

## Trabajo Fin de Máster

Using PBL, Cooperative Learning and Process Writing for teaching EFL in Secondary Education, boosting learners' motivation and developing students' writing skills

El uso del trabajo por proyectos, el trabajo cooperativo y la enseñanza del proceso de escritura en la etapa de secundaria para motivar a los estudiantes y desarrollar sus habilidades de escritura

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## **Abstract**

This Master's final dissertation has as its main objective the design of an innovation proposal that will consist in a Unit Plan created to tackle the main needs identified during the placement periods that took place during both first and second semesters of the Master's of Secondary Education. The necessities that were observed are the lack of writing activities and the poor motivation among the students. In order to address these needs, the Unit Plan has been created following the principles of Communicative Language Teaching and three other methodological approaches: Project-Based Learning (PBL), Cooperative Learning and Writing Process approach. The lack of writing activities will be addressed through PBL and the Writing Process approach, since students will have to create a final written product and follow the writing process in a certain stage of the project. Moreover, together with Cooperative Learning, Project-Based Learning will be implemented in the Unit Plan in order to solve the lack of motivation. Students will be challenged to create a poster to raise awareness about Covid-19 and will publish their posters on the website of the Ministry of Health, which is expected to drive the students' motivation. Moreover, by working in cooperative groups, learners will interact and receive peer scaffolding, as well as feel supported and safe.

## **Resumen**

El principal objetivo de este trabajo Fin de Máster es diseñar una propuesta innovadora que consiste en una unidad didáctica creada para solventar las necesidades encontradas durante los periodos de prácticas que tuvieron lugar durante el primer y segundo semestres del Máster de Profesorado. Las necesidades consisten en la falta de actividades de escritura y la falta de motivación en los alumnos. Para paliar las necesidades mencionadas, la unidad didáctica ha sido creada siguiendo diferentes principios del método comunicativo y tres enfoques metodológicos: Aprendizaje por proyectos, Aprendizaje cooperativo y el enfoque sobre proceso de escritura. La primera necesidad, es decir, la falta de actividades de escritura será solventada a través del aprendizaje por proyectos y el enfoque sobre proceso de escritura ya que los estudiantes, siguiendo el proceso de escritura, crearán al final del proyecto un producto escrito. Además, junto con el aprendizaje cooperativo, el aprendizaje por proyectos será utilizado para paliar la falta de motivación de los alumnos. A través de desafíos como la creación de un póster para

concienciar a los jóvenes turistas del peligro del Covid-19 y el premio de la publicación de su póster en la página web oficial del Ministerio de Sanidad, los estudiantes se ven motivados a trabajar. Además, a través del aprendizaje cooperativo, los estudiantes interactúan y reciben andamiajes, además de sentirse seguros y apoyados por sus compañeros, lo que facilita el proceso de aprendizaje.

## **1. Introduction**

According to Al-Sawalha (2014), among the four language skills, writing is usually perceived as the most complex skill of all (p 41). However, it is crucial that students learn how to write because, as White and Arndt (1991) contend, writing is a key tool since it allows us to communicate, articulate and share our ideas and persuade and convince others. Despite its importance, students are rarely taught how to write. In my experience, teachers tend to use the product-oriented writing approach that requires students to focus their attention on a writing model that they need to reproduce. Later on, learners are tested as teachers check their products regarding the content, organization, range of vocabulary, grammar structures and spelling and punctuation (Al-Sawalha, 2014, p. 42; Brown, 2000, p. 335). The product-oriented approach is not entirely regarded as a negative writing approach however, it has different weaknesses as it only focuses on the final output rather than leading learners through the process of writing, which helps them to learn how to write and develop their writing skills (Kamimural, 2000 in Al-Sawalha, 2014, p. 42). In addition, it does not provide learners with feedback during the writing process, which has a negative impact on students' academic achievement and motivation (Al-Sawalha, 2014, p. 42).

The concept of motivation is a crucial term in second language learning. Many different factors such as the lack of relevance and attractiveness of the course or the lack of learners' satisfaction may reduce the level of motivation (Dörnyei, 1994, p. 273, 277 and 281). This affects second language learning since demotivated students tend to be not interested in learning.

The lack of motivation and insufficient writing activities are the two main shortcomings found in the EFL class which I observed during the placement periods. As for this group, the root of students' lack of motivation seemed to be the lack of interest of the activities and the overuse of individual work. Moreover, very few activities for the development of learners' writing skills were proposed, which seems to indicate that writing was not considered as an essential language skill.

In order to address these inadequacies, a didactic proposal has been designed. This Unit Plan will present students with attractive content and cooperative activities that may boost their motivation while developing their writing skills.

The didactic proposal has been created following different pedagogical models. For instance, in order to target the lack of motivation, Project-Based Learning (PBL) and Cooperative Learning (CL) have been used as the basis of the didactic proposal. Following the principles of Project-Based Learning (PBL) students are challenged to create a final product at the end of the Unit Plan, namely a poster designed to raise awareness among young tourists about certain behaviours which may increase the risk of infection. This product may seem interesting and attractive for students since Covid-19 is a familiar topic. Additionally, students work in cooperative teams that allow them to feel safe, supported and influenced to work and demonstrate all their potential.

Furthermore, a process writing approach has been followed to develop students' writing skills. This writing approach has been selected because it guides students through the process that writers should follow in order to create a publishable final product. Moreover, throughout this process, students learn about different writing strategies that will serve them for future writing compositions.

This dissertation has been structured into 9 sections. The first parts are the introduction, the purpose and aims of the dissertation, the justification of the proposal and the theoretical and curricular framework, where the main methodological approaches are displayed. The fifth and sixth parts are the methodology design and the analysis of the didactic proposal. Finally, the main ideas of the dissertation are summarized in the conclusion, which is followed by the works cited and the appendices.

## **2. Purpose and Aims of the Dissertation**

The main purpose of this Master's dissertation is to design a didactic approach that targets and solves the main needs and limitations found during the two placement periods.

Furthermore, regarding the main aims of this dissertation, one of the main aims is boosting students' intrinsic motivation. To do that, the proposal presents a Unit Plan where Project-Based Learning and Cooperative Learning are considered since both methodologies challenge and motivate students.

The second and last objective of this dissertation is to promote students' writing skills. In order to develop their writing skills, different writing approaches that help students to develop their writing skills have been considered in the design of the didactic proposal.

### **3. Justification**

The Unit Plan designed for this final dissertation has been created in order to address the shortcomings found during the first and second placement periods of this Master's Degree. Both first and second placement periods took place in Cristo Rey Escolapios.

The first limitation I found was the lack of writing activities. This weakness was identified after the analysis of the unit in the students' book (see p. 41 in Appendix 1). This analysis of materials revealed that there was only one writing activity in the whole analysed unit. Moreover, this activity focuses on writing as a product rather than on writing as a process. This lack of writing activities and, more specifically, activities that follow the 'writing as a process' approach demonstrate that students are in need of opportunities that allow them to develop their writing skills. Furthermore, through observation of the class, it was noticed that writing was neither evaluated nor assessed. This, once again, did not benefit students since they were not forced to write, which would help them to develop their writing skill.

Therefore, in the Unit Plan designed for this final dissertation, I plan to develop learners' writing skills through the creation of a final written product and the implementation of writing approaches, such as 'Writing as a process' and the 'Writing Circles', which lay emphasis on the development of writing skills.

In terms of lack of motivation, students did not feel motivated when they had to work individually. During the second placement period, concretely, through the teaching practice I observed that students were intrinsically demotivated, that is to say, they did not enjoy on working on the activities or learning English. In order to change this, the Unit Plan created for the teacher practice (see p. 41 in Appendix 1) included individual and group activities. Students showed a much more participatory attitude when they had the opportunity to work in groups and in those activities where they were presented with a challenge, such as solving a problem that will allow them to win certain points.

Therefore, after observing the origin of this lack of motivation, the Unit Plan created for this dissertation has been designed following two methodological approaches 'Project-Based Learning Teaching', that presents a challenge and 'Cooperative Learning', which allows students to cooperate and work in groups.



## **4. Theoretical and Curricular Framework**

### 4.1 Project- Based Learning

Project-Based Learning (PBL) is a student-centered pedagogical approach where students, led by the teachers, are responsible for their own learning, understanding and work (Murga, 2018, p. 9). Project-Based Learning (PBL) is characterized by different principles, which distinguish the approach from traditional teaching approaches. Nevertheless, in this dissertation, only the principles that have been taken into consideration for the design of the didactic approach are going to be critically commented hereafter.

The first principle to be commented on is the challenging problem or question. According to Larmer et al. (2015), problems and questions are meaningful elements of Project-Based Learning (PBL) since they provide a purpose for learning (p. 37). In other words, by presenting a problem or questions, students understand that what they are learning is going to be used to complete an outcome.

Sustained inquiry is another key principle of PBL. Larmer et al. (2015) define inquiry as the process of asking for information (p. 38-39). In the case of Project-Based Learning, students are asked to ask and find the required information for creating their final product. However, as English and Kitsantas (2013) state, although students are responsible for learning and compiling the information, they must be guided by the teacher since they are quite new to Project-Based Learning (PBL) (p. 135).

The third principle in the design and implementation of a project is teacher guidance. As Barrows (1996) claims, the teacher's role in Project-Based Learning (PBL) is being a facilitator and guide. Teachers no longer lecture, and they need to be aware of the thinking process students go through to understand the information. In Project-Based Learning, teachers facilitate students' research tasks by providing them with information sources. Moreover, they guide them through the different phases of a project. Nevertheless, students are always responsible for their decisions, such as selecting the information that they find through inquiry (p.5).

Authenticity is another fundamental tenet of Project-Based Learning (PBL). According to Larmer et al. (2015), authenticity can be defined as real learning experiences (p. 40). However, in relation to Project-Based Learning (PBL), authenticity can be addressed in three different ways: (i) as an action or process that happens in the real world,

(ii) something that has an impact on the world and (iii) a project that involves students' personal interests and concerns (Larmer et al. 2015, p. 40-41). Authenticity is a key basis in Project-Based Learning (PBL) since it motivates students in a sense that they feel their work may have an impact on the real world. At the same time, they are keen to work and develop the project since it deals with a topic that relates to their personal interests.

Another aspect that needs to be taken into consideration is the impact of critique and revision. Project-Based Learning promotes self and peer-evaluation through criticizing your own and peers' products (Hattie, 2012, p. 88). This principle is essential since it allows students to reflect on their learning, develop a critical view, and edit their products before publishing them.

Finally, another defining feature of Project-Based Learning is the publication of the final products. After meeting the challenge presented in the project, students are given the opportunity to share their products with an audience (Larmer et al., 2015, p. 126). As Dörnyei (1994) claims, this boosts their intrinsic motivation since students can see the benefits of their efforts (p. 281).

As it has been previously mentioned, one of the main aims of Project-based Learning (PBL) is to create a product that responds to a challenge. Nevertheless, to create the product, learners need to go through different stages that prepare them for the creation. Regarding the phases of a project, scholars propose different stages. For the design of stages of this didactic proposal, the works of Larmer et al. (2015), Murga (2018), and English and Kitsantas (2013) have been considered.

Larmer et al. (2015) propose four different phases in the implementation of a project. In the first phase *launching the product*, teachers present the project by introducing the entry level and the driving question. Moreover, in this stage, students' groups are formed. The second stage *building knowledge, understanding and skills* allows students to discover the knowledge by investigation, contact with experts or teacher-provided resources. In the third phase *developing, critiquing and revising products*, students start applying what they have discovered in the previous stage. Finally, their last stage is *presenting the products*. In this stage, students create, publish their products, and reflect on their learning (p. 105). All four Larmer et al.'s (2015) stages have been included in the didactic proposal of this Master's dissertation.

Additionally, Murga (2018) also proposes four stages. The first stage the *preparation* phase focuses on activating students' previous knowledge about the topic of the project and forming the groups. Moreover, in the second stage, called *development and implementation*, students investigate and ask for information aided by research tools provided by the teacher. In the third stage *communication and presentation*, students apply all the information gathered to create their final products. Moreover, they present them to the public. Finally, the last stage, *closing*, focuses on reflection, celebration, and evaluation of the students' work. For the design of the Unit Plan, only the *preparation*, *development and implementation* and *closing* have been considered.

Unlike the two previous scholars, English and Kitsantas (2013) suggest three phases. During the *Phase 1*, students activate their previous knowledge through activating activities provided by the teacher. Moreover, learners get familiarized with the driving questions of the project and start inquiring and using their prior knowledge to provide possible answers (p. 134). The second stage *Phase 2* provides students with different activities that allow them to gather information, reflect and extend and start drafting. Furthermore, teachers provide feedback by suggesting new ideas, identifying misconceptions, and checking on students' understanding (p. 136). Finally, in the last stage *Phase 3*, students present their products and reflect on their work through self-evaluation and peer-evaluation (p. 136). Although English and Kitsantas (2013) propose three different phases of PBL, only the last phase (*Phase 3*) has been included in the Unit Plan.

The different stages provided in the literature are consistent with the work of Marzano and Pickering (1997) who propose a comprehensive model consisting of five dimensions that students should go through to succeed in the learning process. Nevertheless, for this didactic proposal, only three dimensions have been regarded. The first dimension would be *Dimension 2: Acquire and Integrate Knowledge*. In this dimension, students receive declarative knowledge, that could be described as statements that students must know and understand (Marzano and Pickering, 1997, p. 51). Moreover, to remember and be able to recall this information, students integrate it by relating it with their previous knowledge. Nevertheless, as Marzano and Pickering (1997) state, to ensure an effective learning, students need to be engaged in complex cognitive processes so that the knowledge schemas they have acquired previously during the previous stage are extended and connected (p. 113). These processes take place during *Dimension 3: Extend*

*and Refine Knowledge*. The last stage that has been considered is *Dimension 4: Use Knowledge Meaningfully*. During this stage, students should go a step further by engaging in reasoning processes such as decision making and invention (Marzano and Pickering, 1997, p. 191). For the creation of the Unit Plan, *Dimension 2, 3 and 4* have been taken into account.

#### 4.2 Communicative Language Teaching

Communicative Language Teaching (CLT) is a rather broad concept due to the many interpretations and definitions that have been proposed to describe this approach. Richards and Rodgers (1986) and Littlewood (2013) define CLT as an approach that has as its main objective the teaching of structural and functional aspects of language in a communicative context and the development of the communicative competence (p. 85; p. 1). In addition, Richards (2006) describes Communicative Language Teaching as a set of principles that indicate conditions that should be met to ensure the learning of a Second Language (p. 2). In this dissertation, three main fundamentals of CLT, that is to say, *focus on meaning*, *focus on form* and *meaningful input*, have been followed for the planning and design of activities

According to Saeidi et al. (2012), studies conducted in the 1970s about Second Language Acquisition (SLA) show that exposure to meaningful input can lead to successful Second Language learning. This led to the creation of *focus on meaning* instruction, that focus on teaching meaningful input used in real-life circumstances (p. 72). Nevertheless, some researchers did not believe that students would be able to acquire a Second Language only relying on *focus on meaning* instruction because learners also need to attend to form, that is to say, grammar, vocabulary and phonetics. Thus, the *focus on form* approach was proposed.

According to Brandl (2008), *focus on form* is an approach that aims to teach grammar within communicative contexts (p. 19). Thus, to develop communicative competence, it is essential to teach grammar (Savignon, 2001, p. 25). Nevertheless, students only seem to learn and understand grammatical structures when they notice that they will be useful for future communicative experiences. This leads teaching grammar in an inductive way. According to Richards and Rodgers (1986), by following the inductive method, students infer grammar rules (95). In other words, grammatical rules

are no longer presented, explained, practiced, and learnt by heart. Now, teachers provide students with different examples that they need to analyze to infer the rule. Following this method to teach grammar is quite beneficial for learners because by inferring the grammatical rules, they connect this new grammatical knowledge with prior one, helping learners to understand better and remember this information (López and Luque, 2012, p. 182). For the design of this Unit Plan, *focus on form* instruction has been taken into consideration since it teaches students main language elements such as grammar structures or vocabulary within a communicative environment.

As Saeidi et al. (2012) state, *focus on meaning* and exposure to extensive L2 input are connected. According to Krashen (1982), the acquisition of L1 and L2 may be similar. It is hypothesized that learners may learn their first language through constant exposure to that language (p. 24). Therefore, if we provide learners with the same conditions that take place during L1 acquisition, students may be able to successfully acquire a second language. Therefore, it can be claimed that students should be exposed to extensive L2 input. As for the provided input, it should have certain characteristics. First, the inputs need to be rich. According to Brandl (2008), rich input calls for speech fragments produced by native or non-native speakers. Language learners need to hear and read speech fragments such as monologues, conversations, or written articles, in order to develop students' listening and reading skills (p.12). As this author claims, this can be achieved using multimedia resources, teacher talk and authentic or adapted materials (p.13). Dörnyei (1994) agrees and states that multimedia resources such as recordings or authentic materials boost learners' motivation since through these materials, they perceive the course to be more appealing (p.281).

Furthermore, input should be meaningful. This means that the information that learners are receiving may help them to use language in a relevant way, transmit interesting information and perform essential functions. To relate the knowledge, the input should be also comprehensible (Brandl, 2008, p. 16). In other words, students need to understand the language of the text they are reading or listening to comprehend the message that is being expressed and acquire the language. Nevertheless, certain materials, especially authentic materials, can be quite challenging for certain learners, such as lower-level students (Brandl, 2008, p.13). Therefore, to reduce the difficulty of some materials and help students to understand the presented input, visual representations or slower speech rate can be useful strategies (Brandl, 2008, p. 17).

### 4.3. Teaching writing in the EFL classroom

According to White and Arndt (1991), writing in English is a key tool in our current globalized world because it allows us to express and share our ideas, ask for help and convince or persuade others (p. 1). Therefore, due to the multiple benefits of writing, it is essential to teach writing strategies and to develop writing skills.

There are two writing approaches that have been used by teachers to teach writing: the product-centered approach and the process approach to writing (White and Arndt, 1991, p. 5). The product approach consists in a writing approach that presents students a model text. They need to analyze the model and write their own written pieces emulating the model (Gholami and Bazarmaj, 2013, p. 75). This approach encourages learners to just focus on the model, analyze it and try to imitate it. In contrast, the process- approach teaches learners the steps involved in the process of writing: students learn to generate and organize their ideas, revise and edit their work and create a final product that will be used to express a message to a certain real or imaginary audience.

Several scholars have supported the effectiveness of the writing process approach. Brown (2002) states that the writing process approach is beneficial for learners because they understand the steps that they have to follow in order to create a final written product, receive feedback and learn writing strategies essential for creating any form of writing text (p.335). Graham et al. (2012) agree and claim that different studies have demonstrated that going through the different stages of the writing process have positive effects on students' final product, as they are more precise or better organized than other products, which have not been created following the writing process approach (p.12).

A number of frames have been proposed for teaching the writing process in the EFL classroom following a series of steps. The works of White and Arndt (1991) and Tribble (1996) are some of the most influential and commonly cited. White and Arndt's (1991) work is described below because the division of stages proposed by these scholars has been followed for the creation of the Unit Plan. Moreover, Tribble's (1996) work is also commented next because of the novelty that this works provides.

White and Arndt (1991) propose six different phases for teaching the process writing. They claim that, in order to produce a satisfactory piece of writing, students need to go through different stages where learners make decisions at different cognitive levels (p. 4). The first stage is called *Generating*. During this stage, learners begin to generate

ideas. To do so, they activate their previous knowledge through activities such as brainstorming or fast writing (p. 17). By making students recover previous knowledge, the teacher can discover how much students know and guarantee that everybody has a clear understanding of the topic they are going to write about (Tribble, 1996, p.107). Moreover, during this process, they focus on the reader. That is to say, they analyze the reader and start considering the ideas they need to generate and the kind of language they need to use (White and Arndt, 1991, p. 30).

The second stage of the writing process is called *Focusing*. In this stage, students analyze the ideas generated in the previous stage and select those central ideas that they are going to focus on during the whole process (p. 44).

*Structuring* is the third stage proposed. After selecting the main ideas, students need to structure the information. In this stage, learners learn to order, link and sequence their ideas so as to convey a successful message for their readers (p. 78). Students can organize the information using several techniques such as mind maps or graphic organizers.

The fourth stage *Drafting* is essential in the process of writing because students put all their ideas together and start writing the first version of their final product (p. 99). Moreover, learners to receive feedback from others, such as the teacher or classmates, so that, they can solve any doubts regarding their drafts and improve them. The process of writing ends with the last stage *Re-viewing*. After going through previous stages such as focusing, structuring, drafting, and evaluating, students' final products are almost complete. Nevertheless, before publishing the final products, White and Arndt (1991) reinforce the importance of reviewing the texts once they are structured and practically finished (p. 36). In this stage, learners go through a process of self-assessment where they focus essentially in the ideas and the language used.

Tribble (1996) also proposes a model of the process of writing. However, for the design of this didactic proposal, only the last stage of his model, that is to say, the *publishing stage* has been followed. According to Tribble (1996), after revising and redrafting their written compositions, learners may consider that their final products are finished, and that they may not need any further improvements. Therefore, they should publish them, and this takes place in the *publication stage* (p.103).

Another interesting proposal for focusing on the writing process has been put forward by Vopat (2009), who proposes the use of writing circles (p.7). This author describes writing circles as groups of students who work together and support each other through the whole process of writing (p.7). Therefore, it can be claimed that writing circles are the combination of the ‘process-focused approach’ (White and Arndt, 1991, p. 5) and Kagan’s Cooperative Learning. According to Vopat (2009), writing circles are successful in terms of students’ development of writing skills since through this approach, students follow the process of writing supported and motivated (p. 7). Therefore, writing circles will be applied in the proposal, concretely, in the writing process implemented in the Unit Plan with the purpose of maintaining the base teams during the process of writing.

#### 4.4 Cooperative Learning

Cooperative Learning can be described as an approach in which learners work together in small teams in order to complete an assignment or a project (Felder and Brent, 2007, p. 34). According to Kagan (2009), Cooperative Learning has been demonstrated to be a successful approach due to the different benefits that it has on learners (p.4.1<sup>1</sup>).

Among its benefits, we can highlight students’ academic success and the increase of learners’ motivation. As Kagan (2009) states, students tend to consider academic success to be more obtainable when they are working in groups because learners are usually motivated by their fellow team members as they encourage and praise them (p. 4.21). As for the second benefit, by working in groups, learners feel included and supported (p. 4.1). As Dörnyei (1994) claims, feeling part of a group boosts learners’ motivation because they feel responsible for the group’s success thus, they are more motivated to work and learn (p. 279).

According to Kagan (2009), in order to ensure the success of Cooperative Learning, four main principles must be fulfilled. The four principles, that are represented by the acronyms PIES, have been followed in order to design the didactic proposal of this dissertation. They will be presented hereafter.

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<sup>1</sup> The pages of Kagan and Kagan (2009) are written following the page and the chapter to which the page corresponds. For instance, p. 4.1 consists in the fourth chapter and the first page of the chapter. From here on, the pages of this book are going to be organised in this way.



The first principle is *Positive Interdependence*. The term, which stands for two different concepts, positive correlation, and interdependence, describes the relation that exists between team members: dependency. Team's success is only fulfilled when every single member of the group can succeed. Every student must contribute in order to guarantee success thus, as Kagan (2009) states, learners tend to support, encourage and motivate their team members since their academic success depends on their work (p. 5.10). The second principle is *Individual Accountability*. Working as teams can lead to an inequality of effort. In other words, some students may invest less effort in carrying out tasks when they are working in groups since they rely on their team members' work (p. 5.10). Therefore, in order to avoid this, Cooperative Learning stands for evaluating based on learners' individual performance. The third principle is *Equal Participation*. In order to ensure equal learning, it is essential that every learner participates equally. These are not common features of traditional classrooms because only high-achiever students are those who actively participate. Therefore, Cooperative Learning provides students with different activities joined to strategies such as Jot Thoughts or Talking Chips, that do not end until every student has participated (p. 5.11). Finally, the last principle of Cooperative Learning is *Simultaneous Interaction*. In the traditional classroom, it is common that students speak in turns while the rest are listening. Nevertheless, in the cooperative classrooms, students talk simultaneously through activities such as Timed-Pair-Share, where students discuss and talk in groups (p. 5. 12). This can be beneficial for students because, apart from providing learners more time for developing their speaking skills, they no longer feel pressure or uncomfortable when talking in public because now they are expressing their thoughts to their teammates, who support and motivate them.

Another key aspect of Cooperative Learning is group formation. For the designed didactic proposal, students will be divided in groups and, in order to compose the groups, Kagan's statements regarding cooperative learning teams have been considered. First, Kagan (2009) recommends cooperative teams to be formed by four members since this number of participants ensures active participation and equal engagement by the team members (p. 7.1). Moreover, cooperative groups should be heterogeneous, that is to say, high and low achievers should be placed in the same group (p. 4.7). Through observation, low-achievers imitate high-achievers, who are usually those learners who achieve academic success (p. 4.15).

Finally, the last element of Cooperative Learning that has been taken into consideration for the creation of the Unit Plan of this dissertation is the use of cooperative structures. The term cooperative structures can be defined as instruction sequences that help teachers to organize the classroom, to provide interaction among students and implement the main principles of Cooperative Learning (Kagan, 2009, p. 5.3). For this Unit Plan, certain structures have been implemented to achieve different educational objectives such as team building and developing learners' social and thinking skills. These cooperative structures will be presented and commented later in the analysis of the didactic proposal.

#### 4.5. Curricular framework

The Order ECD/2016 have been considered for the design of the didactic proposal of didactic proposal of this dissertation. Hereafter, the different considered sections, and principles will be commented on.

##### 4.5.1. Methodological principles

In the section of methodological principles of the specific provisions of the Order ECD/2016, the methodological approaches Project-Based Learning (PBL) and Cooperative Learning (CL) are presented.

According to the Order ECD/2016, Project-Based Learning (PBL) is a methodological approach that is very suitable for skill-based learning, especially for the development of the communicative competence, a key competence in English language teaching. Moreover, it helps learners to develop certain essential thinking skills such as reflecting, criticizing, and hypothesizing and take responsibility for their own learning (p. 13127).

Regarding Cooperative Learning (CL), it can be claimed that the Order ECD/2016 advocates for this methodology since learners work and learn cooperatively by carrying out tasks. Furthermore, through Cooperative Learning students' learning paces are respected, which allows everyone to equally learn and succeed (p. 13127).

#### 4.5.2. Development of oral and written strategies

As the European Council states, the learning of a language implies the integration of the four language skills: Listening, Reading, Speaking and Writing (p. 13127). In this didactic proposal, different activities are proposed in order to equally develop the language skills. However, greater reliance is placed on developing students' writing skills since it is one of the aims of this final dissertation. Therefore, only the guidelines presented in the Order ECD/2016 for the development of writing would be exposed and commented on.

As reported by the Order ECD/2016, the approach to writing is based on two different provisions. The first instance states that writing is an interactive process where the writer writes a message that will be transmitted to a real or imaginary audience. The second provision establishes that a key stage of the writing process is the organization of ideas thus, it is key that teachers teach different writing strategies that allow students to organize their ideas (p. 13128).

#### 4.5.3. Teaching grammar and vocabulary

In accordance with the Order ECD/2016, grammar represents the domain of the rules that govern language functions. Grammar can be taught following two different teaching approaches. The first approach, known as deductive approach, presents students with grammar rules and examples so they understand the main syntactic-discursive structures. In contrast, the second approach, that is to say, the inductive approach only presents learners with examples where they can see the grammatical structure. Through these examples, learners should try to infer the grammar rule. Nevertheless, it should be noticed that, in both ways, grammar rules should be presented in a communicative context in order to guarantee that learners understand and learn them (p. 13129). For the design of the Unit Plan of this dissertation, the inductive approach has been considered.

#### 4.5.4. Teaching resources and the use of ICTs

As the Order ECD/2016 states, the selection and use of didactic materials and resources is a key methodological strategy. Learners should be exposed to a variety of resources that allow them to go through their learning processes. Among the main resources that the Order ECD/2016 recommends and have been used in the didactic proposal of this dissertation, authentic materials and ICTs can be highlighted.

First, authentic materials can be defined as resources that already exist and have been created for pedagogical purposes, such as songs, videos, or films among other materials (p. 13129). Using and providing authentic materials is highly recommended because they ‘expose [learners] to real language’ (Brandl, 2008, p. 13). Furthermore, it is useful to make use of the ICTs since they allow access to virtual resources, which help learners to proceed with their learning processes and suits individual and collective necessities (p. 13129).

#### 4.5.5. Guidelines for the evaluation: criteria and standards

In accordance with the Order ECD/2016, students’ learning should be evaluated so as to assess and strengthen their understanding (p. 13129). Students’ learners can be assessed through different kinds of evaluation. However, for this final dissertation, formative assessment and summative assessment will be used. Formative assessment can be described as a process carried out by teachers where they interpret evidence from the learners’ work results to determine whether learners are learning and what should be changed so as to ensure this learning (Assessment Reform Group, 2002). In other words, the main goal of formative assessment is helping teachers to compile information that will help him or her to identify how to improve the teaching instruction “while it’s happening” (Great Schools Partnership, 2014). On the other hand, summative assessment is an assessment used to judge students’ achievement (Chappuis, 2009, p. 5).

Moreover, the Order ECD/2016 encourages the use of evaluating tools and evaluation criteria to evaluate students’ learning process (p. 13129). Therefore, for this dissertation, assessment tools such as checklists and rubrics have been used to evaluate students.

## **5. Methodology**

For the design of this didactic proposal and dissertation, I have followed Project-Based Learning. I have selected the works of Marzano & Pickering (1997), English & Kitsantas (2013), Larmer et al. (2015) and Murga (2018). These authors have been chosen due to their different approaches to PBL and the division of stages that they propose.

Moreover, Kagan (2009)'s Cooperative Learning theory has also been selected due to the diverse cooperative structures proposed in his book *Kagan Cooperative Learning* and his demonstrations of the benefits of Cooperative Learning.

Finally, other methodological approaches considered for this dissertation are Writing as a Process and Writing Circles. White and Arndt (1991) and Tribble (1996) perspectives of the writing as a process have been considered because they provide readers with the different definitions of the writing process, its benefits and the different stages that writers should go through to complete a high-quality product. Moreover, Vopat (2009)'s Writing Circles were also chosen because of its relationship with the writing approach 'Writing as a Process' and the Cooperative Learning theory.

For my placement period, I designed a Unit Plan following the writing approach 'Writing as a Process' to put into practice this methodology so as to analyze its impact in developing learners' writing skills and helping them to learn how to write a proper writing piece. Moreover, I decided to design several activities that entailed group or pair work since this work structures seemed to boost students' motivation. Nevertheless, after my placement period, I investigated further about the writing process and those methodologies that would benefit students' motivation. Thus, I decided to design the didactic proposal of this dissertation with Project-Based Learning and Cooperative Learning, Writing as a Process and Writing Circles.

In case of implementing the didactic proposal, students would work in groups. I would choose this working arrangement because students tend to be more motivated when they work with their classmates. Moreover, these groups would be heterogonous teams to guarantee that both high and low achievers have the same opportunities to academically success. In order to form the groups, the teacher should have background knowledge of his or her students. That is to say, the teacher should be aware of the level difference of the class and those students that are considered high and low achievers.

These groups would be formed by four learners, concretely, two high achievers and other two low achievers to guarantee an equality regarding the level of the team. As well as for heterogeneous groups, groups formed by four members would be selected so as to ensure equal learning. These teams are presented at the beginning of the first lesson, after the presentation of the entry level and the challenging questions, so as to inform students the work dynamic that they are going to follow to carry out the project.

The Unit Plan's effectivity would be evaluated through teachers' own observation and field notes. In other words, teachers would evaluate how the proposed project has turned out, which activities have been successful, and which actions the teacher should carry out or improve for future projects.

## **6. Critical Analysis and Discussion of the Didactic Proposal**

### 6.1. Theme and context

The Unit Plan designed for this Master's final dissertation has been created in order to be implemented in the catholic charter school Cristo Rey Escolapios. The school, which is located in the neighborhood of Parque Goya in Zaragoza, offers complete pre-primary, elementary and compulsory secondary education. Therefore, Cristo Rey Escolapios hosts students from three to sixteen years of age. The proposal would be implemented in 1º year B of Secondary Education due to the diverse needs that have been found in this class.

The class is composed by a heterogeneous group of 24 students between the ages of eleven and thirteen. As for learners' English level, most students are characterized by having a pre-intermediate level (A2). However, there are certain students who show evidence of having a higher level of English, such as an intermediate or even an upper-intermediate level. Therefore, the level difference is what makes this group heterogenous. This difference can be noticed in their level of performance and academic success as well as in their readiness levels, that is to say, the command of elementary skills that allows the development of higher and arduous skills (Meisels, 1998, p. 5). It can be claimed that this diversity of levels has negative effects on learners' motivation because students with lower level are overshadowed by higher level students. At the same time, higher level students may get bored with the average level implemented for the class because it may be too low for them.

Students' age, diversity of levels and lack of motivation have had a crucial role when deciding the main topic of the Unit Plan and the methodological approaches that would be followed in order to create the proposal. First of all, students' age has determined the main topic and the final product that learners may have to create at the end of the Unit. The current infectious disease known as Covid-19 has been chosen to be the main topic because students' lives, as well as the lives of the rest of the world's population, have been deeply affected by this infectious disease. Furthermore, students' age has also been a determining factor in selecting the product that students would have to design, namely a poster aimed at young people to raise awareness about Covid-19. This product was chosen because, being young, students are especially suited for persuading a young audience because they understand their values and motivations and may identify with them.

Cooperative Learning and Project-Based Learning (PBL) have been chosen in order to solve learners' difference of level and lack of motivation. In cooperative Learning students work together to carry out a task. By working together, students' level difference is targeted because Cooperative Learning is suitable for heterogeneous groups. Students with higher English level will have to work with learners with different readiness levels and lower language levels. These heterogeneous groups are beneficial for both types of students since this methodology allows everybody to have the same opportunities to learn and succeed.

Cooperative Learning has also been chosen due to students' lack of motivation. During the placement periods, it was noticed that they were demotivated when they had to work individually. Thus, Cooperative Learning may increase their motivation because, by working in groups, learners finally feel that they are able to succeed academically. As a result, they are more motivated to work and learn. Similarly, their lack of motivation has been also a major factor when choosing Project-Based Learning methodology (PBL). Students of 1º B ESO were demotivated because they have grown tired of individually doing mechanical exercises. Thus, Project-Based Learning (PBL) has been chosen because it confronts students with a challenging question that they have to solve and rewards them by allowing them to publish their creations and celebrate their achievement.

The Unit Plan has been designed to be implemented at the end of the course, that is to say, in the third term. It is key that the project is developed at the end of the course because the poster is aimed at young people who are coming to Spain during the summer. Thus, the information displayed on the poster should be updated and recent, so young tourists can follow the measures presented in the poster.

Moreover, the project is introduced at the beginning of the Unit Plan through an entry level and a driving question. The entry level, that consists in a letter written by the Spanish Ministry of Health and the driving question, which helps teacher to engage students. With this methodology, students feel challenged and in control of their own decisions since they make their own decisions regarding how to create the poster. Additionally, the entry level and driving question, together with activating activities such as *The Alphabet Game*, help learners to activate their previous knowledge because they try to think about what they may know about the topic in order to solve the question. Moreover, the mentioned activation activities help teachers to discover students' baseline level so that the teacher can plan contents that will be meaningful to the learners.



Furthermore, in order to promote equal understanding and learning, the Unit Plan has been designed considering learners' different learning styles. According to Marcy (2001), learning styles is a term that refers to the different ways students gather, process, interpret, understand, and acquire information (p. 118). These learning styles can be categorized in four categories represented by the acronym VARK. The 'V' stands for the visual learning style (p. 118). Visual learners process and understand information seeing thus, in order to provide enough opportunities for learning for visual learners, this Unit Plan includes images, posters, videos and graphic organizers that allow students to organize and see the gathered information. Furthermore, the 'A' stands for aural learners, who learn through hearing (p. 118). These learners are considered in this Unit Plan since resources such as videos are provided. The 'R' refers to reading or writing. There are students that learn by reading and writing the information they are receiving (p. 118). In line with this, the Unit Plan provides students with graphic organizers where they can take notes. Finally, the last letter 'K' stands for kinesthetic. These kinds of learners learn through resources connected to reality (p. 118), that is to say, real videos or texts, such as the video about Covid-19, or the piece of news presented in this didactic proposal.

Finally, ICTs have been used in this didactic proposal. Since students tend to be in contact with different types of ICTs, it is advisable to make use of these resources in order to teach learners. Among the main ICTs used for this Unit Plan, we can highlight *PowerPoints*, used to provide input and teach grammar, and *Padlet*, used to go through thinking processes such as brainstorming or analyzing information.

## 6.2. Contribution to Key Competences

The Order ECD/2016 presents seven key competences bound to the defined objectives created for every educational stage. According to the Order ECD/65/2015, it is key that learners are able to acquire the key competences throughout the educational stage because they provide students with enough tools for self-development and the ability to become a member of our current society (p. 6988). Together with the seven key competences, the Order ECD/2016 proposes the communicative competence, a key competence for learning a language. This specific competence is composed of three main components, that is to say, the linguistic, pragmatic and sociolinguistic competences.

According to the Order ECD/65/2015, the key competences should be acquired throughout the education stage (p. 6988). Therefore, this Unit Plan only focuses on six key competences.

**Linguistic competence (CCL)** is of primary importance in this Unit Plan because it is developed through the different activities spread throughout the Unit. First, students participate in communicative exchanges such as the *discussion* in the fourth lesson of the *guiding inquiry* stage (see p. 50 in Appendix 5) where they communicate first, with their team members in order to reach a consensus in which ideas they are going to present and later, with their classmates so as to discuss about the topic of the discussion. Moreover, the components of the linguistic competence are also present in this Unit Plan. For instance, the *Imperative: Do and Don'ts* activity of the fourth lesson of the *guiding inquiry* stage (see p. 49 in Appendix 5) introduces students to the grammar structure of the imperative mood. Through an inductive approach, they need to analyze some examples in order to infer the rule.

**Strategic component** is also addressed as students need to overcome the possible problems that may appear in the creation of their products, for instance when *planning the poster* activity in the fifth lesson (see p. 51 in Appendix 5). In this activity, students plan and decide together which ideas will be included in their poster and how they will be represented. In order to reach a consensus, every team member should express their opinions and be listened. By doing this, future problems are solved. Finally, the personal component is also developed in this Unit Plan through the *creation activity* of the sixth lesson of the *developing, critiquing and revising products* stage (see p. 52 in Appendix 5). In this activity, students must be motivated and creative to create their posters.

**Digital competence (CD)** is developed because students need to use Canva, an ICT tool commonly used to make presentation or create posters. It is used to create the final product of the project, that is to say, the poster about Covid-19 directed to young people, which is located in the *creation activity* of the sixth lesson of the *Developing, critiquing, and revising products* stage (see p. 52 in Appendix 5).

**Learn to learn (CAA).** Competence in learning to learn is developed throughout the whole Unit Plan as students work in groups and cooperate with others to discover, deepen their knowledge, and organize their ideas about Covid-19. Moreover, they also cooperate to create and assess the posters created at the end of the project. By using the

process approach in the third lesson of the *guiding inquiry* stage (see p. 48-49 in Appendix 5), students develop awareness about learning how to write and which steps writers should follow to create high-quality products.

**Social and civic competences (CSC)** is developed through the different stages that form the project because as they work in groups, learners need to respect their teammates' ideas. Furthermore, during the evaluation stage of the writing process, which takes place in the third lesson of the *guiding inquiry* stage (see p. 48-49 in Appendix 5), students develop their Social and Civic competence since they learn to respect their classmates' feedback that takes places in the *publishing stage* of the third lesson of the *guiding inquiry* stage (see p. 49 in Appendix 5).

**Sense of initiative and entrepreneurship (CSIEE)** is developed through the writing process that takes place in the *guiding inquiry* stage. For instance, the *focusing* and *structuring* stages (see p. 48 in Appendix 5) develop this competence because, by prioritizing and planning the questions they are going to include in their inquiry letters, students are developing analyzing and planning abilities. Moreover, this competence is also developed in the *creation* activity of the sixth lesson of the *developing, critiquing and revising products* stage (see p. 52 in Appendix 5) since learners need to be creative to design their products and finally resolve the problem, in the case of this Unit Plan, the problem presented by young tourists.

This Unit Plan also contributes to the development of the **communicative competence**, including, the **pragmatic and linguistic competences**. The pragmatic competence is developed in the *publishing* stage of the third lesson of the *guiding inquiry* stage (see p. 49 in Appendix 5) since in this stage, students are asked to write and publish an inquiry letter. They are developing the pragmatic competence because they need to write a cohesive and coherent letter taking into account the purpose and the audience of the letter. Moreover, their linguistic competence is developed in this Unit Plan by focusing on specific phonemes, vocabulary, and grammatical structures. This is reflected for example in the *Do and Don'ts* activity of the *guiding stage* (see p.49 in Appendix 5), since students need to infer the rules of the imperative mood by analyzing some examples. Through this analysis of the examples, students learn the grammatical structure of the imperative mood.

### 6.3. Objectives and contents

The objectives of this Unit Plan, which can be found on page 41 in Appendix 2, have been developed taking into account the evaluation criteria of the Order ECD/2016. Concretely, the criteria related to the Unit Plan was selected and later, unpacked. Furthermore, Allen's variable focus syllabus framework has a major role in writing the objectives (Finney, 2002). Allen divides the syllabus in three parts considering the different stages of learning: *elementary level*, *pre-intermediate level*, and *intermediate and above levels*. However, for the design of the objectives, only *pre-intermediate levels* have been followed because students focus on learning linguistic functions (Finney, 2002, p. 76).

The contents of the Unit Plan (see p. 41-44 in Appendix 3) have been taken and adapted from the curricular contents from the Blocks of 1º year of Secondary Education displayed in the specific provisions 'Primera Lengua Extranjera: Inglés' from the Order ECD/2016. First, I decided the main topic and the final product of the didactic proposal. Then, I looked for the contents that could be related with the topic and product and adapted them. Moreover, as it can be seen in the Appendix 3, the contents were divided into four main parts depending on the language skill they are related to. This division helps to identify which contents we have to focus on in order to develop each language skill.

### 6.4. Sequencing of activities

The Unit Plan created for this Master's final dissertation can be found in Appendix 5. As previously stated, the unit has been designed following three main methodological approaches: Project-Based Learning (PBL), Writing as a Process and Cooperative Learning.

Project-Based Learning has been followed in order to create the structure of the Unit Plan. That is to say, the didactic proposal is divided into different stages that students need to go through in order to create their final products. So as to create the division of this Unit Plan, the works of Marzano and Pickering (1997), English and Kitsantas (2013), Larmer et al. (2015) and Murga (2018) have been considered. Concretely, the proposed Unit Plan is structured in four main stages and seven lesson that will be presented and commented on below.

The first lesson of the Unit Plan corresponds to the first stage of Project-Based Learning (PBL), that is to say, *Launching the Project* (see p. 45-47 in Appendix 5). The lesson starts with the presentation of the challenge. This challenge is characterized by being an authentic challenge, in other words, it is a problem that can happen in the real world. It is useful for students to face a real-world challenge because it helps them to develop cognitive skills that will be useful in the real world (Jonassen, 2011, p. 101). Moreover, it is more motivating since students can propose solutions that may be put into practice (Larmer et al., 2015, p. 71). For this Unit Plan, the challenge consists in the creation of a poster which will be used to persuade and convince those young tourists that are going to come to Spain this summer to follow the measures created to protect themselves from Covid-19.

Furthermore, this challenge is introduced through an entry level and a challenging question. The entry level, which consists in a letter from the Spanish Health Minister (see p. 54 in Appendix 6) and the driving question ‘*How can we design a poster about Covid-19 that catches young people’s attention?*’ (See p. 55 in Appendix 6), motivates students because they see the things they are going to learn as necessary to complete the challenge (Larmer et al., 2015, p. 37, p. 107). As a result, students are motivated and engaged. Additionally, apart from engaging learners, the driving question also activates students’ previous knowledge because they immediately try to answer the question with what they may know about the topic.

Following the presentation of the challenge, in the same stage, students discover the working dynamic that they are going to follow. It is appropriate for students to cooperate and work in groups due to its several benefits, such as low-achievers’ academic success, the safety that a group work offers and the increase in motivation for both high and low-achievers (Kagan, 2009, p. 4.15, 4.21). Thus, in order to work through the whole project and create the final product, students are grouped in groups of four people each, which are presented in the second activity of the *Launching the Project* stage. Moreover, the groups are heterogeneous so as to ensure that there is a balance in the level of the groups, and everybody is motivated and has the same opportunities to succeed.

Apart from presenting the challenge and forming the groups, in this phase learners’ previous knowledge is activated. In this Unit Plan, this is achieved through the sixth activity of the first lesson. The sixth activity, known as *Alphabet game*, is an activity where students think about the vocabulary of healthcare (see p. 46 in Appendix 5).

Through this activity, the teacher can discover how much students know about the main topic of the Unit. Moreover, this activity has been designed following the cooperative structure called *Round Table* with the purpose of team building. Although it is essential that learners bond with their teammates, they also need to have positive relations with the rest of their classmates since this creates a positive environment that is beneficial for learning and working (Kagan, 2009, p. 6.11). Thus, for the activity *Alphabet game*, following the Round Table, the class is divided into two teams composed by three groups each, which work together and compete to fill a grid with different words related to Covid-19 and healthcare.

The second stage, *guiding inquiry*, is developed in the second, third and fourth lessons. In the second lesson (see p. 47 in Appendix 5), students search for the information that will be useful for them to develop their posters through the process of sustained inquiry. Although it is essential to allow students to develop the ability to take full control of their learning, learners may not be quite familiar with the process of sustained inquiry. Therefore, teachers should direct the process of inquiry and provide resources where students can find the input (Larmer et al., 2015, p. 114). Nevertheless, students are still in control because they select the information presented in these resources.

In this Unit Plan, the teacher presents students with five main *Learning centers*, namely a video about Covid-19 and its origin, a PowerPoint presentation explaining how the virus is transmitted, a piece of news about young people's activities, a poster about the measures to follow to protect ourselves from Covid-19 and finally, some posters about Covid-19 and their main characteristics displayed in a PowerPoint presentation (see p. 60-63 in Appendix 6). The aforementioned learning centers contribute to the development of the language skills presented by the Order ECD/2016, specially Listening and Reading. The video about Covid-19 helps students to develop their listening skills since they need to watch and listen to a video. In turn, the remaining learning centers allow students to develop their reading skills.

Following teacher's instructions, each group is assigned a learning center. After five minutes examining the information, the groups go to the following learning center and this process is repeated until every group has explored all the information presented in the learning centers. In order to make sure that the input is processed, the teacher provides students with note-taking infographics and organizers, where students need to write their notes and organize it through mind maps and a final graphic organizer. These

strategies are especially effective for learners who learn by reading and writing and for visual learners, who understand better the input when the information is visually presented.

As previously mentioned, sustained inquiry refers to the search for new or specific information. This can be done by looking at written texts or other sources. For example, students may contact an expert on the topic of their projects in order to get reliable information (Larmer et al, 2015, p. 39). This takes place in the third lesson of this Unit Plan (see p. 48-49 in Appendix 5), which also corresponds to the second stage *Guiding inquiry*. In this didactic proposal, learners contact the World Health Organization (WHO) through an inquiry letter. In order to get the information they need about Covid-19, learners must write a letter with the proper layout, language and content. Therefore, due to the importance of this product, the writing as a process approach has been implemented in this lesson. Moreover, I used an adapted seven-stage model which synthesizes White and Arndt's (1991) and Tribble's (1996) frames for the process of writing.

Besides using cooperative learning throughout the whole project, Vopat's (2009) writing circle has been incorporated to develop process writing. The writing circle requires students to work in groups throughout the whole writing process. Thus, in the case of this Unit Plan, students continue working with their base teams throughout the writing process.

The first step of the writing process is *discussing the audience* (see p. 48 in Appendix 5). In order to do that, students analyze the audience, in this case, young people, through four main questions in a thinking chart. By analyzing the audience, students may be able to discover what elements they should include in their posters. After thinking about the audience, learners are engaged in the step called *generating*. As previously mentioned, generating ideas is key in the process of writing because it activates learners' previous knowledge. For this Unit Plan, a *brainstorming* (see p. 48 in Appendix 5) is proposed since it helps students to activate their knowledge and start generating those questions that they may ask to the WHO. Moreover, the cooperative strategy *Jot Thoughts* is implemented for equal participation. Students start brainstorming the questions while one of the members of the group listens and writes those questions that she or he considers important. This process is repeated until all the members have had the opportunity to write down the questions. Later on, the questions are shared with the rest of the class in order to guarantee that every group has questions to include in the letter.

The third stage of the Unit Plan consists in the *focusing* phase (see p. 48 in Appendix 5). In this stage, a *prioritizing list* is proposed (see p. 66 in Appendix 6). As well as for the process of brainstorming, the prioritizing list has been designed together with the cooperative strategy *Timed-Pair-Share* in order to support students' social and thinking skills. Thus, in the activity proposed in this Unit Plan students are asked to select three questions from the list proposed in the generating stage. First, each member selects the questions that they would choose. Then, in turns, each students share their teammates their selections and reach an agreement on the final three questions that would be included in the letter.

The following stage is the *structuring* phase, where students organize their ideas (see p. 48 in Appendix 5). In the structuring phase of this Unit Plan, students organize the ideas generated through the brainstorming and selected through the prioritizing list. In order to organize them, they use a *mindmap*, formed by different sections such as the questions they are going to ask, personal information or the reason why they are contacting the WHO. Through this mindmap, students learn to group and sequence the ideas in the letter.

The fifth stage of the writing process is called *drafting* (see p. 48 in Appendix 5). In this stage, students begin to draft and compose the letter by writing down those ideas that they have included in their mind maps. Next, students' letters are evaluated in the sixth stage called *evaluating* (see p. 49 in Appendix 5). For this Unit Plan, the *Thinking Hats* strategy is proposed. Every team receives six different hats. The (person with the) blue hat manages the whole peer assessment, the red one expresses his or her feelings about the draft and the white hat evaluates the present information and indicates what kind of information is missing (Gill-Siemmen, 2020, p. 139). While the black hat points out the negative aspects of the draft and offers suggestions for improvement, the yellow hat highlights the positive aspects. Every group goes around the class analyzing the drats and gather their opinions in a graphic organizer. After the peer-assessment, each group analyses the opinions of the classmates and edit their works.

Finally, the last stage of the writing process is the *publishing stage* (see p. 49 in Appendix 5), where students present their finished products, that is to say, their letters. These letters are gathered and sent by the teacher to the WHO. Through the writing process developed through the third lesson of the Unit Plan, students develop their writing skills because, as the Order ECD/2016 claims, the lesson presents activities that allow



students to brainstorm and plan their ideas and write a cohesive and coherent text (p. 13128).

The fourth lesson also corresponds to the second stage *Guiding inquiry* (see p. 49-51 in Appendix 5). Effective learning requires more than simply remembering information. Learners start learning successfully when they go through different thinking processes that help them to analyze, make connections, clarify misunderstandings, and deeply understand the knowledge (Marzano and Pickering, 1997, p. 113). Thus, this Unit Plan proposes different activities to help students to strengthen their understanding of the input received in the previous lesson. For instance, the fourth activity of the *Guiding inquiry* stage *Thinking Chart: weaknesses and strengths* (see p. 50 in Appendix 5), allow students to deepen their understanding about the measures created for Covid-19. The activity helps learners do an in-depth analysis about the effects of Covid-19 and the measures we need to follow, which will be also included later in their posters.

Another activity of this lesson that can be highlighted is the *Do and Don'ts* activity (see p. 49 in Appendix 5). In this activity, students are presented with a text that displays the measures created for Covid-19. By analyzing the examples, learners infer the grammar rules, in this case, the imperative mood.

The third stage of this Unit Plan is the *developing, critiquing and revising products* stage (see p. 51-52 in Appendix 5). To design their final products, students must first go through thinking and reasoning processes. Among the thinking processes implemented in this Unit Plan, we can highlight the decision-making and invention proceedings.

The decision-making process takes place in the fifth lesson of this Unit Plan (see p. 51-52 in Appendix 5). Through this process, learners apply criteria to decide the actions to be taken for the creation of their products. For this Unit Plan, students make these decisions through a graphic organizer (see p. 70 in Appendix 6), where they incorporate the ideas that they are going to include on their posters and think about the actions they are going to carry out, such as the distribution or the representation of the ideas. These graphic organizers are evaluated through peer-assessment.

The sixth lesson also corresponding to the *developing, critiquing and revising products* stage (see p. 52 in Appendix 5). Moreover, it develops the second thinking process, that is to say, the invention procedure. Finally, after planning and editing their graphic organizers, students design the final product of the project. In this Unit Plan, the

posters are designed using the ICT tool *Canva*. To guide students with their creations, the rubric that will be used for teacher's assessment of the final products is presented. Thus, learners will know how they will be evaluated and the elements that should appear in their posters.

The Unit Plan finishes in the seventh and last lesson, which corresponds to the *publishing* stage (see p. 52-53 in Appendix 5). After creating the posters, it is time for sharing the final products. For this Unit Plan, every group is rewarded with the publication of their products. This boosts their motivation since students are finally able to see that their efforts bring rewards (Dörnyei, 1994, p. 281). In the case of this project, just one poster is sent to the Minister of Health and the rest are published on the school's official webpage. The winning poster is selected through a poll. Furthermore, in this stage, learners also evaluate their work and their classmate's performance. First, they reflect on their products, their decisions and what they will do differently in future projects in a *Google Form* questionnaire (see p. 78 in Appendix 7). Moreover, they will evaluate their teammates regarding their performances with a group-assessment rubric.

#### 6.5. Materials and resources

The materials created for this Unit Plan proposed for the Master's final dissertation are displayed in Appendix 6. They have been selected, adapted, and created following the principles of Communicative Language Teaching (CLT) and the indications about materials and ICTs presented in the section of methodological guidelines of the Order ECD/2016.

First of all, the first type of materials presented in this Unit Plan is materials that may be considered rich input. For instance, for the second lesson, which corresponds to the *guiding inquiry* stage, students receive input from a video about Covid-19 (see page 60 in Appendix 6). This material has been selected because it is a multimedia resource that allows students to discover new information about Covid-19 while they listen to a speech fragment produced by a native speaker. Moreover, another reason why this video has been chosen is its visual representation. In the video, while the narrator is speaking, different drawings and key ideas are written. This helps students to comprehend the video because they may have difficulties with vocabulary or with the spelling of words. Furthermore, in order to ensure full understanding of the input, students are allowed to

watch the video as many times as they want, and a graphic organizer is provided to gather the information.

The second kind of materials is authentic materials. Among the authentic materials included in this Unit Plan, written materials can be highlighted. The written materials are a written piece of news (see page 6 in Appendix 6) is presented to students in the second lesson and a poster about the measures for Covid-19 (see page 69 in Appendix 6) used in the *Imperative: Do and Don'ts* activity of the *guiding inquiry* stage (see p. 49 in Appendix 5). Both resources are real materials because they have not been created for pedagogical purposes, their main aims are to inform and persuade readers and expose learners to a language that later on will help them function in the real world.

There are certain times when students are not able to identify and understand the message due to the difficulty of material. Therefore, for the Unit Plan, various strategies have been followed to guarantee the comprehensibility of the input. First, graphic organizers are provided to students since through this strategy, students can gather the information displayed in the video. Two different graphic organizers are provided for the second lesson, that is to say, the *guiding inquiry* stage (see p. 64 in Appendix 6).

Another strategy followed to support comprehensibility is adapting the materials. There are certain aspects that can influence the difficulty of a material. In the case of written texts, aspects such as the length of sentences and the use of passive voice can affect the readability and comprehension of the text (Hartley, 2004, p. 805). Thus, these aspects should be modified. In this Unit Plan, there is a written text used for the second lesson of the *guiding inquiry* stage (see page 62 in Appendix 6) which has been adapted. First, several sentences were shortened. In other words, subordinate sentences were converted into simple sentences that help readers to understand and remember the ideas displayed during the text. Moreover, the passive voice was also substituted by the active voice since readers may be more familiarized with the active voice.

Finally, for this Unit Plan, different ICTs have been selected and used to create certain materials. For instance, an ICT resource that can be highlighted is Canva, which is used for the *creation* activity of the sixth lesson of the *developing, critiquing and revising products* stage (see p. 52 in Appendix 5). This ICT tool is used by students to create their final products, that is to say, the poster. This ICT tool has been selected due to it allows students to display their creativity.

Finally, the last ICT resource that will be commented on is *Mentimeter* used in the seventh lesson of the *publishing* stage (see p. 76 in Appendix 6). This ICT tool has many different uses; however, for this Unit Plan, the tool has been used to create a poll that takes place in the last stage of the project. *Mentimeter* is very beneficial because it allows everybody to vote without showing the identity of the voters and their preferences and ensures fair balloting.

#### 6.6. Evaluation

The evaluation criteria of the Unit Plan have been created and specified from the evaluation principles of the 1st year of ESO presented in the Order ECD/2016. The evaluation criteria can be found in page 45 in Appendix 4. Moreover, the grading criteria as well as the tools for evaluation are displayed in pages 79-84 in Appendix 7.

According to the Order ECD/2016, the evaluation can be seen as an instrument for correction and improvement. Moreover, it allows teachers to assess students' learning process and academic achievement (p. 13129). For this Unit Plan, both formative and summative assessments have been performed.

The first type of evaluation considered for this Unit Plan is the formative assessment. This assessment has been selected because it allows teachers to determine if students are learning and rearrange the teaching instruction if it is noticed that it is not working (Assessment Reform Group, 2002). In order to carry out the formative assessment, several instruments are employed. Thus, in the case of the Unit Plan different exit tickets are used. An example would be the exit card *KWL*, used at the beginning and end of second lesson, that corresponds to the *guiding inquiry* stage (see p. 65 in Appendix 6). This exit ticket is used to check students' understanding about the input received in the second lesson. First, before starting, students write everything they know about Covid-19 and what they wonder about the topic of the project. Then, at the end of the lesson, learners end completing the exit ticket by writing what they have learnt. Moreover, exit tickets gathered by the teacher at the end of the lesson. This information helps students to reflect on their learning and allows teachers to know if the activities and materials are being effective.

Apart from formative assessment, the Unit Plan also follows a summative assessment. This type of assessment has been implemented in this Unit Plan to assess

students' academic achievement. Through summative assessment, the four language skills are evaluated in order to ensure an integrative learning. Concretely, the four language skills are evaluated by the evaluation criteria displayed in the curriculum for the 1° year of ESO, which has been unpacked, specified, and assigned to each of the different language skills. Furthermore, different evaluating tools are used for the same purpose.

For both formative and summative assessment, several rubrics have been used in this Unit Plan. For example, a teacher rubric has been designed for assessing students' posters (see p. 80-81 in Appendix 7). The rubric, that grades students' performance from 1 to 4, evaluates certain aspects such as the content of the poster and the application of the new knowledge presented for the project. Moreover, *Google Forms* is also used in this Unit Plan (see p. 88 in Appendix 7). This provides students with the opportunity to reflect on their own performance. This process of self-reflection may benefit students since they are able to identify the positive aspects of their performances and those elements that they would change for future projects. Checklists are another evaluation tool that deserves attention. For instance, a checklist (see p. 83 in Appendix 7) is used to evaluate students' understanding of the input presented in the second lesson of the inquiry stage.

## **7. Conclusions**

This Master's final dissertation proposes a Unit Plan composed by a sequence of activities that follows different methodologies such as Project-Based Learning, Cooperative Learning, Writing as a Process and Writing Circles. This sequence has its main objective to solve the different necessities found during the placement periods, that is to say, the failure to motivate students and the lack of opportunities to develop learners' writing skills. In this didactic proposal, students are presented with a project where they need to create a poster directed to a clear audience, that is to say, young tourists that are planning to visit Spain during the Summer holidays. Moreover, the main theme of the Unit Plan is Covid-19, that has been chosen because due to its current relevance. Students may be familiarized with the topic, which allows them to feel that they have the project under control.

Regarding the materials selected and created for this Unit Plan, authentic materials can be highlighted due to its potential for motivating students. Through these materials, students learn real world-language. This may help to boost learners' motivation because, if they realize that what they are being presented can be useful for external communicative exchanges, they will be keen to learn it. Moreover, ICTs have been also considered for the Unit Plan. Concretely, ICT tools are used in different activities of the Unit Plan so as to support for students' learning process and make the teaching and learning process more enjoyable and pleasant.

Another material of this Unit Plan is the evaluating tools such as exit tickets, used in order to follow a formative assessment, which helps students to reflect on their learning and teachers to check on the effectiveness of the activities and materials. Furthermore, evaluating materials such as checklists and rubrics are employed to follow a summative assessment and evaluate students' language skills.

This Unit Plan has not been implemented due different reasons therefore, I should be pointed out that this didactic proposal and the claims made about its potential benefits are based on my own observations during my placement and teaching periods and on the different methodological frameworks analyzed for the design of the Unit Plan.

In spite of the impossibility to implement the proposed didactic proposal due to various reasons such the shortage of time or the current health situation, which prevents students from interacting and working in groups, I would have liked to have the

opportunity to implement the Unit Plan so as to demonstrate the potential of Project-Based Learning and Cooperative Learning to motivate students and the capability of Writing as a Process and Writing Circles of developing learners' writing skills.

Finally, the Unit Plan proposed in this Master's final dissertation has some room for improvement. Writing as a Process is a writing approach composed by different stages that should be followed to ensure the development of learners' writing skills. In the didactic proposal of this Master's final dissertation, the writing process has been developed through a single lesson. Nevertheless, it can be claimed that just one lesson is not enough for developing the writing process because students have different working patterns, which may modify the settled time for each stage. Therefore, for future implementations of this Unit Plan, it might be suitable to develop the writing process throughout two or three lessons so as to guarantee that everybody's working patterns are respected.

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## 9. Appendices

### Appendix 1: Assignments used as evidence of the necessity of improvement

Practicum II: Activity 1 ‘Analysis of Materials’

<https://bit.ly/3yokQyg>

Unit Plan created for my second placement period

<https://bit.ly/3mEpcye>

### Appendix 2: Learning Objectives of the Unit

- Identify the main idea of different oral and written texts about Covid-19.
  - Evaluate the advantages and disadvantages of the different measures imposed to protect ourselves from Covid-19.
  - Write a letter asking for information about Covid-19.
  - Plan the ideas and decisions that they are going to do to create a poster
  - Evaluate their own work and their classmates’ work.
  - Give their opinion for and against arguments about the role of young people in the Covid-19 pandemic.
- Produce a poster targeting young people to raise awareness about the dangers of Covid-19.

### Appendix 3: Contents of the Unit

<b>Block 1: Oral texts’ comprehension</b>
<b>Abilities and comprehension strategies</b> <ul style="list-style-type: none"><li>- Understanding of oral messages that take place in the class (instructions, explanations).</li><li>- Use of comprehension strategies: Different ways of comprehension (general, specific, and detailed information).</li></ul>
<b>Sociocultural and sociolinguistic aspects</b> <ul style="list-style-type: none"><li>- Valuation of the foreign language as an information, communication and understanding tool among cultures.</li></ul>

### **Communicative functions**

- Description of current situations.
- Expression of different types of modality: obligation and prohibition.

### **Syntactic-discursive structures**

- Simple sentence: Commands: The imperative (e.g. *Be quiet; Don't speak so loud*).

### **Common use lexicon**

- Health and physical care.

### **Sound, accent, rhythm, and intonation patterns**

- Abbreviated forms (e.g. *don't, doesn't*)

## **Block 2: Oral texts' production: expression and interaction**

### **Abilities and comprehension strategies**

- Oral production of brief and understandable texts about relevant topics.
- Participation in talks related to class activities.
- Use of communication strategies:
  - Planning:
    - Produce a clear message, differentiating the main and secondary ideas and the structure.
    - Make proper use of digital tools to create group presentations.
  - Execution:
    - Express the message clearly, coherently and following a structure.
    - Paralinguistic and paratextual: Pointing objects or images; Using body language (gestures, facial expressions, eye contact).

### **Sociocultural and sociolinguistic aspects**

- Valuation of the foreign language as an information, communication and understanding tool among cultures.
- Non-verbal language.

### **Communicative functions**

- Description of states and current situations.
- Expression of different types of modality: obligation and prohibition.
- Expression of interests, agreement and disagreement.
- Establishment and maintenance of communication.

### **Syntactic-discursive structures**

- Simple sentence: Commands: The imperative (e.g. *Be quiet; Don't speak so loud*).
- Reason and cause (*because*).

### **Common use lexicon**

- Health and physical care.

### **Sound, accent, rhythm, and intonation patterns**

- Abbreviated forms (e.g. *don't, doesn't*).
- Unstressed forms
- Use of basic patterns of accent, rhythm and intonation.

## **Block 3: Written texts' comprehension**

### **Abilities and comprehension strategies**

- Understanding general and specific information of adapted texts: article.
- Autonomous reading of simple texts
- Use of comprehension strategies: Use of previous knowledge; Deduction of meanings from the context; Use of strategies to solve certain tasks (multiple questions, True or False).

### **Sociocultural and sociolinguistic aspects**

- Respect for other ways of thinking.
- Valuation of the foreign language as an information, communication and understanding tool among cultures.

### **Communicative functions**

- Description of states and current situations.
- Expression of different types of modality: obligation and prohibition.

### **Syntactic-discursive structures**

- Simple sentence: Commands: The imperative (e.g. *Be quiet; Don't speak so loud*).
- Verb phrase: present (present simple) and past (past simple).
- Simple sentence: affirmative
- Other connectors: sequence (*then*), additive (*also*).
- Recognition of punctuation symbols (*full stop, comma*).

### **Common use lexicon**

- Health and physical care; Relevant news.

## **Block 4: Written texts' production: expression and interaction**

### **Abilities and comprehension strategies**

- Production of brief written texts (instructions, letters) about known issues.
- Use of production strategies:
  - Planning: Activate and coordinate general and communicative competences to effectively perform the tasks.
    - a) Reviewing what students know about the topic.
    - b) Generate different options through brainstorming.
    - c) Organize ideas in paragraphs.
    - d) Revise the draft.
  - Execution:
    - a) Express a clear message.
    - b) Interest for writing carefully written texts.
    - c) Reflect and recognize errors as part of the learning process.

### **Sociocultural and sociolinguistic aspects**

- Validation of the foreign language as an information, communication and understanding tool among cultures.
- Interest for contacting speakers of other languages.

### **Communicative functions**

- Description of states and current situations.
- Expression of different types of modality: obligation and prohibition.

### **Syntactic-discursive structures**

- Verb phrase: present (present simple).
- Interrogative pronouns (*who, what, which, whose*).
- Simple sentence: Commands: The imperative (e.g. *Be quiet; Don't speak so loud*).
- Reason and cause (*because*).

### **Common use lexicon**

- Health and physical care.

### **Sound, accent, rhythm, and intonation patterns**

- Use of punctuation marks, capital letters.

## Appendix 4 Evaluation Criteria of the Unit

- Understand the general and specific information of brief oral texts transmitted by technical resources (Crit.IN.1.1.). Key Competences: CCL, CSIEE.
- Participate in simple structured oral exchanges (Crit. IN. 2.2.). Key Competences: CCL, CAA, CSC.
- Read autonomously age-appropriate texts and demonstrate their understanding through specific tasks (Crit. IN. 3.2.). Key Competences: CCL, CSIEE.
- Produce brief and simple oral texts about current topics applying basic strategies of planification and execution (Crit. IN. 4.1.). Key Competences: CCL, CD, CAA, CSC, CSIEE.
- Integrate their socio-cultural knowledge to the development of texts (Crit. IN. 4.2.). Key Competences: CCL, CAA, CSC, CSIEE.

## Appendix 5: Lesson Plans

<b>Lesson 1 - Launching the project</b>	
<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>- Introduce students to the project</li> <li>- Engage students</li> <li>- Activate student's previous knowledge about Covid-19.</li> <li>- Present students the work arrangement</li> <li>- Allow students to express their opinion about the project.</li> <li>- Activate students' previous knowledge.</li> </ul>
Activity and procedure	Resources
<b>1. Presentation of the challenge.</b> 5mins, T-SS a) T starts the lesson introducing SS to the challenge. b) T indicates SS to enter their emails. There, SS will find an email with a letter written by the Minister of Health of Spain. Individually, SS will read the letter. c) After reading the letter, T will ask for any doubts.	Letter for the Minister of Health of Spain
<b>2. Driving question.</b> 2mins, T-SS. a) After presenting the entry level, T introduces the driving question: <i>'How can we design a poster about Covid-19 that catches young people's attention?'</i> . b) Individually, SS will start writing different answers to the question in their own post-its, that they will create on Padlet.	Padlet
<b>3. Group assignment</b> 3mins, T-SS	Google Docs

<p>a) T will divide SS in groups of four, making six groups of four students each. For that, T will use 'Google Docs' to create and display the groups.</p> <p>b) T will indicate to them that every group should create their own posters.</p>	
<p>4. <b>3-2-1.</b> 10 mins, S-S.</p> <p>a) T will give each group a chart.</p> <p>b) T will explain to SS that every group has to write 3 things that excite them about the project, 2 things that they expect to learn with this project and finally, 1 thing that the project makes them wonder.</p> <p>c) Every group will have to share their answers with the rest of the class.</p>	3-2-1 chart
<p>5. <b>Plus/minus/intriguing.</b> 10 mins, T-S; S-S.</p> <p>a) T will ask SS to enter with their computers to Padlet where there will see different statements related to COVID-19.</p> <p>b) SS will have to create three different post-its. The first post-it will be filled with those statements they agree with, the second post-it with those they don't agree with and finally, the last post-it will have those statements that intrigue the group.</p> <p>c) Then, after identifying the statements, SS will share their answers.</p>	Padlet
<p>6. <b>Alphabet game.</b> 20 mins, S-S.</p> <p>a) Using the cooperative structure <i>Round Table</i>, T will divide the class in two teams. Groups 1, 2 and 3 will form Team 1 and the remaining groups will be Team 2.</p> <p>b) T will present students with a grid with the letters of the English alphabet in each square.</p> <p>c) T will give each team 9 minutes to write in very gap words related to COVID-19 that start with the letter presented in each square. Groups 1 and 4 will start. They will have 3 minutes each. After the 3 minutes, the grid will be passed to the following group and the same process will be repeated until every group has participated.</p> <p>d) At the end of the activity, every team will receive will put in common their answers.</p>	Alphabet chart
<p><b>Formative Assessment: Exit ticket 'Time out'</b>  At the end of the lesson, in groups of four, students will fill a Time Out! exit ticket. They will write something they have learned after the first lesson, something that they have not understood yet and something the topic of the lesson reminds them to. T will collect the exits tickets to check learner's needs.</p>	
<p><b>Scaffolding:</b></p>	



At the beginning of each activity, T provides SS with clear oral **instructions** so that everybody knows what they need to do to succeed in each activity. Moreover, in certain activities, such as ‘Plus/minus/intriguing’, T provides written instructions to reinforce the explanation. Another scaffolding strategy would be **sentence starters** in the activity ‘Plus/minus/intriguing’. SS have these sentence starters that will help them when sharing their answers with the rest of the class.

**Key Competences:** CCL, CSC, CAA, CSIEE

<b>Lesson 2 - Guiding inquiry</b>	
<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>- Present different resources where students can discover new knowledge.</li> <li>- Help students to discover the causes and measures of Covid-19.</li> <li>- Help students to notice the main characteristics of posters.</li> </ul>
Activity and procedure	Resources
<p><b>7. Learning centers.</b> 50 mins, S-S</p> <p>a) T presents students the different learning centers that they are going to explore.</p> <p>b) T indicates SS the patten that they need to follow and in which learning center each group is going to start.</p> <p>c) T gives students different copies of note-taking graphic that they need to feel with the information of the learning centers.</p> <p>d) After passing through all the learning centers, SS fill a graphic organizer with all the gathered information.</p>	<p>Video about Covid-19; PowerPoint; Reading; Poster of the measures for Covid-19; posters about Covid-19; Note-taking graphic; Graphic organizer.</p>
<p><b>Formative assessment: KWL chart</b></p> <p>Before starting the lesson, T will give each group a KWL chart. Each group will fill the chart with what they already know about the topic and what they wonder. After ending the lesson, students will fill the last part of the chart with what they have learnt during the lesson. After completing the chart, students will give them to the teacher, who will assess them.</p>	
<p><b>Scaffolding:</b></p> <p>T will give each group a chart with five different categories. SS will fill this chart at the end of the activity when they have gathered information from their corresponding learning centers. The <b>chart</b> helps students to organize the information they have gathered from the video, texts, and PowerPoints, making it more visual and more manageable for them. Furthermore, for the text about young people, the text would be adapted so as to make it more readable. <b>Unknown vocabulary would be highlighted</b> and explained by including definitions or synonyms students they may be more familiar with.</p>	
<p><b>Key Competences:</b> CCL, CSIEE</p>	

<b>Lesson 3 - Guiding inquiry</b>	
<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>- Help students to analyze their reader.</li> <li>- Activate students' previous knowledge.</li> <li>- Help students to work together.</li> <li>- Help students to select main ideas.</li> <li>- Help students to organize and sequence their ideas.</li> <li>- Allow students to reflect on their classmate's works.</li> <li>- Helping student to edit their works.</li> </ul>
Activity and procedure	Resources
<p style="text-align: center;"><u>Generating</u></p> <p><b>8. Discuss the audience.</b> 5 mins, S-S</p> <p>a) T presents SS a chart where four different questions appear.</p> <p>b) T gives each group a copy of the chart.</p> <p>c) SS think about the reader and answer the questions that appear in the chart.</p> <p>d) After filling the chart, the answers are shared with the rest of the class.</p>	Thinking chart
<p style="text-align: center;"><u>Generating</u></p> <p><b>9. Brainstorming.</b> 3 mins, S-S.</p> <p>a) T asks SS to enter to <i>Padlet</i>, where they will find two post-its.</p> <p>b) Each group starts by making a copy of the blue post-it. Then, SS write every question that comes to their mind related to COVID-19.</p> <p>c) Then, the questions will be shared with the rest of the class.</p> <p>This activity is performance following the cooperative strategy <i>Jot thoughts</i>.</p>	Padlet
<p style="text-align: center;"><u>Focusing</u></p> <p><b>10. Prioritizing list.</b> 8 mins, S-S.</p> <p>a) After brainstorming, T will ask SS to make a copy of the pink post-it.</p> <p>b) SS will choose the 3 most important questions.</p> <p>This activity will be performed following <i>Timed-Pair-Share</i>.</p>	Padlet
<p style="text-align: center;"><u>Structuring</u></p> <p><b>11. Mindmap.</b> 5 mins, S-S.</p> <p>a) T will ask SS to enter <i>mindmap</i>.</p> <p>b) Each group will create their own mindmap to organize the information that they will include in their letters.</p> <p>c) T will present students a Wagoll of a mindmap that SS can take as an example for their own mind maps.</p>	Mindmup
<p style="text-align: center;"><u>Drafting</u></p> <p><b>12. Composition.</b> 14 mins, S-S.</p> <p>a) After organizing the information, T asks every group to start making a draft.</p>	-

<u>Evaluating</u>	
<p>13. <b>Thinking chats.</b> 10 mins, S-S.</p> <p>a) T tells students that, in groups, they are going to assess their classmates' drafts. To ensure that every member of the group participates, T will use <i>Thinking hats</i>.</p> <p>b) The students wearing the red, white, black, and yellow hats will write on a graphic organizer.</p> <p>c) After the peer-assessment, each group will have time to edit their works.</p>	<p>Blue, red, white, black, and yellow hats</p> <p>X graphic organizer</p>
<u>Publishing</u>	
<p>14. <b>Publishing.</b> 5 mins, T-S.</p> <p>a) After editing their letters, each group will give the T their letters and the T will send them.</p>	-
<p><b>Formative assessment: Talk partners</b> After finishing the lesson, each group will talk about and write 3 new things that they have learnt, what they found easy, what they found difficult and something they would like to learn in the future.</p>	
<p><b>Scaffolding:</b> To help students, T would provide a <b>wagoll</b> of the mindmap students should create so they have an example of what they need to write. Furthermore, T will introduce a <b>graphic organizer</b> and <b>leading questions</b> for the thinking hats activity, so students are guided and know what they need to answer and include in the graphic organizer.</p>	
<p><b>Key Competences:</b> CCL, CSC, CAA, CSIEE</p>	

<b>Lesson 4 - Guiding inquiry</b>	
<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>- To infer and understand the imperative mood</li> <li>- Hypothesize and think about the measures people should follow if their contract Covid-19.</li> <li>- Analyze the pros and cons of Covid-19 measures.</li> <li>- Think about the consequences and sequels of Covid-19.</li> <li>- Contrast and relate the Spanish Flu and the Covid-19 pandemic.</li> <li>- Express their opinions about young people's role in the pandemic</li> <li>- Express agreement and disagreement with their classmates' ideas.</li> </ul>
<b>Activity and procedure</b>	
<p>15. <b>Imperative: Do and Don'ts.</b> 10 mins, S-S</p> <p>a) T ask SS to open a PowerPoint where they will find a poster about what to do and what not to do regarding Covid-19. Besides, every group will have their own slide.</p> <p>b) In groups, SS will copy the poster in their slides and try to answer some grammar questions about the poster.</p> <p>c) Every group will share their answers and T will provide feedback.</p>	
<b>Resources</b>	
<p>Poster about Covid-19 measures; PowerPoint.</p>	

<p>16. <b>Thinker Key ‘What if...?’</b>. 7 mins, S-S.</p> <p>a) T will give SS a chart where in groups, SS will think about ‘What if a person contracts COVID-19?’.</p> <p>b) SS will think and write what measures the person should follow.</p> <p>c) After it, SS will share their answers.</p>	<p>Thinker Key ‘What if...?’</p>
<p>17. <b>Thinking chart ‘weaknesses and strengths</b>. 6 mins, S-S.</p> <p>a) T will give each group a thinking chart where they will see different measures to follow to protect ourselves from Covid-19.</p> <p>b) In groups, SS will have to think about the weaknesses, strengths, and the implications of each measure for their posters.</p>	<p>Thinking chart</p>
<p>18. <b>Consequences and sequels of Covid-19</b>. 6 mins, S-S.</p> <p>a) T will ask SS to enter <i>mindmap</i>.</p> <p>b) Each group will create their own mindmap to organize the information that they will include in their letters.</p> <p>c) T will present students a Wagoll of a mindmap that SS can take as an example for their own mind maps.</p>	<p>Thinking chart</p>
<p>19. <b>I-Link</b>. 10 mins, S-S.</p> <p>a) T will present SS with two different images. The first image will be about Covid-19 pandemic and the other one will be about the Spanish Flu pandemic.</p> <p>b) Each group will investigate both pictures and try to find the event they are representing and what both images have in common.</p> <p>c) Each group will receive a copy of the checklist that T will use to evaluate the activity, so that students will be able to know what the teacher expects from them.</p> <p>This activity will be performed using the cooperative strategy <i>4S Brainstorming</i>.</p>	<p>I-Link; Sticky notes</p>
<p>21. <b>Discussion</b>. 11 mins, S-S.</p> <p>a) T will present SS the topic of the conversation: The role of young people in Covid-19 pandemic. b) T will give each student a graphic organizer, where individually, each learner will write their group’s ideas.</p> <p>c) At the end of the discussion, students write individually everything they have gathered from the discussion in the graphic organizer.</p> <p>This activity will be performed using the cooperative strategy <i>Talking chips</i>.</p>	<p>Thinking chart</p>
<p><b>Formative assessment:</b> T will evaluate the last activity ‘I-Link’ with a <b>checklist</b> and the discussion with a <b>rubric</b> as part of the formative assessment. Moreover, in order to ensure individual accountability, students write individually what they used to think about Covid-19 and</p>	

young people’s role in the pandemic and what they think about these now in an **exit ticket** presented in **Google Form**.

**Scaffolding:**

For the activity ‘Thinking chart: weaknesses and strengths’, T would provide a **wagoll** so students would have an example of what to write. Moreover, in the same thinking chart, students would find **guiding questions** that would also help them to know what they need to write in each gap.

For the activity ‘Consequences and sequels of Covid-19’, T would provide **sentence starters** that would help students to orally share their answers with the rest of the class. In terms of instructions, T starts every activity giving clear oral **instructions**. However, in order to reinforce the explanation, T includes written instructions in activities such as ‘Consequences and sequels of Covid-19’ so students do not get lost. For the discussion, students are provided with a **chart** that will allow them to write and organize the ideas that they are going to express in the discussion. Finally, for the last activity of the lesson ‘I-Link’, T would give each group the **checklist** that would be used to assess the activity. Having the checklist would benefit students since they would know what they have to include if they want to succeed.

**Key Competences:** CCL, CSC, CAA, CSIEE

**Lesson 5 - Developing, critiquing, and revising products**

<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>- Organize and plan the ideas students are going to include in their posters.</li> <li>- Critically assess their classmates’ posters.</li> <li>- Reflect on the received feedback.</li> </ul>
<b>Activity and procedure</b>	
<p><b>22. Planning the posters.</b> 35 mins, S-S</p> <p>a) T gives each group a graphic organizer.</p> <p>b) SS start planning what they are going to do, the ideas that are going to be included in the poster, what they are going to do and how they are going represent the ideas.</p>	<b>Resources</b> Graphic organizer
<p><b>23. Peer-feedback.</b> 10 mins, S-S.</p> <p>a) T will give each group a graphic organizer.</p> <p>b) SS will walk around the class looking at the other group’s ideas. They would provide feedback by writing in the graphic organizer the questions they have about the plan, the strengths, and weaknesses of the plan and finally, the suggestions for improvement.</p> <p>c) After it, each group will look at their classmates and edit their ideas.</p>	Carousel
<p><b>24. Teacher’s feedback.</b> 5 mins, S-S.</p> <p>a) SS will also receive feedback from their teacher, who will evaluate SS’s graphic organizer with a checklist.</p>	Checklist
<b>Formative assessment: Graphic organizer</b>	

As part of the formative assessment, T will evaluate the <b>graphic organizer</b> that students have filled with their final ideas for the poster.
<b>Scaffolding:</b> In the third stage of the writing process, organizing, students need to organize the ideas and plan how to design the poster. In order to help them, T will provide a <b>graphic organizer</b> .
<b>Key Competences:</b> CCL, CSC, CAA, CSIEE

<b>Lesson 6 - Developing, critiquing, and revising products</b>	
<b>Teaching aims</b>	- Create a poster.
<b>Activity and procedure</b>	
25. <b>Assessment rubric.</b> 5 mins, T-S a) T gives each group a graphic organizer. b) SS start planning what they are going to do, the ideas that are going to be included in the poster, what they are going to do and how they are going represent the ideas.	Rubric
26. <b>Creation of the poster.</b> 45 mins, S-S. a) SS will create their poster.	Canva
<b>Formative assessment:</b> Poster As part of the formative assessment, T will evaluate the final product of this project: the poster to raise awareness about Covid-19.	
<b>Scaffolding:</b> Rubric for poster. T will provide students with a copy of the rubric used to evaluate the poster. This will help students to know what they must include in their posters.	
<b>Key Competences:</b> CCL, CD, CAA, CSC, CSIEE	

<b>Lesson 7 - Publishing</b>	
<b>Teaching aims</b>	- Assess their classmates' posters. - Reflect on their learning. - Critically comment on their teammates' work.
<b>Activity and procedure</b>	
27. <b>Polling.</b> 25 mins, T-S, S-S a) SS will vote for the best poster. First, SS will have some minutes to see all the poster. b) Then, T will ask every group to discuss which poster they have liked the most. c) After talking, each group will vote for the best poster in <i>mentimeter</i> . d) After voting, T will tell who the winner is.	Mentimeter
28. <b>Reflection and celebration.</b> 20 mins, S-S. a) SS will reflect on their work.	Rubric; Google Forms

<p>b) First, each member of the groups will evaluate the others' work with a <i>rubric</i>.</p> <p>c) Then, individually, each student will evaluate themselves, answering some questions in <i>Google forms</i>.</p>	
<p>29. <b>Publishing.</b> 5 mins, S-S, T-S.</p> <p>a) T will send the winning poster and upload the rest of the posters in the webpage of the school.</p>	-
<p><b>Formative assessment:</b> -</p>	
<p><b>Scaffolding:</b> -</p>	
<p><b>Key Competences:</b> CAA, CSC, CSIEE</p>	

## Appendix 6: Materials

### Lesson 1 – Launching the project

#### Presentation of the challenge



**Madrid, 1st May 2021**

To the class of 1st ESO B Cristo Rey Escolapios:

I am writing to you in relation to the situation that we are living nowadays because of the new virus known as COVID-19. It is known that COVID-19 is a really dangerous virus that can causes us different symptoms such as temperature, tiredness and the difficulty to breathe.

In Spain, we have managed to control the situation thanks to the fact that we have followed the different measures to protect us from the virus. However, now, with the arrival of summer, many tourists, mainly young people are going to come to Spain for the summer holidays. Therefore, we are afraid that this could increase the number of COVID-19 cases.

Therefore, we need your help! You are young thus, you are the perfect ones to raise awareness among young people about the danger of COVID-19. We are asking you to create a poster that will serve as a campaign to raise awareness.

Thanks to your campaign, you will be able to help us to control COVID-19 cases and to safeguard our health.

Good luck! We will be waiting for the campaign.

Kind regards,

**Minister of Health of Spain**

Carolina Darias



## Driving question

lorenaginsanz · 1m

### Driving question

Think about this question: How can we design a poster about Covid-19 that catches young people's attention? Copy and paste the post-it that appears on the screen and start thinking about some answers!!

How can we design a poster about Covid-19 that catches young people's attention?

<https://bit.ly/3GLZzTu>

## Group assignment




<p><b><u>Group 1</u></b> Nicolás Jesús Diego Jaime</p>	<p><b><u>Group 2</u></b> Raquel Hugo Lorena Malena</p>	<p><b><u>Group 3</u></b> Estela Marcos Juan Jorge</p>
<p><b><u>Group 4</u></b> Lara Hugo José Guillermo Óscar</p>	<p><b><u>Group 5</u></b> Miguel Rodrigo Martina Almudena</p>	<p><b><u>Group 6</u></b> Daniel José Miguel Yaiza Álvaro</p>

<https://bit.ly/31NP02e>

3-2-1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Things that excite you about the project	1. _____ 2. _____ 3. _____
	Things that you expect to learn with the project	1. _____ 2. _____ 3. _____
	Thing that the project makes you wonder	1. _____ 2. _____ 3. _____

<https://bit.ly/3i5wKal>

## Plus/minus/intriguing

**Plus/minus/intriguing**

Here you have different statements related to COVID-19. Also, you can see three different post-its where you can read 'We agree with...', 'We do not agree with...' and 'This/These statements intrigue us'. Each group has to create their own three post-its and fill them with the statements they agree with, those they do not agree with and those which intrigue them. Then, after identifying the statements, you will share your answers.

Statements	We agree with...	We don't agree with...	This/These statements intrigue us
<ul style="list-style-type: none"><li>• "Children are immune to Covid-19"</li><li>• "In my understanding, the destructive power of this virus is overestimated."</li><li>• "For 90 percent of the population, this will be a little flu or nothing."</li><li>• "I caught the virus and took hydroxychloroquine"</li><li>• "The flu is worse"</li><li>• "Wash your hands regularly with soap and water, or clean them with alcohol-based hand rub."</li><li>• "Maintain at least 1 metre distance between you and people coughing or sneezing."</li><li>• "Avoid touching your face."</li><li>• "Cover your mouth and nose when coughing or sneezing."</li><li>• "Stay home if you feel unwell."</li><li>• "Those who work hard do not get coronavirus"</li><li>• "I used the slogan 'Go Corons, Go Corons' and now corons is going"</li></ul>			

<https://bit.ly/3l2z1Ut>

## Alphabet Game




*Alphabet Sequential Round Table*

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>
<b>Z</b>					

<https://bit.ly/3iULxEc>

## Exit ticket 'Time out!'

Adapted from Dodge & Duarte (2009) *25 quick formative assessments for a differentiated classroom*.

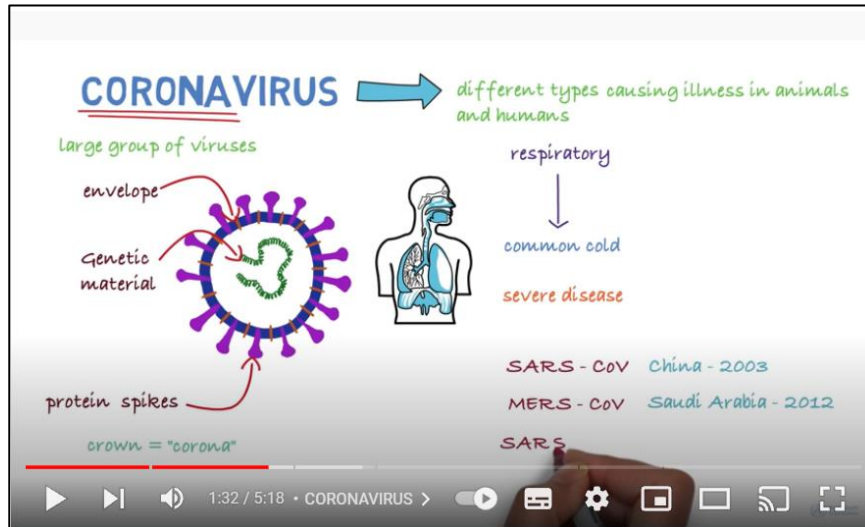
<b>Time out!</b>	
<b>Name:</b> _____ _____	<b>Date:</b> _____
<b>Topic:</b> _____	
<b>STOP! Reflect on your learning!</b>	
	I have learned:
	I didn't understand:
	This reminds me of:

<https://bit.ly/3DdEzDb>

## Lesson 2 – Guiding inquiry

### Learning center 1

Video about Covid-19



<https://bit.ly/3DyZlg4>

### Learning center 2

Interactive image about the spread and effects of Covid-19

### HOW DOES COVID-19 SPREAD?

- From person to person when: an infected person:

1. **Breathes**
2. **Coughs**
3. **Sneezes**
4. **Sings**
5. **Shouts**
6. **Talks**
7. **Touches**

- When someone touches something infected and then touches with unwashed hands their:

1. **mouth**
2. **nose**
3. **eyes**

### WHAT ARE THE EFFECTS OF COVID-19?

1. **Fever**
2. **Cough**
3. **Tiredness**
4. **Loss of taste and smell**
5. **Sore throat**
6. **Headache**
7. **Difficulty to breathe**
8. **Chest pain**

<https://bit.ly/3oRtyCX>

## Learning center 3

### Reading (Original version)

#### Police report 'spike' in illegal Costa del Sol parties for Valentine's Day and the end of exams'

The National Police force calls for the Covid-19 prevention measures to be respected after incidents in Malaga, Marbella, Estepona and Vélez-Málaga.

FERNANDO TORRES - 17th February 2021 The National Police in Malaga province have reported a 'spike' in illegal parties. where anti-Covid measures were not respected after Valentine's Day coincided with the end of the first term university exams last weekend.



The National Police this Tuesday (16 February) warned of the dangers after numerous incidents were reported.

One of the largest incidents they were called to took place during the early hours of Saturday morning - at 5am and in full curfew - at a university residence in Teatinos, Malaga. National Police officers in collaboration with the Local Police reported seven young people who were having an illegal 'botellón' drinking party to celebrate the end of exams.

The participants face fines for failure to comply with coronavirus preventive measures, while one of them was arrested on resistance and disobedience charges. The National Police said that the 19-year-old boy refused to identify himself, harangued his friends to oppose the police actions and even pushed one of them.

Also in Malaga, officers broke up a party in the surroundings of the Gibralfaro on Sunday where a large group of young people had gathered without masks or respecting social distancing regulations. Ten of them were reported.

#### Hotel room party

In Marbella, a police patrol broke up a party in a hotel room on Saturday night. A dozen people, not belonging to the same family household, had met to celebrate an event for which they were reported.

Officers from Estepona and Vélez-Málaga were also deployed to break up other illegal parties in the province.

As a result of this "spike" in incidents, the Malaga force launched a "call for responsibility" of the public in the fight against the pandemic, "and calls, once again, on the obligation to comply with the rules."

<https://bit.ly/3xb8Mib>

## Reading (Adapted version)

### Police report 'spike' in illegal Costa del Sol parties for Valentine's Day and the end of exams'

The National Police force calls **people to respect the Covid-19 prevention measures** after incidents in Malaga, Marbella, Estepona and Vélez-Málaga.

FERNANDO TORRES - 17th February 2021



The National Police in Malaga province have reported a 'spike' in illegal parties. **There, people did not respect anti-Covid measures. These parties coincided with Valentine's Day and the end of the first term university exams. coincided with last weekend.**

The National Police this Tuesday (16 February) warned of the dangers. **People reported these numerous incidents. after numerous incidents were reported.**

**The National Police arrived** to one of the largest incidents during the early hours of Saturday morning ~~they were called to take place~~ - at 5am and in full curfew - at a university residence in Teatinos, Malaga. National Police officers in collaboration with the Local Police reported seven young people. **They** were having an illegal 'botellón' drinking party to celebrate the end of exams.

The participants face fines for failure to comply with coronavirus preventive measures. **Also, the National Police arrested one of them for** ~~while one of them was arrested on~~ resistance and disobedience charges. The National Police said that the 19-year-old boy refused to identify himself, harangued his friends to oppose the police actions and even pushed one of them.

Also in Malaga, officers broke up a party in the surroundings of the Gibralfaro on Sunday. **There, where** a large group of young people had gathered without masks or respecting social distancing regulations. Ten of them were reported.

#### Hotel room party

In Marbella, a police patrol broke up a party in a hotel room on Saturday night. A dozen people, ~~not belonging to the same family household,~~ had met to celebrate an event. **They for which they** were reported.

Officers from Estepona and Vélez-Málaga ~~were also deployed to break up~~ **broke up** other illegal parties in the province.

As a result of this "spike" in incidents, the Malaga force launched a "call for responsibility" of the public in the fight against the pandemic, "and calls, once again, on the obligation to comply with the rules."

<https://bit.ly/3xb8Mib>



## Learning center 4

### Poster about the measures of Covid-19

#### Navigating COVID-19: Do's and Don'ts

**Do** ✓

- DO** stay home and away from crowds. This will help to keep us all safe.
- If you can't stay home, **DO** protect yourself and others by staying 6 feet away. Need to know how far that is? Measure it.
- DO** wear a mask when you go out. Need a mask? They can be made from things you may already have around your home.
- DO** wash your hands with soap thoroughly and frequently.
- DO** pay attention to your mental health. Don't pressure yourself with too many projects, don't stress over homeschooling your kids and make time to decompress with exercise or meditation.

**Don't** ✗

- DON'T** take any unnecessary trips out of your home or gather in groups. This includes getting unnecessary errands done, attending church or another gathering.
- DON'T** watch too much news coverage on the virus. Try to remain positive and focus on yours and your family's well-being.
- DON'T** hesitate to order groceries or take-out for delivery or curbside pickup. There is no evidence the virus can be passed through food.
- DON'T** isolate yourself from loved ones. Use FaceTime, video conference tools, or an old-fashioned phone call to keep connected and supported.
- DON'T** take this virus lightly, especially if you have underlying health conditions that may make you more susceptible. Now more than ever, staying healthy is of the utmost importance. Let's do it together.

For more information about COVID-19 visit, [rwjhb.org/covid19](https://www.rwjbh.org/covid19)

22492375-04/20

**RWJBarnabas**  
HEALTH

Let's be healthy together.

<https://bit.ly/378umt3>

## Learning center 5

### PowerPoint about the characteristics of persuasive and informative posters

**MAIN  
CHARACTERISTICS  
OF EFFECTIVE  
POSTERS**

Canva

<https://bit.ly/3BBn4M2>

## Note-taking graphic

<b>Notes</b>	<b>Graphic organizer</b>
<b>Summary</b>	

<https://bit.ly/3BNCTj7>

## Graphic organizer

ORIGIN OF COVID-19	SPREAD AND EFFECTS OF COVID-19	YOUNG PEOPLE	MEASURES THAT WE SHOULD FOLLOW	PERSUASIVE AND INFORMATIVE POSTERS

<https://bit.ly/3iP8I3m>

## Exit ticket 'KWL'

Topic: \_\_\_\_\_

Name: \_\_\_\_\_

<b>K</b> What I Know?	<b>W</b> What I Wonder?	<b>L</b> What I Learned?

<https://bit.ly/3v3pOzm>

## Lesson 3 - Guiding inquiry

### Discuss the audience

What do I know about the topic?	What does my reader know about the topic?	What does my reader not know?	What is my reader's attitude likely to be?

<https://bit.ly/3FF50Dd>

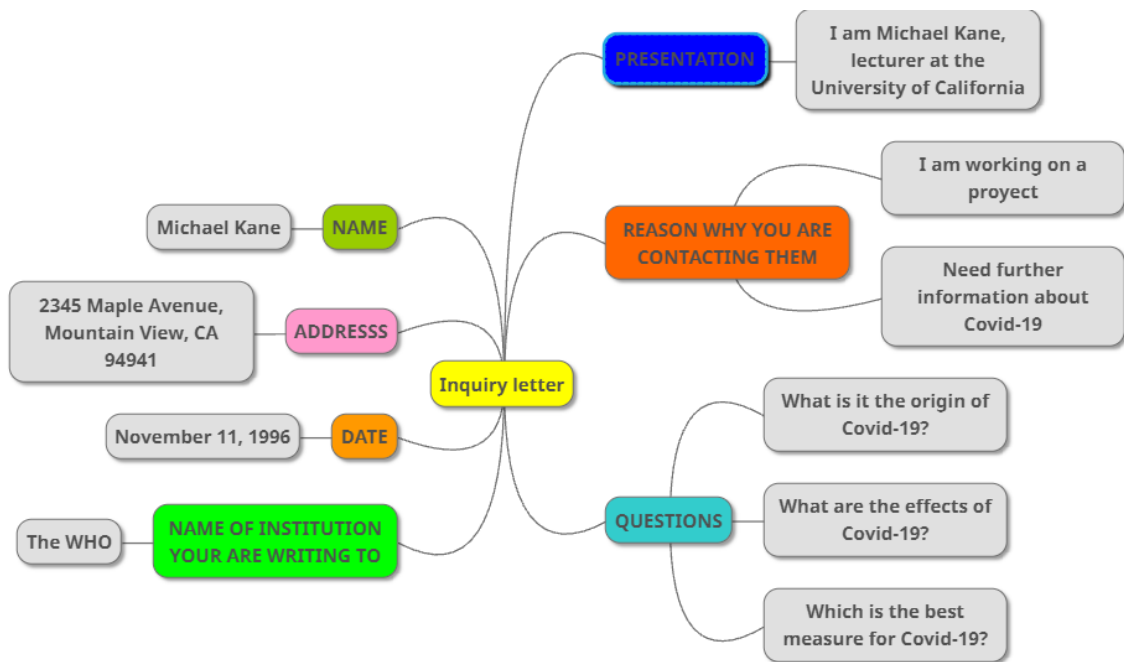
### Generating and focusing



The image shows a digital workspace with a red background. At the top left, there is a small icon and the text "lorenagimsanz - 43m". Below this, the title "Brainstorming and focusing" is displayed in bold. Underneath the title, a short instruction reads: "Here you have two different post-its. Each group is going to start by making a copy of the blue post-it. Once you have done it, start writing every idea that comes to your mind related to COVID-19. You have 3 minutes. Then, make a copy of the pink post-it and order your ideas." In the center of the workspace, there are two rectangular post-it notes. The one on the left is light blue and contains the text "Brainstorming: COVID-19" and "Ideas:". The one on the right is light pink and contains the text "Order your ideas".

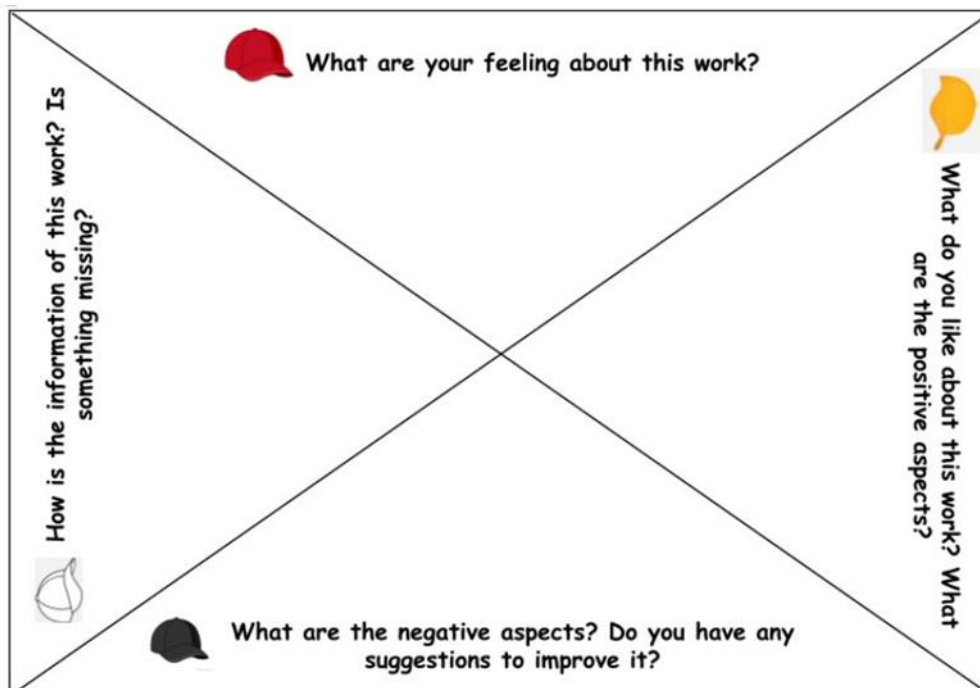
<https://bit.ly/3l4NdgO>

## Structuring: Mindmap



<https://bit.ly/3DOvHUv>

## Evaluating (Peer-assessment “Thinking hats”)



<https://bit.ly/31OllGc>

## Exit Ticket: Talk partners

Group's name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>3 new things we have learnt</b>	<b>What we found easy</b>	<b>What we found difficult</b>	<b>Something we would like to learn in the future</b>

<https://bit.ly/3p5H99W>

## Lesson 4 – Guiding inquiry

### Imperative: Do and Don't

Instructions: Look at this information about the measures you have to follow in order to protect yourself from COVID-19. Underline all the verbs in bold. Do you notice anything about the verbs? In which tense would you say these verbs are? How do we write these verbs in the other cases? Now, looking at the verbs, try to write the rule for the imperative.

Poster

### Navigating COVID-19: Do's and Don'ts

**Do** ✓

- DO** stay home and away from crowds. This will help to keep us all safe.
- If you can't stay home, **DO** protect yourself and others by staying 6 feet away. Need to know how far that is? Measure it. **STAY 6 FEET AWAY**
- DO** wear a mask when you go out. Need a mask? They can be made from things you may already have around your home.
- DO** wash your hands with soap thoroughly and frequently. **SEC**
- DO** pay attention to your mental health. Don't pressure yourself with too many projects, don't stress over homeschooling your kids and make time to decompress with exercise or meditation.

**Don't** ✗

- DON'T** take any unnecessary trips out of your home or gather in groups. This includes getting unnecessary errands done, attending church or another gathering.
- DON'T** watch too much news coverage on the virus. Try to remain positive and focus on yours and your family's well-being. **NEWS**
- DON'T** hesitate to order groceries or take-out for delivery or curbside pickup. There is no evidence the virus can be passed through food.
- DON'T** isolate yourself from loved ones. Use FaceTime, video conference tools, or an old-fashioned phone call to keep connected and supported.
- DON'T** take this virus lightly, especially if you have underlying health conditions that may make you more susceptible. Now more than ever, staying healthy is of the utmost importance. Let's do it together.

For more information about COVID-19 visit, [rwjhb.org/covid19](https://www.rwjbh.org/covid19)

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HEALTH

Let's be healthy together.

<https://bit.ly/378umt3>

PowerPoint

1 Grammar Activity: Imperative Lesson 3: Deepening

2 Instructions

3

4

5 Step 1

6

Grammar Activity: Imperative

Lesson 3: Deepening

<https://bit.ly/3zKIHJB>

## Thinker Key ‘What if...?’








**What if...?**

What if a person contracts COVID-19?

**Measures he/she has to follow**

<https://bit.ly/3rHnU64>

## Thinking Chart ‘weaknesses and strengths’

Measures 	Discoveries 	Strengths 	Weaknesses 	So What? 
	What did you find about this measure and how it works?	What do you see as positive and effective? What are the advantages of this measure?	What are the disadvantages of this measure? What would you change?	What are the implications for your poster? Are you going to include this measure in your poster?
Do stay home and away from crowds	We think that this measure is can be quite successful in terms of ourselves because we avoid contact with other people	Avoid Covid-19 transmission through contact	We do not have the opportunity to hang out with our friends	We like this measure so we will include it in our poster
Do protect yourself and others by staying 6 feet away				
Do wear mask when you go out				
Do wash your hand with soap thoroughly and frequently				
Do pay attention to your mental health				
Don't take any unnecessary trips out of your home or gather in groups				
Don't watch too much news coverage on the virus				
Don't hesitate to order groceries or take out for delivery				
Don't isolate yourself from loved ones				

<https://bit.ly/3xdsXw1>



## Consequences and Sequels

*Consequences and Sequels of COVID-19*

**Instructions:** Imagine that you do not follow the measures to protect yourself from COVID-19. What consequences will it have?

Short-term consequences (5 to 10 days)	Medium-term consequences (1 to 3 months)	Long-term consequences (1 year)

**Share your answers!** Here you have some ways you can start introducing your answers:

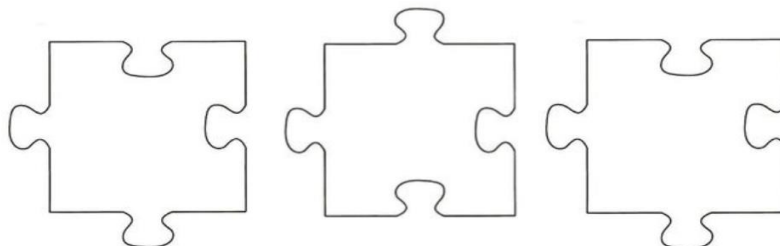
We think that the short-term consequences are...

As a group, we believe that the medium-term consequences are...

We believe that the long-term consequences are...

<https://bit.ly/3j1Y9JF>

## I-Link



<https://bit.ly/3y5Dnz8>

## Discussion: Graphic Organizer

### DISCUSSION: THE ROLE OF YOUNG PEOPLE IN COVID-19 PANDEMIC

Young people have had an important role in the Covid-19 pandemic. Many blame young people for the cases of coronavirus.

What do you think about this? Do you agree or disagree? Is it true that young people are not following the measures for Covid-19? Can these accusations develop negative consequences for young people?

MY GROUP IDEAS	MY FINAL IDEAS

<https://bit.ly/2YFRG0z>





<https://bit.ly/2YFRG0z>

## Exit ticket 'I used to think... now I think...'

### Exit Ticket 'I used to think... now I think...'

Think about everything you have learnt after this lesson. Individually, fill this exit ticket with what you used to think about Covid-19 and young people's role in the pandemic and what you think about these topics now.

 **lorenagimsanz@gmail.com** (no compartidos)   
[Cambiar de cuenta](#)

I used to think...

Tu respuesta

---

Now I think...

Tu respuesta

---

**Enviar** Borrar formulario

<https://forms.gle/adPLkEpuFD654b1J9>

## Lesson 5 – Developing, critiquing, and revising products

### Planning the poster

IDEA (What is it Covid-19, effects, measures, etc.) 	WHAT ARE YOU GOING TO DO? 	HOW ARE GOING TO DO IT? (Tools, resources...) 

<https://bit.ly/3BOQIDv>

### Peer- feedback: Carousel

<b>QUESTIONS YOU HAVE ABOUT THE PLAN</b>	<b>STRENGTHS OF THE PLAN AND IDEAS</b>
<b>WEAKNESSES OF THE PLAN AND IDEAS</b>	<b>SUGGESTIONS FOR IMPROVEMENT</b>

<https://bit.ly/2UQb6yh>

## Teacher's feedback: Checklist

	Yes	No
Students have included at least 6 ideas in the graphic organizer (1 p.)		
Students have included at least 3 measures (2 p.)		
Students have included at least 3 effects of Covid-19 (2 p.)		
Students have explained their plan for each idea (4 p.)		
Students have included at least 2 different tools and resources that they are planning to use (1 p.)		

<https://bit.ly/3xbZIJS>

## Lesson 7: Publishing and Assessment

### Polling: Mentimeter



<https://bit.ly/3x92LTd>

## Reflection and celebration: Group evaluation

### GROUP EVALUATION

Name: \_\_\_\_\_ Group name: \_\_\_\_\_

1= Needs improvement

2= Below Average

3= Average

4= Superior

	<b>Group member</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Participated in groups discussions					
Helped to keep the group on tasks					
Contributed useful ideas					
Worked equally as the rest of the members					
Quality of work					
Overall performance					

<https://bit.ly/3DHwJkV>

## Reflection and celebration: Self-evaluation

### Self-evaluation

Complete individually this questionnaire in order to reflect on your work

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What did I learnt?

Tu respuesta

Is there anything else I want to learn?

Tu respuesta

What can I improve?

Tu respuesta

What do I want to do differently in the next project?

Tu respuesta

How can I apply what I have learnt to future situations?

Tu respuesta

Overall, am I happy with my project?

Tu respuesta

**Enviar** [Borrar formulario](#)

<https://forms.gle/ERqAbLZewoLkFQXU9>



## Appendix 7: Materials for Evaluating

<b>Activity</b>	<b>Evaluation criteria</b>	<b>Tool</b>	<b>Percentage</b>
Learning centers (Lesson 2– Guiding inquiry)	Crit.IN.1.1.	Checklist	15%
Learning center (Lesson 2 – Guiding inquiry)	Crit.IN.3.2.	Checklist	15%
Poster (Lesson 6 - Developing, critiquing, and revising products)	Crit.IN.4.1.	Rubric	50%
Discussion (Lesson 4 – Guiding inquiry)	Crit.IN.2.2.	Rubric	10%
I-link (Lesson 4 – Developing, critiquing, and revising products)	Crit.IN.4.2.	Checklist	10%

## Tools for evaluation

### Rubric for the Poster

<b>RUBRIC FOR POSTER'S EVALUATION</b>				
	<b>(1) Needs improvement</b>	<b>(2) Beginning to develop</b>	<b>(3) At expected level</b>	<b>(4) Above expected level</b>
Presentation of the poster	The information of the poster is not organized nor the main ideas are noticeable.	The information of the poster is organized but the main ideas of the poster are not very visible.	The information is organized. The main ideas of the poster are visible.	The information is very well organized. The main ideas of the poster are visible and noticeable.
Content	The poster does not present any measure or effects of Covid-19.	1 or 2 measures and effects of Covid-19 have been included.	At least 3-4 different measures and effects of Covid-19 have been presented in the poster.	At least 4-5 measures and effects of Covid-19 have been presented in the poster. Extra information such as the origin or cause of Covid-19 is also included.
Use of images	There are less than 2 images that support the main ideas included in the poster. They are not appropriate nor related to the topic of the project.	There are between 4 or 5 images that support the main ideas but they are not appropriate enough nor related to the topic.	There are between 6 or 8 images that support the main ideas. They are appropriate and related to the topic.	There are between 8 and 10 images that support the main ideas in the poster. They are appropriate and related to the topic.
Vocabulary	The vocabulary learnt for this project has not been included. All the vocabulary is not related to the main topic: Covid-19.	The vocabulary is related to Covid-19 but there are only a few mentions of the vocabulary provided along the unit.	The vocabulary is related to Covid-19 and there are some mentions of the vocabulary provided along the unit.	The vocabulary learnt for this project has been included. All the vocabulary is related to the main topic: Covid-19.

Grammar	The grammar tense 'Imperative' introduced for this project has not been included in the poster. There are more than 4 grammatical mistakes.	The grammar tense 'Imperative' introduced for this project has been included in the poster. There are 3 or 4 grammatical mistakes.	The grammar tense 'Imperative' introduced for this project has been included in the poster. There are 1 or 2 grammatical mistakes.	The grammar tense 'Imperative' introduced for this project has been included in the poster. There are not any grammatical mistakes.
Attractiveness of the poster	The poster is not attractive, poorly designed and very messy.	The poster is acceptably attractive in terms of design but it may be a little bit messy.	The poster is attractive in terms of design and layout.	The poster is really attractive in terms of design and layout. It is really catchy.

<https://bit.ly/3xbXMkA>

### Rubric for the discussion

<b>RUBRIC FOR DISCUSSION'S EVALUATION</b>				
	<b>(1) Needs improvement</b>	<b>(2) Beginning to develop</b>	<b>(3) At expected level</b>	<b>(4) Above expected level</b>
Level of engagement	The group did not participate in the discussion.	The group participated sometimes in the discussion but only 1 or 2 members of the group participated.	The group participated in the discussion and at least 3 members of the group talked.	The group fully participated in the discussion and every member of the group had the opportunity to talk.
Communication	There was not any communication between the members of the group and the group did not communicate with the other groups.	Some members of the group seem to have communication but the group does not seem to communicate with the rest of the groups.	There is communication between the members of the group and the group makes some effort to maintain communication with the rest of the groups.	There was full communication between the members of the group and the group maintained a continuous communication with the other groups during the discussion,
Attitude	The group was not respectful with the groups and did not listen and let other groups express their ideas.	The group interrupted a few times and did not have a respectful attitude.	The group listened and let other groups talk but did not have a respectful attitude towards their ideas.	The group had a respectful attitude towards the other groups' arguments and listened and did not interrupt at any moment.
Preparedness	The group did not come prepared to the discussion and seemed to not have knowledge about the topic of the discussion.	Students somewhat came prepared but seemed not to have a knowledge of the topic of the discussion.	Students seemed to be prepared and know about the topic of the discussion.	The group came fully prepared for the discussion and demonstrated that they had a clear knowledge of the topic of the discussion.

Content	The group did not provide ideas that were related to the topic of the discussion and did not answer any of the questions raised.	The group provided a few ideas related to the topic of the discussion and answered at least 1 question raised.	The group provided some ideas related to the topic of the discussion and answered at least 2-3 questions raised.	The group provided a lot of different ideas that were related to the topic of the discussion and answered at least 3 or 4 of the questions raised.
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<https://bit.ly/3xbXMkA>

### Checklist for Learning centers' graphic organizer

	Yes	No
Students have identified and explained the origin of Covid-19 (1 p.)		
Students have identified at least 2 effects of Covid-19 (1 p.)		
Students have identified how Covid-19 is spread (1 p.)		
Students have identified at least 2 measures that we should follow (1 p.)		
Students have identified at least 2 characteristics of persuasive and informative posters (1 p.)		
Students have identified the main ideas and specific information from the text about young people (1 p.)		
Students have demonstrated a clear understanding of the videos, texts and posters (2 p.)		

<https://bit.ly/3xbZIJS>

### Checklist for I-Link

	<b>Yes</b>	<b>No</b>
Students have been able to correctly identify each image and relate them to their corresponding historical events (2 p.)		
Students have been able to correctly relate both images, providing at least 2 things that both events have in common (4 p.)		
Students have found and included the key dates of both events (1 p.)		
Students have found and included at least 2 key data of both events in their corresponding descriptions (2 p.)		
The vocabulary used by students is appropriate for the context (1 p.)		

<https://bit.ly/3xbZIJS>