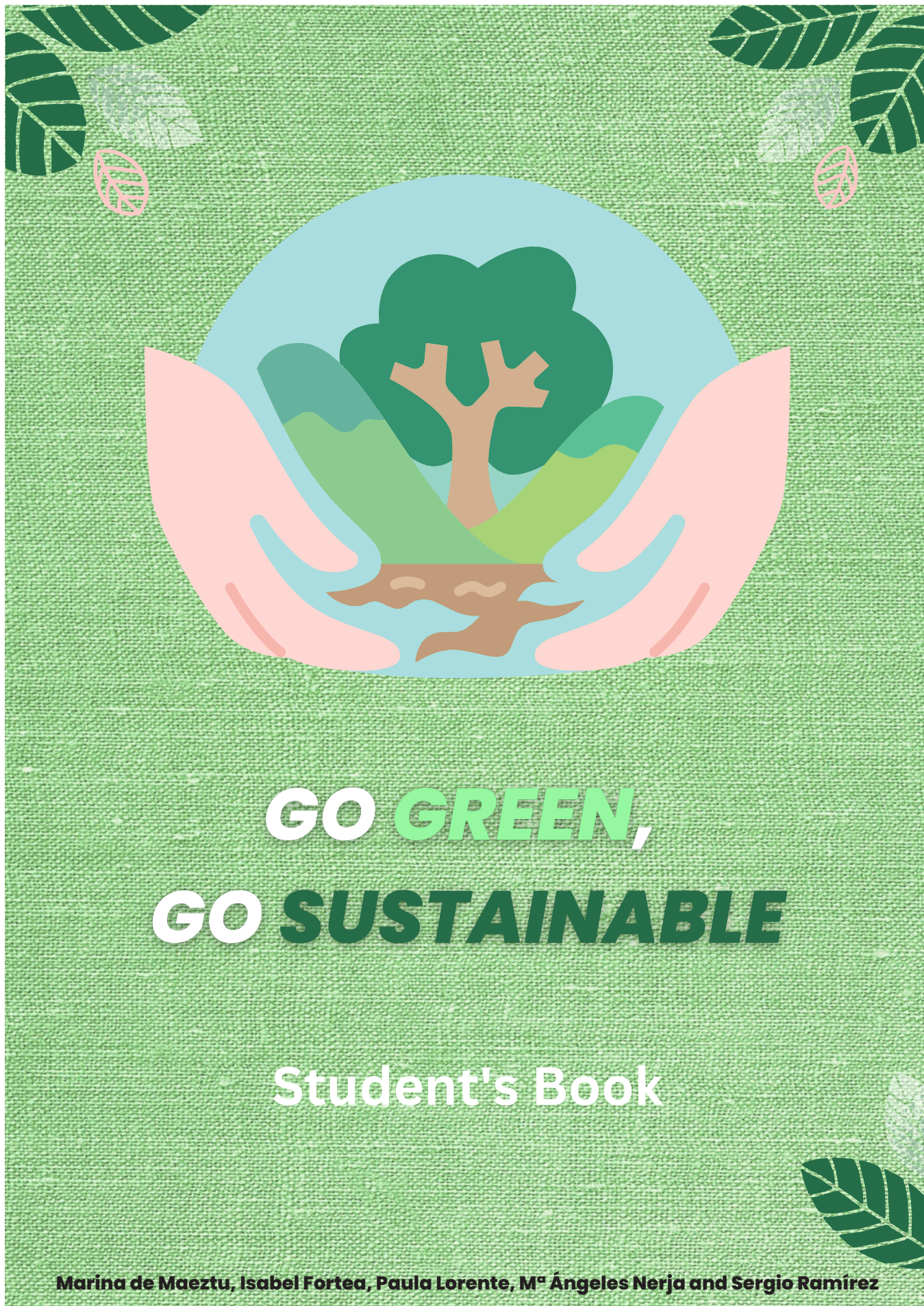
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GO GREEN,
GO SUSTAINABLE

Student's Book

Marina de Maeztu, Isabel Fortea, Paula Lorente, M^a Ángeles Nerja and Sergio Ramírez

Lesson Plan

TABLE OF CONTENTS

Lesson 1 - Sustainability

- Vocabulary: sustainability and recycling
- Speaking
- Grammar: modal verbs "can" and "could"



Lesson 2 - Recycling

- Second conditional
- Vocabulary: recycling

Lesson 3 - Saving the planet is in our hands!

- Reading
- Speaking
- Writing



Lesson 4 - Project: 'Bloom over doom'



SUSTAINABILITY



WHAT IS SUSTAINABILITY?

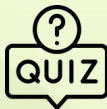
Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. In other words, sustainability comes down to the kind of future we are leaving for the next generation.



TIME TO PRACTICE!



1. What are some ways you can contribute to a sustainable lifestyle? Discuss with your classmates.



2. HOW MUCH DO YOU KNOW ABOUT SUSTAINABILITY?
WORK IN GROUPS TO ANSWER THE QUIZ!

1. Which of these materials cannot be recycled?
- a. Metals
 - b. Plastic bottles
 - c. Paper and cardboard
 - d. Light bulbs

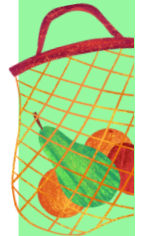
2. Which of these is a renewable energy resource?
- a. Natural gas
 - b. Wind energy
 - c. Coal
 - d. Nuclear energy

3. Which of these countries emits the most carbon dioxide?
- a. China
 - b. Russia
 - c. USA
 - d. Australia

4. Which is the most sustainable mode of transportation?
- a. Car
 - b. Bus
 - c. Bike
 - d. Motorcycle

5. What is the most common type of trash that litters our oceans?
- a. Plastic bags
 - b. Plastic bottles
 - c. Cigarettes
 - d. Straws

Adapted from: <https://8billiontrees.com/carbon-offsets-credits/quizzes-tests/environmental-quiz-kids/>



RECYCLING RESEARCH



Can you recognize these common household items? Work in groups to identify them and fill in the grid.

1



2



3



4



5



Name the object	Give a definition	What is it made of?	How can I reuse it at home?	What could it be recycled into?

Adapted from: <https://www.twinkl.es/resource/t-par-19-recycling-research-activity-sheet>

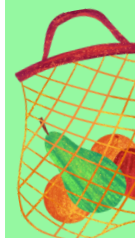
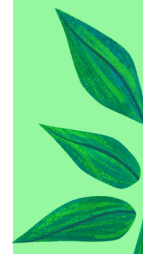


RECYCLING



Choose the correct option

1. If I **have** / **had** more money, I'd donate it to environmental charities.
2. The world would use less energy if we **to buy** / **bought** more second-hand products.
3. The sea of Valencia would be cleaner if people **don't pollute** / **didn't pollute** it.
4. Pandas wouldn't become extinct if we **protect** / **protected** their habitats.
5. People **generate** / **would generate** less waste if they recycled more.
6. If we **preserved** / **would preserve** the environment, our children would inherit a better world.
7. Our seas would be cleaner if we **reduce** / **reduced** single-use plastics.



SAVING THE PLANET IS IN OUR HANDS!

READING

THE THREE R's OF THE ENVIRONMENT

People everywhere in the world produce a lot of rubbish but there is not enough space and landfills are filling up quickly. If we want to save our planet, then the so-called three R's (reduce, reuse and recycle) are essential to learn how to deal with the waste we produce. Here are a number of tips on what you can do to save the environment.

Reduce

A good place to start is by buying things that don't have a lot of packaging. Also, there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not being used.

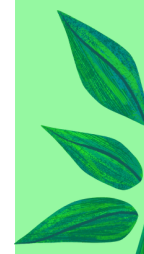
Reuse

When you go shopping, refuse plastic bags and bring a reusable bag with you instead. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.

Recycle

Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminium, glass and plastic can often be recycled. Glass has been used for thousands of years and is relatively easy to recycle. Aluminium can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

Adapted from: <https://www.trinitycollege.com/resource/?id=6813>



SAVING THE PLANET IS IN OUR HANDS!

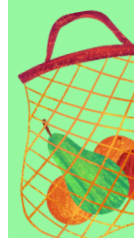
TIME TO PRACTICE!



What did you think of the tips in the text?
Do you practice any of these suggestions?
Do you have any other advice you would like to share on how to protect the environment?
Discuss with your classmates.



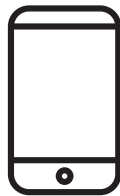
Use this post-it to write down the vocabulary, main ideas and tips that have appeared in the text on the previous page.



HOW DO WE WRITE A FORMAL E-MAIL?

WHAT IS A FORMAL E-MAIL?

A formal email is a type of writing that we use to discuss a matter of importance, such as doing business, applying for a job, communicating with an institution, conveying information in a respectful and official, non-colloquial way.



NOW IT'S YOUR TURN! Use your mobile phone to find out what structure a formal e-mail follows.

Dear [Sir/Madame/Name],

I would like to take a moment to introduce myself. My name is [name] and I am a [personal situation] at [institution name].

At [institution name], there are a number of services we can offer, such as [short list of services].

I would love the opportunity to speak or meet with you to discuss your needs further and to tell you more about how [institution name] can help you succeed. You can contact me at [phone number] with any questions you may have. Thank you,

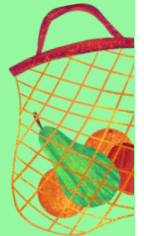
Yours sincerely,

[Your name]

No idea at all? Here is an example of a formal email in case you need it.

RAISE YOUR VOICE! Use the tips in the previous article and write a formal email to the mayor to share your suggestions to protect the environment. Use the second conditional!

Adapted from: <https://www.wisestamp.com/blog/formal-email-writing-formats/#:~:text=I%20would%20like%20to%20take,%5Bshort%20list%20of%20services%5D>.



BLOOM OVER DOOM

1. **In groups**, look at the picture and answer the following questions. Share your ideas with your classmates.



Source: https://www.elconfidencial.com/medioambiente/ciudad/2022-02-11/atacama-el-mayor-vertedero-de-ropa-del-mundo_3373533/

- a) What is the main problem that you identify in the picture?
- b) Are you familiar with the term **fast fashion**?
- c) What effects do you think fast fashion can have on the environment?
- c) Can you propose a solution to this problem?

2. **Bloom over doom** is a slogan from a big textile company. Watch the video. What's the main idea that appears on it?



Source: <https://www.youtube.com/watch?v=mL00hNBxTzU&t=2s>

PROJECT: BLOOM OVER DOOM

You and your classmates work for Nike company in the marketing section. You are in charge of:

- **Designing a pair of sneakers.** The design must be related to the environment - be original!
- **Creating a slogan.**
- **Deciding which environmental organization** (whichever you want) you are going to send the money raised from the shoes and why.
- **Presenting** your final result to your classmates (Genially, PowerPoint, Canva...). You will explain the design of your sneaker and you will introduce the organization that you have chosen.

ANY QUESTIONS?



**Project:
Bloom over
doom!**



Source: <https://www.helvania.org/zapatillas-nike-para-colorear/>

MAKING A DIFFERENCE!



Learning situation for EFL classes

Lydia Bautista Ibáñez, Daniel Bolea Moll, Irina Montes Martínez and Laura Moreno Porcar

MAKING A DIFFERENCE!

Authors: Lydia Bautista Ibáñez, Daniel Bolea Moll, Irina Montes Martínez and Laura Moreno Porcar
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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: Making a Difference!					
Grade	3rd ESO	Course	3rd ESO	Group	24 students
Subject:	English	Link to other subjects	This could be connected to Technology (as they have to film a video, maybe they could have learnt something about this).		
# of sessions:	4	Topic-theme /	Poverty, solidarity, charity		
Final output description	Students will have to create a video to promote a donation campaign.				

2. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):

It is known worldwide that poverty is one of the scourges of society nowadays. We, as future teachers, cannot turn our backs on this reality. Students must learn how they can take this matter into their own hands. Through the use of different methodologies and H5P, we aim to raise awareness about inequalities and poverty by having the students design a campaign to encourage donations. To do this, they will have to work with specific vocabulary related to the topic and they will also have to practise teamwork. The acquisition of this vocabulary will be tested with an H5P activity. Finally, the students will have to create a video putting all of these terms and structures to good use, while trying to be creative to make the video as appealing as possible.

The aim of this learning experience is to raise awareness of the reality of charity and donation activities so that students acquire the ability to deal with these kinds of contexts. Moreover, we expect students to be able to produce a video promoting one of these types of campaigns using the vocabulary and structures learned during the unit.

Key competences

- **CCL: Linguistic competence**
- **CP: Plurilingual competence**
- **CD: Digital competence**
- **CPSAA: Personal, Social and Learning to Learn competence**
- **CC: Citizenship competence**
- **CE: Entrepreneurial competence.**
- **CCEC: Cultural awareness and expression.**

CCL, CP, CD, CPSAA, CC, CE, CCEC

Specific skills	Assessment criteria
CE1 Multilingualism and Interculturality	CE1: 1.2
CE2 Oral Comprehension	CE2: 2.1, 2.2, 2.3
CE3 Written Comprehension	CE3: 3.1, 3.3, 3.4
CE4 Oral Expression	CE4: 4.1, 4.2
CE5 Written Expression	CE5: 5.1
CE6 Oral and Written Interaction	CE6: 6.1, 6.2, 6.3
CE7 Oral and Written Mediation	CE7: 7.1, 7.2

3. METHODOLOGY							
Methods, Techniques, didactic strategies and pedagogical models		<ul style="list-style-type: none"> ● Gamification ● Grammar Translation Methods (new approach) ● Inquiry-Based Learning ● Task-based learning ● Mobile Learning 					
4. TIME FRAME							
Lesson Plan 1 Name: How Does a Donation Work?							
<p style="text-align: center;">Teaching-Learning Activities by class sessions</p> <p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	<p>Activity 1:</p> <ul style="list-style-type: none"> - Playing an interesting, descriptive and catchy video of a real food drive to show them what campaigns look like and how they work. https://www.youtube.com/watch?v=pZ5e9gWm9Zg https://www.youtube.com/watch?v=ksOE3HdPDVE - Raise the question ‘What is a food drive?’ as a guiding question. The teacher also can suggest other questions to encourage the students to participate such as ‘How can we organise a donation drive?’ and ‘What kind of things can people donate?’ - It is expected that the students participate in a brainstorming session explaining what they can deduce a food drive is or what comes to their minds when they think about it. The teacher will note down on the blackboard what students say and they can copy as a gathering information process, so they will be able to use it afterwards. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment,	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

		EVA, etc.)					
The whole class	The computer and screen in the classroom	Classroom	Direct observation of participation in the brainstorming	CCL, CP, CD, CPSAA, CC, CCEC	CE1, CE2, CE3, CE4, CE6, CE7	Vocabulary (charity)	10'
D	DA	Activity 2 (QR Inquiry-based learning) <ul style="list-style-type: none"> - Students will be presented with a guiding question ('How are donation campaigns organised?') with some sub-questions ('Where does the money go?', 'How do these campaigns help people in need?'). They will be given several texts to read (via QR codes they can open using their mobile phones) and they will get information that will be used later, in a debate where they will share the ideas they got from the texts. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Individual (for reading) The whole class (for the debate)	Texts (QR codes) Students' mobile phones	Classroom	Direct observation of participation in the debate	CCL, CP, CD, CPSAA, CC, CCEC	CE1, CE2, CE3, CE4, CE6, CE7	Vocabulary (charity)	20'
S	CA AA	Activity 3 (H5P) <ul style="list-style-type: none"> - An H5P activity will be presented to them where they will have to answer some questions that check their understanding of the main information from the texts, and also about vocabulary related to charity and people in need. As they still have access to the texts, they can re-read them if they need to. - To assess this activity, students will have to screenshot their results when they finish and send them to the teacher. Alternatively, if there is no way to send this screenshot, the teacher can go around the class writing down students' results or they can write them down in the student's book for the teacher to check afterwards. 					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Individual	Their mobile phones QR code as a link to the activity	Classroom	Percentage of right answers (H5P)	CCL, CP, CD, CPSAA, CC, CCEC	CE1, CE3, CE6, CE7	Vocabulary (charity)	15'
Estimated duration of the learning situation							55 minutes

<p>Lesson plan 2 Name: Spread the Word (Session I).</p>							
<p>Teaching-Learning Activities by class sessions</p>							
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	<p>- Warm-up: The teacher reads some statements about a food drive and the students will give their personal opinion with a green or a red cut-out depending on their agreement or disagreement. They will find these cut-outs in their books.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

The whole class	Student's book (cut-out green and red cards)	Classroom	Not assessed	CCL, CP, CPSAA, CC, CCEC	CE1, CE2, CE3, CE4, CE6, CE7	Functional English (opinion and agreement)	5'
D	DA RA*	<p>Activity 1: opinion.</p> <ul style="list-style-type: none"> - The teacher introduces a variety of sentences and expressions to express agreement, disagreement, general opinion and personal opinion. Thus the student will find in their book four charts and these expressions, so they have to classify the statements seen and presented in the book. <p>* The vocabulary may be already known by the students. In this case, the exercise will be a recovery activity.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Pairs	Student's book	Classroom	Not assessed	CCL, CP, CPSAA, CC	CE1, CE3, CE6, CE7	Functional English (opinion and agreement)	10'
D	DA	<p>Activity 2: Grammar Translation Method: future.</p> <ul style="list-style-type: none"> - The teacher briefly explains the uses of future tenses (future simple <i>will</i> and future with <i>going to</i>) with the visual aid in the Student's book. After that, the students will do a fill-in-the-gap activity. In a dialogue similar to the one they will do in Activity 4, they are given the base form of verbs and have to fill in the gaps with the correct use of the future. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Pairs	Student's book	Classroom	Not assessed	CCL, CP, CPSAA, CC, CCEC	CE1, CE2, CE3, CE5, CE6, CE7	Grammar (future tenses)	15'
D	RA*	<p>Activity 3: Grammar Translation Method: Past Simple</p> <ul style="list-style-type: none"> The teacher briefly reviews the uses of the past simple tense with the visual aid in the Student's book. After that, in a dialogue similar to the one the students will do in Activity 4, students will do a fill-in-the-gaps activity. <p>*The uses of Past Simple tenses have already been studied, therefore the activity will be a Recovery Activity.</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Pairs	Student's book	Classroom	Not assessed	CCL, CP, CPSAA, CC, CCEC	CE1, CE2, CE3, CE5, CE6, CE7	Grammar (past simple)	15'
S	CA	<p>Activity 4: Roleplay</p> <ul style="list-style-type: none"> Using the structures and the grammar points reviewed in previous exercises, students are expected to prepare their own roleplay with different situations. Students will have 10 minutes to prepare their dialogue, and then they will have to finish it for homework if they do not do so in class. In the next lesson, they will present their situation in front of the class. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Pairs	Student's book	Classroom	Assessed in Session 3 (Assessment grid)	CCL, CP, CPSAA, CC, CE, CCEC	CE1, CE2, CE3, CE4, CE5, CE6, CE7	Grammar (future tenses) Grammar (past simple) Vocabulary (Charity)	10'
Estimated duration of the learning situation							55 minutes

Lesson plan 2								
Name: Spread the word (Session II)								
Teaching-Learning Activities by class sessions								
Beginning (B) Development (D) Synthesis (S)								
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).								
D	RA AA	Activity 1: In this session, students will present the roleplay they prepared in the previous session to the class. They will have feedback from the teacher and also from their classmates if they consider so. As the activity will be done in pairs, it will take a full session. In the first 10 minutes they will have time to rehearse before they start to perform their roleplays.						
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing	
Pairs	Classroom space	Classroom	Assessment grid (I) in the appendix	CCL, CP, CPSAA, CC, CE, CCEC	CE1, CE2, CE3, CE4, CE5, CE6, CE7	Vocabulary (Charity) Functional English (opinion and agreement) Grammar (future tenses) Grammar (past simple)	55'	
Estimated duration of the learning situation							55' minutes	

Lesson plan 3 Name: Create your own campaign.								
Teaching-Learning Activities by class sessions Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).								
B	RA	Activity 1 (Pretask) <ul style="list-style-type: none"> - Students make groups of 4, which will be the groups for the final video. As a brainstorming activity, the teacher elicits the elements that students will need to decide for their campaigns (with prompts from previous lessons, such as the objective of the campaign, the date and place of the campaign, what donations they will accept, etc). Then, the groups complete a pyramid chart with some of these elements, so they start to plan their campaign. 						
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing	
Groups of 4	Student's book	Classroom	Not assessed	CCL, CP, CPSAA, CC, CE, CCEC	CE1, CE2, CE3, CE4, CE5, CE6, CE7	Vocabulary (Charity) Functional English (opinion and agreement)	10'	
D	CA AA	Activity 2 (Script and storyboard) <ul style="list-style-type: none"> - In groups of four, students will start preparing the video they will do for their campaign. They have to agree on information like the country, what the money is going to be used for, what kind of donations they will accept, when it will take place, etc. They have to write the script and also draw the storyboard to plan what the video is going to look like. They will hand in the script at the end of the lesson. 						

Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Groups of 4		All previous material	Classroom	Assessment grid (II) in the appendix	CCL, CP, CPSAA, CC, CE, CCEC	CE1, CE2, CE3, CE4, CE5, CE6, CE7	Vocabulary (Charity) Functional English (persuasion) Grammar (necessary for the video)	40'
S	CA AA	Activity 3 (Homework → Video) - As the final activity of the learning situation, the groups have to create a video for their campaigns. This will be done as homework out of class hours, so that they have time to organise their groups and their videos are not confined to the space of the classroom. After the teacher gives back the revised scripts during the next session, they will have one week to film, edit and hand in their videos.						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Groups of 4		They need filming devices (phones)	Whatever space they want to use	Assessment grid (III) in the appendix	CCL, CP, CD, CPSAA, CC, CE, CCEC	CE1, CE2, CE3, CE4, CE5, CE6, CE7	Vocabulary (Charity) Functional English (persuasion) Grammar (necessary for the video)	1 week (as homework)
Estimated duration of the learning situation								50 minutes

Attention to diversity	Transversal topics - SDGs
<p>Students with specific needs will be taken into account. Although it is not possible to anticipate what specific problems and needs will come up, there are some guiding ideas. For example, the fact that almost every activity will be done in groups guarantees an inclusive approach where every student can contribute to the group and be supported by classmates. The groups will also be formed with the idea that stronger and weaker students have to interact and can therefore benefit from this teamwork. Physical restraints are also applicable for the adaptation of the materials: for example, using subtitles for the hearing impaired or adapted material (e.g., bigger fonts, more spacing) for the visually impaired.</p> <p>The material can also be adapted for people with learning problems (e.g. more visual aid, texts made shorter and simpler) and also for students with high capacities (e.g., they could have access to the original website texts instead of adaptations), all with the guiding principle of teamwork as a means of inclusivity. To the extent that human and material resources of the class will allow it, the teachers will also guarantee individual attention for all the students who might need it, and also flexibility towards whatever methodology that might prove more efficient for said students.</p> <p>Specifically, ADHD, Asperger's, and autistic students are taken into account as the activities proposed are interactive (QR activities, flashcards activity, video activities...), and prepared to be carried out in pairs or groups. Also, the final task aims to use multimedia resources instead of the classical text-based ones.</p>	<p>SDG 1 - End of Poverty SDG 2 - Zero hunger SDG 10 - Reduced inequalities</p>

References and electronic resources

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- World Refugee Day Fundraising Campaign!* (n.d.). Wwww.youtube.com. Retrieved March 27, 2023, from <https://www.youtube.com/watch?v=pZ5e9gWm9Zg>

APPENDIX**Assessment grid: roleplay**

Category	4	3	2	1
Use of grammar	The grammar of the unit is used widely and correctly	The grammar is used enough and with minor errors	The grammar is not widely used and with major errors	The grammar is not used or is completely wrong
Use of vocabulary	They use a wide range of vocabulary related to the topic	They use a moderate range of vocabulary related to the topic	They use an acceptable range of vocabulary related to the topic	They do not use vocabulary related to the topic
Fluency	The students' fluency is excellent	The students' fluency is good	The students' fluency is average	The students' fluency is below average

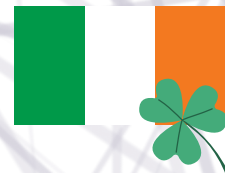
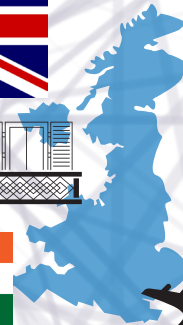
Assessment grid: script and storyboard

Category	4	3	2	1
Use of grammar	The grammar of the unit is used widely and correctly	The grammar is used enough and with minor errors	The grammar is not widely used and with major errors	The grammar is not used or is completely wrong
Use of vocabulary	They use a very wide range of vocabulary related to the topic	They use a good range of vocabulary related to the topic	They use an acceptable range of vocabulary related to the topic	They do not use vocabulary related to the topic
Task completion	The script sticks to the objectives and instructions given very well	The script sticks to the objectives and instructions given well	The script sticks to the objectives and instructions given acceptably	The script does not stick to the objectives and instructions given
Appealing	The script and storyboard are very appealing	The script and storyboard are appealing	The script and storyboard are somewhat appealing	The script and storyboard lack appeal
Storyboard	The storyboard illustrates the	The storyboard illustrates the	The storyboard illustrates the	The storyboard does not

Student's book

ENGLISH
IN USE

3



THE GLOBAL GOALS

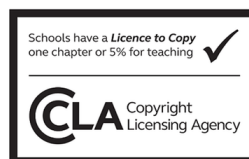
Eiffel Editions



Authors:

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Moreno, Laura**

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Effet Editions



MAKING A DIFFERENCE



'The first step in the evolution of ethics is a sense of solidarity with other human beings'
 -Albert Schweizer-

'Making a donation is the ultimate sign of solidarity. Actions speak louder than words'
 -Ibrahim Hooper-

Table of contents:

In this unit you will learn...

Stage 1

How does a donation work?

Listening

World Refugee Day
Fundraising Campaign!
Sam's story: how does my donation help?

Reading

Tips to organize a donation drive

Vocabulary

Charity and people in need

Stage 2

Spread the word

Functional English

Expressing opinion and agreement

Grammar

Future (will and going to)
Past simple

Speaking

Roleplay: talking about a donation campaign

Stage 3

Create your own campaign!

Interaction

Organizing a donation campaign

Writing

Script: a video for a donation campaign

Final product

Filming a video for a donation campaign



STAGE 1

Eiffel Editions



1. Watch the following videos about donation campaigns and take some notes of the main ideas or key words. Think about these questions and share your ideas with the class:

- a. What is a donation drive?
- b. How can we organize a donation drive?
- c. What kind of things can people donate?



**Do you know that
931 million tons of food
are wasted in the world every year?**



2. Use your mobile phone to read the following texts and gather information about donation campaigns in order to answer the following questions.

- a. How are donation campaigns organized?
- b. Where does the money go?
- c. How do these campaigns help people in need?

Write all the information you will need for a debate in class afterwards.



3. Scan this QR and complete the activities. Share your results with your teacher.



3

STAGE 2





1. Go to Appendix 1 and cut out the green and red card. Use the cards to show whether you agree or disagree with the following statements.

- a. Donation campaigns are useless, because they don't solve the cause of the problem.
- b. Donating to people in need in my country is better than donating to people from other countries.
- c. The money you donate never ends up in the people in need but in someone else's pocket.
- d. Some poor people don't deserve to receive donations because they made bad decisions in their lives.
- e. I prefer to donate clothes rather than food or money.
- f. Volunteering in an underdeveloped country is much better than online donating.
- g. Instead of relying on donations, people in need should be supported by governments.
- h. White people helping in underdeveloped countries are nowadays considered as 'white saviour'



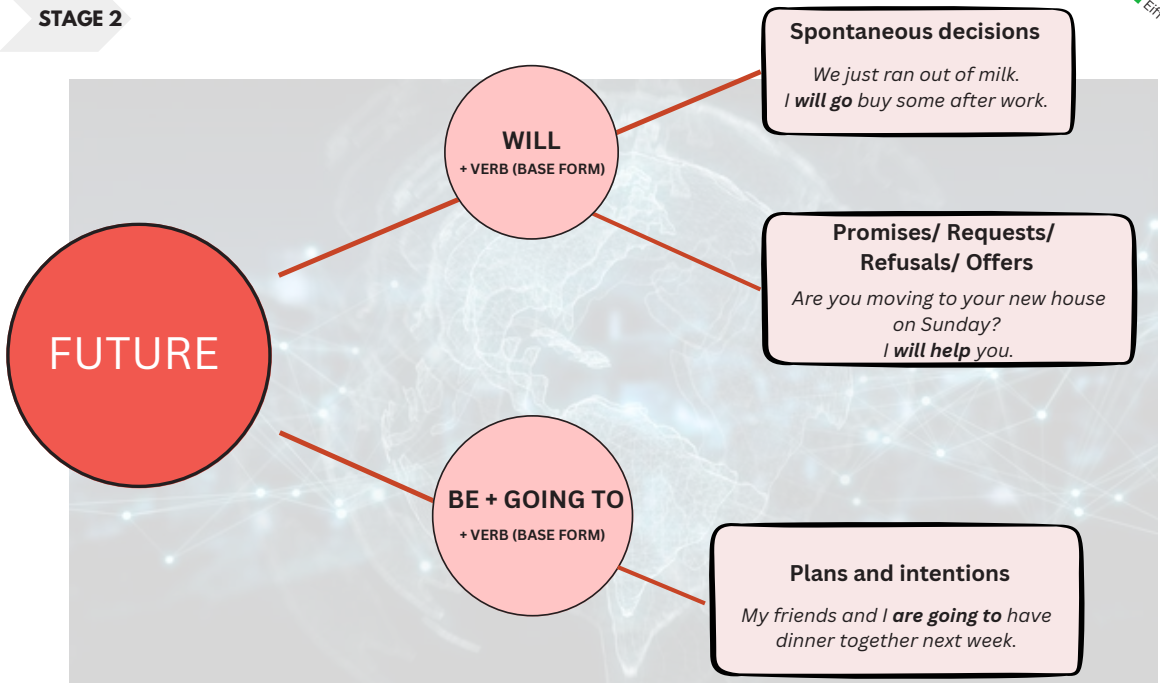
2. Classify the following expressions of opinion into the table.

I agree. / I disagree. / I'm not so sure. / Some people say... / That's exactly what I think. / I agree up to a certain point. / That's a really good point. / I strongly believe... / I see what you mean. / It is thought that... / I strongly disagree. / That's not the way I see it. / I can't share your opinion. / I believe... / It's generally thought that... / That's true. / I'd go along with that. / Yes, but don't you think that... ?

Agree	Disagree	General opinion	My opinion
			



STAGE 2



3. Fill the gaps of the dialogue with the correct form of the verbs in brackets.



We _____ (organize) a donation campaign.

What _____ (do) with the money you raise?

We promise that we _____ (build) schools in Turkey.

Wow, that's a great idea! I _____ (donate) some money!

We _____ (do) it from this Saturday to next Friday.



5

STAGE 2

remember!

PAST SIMPLE

Past simple is used for...

- **something that happened once in the past**
Virginia Woolf died in 1941.
- **something that happened several times in the past**
When I was a child, I walked everyday to the school.
- **something that was true for some time in the past**
I studied at the University for ten years.

*we often use expressions with **ago** and other 'finished words' with past simple, such as **yesterday, last year...**

To form the past simple...

- **In regular verbs, we add -ed**
play > played watch > watched
- **Some regular verbs change their form**
deny > denied stop > stopped
- **Irregular verbs change their form**
fly > flew go > went catch > caught

Eiffel Editions



4. Fill the gaps of the dialogue with the correct form of past simple of the verbs in brackets.

Why do people need help in Turkey?



There _____ (to be) a terrible earthquake last month. Thousands of people _____ (lose) their homes and they _____ (have) to move to other parts of the country. The earthquake also _____ (destroy) many big buildings like schools, so kids _____ (stop) going to class.

It's true, I _____ (see) it on TV.
Many people _____ (die) after the earthquake.



Yes, that's why we _____ (decide) to organize this campaign.
We _____ (feel) so upset when we _____ (hear) the news!



5. In pairs, taking into account the dialogues presented above, create your own conversation. Practice as a roleplay whenever you are ready. To make it more original, you can change some of the information, like:

1. The country that needs help
2. The reason why they need help
3. What will be done with the donations
4. What kind of donations you will accept
5. The dates of the campaign



STAGE 3

Eiffel Editions

HOW MUCH CAN YOU DONATE?



1. Make groups of 4. It's time to start designing your own campaign.

Decide on the following elements for your campaign:

Name of your organization:

Date:

Time:

Place:

Objective (what to do with the donations):

Country of destination:

Cause of the struggle:

What you want people to donate: (complete the following pyramid)



LOW PRIORITY

HIGH PRIORITY

7

STAGE 3



2. Plan your campaign video. Write a script and draw a storyboard like the one in the example.

Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

3. When you have the corrected version of your storyboard, film the video. It must be around 90 seconds long.

remember! 

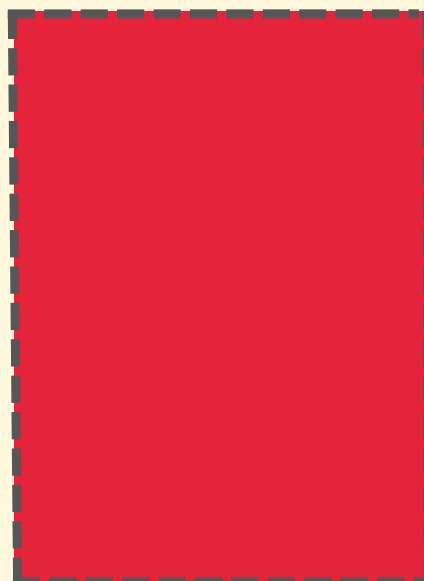
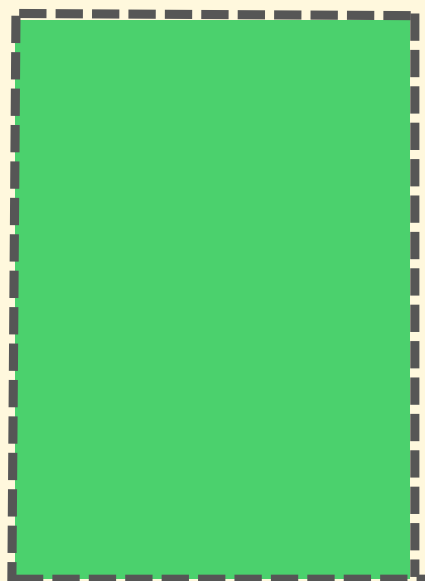


- You are trying to convince people to donate.
- You have to be persuasive.
- Try to be as original as possible.
- Use the vocabulary and grammar expressions that we have studied along the unit.



APPENDIX

Cut out the cards and use them to show whether you agree or disagree.



REINVENTING FAIRY TALES



Learning situation for EFL classes

Paula de la Cruz Herrán, Inés Molero Jiménez, Rosa Llorca Alcaraz, and Pablo Palop i Quesada

REINVENTING FAIRY TALES

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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: REINVENTING FAIRY TALES					
Grade	ESO	Course	3rd of ESO	Group	1
Subject:	First Foreign Learning - English	Link to other subjects	Literature, Arts & Crafts		
# of sessions:	10	Topic-theme /	Fairy tales		
Final output description	We have designed a unit about retelling fairy tales adapted to current times, so that students have to <u>complete a dossier on retellings</u> and <u>their writing process</u> and present a project on <u>a rewritten fairy tale on a cereal box</u> that will be exhibited in the school library for all students to see.				

2. LINK TO CURRICULAR ELEMENTS
<p>Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):</p> <p>Fairy tales are stories of significant importance for our collective imagination and as such they exert a powerful influence, as the ideology of these stories percolates into our very inner thoughts and actions. These ideas, however, no longer keep up with our current times, since they reflect outdated beliefs of many centuries ago. It is of vital importance to make our students aware of this situation. Therefore, the following learning situation attempts to make students develop their critical thinking and autonomy; becoming competent and resolute citizens, as well as being capable of reflecting about society and culture.</p>

Key competences
<p>Linguistic Communication (CCL):</p> <ul style="list-style-type: none"> ● Express in writing, signed or multimodal texts with coherence, accuracy and appropriateness in different social contexts. ● Understand, interpret and critically evaluate oral, written, signed or multimodal texts in personal, social, educational and professional fields. ● Put communicative practices at the service of democratic coexistence, dialogue-based conflict resolution conflicts and the equal rights of everyone. <p>Plurilingual (CP):</p> <ul style="list-style-type: none"> ● Know and respect linguistic and cultural diversity. <p>Science, Technology, Engineering and. Mathematical (STEM):</p> <ul style="list-style-type: none"> ● Uses, in a guided way, some inductive and deductive methods <p>Digital (CD):</p> <ul style="list-style-type: none"> ● Create, integrate and re-elaborate digital content in different formats (text, table, image, audio, video, software...) through the use of different digital tools to express ideas. ● Participate in school activities or projects through the use of virtual tools or platforms. <p>Citizenship (CC):</p> <ul style="list-style-type: none"> ● Analyse and understand ideas related to the social and civic dimensions of their own identity. ● Participate in community activities, decision-making and the resolution of conflicts in and respectful way open to dialogue. ● Reflect on and discuss current values and ethical issues. <p>Entrepreneurial (CE):</p> <ul style="list-style-type: none"> ● Accept challenges to be addressed and develop original ideas, using creative skills.

Specific skills	Assessment criteria
<p>Specific competence 2. Oral reception</p> <ul style="list-style-type: none"> ● Interpret information from short, simple, oral and multimodal texts, in a guided manner, on a variety of topics. <p>Specific competence 3. Written reception</p> <ul style="list-style-type: none"> ● Interpret the information expressed in short and simple written and multimodal texts, in a guided way. <p>Specific competence 4. Oral production</p> <ul style="list-style-type: none"> ● Produce comprehensible and structured oral and multimodal texts in a guided way, to express short and simple messages in personal, social and educational fields. <p>Specific competence 5. Written production</p>	<p>CE1:</p> <ul style="list-style-type: none"> ● Contrast similarities and differences between English and Spanish ● Show respect for other cultures <p>CE3:</p> <ul style="list-style-type: none"> ● Read and interpret written texts ● Infer the meaning of the vocabulary used ● Identify ideas and traits of a text <p>CE4:</p> <ul style="list-style-type: none"> ● Produce different types of oral texts with adequate intonation, pronunciation and rhythm

<ul style="list-style-type: none"> ● Produce comprehensible and structured written and multimodal texts in a guided way, to express short and simple messages in personal, social and educational fields <p>Specific competence 6. Oral and written interaction</p> <ul style="list-style-type: none"> ● Interact in an oral and written way through simple, brief and guided texts. 	<ul style="list-style-type: none"> ● Produce written and multimodal texts of a certain length and complexity with a clear structure, appropriate to the communicative situation. ● Apply knowledge and strategies for planning, production, revision and cooperation in the preparation of texts. <p>CE5:</p> <ul style="list-style-type: none"> ● Produce brief written and multimodal texts with coherence and cohesion <p>CE6:</p> <ul style="list-style-type: none"> ● Participate in simple conversations and interactions ● Use of non-verbal communication ● Show respect and empathy when interacting <p>CE7:</p> <ul style="list-style-type: none"> ● Show interest in answering questions or solving problems ● Active participation and collaboration. ●
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3. METHODOLOGY

<p style="text-align: center;">Methods, Techniques, didactic strategies and pedagogical models</p>	<ul style="list-style-type: none"> ● Challenge-based learning ● Content and Language integrated learning ● Cooperative learning ● Flipped classroom ● Gamification & Game-based Learning ● Grammar Translation Methods (new approach) ● Inquiry-Based Learning ● Multiliteracies learning framework ● Problem-solving ● Project work ● Service learning ● Task-based learning ● Computer Assisted Learning (CALL) ● Others (specify): Thinking-based learning (TBL)
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4. TIME FRAME							
Session 1 Name: Introducing Fairy Tales							
<p align="center">Teaching-Learning Activities by class sessions</p> <p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	Activity 1 <ul style="list-style-type: none"> Divide students into small groups. Project emojis icons and students guess the fairy tale. The fastest team to guess all the fairy tales will be able to be the first to choose the fairy tale of their preference later on. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Groups	Projector Dossier	Classroom	No assessment	Linguistic Communication	CE2: -Listen actively and interpret, progressively and autonomously, short and simple oral and multimodal texts, on easy topics in the field of personal, social, scholarly and professional texts CE7: -Show interest in answering questions or solving problems (Activity 1)	Deduce information (activity 1)	10'

<p>D S</p>	<p>DA CA</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Show and explain the main characteristics of fairy tales. • Students identify the traditional conventions of fairy tales by filling in a conceptual map. • Then, they will present their conceptual map to the rest of the class so that they can give them their opinion. • Project the original and retold versions of 2 fairy tales and have students discover their similarities and differences. • Share ideas together. 					
	<p>Types of grouping (individual, groups, pairs, etc.)</p>	<p>Materials and resources</p>	<p>Spaces (Classroom (Virtual Learning Environment, EVA, etc.)</p>	<p>Assessment instruments: assessing (a) & qualifiers (q)</p>	<p>Key Compet.</p>	<p>Specific Comp. and Assessment Criteria</p>	<p>Basic knowledge</p>
<p>Individual</p>	<p>Projects Dossier</p>	<p>Classroom</p>	<p>No assessment</p>	<p>CE Entrepreneurial CCEC Cultural awareness and expression -CCL Linguistic Communication</p>	<p>CE5: - Produce brief written and multimodal texts with coherence and cohesion. CE2: -Listen actively and interpret, progressively and autonomously, short and simple oral and multimodal texts, about easy topics in the field of personal, social, academic and professional texts</p>	<p>Be able to identify the main conventions of fairy tales in their own fairy tale (activity 2) Be able to compare and contrast information</p>	<p>40 minutes</p>
<p>Types of grouping (individual, groups, pairs, etc.)</p>	<p>Materials and resources</p>	<p>Spaces (Classroom (Virtual Learning Environment, EVA, etc.)</p>	<p>Assessment instruments: assessing (a) & qualifiers (q)</p>	<p>Key Compet.</p>	<p>Specific Comp. and Assessment Criteria</p>	<p>Basic knowledge</p>	<p>Timing</p>

D S	DA	Activity 3: How much do you remember about Cinderella? (10 min) WARM-UP EXERCISE <ul style="list-style-type: none"> - Divide students into the same groups as in the previous class - Introductory activity on “How much do you remember about Cinderella” in the form of a Question Trail (a self-correcting activity where the questions are interconnected and students can start with any of them) 							
	Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing	
		The same groups as the previous day	- The book	Classroom	This session does not contain any activity that counts as a final mark, and therefore there is no need to assess it	CCL Linguistic communication CP Plurilingual CPSAA Personal, Social and Learning to Learn CCEC Cultural awareness and expression	CE4: - Produce different types of oral texts with adequate intonation, pronunciation and rhythm CE6: - Participate in simple conversations and interactions - Use of non-verbal communication - Show respect and empathy when interacting CE7: - Show interest in answering questions or solving problems	- Learn /Revise facts about Cinderella	10 minutes
D S	DA	Activity 4: Retelling of Cinderella EXERCISE 1: READING (10 MIN) <ul style="list-style-type: none"> - Still in groups - Reading two excerpts from a retelling of Cinderella: the graphic novel “Adelita” by Tomie dePaola 							

<p>EXERCISE 2: Vocabulary Crossword (10 min)</p> <ul style="list-style-type: none"> - Still in groups - Fill in a crossword of vocabulary from the text - They have the definitions that they have to match with the words in the box <p>EXERCISE 3: Reading Cards (15 min)</p> <ul style="list-style-type: none"> - Same groups - Do/Write the 12 tasks proposed on the cards so that they work with the plot in different ways (narrator, differences and similarities, title, characters, opinion) and hand them in to the teacher 							
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
The same groups as the previous day	- The book -2 excerpts from Tomie de Paola's picture book "Adelita"	Classroom	This session does not contain any activity that counts as a final mark, and therefore there is no need to assess it	CCL Linguistic Communication CP Plurilingual CPSAA Personal, Social and Learning to Learn CCEC Cultural Awareness and Expression	CE1: - Contrast similarities and differences between English, Spanish and Mexican culture - Show respect for other cultures CE3: - Read and interpret written texts - Infer the meaning of the vocabulary used - Identify ideas and traits of a text CE4: - Produce different types of oral texts with adequate	- Read /Observe an example of a retelling - Learn Vocabulary from "Adelita" - Review elements of a plot - Learn about other cultures such as the Mexican	- Reading: 10 minutes -Vocabulary: 10 minutes - Plot tasks: 15 minutes

					<p>intonation, pronunciation and rhythm</p> <ul style="list-style-type: none"> - Produce written and multimodal texts <p>CE5:</p> <ul style="list-style-type: none"> - Produce brief written and multimodal texts with coherence and cohesion <p>CE6:</p> <ul style="list-style-type: none"> - Participate in simple conversations and interactions - Use of non-verbal communication - Show respect and empathy when interacting <p>CE7:</p> <ul style="list-style-type: none"> - Show interest in answering questions or solving problems 		
Estimated duration of the learning situation							2 hours

<p>Session 2 Name: Grammar & Vocabulary</p>
<p>Teaching-Learning Activities by class sessions</p>
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>

B	MA	Activity 1 <ul style="list-style-type: none"> ● Match each word, which will appear later in a reading, with its correct picture. ● Check the answers. 						
Types of grouping (individual, groups, pairs, etc.)		Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Individual		Project Dossier	Classroom	No assessment	CP Plurilingual	CE3: Deduce the meaning of vocabulary and the use of frequent structures, as well as basic expressions of common use in personal spheres in written and multimodal texts.	Match a word with its picture	10'
D	DA	Activity 2 (description) <ul style="list-style-type: none"> ● Read a short fragment extracted from the original Snow White fairytale. ● In pairs, discuss the questions in the text. There are not only questions on reading comprehension but also for students to deduce what grammar structures are used when writing a story. ● Comment on the answers all together. ● Explain the form and usage of the past simple, the past continuous and the past perfect through a graphic representation. ● Students are presented with a short text, again extracted from the Snow White fairytale, and they have to complete the gaps with the correct tense from those explained above. ● Correct and review this last exercise together. 						

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
In pairs or small groups	Project Dossier	Classroom	No assessment	CCL Linguistic Communication CPSAA Personal, Social and Learning to Learn CC Citizenship CP Plurilingual	CE1: -Use and differentiate, progressively and autonomously, the knowledge and strategies that form their own linguistic repertoire CE3: -Read and interpret written texts CE4: -Produce different types of oral texts with appropriate pronunciation, rhythm and intonation, progressively and autonomously, using an informal and formal register.	-Answer some questions. -Explanation of past tenses: past simple, continuous and perfect. -Put into practice this theory by filling the gaps in an exercise.	40' +5" minutes for them to sit down.

					<p>CE6: -Participate in simple conversations about predictable topics, in analogue and digital contexts, using scripts as support.</p> <p>CE7: -Show interest in answering questions or solving problems.</p>		
		<p>Activity 3</p> <ul style="list-style-type: none"> ● Project pictures of different people (famous people they like/know) on the whiteboard and have students describe their physical appearance out loud. (5') ● Distribute the “Physical Description Handout”, with vocabulary related to physical appearance, and go over this with the class. Students can ask about any item whose meaning they cannot infer from the images. ● Project two more pictures. Encourage students to use the newly introduced vocabulary. (5') ● Distribute the “Physical Description Worksheet”. Students complete exercise 1 by matching each fairy tale character with his or her description. (10') ● Correct the exercise (5') ● Ask students question 1 in exercise 2 (<i>Do you see a pattern in the description of good characters? How do they differ from evil characters?</i>). Students look for similarities in the description of “good” and “evil” characters and the differences between them and share their ideas with the class. ● Ask students question 2 in exercise 2 (<i>Do you see any relationship between their physical appearance and their personality?</i>). Students connect the character’s physical description with their personality, and share their ideas with the class. (20') ● Students write their own physical description of a character or person of their choice, or they write the physical description of the character provided. Ask several students to share their descriptions and give them feedback. (10') 					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Group work	Projector	classroom	No assessment	CCL Linguistic Communication	CE3: 3.3. CE5: 5.1. CE6: 6.1.	<ul style="list-style-type: none"> - Physical description vocabulary - How to describe a person or character <ul style="list-style-type: none"> - Indirect characterisation - The portrayal of female characters in fairy tales 	50' +5' for them to sit, giving out photocopies...
D S	DA CA	<p>Activity 4</p> <ul style="list-style-type: none"> ● Ask students to tell you words they would use to describe a person's personality or qualities. Write them down on the whiteboard. ● Distribute the "Character Traits" worksheet to all students and then tell the students to get in pairs. Students will complete all three exercises. ● In exercise one, they will unscramble the letters to form adjectives related to the topic. ● In exercise two, they will match each word with its opposite. ● In exercise three, they will relate each word in the box either with the character of Snow White or the Evil Queen and add three more traits of their own to each character. ● Correct all three exercises ● After correcting exercise 3, tell your students to replace the Evil Queen with any other villain (e.g. Maleficent) and Snow White with any other princess (e.g. Cinderella) from other fairy tales. Ask them if they think that the same character traits apply. 					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Pair work	Whiteboard/ Blackboard Character Traits worksheet (p. 12)	Classroom	No assessment	CCL Linguistic Communication	CE3: 3.1. CE3: 3.2	Character traits vocabulary The portrayal of female characters in fairy tales	50' (+5 mins. for them to sit and give out the photocopies)
Estimated duration of the learning situation							3 hours

Session 3 Name: PROJECT - BOOK PROJECT (CEREAL BOX)	
Teaching-Learning Activities by class sessions	
Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).	
S	CA AA Activity 1 (Dossier presentation and brainstorming) <ul style="list-style-type: none"> ● Distribute an envelope with a letter from a fake editor-in-chief to each group, explaining the general guidelines for the project, and a dossier. ● The letter is read out loud. (5') ● Explain to students the different activities in the dossier (a quick look, they will be explained again). Solve any questions they may have. (15') ● Students complete the 'Group Distribution' sheet. They will write the name of the members and the name of the fairy tale they want to rewrite. The roles and distribution of tasks will be filled in at the end of the project to see how they shared the workload. (5')

		<ul style="list-style-type: none"> Go over the ‘Reinventing Fairy Tales: Useful information’ sheet with the whole class. It will give them ideas on which elements they can focus on to create their retelling. (10’) Students, in their groups, are given time to think collaboratively about their retelling. They will fill out the ‘Initial Brainstorming’ sheet to complete a tentative outline of their fairy tale. Remind them of these key questions: <i>Where and when will it take place? Who are the characters? What are they like? Who tells the story? What happens?</i> (15’). 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
Group work	Letter with instructions Dossier	Classroom	This activity is included in the dossier, which will be evaluated using Rubric I	CCL Linguistic Communication CPSAA Personal, Social and Learning to Learn	CE4:4.2. CE6: 6.1., 6.2., 6.3.	Commonly used strategies for the production and co-production of written texts. Narrating past events	55’ (time distribution is written above) (+5 extra mins. for them to sit and to give out the photocopies)
S	CA AA	Activity 2 (Setting Moodboard) <ul style="list-style-type: none"> Ask students if they know what a mood board is Explain to students what a mood board is, the elements that can be included and why it is useful for writing. (5’) Show students 3 different examples of mood boards for story writing. For each example, ask them to describe what they feel and to speculate what the stories are about or where they take place. (10’) Explain the instructions for the activity. Answer any questions they may have. (5’) Students use a computer to access the Internet, look for the images and arrange them. (20’) Students fill in the “Mood board” sheet, where they describe their setting in 7 words. (5’) 					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Group work	Dossier Projector Computer/mobile phone	Classroom Virtual (Canva/Instagram)	This activity is included in the dossier, which will be evaluated using Rubric I	CD Digital CCEC Cultural awareness and expression. CPSAA Personal, Social and Learning to Learn	CE3: 3.1., 3.4. CE6: 6.1, 6.3.	Commonly used strategies for the production and co-production of written texts. Adjectives to describe places Digital tools for multimodal production and co-production.	45' (+10' for them to sit, turning on/off computers...)
S	CA AA	<p>Activity 3 (Character Traits)</p> <ul style="list-style-type: none"> • Tell students to go to the “Character” worksheet and get into their project group. • Review with the students the main adjectives related to physical description and character traits already explained in Sessions 4 and 5. (5') • Ask students to create three characters for their fairy tales by filling the sheets of “Character 1”, “Character 2” and “Character 3”. Students first draw a picture of their characters and then describe their physical appearance. Students describe their character’s personality with adjectives, reviewing the vocabulary already explained. Students finally draw or paste their character’s outfit and describe it with adequate vocabulary. (50') 					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Group work	Projector Whiteboard/blackboard Physical Description Handout (p.10) Physical Description Worksheet (p.11) Characters Handout (p. 24,25,26).	Classroom	This activity is included in the dossier, which will be evaluated using Rubric I	CCL Linguistic Communication CPSAA Personal, Social and Learning to Learn CC Citizenship CP Plurilingual CE Entrepreneurial CCEC Cultural Awareness and Expression	CE1 CE2 CE3	Physical description vocabulary How to describe a person or character Indirect characterisation	55'
S CA AA	<p>Activity 4 (How to write a story?)</p> <ul style="list-style-type: none"> ● Tell students to go to the ‘How to write a story?’ worksheet. ● Review with students the different parts of a story, following the structure provided on the sheet. Tell them to apply this structure to the version of Snow White they saw in Session 3: <i>Which part would be the opening? The complication? The climax?...</i> ● Go over the ‘Checklist’ so that they know exactly what is expected in their writing. They can tick the boxes at the end of their writing. ● Tell them about the importance of structuring their story with linking words and point out the examples in the ‘Linking Words’ section. ● Students do the drag-and-drop H5P activity on linking words to see them in real use. They have to drag each linking word into the right box. 						
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

Group work	Dossier Computer/mobile phone	Classroom, EVA (h5p)	This activity is included in the dossier, which will be evaluated using Rubric I.	CCL Linguistic Communication	CE3: 3.1, 3.3. CE5: 5.1, 5.2. CE6: 6.1.	Linking words Commonly used strategies for the production and co-production of written texts. Narrating past events	20 mins.
S	CA AA	Activity 5 (Story writing) <ul style="list-style-type: none"> Students write the definite version of their fairy tale on the “What Happened?” worksheet, following the structure provided. 					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Group work	Dossier	This activity is included in the dossier, which will be evaluated using Rubric I.	CCL1	CE Entrepreneurial	CE3: 3.1, 3.3. CE5: 5.1, 5.2. CE6: 6.1.	Linking words Commonly used strategies for the production and co-production of written texts. Narrating past events	30'

S	CA AA	Activity 6 (Cereal Box) <ul style="list-style-type: none"> ● Present the final project called “The Cereal Box” to the students, with an example of what they will have to recreate (5’) ● Ask the students to get into their project groups and give them the necessary materials for their preparation. (5’) ● Students start the design of their cereal box and, if needed, they can finish any dossier activity they have not finished (45’) Once the class ends, any pending activities will have to be finished outside the classroom.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	
Groups	Cereal Box Colours	Classroom	The box, as well as the final version of the fairy tale, will be evaluated using Rubric II.	CCL Linguistic Communication STEM Science, Technology, Engineering and. Mathematical CPSAA Personal, Social and Learning to Learn CC Citizenship CP Plurilingual CE Entrepreneurial CCEC competence. Cultural awareness and expression.	CE5: 5.1, 5.2 CE6: 6.1, 6.2., 6.3.	How to Write a Fairytale Use of adequate verbal tenses and grammar How to use vocabulary related to a narrative text Arts and crafts with the use of a cereal box and colours How to work in groups in order to create the final project	

Estimated duration of the learning situation	10 hours
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Attention to diversity	Transversal topics - SDGs
Groups will be formed by the teacher, ensuring heterogeneity. Personalised attention will be given to students/groups underperforming. Throughout the learning situation, scaffolding is provided through anchor charts, checklists and graphic organisers.	Through this unit students will learn about the portrayal of female characters in traditional fairy tales, infused with patriarchal ideology, thus dealing with the following SDGs: quality education, gender equality and reduced inequality and the transversal competencies developed are “critical thinking competence” and “collaboration competence”

References and electronic resources
<p>DLTK’s sites for kids. (2022). <i>The Story of Snow White and the Seven Dwarves</i>. Snow White and the Seven Dwarves (dltk-teach.com)</p> <p>Heyderman, E & May, P (2019). <i>Complete Preliminary B1</i> (2nd edition). Cambridge University Press. https://www.scribd.com/document/535506540/Complete-Preliminary-b1-Student-Book-2nd-Edition-2020pdf</p> <p>Howfun. (2021, Feb 17). <i>Disney's Beauty and the Beast</i>. [Video]. Youtube. https://youtu.be/g4i7a484PPU</p> <p>Movie Station (2013, Apr 16). <i>The Little Mermaid (1989) Official Trailer</i>. [Video]. Youtube. https://youtu.be/ur1B_f1FXZ4</p> <p>Rotten Tomatoes Classic Trailers. (2013, Jul 10). <i>Penelope (2006) Official Trailer</i>. [Video]. Youtube. https://youtu.be/vC315nmqgHc</p> <p>DePaola, T. (2004). <i>Adelita: A Mexican Cinderella story</i>. Puffin Books. Valencia. Decret 107/2022, de 5 d’Agost, pel qual s’estableix l’ordenació i el currículum d’Educació Secundària Obligatòria. Diari Oficial de la Generalitat Valenciana, 11 d’Agost de 2022, núm. 9403. https://dogv.gva.es/datos/2022/08/11/pdf/2022_7573.pdf</p> <p>Walt Disney Studios (2023, March 23). <i>The Little Mermaid Official Trailer</i>. [Video]. Youtube. https://youtu.be/kpGo2_d3oYE</p> <p>Yomtov, N. (2014). <i>How to write a fractured fairy tale</i>. Cherry Lake Publishing.</p>

Fairy Tales



WARM UP

INTRODUCTION

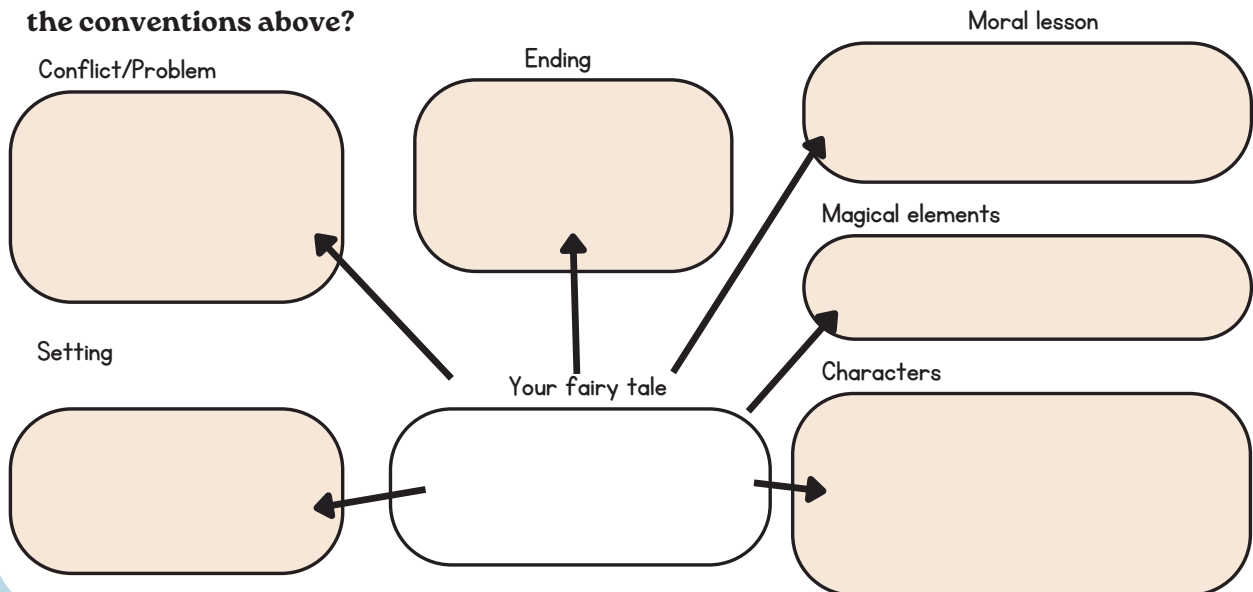
1. These are the fairytales that you are going to work with during the unit. However, they are not uncovered. Take a look at the following emojis to guess the fairytales:

CHARACTERISTICS OF FAIRY TALES

- ➔ They usually start with "Once upon a time..." or "A long time ago...".
- ➔ There are good and bad characters (heroes, villains and supporting characters).
- ➔ They happen in a distant **past** and common settings are castles, forests and villages in a unnamed, faraway kingdom.
- ➔ The basic structure of a fairy tale involves **a problem** that needs to be solved by the hero or heroine.
- ➔ They usually contain **magic**.
- ➔ They often have a **happy ending**.
- ➔ They usually teach a **moral lesson** to the reader



2. Choose one of the fairy tales you discovered in exercise 1. Can you identify any of the conventions above?



3. Let's watch these film trailers. They show the original and the remake version of two classics: The Little Mermaid and The Beauty and the Beast. After watching them, make a list of similarities and differences. Do they represent a current version of the story?

The Beauty and the Beast:

+Original (1991): <https://youtu.be/g4i7a484PPU>

-Retelling (2007): <https://youtu.be/vC3l5nmaqHc>

Similarities	Differences

The Little Mermaid:

+Original (1989): https://youtu.be/urIB_fIFXZ4

-Retelling (2023): https://youtu.be/kpGo2_d3oYE

Similarities	Differences

HOW MUCH DO YOU REMEMBER ABOUT *Cinderella?*

QUESTION TRAIL: You can start in any question. The answer you choose will lead you to the next question. If you end up in a question you've already been in, you'll need to go back and check your answers!

1 Cinderella is one of the oldest princesses at...

- a. 25 years old (go to 2)
- b. 16 years old (go to 3)
- c. 19 years old (go to 7)
- d. 23 years old (go to 8)

2

The story of Cinderella dates back to...

- a. The 17th century (go to 7)
- b. The 1st century BC (go to 6)
- c. The 5th century (go to 5)
- d. The 19th century (go to 4)

3

What did the stepsisters do in the original tale?

- a. They pushed Cinderella (go to 4)
- b. They cut off parts of their feet (go to 1)
- c. They had a duel with each other to win the prince's love (go to 6)
- d. They plot to kill Cinderella (go to 5)

4

Disney's animation movie of Cinderella was released in...

- a. 1967 (go to 5)
- b. 1940 (go to 3)
- c. 1955 (go to 7)
- d. 1957 (go to 8)

5

Before the fairy godmother, there was...

- a. The spirit of Cinderella's mother as an animal (go to 3)
- b. Two funny little mice (go to 8)
- c. A chatty pumpkin (go to 2)
- d. No one, it was a Disney invention (go to 6)

6

Cinderella's shoes were not always glass slippers, but...

- a. A silver ring (go to 1)
- b. Iron slippers (go to 4)
- c. Gold or fur slippers (go to 5)
- d. An iron ring (go to 3)

7

Cinderella's shoe size is...

- a. 35 (go to 4)
- b. 40 (go to 5)
- c. 39 (go to 2)
- d. 38 (go to 3)

8

The animated movie cost 3 million dollars but it earned...

- a. 85 million dollars (go to 2)
- b. 85 billion dollars (go to 1)
- c. 35 million dollars (go to 4)
- d. 75 million dollars (go to 3)

RETELLING of Cinderella

"Adelita"
by Tomie de Paola



"Mis hijas—my daughters," Doña Micaela said one morning as Adelita was serving breakfast, "el Señor and la Señora Gordillo have sent us an invitation to *una fiesta en su hacienda*—a party at their ranch—to celebrate the homecoming of their son, Javier."

"OOOOOH, Mamá," Valentina and Dulce twittered.
"And," Doña Micaela said with a smile, "*se rumora*—rumor has it—that he will be looking for a wife!"
The daughters nearly fainted. Secretly, each wanted to be the wife of Javier. And each would do anything to get him.

"Doña Micaela," Adelita asked as she poured the hot chocolate, "may I go, too? I knew Señor Javier when we were young. I would love to see him again."
"Are you serious?" Doña Micaela asked. "Look at you! So poorly dressed—such a dirty face. I would be too embarrassed to have you in our company. You will stay here. ¡Y punto!—that is final!"
Adelita went back to the kitchen.

So, when Doña Micaela, Valentina and Dulce left for the *fiesta*, Adelita went to the kitchen and sat by the fire. Suddenly, disappointment swept over her, and she began to weep. She missed her father. She missed Esperanza. She missed being at the *fiesta*.
Tap, tap, tap. She heard a soft knock at the door.
"Who is it?" Adelita asked.

"*Soy yo*—only me." It was Esperanza!
"Oh, Esperanza, I have missed you so much!" Adelita cried.
"Don't cry, *mi pequeña*—my little one," Esperanza said. "I am here. I had *un sueño*—a dream—that Doña Micaela would not let you go to the *fiesta*, so I have come to help. I have borrowed a cart to take you there."
"But I have nothing to wear," Adelita said.
"Come with me," Esperanza said.
They went to the *cuarto de tiliches*—storeroom. "Over there, behind those boxes, is your mother's trunk. The key is behind the crucifix."



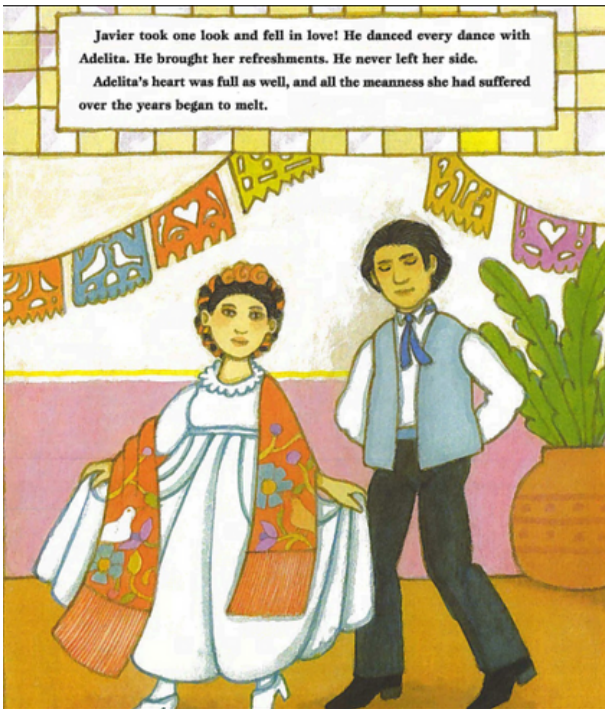
The Ball



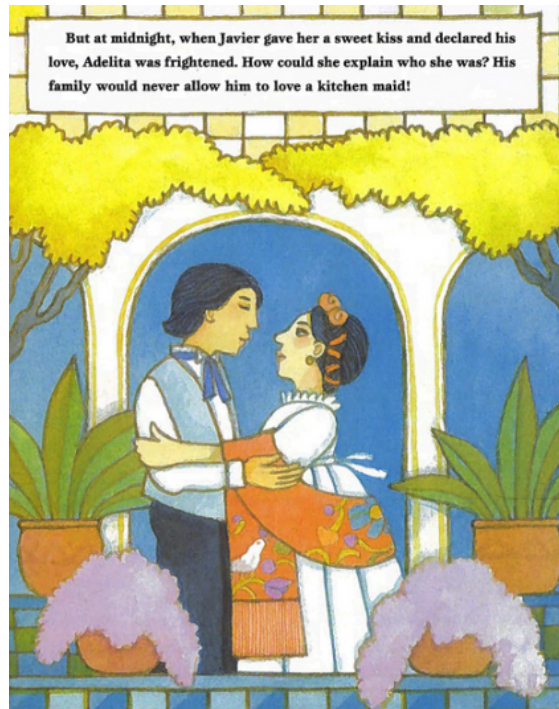
The *fiesta* had already begun when Adelita arrived. She walked into the room. Everyone turned to look. The room fell silent. Who was this stunning young woman? Señor Gordillo went up to Adelita. "Who do we have here?" he asked.



"I'm in disguise," Adelita said with a twinkle and a sweet smile. "Just call me *Cenicienta*—Cinderella."
"Javier, everyone," Señor Gordillo said. "Come meet our very own *Cenicienta*!"



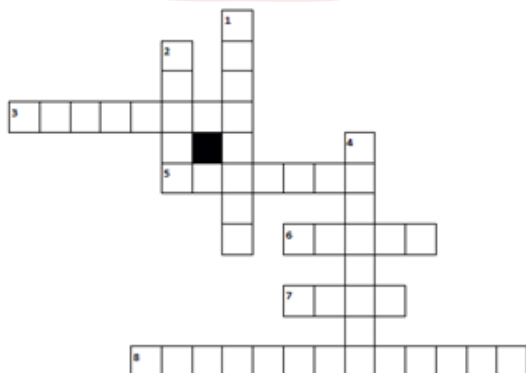
Javier took one look and fell in love! He danced every dance with Adelita. He brought her refreshments. He never left her side. Adelita's heart was full as well, and all the meanness she had suffered over the years began to melt.



But at midnight, when Javier gave her a sweet kiss and declared his love, Adelita was frightened. How could she explain who she was? His family would never allow him to love a kitchen maid!

VOCABULARY

Ranch, faint, embarrassed, weep, stunning, disguise, twinkle, meanness



CROSSWORD: Match the words in the box with their definitions

ACROSS

- 3. Extremely impressive or attractive.
- 5. A sparkle or gleam in a person's eye.
- 6. A large farm where cattle and other animals are bred.
- 7. Crying

DOWN

- 1. A different appearance to conceal one's identity
- 2. Feeling weak and dizzy, close to losing consciousness.
- 4. The quality of being unkind towards other people
- 8. Feeling of awkwardness or shame

PLOT

READING CARDS: In groups, do the tasks proposed by the 12 cards

Find a positive adjective used to describe Adelita

Create new titles for the 2 texts

Find 3 differences from the original tale

Find a bad adjective used to describe Adelita

Find the type of narrator

Name all the characters in the text

Write 2 hashtags for the text

Give your opinion about the text

Describe the 2 settings of the tale

Find 2 similarities with the fairy godmother and Esperanza

Find the English version of "¡Y punto!"

Write a paragraph about the possible ending of this tale

WARM UP

1. Match each word with its correct image



Ebony

Startling

Needle work

2. Read Snow White tale and answer the questions

One winter day, the queen was doing needle work while gazing out her ebony window at the new fallen snow. A bird flew by the window startling the queen and she pricked her finger. A single drop of blood fell on the snow outside her window. As she looked at the blood on the snow she said to herself, "Oh, how I wish that I had a daughter that had skin as white as snow, lips as red as blood, and hair as black as ebony." (...) Soon after, the king married a new woman who was beautiful, but as well proud and cruel. She had studied dark magic and owned a magic mirror, of which she would daily ask, "Mirror, mirror on the wall, who's the fairest of them all?"

Now, get in pairs and discuss the following questions:

- 1) What tenses are used to tell the story? Circle as many examples as you can find.
- 2) How are the ideas connected?
- 3) Is the story well organised? What's its ending?

Tense	Form	Usage	Exemple
Past simple	+Regular verbs: +ed +Irregular verbs: no rule (e.x. eat/ate)	+Stablish the chronological order of a series of events +Describe the main events in the story	A bird flew by the window
Past continuous	Was/were+verb+ing	+To describe longer actions in the past.	One winter day, the queen was doing needle work while gazing out her ebony window.
Past perfect	Had + past participle	Background events, to show that the action happened earlier than another action	She had studied dark magic

3. Use past simple, past continuous or past perfect to complete Snow White's tale.

Each time this question was asked, the mirror _____ always _____ (give) the same answer, "Thou, O Queen, art the fairest of all." This pleased the queen greatly as she _____ (know) that her magical mirror could speak nothing but the truth.

One morning the queen _____ (look) herself at the mirror when she _____ (ask), "Mirror, mirror on the wall, who's the fairest of them all?" she was shocked when it _____ (answer):

You, my queen, are fair; it is true.

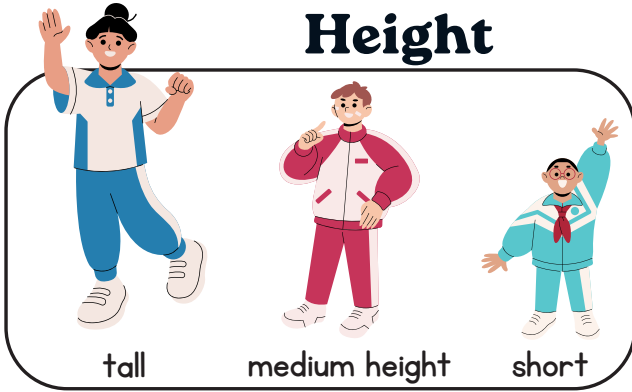
But Snow White is even fairer than you.

The Queen flew into a jealous rage and _____ (order) her huntsman to take Snow White into the woods to be killed. She demanded that the huntsman returned with Snow White's heart as proof.

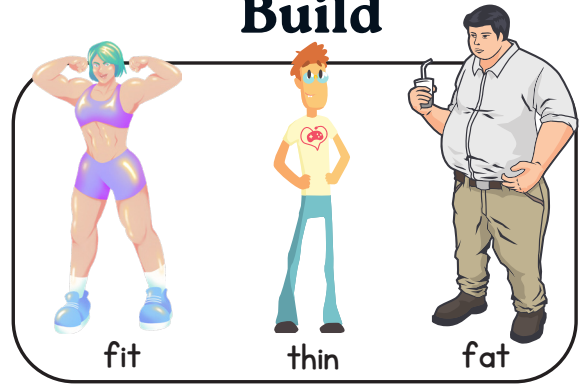
The poor huntsman _____ (take) Snow White into the forest when he _____ (realize) he didn't want to do it. Since he _____ (not be able) to kill the girl, he _____ (bring) the queen the heart of a wild boar instead.

Physical Description

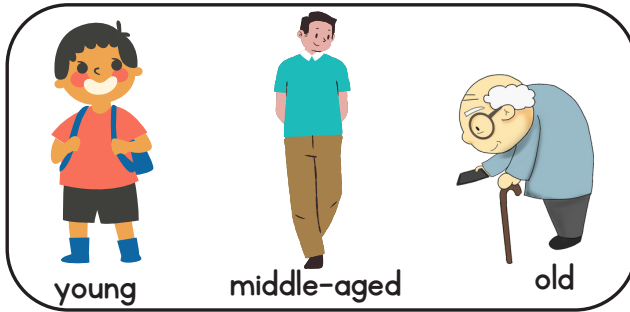
Height



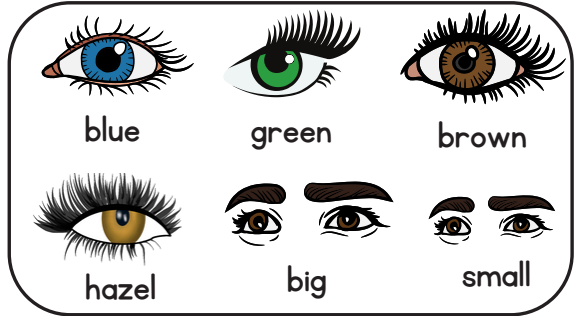
Build



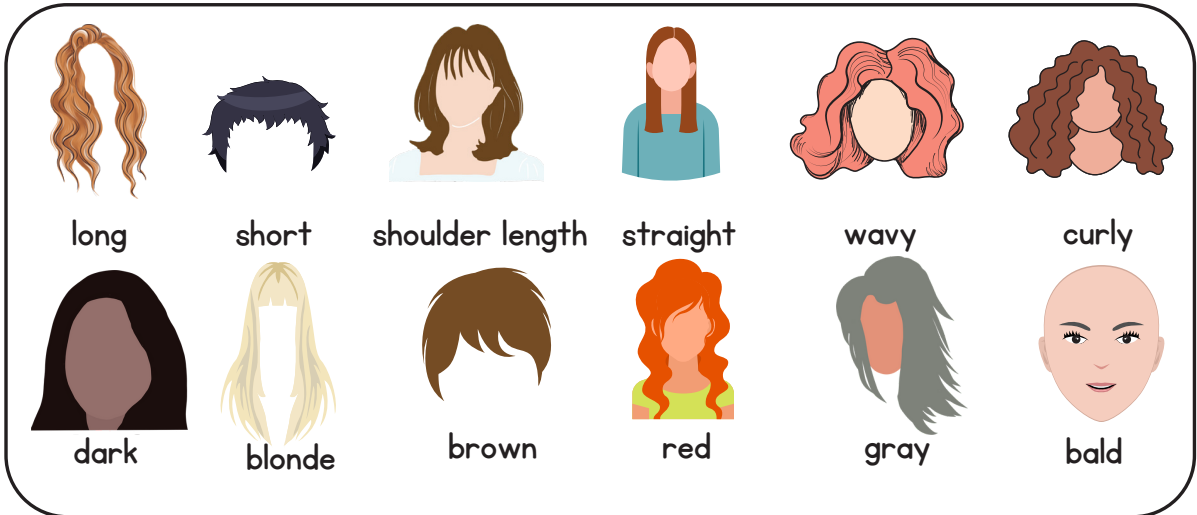
Age



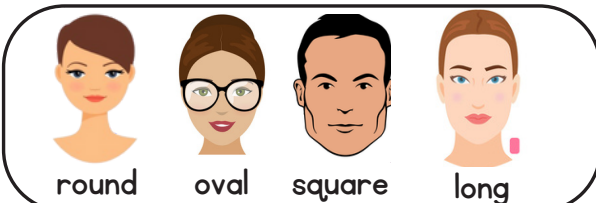
Eyes



Hair

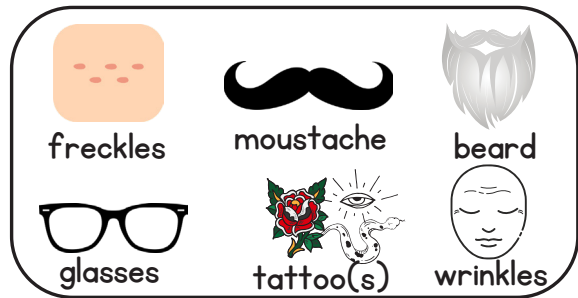


Face



Others

Nose



Physical Description

1. Match each description with its character



a



b



c



d



e

- She has got long gray hair, round brown eyes with thick eyebrows and a long nose. She also has many wrinkles in her face. She is wearing a purple hooded dress.
- She has got long brown hair that matches her bright brown eyes. She has a straight nose and full lips with a wide smile.
- She has got long blonde wavy hair, bright blue eyes with thin eyebrows and a beautiful pointed nose. She also has rosy cheeks that compliment her full lips. She is wearing a pink dress.
- She is a tall, slim, gray-skinned woman with a long face. She has mysterious hazel foxy eyes, a hooked nose and full pink lips. She is wearing pink nail polish and she has horns on her head.
- She has got long blonde hair, bright blue eyes, a straight nose and full lips. She is wearing a blue dress, paired with a blue ribbon and blue earrings, and a black choker.

2. Fairy tales are known to create stereotypical images of women. Go back to the descriptions in Exercise 1 and think about them:

-Do you see a pattern in the description of good characters? How do they differ from evil characters?

-Do you see any relationship between their physical appearance and their personality?

Further practice

Describe a character or a person of your choice or describe the character provided.

Feel free to check the vocabulary sheet if you need to.

Your description of _____



Cinderella's stepmother

Character Traits

1. Arrange the following letters to form adjectives we can use to describe people.

rabev	_____	revelc	_____
hsy	_____	cetvraie	_____
nnfuy	_____	keaw	_____
wocdra	_____	tronsg	_____
avnuosdetru	_____	fintdecon	_____

2. Match each word with its opposite.

humble	merciless
hard-working	selfish
generous	cold-hearted
forgiving	lazy
kind-hearted	arrogant

2. Relate each word in the box with one of these two fairy tale characters. Then add 3 more adjectives of your own to describe each of them.

wicked cruel compassionate polite cheerful
 kind rude heartless gloomy honest



The Evil Queen

Words:



Snow White

Words:

Reimagining Fairy Tales



The Dossier



27th March 2023

Dear students of 3rd of ESO A,

I hope you are doing well. I am writing to you as the Editor-in-Chief of our publishing house to tell you about a new project that might interest you. We are making **a new collection of famous fairy tales**, but we are changing them to be more interesting and relevant to modern readers.

The project aims to update old fairy tales to match the beliefs and values of today's society. We think that traditional fairy tales are outdated and that they are no longer interesting for modern times. Our new collection will offer something fresh and appealing to all. We want these stories to be carefully written to be **relatable to modern readers** and **reflect the values that are important in our society today**.

We are looking for people who share our excitement for this project and can help us to share these stories with more people. We think that your experience and knowledge would be valuable to achieve our goal. We would be happy to provide you with more information if you are interested in joining us.

Thank you for your time and consideration. We hope to hear from you soon.

Sincerely,
Olivia Wilson



Olivia Wilson
Editor in chief at Penguin Readers



Reinventing fairy tales

Group distribution

Members:

Fairy Tale chosen:

Roles and distribution of tasks:

Reinventing fairy tales

Useful Information

How can you change a traditional fairy tale?

1. Change the SETTING

The setting refers to the time and location of your story. Castles, villages and forests of the past are the typical settings of fairy tales. Let's change that! Here are some ideas:

- 23rd century
- Nowadays
- Outer space
- Your city or town
- At the beach
- The Wild West
- A specific country
- In a prison
- A lab
- The Pentagon

2. Change the CHARACTERS or the POINT OF VIEW

The characters of fairy tales are too stereotypical. It is always the beautiful princess, the handsome prince and the evil witch or stepmother. Here are some ideas to inspire you:

- Add new characters.
- Switch good and bad characters. What if Cinderella is cruel to her stepsisters?
- Change the point of view. Imagine the story of 'Sleeping Beauty' from the perspective of Maleficent, or 'Hansel & Gretel' from the witch's point of view.
- Reject conventions. What if the prince is a coward? What if the princess is ugly and bad tempered?

3. Change the PLOT

You can change the story. This are some ideas to inspire you:

- Little Red Riding Hood meets the Big Bad Wolf on Tinder, not in the forest.
- Hansel & Gretel are running from the police and break into the witch's house.
- Sleeping Beauty doesn't want to marry a prince, so she pretends to be asleep.
- In 'The Little Mermaid' it is the prince who falls in love with the mermaid and so he wants to become a merman.

4. Combine fairy tales

- Little Red Riding Hood is walking in the forest and finds Snow White after eating the apple
- Beast pricks himself on a spinning wheel and is rescued by the Big Bad Wolf

AND MUCH MORE...

BRAINSTORMING

Remember: your story is for modern readers!

Characters + What are they like?

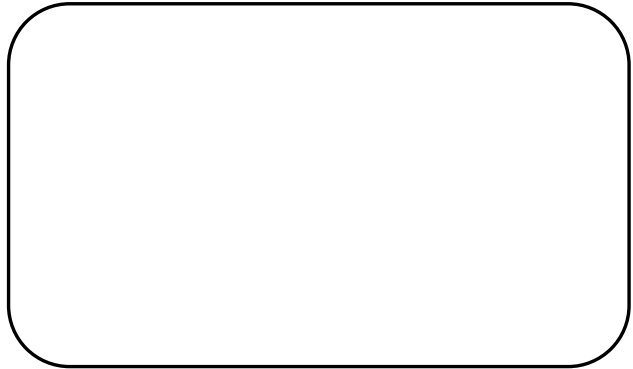
Setting (When and where)



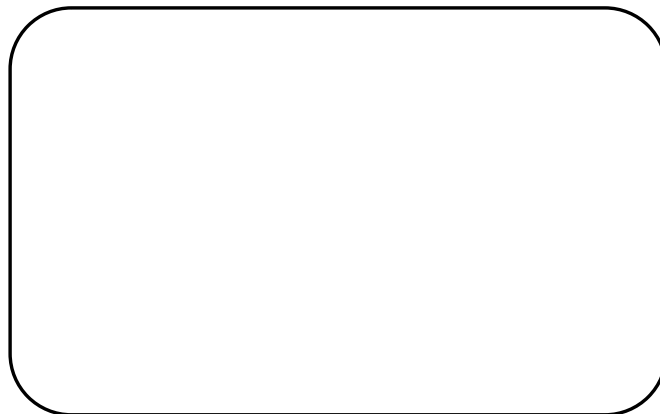
Plot

Beginning (Who, when and where)

Middle (Conflict or problem)



End (Solution)



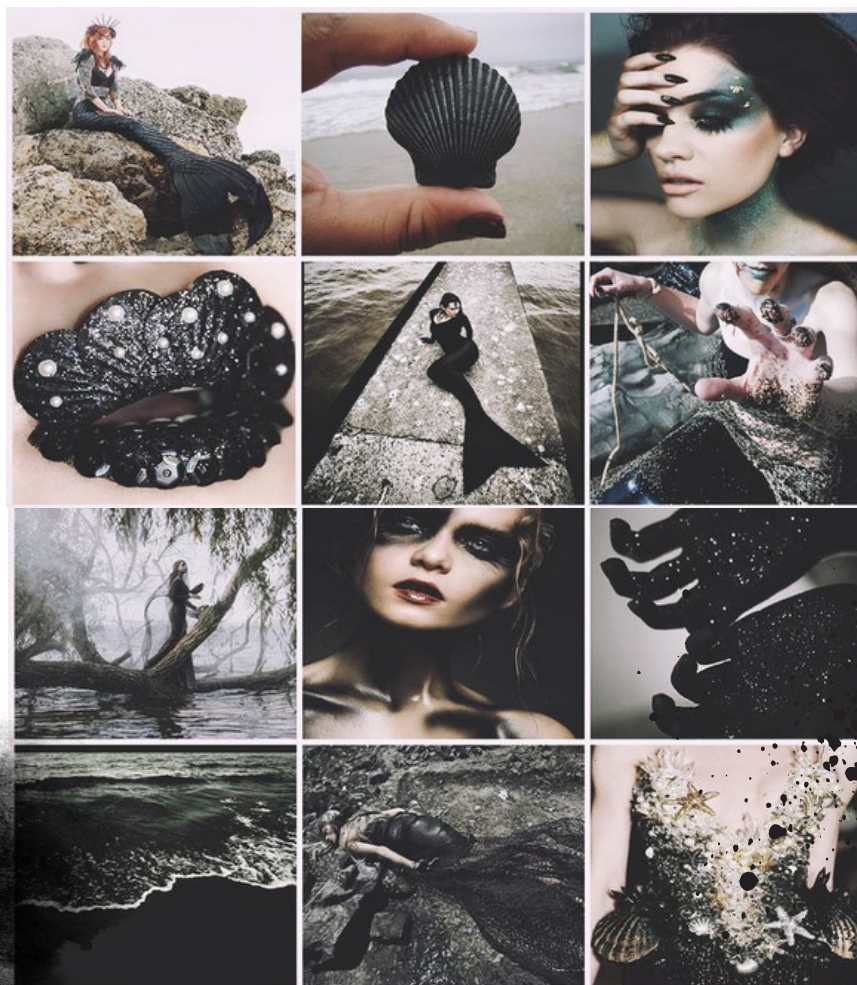
SETTING: MOODBOARD

A **moodboard** is a collection of pictures, colors, and words that represent a feeling or an idea. It helps to inspire and give direction for a creative project, like designing a room, a website, or a story.

You can use a wide variety of visual and textual elements, such as colors, textures, patterns, quotes, and keywords.



Example 1



Example 2: The Little Mermaid Gothic retelling



Example 3: Moodboard Sci-Fi fairy tale

YOUR TURN

Create your own moodboard to help you create the **setting** of your fairy tale. Where will your story take place?

Different alternatives:

→ Canva. Find a template, modify it and add your pictures and any other elements.

<https://www.canva.com/templates/mood-boards/>

→ Instagram. Create an account and publish your pictures. Your feed will become your moodboard, take a screenshot. Then you can edit it to add more elements.

When you finish, you can print it or send it via e-mail

For more inspiration:

Pinterest: [https://www.pinterest.com/search/pins/?q=moodboard&rs=typed&term_meta\[\]=moodboard/7Ctyped](https://www.pinterest.com/search/pins/?q=moodboard&rs=typed&term_meta[]=moodboard/7Ctyped)

Canva: <https://www.canva.com/templates/mood-boards/>

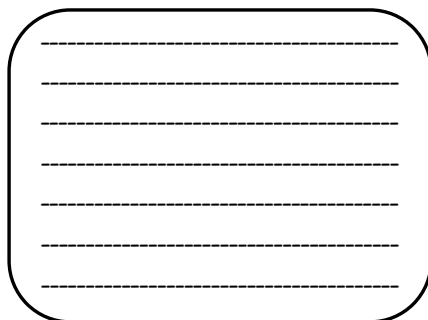
Behance: <https://www.behance.net/search/projects/?search=moodboard>

Once you have your moodboard, write a list of 7 words that describe your setting.

MOODBOARD

print and paste your moodboard here or send it via e-mail

Describe your setting with 7 adjectives



A rounded rectangular box with a black border, containing seven horizontal dashed lines for writing.

CHARACTER #1: _____

Drawing or picture of the character

Physical description

Describe the personality of your character with adjectives.

Character traits

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Draw or paste here

Outfit

Outfit description

CHARACTER #2: _____

Drawing or picture of the character

Physical description

Describe the personality of your character with adjectives.

Character traits

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

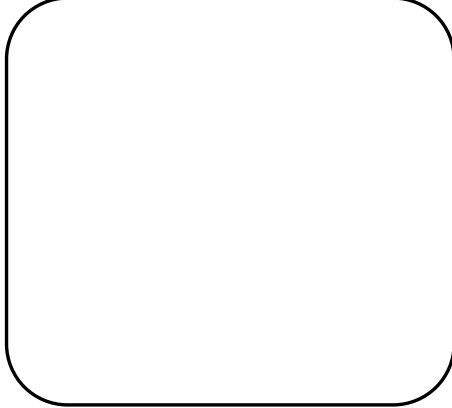
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Outfit

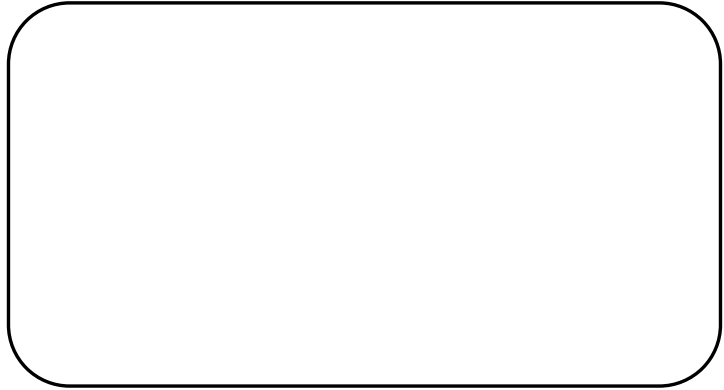
Outfit description

CHARACTER #3: _____

Drawing or picture of the character



Physical description

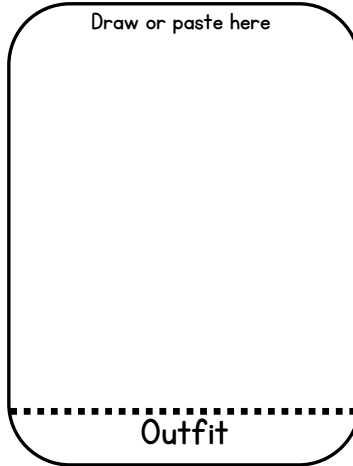


Describe the personality of your character with adjectives.

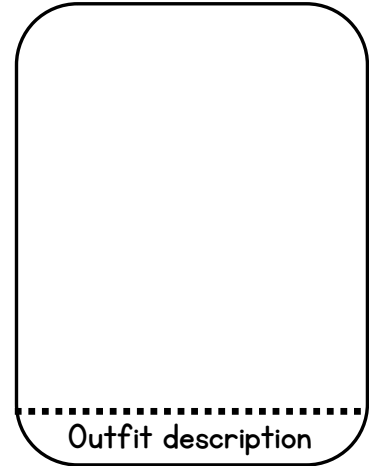
Character traits

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Draw or paste here



Outfit



Outfit description

HOW TO WRITE A STORY

Remember!

Parts of a story

- 1 Opening:** the beginning of the story, where the main characters, setting, and conflict are introduced. It sets the tone and establishes the context of the story.
- 2 Complication:** the conflict intensifies and the main character faces obstacles or challenges. It creates tension and suspense.
- 3 Crisis/Climax:** the turning point of the story, where the conflict reaches its peak and the main character faces the biggest challenge. It is the most intense and dramatic part of the story.
- 4 Resolution:** the end of the story. The conflict is resolved and the main character achieves their goal or learns a lesson. It provides closure and concludes the story.

Useful expressions

- Beginning**
- Once upon a time...
 - A long time ago...
 - There once was a(n)...
- Transition**
- One day...
 - Later...
 - After...
 - After that,...
 - Soon after...
 - Suddenly...
- Ending**
- At last,...
 - Finally,...
 - In the end,...
 - At the end of...
 - ... and they all lived happily ever after.

Checklist

- 4-part structure. 300-350 words.
- I have good and bad characters.
- Use of narrative tenses: past simple, past continuous, etc.
- Use of linking words (once upon a time, after, finally...).
- Descriptive language.
- Punctuation and capital letters are used correctly.
- There is a title.

LINKING WORDS

Linking words will help you to improve the quality of your retelling, as the piece as a whole will be more cohesionated. Complete the following exercise by dragging each word to its appropriate gap

Drag the words into the correct boxes

_____, a young prince went riding through the forest and came upon the tower. He looked up and saw beautiful Rapunzel at the window. _____ he heard her singing with such a sweet voice, he fell completely in love with her. _____, _____ there were no doors in the tower and no ladder could ever reach her high window, he fell into despair. _____, he went into the forest every day until one time he saw the fairy who called out: "Rapunzel, Rapunzel, let down your hair." _____, he now knew what kind of ladder he needed to climb up into the tower. He took careful note of the words he had to say, and the next day at dusk, he went to the tower and called out: "Rapunzel, Rapunzel, let down your hair." _____ she let her hair drop, and when her braids were at the bottom of the tower, he tied them around him, and she pulled him up. _____, Rapunzel was terribly afraid, _____ soon the young prince pleased her so much that she agreed to see him every day and pull him up into the tower. _____, for a while they had a merry time and enjoyed each other's company. The fairy didn't become aware of this until, one day, Rapunzel began talking and said to her, "Tell me, Mother Gothel, why are my clothes becoming too tight? They don't fit me anymore." "Oh, you godless child!" the fairy replied. "What's this I hear?"

but

One day

As a result

So

However

At first

Thus

Nevertheless

When

since

✓ Check



WHAT HAPPENED?

1 Opening

2 Complication

3 Crisis/Climax:

4 Resolution:

RUBRIC I: DOSSIER ACTIVITIES
LEVELS OF PERFORMANCE

CRITERIA	SB	NT	GOOD	INSUF
VOCABULARY AND ORTHOGRAPHY	The worksheets contain vocabulary related to the unit and the range of vocabulary is wide. Repetition is avoided. There are (barely) no orthographic mistakes.	The worksheets contain vocabulary related to the unit and the range of vocabulary is wide. Repetition is avoided. There are little orthographic mistakes.	The worksheets contain vocabulary related to the unit but it tends to be limited and repetitive. There are several orthographic mistakes.	The worksheets contain very little vocabulary related to the unit and it is simple and repetitive. There are too many orthographic mistakes.
GRAMMATICAL LEVEL	The grammar is adequate to the level. Wide variety of grammatical structures and there are (barely) no mistakes.	The grammar is adequate to the level. Wide variety of grammatical structures but there are some minor mistakes.	The grammar is basic, with limited and repetitive structures and there are some mistakes.	The grammar is below the expected level, with limited and repetitive structures. There are too many mistakes.
CONTENT	The contents of the worksheets are of great quality. They show previous brainstorming and effort, creativity.	The contents of the worksheets are good. They show previous brainstorming and some effort and creativity.	The contents of the worksheets are good but repetitive. They show little previous brainstorming and little effort and creativity.	The contents of the worksheet deviate from the instructions. They are simple and repetitive, showing lack of effort and creativity.

**RUBRIC 2: BOOK BOX
+ FINAL VERSION OF
THE FAIRY TALE**

CRITERIA	SB	NT	GOOD	INSUF
VOCABULARY AND ORTHOGRAPHY	The fairy tale contains a wide variety of vocabulary. Adjectives are used to enrich the story. There are no orthographic mistakes.	The fairy tale contains a fair variety of vocabulary. Adjectives are used to enrich the story. There are little orthographic mistakes.	The fairy tale is good, but the vocabulary used is simple and repetitive. There are some orthographic mistakes.	The fairy tale has poor and repetitive vocabulary. There are too much orthographic mistakes.
GRAMMATICAL LEVEL	The grammar is adequate to the level. Wide variety of grammatical structures and there are (barely) no mistakes.	The grammar is adequate to the level. Wide variety of grammatical structures but there are some minor mistakes.	The grammar is basic, with limited and repetitive structures and there are some mistakes.	The grammar is below the expected level, with limited and repetitive structures. There are too many mistakes.
USE OF PAST TENSES	Past tenses are used correctly when needed. There is a great variety of past tenses.	Past tenses are used correctly when needed. There is a great variety of past tenses but their use is limited.	Past tenses are used when needed, but their use is limited and are sometimes used incorrectly.	Past tenses are not used, or used incorrectly, when needed. The grammatical structure has not been understood.
COHERENCE AND COHESION, STRUCTURE	The fairy tale is clear, well-organised and makes sense. Cohesion strategies are used (linking words, deixis, elipsis...). It follows the four-part structure.	Except for minor mistakes, the fairy tale is clear, well-organised and makes sense. Some cohesion strategies are used (linking words, deixis, elipsis...). It follows the four-part structure.	Broadly speaking, the fairy tale is clear and well-organised but sometimes it is hard to understand. Cohesion strategies are limited. The four-part structure is not entirely followed.	The fairy tale is not clear nor well-organised. Comprehension is hard and cohesion strategies are not employed. The four-part structure is not followed.
CONTENT	The content of the story is of great quality. It shows a departure from traditional fairy tales.	The content of the story is good. It shows a departure from traditional fairy tales.	The content of the story is good but repetitive. It reproduces traditional stereotypes.	The content of the story deviates from the instructions. It is simple and repetitive, too similar to the original and reproduces traditional stereotypes.

WHAT A WASTE!



Learning situation for EFL classes

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WHAT A WASTE!

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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
1. IDENTIFICATION DATA					
TITLE: What is sustainable consumption?					
Stage	ESO	Year	3	Group	B
Subject:	Foreign Language I	Link to other subjects	Biology and geology and economy workshop.		
# of sessions:	2 sessions	Topic-theme	SDG 12: Responsible consumption and production		
Final output description	The final output of this activity is the creation of a presentation regarding one of the issues or alternatives to consumerism presented in the booklet. Students will have to present their work in class.				

2. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):
<p>This learning situation is connected to the students' real lives because of the current need to protect the environment, which is a source of growing worry for many people. It is mainly related to SDG 12 (Responsible Consumption and Production), although it is also closely linked to other SDGs, such as number 11 (Sustainable Cities and Communities) and 13 (Climate Action). Likewise, it has a connection with the subjects of biology and geology (since it addresses issues like recycling and the environment) as well as the economy workshop (since it is related to our shopping choices). Students are likely to find it motivating, as they probably implement measures to fight climate change in their everyday lives. Besides, local food markets and other kinds of responsible consumption are also options that they might consider when buying something. Moreover, in this learning situation, students are encouraged to explore the topics that they personally find more interesting, which might make their research more stimulating. Finally, students will be working on some of the key competences for</p>

lifelong learning, such as plurilingual competence, because this activity implies using different languages, orally or signed, to learn and communicate with each other. Following the competences presented by the Spanish Government, linguistic communication competence will be practised in this activity because students are expected to interact with their classmates using coherent speech, and students will work on their digital competence by learning how to use ICTs in a secure, healthy, sustainable, critical and responsible way, by creating a presentation using technological tools. Personal, social and learning to learn competences will be practised when students are asked to reflect on themselves and their life choices and to collaborate with others. Students will be constantly asked to be creative, to make decisions, to cooperate with classmates, and to make themselves aware of their own entrepreneurial skills and aptitudes, building up their entrepreneurial competence. Furthermore, citizenship competence is related to this activity because students will be working on topics related to sustainability and are expected to act in their immediate social environment in a critical, tolerant and democratic way.

Key competences
<ul style="list-style-type: none"> ● Plurilingual competence ● Linguistic communication competence ● Entrepreneurial competence ● Digital competence ● Personal, social and learning to learn competence ● Citizenship competence

Specific skills	Assessment criteria
<ul style="list-style-type: none"> ● Listening comprehension (CE2) ● Reading comprehension (CE3) ● Speaking (CE4) ● Writing (CE5) ● Oral and written interaction (CE6) ● Oral and written mediation (CE7) 	<p>During the first session, the teacher will have a battery of questions to assess if the students understand the video. In the presentations, the main part of the assessment criteria is based on a rubric that the teacher will use. Moreover, H5P activities and a Quizlet will be used as assessment instruments.</p>

3. METHODOLOGY	
<p>Methods, Techniques, didactic strategies and pedagogical models</p>	<ul style="list-style-type: none"> ● Inquiry-Based Learning ● Gamification & Game-based Learning

4. TIME FRAME							
<p>Lesson Plan 1, session 1 Name: What is sustainable consumption?</p>							
<p align="center">Teaching-Learning Activities by class sessions</p> <p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RA); Complementary and extracurricular activities (CEA).</p>							
B	MA	<p>Activity 1: The teacher starts a discussion with the class by asking, “What is sustainable consumption?” (page 3). The teacher continues the discussion by asking: Do you recycle? Do you buy your clothes online? Do you buy second-hand items? Where do you buy your groceries?</p>					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
The discussion can be done in smaller groups or as a class.	No materials are needed for this activity. The questions can be viewed on page 3 of the book.	The space required to do this activity is the classroom.	In this part of the activity, the teacher will have a set of questions to ask the students to assess if they are capable of expressing their opinion on the subject.	Linguistic Communication, Plurilingual, Entrepreneurial and Citizenship	Specific competence s: CE2, CE4, CE6, CE7. Assessment criteria: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.	Vocabulary related to waste and consumption, present simple and continuous. Abilities to express an opinion and argumentative skills.	15 minutes
B	MA EA	<p>Activity 2: Let students research the question “What is sustainable consumption?” by doing three H5P activities: an interactive video about circular economy, a drag-and-drop activity, and a fill-in-the-blank activity focused on the vocabulary from the video (page 3).</p>					

Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
The activity can be done in groups or individually .	All the materials used for these activities are found on page 3 of the book. The H5P activities are given using QR codes.	The space required to do this activity is the classroom. If the classroom does not have a projector, students can watch the video using their phones or tablets. The H5P activities can be found in Aules.	In this part of the session, the H5P activities will be used to assess the students.	Linguistic Communication, Digital and Personal, Social, and Learning to Learn.	Specific competences: CE2, CE3, CE5. Assessment criteria: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.2.	Vocabulary related to waste and consumption. Digital abilities.	15 minutes
D DA	Activity 3: In groups, students choose a topic from the ones mentioned in the book (electronic waste, fast fashion, food waste or initiatives) and research one of them with the resources they can find in the book (on page 3), where they can also read the definitions of some of the keywords used in the videos (page 4). Later they must make a digital presentation to share their findings.						
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

This activity has to be done in groups of 5 (4 groups in total)	All the materials used for these activities are found on pages 3 and 4 of the book. All the videos to continue doing the research are given using QR codes.	The space required to do this activity is the classroom. If needed, the teacher can go to the computer room.	No assessment instruments are required in this activity.	Linguistic Communication, Digital, Personal, Social and Learning to learn.	Specific competences: CE2, CE3, CE5, CE6, CE7 Assessment criteria: 2.1, 2.2, 2.3, 3.1, 3.4, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.	Grammar (present simple, continuous and future simple) and vocabulary related to waste and consumerism. Communicative strategies and abilities. Digital abilities.	25 minutes
Estimated duration of the session							55 minutes

Lesson Plan 1, session 2							
Name: What is sustainable consumption?							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RecA); Complementary and extracurricular activities (CEA).							
D	DA CA	Activity 1: The groups formed in session 1 present their research. Their presentations should last between 5 and 7 minutes.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

This activity has to be done in groups.	The materials needed for this activity are computers. If students do not have access to their own laptops, the high school has to be able to offer them. Students will need a screen projector to display their presentations.	The space where the activity has to be done is the classroom. If needed, students can do the activity in the computer laboratory.	The teacher will have a rubric to fill in, to assess the students. Students will be assessed in terms of grammar, presentation, and vocabulary.	Linguistic Communication, Entrepreneurial, Digital and Personal, Social and Learning to Learn.	Specific competences: CE2, CE3, CE4, CE5, CE6. Assessment criteria: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.2, 6.3.	Grammar (present simple, continuous and future simple) and vocabulary related to waste and consumerism. Communicative strategies and abilities.	30 minutes
S	CA AA	Activity 2: Students play a Quizlet unit (page 4) to practise the vocabulary related to sustainable consumption mentioned in videos and presentations. The format to be played should be “checkpoint” to assess the students’ knowledge of vocabulary.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

This activity has to be done individually.	Students can use phones or computers. A QR of the Quizlet game can be found on page 4.	The space required to do this activity is the classroom.	The Quizlet will be the assessment instrument.	Linguistic Communication and Digital	Specific competences: CE3. Assessment criteria: 3.1, 3.3.	Vocabulary related to the videos previously seen. Digital abilities.	15 minutes
S	CA AA	Activity 3: The teacher makes students reflect by asking: What new words have you learnt today? What did you learn about sustainable consumption? Are there any changes you can make in your daily life to consume more responsibly? (page 4)					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
This activity has to be done individually.	If needed, students can find the questions on page 4 of the book.	The space required is the classroom. If needed, students can reflect at home as homework.	The teacher will have a set of questions to ask the students to assess if they have paid attention to their classmates' presentations.	Linguistic Communication, Plurilingual, Entrepreneurial and Personal Social and Learning to Learn.	Specific competences: CE2, CE4, CE6, CE7. Assessment criteria: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.	The vocabulary students have worked on during the activities.	10 minutes
Estimated duration of the session							55 minutes

Estimated duration of the learning situation

1 hour 50 minutes

Attention to diversity

Following the Spanish PDC (Programa de Diversificación Curricular), these activities can be adapted to those students who need them. The font size of the book and the styles follow the recommendation for students with special needs. Moreover, all of the videos used in this learning situation are subtitled. We can also use methodological alternatives for students who have learning disorders like dyslexia or neurological disorders like ADHD, for example. In the case of having a student with hearing difficulties, an interpreter, if needed, can help the student. Students who do not speak any of the official languages are allowed to use dictionaries and translation devices.

Transversal topics - SDGs

The transversal topics related to the SDGs are industry, innovation and infrastructure (9), sustainable cities and communities (11) and climate action (13).

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TABLE FOR THE DESIGN OF A LEARNING SITUATION					
5. IDENTIFICATION DATA					
TITLE: Cooking up an e-mail!					
Stage	ESO	Year	3	Group	B
Subject:	Foreign Language I	Link to other subjects	Spanish, Valencian		
# of sessions:	2	Topic-theme	Formal e-mail writing and polite requests		
Final output description	The final output of this learning situation is an e-mail to a famous chef written by the students in groups. They should take into account the guidelines provided by the teacher on how to write a formal e-mail.				

6. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):
<p>This learning situation is based on a challenge that students are likely to encounter in their future lives, namely having to write a formal e-mail. Knowing that they are acquiring skills and knowledge that they may need someday is likely to motivate students. With these activities, they will learn how to use modal verbs to make texts more formal, as well as the typical structure of a formal e-mail and the greeting expressions employed in this type of text. Furthermore, our objective is to work on basic competences for lifelong learning such as plurilingual competence, which implies using different languages, orally or signed, to learn and communicate with each other, linguistic communication competence, built up when students interact with their classmates using a coherent speech, personal, social and learning to learn competences, since students are asked to reflect on themselves and their life choices and to collaborate with others. Entrepreneurial competence will be worked on because students are constantly asked to be creative, to make decisions, to cooperate with classmates,</p>

and to make themselves aware of their own entrepreneurial skills and aptitudes, while citizenship competence will be developed on account of students working on topics closely related to sustainability and are expected to act in their immediate social environment in a critical, tolerant and democratic way.

Key competences
<ul style="list-style-type: none"> ● Plurilingual competence ● Linguistic communication competence ● Entrepreneurial competence ● Personal, social and learning to learn competence ● Citizenship competence

Specific skills	Assessment criteria
<ul style="list-style-type: none"> ● Listening comprehension (CE2) ● Reading comprehension (CE3) ● Speaking (CE4) ● Writing (CE5) ● Oral and written interaction (CE6) ● Oral and written mediation (CE7) 	<p>During the first session, the teacher will have a set of questions to assess if the students are able to express their opinion. Students will also assess several activities as a class and will write down the most common mistakes.</p>

7. METHODOLOGY	
Methods, Techniques, didactic strategies and pedagogical models	<ul style="list-style-type: none"> ● Task-based Learning
8. TIME FRAME	
<p>Lesson Plan 2, session 1 Name: Cooking up an e-mail</p>	

Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RecA); Complementary and extracurricular activities (CEA).							
B	MA	Activity 1: As a class, discuss the following questions: Do you know any famous chefs? How would you contact a famous chef? How would you convince a chef to take part in your marketing campaign for your city's farmers' market? (page 5)					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
As a class.	No materials are needed for this activity. The questions can be viewed on page 5 of the book.	The space required to do this activity is the classroom.	The teacher will have a set of questions to ask the students to assess if they are capable of expressing their opinion on the subject.	Linguistic Communication, Plurilingual and Entrepreneurial competence	Specific competences: CE2, CE4, CE6, CE7. Assessment criteria: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.	Abilities to express an opinion and argumentative skills. Vocabulary related to communication channels. Making requests.	5 minutes
B	MA	Activity 2: In groups, students choose a chef to write to for them to take part in their marketing campaign.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

<p>The chef selection must be done in groups, previously decided in session 1.</p>	<p>No materials are needed for this activity.</p>	<p>The space required to do this activity is the classroom.</p>	<p>No assessment instruments are required in this activity.</p>	<p>Linguistic Communication Plurilingual, Entrepreneurial, Personal, Social and Learning to Learn</p>	<p>Specific competences: CE4, CE6, CE7 Assessment criteria: 4.1, 4.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.</p>	<p>Abilities to express a personal opinion.</p>	<p>5 minutes</p>
<p>D</p>	<p>RA</p>	<p>Activity 3: After choosing a chef students should read the e-mail example and the tips (page 5) and complete the <i>Let's practice!</i> activity (page 6). The activity will be corrected as a class.</p>					
<p>Types of grouping (individual, groups, pairs, etc.)</p>	<p>Materials and resources</p>	<p>Spaces (Classroom (Virtual Learning Environment, EVA, etc.)</p>	<p>Assessment instruments: assessing (a) & qualifiers (q)</p>	<p>Key Compet.</p>	<p>Specific Comp. and Assess. Criteria</p>	<p>Basic knowledge</p>	<p>Timing</p>
<p>The reading and the book activity can be done individually</p>	<p>The material the students will need is the book (pages 5 and 6).</p>	<p>The space required to do this activity is the classroom.</p>	<p>The assessment is carried out as a class when correcting the activity.</p>	<p>Linguistic Communication and Social and Learning to Learn</p>	<p>Specific competences: CE3, CE5 Assessment criteria: 3.1, 3.3, 5.1, 5.2.</p>	<p>Reading comprehension skills. The modal verb <i>would</i> be for polite requests and invitations.</p>	<p>20 minutes</p>
<p>D</p>	<p>DA</p>	<p>Activity 4: In groups, students write an e-mail to the chef they selected (page 7), trying to follow the guidelines and tips from the book.</p>					
<p>Types of grouping (individual, groups, pairs, etc.)</p>	<p>Materials and resources</p>	<p>Spaces (Classroom (Virtual Learning Environment, EVA, etc.)</p>	<p>Assessment instruments: assessing (a) & qualifiers (q)</p>	<p>Key Compet.</p>	<p>Specific Comp. and Assessment Criteria</p>	<p>Basic knowledge</p>	<p>Timing</p>

In groups, previously decided in session 1.	The material the students will need is the book (page 7).	The space required to do this activity is the classroom.	No assessment instruments are required in this activity.	Linguistic Communication, Entrepreneurial, Personal, Social and Learning to Learn	Specific competences: CE5, CE6, CE7 Assessment criteria: 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3.	Formal e-mail writing skills. The modal verb <i>would be</i> for polite requests and invitations. Vocabulary related to events organisation and responsible consumption.	25 minutes
Estimated duration of the learning situation							55 minutes

Lesson Plan 2, session 2 Name: Cooking up an e-mail							
Teaching-Learning Activities by class sessions							
Beginning (B) Development (D) Synthesis (S)							
Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RecA); Complementary and extracurricular activities (CEA).							
D	DA	Activity 1: All groups choose a representative to read their group's e-mail. While the representative of one group reads, the other groups write down the mistakes they notice.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing

<p>The discussion is carried out in groups. The reading of the e-mail and writing of the mistakes is individual.</p>	<p>The material students will need is the e-mail they have written in their book and a piece of paper to write down the mistakes they notice.</p>	<p>The space required to do this activity is the classroom.</p>	<p>No assessment instruments are required in this activity.</p>	<p>Linguistic Communication, Entrepreneurial and Plurilingual</p>	<p>Specific competences : CE2, CE4, CE5, CE6, CE7 Assessment criteria: 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1.</p>	<p>Pronunciation and enunciation skills. Listening skills.</p>	<p>30 minutes</p>
<p>S RA</p>	<p>Activity 2: Discuss the grammar and vocabulary mistakes students noticed during the reading of the e-mails. Then students write down in their books the most common mistakes and the correct options (page 8).</p>						
<p>Types of grouping (individual, groups, pairs, etc.)</p>	<p>Materials and resources</p>	<p>Spaces (Classroom (Virtual Learning Environment, EVA, etc.)</p>	<p>Assessment instruments: assessing (a) & qualifiers (q)</p>	<p>Key Compet.</p>	<p>Specific Comp. and Assessment Criteria</p>	<p>Basic knowledge</p>	<p>Timing</p>
<p>As a class.</p>	<p>The teacher will need a whiteboard to write down the most common mistakes. Students will need the book (page 8).</p>	<p>The space required to do this activity is the classroom.</p>	<p>Students will have to take notes on the mistakes their peers are making. After all of the groups have read their e-mail, students will share the most common mistakes made during the</p>	<p>Linguistic Communication, Plurilingual and Entrepreneurial</p>	<p>Specific competences: CE2, CE3, CE4, CE5, CE6, CE7 Assessment criteria: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.3</p>	<p>Argumentative skills.</p>	<p>20 minutes</p>

			activity.				
S	MA	Activity 3: After the readings and the discussion on mistakes, the class decides which e-mail was the most convincing one, making the chef to whom it was addressed the face of the marketing campaign for all the groups (page 8).					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
As a class.	Students have to write down the name of the selected chef on page 8 of the book.	The space required to do this activity is the classroom	No assessment instruments are required in this activity.	Linguistic Communication, Plurilingual and Entrepreneurial	Specific competences: CE4, CE6, CE7 Assessment criteria: 4.1, 4.2, 6.1, 6.2, 6.3, 7.1.	Abilities to express an opinion and argumentative skills.	5 minutes
Estimated duration of the learning situation							55 minutes
Estimated duration of the learning situation							1 hour 50 minutes

Attention to diversity	Transversal topics - SDGs
<p>Following the Spanish PDC (Programa de Diversificación Curricular), these activities can be adapted to those students who need them. For example, the font size of the book and the styles follow the recommendation for students with special needs. We can also use methodological alternatives for students who have learning disorders like dyslexia or neurological disorders like ADHD, for example. In the case of having a student with hearing difficulties, an interpreter, if needed, can help the student. Students who do not speak any of the official languages are allowed to use dictionaries and translation devices.</p>	<p>The transversal topics linked to the SDGs in this learning situation are good health and well-being (3) and sustainable cities and communities (11).</p>

References and electronic resources

- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020, 122868-122953. <https://www.boe.es/eli/es/lo/2020/12/29/3>

TABLE FOR THE DESIGN OF A LEARNING SITUATION					
9. IDENTIFICATION DATA					
TITLE: Farmers' Market(ing)					
Stage	ESO	Year	3	Group	B
Subject:	Foreign Language I	Link to other subjects	Spanish, Valencian, arts and crafts, ICTs and economy workshop.		
# of sessions:	2	Topic-theme	Advertisement designing		
Final output description	The town hall of our city has contacted your marketing business to promote a farmers' market in your city.				

10. LINK TO CURRICULAR ELEMENTS
Justification (significant, motivational, connected to the real world, transversal elements) (taking into account the learning situation: description of the competence task and selection of the situation):
<p>Due to the globalised world, we live in and the over-consumption that we witness, it is highly important to tackle this phenomenon in educational centres. Advertisements and marketing have become the growing businesses of the twenty-first century, and students have to be able to know how both advertisements and marketing work. This importance helps to cover different competences in the secondary education curricula. Those competences covered by this activity are linguistic communication skills: students will be able to interact orally, in writing or multimodally in a coherent and adequate way on different levels, in different contexts, and with different communicative purposes. Multilingualism implies using different languages, orally or signed, to learn and communicate with each other. Students are expected to use English during the sessions, but they will also use their first language, creating situations that will help them to mediate and perform transferences between languages. Following the competences proposed by the Spanish government, students will work on their digital competence by learning how to use ICTs in a secure, healthy, sustainable, critical and responsible way, by creating an advert using new technologies. A sense of initiative and entrepreneurship will be developed during the activities to build up a focus to act on opportunities and ideas, using specific knowledge to generate valuable results for others.</p>

Key competences
<ul style="list-style-type: none"> ● Plurilingual competence ● Linguistic Communication competence ● Digital competence ● Entrepreneurial competence ● Personal, Social and Learning to Learn competence ● Citizenship competence

Specific skills	Assessment criteria
<ul style="list-style-type: none"> ● Listening comprehension (CE2) ● Reading comprehension (CE3) ● Speaking (CE4) ● Writing (CE5) 	<p>During the second session, students will assess each other following a peer-assessment rubric included in the book. The teacher will also follow the same rubric to assess the students' final task and performance. Finally, the students will complete a self-assessment questionnaire to evaluate and reflect on their performance.</p>

11. METHODOLOGY	
Methods, Techniques, didactic strategies and pedagogical models	<ul style="list-style-type: none"> ● Multiliteracies learning framework ● Task-based learning
12. TIME FRAME	
Lesson Plan 3, session 1 Name: Farmers' Market(ing)	

Teaching-Learning Activities by class sessions							
<p>Beginning (B) Development (D) Synthesis (S) Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RecA); Complementary and extracurricular activities (CEA).</p>							
B	MA	Activity 1: Now that they know what responsible consumption is and they have contacted their chef and chosen the best e-mail, each team will create a different type of advertisement to promote the farmers’ market. As a class, they have to watch and discuss several different types of advertisements from several farmers’ markets (page 9).					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
In groups, already decided in learning situation 1.	The teacher will need a screen projector to show the different advertisements.	The space required for this activity is the classroom.	No assessment instruments are required in this activity.	Linguistic Communication, Plurilingual and Entrepreneurial	Specific competence s: CE2, CE3 Assessment criteria: 2.1, 2.2, 3.1, 3.2, 3.3.	Listening skills Abilities to express an opinion and argumentative skills.	10 minutes
D	EA	Activity 2: After discussing the different types of advertisements, each group chooses one to focus on. They have to create an advertisement following the characteristics chart on page 10 and the tips and basic details of the market on page 11.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom, Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing

In groups, already decided in learning situation 1.	Students will need a computer or their mobile phones to create their own advertisements.	The space required to do this activity would be a classroom with computers.	No assessment instruments are required in this activity.	Digital, Entrepreneurial and Linguistic Communication	Specific competences: CE4, CE5 Assessment criteria: 4.1, 4.2, 5.2, 5.2.	Digital abilities	45 minutes
Estimated duration of the learning situation							55 minutes

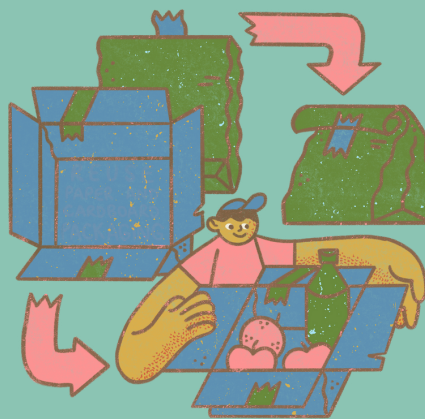
Lesson Plan 3, session 2 Name: Farmers' Market(ing)							
Teaching-Learning Activities by class sessions							
<p>Beginning (B) Development (D) Synthesis (S)</p> <p>Classification of Teaching-Learning Activities: Motivation Activities (MA); Development Activities (DA); Consolidation Activities (CA); Reinforcement Activities (RA); Expansion/Development Activities (EA); Assessment Activities (AA); Recovery Activities (RecA); Complementary and extracurricular activities (CEA).</p>							
S	CA AA	Activity 1: Each group will present their advertisement proposal in front of the class. The rest of the groups will fill in the peer-assessment rubrics (pages 12 and 13).					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assess. Criteria	Basic knowledge	Timing
In groups already decided in learning situation 1.	Students will need a screen projector to display their presentations.	The space required to do this activity is the classroom.	Students will use peer assessment rubrics provided by the teacher to evaluate the	Digital, Entrepreneurial and Linguistic Communication	Specific competence s: CE4, CE5 Assessment criteria: 4.1,	Speaking and listening skills.	45 minutes

			group that is doing the presentation. The teacher will follow the same rubric and will calculate the average of all the results.	competence	4.2, 5.1, 5.2.		
S	AA	Activity 2: After having presented their advertisements, the students will fill in the self-assessment rubrics on page 14.					
Types of grouping (individual, groups, pairs, etc.)	Materials and resources	Spaces (Classroom (Virtual Learning Environment, EVA, etc.)	Assessment instruments: assessing (a) & qualifiers (q)	Key Compet.	Specific Comp. and Assessment Criteria	Basic knowledge	Timing
Individual	The only material needed is the self-assessment questionnaire, found on page 14 of the book.	The space required to do this activity is the classroom.	Each student has to fill in a self-assessment questionnaire to evaluate their own performance.	Personal, Social and Learning to Learn	Specific competences CE3 Assessment criteria: 3.1, 3.3.	Reading and comprehension skills.	10 minutes
Estimated duration of the session							55 minutes
Estimated duration of the learning situation							1 hour 50 minutes

Attention to diversity	Transversal topics - SDGs
<p>Following the Spanish PDC (Programa de Diversificación Curricular), these activities can be adapted to those students who need them. The font size of the book and the styles follow the recommendation for special needs students. Moreover, the peer assessment rubric will be adapted with a larger font size. We can also use methodological alternatives for students who have learning disorders like dyslexia or neurological disorders like ADHD, for example. In the case of a student with hearing difficulties an interpreter, if needed, can help the student. Students who do not speak any of the official languages are allowed to use dictionaries and translation devices.</p>	<p>The transversal topics linked to the SDGs in this learning situation are decent work and economic growth (8), sustainable cities and communities (11), and climate action (13).</p>

References and electronic resources
<ul style="list-style-type: none"> ● Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020, 122868-122953. https://www.boe.es/eli/es/lo/2020/12/29/3 ● Proud Digital Media. (2018, November 12). <i>Farmers Market Video Commercial Production, Farmers Market Video Production, Farmers Market Ad</i> [Video]. YouTube. https://www.youtube.com/watch?v=9WOn6oqPaMI ● The Gap Farmer's Market. (2015, August 7). <i>The Gap Farmers Market - radio ad on 96five</i> [Video]. Facebook. https://www.facebook.com/thegapfarmers/videos/the-gap-farmers-market-radio-ad-on-96five/949510891776455/

UNIT 7
WHAT



A

WASTE!



Unit contents

1. What is sustainable consumption?

- To raise awareness of sustainable consumption.
- SDG 12 related vocabulary.
- Learn about issues and solutions regarding sustainable consumption.



2. Cooking up an e-mail

- Learn how to write a formal e-mail.
- Functional English: polite requests.

3. Farmers' Market(ing)

- Learn about different types of advertisements.
- Foster creativity.
- Peer assessment and self-assessment abilities.



Main challenge of the unit

The Townhall of your city has contacted your marketing business to promote a Farmers' Market in your city.

Sustainable Development Goal

SDG 12:
Responsible consumption and production



3

1. WHAT IS SUSTAINABLE CONSUMPTION?

1. Question time!

- What is sustainable consumption?
- Do you recycle?
- Do you buy your clothes online?
- Do you buy second-hand items?
- Where do you buy your groceries?



2. Go to your AULES page to do the following activities



3. Work in groups

In groups, choose a topic you would like to know more about and continue with the research.

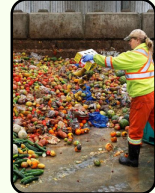
DON'T GIVE UP ON THINGS



Electronic waste



Fast Fashion



Food waste

Initiatives



Electronic repair



Giving up fast fashion



Against food waste

You can use Canva, PowerPoint, Prezi... to make your presentation. Be creative!



1. WHAT IS SUSTAINABLE CONSUMPTION?

4. Key words

middleman

A person who buys goods from the company that has produced them and makes a profit by selling them to a shop or a user.

use-by date

A date that is printed on a container of food, medicine, etc. to show that it may not be safe to use it after that particular date.

stall

A large table or a small shop with an open front from which goods are sold in a public place.

pile up

To accumulate.

outsourced

Given to another company to do, often because that company has the skills to do it or it can be done cheaper.

refurbished

Made to look new again by work such as painting, repairing, and cleaning.

discarded clothes/electronic devices

Thrown away as garbage.

undercut

To charge less than a competitor.



5. Quizlet: Let's test your knowledge!



6. Reflect

- What new words have you learnt today?
- What did you learn about sustainable consumption?
- Are there any changes you can make in your daily life to consume in a more responsible way?



5

2. COOKING UP AN E-MAIL!

- ### 1. Discussion
- Do you know any famous chefs?
 - How would you contact a famous chef?
 - How would you convince a chef to take part in your marketing campaign for your city's farmers' market?



We use **would** for invitations and to make polite requests.
Would you like to come?
I would like to talk to you.

2. Formal e-mail format

New message

For: farmingjobs@jobs.co.uk

Subject: Farmer job position

Dear Sir/Madam,

I would like to apply for the position of strawberry farmer, which I saw advertised in your page.

At present I am studying an Agriculture and Farm management degree at the Royal Agricultural University. Moreover, for the last two years I have been working in a local wheat farm.

I feel I would be suitable for the job because of my extensive knowledge of cultivation practices. Furthermore, I consider myself a very hard-working person.

I would be very grateful if you would consider my application.

Yours faithfully,
Jordan Green

If you know the name of the person: *Dear Ms/Mr Smith.*

Make clear why you are a suitable candidate or why your offer would be beneficial for the recipient.

If you know the person's name, end with *Yours sincerely.*

Clear and brief.

Say what you are writing about.

Briefly describe yourself and your situation or offer.

Avoid contractions, colloquial language, direct questions and informal punctuation.

6

2. COOKING UP AN E-MAIL!

3. Before writing your e-mail...

Let's practise!

Make the following sentences more polite by using the modal verb *would*.

1. Come to our market.
2. Show your creations at the market.
3. I will be very grateful if you help me study for my exam.
4. Send me the details of the meeting.
5. I want to have a meeting with you.
6. Perform in our town.
7. I will be very grateful if you participate in our campaign.



7

2. COOKING UP AN E-MAIL!

4. Writing: formal e-mail

In groups write an e-mail to a famous chef asking him/her to be the face of your city's farmers' market. Remember to include the **date**, **place** and the main **characteristics** of the farmers' market. Write **100-120** words.

New message

For

Subject



8


2. COOKING UP AN E-MAIL!

5. Now discuss with your classmates the most frequent grammar and vocabulary mistakes you made when writing your e-mails. Complete the grid so you don't make the same mistakes again!

COMMON MISTAKES		
✗	Grammar	✓
✗	Vocabulary	✓

6. Selecting a chef!

After reading all the e-mails choose the most convincing one. The chef to whom the best e-mail was addressed to will be the one that will promote your farmers' market!



The face of our campaing is chef

.....

9

3. FARMERS' MARKET(ING)

1 INSTAGRAM POST



2 BROCHURE



3 PROMOTIONAL VIDEO



4 RADIO ADVERTISEMENT



3. FARMERS' MARKET(ING)

1. Types of advertisements

	INSTAGRAM POST	BROCHURE	VIDEO	RADIO ADVERTISEMENT
WRITTEN TEXT	✓	✓	Optional	
VOICE-OVER			Optional	✓
IMAGES	✓	✓	✓	
MUSIC			Optional	Optional
POSITIVE ASPECTS	✓	✓	✓	✓
DETAILS (time and date, location, contact number...)	✓	✓	✓	✓
INTER-ACTIVE	✓		✓	

Register:

A farmers' market advertisement could be written in any register (formal, informal or neutral). Instagram posts tend to be informal, while the other genres are usually written with a neutral tone, but other options are also possible!



11

3. FARMERS' MARKET(ING)

2. Tips for your advertisement

INSTAGRAM POST

-Attention is caught through visual means.

-Remember that this is an interactive advertisement. People may comment on it, "like" it or "unlike" it, etc. You can include hashtags or links, or ask people to "like" your post.



BROCHURE

Attention must be caught through visual elements.

RADIO ADVERTISEMENT

- Attention must be caught through auditory elements.
- Project your voice properly to catch attention.
- It should contain a breakthrough beginning.

VIDEO

-Attention may be caught through both visual and auditory elements.

-This is also an interactive advertisement, since people can comment on it and "like" it or "unlike" it.

3. Now it's your turn!

In groups, create an advertisement for the market (each group has to create a different type of advertisement).

Don't forget to add



- PLACE/LOCATION
- DATES AND TIME
- KIND OF STALLS
- YOUR CONTACT



Peer assessment rubric

	0	1	2	3
<p><i>YOU'VE TOTALLY GOT THIS!</i></p> <p>Contents and creativity</p>	<p>The contents weren't coherent at all and didn't follow the guidelines. The advertisement lacks creativity and originality.</p>	<p>The contents were somewhat coherent and followed some of the guidelines. The advertisement isn't very original nor creative.</p>	<p>The contents were coherent and followed some of the guidelines. The advertisement is very original and creative.</p>	<p>The contents were coherent and followed the guidelines. The advertisement is very original and highly creative.</p>
<p>Body language</p>	<p>The student is nervous. Rigid posture and little to no eye contact with the audience.</p>	<p>The student is slightly nervous. The student's posture is mostly rigid and has difficulties maintaining eye contact.</p>	<p>The student seems relaxed. Most of the time the student maintains eye contact with the audience.</p>	<p>Communicative and expressive body language. The student maintains eye contact with the audience.</p>
<p>Volume</p>	<p>The student mumbles and speaks very softly, making hearing very difficult.</p>	<p>The student's voice is a little low. Hearing can be difficult at times.</p>	<p>The student uses a clear voice.</p>	<p>The student uses a clear and motivating voice.</p>
<p>Fluency and pronunciation</p>	<p>The student hesitates and reads at all times their notes. Their pronunciation is unintelligible making communication difficult.</p>	<p>The student reads most of the time and there is some hesitation. Some mispronunciations occur, but can be understood.</p>	<p>The student reads occasionally. Words are generally pronounced correctly.</p>	<p>The student doesn't read at all. Their speech is natural and their pronunciation intelligible.</p>

13

3. FARMERS' MARKET(ING)

7. Mark your classmates' presentation skills from 0 to 3 following the rubric shown in the previous page.

Student's name	Team 1					Team 2				
Contents and creativity										
Body language										
Volume										
Fluency and pronunciation										
Total	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12

Student's name	Team 3					Team 4				
Contents and creativity										
Body language										
Volume										
Fluency and pronunciation										
Total	/12	/12	/12	/12	/12	/12	/12	/12	/12	/12

3. FARMERS' MARKET(ING)

6. Time to self-assess!

Now it's your turn! Complete the following questionnaire and assess your own abilities.



Self-assessment questionnaire

	Always	Sometimes	Never
1. I made eye contact with the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I spoke loudly enough so everyone could hear me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My voice was motivating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My posture and facial expressions were natural.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I didn't interrupt the members of my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

