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# Trabajo Fin de Máster en Profesorado ESO Especialidad Lenguas Extranjeras: inglés

Application of the Project Based Language Learning and Flipped Classroom Methodologies to an E-Learning Didactic Unit Design and Proposal about Environmental Issues titled “Go Green Project” for the English Subject of Fourth-Year Compulsory Secondary Spanish Education.

Empleo de las metodologías de aprendizaje por proyecto y clase invertida al diseño y propuesta de unidad didáctica online bajo la temática del medio ambiente titulada “Go Green Project” para la asignatura de inglés de cuarto de ESO

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## **Abstract**

The global health pandemic that has scourged the world this year forced the education system to close schools and adapt the learning process to the confinement which resulted, in most of the cases, in a not so attractive remote teaching. Nevertheless, this situation opened the door to new learning possibilities and gave space to methodologies that so far were not taken into account, specially incorporating online tools. The result also affected not only teachers, as they had to adapt their course plan, but also students' motivation. For this reason, this paper presents a unit proposal for a fourth-Year-ESO course that combines Project Based Language Learning, Flipped Classroom and the use of Ed-Tech as an approach to online education. In seven lessons, divided into *home activities* and *online sessions*, students will learn not only English but also the problems and consequences of Global Warming. This unit aims for the learner to be the protagonist of their own learning process and to promote a communicative environment that facilitates the learning process even in the distance

**Key words:** Online teaching, PBL, Flipped Classroom, Environment, Global Warming

## **Resumen**

La crisis sanitaria que ha azotado el planeta durante este año ha forzado al sistema educativo a cerrar los centros y adaptar el proceso de enseñanza a la situación de confinamiento que dio lugar a un aprendizaje remoto. Esta situación abrió la puerta a nuevas posibilidades de aprendizaje y dio espacio a metodologías que hasta el momento no estaban siendo tenidas en cuenta., en especial las herramientas online. El resultado no sólo ha afectado a profesores, que han tenido que adaptar sus programaciones, pero también ha afectado a la motivación del alumnado. Por esta razón, este trabajo presenta una unidad didáctica para cuarto de la ESO que combina el aprendizaje basado por proyecto, la clase invertida y el uso de tecnología educativa como una nueva forma de abordar la enseñanza online. En siete lecciones divididas entre actividades de casa y sesiones online, los alumnos no sólo aprenderán inglés, sino que también los problemas y consecuencias del calentamiento global. Esta unidad presente hacer que el alumno sea el protagonista de su propio aprendizaje y facilitar un entorno comunicativo incluso a la distancia.

**Palabras clave:** Enseñanza online, aprendizaje por Proyecto, clase invertida, medio ambiente, calentamiento global

## 1. Introduction

When starting this Master's degree nobody expected a global health crisis that was coming from Asia and that would lead in several months of confinement and paralysing the economy, education and all our lives. It has affected so many aspects that we are not still sure of its consequences. What we cannot deny is that education is one of the main pillars of our society and changing the classrooms and face-to-face lessons for living rooms or bedrooms and a screen it is something that had an effect not only on students and teachers but also families.

Due to this, the teaching practice that was going to be the context of this unit proposal was adapted to this pandemic, resulting in some online teaching or as other called *Emergency Remote Teaching (ERT)* (Hodges, Moore, Lockee and Trust.2020) as it was a quick adaptation of the lessons to the new situation. This raised several questions among professionals and opened different doors to new teaching methodologies and Ed-Tech tools to incorporate in the new lesson plans. This was not one way changed, not only teachers had to adapt their teaching, but also students their leaning process as they did not have the teacher next to them to solve doubt or the classmates to interact.

Online teaching is not something new and ICT tools were already started to be included in the classrooms, but could this new way of teaching get its place in Public education? How is it going to be going back to school after the pandemic? Some questions are making everybody questioned face-to-face teaching and giving space to blended teaching.

All these questions came to my mind while I was in my teaching practice in the IES Andalán. I was in charge of teaching two groups of fourth-year-ESO and they used the platform *Google Classroom* as a way to communicate with the students; the teacher uploaded the activities and the instructions there and then the students sent the answers by email. The next day, the teacher provided the answers and some individual feedback to each learner by email. The activities were not linked and there was not interaction at all. As explained later, this lack of contact and the type of activities also affected students' motivation and raised complains on the number of tasks they had to do and their difficulty.

That situation helped me to design this unit in which I propose a Project-Based Language Learning (PBL) combined with Flipped Classroom and that will cover the topic of being environmentally friendly. This topic was the one I had to teach during my practice and I thought it was a good topic to include as we know how pollution is affecting the Earth. There are a lot of things we can do as individuals to protect the environment and making students aware of this could be essential to get them to engage in this cause and try to save the planet.

Before explaining the unit in detail, this dissertation covers some important issues that will, later on, give more significance to the planned sequence. In the section below, the main objectives and the purpose of this dissertation are stated, followed by a section in which some justification for this unit is provided as well as some theoretical framework. This will present the main ideas on the topics that revolve around the unit plan such as SLA theories, CLT Approach, the use of Ed-tech and ICT tools, as well as the already mentioned PBL and the Flipped Classroom method. After this, the lesson plan will be developed and explain in further detail by providing a critical comment on it. Last but not least, the main aspects of this dissertation will be summarized in the conclusion as well as taking into consideration limitations and improvements.

## **2. Purpose and Objectives**

The general aim of this proposal of intervention is to present a unit designed to fill the needs that the current Covid-19 pandemic has brought to light in terms of teaching methodologies.

The online way of teaching has opened a new door for future world disasters or even a new way to see future education. Following this idea, this dissertation aims to propose a unit that will allow the teacher to maintain the same structure and standards that traditional learning offers but in the distance. Therefore, the key elements that the Aragonese Curriculum<sup>1</sup> states (objectives, Key Competences, content, methodology and evaluation criteria) will be taken into account and included in the proposal.

Following the new teaching trends, this unit also tries to offer a new view on how this online way of teaching can also promote a good cooperative learning environment thanks to the adaptation of some activities to this computer teaching. This also applies to the promotion of a more communicative atmosphere, because learning from the distance does not limit or

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<sup>1</sup> Aragonese Curriculum (Orden ECD/2016 de 26 de mayo)

erase the communicative competence from the lesson plan. These aspects will be linked to the goal of offering different EdTech that could be implemented to create a more engaging unit. The pandemic has led to a blossoming of a wide range of websites, applications and games that used to go unnoticed because there was no need to use them in class. However, we now find ourselves making use of those tools to make lessons more engaging and provide students with another input.

Last but not least, another aim that seeks this proposal is to raise self-awareness on environmental issues as well as their learning process. We live in a world that is in a constant fight with Global Warming and pollution. Bringing together the PBL unit and this important topic can have a great effect on the learners' environmental awareness as they will be involved in the project from the very beginning. This will be combined with the use of a portfolio in which it is expected that the students leave evidence of their learning.

### **3. Justification and Theoretical Framework**

#### **3.1. Justification**

As Hodges, Moore, Lockee and Trust (2020) stated, education switched into, what they call *Emergency Remote Teaching (ERT)* which means “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances”. Everybody thought this was going to last a few weeks or even a month, so the objective of this ERT was not to copy what was done in class into an online version but to keep providing students with instructions and knowledge.

Schools tried to do their best to connect learners and teachers and continue providing lessons but, in this attempt, some aspect may have been left behind. In this line, this dissertation aims to fill those gaps that I have seen during my ERT internship. During those two weeks, I had the time to experience in first-hand how this new teaching and learning process was carried out. The students moved from face-to-face communication to just simply send messages through *Google Classroom* or by email, in other words, all those communicative elements worked inside a classroom were left aside, having no space in this new way of teaching. Thus, I saw the need for suggesting new ways to enhance communication and engage students from home.



Regarding students' engagement, thanks to a research project some colleagues and I had to carry out for the subject Innovation and Classroom Research<sup>2</sup>, and regarding the effect of Covid-19 pandemic, I had another important reason why to propose this unit. The conclusions we draw in this research are that this group of fourth-year ESO showed an important decrease in the levels of motivation, comparing when they attended lessons at school. After analysing the answers some of our conclusions pointed in the way lessons or instructions were delivered, the method used to communicate and the load of work they had to do.

The topic of this unit, being more environmentally friendly, also raised from this situation and the teaching practice. During the confinement, we were witnesses to how our cities were not full of cars anymore and how animals started to take control of the streets. Soon, all TV news shared how this was affecting the environment and how levels of pollution were decreasing. As Stavreva Veselinovska, S., & Kirova, S. (2013) agreed in their paper, English teachers are very lucky because we can use the language to teach any subject we and our learners want. We are in a very advantageous situation and providing this, the combination of seeking language proficiency and raising awareness of such an important topic could be beneficial for the students.

So, it is after all these facts when I came up with the idea to design a unit that could connect students and teachers from their homes, keeping the learning standards and engaging students, making their home learning more attractive and manageable. At the same time, I felt the need of creating something that could be also adapted to a normal classroom environment, giving the teacher the possibility of delivering this unit either in a regular classroom or in case there is another global pandemic.

### 3.2. Theoretical Framework

This section will be devoted to discussing the theoretical framework that evolves around this unit plan proposal. First, there will be a review of the Second Language Acquisition Theories (SLA) and the Communicative Language Teaching approach (CLT). Then, the discussion will be focused on the differences between Online teaching, ERT and Computer-assisted language learning (CALL). The last sections will cover the use of EdTech in the EFL (English as a Foreign Language) classroom and the two teaching methods applied in the unit, which are Project-Based Language Learning (PBL) and Flipped Classroom.

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<sup>2</sup> See Appendix I

### **3.2.1. Second Language Acquisition and The Communicative Language Teaching Approach**

Throughout the history of Second Language Acquisition, there have been different tendencies that one way or another had an effect on Second Language Teaching. This section aims to review those theories and how they influenced the CLT approach.

It feels very far in the distance when researchers supported the Grammar-Translation Method when “languages were learned through reading and translating literary texts, learning grammar rules and memorizing vocabulary lists (Lightbown. 2000. p.434). Soon, people realized this method lacked oral proficiency and, in an attempt to achieve that the Direct Method showed up claiming that “languages should be taught in a natural way, that is, how children learn language” (Brandl. 2008. p.2). With the entrance of the 20th century, other approaches and methods also came to light. USA researchers came up with the Audiolingual Method following the idea that we learn through repetition and imitation that the Behaviourist psychology defended: “Through repeated reinforcement, a certain stimulus will elicit the same response time and again, which will then become a habit” (Mitchel et Al. 2013.p.28).

It was during the 80s and 90s that more learner-centred approaches started to emerge bringing SLA theories closer to a more communicative approach. These were The Total Physical Response, The Natural Approach or the Silent Way, among others. As Brandl (2008) points out, these methods did not last long but they had an influence on the field and helped developing other methods. At the end of the 80s, the CLT approach started to become noticeable as the importance of interaction and the exposure to comprehensible input became to raise (Lightbown. 2000). This new approach offered a new view on learning and teaching because it involves “a wide range of areas such as cognitive science, educational psychology, and second language acquisition (SLA)” (Brandl. 2008. p.6); this provides teachers with a great tool to combine with other approaches and methods in their goal to achieve effective teaching.

The CLT approach goes beyond seeking the teaching of communicative competence and set its own principles to be applied in the classrooms (Richards. 2006). Before going through the principles, it seems necessary to give meaning to the communicative competence that sets this new approach. In his research, Brandl defines this as “the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language” (Brandl. 2008. p.5). Then, we can say that CLT aims to

combine different components (linguistic, sociolinguistic, discourse and strategic) in order to achieve communicative competence (Brown. 2007).

If we take a look at the summary of the main principles of CLT made by Richards' (2006.p.13) we can see that one of the main features of this approach is to allow students experiment with the language, this links perfectly with another characteristic which is to develop fluency, but of course, without leaving behind accuracy. Brown (2007) also explains that an important feature of CLT is to focus on what happens in the real world and create activities that combine the needed skills that later on, students will need to communicate outside the classroom. Last but not least, it is also important to highlight that this approach defends the idea to “let students induce or discover grammar rules” (Richards. 2006. p.13).

### **3.2.2. E-learning: Online Teaching, Emergency Remote Teaching and Computer-Assisted Language Learning**

As mentioned, several times before, this health crisis has revolutionised the teaching field and opened the door to what some people call Online Teaching. This also has brought other concepts such as Emergency Remote Teaching (ERT) or the so-known term Computer-Assisted Language Learning (CALL). This section seeks clarification and review on these terms and their application to the education system.

Before going deeper into the online world, it seems necessary to give a definition of what we know as *Traditional Teaching*. Among different definitions there is one that fits properly with what we have experienced in the classrooms: “The instructor and learner synchronously interact and communicate, as they are physically and simultaneously present in the same room without the facilitation of the Internet and online technology” (Albrahim. 2020. p.10).

So, taking that into account, we can now deepen in the e-learning. Although this seems something new, as Hodges, Moore, Lockee and Trust (2020) remarked this field of study has been opened for decades and focused on quality online education. It seems confusing when searching for this part of education as “a large number of terminologies and definitions have been used to describe it (...) and Authors, researchers, theorists, and educators have defined online learning in a variety of ways and from the angles of various perspectives and disciplines” (Albrahim. (2020). p.11). Nevertheless, we can conclude that online learning is the learning that takes place through the internet and that allows knowledge acquisition by accessing learning materials on the Internet (Albrahim 2000). On the other hand, what we find is ERT which as I mentioned in the Justification section, it was the method adopted by

most of the schools, in an attempt to keep with the course plan and to make sure students continued acquiring the needed knowledge, all this was temporary and set-up quickly and having in mind that it was not for a long-term period (Hodges, Moore, Lockee and Trust.2020). The last term to deal with is CALL which is defined as “a method of teaching and learning languages with the help of computer and Internet-based resources (..) CALL supplements face-to-face language instruction but does not replace it” (Sahil & Devi. 2019. p.11). This means that this is more like a way to integrate online resources into a more blended learning style. By blended we mean a course which mixes traditional and online learning, in other words: “When less than 80% of the course content and activities are presented through the Internet, the course is called hybrid or blended” (Albrahim. 2020. p.10).

We all know that in our country there are different State o Private Universities that offer online Bachelor’s degrees or Master’s degrees, but there are no shreds of evidence of online courses applied to High Schools (at least that I have found). As any other matter, online teaching has its followers as well as those who do not support it. What we cannot deny is that online learning cannot be taken as the substitute for face-to-face learning but it offers flexible learning experiences that cannot be achieved with the traditional way (Albrahim 2000).

As a result of this Covid-19 situation the Massachusetts Department of Elementary and Secondary Education published this year the *Guidance to plan and provide remote learning for English learners* (2020) which encompasses some strategies to “help teachers continue providing ELE<sup>3</sup> services and keeping ELs<sup>4</sup> engaged while learning remotely during this period of school closure.” (p.2). Therefore, I would like to list some of these strategies:

- Co-planning: it seems important to plan together, sharing ideas and finding support among the ESL teachers.
- Virtual Classrooms: at a secondary level it is advisable to create a virtual classroom and provide student with activities to practice the four skills (listening, writing, speaking and reading).
- Learner centred: focus on what the learner can achieve using technology as scaffold and providing opportunities to real communication. Also, to encourage peer communication through different online platforms, calls and forums.

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<sup>3</sup> English Learner Education

<sup>4</sup> English Learners

- Chunks: give instructions as clear as possible avoiding long texts or even long videos.
- Flexible pacing: Take into account individual learning styles and be flexible when setting deadlines.
- Online tools: use different online tools that can be adapted to different learners.

As we can conclude, online teaching is also as demanding as traditional learning and requires of different elements and strategies to become effective and engaging.

### **3.2.3. The use of ICT in the EFL Classroom**

At this point we cannot conceive any way of e-learning without ICT integration. There are a few things to take into account when we incorporate it in the lessons such its effect and how the teacher and the students use it. When we think about ICT what first comes to our mind is that it is “used to enhance teaching and learning opportunities more specifically remote learning resources” (Sabiri. 2000. p.177).

We live in a society in which our daily routine depends a lot on new technologies and gadgets. From a very early age children are used to playing with their parents’ phones and tablets, even they know how to use them to take photos or open YouTube videos. At the age they become teenagers, their knowledge on apps and devices is incredible. Although it is important that the learners know how to use the new technology, some studies point that “the teacher is the most important factor in integrating ICT in teaching” (Sabiri. 2000. p.180).

The EFL classroom is a very good environment to apply ICT tools because as mentioned before, as English teachers we can teach any topic through the language and this gives us freedom to incorporate ICT which also helps to bring authentic materials to the classroom. Among other uses of this techniques and tools, we can find “that teachers use ICT as an instructional tool and not only for drill and practice, to enhance students’ learning. Some teachers associated ICT use with the integration of material required to explain cultural issues” (Sabiri. 2000. p.181).

In their study, Prasojo et Al (2018,p.27) came to the conclusion that most of the participants had admitted that ICT could be useful to “foster students’ knowledge and comprehension in learning, (...) to attract more attention, give more cutting-edge information, invite students’ activeness in the classrooms, deliver simplified concepts, make things more straightforward, provide information in many forms” among other positive aspects.

### 3.2.4. PBLL and Flipped Classroom

We already know and as mentioned before, that the new language approach is focused on production and the creation of an environment that promotes communication and real-world situation for the students, as this will facilitate the learning process (Farouk.2016). This new way of seeing the teaching and learning process is now what we call learner centred and “where the teacher does no longer provide just a lecture but becomes the students' guide and supporter at their educational path to learning” (Mitsiou. 2019. p.17). Back to the 20<sup>th</sup> century the PPP Model, which stands for Presentation, Practice and Production, was the trend in EFL methodology as it fitted perfectly with the Structural methods (Criado. 2013). As the CLT approach became more popular other methods focused on tasks (TBL) and projects (PBL) changed the teaching paradigm.

PBLL then comes from Project-based learning (PBL) but focused on language acquisition. Getting students engage and enrol in projects make the develop “greater communicative, thinking and problem-solving skills (Farouk. 2016.p.12). As the focus is on communication, learner centred and close to real-world problems this method seems to match perfectly with the new communicative competence we want students to achieve. Also “Participating in PBLL can also provide natural contexts for the learning of appropriate technology for authentic purposes” (Slatter and Becket. 2019.p.1).

As explained by the professor Vicky Gil in her subject *Design of Learning Activities in the EFL*<sup>5</sup>, PBLL presents some stages (see picture below) that will guide the learning process in the unit.



PBLL Stages. PowerPoint by Vicky Gil

<sup>5</sup> Academic course 2019-2020

We can summarize the stages that Professor Vicky Gil presents as following:

1. Activation: the presentation of the challenge and the activation of previous knowledge takes place in this stage.
2. Discovery: in this stage students discover and get familiar with the input, there is also a focus on form and the input is processed by means of interaction.<sup>3</sup>
3. Deepening: a deep understanding on the topic takes place here.
4. Planning: it is at this stage when learners start planning their project by organizing their learning and they also give feedback on their classmates' plans.
5. Creation: students create their final products.
6. Publishing: all the final products come to light and they are shared in the class.
7. Assessment and Reflection: in this final part, the final product is assessed as well as the learning process which the student also has to reflect on it.

Another methodology that came to light once the paradigm changed to learner-centred is Flipped Classroom. The model that we know now is the one applied in 2012 by Johnathan Bergmann & Aaron Sams coming from “the inverted classroom” in 2000 by Maureen J. Lage, Glenn J. Platt, and Michael Treglia. Bergmann and Sams were facing some problems with students missing school because of other activities and decided to record the lessons so those students could watch them later on. This started to present very good results and quickly became popular among other teachers. This way, students watch the lectures at home and then when they go to class the teacher can devote that time to clarification, give further information or even spend time on more personalized activities (Mitsiou. 2019).

#### **4. Methodology**

In an ideal scenario, this unit was supposed to be designed and put into practice during my teaching practice at IES Andalán. But unfortunately, and as indicated in sections above, this global pandemic made it impossible. Nevertheless, the teaching practice was the starting point to start developing this unit. My teaching experience arouse some questions that this unit proposal seeks to answer:

- How can we do online learning more engaging?
- How can the teacher be closer to the students while teaching online?

- Is it possible to mix Synchronous Learning vs. Asynchronous Learning in Online Education?

What I wanted to design was something totally different to the approach I did during my teaching practice where all the teaching was asynchronous and with no online calls.

In order to make sure I was going to do it properly; I first focused my attention on getting informed with all the teaching methods that teachers were applying during the confinement. With no surprise, most of them were following the same steps: sending activities through a platform and then sending back feedback through email. However, some other schools, tended to have a videocall once a week to solve doubts. I also decided to assist to several online webinars offered by Google Activate and Cambridge Assessment that provided tools not only for online teaching but also for assessment.

The next step was trying to connect all that new information with the approaches that evolve around EFL (English as Foreign Language), specially focusing on CLT and the SLA theories.

Another aspect that pushed this proposal was the results obtained in a research project done in the subject Innovation and Classroom Research in EFL. In this research project we created a questionnaire in order to analyse the levels of motivation of the students and among the conclusions we saw how the lack of direct feedback and the communication via email decreased the levels of motivation among students.

Then I had to make sure my ideas were linked to the current Aragonese Curriculum and the education law, LOMCE. This way I could check that I was including all the key competences, that the unit was going to be flexible for all students' profiles, as well as to the context and the new necessities.

Once all these aspects were analysed, I decided that a PBL unit combined with Flipped learning could be a great idea. Students will then have to do some pre-activities at home and then in the online sessions those aspect would be developed in depth.

It could have been interested to try this unit with students and then passed a questionnaire to see their opinions. However, as that is not possible, to prove in the future this unit, part of the evaluation would be an exit ticket to ask for students' feedback on the unit, with the positive and negative aspects and ideas for improvement.



## **5. Unit Plan Proposal**

### **5. 1. Context**

This unit is based on a PBL and it also incorporates the Flipped Classroom method. The output of this unit is that students create a poster with the most important tips to be more environmentally friendly and how to reduce the carbon footprint. As it is a PBL the sessions will follow the stages of the project: activation, discovery, deepening, planning, creation, publishing and assessment.

Along the sessions, students will have to reflect on their learning through a portfolio that, as well as the poster and the participation, will count for the final mark. As the unit is online-based the poster will be done individually, however, in the online sessions there will be chances for students to work in a collaborative way. The online lessons also aim to promote a communicative environment.

By unpacking the current Aragonese curriculum I make sure the materials and the contents covered in this unit follow the education law. This proposal also seeks to be student-centred and the role of the teacher will be clearly as facilitator. This unit plan includes one of the main problems that our society and the planet is suffering, a part from the pandemic, which is global warming and pollution. This theme is also included in the Aragonese Curriculum with the use of ICT which is another important element in this unit proposal.

This lesson plan was designed based on my teaching experience in the IES Andalán, a State High School in La Almozara neighbourhood, Zaragoza. More specifically a group of fourth-year ESO; although the high schools offers the students to enrol the Brit Programme it is optional and it was not taken into account for this proposal. The level of the students is varied, which is why videocalls will take place to provide enough support and feedback to the students. In these videocalls there will also be space to create small groups and this way we open the peer feedback and help. The groups will be arranged by the teacher, trying to be balanced and with different students' profile in a way they can get the most of their peers help. The students' background and access to online resources will be also taken into account and all the necessary aid will be provided, as well as alternatives to achieve the goals of the project. As a result, it will not count for assessment the means used to create the final product as the it will have more relevance the process and the content itself. This unit will be implemented in the third term and the students will have already been familiar with this type of work.

## 5.2. Key Competences

This section aims to analyse this unit proposal on the basis of key competences and objectives published in the Aragonese Curriculum.

It is already known that the English classroom is an appropriate place to work all the competences as long as using the English language as the main communication tool. This is one of the main aspects that were taken into consideration when designing this unit plan, its lessons and activities. As this unit is project based, it is easier to reach almost all the key competences as well as the general competences.

The use of English to communicate makes evident that the communicative competence will be all along the unit and all its components. The linguistic component, in terms of vocabulary related to the environment, pronunciation and even punctuation in the written activities; the sociolinguistic feature, as students will communicate among them and with the teacher, they should be familiar with the ways to do it properly; and the pragmatic component, including communicative elements such as irony, humour or even the type of texts. With the communicative activities and environment created with this unit, it is expected that the learners develop their communicative skills, not only in class, but also the possibility to apply it in another circumstances, for instance, in their social atmosphere or in an academic future.

Being environmentally friendly and aware of the difficult situation that the Earth is going through, as well as how to protect it and the living species is also part of the key competences, specially the Mathematical competence and basic competences in science and technology. Reducing our carbon footprint is the main topic of this project-based unit, but everything evolves around the use of online tools and therefore the digital competence. The use of ICT has been so essential nowadays that it seems impossible to conceive our lives without gadgets or the internet. The English subject has been a great beneficiary of it as it makes possible to bring authentic materials, such as oral texts, and real-language-used situations to the classroom. However, it is not only enough to use them in class, it is also important to teach students how to use the new technologies and being responsible with their uses and where they take the information from.

This unit incorporates a learning portfolio that aims to help the student to keep track of their learning process as well as helping the teacher to assess the student's work at home as it includes visible thinking activities. Additionally, it gives the students the opportunity to

reflect on their learning process, their achievements and how they have worked, individually and in cooperative teams. All this help develop the learning to learn competence.

Working in groups, promoting a communicative atmosphere and respect all opinions are also key features that this unit wants to include. All the activities that involve peer feedback or discussion will promote a polite behaviour as to promote Social and civic competences.

The last key competence that this PBL unit incorporates is the Sense of initiative and entrepreneurship. As mentioned before, the teacher will be a mere facilitator and the unit will be all learner-centred. This way, the learners will be responsible of the actions they take to create their final products and the decision taken in their learning process, all this will be reflected in their portfolios.

### **5.3. Objectives**

This section will cover the objectives and content chosen for this unit, as well as revising the type of syllabus used to incorporate this proposal.

When planning this unit proposal, the syllabus in which it would fit better is the procedural syllabus created by Prabhu. As a result, what we have is a syllabus that combines the communicative principles, it is learner-centred and not focused on any language content. As in this unit, the lessons revolve around tasks and activities that promote language acquisition and that tries to connect the learning that happens inside the classroom with the one that happens outside, all this having in mind that there is a final project (Baleghizadeh, 2015).

The objectives for this unit (see appendix 1) were not chosen randomly but in connection with the evaluation criteria and the contents. As the topic is the environmental, the lessons will not only be focused on just learning vocabulary, but also to make students aware of the current problems that are affecting the Earth. The learner will learn the vocabulary by reading, listening and using it in a written or oral way. This way, it is expected that the learners acquire the knowledge in a natural way making it easier to use it and apply it to the final product. As communication is one of the key factors in this unit and as participation will be also evaluated, with this unit it is expected that the teacher creates an atmosphere in which the students actively participate and discuss on environmental issues. In the online sessions, students will work in cooperative groups and the teacher will promote tolerance of ideas as well as respectful behaviours when sharing the ideas. It would be very

important that the students were also aware and reflect on their learning process as having the knowledge of what it is done and the real use of that knowledge will make the students more responsible on their learning path.

Once the objectives are stated it is easier to narrow the contents that this unit will compile. As this unit will not be focused on language content, what it seeks is to develop the four language skills which are listening, reading, writing and speaking. Therefore, the contents listed in the [Appendix II](#) are based on those skills and adapted from the Aragonese current curriculum.

When we take a look at the contents for listening comprehension, we focus not only on oral text comprehension from videos or audios, but also in class conversation (Crit.IN. 1.1.). Active listening to classmates and the teacher, showing that the student can follow the conversation and take information from it will boost learners' listening skills. The use of authentic materials will increase the learners' exposure to real language use and make their learning more significant.

The contents chosen for oral production are not focused on the use of specific language content but more on the ability to communicate. It is expected that the learners participate in an active way by sharing their ideas, the information they have from the activities done at home and also providing advice and help to their classmates when working in collaborative groups (Crit. IN. 2.1., Crit. IN.2.2.).

Reading comprehension contents follow the same vein as the listening ones in terms of using authentic materials. Reading comprehension content will be focus on an active reading approach that will lead to message interpretation and understanding general and specific information about the problems that global warming is causing to our society as well as the possible solutions or actions we can take to solve this situation (Crit.IN.3.1).

Regarding written production, we should have in mind that the assessment will take into account the final product, a poster, and the learning portfolio. Therefore, written production will be worked all along the unit. The poster creation involves not only accurate English language content but a planification (Crit.IN.4.1.). This planning will cover all the knowledge gained along the unit as well as having some models for starting point and adapting all this to the conventions of the poster (Crit.IN.4.2.). This also applies to the learning portfolio which should provide evidence of the student's learning process.

Each of the skills has its own ability and strategy contents but all of them share the same sociocultural and sociolinguistic contents as well as the communicative function and the grammatical and vocabulary content. The four skills will deal with social conventions and customs as the information the students will work with comes from abroad, so environmental problems will not only concern out country, but the whole world. As a consequence, students will need to be open-minded and accept different points of view an approach to this global problem. As for communicative functions and having in mind the communicative approach, there will be several opportunities to promote communication in ways such as sharing ideas, giving feedback and sharing knowledge.

Finally, although the main focus is not on form and vocabulary it is worth mentioning that vocabulary related to environment issues, problems and solution will be covered from the very beginning and will be included in the poster and count for assessment. The grammatical forms will be tackled from an inductive way as it is not the main goal to present it in a traditional way and what it is searched is a natural use of the language.

#### **5. 4. Methodology & Lesson Plan**

The sequence of activities proposed for this unit ([see Appendix III](#)) was divided into seven lessons that follow the stages of the PBL method. As this unit also incorporates a Flipped Classroom methodology, the lessons will be divided into two parts. In other words, each PBL stage will require “Home activities” to be done before the “online sessions”.

The activities done at home will cover the necessary content and will prepare the student for the later online session activities that will be focused to develop and share the information obtained from the home activities. This way, the student can be responsible for their learning at home, explore and develop initiative making them the protagonists of their learning path. The later online sessions will serve the teacher as a way to go deeper in the content and provide scaffolding to the learners to activate more knowledge. These online sessions will be held by the platform Microsoft teams that allows the teacher to divide the call participants into smaller groups that will recreate classroom small groups. This session will last about 50 minutes.

Most of the interaction in the lessons will be Teacher-Students and Students-Students in their collaborative groups. To provide scaffolding and extra support for those students who may need it, the portfolio includes the use of chunks to guide the activities as well as a section where students can create their own vocabulary list with the words they need to remember.

At the end of each lesson, the portfolio includes a reflection section where the beginning of the sentences to reflect is done to provide some scaffolding ([See Appendix IV](#)). The audio materials will be supported by subtitles in the target language. There will always be time at the end of the session for questions and feedback on the activities.

### **Lesson 1. Think Green**

The first session works as the activation stage of the PBL. It would be the time when the challenge will be introduced and the activation of previous knowledge will take place. Reading the presentation of the project and the activation of previous vocabulary will be done at home. This last part, the vocabulary, will be done through a word cloud that contains words the students need to know or thinking of their meaning, as will be necessary for the project. As students will be asked to specify the words they do not know, this will give the teacher a clue on the knowledge students are not familiar with and where to provide more scaffolding. The presentation of the project also included a compass point that the learner has to complete. This visible thinking activity will help the students organise their ideas in terms of what they have to do as final product and the necessary tools and knowledge they will need to achieve the goals.

At the online session the students will work in small groups (4-5 students). The first activity will consist on sharing the unknown words from the word cloud and trying to put together the meanings. By encouraging students to explain meaning in their own words we help them in terms of communication and making the learning more significant. After this sharing in small groups, there will be time to a whole class sharing using the website Mentimeter<sup>6</sup> that will be a good tool to compile and share ideas. Once the teacher knows all the words that create misunderstanding, it will be time for the teacher to clarify them. Students can take notes of it in their portfolios, either in the vocabulary list or the section devoted to notes on the session. Now that the doubts concerning the vocabulary is solved, the teacher will drive the attention to the challenge asking the students to share their ideas from the compass point.

### **Lesson 2. Time to discover**

At this lesson, the discovery stage will take place. It is here where students are exposed to comprehensible input. At home the students will have to watch a video to start exploring on the topic. After watching the video, they have to complete a collecting table with the

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<sup>6</sup> [Mentimeter.com](https://www.mentimeter.com)

information the video offers. This information will then be shared in groups in the online session. Together, the groups will have to discuss on the finding and decide the ones they like and the unknown. This will help them fill the after-session activity in which each student has to choose a tip they like and one that they did not know. Then, one speaker per group will share the tip they had chosen as liked and the one they were not familiar with. As they speak, the teacher will guide their thinking with questions. At this point, the teacher will share with the students a file with some posters explaining that something like that should be done at the end of the unit. There will be time for students to share their thoughts about them and the teacher will ask questions to make them think more on them. Before the session finishes the teacher will remember the students to register their thoughts in their portfolio.

### **Lesson 3. Going Greener**

Lesson three will be devoted to go deeper in the understanding of the topic and this will be done with activities that promote communication. At home, students will be asked to choose a post from the website EcoFriend. The teacher will give them the option to choose one post from four categories (Fashion, Living, Food or DIY) and the students will have to read it and write a short summary of it and take note of something they did not know. To link this activity with the online session, students will be organized in groups in a way that each member has read a text from a different category (if possible) in order to do a Jigsaw activity. The students will have to write down all important information their classmates provide from their readings. After this, students go back to a whole-group call and the teacher will present the results obtained in a questionnaire that the students had already filled at home. The questionnaire will present information related to the impact we have on the environment and the damage we are causing. While presenting the results the teacher will encourage students to discuss on the findings and give their point of view.

### **Lesson 4. Time to Plan**

Now that students are aware of the problems that we are causing to the environment and that are familiar with the topic and what they have to do, they have to start planning their posters, all this will take place in this lesson. As usual, the learner starts at home with the portfolio in which the teacher has designed a thinking chart to make the plan visible. Also, students are asked to create a checklist with the key elements a poster should include. This checklist will help them when creating the poster to make sure all the elements are included.

At the videocall, the teacher will present a feedback carousel. The aim of this activity is to share the plans students have created and to get feedback from their classmates. This way, maybe there is something they have missed or any improvement can be done. To do the feedback carousel the teacher will share a Google Presentation. This will allow the teacher to track participation as this document keeps a register of what each student writes. Students will later on have access to this document as the portfolio includes direct access to it. In their small groups, each student will explain what their plan consists on and the rest of the members of the group will write suggestions, questions, the strengths of the plan and resources that they recommend or any comment on the resources use. Once this activity is done, the students will go back to the whole-group session and the attention will be driven to the checklists. To put ideas in common, the teacher will share again a link to Mentimeter and each student will add three elements they consider important. This will generate a word cloud and will help the class to check if there is anything they did not take into account when doing their checklists or to add anything to their plans. Before the session finishes, the teacher will suggest to take notes of everything and go to their planning section in the portfolio and make the necessary changes.

### **Unit 5. Let Me Create!**

This lesson will be spent on creating the poster. Before the online session students will have to create a first draft in their portfolios. Later in the videocall they will share their drafts in small groups to get feedback from the teacher and the classmates. There will also be time to solve doubts and for the teacher to give some corrections on the posters. After this lesson, the students can make any changes they want on their posters before publishing it in the next session.

### **Unit 6. Going Public**

Once the posters are ready it is time to publish them. Students will upload their posters to a wall created with the Website Padlet. In the online session, each student will show their poster and give a short description of it. Once everybody has presented, there will be a poll to choose the best posters in terms of: originality, best pictures and best tips. The winners will get their posters published in the school's social networks.

### **Unit 7. Exit Ticket**

This will be the last session and the assessment part will take place. At home students will assess their peers. To do this, the teacher will give each student a poster they will assess



and this will be done by the 2 stars and 1 wish exit ticket. This feedback will be anonymous. Then, learners will also assess the teaching and the unit. Finally, in the online session the teacher will go student by student giving the rubrics and the final comment on the work done all along the unit. There will also be time for a last sharing task on impressions about the unit.

### **5.5. Materials**

This section will compile the description and justification of the materials chosen and design for this unit proposal ([Appendix IV](#)). All the materials have been designed and presented through free online tools so it becomes accessible to all the students.

The project will be introduced by the students through a presentation created by the design platform *Canva*<sup>7</sup>. This website was chosen as it offers different free templates, pictures and elements that make the design easy and attractive. The text included in the presentation was created using expressions and vocabulary easy to understand for the students and presented in an engaging way in an attempt to wake learners' curiosity and motivation for the project. The presentation starts with an open question in order to call students' attention, this type of questions can be found through the presentation as a way not only to engage the reader but also to make them think and reflect with them. The colours chose for the presentation will be the same used in the learners' portfolio because this will give a sense of connection in all the unit.

The learners' portfolio will be the core of this unit as it will be like a learning diary where the students will do all the activities and register their learning and their thoughts on it. The design was also done using the website *Canva* and follows a similar style as the challenge explained above. It has a table of contents at the beginning to provide the students with a guide. Then it includes a page devoted to important information the learner must know before hand, in terms of the function of the portfolio and the project in general. All the lessons will be included in the portfolio and the activities are followed by a tittle to indicate the learner which activities must be done before and after the online sessions. All the lessons are structured the same way and as a result, it is not confusing for the learner and avoids possible misunderstandings.

The activities in each lesson were chosen following the aims of the stages of the PBL method and taking into account the lectures of professor Vicky Gil in her subject Design of

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<sup>7</sup> [Canva.com](https://www.canva.com)

Learning Activities for EFL. Additionally, it incorporates authentic materials as websites, videos and readings, following the learning tendencies explained in the Theoretical framework of this paper. The portfolio also incorporated elements such as links and a QR Code to provide access to other resources. Among other websites or tools used for the materials we can find *Google Forms*, *Mentimeter* and *Padlet*.

Finally, the authentic materials that were chosen to be part of this unit were done having in mind the free access to the learners as well as the appropriateness to the topic, the learners' level and, of course, its contribution to the project itself. The materials design for assessment will be explained in the following section.

## **5.6. Assessment**

It is at this point where the assessment of this unit proposal takes place. This section will cover the assessment criteria used in the evaluation tools and the grading criteria, as well as explaining the different assessment parts of this unit.

For this unit, the assessment will be summative and continuous, as different aspects will be evaluated along the unit and the sum of them will form the final mark. The criteria chosen from the current Aragonese Curriculum ([Appendix V](#)) will cover the evaluation of the four skills.

Students will not only be evaluated but they will also be involved in this process. In other words, thanks to an *Exit Ticket*, they will assess their peers work including two positive aspects and a suggestion about their classmate's poster. Also, students will evaluate the project with a short questionnaire, giving their opinion and providing the teacher with possible future improvements.

Then, the students' posters, portfolios and participation will be assessed using rubrics. The poster rubric will evaluate the final product taking into account the design, the content related to the topic, the key elements that a poster must have and the use of English, that is appropriate and that the learner includes the vocabulary seen in the lessons. The accuracy of those aspects will be mark from 1 to 4, since 1 represent poor and 4 excellent. The portfolio rubric follows a similar structure as the poster rubric. It will take into account the learner's reflections and the way they express them using the target language, the organization and the quality of the portfolio and how those reflections and the activities show the learning achieved in the unit. Again, the level of performance will be from 1 to 4, being 1 unsatisfactory and 4 exceed expectation. The participation will be tracked also with a rubric

by taking into account aspects such as the tone, the amount of participation as well as who the student share and support their point of view. The level of achievement will be grade from 1 to 4, meaning 1 low and 4 high achievement.

Last but not least, the grading criteria taken into account will be the following: the creation of the poster will count 35% of the final mark, the portfolio another 35% and the participation 30%.

## **6. Conclusions**

It was not in anyone's mind that year 2020 would bring a global health pandemic that has put our society up-side- down, questioning the way we had been doing some things and opening new doors to (almost) unexplored areas.

Its effect in the education system, especially in the State schools, was so unexpected that each school decided to follow its own approach to confinements and pushed them to change the classrooms for another room in the teachers or students' houses. As day flew away, platforms like *Google Classroom* and software programmes that allow communication, such as *Zoom*, *Google Meet*, *Microsoft Teams*, among others started to be part of the new learning process.

As if this was a race against time, teachers had to take their course plans and decide how they were going to teach all that content from their houses, without being close to the students and without all the resources they have in class. Hundreds of Ed-Tech tools that used to be there waiting to be used started to come into action, but unfortunately, in other cases the quick and easy solution of sending activities from the book was the handy one. This situation brought frustration everywhere and everyone, teachers, learners and even parents who did not know how to balance this new situation.

It was at this point, when having this context and after my teaching practice, I was determined to create something different, that could engage the learners and the teachers, that could recreate a similar scenario to the one we used to have, but at the same time, I wanted to propose a unit that could be also implemented or adapted inside a face-to-face classroom. Because, no matter how much we like teaching, we know that our living rooms and bedrooms desks are not the appropriate place to teach.

All the questions I asked myself about what to offer in this unit resulted in a unit that combined PBL and Flipped Classroom. In seven sessions, one session per PBL stage,

learners have the chance to discover and explore other important problems that are affecting our society: pollution, gas emission, global warming, and others. If there is something, we have learned in the past few months is that we only live once and only in this planet; we should take care of it. As a result, at the end of this unit, students will have to prepare a poster that gives advice on how to be more environmentally friendly.

The lessons are then divided into activities students have to do at some that will provide them the knowledge that later on, in online calls, the teacher will make the students use that knowledge and extend its use. This learning process will be registered in the learners' portfolios, a tool designed not only as an activity book but also includes visible thinking routines with the only purpose of making the learners more aware and protagonists of their learning process.

The materials to which the learners will be exposed to (videos, websites, posters...) are authentic materials taken from online sources. This was done on purpose to bring inside the classroom real language use, this way learners could see a real purpose and encourage them to incorporate English language sources in their daily life. This will also offer them a new perspective on what is done outside our country in terms of environmental solutions.

As the whole unit has been, at first, designed to be delivered online the use of online websites and apps its included in almost all the lessons. They have been chosen taking into account that anybody can access them and that they are easy to use even for people with lower knowledge on them. Nevertheless, if in any case the tools cannot be use, there are other alternatives to it. In this vein, and taking into consideration all learners' profile, the poster can be done using drawings, pieces of paper or any material that can be found at home. It is the same as the portfolio, that the activities and the reflection can be done in a simple notebook. What it only changes are the submission, that would be by sending a picture of it. It was very important not to leave any student behind, especially because of the lack of digital resources.

As it may happen in any other context, problems may occur as technology is not reliable, but as we depend on them, other factors, such as computers not working or slow internet connections, can have a role here. This may extend the time of each lesson but it is something we should take into account when planning the online sessions. Students' access to electronic devices is another factor to have in mind when planning this type of units. For this reason, it would be important the use of easy design programmes and tools that any one can have access to not matter how old their devices are.

For this unit proposal, there is also important to have in mind the learners' motivation, not only on the topic but also with the subject and their improvements. One of the downsides of learning from the distance is that it becomes more difficult for the teacher to see the learners' attitude, so there would be important to pay attention to it and devote some time to ask to the students and provide necessary feedback and support in order to keep their learning motivation as high as possible.

In case this unit is applied in a normal classroom, the home activities can be left as so, and the online sessions would then be face-to-face sessions as before the pandemic. The posters can then be done in groups instead of individually and the winners can be not only posted in the school's social networks but also inside the classroom or in any other wall in the high school.

In the end, with this unit proposal I also aimed to make emphasis on communication, on using the English language as a means to share ideas and gain knowledge. Inside the English classroom there is not only room for language content but also space to any topic that affects our society and English teachers have the key to link the classroom learning with the outside. This unit then, is also a small piece of evidence of what English can offer to the learning path of our students and how well prepared we could be in case something similar make us again stay at home for a while.

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## Appendices

### Appendix I. Assignments used as evidence of the necessity of improvement

- i. Materials – Practicum II: <https://cutt.ly/muBT1iU>. Materials designed during my teaching practice. All of them focused on grammar and other activities that combined grammar and vocabulary.
- ii. Research Report: The Effect of Online Learning on Students' Motivation During the Covid-19 Pandemic – Innovation and Classroom Research in EFL: <https://cutt.ly/5uBYMSj> . A research report in which we explain how motivation during the pandemic changed in the students regarding the subject of English.



## Appendix II. Objectives and Specific Content

Specific objectives and content of this unit.

### Objectives

**At the end of this unit, the students will be able to:**

- understand environmental problems
- know appropriate vocabulary on environmental issues
- make use of the gained knowledge in this unit to create a poster
- discuss on environmental topics using the social conventions (tolerance, respect, politeness and appropriate behaviour)
- reflect about their own learning process

### Specific Content

<b>1. Oral text Comprehension</b>	<b>Abilities and Strategies:</b> <ul style="list-style-type: none"><li>- Understanding general and specific information in oral texts from different sources (oral communication, videos, podcasts...)</li><li>- Message interpretation: identify ideas, data, opinion, speakers' intentions, etc.</li></ul>
	<b>Sociocultural and sociolinguistics aspects:</b> <ul style="list-style-type: none"><li>- Traditions and customs related to the environment</li><li>- Social conventions and linguistic registers</li></ul>
	<b>Communicative Functions:</b> <ul style="list-style-type: none"><li>- Narration of recent or past acts, description of situations and future predictions.</li><li>- Information exchange (opinion, personal information, advice...)</li></ul>
	<b>Grammar:</b>

	<ul style="list-style-type: none"> <li>- Modal verbs, To-infinitive clauses, -ing clauses, zero article</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- Environment</li> </ul>
<b>2. Oral text production</b>	<p>Abilities and strategies:</p> <ul style="list-style-type: none"> <li>- Oral descriptions, narration and explanations</li> <li>- Spontaneous participation in classroom communication and conversations</li> </ul>
	Sociocultural and sociolinguistic aspects: the same as section 1
	Communicative Functions: the same as section 1
	Grammar and Vocabulary: The same as section 1
<b>3. Written text Comprehension</b>	<p>Abilities and strategies:</p> <ul style="list-style-type: none"> <li>- Understanding general and specific information from authentic written texts.</li> </ul>
	Sociocultural and sociolinguistic aspects: the same as section 1
	Communicative Functions: the same as section 1
	Grammar and Vocabulary: The same as section 1
<b>4. Written text production</b>	<p>Abilities and strategies:</p> <ul style="list-style-type: none"> <li>- Written texts composition</li> <li>- Planning</li> <li>- Appropriate use of resources</li> <li>- Writing texts based on models</li> </ul>
	Sociocultural and sociolinguistic aspects: the same as section 1
	Communicative Functions: the same as section 1
	Grammar and Vocabulary: The same as section 1

### Appendix III. Lesson Plan

<b>Learning Objectives</b>	At the end of the session, students should: <ul style="list-style-type: none"> <li>- know the main vocabulary related to the topic.</li> <li>- apply the vocabulary in conversations</li> </ul>	
<b>Success criteria</b>	At the end of the session, students will be able to: <ul style="list-style-type: none"> <li>- write their learning reflections in the portfolio</li> <li>- complete a compass point</li> </ul>	
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Vocabulary (environment)</li> <li>- Skills: reading (reading comprehension), speaking (class discussion and sharing ideas), writing (short text composition), listening (comprehension, message interpretation)</li> </ul>	
<b>Key Competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE	
<b>Lesson Name: Think Green</b>		
<b>Lesson Objectives</b>	<b>Activities</b>	<b>Interaction Pattern</b>
<p>The aims of this lesson are to:</p> <ul style="list-style-type: none"> <li>- activate previous knowledge on the topic</li> <li>- present the project</li> <li>-engage students</li> </ul>	<p><u>Home activities:</u></p> <ol style="list-style-type: none"> <li>1.Project: Ss read the presentation and completes the compass point.</li> <li>2.Word cloud: students take a look at the word cloud and write down words they do not know.</li> </ol> <p><u>Online session:</u></p> <p>Welcome students and ask if they received the email.</p> <ol style="list-style-type: none"> <li>1. The teacher divides the students into smaller groups and asked them to share the words they did not know from the word cloud and try to find the definitions of the words they do not know together.</li> <li>2. Back to the whole group call, students enter into Mentimeter and have to add the words they do not know. Then the teacher shows the results and explains misunderstandings with the words.</li> <li>3. After that, the teacher drives attention to the challenge and asked students for their opinion on the project and students start sharing their compass points ideas.</li> <li>4. Before finishing the session, the teacher asks for doubts and gives some general feedback on the</li> </ol>	<p>T-Ss</p> <p>Ss-Ss</p>

	session, remembering the students to complete their portfolio reflection when the session finishes.
<b>Materials</b>	<a href="#">Presentation</a> , <a href="#">Portfolio</a> , <a href="#">Mentimeter</a>
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>-The teacher can have private session with those students who need extra help if they want to.</li> <li>-Support lessons with visual aids</li> <li>-Creation of collaborative groups that mix higher level students with lower level students to help each other</li> <li>-Use of chunks in the portfolio to help writing</li> </ul>

<b>Learning Objectives</b>	At the end of the session, students should: <ul style="list-style-type: none"> <li>- identify important information from a video</li> </ul>	<ul style="list-style-type: none"> <li>- apply the information of the video to oral discussions</li> </ul>
<b>Success criteria</b>	At the end of the session, students will be able to: <ul style="list-style-type: none"> <li>- write their learning reflections in the portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- report information gathered from the video</li> <li>- Analyse posters to give opinion about them</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Vocabulary.</li> <li>- Skills: listening (comprehension, message interpretation), speaking (class discussion, sharing ideas, description and explanations), reading, writing (fill in charts, writing reflections).</li> </ul>	
<b>Key Competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE	

Lesson Name: Time to discover		
Lesson Objectives	Activities	Interaction Pattern
<p>The aims of this lesson are to:</p> <ul style="list-style-type: none"> <li>- Introduce the students to new information on the topic.</li> <li>-Present posters as WAGOLLs</li> </ul>	<p><u>Home activities:</u></p> <p>1.Students go to their portfolios and complete the first activity of the session: They have to watch a video with tips and complete the table.</p> <p><u>Online Session:</u></p> <p>1. The teacher welcomes the students and divides them again into groups. In their groups, they have to share their findings in the video.</p> <p>2. Still in the groups, the teacher will share some posters with the students. They will have to go through them and choose the tips they like, the ones they knew and the ones they did not know.</p>	<p>T-Ss</p> <p>Ss-Ss</p>

	<p>This will help them to, later on, complete the after-session activity.</p> <p>3. When they finish, students go back to the whole session and the teacher asks for a speaker to share the ideas they were discussing in their groups. Also, they have time to ask for doubts.</p> <p>4. The teacher presents the posters asks students questions about the posters, things they like, don't like, and their opinion</p>	
<b>Materials</b>	<a href="#">Video</a> , <a href="#">Posters</a> , Portfolio	
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>-Subtitles with the video</li> <li>-Students can watch the video as many times they need</li> <li>-Creation of collaborative groups that mix higher level students with lower level students to help each other</li> <li>-The teacher gives the option for private sessions before the class finished to solve doubts</li> </ul>	

<b>Learning Objectives</b>	<p>At the end of the session, students should:</p> <ul style="list-style-type: none"> <li>- retrieve information from a podcast</li> </ul>	<ul style="list-style-type: none"> <li>- summarize main ideas</li> <li>- extend their knowledge on the topic</li> </ul>
<b>Success criteria</b>	<p>At the end of the session, students will be able to:</p> <ul style="list-style-type: none"> <li>- write their learning reflections in the portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- describe what they hear in their podcasts</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Skills: reading (reading comprehension, active reading), speaking (class discussion and sharing ideas), writing (short text composition and reflections), listening (comprehension, message interpretation)</li> </ul>	
<b>Key Competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE	

Lesson Name: Going Greener		
Lesson Objectives	Activities	Interaction Pattern
<p>The aims of this lesson are to:</p> <ul style="list-style-type: none"> <li>- provide the learner with more information on the environmental problems and solutions</li> <li>- make students think about the</li> </ul>	<p><u>Home Activities:</u></p> <ol style="list-style-type: none"> <li>1. Each student will choose a post from the website EcoFriend. They read it and complete the portfolio activity. This information will, later on, shared in the online session.</li> <li>2. Quiz. Students complete a quiz about recycling and environmental facts</li> </ol> <p><u>Online session:</u></p>	<p>T-Ss</p> <p>Ss-Ss</p>

environmental problems we face	<ol style="list-style-type: none"> <li>1. The teacher will divide the class into groups making sure each member of the group has read a different post</li> <li>2. Jigsaw Activity: following the jigsaw strategy, each student shares the information on their post. The rest of the members of the group write important things about it in their portfolios.</li> <li>3. The students go back to the whole group call and the teacher presents them the results of the questionnaires and analyses the answers.</li> <li>4. Before finishing, the teacher asks students for their opinions on the session and the findings.</li> </ol>	
<b>Materials</b>	<a href="#">EcoFriend Website</a> <a href="#">Quiz</a>	
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>-Modelling and giving examples of the activities</li> <li>-Direct feedback</li> <li>- Creation of collaborative groups that mix higher level students with lower level students to help each other</li> <li>-The teacher gives the option for private sessions before the class finished to solve doubts</li> </ul>	

<b>Learning Objectives</b>	At the end of the session, students should:	<ul style="list-style-type: none"> <li>- know how to plan their posters</li> <li>- understand the grammatical forms included in the posters</li> </ul>
<b>Success criteria</b>	At the end of the session, students will be able to:	<ul style="list-style-type: none"> <li>- create a plan for their poster</li> <li>- produce sentences using the correct structures needed for the poster</li> <li>- write their learning reflections in the portfolio</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Grammar: Modal verbs, To-infinitive, -ing clauses, zero article</li> <li>- Skills: speaking (class discussion and sharing ideas), writing (short text composition and reflections), listening (active listening in class conversations)</li> </ul>	
<b>Key Competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE	
<b>Lesson Name: Time to plan</b>		
<b>Lesson Objectives</b>	<b>Activities</b>	<b>Interaction Pattern</b>
The aims of this lesson are to:	<u>Home Activities:</u>	T-Ss

<p>-Start planning the poster -Provide feedback and ideas on the planning stage -Focus on grammar</p>	<p>1. Students start planning their posters in their portfolios. They complete a thinking chart to decide what, how and when to do.</p> <p>2. Key elements for posters. Also, students are asked to create a list with the features they think a poster must have</p> <p><u>Online Session:</u></p> <p>1. Feedback carousel: The students are again divided into small rooms inside the videocall. The teacher shares with each group an online document in which the feedback carousel will be done. Each person displays the significant elements of their plan on the google doc. They are encouraged to use different colours. There will be a chart in the doc, one per student, in which each student will have to leave feedback referring to questions, recommendation, resources and strengths of the plan.</p> <p>2. Checklist. As each student has created their own checklist, they will be asked to share at least 3 important elements.</p> <p>3. The teacher makes a focus on the grammatical forms of the posters asking students for doubts and send them to the cheat-sheet in their portfolios.</p> <p>4. To finish, the teacher will recommend students platforms to create their posters.</p>	<p>Ss-Ss</p>
<p><b>Materials</b></p>	<p><a href="#">Feedback Carousel document</a>, <a href="#">Mentimeter - Checklist</a>,</p>	
<p><b>Scaffolding</b></p>	<p>-Modelling and giving examples of the activities -Direct feedback -Cheat-sheet -Creation of collaborative groups that mix higher level students with lower level students to help each other -The teacher gives the option for private sessions before the class finished to solve doubts -Give students the option to do the poster in paper if they cannot do it with online tools</p>	

<p><b>Learning Objectives</b></p>	<p>At the end of the session, students should:</p> <ul style="list-style-type: none"> <li>- Apply their knowledge seen in the unit to the poster</li> </ul>
<p><b>Success criteria</b></p>	<p>At the end of the session, students will be able to:</p> <ul style="list-style-type: none"> <li>- write their learning reflections in the portfolio</li> <li>- produce their own poster</li> </ul>

<b>Contents</b>	<ul style="list-style-type: none"> <li>- Grammar and vocabulary</li> <li>- Skills: speaking (class discussion and sharing ideas), writing (short text composition and reflections), listening (active listening in class conversations)</li> </ul>
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<b>Key Competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE
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<b>Lesson Name: Let me Create!</b>		
<b>Lesson Objectives</b>	<b>Activities</b>	<b>Interaction Pattern</b>
<p>The aims of this sessions are to:</p> <ul style="list-style-type: none"> <li>-create a draft of the poster</li> <li>-provide feedback on the draft, so they can then create the final product</li> </ul>	<p><u>Home activity:</u></p> <p>Design the draft of the poster using the checklist and the cheat-sheet.</p> <p><u>Online session:</u></p> <ol style="list-style-type: none"> <li>1.Students will be arranged in small groups and share their drafts. Students and the teacher will provide feedback for improvements</li> <li>2.After the session students create their final product.</li> </ol>	<p>T-Ss</p> <p>Ss-Ss</p>
<b>Materials</b>	Portfolio	
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>-Direct and significant feedback</li> <li>-Tools to create the poster</li> <li>-The possibility to do it without online tools</li> </ul>	

<b>Learning Objectives</b>	At the end of the session, students should: <ul style="list-style-type: none"> <li>- demonstrate how they did their posters</li> </ul>
<b>Success criteria</b>	At the end of the session, students will be able to: <ul style="list-style-type: none"> <li>- talk about their posters</li> </ul>
<b>Contents</b>	Skills: speaking (class discussion and sharing ideas), writing (short text composition and reflections), listening (active listening in class conversations)
<b>Key competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE

<b>Lesson Name: Going public.</b>		
<b>Lesson Objectives</b>	<b>Activities</b>	<b>Interaction Pattern</b>
<p>The aims of this lesson are to:</p> <ul style="list-style-type: none"> <li>-publish the poster</li> <li>-vote the best posters</li> </ul>	<p><u>Home activities:</u></p> <p>Students publish their posters and take a look at their classmates' posters.</p> <p><u>Online session:</u></p>	<p>T-Ss</p> <p>Ss-Ss</p>



-give a short description on the posters	In this online session, the students will share and present their posters giving a short description of it.	
<b>Materials</b>	<a href="#">Padlet</a>	
<b>Scaffolding</b>	Feedback	

<b>Learning Objectives</b>	At the end of the session, students should: <ul style="list-style-type: none"> <li>- Know how to assess their classmates' posters and the teaching</li> <li>- Apply their learning and knowledge to the assessment</li> <li>- Reflect on their what they have learned in the unit</li> </ul>
<b>Success criteria</b>	At the end of the session, students will be able to: <ul style="list-style-type: none"> <li>- Complete a survey</li> <li>- Complete an exit ticket (2 stars and a wish)</li> </ul>
<b>Contents</b>	Skills: speaking (class discussion and sharing ideas), writing (short text composition, reflections), listening (active listening in class conversations)
<b>Key competences</b>	CCL-CMCT-CD-CAA-CSC-CIEE

Lesson Name: Exit Ticket		
Lesson Objectives	Activities	Interaction Pattern
The aims of this lessons are to: -Provide personal and direct feedback on students' posters -Carry out peer assessment and teaching assessment	<u>Home Activities:</u> Students have to assess: peers, and the teaching <u>Online session:</u> The online session will be Teacher feedback to each student.	T-Ss Ss-Ss
<b>Materials</b>	<a href="#">Peer Assessment</a> , <a href="#">Teaching Assessment</a>	
<b>Scaffolding</b>	Feedback Tools for peer assessment	

## Appendix IV. Materials

### I. Go Green – Project Presentation (own authorship)

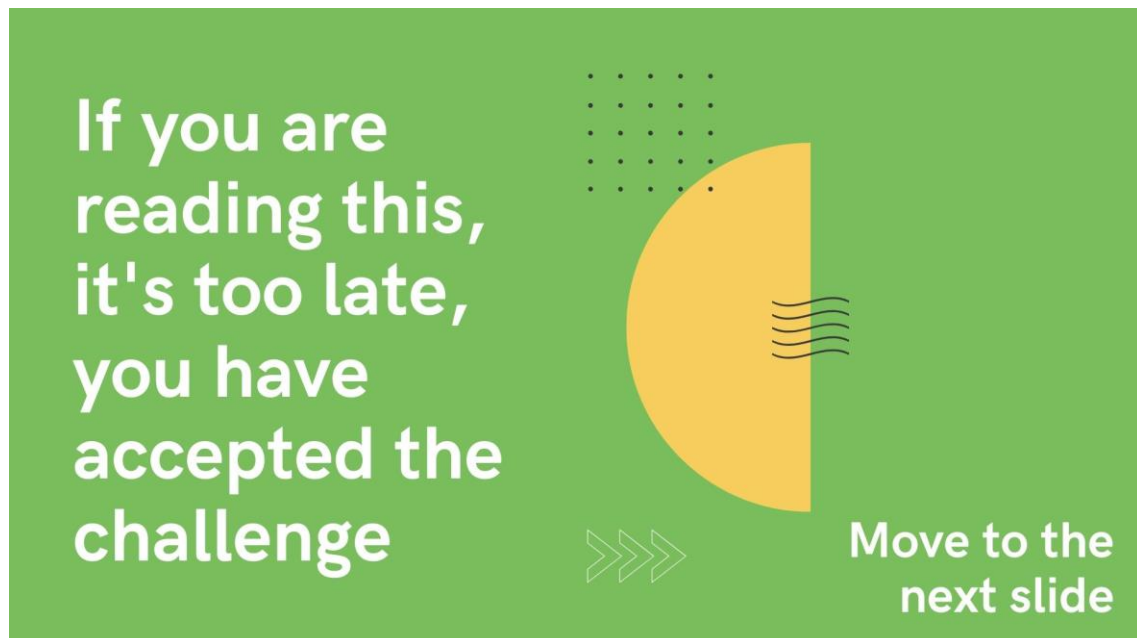
These slides will be used to present the project to the learners.

[https://www.canva.com/design/DAD9RTgz08c/0KmRSqa-JWZ4aAABEyUBzg/view?utm\\_content=DAD9RTgz08c&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD9RTgz08c/0KmRSqa-JWZ4aAABEyUBzg/view?utm_content=DAD9RTgz08c&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



# GO GREEN

Do you accept the challenge?



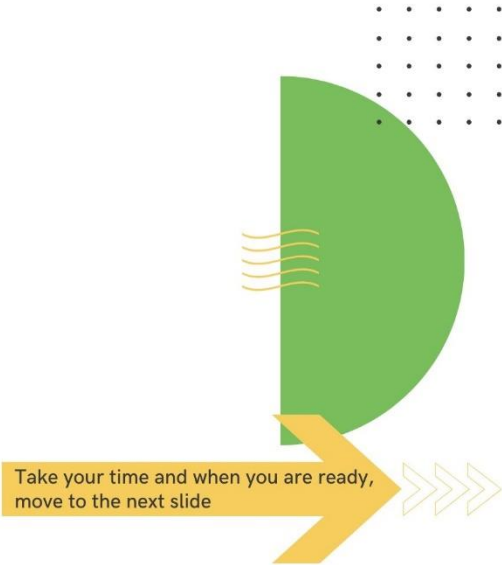


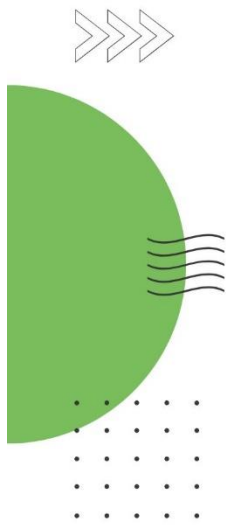
**BEFORE GOING ON, MAKE SURE YOU FULFIL THE REQUIREMENTS**

# REQUIREMENTS

**MAKE SURE YOU HAVE:**

- ✓ CONCERN FOR YOUR FUTURE
- ✓ RESPONSABILITY.

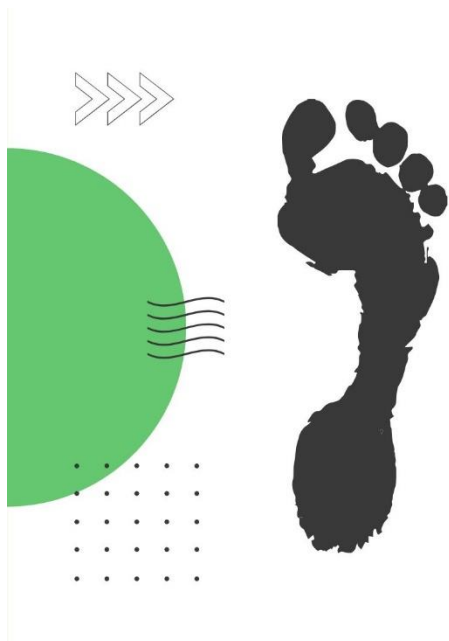
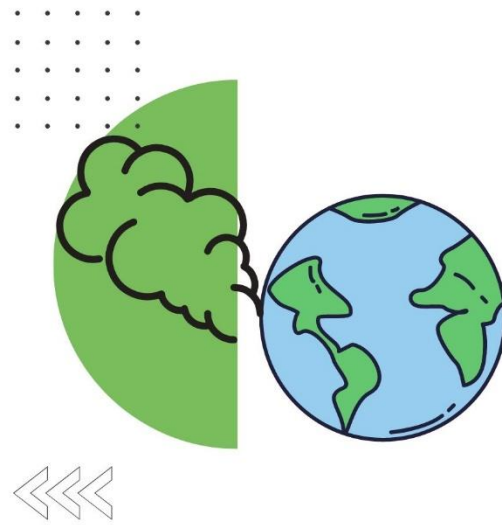




Did you know that?... it's crazy, right?



Some of our daily activities are killing our planet because we generate gases



These gases are part of our  
**CARBON FOOTPRINT**

WE NEED YOU



THE WORLD NEEDS YOU



### THIS IS THE PLAN:

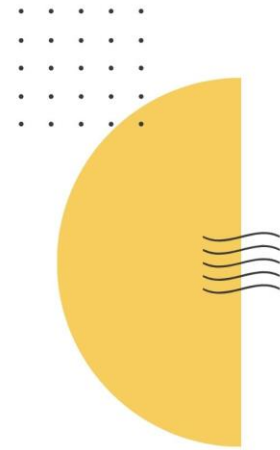
**STEP 1.** Become a green expert

**STEP 2.** Create a poster explaining what you know

**STEP 3.** Share your knowledge and help save the planet



# REMEMBER



Source: <https://twitter.com/EarthHeroOrg>



## PORTFOLIO

For this project you will keep track of your progress in a personal portfolio. **Click** in the picture to download yours. .

## II. Appendix IV. II. Go Green – Student’s Portfolio (own authorship)

This material will work as a portfolio which contains the activities and the space for students to make visible their reflections

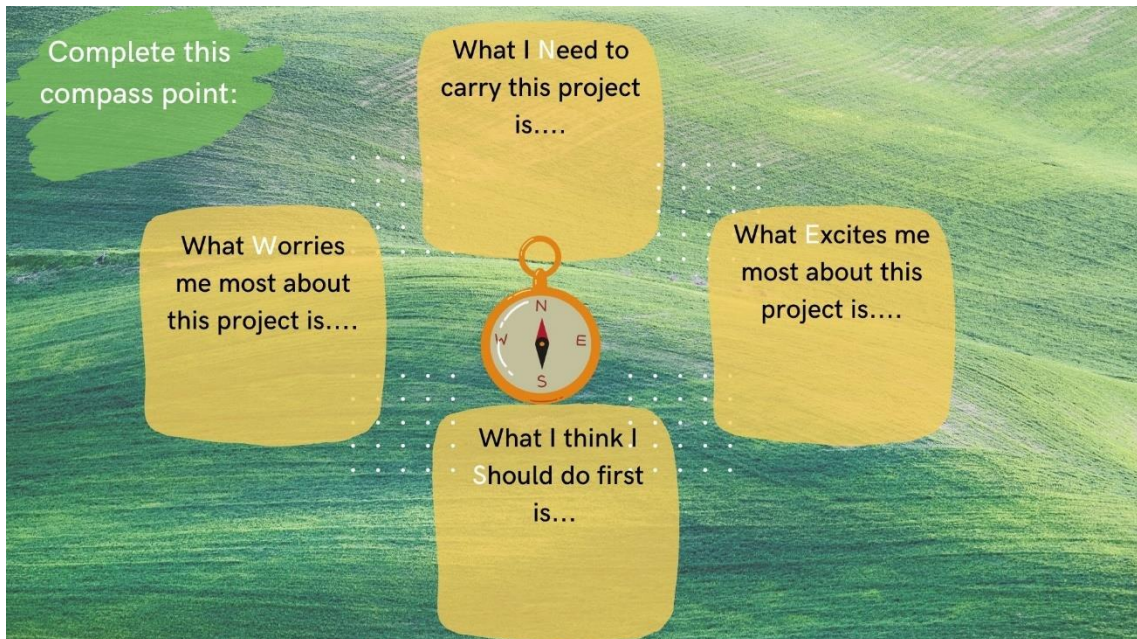
[https://www.canva.com/design/DAD9ih5CMxg/CZmWT2IIJ\\_SwRY\\_9crKVGw/view?utm\\_content=DAD9ih5CMxg&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD9ih5CMxg/CZmWT2IIJ_SwRY_9crKVGw/view?utm_content=DAD9ih5CMxg&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



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- LESSON 5.....page22
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- CHEAT SHEET.....page35
- USEFUL CLASSROOM EXPRESSIONS ... page36
- USEFUL WEBSITES AND RESOURCES ... page37





## Important

### INFORMATION

**Welcome to this unit learning portfolio. This pages will help you to keep track of your progress and create your final product.**

**You will have to create a poster with important advice to help people be more environmental friendly.**

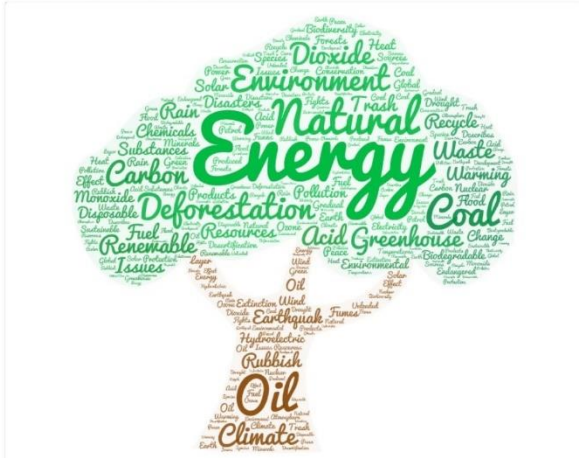
**The best posters will be posted in the High School wall of fame in the social networks. There will be three winners in terms of: originality, best pictures and best tips. The whole class will vote.**

**A part from your poster you will have to submit this portfolio, so make sure that it is as complete as possible. For your final mark these would be the grading criteria: Poster 35%, Portfolio 35% and Participation in the online sessions 30%.**

**Check the table of contents as it contains an extra resources section.**

# Lesson 1

## THINK GREEN



Write here all the words you don't know from the word cloud



## My Reflections

IN THIS SESSION

I LEARNED...

I FOUND CHALLENGING...

I WOULD LIKE TO KNOW MORE ABOUT...





### OTHER THOUGHTS

Write here other ideas you have in mind about today's session

### NOTES ON THE SESSION

Write here everything you don't want to forget

## Lesson 2

### TIME TO DISCOVER



Before the online session: Watch this video and complete the table

TIPS	DISCOVERIES	GOAL
1		
2		
3		
4		
5		

TIPS	DISCOVERIES	GOAL
6		
7		
8		
9		
10		

TIP 1  
I didn't know

After the online session



**TIPS**  
Complete the yellow squares

TIP 2  
I find useful





# My Reflections

## IN THIS SESSION

I LEARNED...

I FOUND CHALLENGING...

I WOULD LIKE TO KNOW MORE ABOUT...

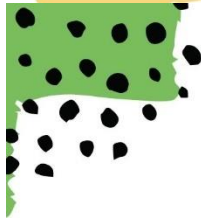


## OTHER THOUGHTS

Write here other ideas you have in mind about today's session

## NOTES ON THE SESSION

Write here everything you don't want to forget



# Lesson 3

## GOING GREENER



Before the online session: click in the image and choose one article from the eco lifestyle sections:

**Fashion, Living, Food or DIY**

**BLOG TITLE**

---

**SUMMARY**

---

---

---

---

**WRITE SOMETHING YOU DIDN'T KNOW**

---

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## Jigsaw - EcoFriend posts

Complete this page with interesting information given by your classmates

1.

---

---

---

---

3.

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2.

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---

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4.

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---

Complete this quiz before the online session



## My Reflections

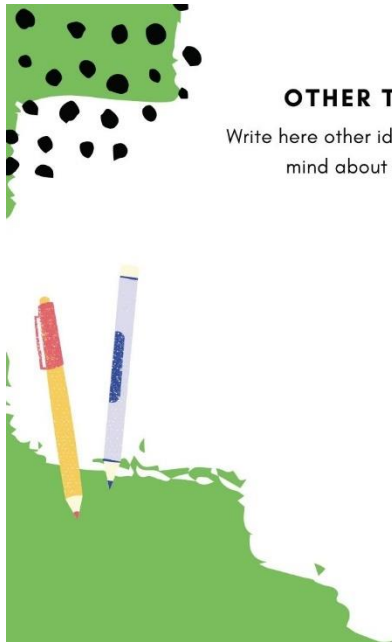
**IN THIS SESSION**

**I LEARNED...**

**I FOUND CHALLENGING...**

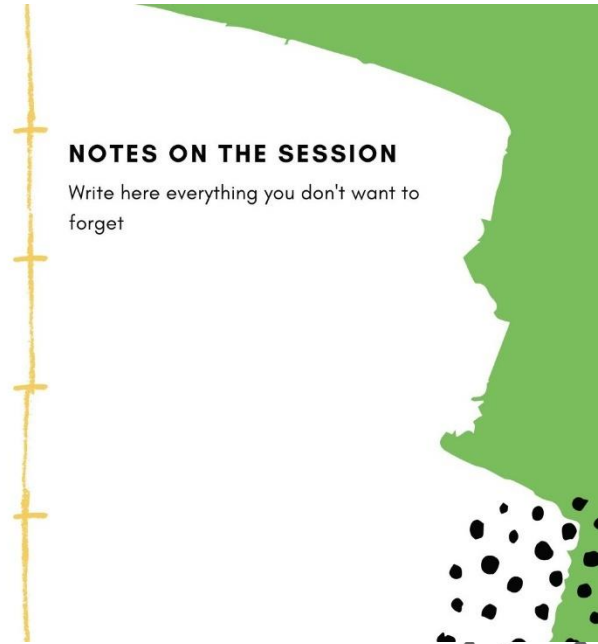
**I WOULD LIKE TO KNOW MORE ABOUT...**





### OTHER THOUGHTS

Write here other ideas you have in mind about today's session



### NOTES ON THE SESSION

Write here everything you don't want to forget

## Lesson 4

### TIME TO PLAN

Before the online session: Start planning your poster. Write down here all your ideas. Take all the time you need.



What will I do?

How will you do it?  
(tools, resources...)

When will you do it?





# CHECKLIST

COMPLETE THIS LIST WITH THE ESSENTIAL ELEMENTS OF A GOOD POSTER



## My Reflections

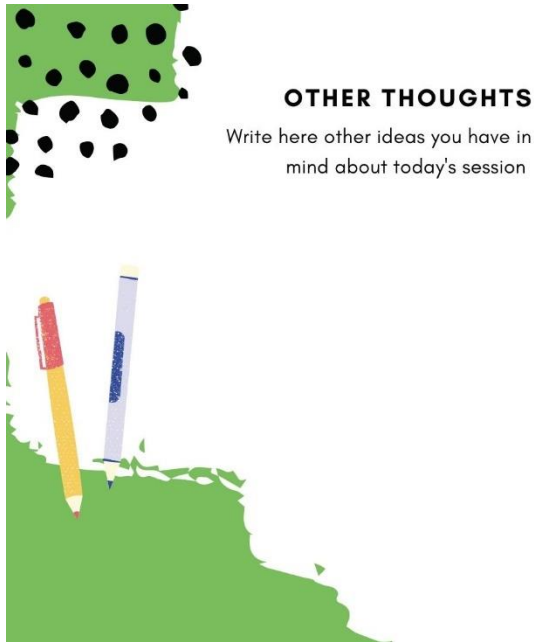
**IN THIS SESSION**

**I LEARNED...**

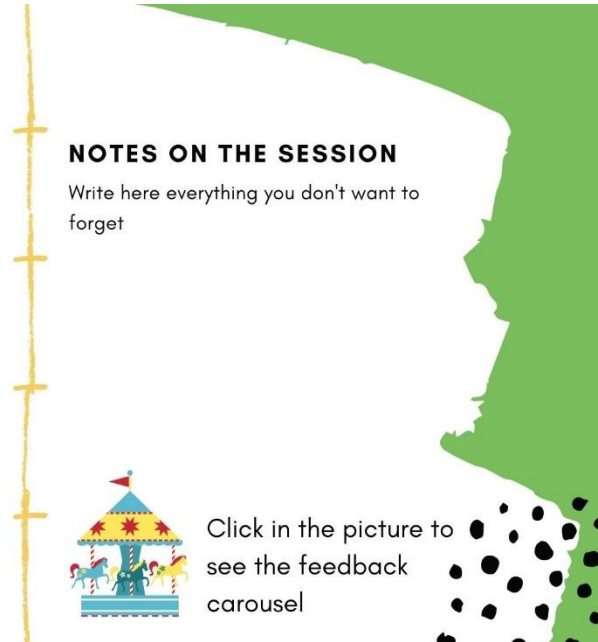
**I FOUND CHALLENGING...**

**I WOULD LIKE TO KNOW MORE ABOUT...**






**OTHER THOUGHTS**  
Write here other ideas you have in mind about today's session



**NOTES ON THE SESSION**  
Write here everything you don't want to forget



Click in the picture to see the feedback carousel

## Lesson 5

### LET ME CREATE!

#### BEFORE CREATING

Make sure your action plan is complete.  
Is your checklist is ok?

#### WHILE CREATING

Are you following the steps in the plan?  
Write down your doubt to ask your teacher.

#### AFTER CREATING

Check the assessment rubric.  
Did you include all the elements of the your checklist?  
Are you happy with the result?



**NOTES**



USE THIS SPACE TO CREATE YOUR DRAFT OR  
BRAINSTORM

## My Reflections

**IN THIS SESSION**

**I LEARNED...**

**I FOUND CHALLENGING...**

**I WOULD LIKE TO KNOW MORE ABOUT...**



### OTHER THOUGHTS

Write here other ideas you have in mind about today's session

### NOTES ON THE SESSION

Write here everything you don't want to forget



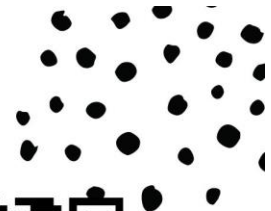
## Lesson 6

### GOING PUBLIC

Publish



SCAN THE CODE AND UPLOAD  
YOUR POSTER.



## My Reflections

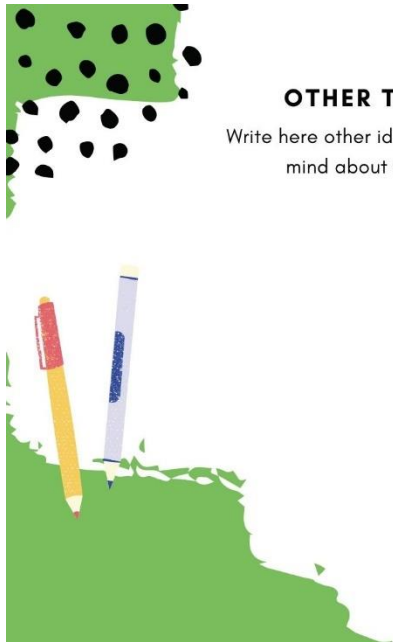
IN THIS SESSION

I LEARNED...

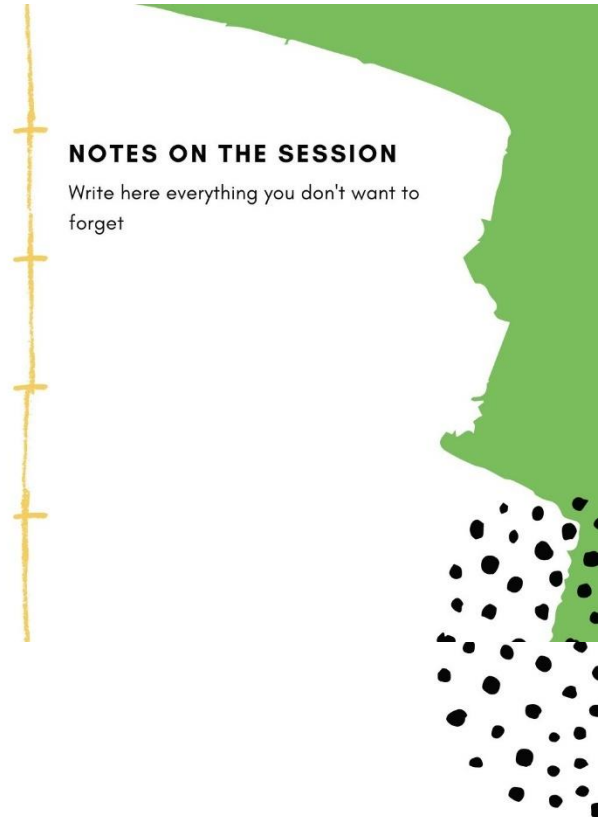
I FOUND CHALLENGING...

I WOULD LIKE TO KNOW MORE ABOUT...





**OTHER THOUGHTS**  
Write here other ideas you have in mind about today's session



**NOTES ON THE SESSION**  
Write here everything you don't want to forget

## Lesson 7

### EXIT TICKET

Click in the tickets and assess:



Your classmates poster



This project



**A-Z** Vocabulary list

A

D

B

E

C

F

**A-Z** Vocabulary list

G

J

H

K

I

L



**A-Z Vocabulary list**

M

P

N

Q

O

R

**A-Z Vocabulary list**

S

W

Z

T

X

V

Y





# CHEAT SHEET

Modal verbs are followed by an infinitive

Types of modal verbs:

E.g.: You should go to the party

- Ability: can, could, be able to,
- Permission: can, could, may
- Advice: should, ought to
- Obligation: must, have to
- Possibility: might, may, could, can

To Infinitive / -ING clauses

Remember that some verbs are followed by to infinitive and other by -Ing forms.

Zero Article. it is possible to have a noun phrase with NO article. You can use it in the following cases: with Plural and Uncountable Nouns, with Singular Countable Nouns, Games and Sports, Meals, Noun + Number, Routine Places, Movement or Transport, Newspaper Headlines, Notices, User Guides,

## CLASSROOM EXPRESSIONS

### Expressing opinion

Speaking for myself...  
Personally...  
In my view...  
For me...  
As I see it...

### Expressing Personal Experience

In my experience...  
I remember when...  
What happened was...  
One time (when)...  
Back when I was...

### Agree and Disagree

I totally agree.  
I couldn't agree with you more.  
You're absolutely right.  
No doubt about it.  
Definitely / Absolutely / Precisely  
I'm afraid I disagree.  
I see your point, but...  
That's one way of looking at it. However...



### III. How much do you know about the environment? – Google Forms (own authorship)

Survey designed for session 3 and that will help students to know more about environmental issues.

<https://forms.gle/6sgbQoxX543DwDUa6>

A screenshot of a Google Form titled "How much do you know about the environment?". The form has a green and white theme with a background illustration of trees and a sun. The question is: "How much do you know about the environment?" with a subtext: "Fill in this questionnaire to find out more about our carbon footprint". Below the question is a multiple-choice question: "Every ton of paper that we recycle saves" with three options: "30 trees", "2 trees", and "17 tress".

How much do you know about the environment?

Fill in this questionnaire to find out more about our carbon footprint

Every ton of paper that we recycle saves

- 30 trees
- 2 trees
- 17 tress

1 reusable bag has the same use as

- 2 plastic bags
- 50 plastic bags
- 170 plastic bags

Washing your clothes with cold water helps you reduce 90% of energy

- True
- False

Using 1 bamboo toothbrush is the same as using 4 plastic toothbrushes

- True
- False

How long does it take to bottles to disintegrate?

- 50 years
- 100 years
- 450 years

In Spain \_\_\_% of the trash is recycled

- 22%
- 17%
- 33%

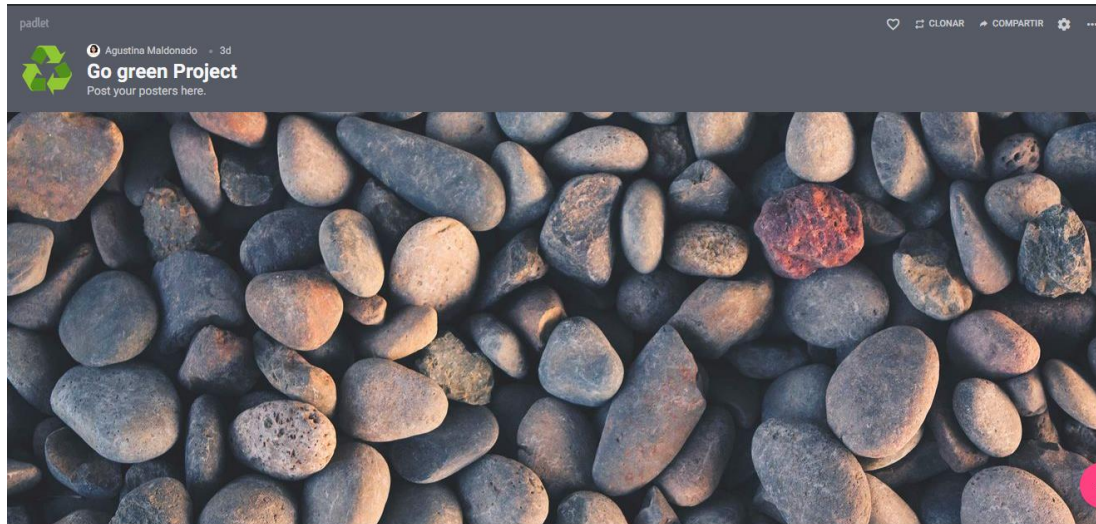
Do people in Spain recycle more plastic or paper?

- Plastic
- Paper
- Both equally

#### **IV. Go Green – Padlet (Poster sharing) (own authorship)**

Board created for students to publish their posters.

<https://padlet.com/agustinateacher/fzb8751duwymrw73>



#### **V. Mentimeter – Opinion Sharing (own authorship)**

These two slides were created as a way to share opinions during the online sessions.

Checklist Sharing - <https://www.menti.com/mwd1bxu9f2>

Posters Poll - <https://www.menti.com/46nij27zcd>

#### **VI. Posters – Input presentation**

These pictures will serve a WAGOLLS

[https://www.canva.com/design/DAD9pFKHLd4/X\\_WdLLgvFJnRHFkItOybXw/view?utm\\_content=DAD9pFKHLd4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD9pFKHLd4/X_WdLLgvFJnRHFkItOybXw/view?utm_content=DAD9pFKHLd4&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



# GO GREEN IN YOUR APARTMENT, ONE MONTH AT A TIME

Adopting an eco-friendly lifestyle doesn't have to be scary - one small change at a time can make a difference! With just one project per month, you'll find that it's easy being green in your apartment.

**January:** Wrap your water heater in an insulating jacket.

**February:** Buy or make draft stoppers to place in front of windows.

**March:** Opt out of junk mail.

**April:** Switch to non-toxic cleaning products.

**May:** Plant a container garden.

**June:** Vacuum the coils on the back of your refrigerator.

**July:** Buy a reusable water bottle and/or insulated mug.

**August:** Plug small appliances into a smart power strip that can be turned off.

**September:** Buy a water-saving showerhead.

**October:** Change your air filters, or ask your landlord to change them for you.

**November:** As your incandescent light bulbs burn out, replace them with CFLs or LEDs.

**December:** Give eco-friendly holiday gifts.

**Apartment guide**

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Source: <http://www.apartmentguide.com/blog/small-changes-help-go-green-in-your-apartment-infographic/>

# WAYS TO REDUCE YOUR CARBON FOOTPRINT

- LITTER FREE LUNCH BOXES**  
Use little plastic bags and wrappers in your lunch box, if possible.
- REDUCE**  
Think, do you really need more toys or items that will one day end up as landfill?
- PLANT MORE TREES**  
If you can, plant new trees in your garden.
- MAKE EVERY DROP COUNT**  
Turn off the tap when brushing your teeth or washing your hands and have quick showers.
- RECYCLE**  
Make sure you put any products that can be recycled in the recycling bin.
- REUSE OR REPAIR**  
Can you reuse something again or in a different way? If it is broken, see if it can be fixed before throwing it away and buying a new one.
- REDUCE ENERGY USE**  
Turn off all electrical appliances when you are not using them.
- CHANGE YOUR TRANSPORTATION**  
Ride your bike or walk instead of taking the car.

Source: <https://www.teachstarter.com/au/teaching-resource/ways-reduce-carbon-footprint-poster/>

# EARTH EVERY DAY

Save Time and Resources

**TIP #1 Plant A Tree**  
Planting a tree can help remove carbon dioxide from the air. Plant trees to stay cool this summer.

**TIP #2 Ride a Bike**  
Instead of a car, try to ride a bicycle for a day. Riding a bike is like a stress-free workout you'll never do.

**TIP #3 Conserve Water**  
Every drop counts. Water is a precious resource, and saving water is important from the environmental standpoint, because it increases the amount of useable water.

**TIP #4 Reduce, Reuse, Recycle**  
These "Three R's" have several benefits. Like lessening the greenhouse gas emissions and conserving energy and resources.

**TIP #5 Unplug**  
Unplugging electronic devices when no one is using them can really save your pocket. When you're going on vacation, it is important to check that all electronic devices are all unplugged.

**TIP #6 Food Waste**  
Before you decide to go in a grocery store, check your fridge first, and consider what you haven't used. Buy what you eat, and eat what you buy.

Source: <https://www.50waystohelp.com/>

# 5 ways to reduce your carbon FOOTPRINT

- 1 only buy what you need**  
20-50% of everything we buy ends up in landfill
- 2 eat less meat and dairy**  
70% of the world's footprint is from animal products
- 3 eat less processed food**  
the more processed a food is, the bigger its footprint
- 4 buy local and in season**  
these foods have travelled less and stored less
- 5 grow your own food**  
the ultimate in local, seasonal, unprocessed food

for more information visit:  
[ethicalnutrition.wordpress.com](http://ethicalnutrition.wordpress.com)

Source: <https://www.ethicalnutrition.wordpress.com/>



**VII. Exit Ticket – Peer’s assessment (own authorship)**

Activity to give feedback to classmates.

[https://www.canva.com/design/DAD97gxWcUw/t\\_WJEGwICovsbqPrgJGq4g/view?utm\\_content=DAD97gxWcUw&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD97gxWcUw/t_WJEGwICovsbqPrgJGq4g/view?utm_content=DAD97gxWcUw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

Poster title:

**2 STARS, 1 WISH**

Write two things you like about your classmate poster and a suggestion

★


★

✨

## VIII. Project Assessment (own authorship)

This questionnaire will help the teacher to see students' view on the project once it is done.

<https://forms.gle/jJgXKfUHJbz1CK9V6>



**Project Exit Ticket**

Before finishing this project, please, answer these questions

\*Obligatorio

Name \*

Tu respuesta

Name 3 things you have learnt in this unit and you think are important \*

Tu respuesta

How much knowledge did you have on environmental issues before this unit? \*

- Poor
- Moderate
- Good
- Excellent

How much knowledge do you have now? \*

- Poord
- Moderate
- Good
- Excellent

What do you like about this project? \*

Tu respuesta

---

What do you dislike about this project? \*

Tu respuesta

---

Write here anything you want the teacher to know:

Tu respuesta

---



**IX. Feedback Carousel (own authorship)**

This presentation will be share during an online session and each student will give feedback and then have access to it.

<https://docs.google.com/presentation/d/16gLSUL913e-EiS9oeEREVqSvK26hVh1inImAL7xch0I/edit?usp=sharing>

STUDENT 1. NAME:

Group Feedback	
<u>Questions</u>	<u>Resources</u>
<u>Suggestions</u>	<u>Plan Strengths</u>

## Appendix V. Evaluation Criteria

<b>Tools and procedures</b>	<b>Criteria</b>	<b>Grading Criteria</b>
<b>Poster rubric</b>	Crit.IN.4.1., Crit.IN.4.2.	35%
<b>Portfolio Rubric</b>	Crit.IN.4.1. ; Crit.IN.3.1.; Crit.IN.1.1.	35%
<b>Participation Rubric</b>	Crit.IN. 2.1.; Crit.IN.2.2	30%

### i. Poster Assessment Rubric

This rubric will be used by the teacher to assess the final product.

POSTER RUBRIC				
Student's name: _____				
	1- Poor	2- Adequate	3- Good	4- Excellent
<b>Title</b>	The title is too short and not very descriptive	The title describes well the content.	The title is creative and appropriate for the content	The title is quite creative and attractive.
<b>Content</b>	The content is not relevant to the topic and the reader is not informed.	Some of the content is not relevant to the topic and the information is incomplete.	The content is important and the reader is informed	All the content is relevant and the reader is well informed.
<b>Required Elements</b>	Several elements of the poster are not included.	1 or 2 elements are not included.	All the elements of the posters are included.	The poster has all the elements of a poster as well as additional ones.
<b>Vocabulary, grammar and spelling.</b>	The use of vocabulary and grammatical forms are below the level. Excessive spelling mistakes.	Uses basic vocabulary and simple grammatical forms. Noticeable spelling mistakes.	The vocabulary is appropriate. Use grammatical forms with good control. Minimal spelling mistakes.	The vocabulary appropriately and above level. Use complex grammatical forms with good control. Minimal or zero grammar mistakes.
<b>Attractiveness</b>	Not very visually appealing. Colours and font make reading impossible.	Visual appeal is adequate; colours and fonts make readability difficult.	The poster is visually appealing; colours and fonts support readability	The poster is visually appealing; colours and font sizes/variations enhance readability
<b>Design</b>	Graphics are not related to the topic. The content arrangement is confusing.	Some graphics relate to the topic. The content is easily viewed.	All graphics are related to the topic and the arrangement is not confusing.	The graphics are related to the topic and the arrangement enhances the information
Total points: ___/ 35				

ii. Portfolio Assessment Rubric

This rubric will be used by the teacher to assess the portfolio.

PORTFOLIO RUBRIC				
Student's name: _____				
	1. Unsatisfactory	2. Needs Improvement	3. Meets Expectation	4. Exceeds Expectation
<b>Writing / Communication of Achieved Integrated Outcomes</b>	The text is unclear and disorganized. The ideas are not addressed or addressed improperly.	The text is unclear and not very organized. Ideas are not addressed in a clear way.	The text is clear and well organize. Ideas are addressed in the correct way.	The text is clear and presents ideas in a very cohesive way.
<b>Vocabulary, grammar and spelling.</b>	The use of vocabulary and grammatical forms are below the level. Excessive spelling mistakes.	Uses basic vocabulary and simple grammatical forms. Noticeable spelling mistakes.	The vocabulary is appropriate. Use grammatical forms with good control. Minimal spelling mistakes.	The vocabulary appropriately and above level. Use complex grammatical forms with good control. Minimal or zero grammar mistakes.
<b>Presentation (Completeness and quality of the portfolio presentation)</b>	Several tasks are incomplete. There is a lack of organization and it is difficult to read.	Some tasks are not complete. The portfolio is not well organized.	Most of the tasks are complete and the portfolio is organized.	All the tasks are completed, well organized and displayed correctly. The students added some extra items and it makes it more attractive.
<b>Activities</b>	The activities do not meet expectations.	Most of the activities do not meet expectations and need improvement.	Some of the activities meet expectations	All the activities exceed levels of expectation
<b>Reflection/critique</b>	Mostly all the activities or tasks show limited critical thinking.	Some activities show some critical thinking skills	Most of the tasks demonstrate considerably critical thinking	All activities and tasks show considerable critical thinking.
<b>Demonstrating Learning Integration and Cohesiveness</b>	The portfolio shows no evidence of learning and there are no connections or signs of understanding.	The portfolio provides some evidence of learning but the connections done by the students are vague.	The portfolio provides evidence of learning and the student makes general connections.	The portfolio provides clear evidence of learning through practical and theoretical connections and understanding.
<b>Total Score: ____/24</b>				

### iii. Participation Assessment Rubric

This rubric will be used by the teacher to assess the participation.

<b>PARTICIPATION RUBRIC</b>				
Student's name _____				
<b>Criteria</b>	<b>1 (Low achievement)</b>	<b>2</b>	<b>3</b>	<b>4 (High achievement)</b>
<b>Point of view</b>	Does not shares a point a view or it is not developed	Does not use relevant concepts to argue or support a point of view	Applies some relevant concepts to argue or support a point of view	Applies and analyses most concepts to argue or support a point of view
<b>Relevant Data</b>	Does not apply information or examples to support the point of view	Applies information but it is not relevant or it is unclear	Applies relevant information to the point of view	Applies relevant information giving supported reasons
<b>Active Participation and collaboration</b>	Does not provide answer to classmates or the teacher	Answers to classmates and the teacher but not frequently	Follows the conversations and answers to classmates actively	Follows the conversations and answers to classmates showing interest to help
<b>Tone</b>	The tone is not appropriate and most of the time it is rude	Generally, the tone is ok although can be rude some time	The tone is appropriate most of the time	The tone is always appropriate and polite
<b>Comments:</b>				
<b>Total Score: __/16</b>				