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MENCIÓN LENGUA INGLESA

Make the world a beautiful place: A didactic proposal to raise awareness about the Sustainable Development Goals among 2nd and 6th grade students.

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Abstract

Educating through the Sustainable Development Goals is gradually becoming an educational reality, and particularly with the forthcoming LOMLOE law. In addition, working with the Sustainable Development Goals is fundamental for our students to accomplish a solid social development and to care about the needs of the planet and its inhabitants. This didactic proposal aims to help students discover the world of sustainability and its importance while providing them with ideas and resources to achieve the Sustainable Development Goals. Meanwhile, on an academic level, it is intended that students improve their English language skills, especially their writing skill through the creation of various written products. For this purpose, a lesson plan has been designed for 6th grade of Primary Education that includes 10 sessions in which students will work to discover information about three Sustainable Development Goals ("Good-health and wellbeing" (3); "Gender equality" (5) and "Peace, justice and strong institutions" (16)). Its final product is the creation of an explanatory comic book to be read to students in 2nd grade of Primary Education, as part of the Twinning program. This lesson plan works from the subjects of Literacy, Spanish and Arts through the Task-based learning approach. The final goal of this didactic proposal is to provide students with an approach to the Sustainable Development Goals in a motivating and interactive way, an aspect that will become increasingly relevant in the Spanish educational curriculum in the coming years.

Key words: Sustainable Development Goals, Primary Education, CLIL, Second language acquisition program, Task-based learning, Twinning, comic.

Resumen

Educar a través de los Objetivos de Desarrollo Sostenible se está convirtiendo poco a poco en una realidad educativa, y especialmente con la próxima ley LOMLOE. Además, trabajar con los Objetivos de Desarrollo Sostenible es fundamental para que nuestros alumnos logren un desarrollo social pleno y se preocupen por las necesidades del planeta y sus habitantes. Esta propuesta didáctica pretende ayudar a los alumnos a descubrir el mundo de la sostenibilidad y su importancia, a la vez que les proporciona ideas y recursos para alcanzar los Objetivos de Desarrollo Sostenible. Por otro lado, a nivel académico, se pretende que los alumnos mejoren su nivel de inglés, especialmente su capacidad de redacción a través de la creación de diversos productos escritos. Para ello, se ha diseñado una unidad didáctica para 6º de Educación Primaria que incluye 10 sesiones en las que los alumnos trabajarán para descubrir información sobre tres Objetivos de Desarrollo Sostenible ("Salud y bienestar" (3); “Igualdad de género"(5) y "Paz, justicia e instituciones sólidas" (16)). Su producto final es la creación de un cómic explicativo para ser leído a los alumnos de 2º de Educación Primaria, dentro del programa Hermanados. Esta unidad didáctica trabaja desde las asignaturas de Lengua Inglesa, Lengua Española y Educación Artística a través del enfoque Aprendizaje Basado en Tareas. Finalmente, tras su desarrollo, esta unidad didáctica ha proporcionado a los alumnos un acercamiento a los Objetivos de Desarrollo Sostenible de forma motivadora e interactiva, un aspecto que será cada vez más relevante en el currículo educativo español en los próximos años.

Palabras clave: Objetivos de Desarrollo Sostenible, Educación Primaria, CLIL, Adquisición de segundas lenguas, Aprendizaje basado en tareas, Hermanados, comic.

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1. Introduction

Experts claim that the future of the planet and its people is uncertain; however, they state that one thing is clear: people and their actions are leaving a hostile planet where in a short period of time it will be extremely arduous to live if we do not do something to counteract this situation. With the long-term goal of contributing to a sustainable future for the planet and its people by the year 2030, in 2015, 17 Sustainable Development Goals were developed by the United Nations signed by 193 countries (https://sdgs.un.org/goals). These goals are interrelated with each other and act on the global challenges which our society faces every day, that is, poverty, pollution and violence, and are, therefore, divided into three axes of action: sustainable economy, social justice and protection of the planet (United Nations, 2015).

Taking into account the forward-looking nature of the Sustainable Development Goals, new generations need to be aware of what they are and of the possible actions they can take to achieve these goals. To reach these challenges we need a profound transformation in our way of thinking and acting. For this reason, and taking into consideration that one of the goals is "Quality education" (4), an excellent place to teach kids about the objectives and carry out this transformation in their mentality is the school. Teachers are one of the factors that can certainly nurture students' curiosity, providing tools and resources to investigate, understand and communicate the importance of sustainability. Knowing the Sustainable Development Goals and communicating them is the first step for students to be able to apply them in their daily lives.

It is important to acknowledge that the Sustainable Development Goals can be worked from any curricular area in the school. As a result, this aspect will be of vital importance in the new education law, the LOMLOE. This law will come into force in the 2022-2023 academic year and will have the following transversal axes: children's rights; gender perspective and co-education; digital education, reflective learning, meanings and personalized competences; and education for sustainable development. These axes will become the basis for the education of the future. In addition, one of the strengths of this future law will be the citizen competence, which aims to achieve an active commitment of young people to sustainability by exercising a responsible citizenship, always following a sustainable lifestyle in accordance with the Sustainable Development Goals of the 2030 Agenda. The citizen competence will contribute to students' ability to exercise responsible citizenship and participate fully in social life, active commitment to sustainability and the achievement of global citizenship. It will include civic literacy, the conscious adoption of the values of a democratic culture based on respect for human rights and critical reflection on the major ethical issues of our time. (Ley Orgánica 3/2020)[1]

In line with the aims fostered by the LOMLOE, the main purpose of this Final Degree Project is to design a lesson plan which helps to make students aware of the impact their actions have on the world and the need for them to protect the planet, the people and the different elements that inhabit it while raising awareness among younger students by teaching them about the future, giving them advice and instructions about their actions through a product as simple as a comic. The specific aims of this dissertation are:

[1] Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, 2020)

- To describe the importance of the Sustainable Development Goals (SDGs) to the students
- To justify the selection of the Sustainable Development Goals as the topic of the lesson plan and the design created to support it.
- To provide ideas and resources for working on Sustainable Development Goals from a transversal perspective.

As mentioned above, the transversal nature of the Sustainable Development Goals is a key aspect for their teaching since it allows students to create connections between different learning areas and enrich their knowledge. This transversality is presented in this lesson plan designed to be implemented in the subjects of Literacy, Spanish and Arts. By working from these subjects, students will work with two languages, a fact that is becoming increasingly relevant lately due to the rise of the British programs and the CLIL approach. The lesson plan presented here is an example of how to work on the Sustainable Development Goals, focusing mainly on both the linguistic competence and the artistic competence of the students. Encompassing these three subjects, the main objectives of the lesson plan are: i) to develop the critical thinking of the students in regards to the future; ii) to teach students about poetry and comics in relation with the Sustainable Development Goals; and iii) to help students reflect on actions to improve the future.

The Goals selected to work on this lesson plan are "Good health and well-being" (3); "Gender equality" (5) and "Peace, justice and strong institutions" (16), which belong to the social justice axis. The selection of these three objectives was chosen after reading the results of a survey, which will be mentioned later, to second graders, in which students

wrote down possible solutions to improve the future. Of all the students' responses, very minimal were those that took into account people and how they treat each other. For this reason, and because of the importance of building a good society, this lesson plan is vital.

The dissertation presented here is organized in 4 sections. Firstly, section 2 draws attention to a brief presentation of the most important aspects in which this dissertation is based on: CLIL approach, Second Language Acquisition and Sustainable Development Goals. Section 3 includes the methodology I have followed to accomplish the aims of this dissertation. Then, in section 4 the analysis of the lesson plan will be shown taking into consideration the different data. In the final section of this dissertation, the conclusions will be exposed focusing on the main advantages of the development of the lesson plan in the analysed context and the implications they have.

2. Theoretical framework

The design of the lesson plan proposed for this project is informed by the theoretical and methodological background provided by studies dealing with Content and Language Integrated Learning and teaching and Second language acquisition. Also relevant for the lesson plan design are recent studies which have investigated the teaching of the Sustainable Development Goals in Primary Education.

2.1. Content and Language Integrated Learning

The lesson plan for this Final Degree Project is designed to be taught in a bilingual program worked from three subjects, one of them being Arts. This subject is worked through the CLIL methodology so that the students may enhance their level of English while working on the content of the artistic area.

The term CLIL was coined in 1994 by David Marsh and Anne Maljers and is one of the most innovative and successful methods developed to help students reach plurilingualism. Coyle et al. (2010) define Content Language Integrated Learning (CLIL) as "a dual focused educational approach in which an additional language is used for the learning and teaching of both content and the foreign language". Thus, the focus falls on the two aspects, as they are interwoven and rely on each other, even when the emphasis for a particular purpose may be given to one or the other (Coyle et al., 2010). The concept of integration is also highlighted in the definition of CLIL as "a powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium

for learning as well as an objective of the learning process itself" (Coyle in Marsh, 2002, p. 27).

CLIL has been developed as an innovative form of education in response to the demands and expectations of the modern age and it is also on the rise for its numerous benefits as discussed by Bentley (2010): it develops students' confidence, enhances academic knowledge processes and communicative skills, encourages intercultural understanding and integrates community values, and seeks to enrich linguistic autonomy, both in the mother tongue and in the new language to be acquired.

Authors such as Marsh et al. (2001) confirm that the use of CLIL approach in the classroom has many advantages: it synthesizes and flexibly provides knowledge from various perspectives; it also allows exposure to the learning and teaching of an additional language. However, due to its innovative character and its recent application in the classroom, some difficulties may arise when implementing this method in the classroom. Therefore, it is essential to continue researching and carrying out projects with this approach, like the one proposed in this work, so that in the future it can be beneficial for all students and can help them achieve a complete cognitive and personal development.

According to Coyle et al. (2010) the concept of culture is a determining way to interpret the world, and the use of language is necessary to express this interpretation. Through this interpretation of the concept of culture it is possible to establish a relationship with a topic that has been widely involved with the CLIL approach and that is present in the lesson plan of this work: Arts. As a result, an inspiration for the work presented in this

Final Degree Project is the study conducted by Tessier (2015). As claimed by the author the project aims to uninhibit children from their fears and insecurities when drawing and expressing themselves through the ideas of popular artists, their peers and the use of technologies. This project has an important connection with the one in this lesson plan: both deal with social issues while working in teams and using technology.

Additionally, this Arts project encompasses the elements of the 4Cs Framework of CLIL: *Communication* is worked on through activities such as songs, oral expositions or the creation of plastic elements; *culture* is approached from the point of view of well-known artists such as Fernando Botero and Eduardo Úrculo; *cognition* is addressed by producing, designing and exploring different materials and techniques; finally, *content* is worked on by explaining matters related to art and design. After the completion of the project, an evaluation was conducted that rendered satisfactory, since, due to the motivation that the project provided them with, students claimed they preferred to work interactively on projects rather than individually. In addition, most of them confirmed that working with the CLIL approach had facilitated an improvement in their level of knowledge and in their level of English.

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2.2. Second language acquisition

The work proposed in this Final Degree Project seeks for students to acquire English while learning about the Sustainable Development Goals. In order for students to improve and acquire this language, it is necessary to approach this work using the theoretical and methodological approach of Second language acquisition.

Different researchers (Ellis, 1991; Krashen, 1982; Swain & Lapkin, 1995) have sought to explain Second language acquisition and teaching; mainly how to teach learners and what aspects teachers should focus on for students to achieve success.

A basic concept in Second language acquisition is the Input hypothesis formulated by Krashen (1982), which states that we acquire languages when we are exposed to input containing structures somewhat beyond our current level of proficiency. In addition, Krashen (1982) discovered with his Monitor hypothesis that a major difference between language acquisition and language learning was in error correction. In order to solve errors made by formal rules, students may use the monitor use (Krashen, 1982) as long as three conditions are met: time, focus on form and known of the rule. Finally, the Affective Filter hypothesis by Krashen (1982) shows how motivation, self-confidence and anxiety are related to the SLA process. Those attitudes more conducive will seek and obtain more input and will have a lower filter; whereas attitudes not optimal will tend to seek less input and will have a strong affective filter.

However, Swain and Lapkin (1995) state that exposure to input is not enough. With the Output hypothesis, these experts assert that learners may notice a gap in their own

knowledge when they encounter a problem while attempting to produce the second language. Consequently, they enter a process of negotiation of meaning, in which learners will indeed modify their output in response to such conversational moves as clarification requests or confirmation requests.

Ellis (1991) gives a comprehensive review on the importance of combining input and output, taking as a reference the studies of Long's interactionist view (1981). The Interaction hypothesis (Long, 1981) stated that participation in conversation with native speakers, which is made possible through the modification of interaction, is the necessary and sufficient condition for second language acquisition. As Ellis (1991) observed, Long (1983) embraced the views about the role of comprehensible input proposed by Krashen (1982). Nevertheless, Ellis (1994) discovered some differences in the way the two studies explained comprehensible input: Krashen states that input becomes comprehensible through simplification and with the use of contextual and extralinguistic clues, whereas Long argued that interactive input is more significant than non-interactive input.

Taking into account both perspectives, Ellis (1991) states three main claims about the role of interaction in Second Language Acquisition. Firstly, comprehensible input facilitates SLA but is neither necessary nor sufficient. Then, modifications to input, especially those taking place in the process of negotiating a communication problem make acquisition possible providing that the learners comprehend the input and notice new features in it and compare what is noticed in their output. Finally, Ellis (1991) discovered that interaction requiring learners to modify their initial output facilitates the process of integration.

Besides the above mentioned theories, in order to be able to teach languages, we need an adequate approach to that end. As a result, we can witness the rise of the Communicative Learning Teaching, which basically blends the proposals of Krashen (1982), Ellis (1991), and Swain and Lapkin (1995). This teaching style follows the basic communicative principles of Richards and Rodgers (2001). The first of these principles is the Communication principle, which states that learning a new language occurs when it is used through interaction, negotiating meaning and sharing information. In addition, the Meaningfulness principle states that learners will learn only if the language used is important and relevant to them. Finally, we can find the Task principle, which states that the activities carried out for language acquisition must use the language in a contextualized way, using it to achieve an outcome and being used for a purpose.

In order to achieve these three principles, Willis (1996) proposed the Task based approach. This method defines tasks as "an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (Willis, 1996). This approach suggests dividing the lesson into three phases: pre-task, task and post-task. Pre-task activities serve as an activation of schematic knowledge and exposure to future models. Then, in the task cycle we can find the task itself, the planning and the report of the task. Finally, the post task is centered in the language focus analyzing it through consciousness raising activities to make regularities more salient and practicing the language (Willis, 1996).

2.3. Teaching the Sustainable Development Goals in Primary Education

Teaching about the SDGs[2] can be daunting because it requires adjustments in existing curricula and teaching methods (Hensley, 2020; Williamo et al, 2018). Nevertheless, according to Robles-Moral (2021), knowledge of sustainable environmental development is essential in the training of citizenship and in education. As Manikutty et al. (2020) state education is an indispensable part of the SDGs, not only due to its role as a specific goal in itself (Goal 4: Quality Education) but also because it is essential for progress on the other goals.

Due to all the ideas that arise in relation to the study of the Sustainable Development Goals in schools, Environmental Education has appeared. According to Martínez (2010), Environmental Education can be understood as the process through which individuals and communities acquire awareness of their environment. As stated by Novo and Murga (2010), "this type of education allows them to acquire the knowledge, values, skills, experience and determination that enables them to act individually and collectively in the resolution of present and future environmental problems as well". Ramos et al. (2018) declared that in Environmental Education, three main learning objectives can be highlighted, as follows: (i) to make the natural system known, (ii) to teach to evaluate the interrelation with society and (iii) to encourage an attitudinal change.

According to Gil-Pérez and Vilches (2017), although the international community openly recognizes the relevance of education as an instrument to implement the transition towards sustainability, little progress has been made to include this idea in the educational

[2] Sustainable Development Goals

system. Solano (2008) also states that it is of little use to recognize the importance of sustainability if educational subjects do not incorporate it in their curricula or if teachers do not incorporate it in their classes.

On the other hand, Rodrigo et al. (2021) claim that awareness about sustainability should start at a young age, when mindsets and habits are being developed; stating that it is also important that individuals view sustainability within their own context because sustainability solutions begin with the self. In this regard, Manikutty et al. (2020) claim that the influence of education on sustainable development has led many schools to equip their students with knowledge and skills to think critically and solve problems with a global outlook. As a solution, Russ and Fiorelli (2010) state that the ability to come up with creative solutions to real world problems faced by children can empower them to feel resourceful as meaningful contributors to their communities. However, this education depends on elements such as the study plan, the curricular programs, the texts that are worked on the didactic materials, the means and the equipment and infrastructures, among others (Vásquez et al., 2020).

As highlighted by Manikutty et al. (2020), the design and subsequent development of activities focused on the Sustainable Development Goals helps students develop high-order thinking skills, suggesting that children develop a large sense of responsibility. In addition, through these activities students acquire a collective sense of collaboration that is exciting for them. Finally, according to Biasutti et al. (2019), the knowledge acquired with these activities will be interdisciplinary and an attitudinal, conceptual and procedural dimension.

3. Methodology

In this section I will present the lesson plan which I designed for the CEIP Catalina de Aragón. I decided to create this lesson plan with the theme of the Sustainable Development Goals given their great importance in today's education, but also because of the enormous effort made by this centre to deal with the topic in an educational but motivating way for the students.

3.1. Context

The school in which this lesson plan was designed and implemented was the CEIP Catalina de Aragón located in the Parque Goya II district, a relatively new neighborhood. The school, due to its recent creation, has many resources and sizeable facilities, which helps to design highly manipulative and motivating lesson plans.

More specifically, this lesson plan was implemented in a sixth grade class with 24 students. 6ºD is a class that does not have an outstanding group relationship: there are many small groups that are constantly confronting each other, mainly because of differences between girls and boys and we can find students who are disconnected from the rest of the group as well. Taking everything into account, we can state that the relationship between the students is not ideal.

Academically, we find that they are a class with different levels but with one aspect in common: their extremely low level when it comes to writing in English. However, writing

is an impediment for them seeing that when it comes to writing in Spanish they do not get better results either.

Therefore, with these aspects in mind, I decided to tackle them to enable students to improve their writing skills. By linking the needs of the group with the needs of the school in terms of writing skills and learning about the Sustainable Development Goals, the idea for this lesson plan was born. In addition, to motivate the students, I decided to work on the Arts subject by designing a comic. Thus, the final result will be a comic in English that conveys a message about how to achieve the Sustainable Development Goals mentioned above.

3.2. Justification

Various innovation projects are implemented in the school, like the PIVA project. Extremely relevant for this proposal is the fact that mainly it works on Sustainable Development Goals at the centre level by committing to the 2030 Agenda. In accordance with its School Educational Project, the school is committed to teaching students about what they are, why they are significant and how to achieve them. As a result, the school introduces them with challenges like walking to school or transmitting messages of companionship among students. (https://ceipcatalinadearagon.es/nuestro-centro/).

However, although the centre works with the Sustainable Development Goals, during my internship I found that teachers do not carry out any activity to learn about them at a classroom level. In addition, I could see that although the students were doing the activities

they were more focused on doing them rather than discovering why and how important they were, so they were not learning about the Sustainable Development Goals.

On the other hand, the activities proposed were the same for all courses regardless of age or developmental stages. Consequently, the older students found the activities extremely dull. Taking advantage of the Twinning program developed at the school, in which classes of different ages are paired up so that one and the others are taught and learn things from the other level, the idea arose for the sixth graders to be responsible for teaching second graders about the Sustainable Development Goals (https://ceipcatalinadearagon.es/actividades-complementarias/).

3.3. Surveys

The development of this idea was designed to start with a survey to find out the initial level of students in both courses about the Sustainable Development Goals before starting any activity. Additionally, with the information received, I could propose a longer or shorter introduction to the topic according to the needs that were going to arise with the answers and focus on what students wanted to know. For this reason, I decided to conduct an initial survey with the 2nd graders and another with the 6th graders *(Appendixes 1 and 2).* The survey for sixth graders was expected to provide information on the knowledge possessed by the students to facilitate the design of the lesson plan. Whereas, the survey for the second graders was sought to enquire into their level of knowledge about the Sustainable Development Goals in order to discover what their older peers could teach them.

The sixth-graders survey included 9 questions exploring their knowledge of the SDGs. Questions 1, 2 and 3 aimed to find out if students knew what the Sustainable Development Goals were, could describe them and knew the names of the 17 SDGs. They were followed by questions 4 and 5 ("What do they mean to you? Do you think they are relevant in everyday life?" and "Which of the above objectives do you think is the most important to achieve? Why?") which aimed to discover the importance that students attach to this topic. Then, questions 6, 7 and 8 aimed at finding out where they had heard about the Sustainable Development Goals and whether and how they had worked with them at school. Finally, question 9 (What would you like to know about the Sustainable Development Goals?) was written to elicit what students wanted to learn about the topic.

While the sixth-grade survey was conducted online, the second-grade survey was conducted by hand due to student development. In addition, the survey for second graders was simpler and had 7 informational questions about how students can help improve the future. Question 1 (Do you think you can help build a better world?) wanted students to begin by reflecting on actions to help the planet. After answering, questions 2, 3 and 4 wanted students to specify how they can help in nearby contexts such as school or their homes. Subsequently, the questions then turned to the topic of the Sustainable Development Goals and questions 5 and 6 focused on discovering whether the students knew what they were. Afterwards, question 7 ("Have you ever heard about them at school? Have you ever worked on them?") asked if they had done any activity related to them at school. The goal of the survey was clear: to find out what the students knew with a view to

guide the sixth graders and orient them to the level that the comic content would need to be at.

3.4. Lesson plan

The survey findings and my experience over three months observing the needs of the centre and its students helped to develop the lesson plan. Once the surveys were completed and the results were known, I started to think about the design of the lesson plan.

It was decided that the lesson plan would have ten sessions and would be worked on from the Literacy, Spanish and Arts subjects. On the other hand, it was developed to work from a communicative way following the Task- based approach. Finally, the Twinning program was used to match a sixth-grade class with a second-grade class. The objective of the lesson plan was for students to know the importance of the Sustainable Development Goals and their use in society. In order to discover their significance they had to use language in a communicative way, as they followed the communicative principles of Richards and Rodgers (2001). Through the paired activities, students had to strive to share information and interact following the principle of communication. Meanwhile, the topic was relevant to the students as it directly affects their future, thus fulfilling the meaningfulness principle. Finally, students achieved the task principle as they used the language to achieve an outcome: learning about the Sustainable Development Goals.

During the development of this lesson plan, students worked with the task-based approach. With this approach students worked through tasks, which are “activities where

the target language is used by the learner for a communicative purpose in order to achieve an outcome" (Willis, 1996). Each session is divided into three parts, the first being the pre-task where students are motivated and introduced to the topic. An example of this was in session 2, where students performed a brainstorming activity that presents gender equality as the topic of the day. The part that occupies the most time and relevance was the task, in which the main activity is performed. In this lesson plan we find tasks were all the activities where the students created the written product. Finally, the post-task was the moment of the session where the finished product was presented and an analysis of it was made.

As mentioned above, in the lesson plan the final product was a comic book that the sixth graders created for the second graders. This connection was made through the school's Twinning program, which brings classes from different grades together to share information and ideas. It is an adaptation of the eTwinning program (https://www.etwinning.net/es/pub/index.htm), since in the case of the CEIP Catalina de Aragón it does not work by connecting schools in Europe, but rather the classes of the same centre. The objective of this program is to connect students of different ages and to teach each other new content, and in the case of this lesson plan, the sixth grade students are responsible for this exchange.

In order to work on this lesson plan, the Literacy and Spanish subjects were used. One of the objectives when designing this lesson plan was for students to work on their writing skill in English; therefore it was decided to use poetry as a genre so that students would have to write in an abundant way. In addition, the use of Spanish had a main culprit: the second grade students. Due to their low level of English, it was really complicated for them

to understand the ideas of the comic in English, thus it was decided that it would be written in Spanish.

Finally, since a comic has visual aspects, it was proposed to use the Arts subject. As this is a subject worked from the CLIL methodology, the students were provided with opportunities to develop their English skills since students in this subject are constantly exposed to the language as they use it in interactions and in specific academic language. In addition, by using English in the Arts course, I ensured that language and content are included in the learning and that the comic book design encourages students to use English to obtain information and build knowledge in different contexts.

4. Analysis

This fourth section is composed of two subheadings that will be analyzed in depth. In the first part, the results of the surveys that were conducted with sixth and second grade students regarding their knowledge of the Sustainable Development Goals will be analyzed. Subsequently, the second part of this section will analyze all the components of the lesson plan designed for its correct development, from its objectives to the materials used.

4.1. Results of the survey: analyzing students' needs

The initial surveys, which were aimed at exploring the level of the second and sixth-grade students on the Sustainable Development Goals, were completed by 24 students in second grade and another 24 students in sixth grade.

The results were quite similar among sixth-grade students. In question 1 (Have you ever heard about the following?) students, with 95.8%, indicated that the most well-known SDGs for them was Goal 5: "Gender equality". Then, 91.6% of the students knew about the existence of the Sustainable Development Goals and their function (Questions 2: Have you ever heard the words "Sustainable Development Goals"? and 3: Can you tell me what they are?). In addition, in question 4: What do they mean to you? Do you think they are relevant in your daily life?; students replied that they were goals that people should achieve in order to have a better future. And in question number five: what is the most important objective for you?, with 91.6% of the students responded that it was Goal 1: "No poverty".

The answers to question 6 (Where have you heard about them?) were closely related to question 7 (Do you work on them at school?) and question 8 (How do you work on them?), since the predominant place was the school, working on them from the subject of values. Finally, in question 9: What would you like to know about the Sustainable Development Goals), students answered that they were interested in knowing why they were created and possible solutions to achieve them.

The results obtained in questionnaires answered by the second graders showed some unusual results due to the quality of their answers for such a young age. The 24 participants agreed that they can help build a better world but only if someone helps them (question 1). Among their possible solutions to help the planet that were raise, in the second question they mentioned planting trees, moving by bicycle, working as a team and helping people. Related to these solutions, questions 3 (Can we do something at school? What?) and question 4 (What can we do at home?) the students thought that it is necessary to recycle and reuse, not to use plastics, to treat their classmates and families with respect and to protect plants and animals. Finally, when the words Sustainable Development Goals were mentioned in the fifth question, all the 24 students answered that they had never heard of them. Therefore, the results of the Question 6 on whether they have consciously worked on them at school also had a negative result.

4.2. A didactic proposal

"MAKE THE WORLD A BEAUTIFUL PLACE"			
SESSION	**TITLE**	**SUBJECT**	**SDGs**
1	Assembly for a change	Literacy	Introduction to the SDGs
2	Stop the gender violence with a poem	Literacy	Goal 4: "Quality education"
3	Knowing me through acrostics	Literacy	Goal 3: "Good health and wellbeing"
4	Peace and justice through calligrams	Literacy	Goal 16: "Peace, justice and strong institutions"
5	The teachers of tomorrow	Literacy	Goals 3, 4 and 16
6	Becoming experts	Spanish	Goals 3, 4 and 16
7	Little artists	Arts	Goals 3, 4 and 16
8	The final product	Spanish + Arts	Goals 3, 4 and 16
9	Now say it in English!	Literacy	Goals 3, 4 and 16
10	Tell us more	Literacy	Goals 3, 4 and 16

Table 1. Sessions and subjects of the lesson plan "Make the world a beautiful place"

The lesson plan "Make the world a beautiful place" was designed to be developed by sixth-grade students and to be taught in ten one-hour sessions, which could be divided into two distinct parts *(Appendix 3).* In these ten lessons, students will work on the Sustainable Development Goals, more especially three of them: Goal 3: "Good health and wellbeing";

Goal 5: “Gender equality”, and Goal 16: “Peace, justice and strong institutions”. These three goals were chosen because of their relationship to the three main lines of action of the Sustainable Development Goals: sustainable economy, social justice and protection of the planet (https://sdgs.un.org/goals).

Although all 17 objectives are related, this lesson plan was focused on the area of social justice since one of the objectives of teachers is to help students achieve a full social development, as shown in the objective “f” of the Aragonese curriculum (Ley Orgánica 3/2020)[3]. By selecting this axis of action, the goal was to foster sixth graders critical thinking and the development of second-year students’ social skill. The goal was for second graders to learn from a young age the importance of the Sustainable Development Goals, while sixth graders taught them about aspects that may occur in their social life and that require a change of mentality or action. Therefore, through the comic and the Twinning program, it was the sixth graders who showed the second grade students ideas or tips to achieve the three Sustainable Development Goals previously raised. In addition, they were in charge of reading the comics to the second graders.

The first four sessions in the lesson plan were dedicated to the discovery of the Sustainable Development Goals using the genre of poetry from the subject of Literacy. In these introductory sessions students were expected to work on learning English while they became aware of the theme of the lesson plan. The following six sessions were specifically focused on the design of the comic book with which they raised awareness among second-

[3] Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, 20202/2006, de 3 de mayo, de Educación, 2020

grade students. These sessions were planned to be worked in three different subjects: Arts, Literacy and Spanish, in each of them oriented to a specific aspect of the creation of the final product.

4.3. Objectives

According to one of the main purposes of this Final Degree Project, its aim is to develop the critical thinking of the students in regards to the future. In order to achieve this development, different activities were designed for sixth grade students where they can discover new information about the Sustainable Development Goals and create their own ideas about how to act to improve the future. Second graders were also expected to develop their critical thinking by reading and understanding the final comic written by the sixth graders, which presents them with information about possible future actions.

A second goal of this lesson plan was to teach students about poetry and comics in relation to the Sustainable Development Goals. The topic of the Sustainable Development Goals might be too theoretical for sixth grade students. Therefore, this objective was intended to provide sixth grade students with vital information about the Sustainable Development Goals in an interactive and interesting way. In addition, working with the content through this method helped students to work on the development of their writing skills and collaborative work.

Lastly, the third objective of this lesson plan was to help students reflect on actions to improve the future. This objective was intended to enable students to relate the two

objectives mentioned above. By developing their critical thinking and having more information about the Sustainable Development Goals, they were expected to acquire more insight on how to achieve them. Working with comics and poetry students could have a way to express their ideas and help second grade students understand the importance of taking action for the future.

4.4. Learning outcomes and competences

When speaking about the lesson plan learning outcomes, a clear distinction was made between academic ones, those focused on product creation and development; and a second group centered on a social and community character focused on the development of the learners' awareness of how to act to help the proper development of the future of the planet and its people. This section presents the competences to be worked on in this lesson plan since the learning outcomes are aligned with the competences of the educational curriculum. In addition, it is important to mention that by working from the Arts, Literacy and Spanish subjects, the curricular objectives of the three subjects are combined in this lesson plan (Ley Orgánica 3/2020[4]).

The first competence to be practiced is the Competence in Linguistic Communication (CLC). Students were expected to develop their writing skill and as a result the majority of the academic learning outcomes were focused on its development. With the creation of the final products of this lesson plan, the poems, the story and the comic, students were

[4] Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, 2020

expected to improve their grammar skills as well as the expression of messages with coherence and cohesion adapting them to the channel and context. Although the visual elements are very important for the creation of the comic, the linguistic message prevails, as it gives recommendations on how to act for a better future and society. Students should use both Spanish and English to send a coherent but also communicative message that aims to make younger students think. In addition, thanks to this message they focused on improving their writing skills as intended when working with the Competence in Linguistic Communication (CLC).

Along with the learning outcomes focused on writing, students were also expected to learn to organize their knowledge and learn to work in teams. In order to develop the Learning to Learn (L2L) competence students were required to organize their thinking mainly through graphic organizers, as the one in lesson 5.

The aim of the learning centres activity in session 4 was to make students discover what Sustainable Development Goals are and organize their thoughts before creating their own calligram. In a similar line, Sense of Initiative and Entrepreneurship (SIE) competence sought to make students responsible for taking the initiative to discover the information, especially about the poems and the goals they were going to work with, turning their ideas into actions and knowledge.

Also relevant for this lesson plan was the Digital Competence (DC). Students were expected to use technologies creatively, critically, and securely to search for information and communicate via devices like computers and iPads. With the help of technological

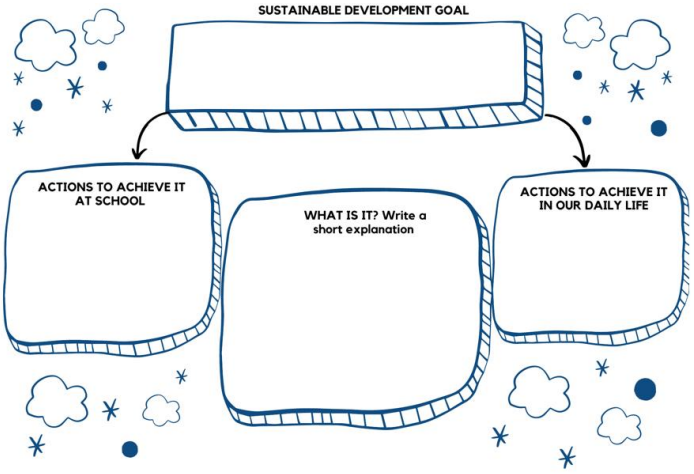

Figure 1. Graphic organizer used in lesson 5

materials and applications, students should be able to actively participate in the development of tasks. In addition, through this competence each student could work autonomously at the pace they need and could adapt to the learning mode that works best for them.

On the other hand, since the main theme of this lesson plan was the Sustainable Development Goals, students worked through the Social and Civic Competences (CSC). Nevertheless, the most relevant aspect was that students were expected to become aware of the future and their actions. With these learning outcomes, the goal was for students to be able to use this information in the near future, in which their knowledge and attitude towards society and the planet will be vital. Furthermore, it was expected that students will retain these learnings for life and that they could be shared to reach further and have an impact on society.

4.5. ICTs

Technology is present in our daily lives in the classrooms and it therefore serves as a guide for the development of the lesson. The technological resources used in this plan were very useful when showing the different videos and presentations that introduced the contents and the subject to the students. Another of the many advantages of using technologies in the classroom was the change in dynamics that they entail. The numerous apps and classroom techniques available allowed students to be more attentive and entertained.

For the lesson plan, the main technological resources used were *Chatterpix*, *Plickers* and *Edpuzzle*.

Chatterpix is an application that allows using voice for a photo. In the case of this lesson plan, it was decided to use a picture of a Martian who presented the students with the activities they were going to do and guided them through them. The use of this application to present the information made the students more attentive, as they found it disturbing and surprising.

Figure 2. *Chatterpix* video used in lesson 1

Plickers was used as a tool to investigate the level of knowledge that students had acquired during the development of the lesson plan. After completing the poetry sessions in Literacy, this app was used to create nine multiple-choice questions for students to answer that provided feedback on what they had learned.

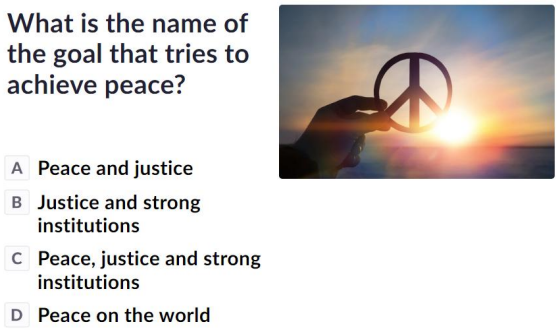

Figure 3. *Plickers* question used in lesson 4

Edpuzzle was used to introduce students to the comic and its elements. For this purpose, a video was selected to which I added some questions for the students to answer during the viewing of the video. The use of this tool was a support to review contents in an interactive and entertaining way for the students.

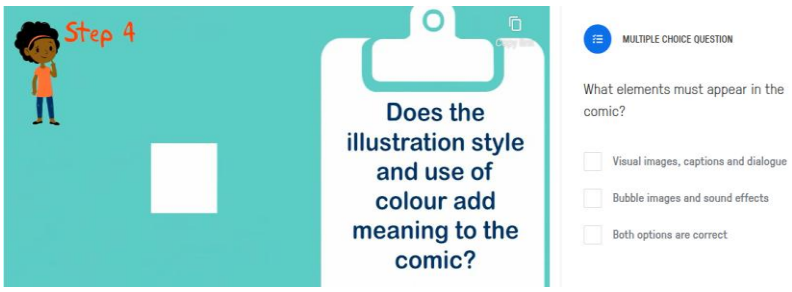

Figure 4. *Edpuzzle* used in lesson 7

4.6. Skills

Following the principles proposed by Brown (1994) and updated by Brown and Lee (2015), the main skill targeted in this lesson plan was writing. The use of writing was presented in two different ways: in the first four sessions, students were expected to use the genre of poetry from the subject of Literacy focusing on written accuracy. In the following six sessions students were required to be immersed in the design of the comic and they were expected to focus on conveying a message through the written skill.

For the first four sessions, students were expected to practice the writing skill to focus on accuracy. Therefore, the activities proposed during the first four sessions, such as the creation of acrostics in session 3 or activities such as "The future will be like..." in session 1, focused on helping students to practice the grammatical form "will be" and "should", the target structures to work on during the lesson plan. To accomplish this, students were required to practice using acceptable grammatical systems and expressing particular meaning in different grammatical forms, two of the micro-skills proposed by Brown and Lee (2015).

In the second part of the lesson plan and with the aim of creating a comic to teach students in 2nd grade, the writing skill sought to focus on particular meanings in different grammatical forms. In order to achieve this objective, and according to Brown and Lee (2015), the micro-skills employed were: producing writing at an efficient rate of speed to suit the purpose and producing an acceptable core of words and use appropriate word order patterns. This was the goal of the creation of dialogues in session 6 for the subject of Spanish in which the content of the message is primed over the use of structures.

In addition, although the main skill was writing; speaking and reading were worked on as secondary objectives. Speaking was used by the students both to make sure they can produce reduced forms of words and phrases in activities such as "The future will be like..." in session 1 or in the final storytelling, where it was used to express a particular meaning in different grammatical forms. The reading skill was practiced in poetry activities such as the "Poetry festival" in session 2, where students should understand written language at an efficient rate of speed to suit the purpose.

4.7. Activities

This lesson plan is designed following Willis' (1996) Task-Based Learning Framework and its three steps: pre-task, task and post-task. According to Krashen (1982), with the activities proposed students were exposed to comprehensible input through the information provided by the teacher and, especially, with the informative videos. However, according to Swain and Lapkin (1995), the input students received was not enough; rather, learners needed to produce output. Thus, it should be noted that it is truly significant to emphasize that the activities proposed prioritize interaction among students, especially in pair activities. According to Ellis' Interactionist perspective (1991), this is fundamental for students' language learning, since input is made comprehensible in interaction.

On the other hand, they are expected to use English for a communicative purpose in order to achieve an outcome and be motivated about it. Furthermore, the tasks followed the three basic communicative principles (Richards & Rodgers, 2001). They were

communicative given that students had to share information and negotiate meaning. One example for this would be the task “Should we act on them?” in session 1 in which students had to discuss about different actions for the future. Conversely, they were meaningful as they worked on the students’ interest and they were helpful for their daily life due to the fact that they worked on feelings or on actions to achieve gender equality. Finally, English was used for a purpose: to get students to reflect on the future and possible actions to improve it.

However, the whole lesson plan has writing as the dominant skill to work on. Therefore, students will follow the writing as a process approach (Murray, 1972). With the tasks proposed students will promote their writing skill in order to learn how to write correct poems and the final comic. In the pre-task activities the focus will be on generating, focusing and structuring the following writing. Then, the tasks will be structured to compose and write the texts. Finally, in the post-tasks students will revise and edit their product, receiving assessment for their peers or the teacher.

4.7.1. Pre-tasks

Following Willis’ (1996) Task-Based Learning Framework, the first aspect students were expected to work on was the pre-task and most of them were whole group activities. The reason behind it is that we wanted students to interact with each other and exchange opinions and ideas in line with Ellis’ Interaction hypothesis (1991).

During the ten lessons, a variety of pre-task activities were designed. The first four sessions were based on discovering vocabulary related to the Sustainable Development Goals and information about the poems they worked with. Some examples of this would be the "Wordle" activity in the lesson 4, in which students had to guess words related to the topic of justice and peace. The other example is the "Learning centers" activity, which helped learners discover they were going to write a calligram about bullying, get ideas on how to organize their acrostic and, finally find ideas of how to do their calligram against bullying. These activities were very useful for the teacher because thanks to them the students learned vocabulary and information about the poems they were going to work on. Such activities were designed in line with the proposals of Ellis (1991) and Swain and Lapkin (1995) since they were activities in which students were required to interact with each other as well as to produce an output.

In the remaining six sessions the pre-tasks are based on different informative activities. With these activities, and according to Krashen (1982), students receive comprehensible input through the videos they are going to watch. The objective of these activities is to keep students informed of what they are going to do, why and in what way. Various audiovisual aids are used to make it more motivating for the students. An example of this would be the two activities in lesson 5 where through the *Chatterpix* application a video of a Martian explains to the students what they are going to do and why.

4.7.2. Tasks

All the tasks, except for the first and last sessions, were oriented to the creation of a written product, a poem. In these lessons, students were expected to integrate the vocabulary related to the Sustainable Development Goals they had learned with the structure of the poem they had covered that day. Mixing both topics, Sustainable Development Goals and poetry, was expected to be a stimulating and motivating activity for the students. According to Dörnyei (1998), they were using English for instrumental as well as integrative reasons since they were writing to improve their level together with stimulating their interest in which actions to take to help the planet and its future. This is the case of the "Calligrams against bullying" task in lesson 4, in which students were expected to practice their writing skill while giving advice on how to stop bullying.

While in the rest of the lessons we can find that the main tasks were steps to produce the final version of the comic that was written in session 8. From session 5 to 7 the students performed small steps that led them to the creation of the final product, organizing both the graphic and linguistic content. In addition, they created a draft version of the comic book uniting both the artistic and linguistic parts. The goal was to involve students in the creation of a final result, creating a comic that is attractive and easy to read. The comics were expected to have clear ideas that raise awareness among second-grade students about the actions they can take to achieve the Sustainable Development Goals that had been selected. Finally, in session 9 the students were responsible for writing a mini-story in English as a summary of the comic they had created in Spanish.

The tasks of the first and the last session of the lesson plan were different from the rest since their final objective was not the creation of a written product. In the two tasks of session 1 although students were required to write in the first one, the goal was for students to address the topic of the future and how to deal with the changes it brings, mostly practicing speaking. The task of the last lesson was that students could present the final version of their comic book to the rest of their classmates orally.

The tasks were done in pairs with the objective that both students interacted to create the best final product. The reason for this was that writing in pairs is an opportunity for students to interact, negotiate meaning and produce pushed output (Ellis, 1991). It was also an opportunity in terms of group-specific motivational components in Dörnyei's Tripartite model (1998) since it helped students feel integrated into the cohesion of the group and if the class aims to learn and raise awareness among the other students it will make them feel more motivated.

4.7.3. Post-tasks

The goal of the post-tasks was to check whether students had understood the lesson and the work of their peers. Therefore, in most of the post-tasks a presentation of the work done by pairs was designed, followed with the subsequent formative assessment activities, including exit tickets, such as the one in session 6, the *Plickers* test in session 4, or the checklist for self-assessment in session 7. In addition, with these activities it was possible to find out if

the interlanguage (Selinker, 1972) of our students has improved, which was one of the main objectives of this lesson plan.

4.8. Resources and materials

The creation of resources is a major aspect in educators' work, due to the role they play in the classroom. They are of great help to keep the students' attention, make manipulative explanations that favour comprehension and increase the students' motivation.

For this lesson plan a large number of videos were used, among them videos from *Youtube (Appendixes 4 and 5)* that aim to inform students about what the Sustainable Development Goals are; videos created with the *Chatterpix* tool with a Martian as the main character *(Appendixes 6 and 7)* who presents the different challenges that the students will have to face in sessions 1 and 5; or a video created with *Edpuzzle* to present the elements of the comic interactively in the session 7 *(Appendix 8).* Questions that students must answer correctly in order to continue were used to guide the viewing and to discover what students knew about the elements of the comic. The creation and use of these videos sought to explain content that might be more confusing for students, adapting them to their age and cognitive development while making them more motivating. In addition, they enable the construction of meaningful knowledge since it takes advantage of the communicative potential of images, sounds and words to transmit a series of experiences that stimulate the senses and the different learning styles of the students, and that help students to achieve one of the objectives of the lesson plan: to improve their level of English.

Another basic resource for this lesson plan were graphic organizers. Due to the great cognitive demand of written work, it was of vital importance that students can organize what they want to deal with and how to deal with it. For this reason, and especially in the

Figure 5. *Youtube* video used in lesson 6

sessions prior to the creation of the comic, numerous organizers were used, such as the one in session 6.

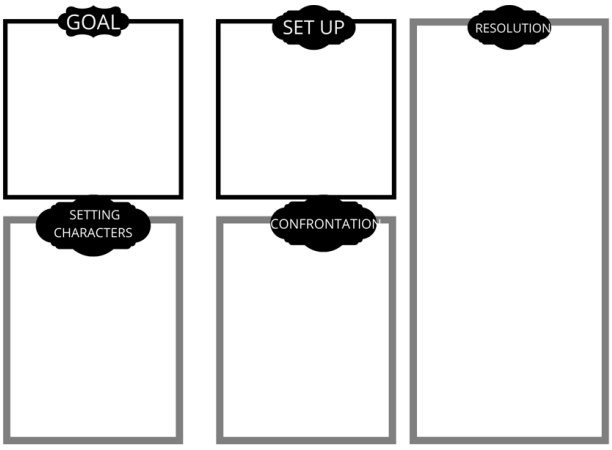

Figure 6. Graphic organizer used in lesson 6

The graphic organizers created for this lesson were intended to help students focus on the most relevant ideas and highlight key concepts and vocabulary. In this case, the organizer was designed for students to write down the basic ideas on which their comic was to be based: SDGs to be worked on, the place and time where it was to take place, introduction, plot and resolution.

Following Ellis (1991), in order to encourage and facilitate interaction various resources had been created and distributed throughout the ten sessions of the lesson plan. An example of these resources was the list of actions found in session 1 *(Appendix 9).* Its purpose was that students discuss and choose which of the actions proposed should be carried out to achieve a better future and which were not necessary. When one of the actions was selected, a discussion was initiated thanks to which the students must interact and produce output to defend their idea. Another example was the "learning centres" activity in session 4. Task cards had been created for this activity *(Appendix 10)* in which students must interact with each other to come up with a common answer. Interaction was fundamental for the activity as it must be an idea that has been discussed as a group, not individually.

4.9. Assessment

In Primary Education, assessment is both significant and highly necessary to monitor and evaluate the results obtained by the students. In addition, at the same time, it helps us to determine whether the procedures and educational methodologies chosen are adequate. For

this lesson plan, both summative and formative assessment activities were used to evaluate learning and determine what students have learned and thus report on their progress.

Following Brown and Lee (2015), summative assessment was used to evaluate students' final work. This type of assessment was used to evaluate the written products produced by the students: the various poems and the final comic. As an evaluation tool, rubrics were created, each one specific to the assigned work and focused on all the aspects that were considered essential when designing the final products. As an example we can mention the rubric created to assess the most outstanding aspects of the acrostic creation, content, grammar, spelling and structure.

	4	3	2	1
Grammar	The student has no grammar mistakes	The student has 1 – 2 grammar mistakes	The student has 3 – 4 grammar mistakes	The student has more than 4 grammar mistakes
Orthography	The student has no orthography mistakes	The student has 1 - 2 orthography mistakes	The student has 3 - 4 orthography mistakes	The student has more than 4 orthography mistakes
Structure	The student follows the structure of the acrostic	The student has some problems following the structure of the acrostic	The student does not follow in many occasions the structure of the acrostic	The student does not follow the structure of the acrostic
Content	The content of the acrostic is totally related to the topic of gender violence	The content of the acrostic is partially related to the topic of gender violence	The content of the acrostic has some ideas related to the topic of gender violence	The content of the acrostic is not related to the topic of gender violence

Table 2. Rubric used in session 3 to assess acrostics.

Particularly important for this lesson plan design were the formative assessment activities, which, following Brown and Lee (2015), were used to monitor student learning and provide feedback that can be used by teachers and students to improve their learning. The principal strategy to collect this type of information was observation, so an observation sheet was used with which the students' behaviours and pace in class were mainly evaluated *(Appendix 11).*

Another fundamental tool for monitoring and obtaining information for formative evaluation were the exit tickets, since information is obtained about the student and their learning. In the case of the exit tickets of this lesson plan, most of them were designed to favour peer assessment, as we can see in session 6. In this exit ticket, students had to answer what they liked most about their peers' product, what they would change and what they would add. It was expected that this information was very helpful to the students, as they received the data from a person of their own age and developmental level. However, the teacher was also able to obtain this information to evaluate both the pair that produced the product and the pair that evaluated it.

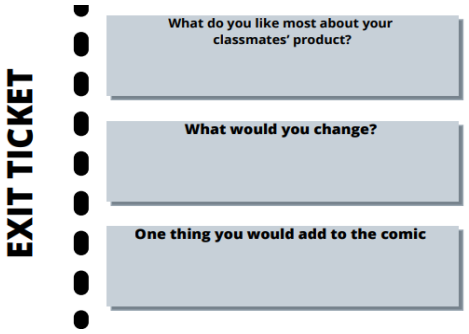

Figure 7. Exit ticket for session 6

Other resources used to check if our students have been observing and have learned during the lesson are related to self-assessment and peer assessment, such as the self-assessment checklist of session 7 *(Appendix 12).* Thanks to this tool, the students themselves were able to check if their product was correctly elaborated. In session 2, the peer-assessment tool "two stars and a wish" *(Appendix 13)* was used. As they had to fill out a sheet evaluating their peers, the students had to be especially attentive to be able to evaluate them correctly.

5. Conclusions

The present study was designed to describe the importance of the Sustainable Development Goals to the students through a lesson plan designed to include multiple ideas and resources to be worked from a transversal perspective, while students improved their level of English. The results obtained with the activities and final products of the lesson plan allow me to conclude that these objectives have been met, as can be seen in *Appendix 14*.

First of all, we must underline the role played by the surveys as indicators of the information our students had and to discover where they were starting from. The results of the surveys provided valuable information about the students' knowledge, which was used to begin designing the lesson plan to fulfill one of the school's needs: working on the Sustainable Development Goals at the classroom level. Moreover, they generated a significant amount of curiosity among the students about what the Sustainable Development Goals were and how to achieve them.

This dissertation has sought to highlight the importance of the Sustainable Development Goals in our society, and even more of their teaching in schools. In addition, devoting an entire lesson plan to a topic such as the SDGs shows the relevance it should have for students in the future, both in academic and personal terms. (Ley Orgánica 3/2020)[5]

Given that one of the needs of the school was to work on the Sustainable Development Goals at the classroom level and that, in addition, the coexistence among the sixth graders

[5] Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, 2020)

was not good; the selection of the topic of this lesson plan seemed adequate. The design of the lesson plan, and its subsequent implementation, could show the school that the Sustainable Development Goals need more importance in the school and, in addition, they can be worked with in an entertaining way.

The work of the students in the written skill revealed a great improvement. In terms of their relationship, a great improvement in coexistence was observed and a great concern was created among the students for the future of the planet. The creation of the comic proved to be a great personal discovery for them. As evidenced by the excellent comics created by the students and the relevant messages included in them (*Appendix 15)*, students began to think about helping the planet and its inhabitants, starting by raising awareness among their second-grade peers with the advice and ideas provided in the comics. It is important to highlight the results of the final comic. In addition to the attractiveness of the students' work in the Arts subject with the drawings and colors they used, the powerful messages about the Sustainable Development Goals that they conveyed to their peers must be mentioned. They made an effort to make the messages appropriate for the age of the receivers and it was noticeable the quality of their writing and the adaptation to the context, a fact that was highlighted by the second grade teacher, who thanked them for their work with a speech at the end of the comic reading session.

Additionally, the lesson plan aimed to provide ideas and materials for the students to work on the Sustainable Development Goals in a transversal way. For that purpose a large number of resources were created that can be easily adapted to be worked from another

perspective. The resources used in the development of this lesson plan also increased the motivations of students to learn more about the SDGs.

One of the strengths of this work and its lesson plan we can highlight the personal growth that comes with doing it. With the activities proposed, students must think beyond a result, they must think about their wellbeing and that of the people around them. These thoughts should lead a person to be better and treat the planet and its people in the best possible way. Academically, however, I believe its major strength is the development of the writing skill. The results obtained by the students show a great improvement in their writing skills seeing as they use the grammar structures correctly and feel more comfortable using verb forms they did not use before, such as "should".

The implementation of the lesson plan revealed areas for improvement, the main one affected being time. Each session had a duration of 60 minutes; however, this is a very subjective aspect, since a class with a higher work pace would have required less time. Due to this time constraint, during the development of the lesson plan, the possibility of using some extra sessions to finish products that the students had not had time to complete was taken into account, although in the end it was not necessary.

On the other hand, the possible difficulties that may arise in a center with fewer resources when carrying out this lesson plan should be taken into account. The CEIP Catalina de Aragón School had numerous resources, especially of a technological nature, so that the search for information and the use of interactive learning was very effective and interesting. However, in schools with fewer economic and material resources, this could

impede its implementation since the presentation of the challenge and the development of the lesson plan might lose some of its attractive and require other resources to make up for those technological resources that are not present. In addition, one of the objectives of this lesson plan was to work on writing skills; therefore, trying to work on this lesson plan in a classroom with a high level could be complemented by working on other skills to favor the improvement of the students' English level.

This dissertation has focused on a topic that needs to be investigated in order to work on it more thoroughly in schools. To this regard, it would be interesting if this lesson plan could become a school project that would include more subjects, mainly the Sciences. Due to the rise of the teaching of the Sustainable Development Goals in the classroom and its future assured with the LOMLOE, the law that will be introduced next year, this proposal should be a good idea for the learning and motivation of students. In this project, the Twinning program could be continued and students in lower grades could also develop activities on the subject and then share them to their older classmates so that in this way they would work in a reciprocal manner.

Finally, the important role that a lesson plan like this can play in the future must be emphasized. In my opinion, it is a lesson plan with a very innovative topic that needs to be studied in depth due to its great importance in society. More time would be needed to be able to achieve all the 2030 agenda goals. We cannot forget that if we want to continue living in this planet we must make an effort to change some of our habits, and what better place to improve that than at in Primary Education. The planet and its inhabitants deserve to be respected; teaching the SDGs at school is a very big step to achieve it.

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Appendix

Appendix 1 – 2nd grade survey

OBJETIVOS DE DESARROLLO SOSTENIBLE

¿Crees que puedes ayudar a construir un mundo mejor?

- ☐ Sí, puedo yo solo/a
- ☐ No, no puedo hacer nada
- ☐ Sí, pero necesito ayuda

¿Qué podríamos hacer para conseguir un mundo mejor?

_____
_____
_____
_____
_____
_____

¿Podemos hacer algo desde el cole? ¿El qué?

_____
_____
_____
_____
_____
_____

Y en casa, ¿qué podemos hacer?

¿Has oído alguna vez las palabras "Objetivos de Desarrollo Sostenible"?

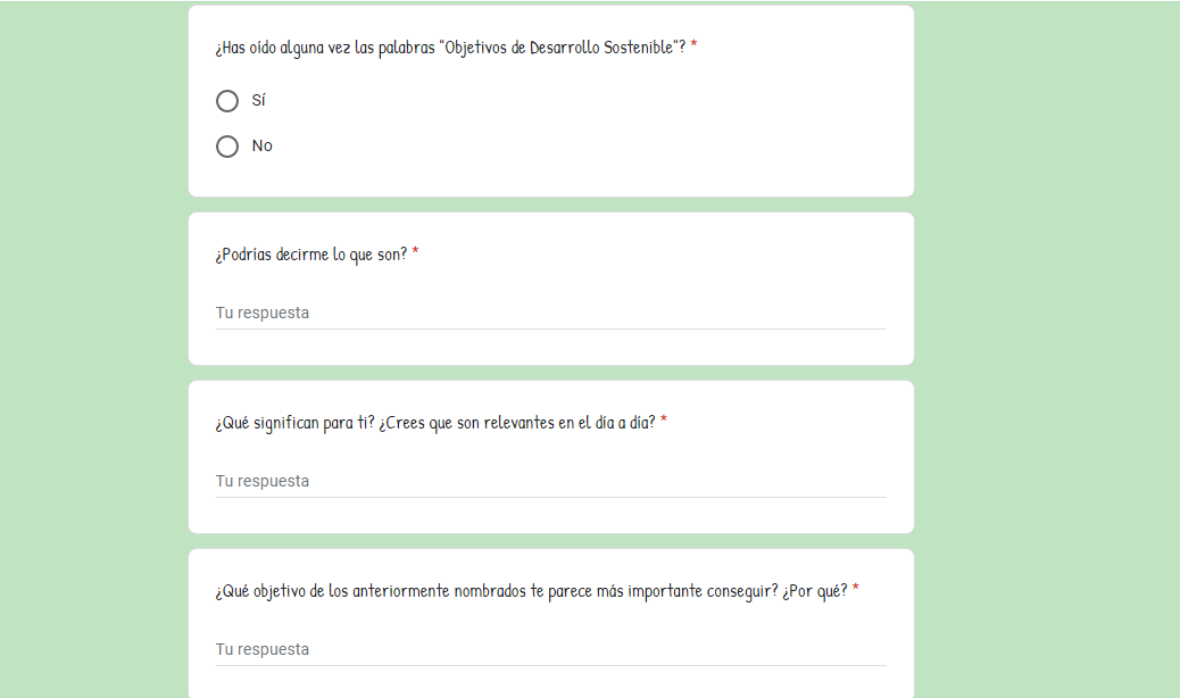
☐ Si

☐ No

¿Sabes qué son?

¿Te han hablado de ellos en el cole? ¿Los habéis trabajado alguna vez?

Appendix 2 – 6th grade survey



https://docs.google.com/forms/d/1w2rhC3SX97gP9MGTT_rh2pMZPtz1_xZ8fh7QC0lpX9A/prefill

Appendix 3 – Lesson plan "Make the world a beautiful place"

MAKE THE WORLD A BEAUTIFUL PLACE
Level: 6th year
Length: 10 sessions of 60 minutes
Topic: Sustainable Development Goals + poetry + comic
Subjects: Literacy, Arts and Spanish

SESSION	TITLE	SUBJECT	GOAL: At the end of this lesson students will...
1	Assembly for a change	Literacy	Reflex about the future and its solutions using the structures "will", "will not", "should, "should not" making an speech.
2	Stop the gender violence with a poem	Literacy	Create a poem giving instructions to achieve gender equality and stop gender violence.
3	Knowing me through acrostics	Literacy	Write an acrostic giving advice on how to stay healthy (mentally and physically).
4	Peace and justice through calligrams	Literacy	Create a calligram reflecting and giving advice on how to stop bullying.
5	The teachers of tomorrow	Literacy	Discover and look for information about Sustainable Development Goals using a graphic organizer.
6	Becoming experts	Spanish	Organize their linguistic ideas for the comic about the Sustainable Development Goal selected.
7	Little artists	Arts	Create a draft version of the drawings of their future comic.
8	The final product	Spanish + Arts	Produce the final version of the comic about one Sustainable Development Goal mixing the linguistic and the artistic part.
9	Now say it in English!	Literacy	Write an English version of the Spanish comic in the form of a mini story.
10	Tell us more	Literacy	Explain in front of the class their comic and the relation with the Sustainable Development Goals seen in class.

LEARNING OUTCOMES
• Students will aurally discriminate between sounds in words to make rhymes. • Students will create their own rhymes about gender equality. • Students will describe what a calligram is through learning centers. • Students will discuss how the future will be like with questions asked by the teacher and watching videos. • Students will explain in front of the class their comic and the relation with the Sustainable Development Goals seen in class. • Students will express create a story in English based on their comic. • Students will express themselves in front of the class to explain their comic and their ideas. • Students will give advice about actions people should do to reach gender equality. • Students will give clear instructions about actions to improve their health and wellbeing. • Students will give instructions on how to stop bullying at school. • Students will identify what is an acrostic answering questions about them. • Students will learn what a comic is and its elements. • Students will organize the ideas for their comics with the help of graphic organizers. • Students will teach students in second year about the Sustainable Development Goals: Gender equality, Peace, justice and strong institutions; and Health and wellbeing through a comic. • Students will review and practice new vocabulary about gender equality, peace and justice, and health and wellbeing. • Students will talk about future events of the world using the structures “will” and “will not”. • Students will write sentences classifying good and bad actions using the structure “should” and “should not”. • Students will write a normal poem about gender equality, a calligram about peace and justice and an acrostic about health and wellbeing. • Students will write sentences using verbs in the past, present and future talking about their feelings.

TEACHING AIMS
• To coordinate with teachers from different subjects. • To develop students' critical thinking. • To make students aware of our daily actions and their consequences in the world and its people. • To make students aware of the importance of a healthy future. • To improve students' English level. • To instill students with intrinsic motivation to learn. • To practice the reading and writing skill through different types of poems. • To promote good mental health in students. • To reach gender equality in the class. • To revise vocabulary from their daily life relates to gender equality, peace and justice, and health and wellbeing. • To teach students actions on how to take care of our world and its people. • To use technologies to look for information about Sustainable Development Goals in the Internet. • To work with different people in collaborative groups discovering new classmates.

Key competences
• **Competence in Linguistic Communication. (CLC):** students will use the English language in a communicative way. • **Learning to Learn. (L2L): students will** develop the ability to organize their own learning; • **Social and Civic Competences. (SCC):** students will learn about Sustainable Development Goals and their impact in the world and its society. • **Sense of Initiative and Entrepreneurship. (SIE**): students will turn their ideas into actions and knowledge. • **Digital Competence (DC):** students will use different technologies in order to develop their knowledge.

Language to be taught	Skills to be taught
• Verbs in the past, present and future • Should and should not • Will and will not • Gender equality, health and wellbeing, and peace and justice (Sustainable Development Goals to work with) • Comic and its elements	• **Writing:** - Using acceptable grammatical systems (e.g., tense, agreement and pluralisation), patterns, and rules. - Expressing a particular meaning in different grammatical forms. - Producing writing at an efficient rate of speed to suit the purpose. - Producing an acceptable core of words and use appropriate word order patterns. • **Speaking:** - Producing reduced forms of words and phrases. - Producing fluent speech at different rates of delivery • **Reading:** - Comprehending written language at an efficient rate of speed to suit the purpose.

1st SESSION: ASSEMBLY FOR A CHANGE (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Activation and engagement:** T.[7] will introduce the topic of the future asking questions to the students. (WG[8]) • **Challenge:** T. will show the students a *Chatterpix* video introducing the challenge of the lesson plan and will show a list of countries in the board. (*Appendixes 1 and 2)* Ss.[9] will follow the instructions of the video. (WG/ P[10]) (*Appendix 3*)	**5'** **5'**	• T. will ask questions such as: - How do you think your future will be like? - What will life on Earth be like in 100 years?
LEARNING TASK	• **The future will be like…:** T. will show a video to raise awareness of the future. *(Appendix 4)* Ss. have to write in a post-it five things they think will happen in the future. (I[11]) • **Should we act on them?:** T. will show on the board a list of actions for the future. *(Appendix 5)* Ss. must classify them orally between the things they should act on and the things they should not, giving reasons for their decision. T. will write a poster, using a cardboard, with the actions classified by the students. (WG)	**10'** **15'**	• T. will give examples such as: - Cars will fly - Some animals will be extinguished

[7] T - Teacher
[8] WG – Whole group
[9] Ss - Students
[10] P - Pairs
[11] I - Individually

POST-TASK	• **Speech for a change:** Ss. in pairs have ten minutes to prepare a two minutes speech of the future actions of their country and how to act on them. (P / WG) • **Exit ticket:** Ss. have to complete an exit ticket about the things they have learned, what they are curious about and what they didn't understand. (I) *(Appendix 6)*	**20'** **5'**	• T. will provide an example: Spain in the future will not use petrol, instead it will use hydrogen.
Verification and Error Correction	- The teacher will correct the five sentences written with "will" and "will not" of each student individually - The students will give the teacher the written version of the speech they have created - Formative assessment: complete the exit ticket. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
T. will assess through formative assessment: - Gathering information for an observation sheet *(Appendix 7).* - Exit ticket to check what they have learned from the lesson
HOMEWORK & FOLLOW-UP
Homework - Be an expert: Look for information about the sustainable development goals and write a sentence explaining each of them**.**
NOTES ON LESSON
- Be careful with the partners. Don't let two chatty people together - Create a flag and a slogan as a WAGOLL to show them - Bring some small flags to create a powerful environment and let the students think that they are actually in a global meeting.

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Small flags - Blank paper - Markers - Notebook - Cardboard - Digital board	- Appendix 1. *Chatterpix* video - Appendix 2. List of countries - Appendix 3. WAGOLL: flag and slogan - Appendix 4. Video raising awareness: https://www.youtube.com/watch?v=IJoAcD0oUww - Appendix 5. List of future actions - Appendix 6. Exit ticket - Appendix 7. Observation sheet

2nd SESSION: STOP THE GENDER VIOLENCE THROUGH A POEM (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Brainstorming:** Ss. will do a vocabulary brainstorming about the topic of gender violence and gender equality. (WG) • **Rhymes:** Ss. have to think about rhymes with the words written in the blackboard. (I / WG)	**10'** **10'**	• T. will provide examples such as: - Strong - Unity - Women • T. will give examples of rhymes such as: - Power – flower - Strong – song
LEARNING TASK	• **Poem**: Ss. have to write sentences with the rhymes they have created related to how to stop gender violence and reach gender equality. Ss in pairs will create a whole poem with two stanzas of four verses each (P)	**25'**	
POST-TASK	• **Poetry festival + Two stars and a wish:** Ss. will recite their poems and write two stars and a wish for their classmates' poems. (WG / P) *(Appendix 9)*	**15'**	
Verification and Error Correction	- The teacher will collect the poems. - The teacher will collect the "two stars and a wish" paper return to the pair evaluated. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc. - Formative assessment: Two stars and a wish - Summative assessment: Poem checklist.		

ASSESSMENT
T. will assess through formative assessment: - Gathering information for an observation sheet - Two stars and a wish Summative assessment: - Poem checklist *(Appendix 8).*
HOMEWORK & FOLLOW-UP
Homework: Write five things people should do at class to reach gender equality. **Follow – up:** Choose the poem that you liked the most, practice it and recite it as if you were Shakespeare. You can use realia if you want. It will be recorded.
NOTES ON LESSON
- Don't forget the Two stars and a wish papers - Use Rhymezone if students do not feel creative to write rhymes (https://www.rhymezone.com/)

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Blank paper - Digital board - Computers - Blackboard	- Appendix 7. Observation sheet - Appendix 8. Poem checklist - Appendix 9. Two stars and a wish

3rd SESSION: KNOWING ME THROUGH ACROSTICS (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **How am I feeling?:** T. will play a list of songs. *(Appendix 10)* Ss. have to write how they feel when listening to those songs. T. will ask for their answers and will create a cloud of words with them. (I / WG) • **Answer hunt:** T. will hand each student a copy. *(Appendix 11)* Ss. in groups of four have to answer questions about acrostics and share them with the class. They can look it up in the Internet. (Groups of four people)	**10'** **15'**	• T. will give examples to the students: - Angry - Tired
LEARNING TASK	• **Acrosice (acrostic + advice):** Ss. have to turn the page, scan the QR code and check their answers from the PowerPoint. *(Appendixes 12 and 13)* In pairs, Ss. have to choose a word and write an acrostic giving advice on health and wellbeing. (P)	**15'**	
POST-TASK	• **Story in the past, present and future:** Ss. will write a story using two verbs in the past, two in present and two in future about health and wellbeing. (I) • **Short test:** T. will hand a copy of the material. *(Appendix 14)* Ss. have to check for any mistake in the sentences. (I)	**15'** **5'**	• T. will provide examples of the sentences: - Yesterday, I felt terrible because I lost my favourite pencil. - Today, I am feeling happy because I have found it.

Verification and Error Correction	- The teacher will collect the acrostics - The teacher will correct the stories - Formative assessment: little test to check the use of the verbs in the past, present and future. - Summative assessment: rubric to check the acrostic. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.

ASSESSMENT
T. will assess through: Formative assessment: - Observation sheet. - Little test about verbs in the past, present and future. Summative assessment: - Rubric to check the acrostic *(Appendix 15).*
HOMEWORK & FOLLOW-UP
Homework: Look up in an online dictionary for ten new feelings that you don't know how to say in English and write a brief definition about them. **Follow – up:** Knowing yourself is essential. For that reason you are going to do an acrostic for your name. Each of the letters of your names must create a sentence relate to your personality. The result must show your classmates how you see yourself.
NOTES ON LESSON
- Play the songs in the right minute before the students enter the classroom - Prepare the groups before the lesson - Remember to bring the iPads - Don't forget the sheets

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Notebook - iPads (6) - Digital board - http://cloudofwords.com/	- Appendix 10. List of songs - Appendix 12. Sheet with questions about acrostics (24 copies) - Appendix 12. Sheet with QR code and space to do the acrostic - Appendix 13. PowerPoint about acrostics. - Appendix 14. Short test about verbs in the past, present and future - Appendix 15. Rubric for the acrostic

4TH SESSION: PEACE AND JUSTICE THROUGH CALLIGRAMS (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Wordle:** T. will show in the whiteboard the Wordle page and will put the words selected. *(Appendix 16)* Ss. have to guess the words selected by the teacher. (WG) • **Learning centers:** T. will divide the class in groups of three people. T. will spread out some task cards and will explain that the topic of the day is peace and justice through calligrams. *(Appendix 17)* Ss. are going to work with Learning centers, specifically: topic, drawings, characteristics and sentences to discover what a calligram is, moving following the structure Round table. (Groups of three)	**20'** **15'**	• T. will give examples such as: - Topic: bullying - Drawings: stop signal - Characteristic: they are drawings - Sentences: Stop bullying is in our hands
LEARNING TASK	• **Calligrams against bullying:** Ss. in pairs have to choose a sentence and a drawing for the learning centre they have made previously and create their own calligram. (P)	**15'**	• T. gives instructions such as: select one sentence and one picture. Combine them creating a calligram.
POST-TASK	• ***Plickers*:** T. will show on the whiteboard *Plickers* questions. (*Appendix 18)* Ss. have to answer them. (I)	**10'**	
Verification and Error Correction	- The teacher will collect the calligrams - The teacher will do a *Plickers* to check the students' understanding of the lesson plan. - Formative assessment: *Plickers* questions - Summative assessment: rubric for the calligram - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Formative assessment: - Observation sheet. - *Plickers* question Summative assessment: - Rubric to check the calligram *(Appendix 19).*
HOMEWORK & FOLLOW-UP
Follow – up: In groups of four, create a little song that summarise what you have learned this past four lessons
NOTES ON LESSON
- Bring the extra *plickers* cards in case some students forget them - Don't let anyone see the Wordle - Think about some examples for the learning centres

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Notebook - Students' *plickers* cards - Digital board - https://wordle.danielfrg.com/ - https://get.plickers.com/	- Appendix 16. List of words for the Wordle - Appendix 17. Task cards for the learning centres - Appendix 18. *Plickers* questions - Appendix 19. Rubric for the calligram

5th SESSION: THE TEACHERS OF TOMORROW (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Global meeting:** T. will play a *Chatterpix* video with the explanation of the challenge for the students. *(Appendixes 20 and 21)* (WG / P) • **Explanation of final product (comic):** T. will play the continuation of the previous *Chatterpix* video. *(Appendix 22)* (WG / P)	**10'** **5'**	
LEARNING TASK	• **Graphic organizer:** T. will hand a graphic organizer to the students. *(Appendix 23)* Ss. have to write the aspects asked on it. They can look it up in the Internet. (P)	**25'**	• T. will give instructions: if you have selected the topic of Gender Equality you have to write if here and describe what is going to happen in your comic.
POST-TASK	• **Tell me!:** Ss. will give the rest of the class a brief description of their idea for the comic. (P / WG) • **Exit ticket:** Ss. will have to write in the paper two questions about other classmates' comic and that pair will have to answer them. *(Appendix 24)* (P)	**10'** **10'**	
Verification and Error Correction	- The teacher will collect the graphic organizers. - Formative assessment: observation sheet and exit ticket. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Formative assessment: - Observation sheet - Exit ticket
HOMEWORK & FOLLOW-UP
Homework: at home look up for more information about your Sustainable Development Goal and create an online mind map with all the information you can find.
NOTES ON LESSON
- Don't let them use the computer too much. It's better if they think first and then complement their information

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Computers. - Digital board	- Appendix 20. *Chatterpix* video - Appendix 21. Sustainable Development Goals chart - Appendix 22. *Chatterpix* video - Appendix 23. Graphic organizer - Appendix 24. Exit ticket

6th SESSION: BECOMING EXPERTS (Spanish)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Becoming experts:** T. will play two videos about the Sustainable Development Goals. *(Appendixes 25 and 26)* T. will ask questions after watching the videos. (WG)	**10'**	• T. will asks questions such as: - What can we do at school? - Have you ever heard about the Sustainable Development Goals before?
LEARNING TASK	• **Brainstorming – graphic organizer:** T. will give the students a graphic organizer to organize their ideas for the comic. *(Appendix 27)* (P)	**40'**	• T. will give examples: - Settings: school - Characters: students and the teacher - Set up: one boy is receiving better grades than a girl
POST-TASK	• **Exit ticket:** T. will give an exit ticket to each pair. *(Appendix 28)* Ss. will exchange graphic organizer and they will have to complete the questions about the work of that pair. (P)	**10'**	
Verification and Error Correction	- The teacher will asks questions after watching the videos - The teacher will walk around the classroom asking students what they are doing and to give them a brief explanation of their comic - The teacher will collect the exit ticket and then s/he will give them back to the correct pair. - Formative assessment: observation sheet and exit ticket. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Formative assessment: - Observation sheet - Exit ticket
HOMEWORK & FOLLOW-UP
Homework: Think about what you are going to draw for your story.
NOTES ON LESSON
- Be constantly checking and asking what they are doing

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Computers / iPads - Digital board	- Appendix 25. Video Sustainable Development Goals - Appendix 26. Video Sustainable Development Goals - Appendix 27. Graphic organizer. - Appendix 28. Exit ticket

7th SESSION: LITTLE ARTISTS (Arts)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• ***Edpuzzle* comic:** T. will play an *Edpuzzle* video. *(Appendix 29)* Ss. will have to answer the questions of the video. (WG) • **Panel discussion:** Ss. will tell information they know about comics. T. will write the information on the board. (WG)	**8'** **7'**	• T. asks for the information they know about comics: their elements, the topics, the characters, etc.
LEARNING TASK	• **Draft version:** T. will hand each pair a copy of ten comic strips in which students have to do the draft version of their drawings for the comic. *(Appendix 30)* (P)	**40'**	
POST-TASK	• **Self – assessment:** Ss. will have to complete a checklist to see if their draft version is adequate to continue with it. *(Appendix 31)* (P)	**5'**	• T. tells them they have to put a tick in every aspect they think they have made.
Verification and Error Correction	- Panel discussion to check if they are following what they have to do. - Constantly checking what they are doing. - Formative assessment: Self – assessment checklist and questions in the *Edpuzzle*. - Students might need another session to finish. Keep that in mind. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Formative assessment: - Self- assessment checklist - Observation sheet
HOMEWORK & FOLLOW-UP
Follow – up: Look for the perfect sound effects for your comic and draw them.
NOTES ON LESSON
- Check on them continually, do not let them miss the pace of the lesson

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Computers - Digital board	- Appendix 29. *Edpuzzle* - Appendix 30. Draft version of comic strips - Appendix 31. Self- assessment checklist.

8th SESSION: THE FINAL PRODUCT (Spanish + Arts)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Assembly:** T. and SS. will discuss how they are doing with the comics. T. will give Ss. some time to finish the written part and the drawings. (WG)	**10'**	• T. will ask questions such as: - Have you finished? - Do you need more time? - Do you need help from your classmates?
LEARNING TASK	• **Final product:** Ss. will design their final product mixing the linguistic part and the drawing they have created in a template given by the teacher. *(Appendix 32)* (P)	**40'**	
POST-TASK	• **Discussion about difficulties:** T. will ask about the major difficulties they have found during the creation of the comic. (WG)	**10'**	• T. will ask questions such as: - What was harder to do: the drawings or the dialogues? - Was it difficult to link your Goal with a story to tell?
Verification and Error Correction	- T. will collect of the comics - Summative assessment: rubric for final comic - Formative assessment: observation sheet and T. will write in a paper all of the difficulties and suggestions. - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Summative: - Rubric for the assessment of the product *(Appendix 33).* Formative assessment: - Observation sheet - Difficulties and suggestions
HOMEWORK & FOLLOW-UP
Follow – up: Think an activity or action that the students in second grade can do to show they have understood your comic.
NOTES ON LESSON
- Give them as much time as possible

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Markers - Pencil - Rubber	- Appendix 32. Comic template - Appendix 33. Rubric for the comic.

9th SESSION: NOW SAY IT IN ENGLISH (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES – LITERACY	TIME	TEACHER TALK
PRE-TASK	• **Hangman game:** Ss. will play the Hangman game with words about the topic of comic. *(Appendix 34)* (WG)	**10'**	
LEARNING TASK	• **From comic to story:** Ss. will have to rewrite the comic into an English story using the structures will", "will not" and "should", "should not". (P)	**40'**	• T. will give instructions: You have to take the idea of the comic you have made in Spanish and create a story in English with the same idea.
POST-TASK	• **So, what can we do now?:** T. will ask Ss. for actions they can do to keep raising awareness for the future. (WG)	**10'**	• T. will say: You are now experts in raising awareness but what is the next step for you? What would you to save the planet and its people?. For example: - Read books about Sustainable Development Goals - Tell my parents what I have learned.
Verification and Error Correction	- Review of the structures - T will collect the stories - Summative assessment: story - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Summative assessment: - Rubric for the English story *(Appendix 35).*
HOMEWORK & FOLLOW-UP
Homework: Prepare to do a storytelling for the next day and select three images that sum up your comic. (Bring them printed)
NOTES ON LESSON
- Don’t let them repeat the same actions all the time. - Give them answers if they are stuck.

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Markers - Pencil - Rubber	- Appendix 34. List of words for the Hangman game. - Appendix 35. Rubric for the English story

10th SESSION: TELL US MORE (Literacy)

STAGE AIMS	DESCRIPTION OF ACTIVITIES	TIME	TEACHER TALK
PRE-TASK	• **Pre – telling:** Ss. in pairs will show the rest of the class three pictures that sum up their comic and the rest have to guess what they are going to talk about. (Homework from the previous day) (P –WG)	**10'**	
LEARNING TASK	• **Storytelling:** Ss. in pairs will tell the rest of the class their comic doing a little presentation. (P)	**40'**	
POST-TASK	• **Post – telling:** Ss. will complete the final exit ticket *(Appendix 36).* (I)	**10'**	
Verification and Error Correction	- T. will ask questions during the pre – telling to check if students are following the presentation of their classmates - After each storytelling, T. will ask question to the rest of the classmates to check if they are listening. Each question will be adapted to the topic and idea of the comic. - Formative assessment: exit ticket - Summative assessment: checklist for the storytelling - Positive feedback referring to the students by their name and with sentences like: "I'm proud of you", "You have improved a lot", etc.		

ASSESSMENT
Formative assessment: - Exit ticket Summative assessment: - Checklist for the storytelling *(Appendix 37).*
HOMEWORK & FOLLOW-UP
Homework: Write three things that people do on their daily life and you have learned they are wrong or doing them. Give them instructions on how to change their actions.
NOTES ON LESSON
- They have to listen, so they have to be quiet

MATERIALS NEEDED	MATERIALS IN THE APPENDIX
- Markers - Pencil - Rubber	- Appendix 36. Exit ticket - Appendix 37. Checklist for the storytelling

Appendix 3.1. - *Chatterpix* video

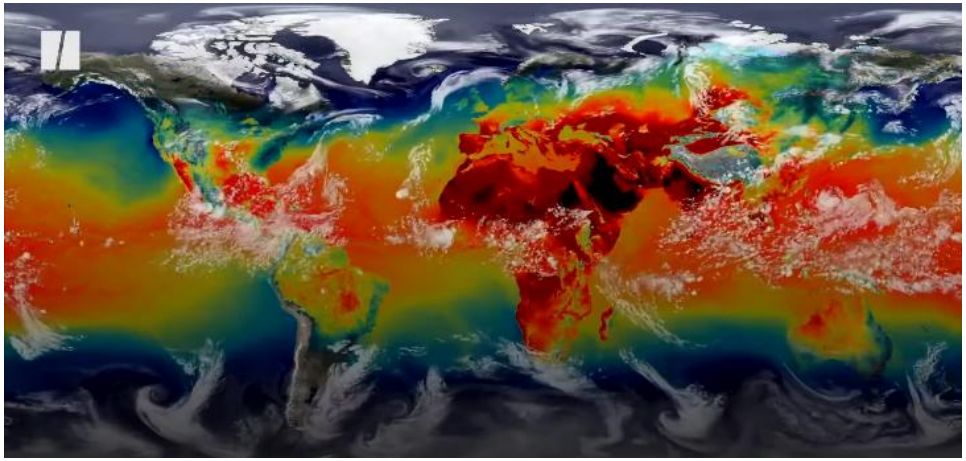
https://drive.google.com/drive/u/0/recent

Appendix 3.2. - List of countries

SPAIN	FRANCE	ITALY	GERMANY
CANADA	MEXICO	UNITED STATES OF AMERICA	ARGENTINA
MOROCCO	EGYPT	SOUTH AFRICA	NIGERIA
BRAZIL	COLOMBIA	VENEZUELA	PERU
CHINA	JAPAN	INDIA	SOUTH KOREA
NORWAY	SWEDEN	FINLAND	DENMARK

Appendix 3.3. – WAGOLL: flag and slogan

Appendix 3.4. – Raise awareness video



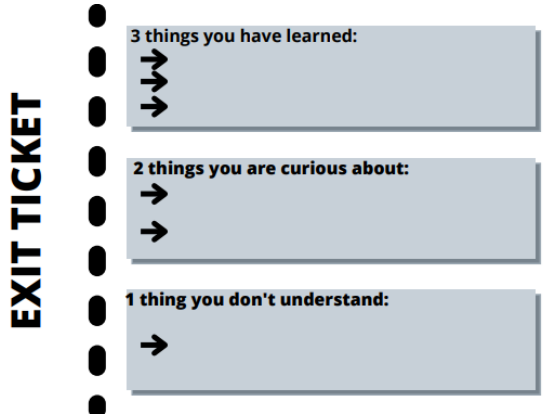
How Does Climate Change Affect Natural Disasters

https://www.youtube.com/watch?v=r140F9pb2nM

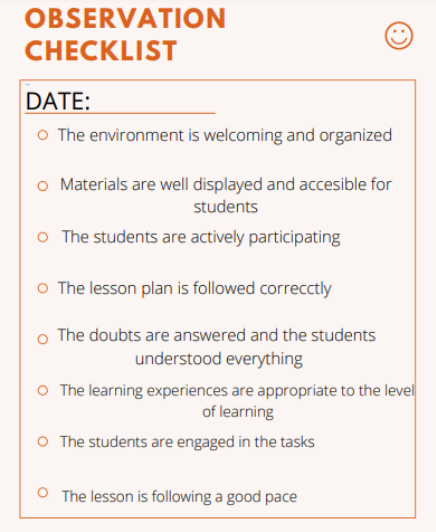
Appendix 3.5. – List of actions for the future

Buy new clothes	Put the plastic in the yellow container	Go to school by bus
Have the heating on	Have the air conditioner off	Clean up waste in the park
Use tote bags to go shopping	Start a conflict in class	Kick animals
Help those in need	Fight for the same conditions for women and men	Insult someone

Appendix 3.6. – Exit ticket



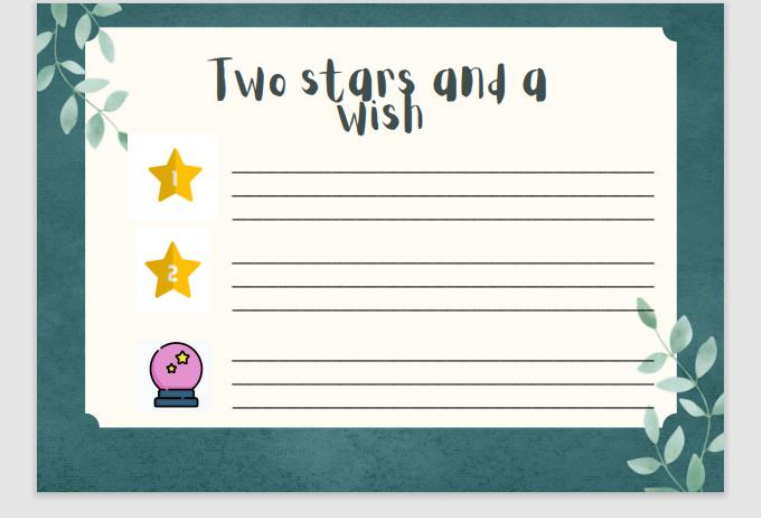
Appendix 3.7. – Observation's checklist



Appendix 3.8. – Poem checklist

CONTENT	PERCENTAGE	YES / NO
The song has two stanzas of verses each	**40%**	
The song has interesting verbs, adverbs and adjectives	**40%**	
The song rhymes in every line	**10%**	
The song has four comparatives or superlatives	**10%**	
The student sings the song with good intonation and pronunciation	**Extra 1.5 points**	

Appendix 3.9. – Two stars and a wish



Appendix 3.10. - List of songs

Happy https://www.youtube.com/watch?v=ZbZSe6N_BXs

River flows in you https://www.youtube.com/watch?v=7maJOI3QMu0

Another brick in the wall https://www.youtube.com/watch?v=5IpYOF4Hi6Q

Sun is shining 0:35 https://www.youtube.com/watch?v=nbXgHAzUWB0

Let her go https://www.youtube.com/watch?v=S2-q2SUxuoU

Bury a friend 0:30 https://www.youtube.com/watch?v=HUHC9tYz8ik

Bam bam 0:48 https://www.youtube.com/watch?v=-8VfKZCOo_I

Terra https://www.youtube.com/watch?v=6At10g4UlmE

Impossible https://www.youtube.com/watch?v=vGNQilhqbzs

Save myself https://www.youtube.com/watch?v=qXM0JdAwabU

All I want https://www.youtube.com/watch?v=OOgvDiXl6hA

Appendix 3.11. - Worksheet with questions related to acrostics

Name: Date:

ACROSTICS

1. What are they? Use one word to describe them

2. How is the rhyme in an acrostic?

3. Tell me the main characteristic of an acrostic

4. How do we know the topic of an acrostic?

5. How do we write the sentences in an acrostic?

Appendix 3.12. – QR code and acrostic

Now, scan this QR code and check your answers

Finally, go to the last page of the PowerPoint and, INDIVIDUALLY, choose one word and write an acrostic for it.

Appendix 3.13. – Acrostics' presentation

https://docs.google.com/presentation/d/1R1Ct9oYrB2H0pLCb-KDYSplEWVhvIA3wnUOb7LAB1K4/edit#slide=id.g12442df6568_0_700

Appendix 3.14. – Short test: verbs in the past, present and future

Check if these sentences are correct. Put a tick (✔) if it is correct and a cross (X) if it is not correct. Rewrite the wrong sentences to make them right.

- **I went to the park tomorrow.**

- **I will play with James next Monday**

- **I am eating rice two days ago**

- **I will go to Port Aventura next summer**

- **I will sing in a contest in 2009**

- **My mother is working before I was born**

- **My father will be at home tomorrow morning**

Appendix 3.15. – Rubric writing: Creating an acrostic

	4	3	2	1
Grammar	The student has no grammar mistakes	The student has 1 – 2 grammar mistakes	The student has 3 – 4 grammar mistakes	The student has more than 4 grammar mistakes
Orthography	The student has no orthography mistakes	The student has 1 - 2 orthography mistakes	The student has 3 - 4 orthography mistakes	The student has more than 4 orthography mistakes
Structure	The student follows the structure of the acrostic	The student has some problems following the structure of the acrostic	The student does not follow in many occasions the structure of the acrostic	The student does not follow the structure of the acrostic
Content	The content of the acrostic is totally related to the topic of gender violence	The content of the acrostic is partially related to the topic of gender violence	The content of the acrostic has some ideas related to the topic of gender violence	The content of the acrostic is not related to the topic of gender violence

Appendix 3.16. – List of words for Wordle

BULLYING	COMMUNICATION
UNDERSTAND	RIGHT
DIGNITY	EMPATHY
FREEDOM	MORAL

Appendix 3.17. – Task cards

Appendix 3.18. – *Plickers* questions

What is the name of the goal that tries to achieve peace?

A Peace and justice

B Justice and strong institutions

C Peace, justice and strong institutions

D Peace on the world

https://www.plickers.com/seteditor/62607d73ccce4c001330826b

Appendix 3.19. – Rubric writing: creating a calligram

	2.5	1'75	1'25	0'75
Grammar	The student has no grammar mistakes	The student has 1 – 2 grammar mistakes	The student has 3 – 4 grammar mistakes	The student has more than 4 grammar mistakes
Orthography	The student has no orthography mistakes	The student has 1 - 2 orthography mistakes	The student has 3 - 4 orthography mistakes	The student has more than 4 orthography mistakes
Structure	The student follows the structure of the calligram	The student has some problems following the structure of the calligram	The student does not follow in many occasions the structure of the calligram	The student does not follow the structure of the calligram
Presentation	The presentation is clear and readable	The presentation is readable but no clear	The presentation is difficult to read but you can understand it	The presentation is not clear and readable
Content	The content of the acrostic is totally related to the topic of bullying	The content of the acrostic is partially related to the topic of bullying	The content of the acrostic has some ideas related to the topic of bullying	The content of the acrostic is not related to the topic of bullying

Appendix 3.20. – *Chatterpix* video

https://drive.google.com/drive/u/0/folders/1vZFBwn9npCB2Xtv0t5sW_sp6Kx4-TRXG

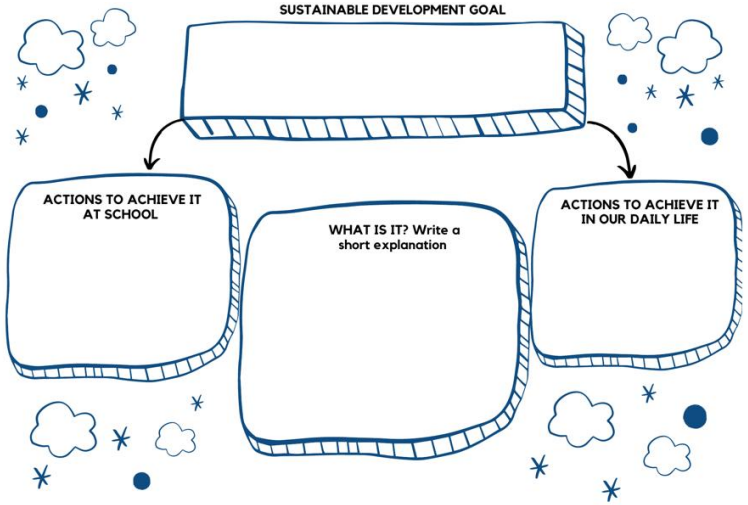
Appendix 3.21. – Sustainable Development Goals chart

GENDER EQUALITY	PEACE, JUSTICE AND STRONG INSTITUTIONS	HEALTH AND WELLBEING

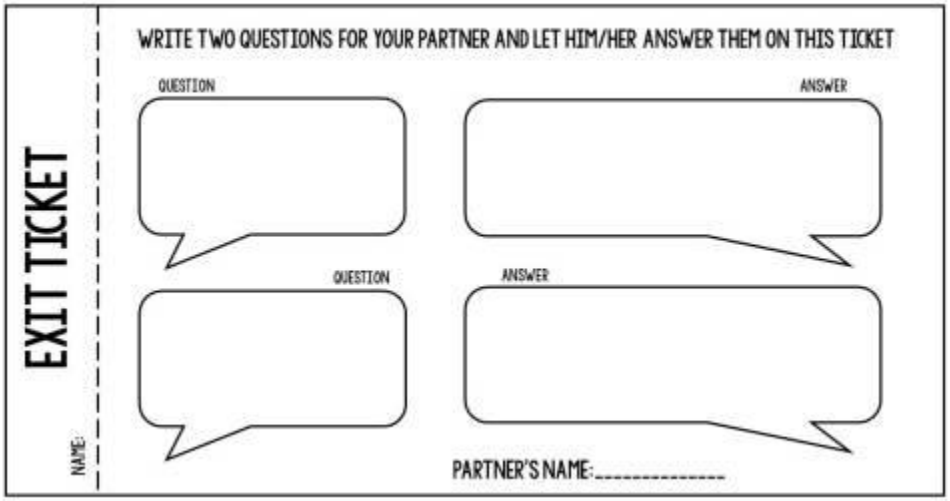
Appendix 3.22. – *Chatterpix* video

https://drive.google.com/drive/u/0/folders/1vZFBwn9npCB2Xtv0t5sW_sp6Kx4-TRXG

Appendix 3.23. – Graphic organizer



Appendix 3.24. – Exit ticket



Available from: **https://www.orientacionandujar.es/2019/05/25/exit-ticket-editables-para-evaluar-el-proceso/exit-ticket-imagenes-18/**

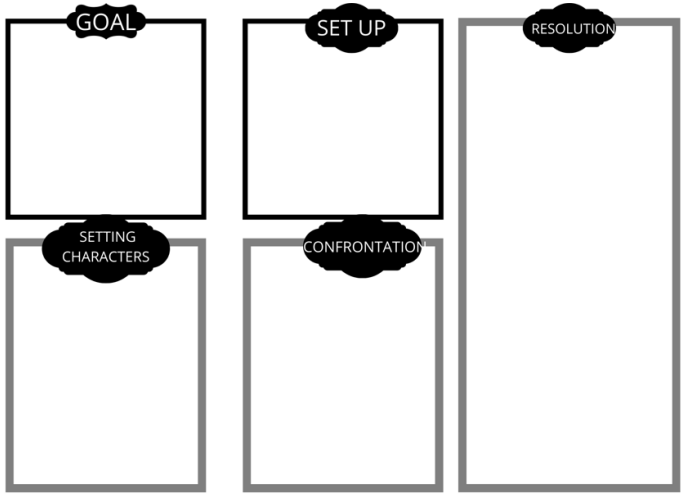
Appendix 3.25. – Sustainable Development Goals video

https://www.youtube.com/watch?v=MCKH5xk8X-g

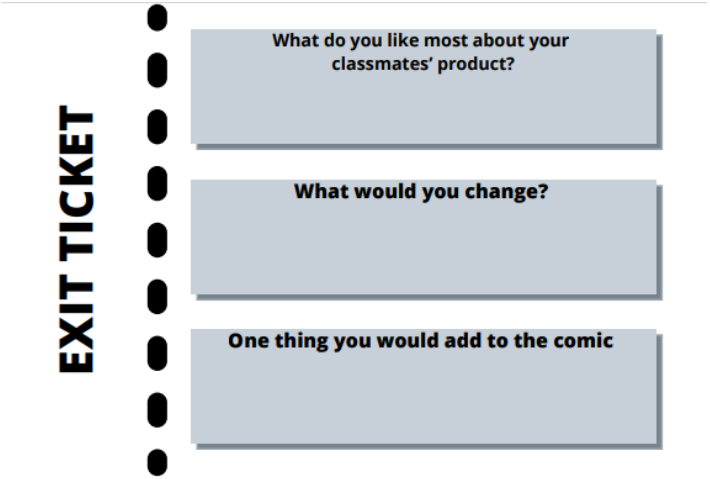
Appendix 3.26. – Sustainable Development Goals video

https://www.youtube.com/watch?v=r5v7Klr7cNs

Appendix 3.27. – Graphic organizer



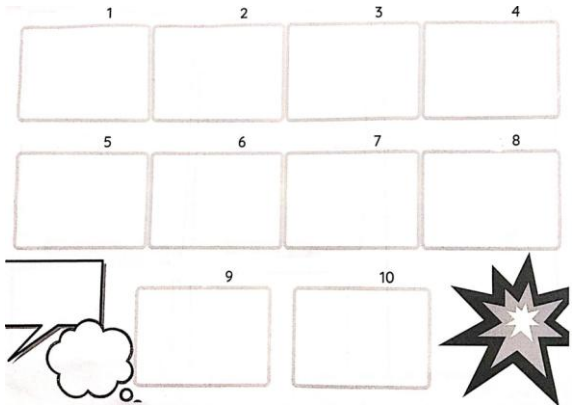
Appendix 3.28. – Exit ticket



Appendix 3.29. – *Edpuzzle* video

https://edpuzzle.com/media/627e0e4881c3bc42b177ce85

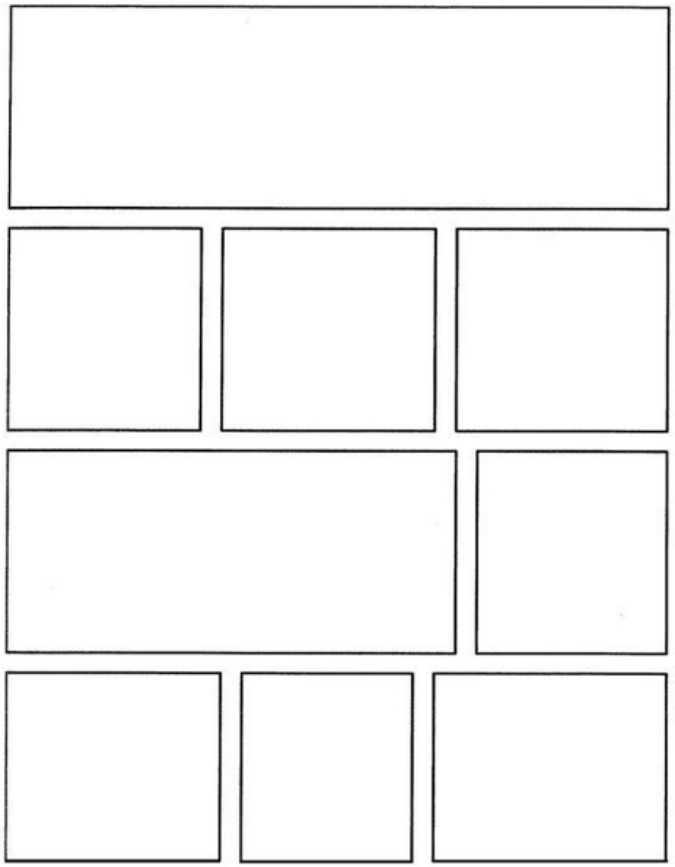
Appendix 3.30. – Draft comic strips



Appendix 3.31. - Checklist self-assessment comic

	YES	IN PROCESS	NO
It has an attractive title			
It has sound effects			
The draws help to understand the story			
The draws are clear			
I have used 10 strips			

Appendix 3.32. - Comic template



Appendix 3.33. – Comic rubric

	1	2	3	4
TOPIC	The SDG is not mentioned in the comic	The SDG is mentioned in the comic but it does not give advice or instructions on how to act.	The SDG is included and mentioned in the comic but there are brief mentions to advice and instructions.	The SDG is perfectly included in the comic giving advice and instructions about the SDG selected
SPELLING AND GRAMMAR	7 or more spelling or grammatical mistakes in the comic strips.	4 – 6 spelling or grammatical mistakes in the comic strips	1 – 3 spelling or grammatical mistakes in the comic strips	No spelling or grammatical mistakes in the comic strips
DRAWINGS	The drawings are not clear and don't suit the comic	The drawings are clear but don't suit the story	The drawings are clear and suited the story	The drawings are clear and very well adapted to the story
CLARITY AND NEATNESS	Comic strips are hard to read and few elements are clearly written and drawn	Comic strip is easy to read but it is difficult to read some elements	Comic strip is easy to read and most elements are clearly written and drawn.	Comic strip is easy to read and all elements are perfectly drawn and easy to read.
CREATIVITY	The comic is not original and things don't make sense	The comic is original and mix real things with other that don't make sense	The comic is original but some things don't make sense	The comic is very original but it makes sense

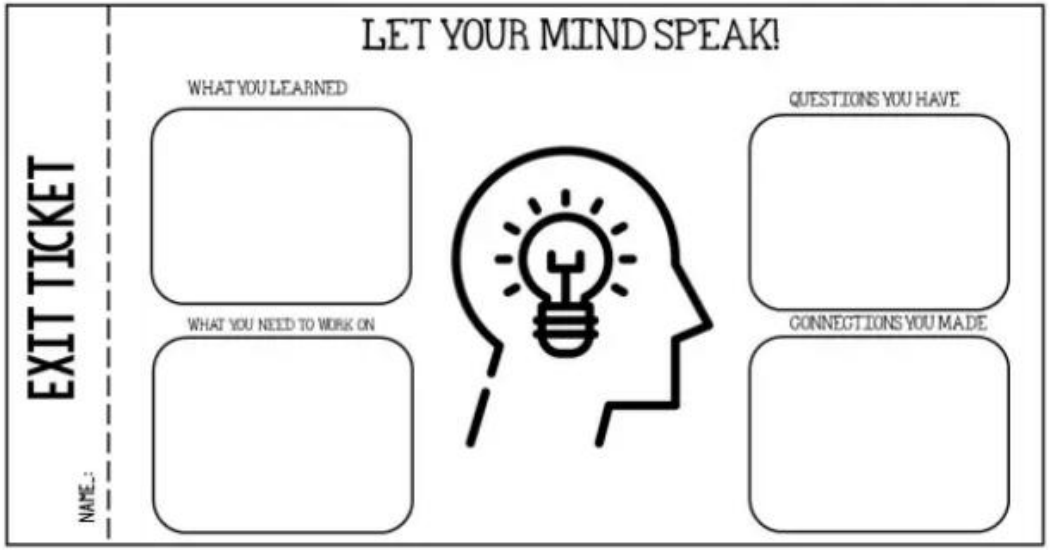
Appendix 3.34. – Hangman game words

Sound effect	**Dialogue**	**Comic strip**
Narrator	**Drawing**	**Word balloon**
Onomatopoeia	**Title**	**Character**

Appendix 3.35. – Rubric for the English story

	1	2	3	4
TOPIC	The SDG is not mentioned in the story	The SDG is mentioned in the story but it does not give advice or instructions on how to act.	The SDG is included and mentioned in the story but there are brief mentions to advice and instructions.	The SDG is perfectly included in the story giving advice and instructions about the SDG selected
SPELLING AND GRAMMAR	7 or more spelling or grammatical mistakes in the story	4 – 6 spelling or grammatical mistakes in the story	1 – 3 spelling or grammatical mistakes in the story	No spelling or grammatical mistakes in the story
USE OF TIME	Wasted time in class	Used time wisely from time to time	Use time wisely most of the time	Used time wisely
CLARITY AND NEATNESS	The story is not neat and hard to read	The story is neat but hard to read	The story is easy to read but some words are hard to read	The story is perfectly neat and easy to read
CREATIVITY	The story is not original and things don't make sense	The story is original and mix real things with other that don't make sense	The story is original but some things don't make sense	The story is very original but it makes sense

Appendix 3.36. – Exit ticket



Available from: **https://www.orientacionandujar.es/2019/05/25/exit-ticket-editables-para-evaluar-el-proceso/exit-ticket-imagenes-22/**

Appendix 3.37. – Checklist storytelling

STORYTELLING	YES	NO
Speech begins with an introduction		
Speech is understandable		
Speech is finished with a conclusion		
Speakers elaborate their points		
Speakers use an appropriate voice		
Speakers keep eye contact with the audience		
Speakers do not move too much		

Appendix 4 - *Youtube* video: Sustainable Development Goals

https://www.youtube.com/watch?v=MCKH5xk8X-g

Appendix 5 – *Youtube* video: Sustainable Development Goals

https://www.youtube.com/watch?v=r5v7Klr7cNs

Appendix 6 – *Chatterpix* video

https://drive.google.com/drive/u/0/folders/1vZFBwn9npCB2Xtv0t5sW_sp6Kx4-TRXG

Appendix 7 – *Chatterpix* video

https://drive.google.com/drive/u/0/folders/1vZFBwn9npCB2Xtv0t5sW_sp6Kx4-TRXG

Appendix 8 – *Edpuzzle* video

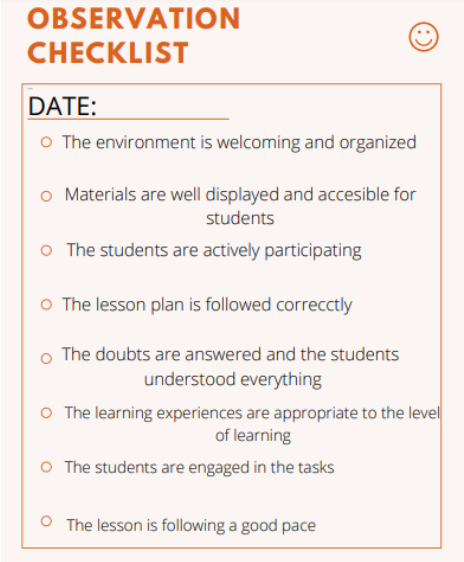
https://edpuzzle.com/media/627e0e4881c3bc42b177ce85

Appendix 9 – List of actions for the future

Buy new clothes	Put the plastic in the yellow container	Go to school by bus
Have the heating on	Have the air conditioner off	Clean up waste in the park
Use tote bags to go shopping	Start a conflict in class	Kick animals
Help those in need	Fight for the same conditions for women and men	Insult someone

Appendix 10 – Task cards

Appendix 11 - Observation's checklist

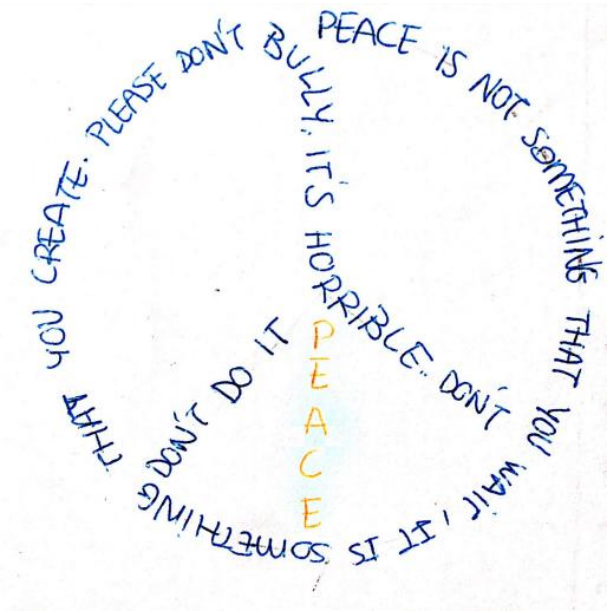


Appendix 12 – Self-assessment checklist

	YES	IN PROCESS	NO
It has an attractive title			
It has sound effects			
The draws help to understand the story			
The draws are clear			
I have used 10 strips			

Appendix 13 – Two stars and a wish

Appendix 14 – Final result of an acrostic



Appendix 15 – Final comic