

STEAM educational approach and foreign language learning in Europe



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Super Farmers



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Super Farmers

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Consortium SELFIE - STEAM Educational Approach And Foreign Language Learning In Europe

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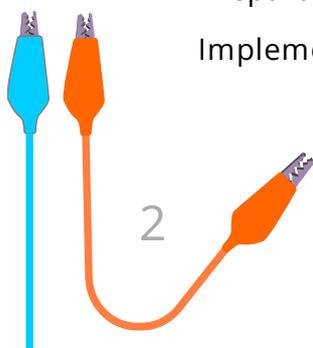


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Index

Theoretical aspects of the Selfie model	4
Selfie Model	4
Project partners	4
Characteristics and focus of the Selfie model	5
Balance between language and content in the Selfie model	6
Co-teaching within the Selfie model	7
The project	8
Introduction	9
Reading area	9
Topic Table	9
Characteristics	10
Before reading	13
Preparation	13
Implementation in the classroom	13
Activity 1. Welcome!	13
Activity 2. We predict the story	15
Activity 3. What are the characters like?	17
Activity 4. Who's who?	20
Activity 5. How we learn!	21
During the reading	24
Preparation	24
Implementation in the classroom	24
Activity 6. Storytelling	24
After reading	27
Preparation	27
Implementation in the classroom	27





Activity 7. Journey to the interior of the story	27
Activity 8. The disordered story	29
Activity 9. Helping the elderly.....	31
Activity 10. The mystery of the series	32
Activity 11. The magic turnip.....	34
Activity 12. Experimenting with plants.....	35
Activity 13. A balanced diet.....	39
Activity 14. The catchiest ad	42
Activity 15. Very healthy and tasty recipes.....	43
Activity 16. Let’s sing	45
Activity 17. Hobbies	47
Activity 18. Turnip Winter	48
Activity 19. Engineering to power	50
Activity 20. The help of animals	53
Activity 21. Cooperation.....	55
Activity 22. Fracturing the story	57
Activity 23. Miming!.....	59
Activity 24. Cultural traditions.....	60
Evaluation.....	62
Preparation	62
Implementation in the classroom.....	62
Kahoot	62
Evaluation rubrics	64





Theoretical aspects of the Selfie model

SeLFiE Model

The set of SeLFiE tools that are presented in this booklet take the innovative didactic approaches of STEAM (Science, Technology, Engineering, Art and Mathematics) and integrate them with approaches to learning a second language. The radically innovative potential of the SeLFiE model is found in its capacity to integrate scientific language, which tends to be simpler and easier to understand for students, with the rich daily language and practical vocabulary of the Content and Language Integrated Learning (CLIL) framework.

An integrated approach is proposed, based on the completion of projects through the use of stories that link up different curricular areas. In this way, attractive learning experiences are achieved through teaching models such as Research-Based Learning (RBL) and engineering design.

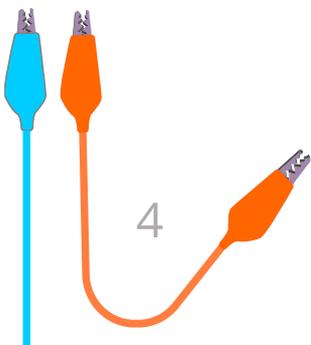
Project partners

This project was coordinated at the University of Burgos working in collaboration with two other universities: the University of Malta (UM), Malta, and the University of Granada (UGR), Spain. The International Trilingual School of Warsaw (ITSW), Poland, also participated; the Centre for Teacher Training and Educational Innovation (CFIE) of Burgos, Spain, a public teacher-training institute that forms part of the Regional Government in Spain for training infant, primary and secondary school teachers; and Kveloce R&D+I, an expert consultancy for the implementation of European projects.

The partners have worked together to develop the SeLFiE model and to compile examples of good practice among working teachers across Europe. See the following websites to find these and other information on the Project and on its YouTube channel:

project-selfie.eu/

www.youtube.com/channel/UCjF4_Jhz0gcbIV2cjpHkmiw/featured





Characteristics and focus of the SeLFiE model

With regard to the characteristics of the project, its main objective is to improve the competences of bilingual infant and primary education teachers for the application of STEAM teaching methods to further the learning of a second language; as well as to improve the general STEAM and foreign-language-related competencies of student teachers of infant and primary education across Europe. Thus, a new method emerges for teaching STEAM in a bilingual context: the SeLFiE model.

This model seeks to promote a wholistic approach for the acquisition of skills in a second language (English, Spanish, French or any other second language in the first stage of education) through STEAM topics at the same time as integrating a series of active teaching methods, mainly: the Project-Based Learning (PBL) approach; Inquiry-Based Learning (IBL); Engineering Design Process (EDP) in scientific education; and, Content and Language Integrated Learning (CLIL).

In this way, the narration of stories is used to provide a context that links up the content areas. Thanks to which, the learning is really authentic; it will better reflect the real world and will adapt the learning to different contexts, as well as stimulating emotions and motivation that are so important to achieve significant learning.

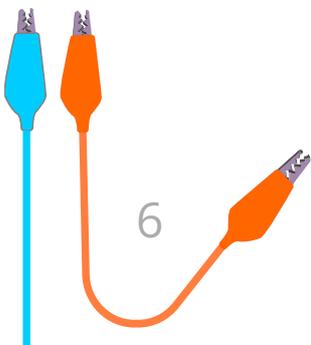
Balance between language and content in the SeLFiE model

The SeLFiE model combines the learning of STEAM materials with the learning of a second language through the use of different methods: active, inquiry-centered, student-centered and collaborative learning. The model reflects the complexity of reality, combining CLIL and integrated learning of STEAM areas.

In this context, the narration of stories, in its broadest sense, is used as a guiding thread that motivates children to commit themselves to approaching a topic, connecting one investigation with another, as the children inquire into different aspects of a story or focus themselves on a particular topic. The participation of the children in investigations that may or may not be conducted in a second language creates opportunities in which the children can communicate and collaborate while they are working, and share their conclusions with others in a language that is not their mother tongue.



Figure 1. The SeLFiE model for learning STEAM+L2 at primary school level.



Co-teaching within the SELFIE model

In the same way that different topical areas in the SELFIE model are presented in a holistic way, teachers must also work together, in order to guarantee that the project continues to be a unified whole, which requires co-teaching. This collaboration can be with other professionals, such as specialist subject teachers, but also perhaps with the teachers of the same course, the teaching assistants and the management of the center.

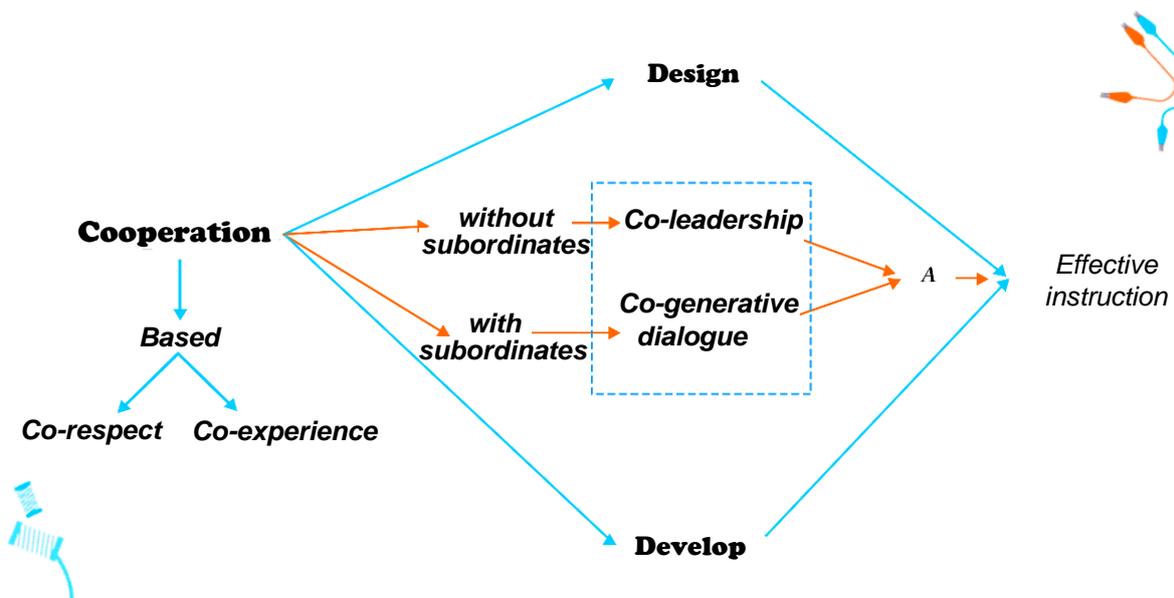


Figure 2. Relation between the different factors that determine the efficiency of co-teaching.

Co-teaching is, therefore, an integral aspect of the SELFIE model, because it is also necessary to collaborate with other teachers, if the model is really to be integrated in teaching. It must also be applied in a holistic manner, so that the learning process is also a holistic experience. Whether you speak or share the possibility of collaboration with your colleagues, the important thing is that you work together in a democratic and respectful manner, using the strong pedagogical points of each person so that learning is meaningful, creative, and fun for the students.

The SELFIE team invite you to read the set of proposals that we are presenting to you in this book, organized in the form of a project that has a storybook as its guide. As you will see, the examples of teaching experiences that we are offering you are varied and adaptable, which is why we hope that you will find the inspiration to test and to adapt some of them, in accordance with your needs.

The project





Introduction

In this unit, we will use the illustrated storybook *The Gigantic Turnip* (Tolstoy and Sharkey, 2005) as a common thread to enhance the development of linguistic skills among students, as well as to understand the plot of this Russian story that involves cooperation, teamwork and gardening.

The narrative is used as a link to develop communication and STEAM-related skills. Predictions will be worked upon while reading and listening to the story, to help students connect their previous knowledge with new knowledge and to improve their reading ability in a foreign language.

Students will be encouraged use language in creative ways, to communicate their understanding to their peers during the activities, as the activities promote the use of language in real situations. In addition, content related to scientific methods will be addressed.

Moreover, reflection on the social environment and the search for solutions to real problems will be promoted, developing critical thinking and a responsible attitude towards the environment.

Reading area

Books may be placed in this area, whether fictional or non-fictional as well as the keywords of the story. The students can also bring books that they have at home or that they have borrowed from a public library. The children can access the area during the time that is assigned to them, attending alone or in pairs and then sharing their opinions on the reading with their classmates.

Topic Table

Students may bring objects and toys that have some relation with the story and the content they have learnt on this project. These objects are placed on the Topic Table, a place to which the children can go to play and to go over the story or the experiments, making use of the materials.

Characteristics

Book

Tolstoy, A. and Sharkey, N. (2005). *The Gigantic Turnip*. Barefoot Books Ltd

- Title: *The Gigantic Turnip*.
- Authors: Alekéi Tolstoy and Niamh Sharkey.
- Year: 2005.
- Editorial: Barefoot Books Ltd,
- ISBN: 1905236581

School year

- This project is suitable from the 3rd-year of primary education and if working with older children, the concepts can be explored in some depth.

Subjects

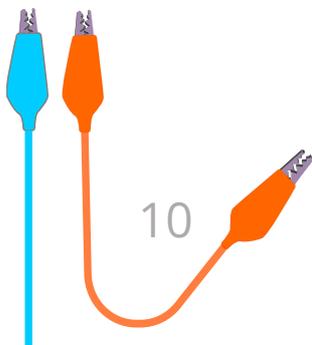
- Natural and social sciences, English language, mathematics, plastic arts and musical education.

Methodologies

- Cooperative learning.
- Content and Language Integrated Learning (CLIL).
- Inquiry-based Science Teaching (IBST).
- Engineering Design.
- Problem-based learning.

Competencies

- Communication in a foreign language.
- Mathematical competence.
- Basic competencies in science and technology.
- Learning to learn.
- Digital skills.
- Social and civic skills.
- Awareness and cultural expressions.





Objectives

- Developing an understanding of the story in general and an ability to recognize the keywords when telling stories and listening to songs.
- Speaking skills: repeating key vocabulary; asking and answering questions; participating in songs.
- Reading skills for general understanding.
- Story writing skills; copying words.
- Developing cooperative tasks to prepare the final task.
- Use of Spanish as a language of learning.
- Developing critical thinking.
- Developing feelings of empathy.
- Learning about the vital needs of plants and their life cycle
- Understanding the notion of healthy foods and balanced diet
- Using research methodologies and engineering design.
- Applying engineering design to make a greenhouse model
- Based on the greenhouse model, developing a notion of the “greenhouse effect” and its relationship with climate change.
- Representing and understanding bar charts.
- Devising actions to improve our responsibility related to the environment
- Introducing historical research.
- Using primary sources in history research.
- Developing logical thinking using cumulative series and symbolic representation.
- Recognizing, representing and naming ordinal numbers.
- Developing spatial organization, representation and interpretation of graphs.
- Organizing objects taking into account their size and thickness.

Evaluation

- | | |
|--|---|
| ✓ Techniques | ✓ Tools |
| <ul style="list-style-type: none">• Systematic observation.• Metacognition.• Analysis of student productions.• Specific test. | <ul style="list-style-type: none">• Rubrics and list of assignments.• Worksheets.• Oral presentations and Kahoot. |



Approaching the needs

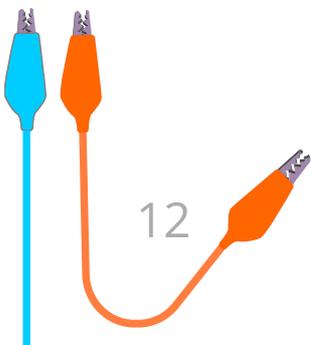
- Individualization of the learning process.
- Activities when finishing rapidly.
- Scaffolding activities.
- Rewards for active participation.
- Different types of groupings.
- Activities for students with visual, auditive and kinetic orientations.

Framework

- Model and demonstration.
- Different ways of describing concepts.
- Inclusion of visual help.
- Giving the student time to speak.
- Continuous testing of student comprehension.
- Activate previous knowledge.

Sustainable Development Goals (SDGs)

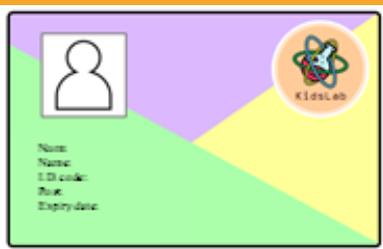
- Goal 2: Zero hunger – end hunger.



Before reading

Preparation

NOTE: As a motivational exercise, personalized identity cards can be created for each student, showing their photo and personal data, as if it were an accreditation for a scientific laboratory.



Before reading the book, it is important that you try to create a pleasant atmosphere that stimulates curiosity, that motivates and that interests the students. In doing so, you can use decorations related with the theme of the story.

In this way, the students experience different sensations, make numerous deductions and propose a stream of questions that provide insight for you into their previous ideas, their willingness to learn and interest in learning.

It is likewise convenient that you have all the materials prepared that you will need during the session. Their sequential arrangement in a specific part of the classroom will give you easy access to them, favoring dynamism during the activities and reducing the time between one task and another.

Implementation in the classroom

Activity 1. Welcome!

When presenting the reading, it is important to create an intriguing atmosphere, awakening curiosity and emotion that entices the students to learn more. You can start with an 'Escape Room' or with a treasure trail that leads the students to the book, the title of which is covered up. In this way, looking only at the drawing on the cover, new titles can be invented and the adventures hidden within it can be imagined from the drawing on the cover.

MAIN EXPERIENCES

- Invent a title for a story.
- Make predictions, giving reasons in written work.
- Communicate and orally share your own ideas with others.

PREPARATION

TIMING

- 15-20 minutes to find the book.
- 2-3 minutes to observe and to reflect on the cover of the book.
- 5 minutes to invent a title and to justify it.
- 5-7 minutes to put in place ideas, opinions, arguments...

MATERIALS

- Book *The Gigantic Turnip* (Tolstoy and Sharkey, 2005) with the title covered up.
- Worksheets to fill in with different options.
- Writing materials.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.

TEACHING PLAN

DEVELOPMENT

The search for the lost book

In the first place, it is important to prepare a scheme of the tests to be completed and their order. A relation between them is recommendable, so that the activity is more dynamic, intuitive and self-controlled. In addition, you can use riddles to work on previous knowledge, to reinforce concepts, and to improve procedures.

With regard to the groups, cooperative work in groups of around four members will be central. It is important to recall the norms of conviviality and classroom norms to maintain an atmosphere that is conducive to learning.

Taking all the above aspects into consideration, it could be proposed that the solution to mathematical operations is the key to open a padlock that will give access to a box in which the disordered parts of a news report is found. Once having ordered it, the students can read the text that will lead them to the following step and so on successively until the book is found.

You must not forget to cover up the title on the book cover, for which purpose you can use a sheet and a piece of adhesive tape.

Discovering the book

Having found the book, invite the students to sit on the ground forming a semi-circle. Arranged in this way, students can see the book cover without difficulty. Keeping the title covered up, propose questions that favor reflection on the story that they will discover later on.

- What is this drawing? Why does it appear on the cover?
- What sort of book could it be? An adventure book? A horror story? A mystery story?...
- Where will the story take place? Do more people appear in it?

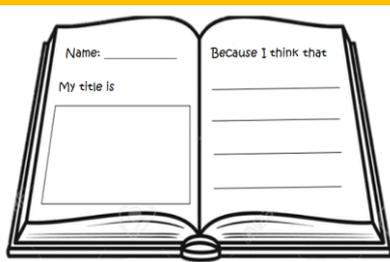
After giving oral answers to the questions, the students are handed a worksheet on which they must individually invent their own titles and justify them, each student setting out an idea of what the story will be.

Subsequently, a few minutes will be given over to sharing their proposals, expressing the different points of view and options. In addition, the written work can be placed on a classroom noticeboard as a way of decorating the classroom.

Activity 2. We predict the story

In the process of reading, the realization of predictions constitutes a type of inference in which the reader relates what he reads in the text with his knowledge and previous experiences, trying to anticipate, to predict what will happen next.

NOTE: The activity can be complemented by drawing an alternative book cover following their proposals.



This step is fundamental throughout the reading process, contributing to the planning and anticipation of the reading, as well as to the verification, review and control of what is read. On the other hand, it is also essential to motivate and maintain interest in the text, establishing an emotional connection with the book.

MAIN EXPERIENCES

- Predict what is going to happen in the story from the cover of the book.
- Correctly argue opinions and assessments.
- Improve oral expression.

PREPARATION

TIMING

- 5-7 minutes to brainstorm the concept of prediction.
- 10 minutes to predict history.
- 5 minutes to share the proposals.

MATERIALS

- Cover drawing.
- Pens, paintings, pencils.
- Tab on predictions.

CONNECTION WITH THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS

- Propose activities for inquiry and exploration that strengthen the awareness of students and their responsibility for a better planet.
- Play the videos that show the students what the actual situation of the planet is and what the relevance of the SDGs is.

NOTE: It is recommended that you provide students with visual AIDSs, such as posters or posters that help them better understand such an abstract concept. It is also important that they relate their contributions to everyday examples, such as weather forecasts.

TEACHING PLAN

DEVELOPMENT

Brainstorming of predictions

It begins with an invitation to students to brainstorm the concept of prediction. It is important that you ask questions that enhance

NOTE: Remember that it is important that each group explains their proposals orally to the class, focusing on what aspects they have taken into account to make them.

WHAT IS A PREDICTION?

 A prediction is, according to Duke and Pearson (2002), a riddle, an idea or an estimate of what might happen in the future.

WHY SHOULD READERS MAKE PREDICTIONS?

- ✓ Because they make the reader think about the idea or the main event during the text and monitor their understanding.
- ✓ Because they allow the reader to think before they read.
- ✓ Because they make the reader more engaged and entertained.



MAKE PREDICTIONS

A prediction is a guess that is made with the help of text or images

 "I believe that _____ because _____"

 **Before reading**
Watch the title and illustrations

 **During the reading**
STOP! Predict what's going to happen

 **After reading**

✓ Confirms ✗ Modify your prediction



2nd EPO student: "I really liked predicting the future, it's like having a crystal ball."

the reflective thinking of the students and that help them to build a complete concept of prediction.

- What is a prediction? How is it formed?
- What are predictions used for in everyday life? And during the reading?
- When are they made? Why are they important?

Predicting the story

Once the concept of prediction has been clarified, invite students to observe the cover of the book and make their own predictions. Invite them to reflect on the different parts of the story:

- The characters, what are they going to be like? How are they going to behave? Where will they live?
- What events are going to take place? How will they affect the characters?
- How are these problems going to be solved? What will be the end of the story?

From the answers to these questions, they can make a scheme in which all the predictions are reflected. In this way, as you advance with the reading of the book, they can be reviewed and modified. In relation to design and organization, you could divide the class into small groups and assign a working topic to each one.

Activity 3. What are the characters like?

Continuing with the parts on the book cover, we will center attention on the characters. It is important that the students are familiar with the protagonist, can imagine what the drop of water is like and what it feels. This closeness favors empathy and enthusiasm to know more, to advance through the book and to discover what happens to the mermaid, the drop of water, through its journey.

MAIN EXPERIENCES

- Provide descriptions of people: personal appearance, profiles, and portraits of the protagonist of the book.



- Improve the lexical orthography related with physical features, personality traits, emotions, and feelings.
- Predict and describe the characteristics of the person.

PREPARATION

TIMING

- 3-5 minutes to differentiate between physical features and personality traits.
- 10 minutes to describe the characters of the cover.
- 5 minutes to reflect upon and to go over the results.

MATERIALS

- Poster of the characters (A3 size).
- Post-its.
- Pencils, paints, markers, etc.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or to improve those situations.
- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

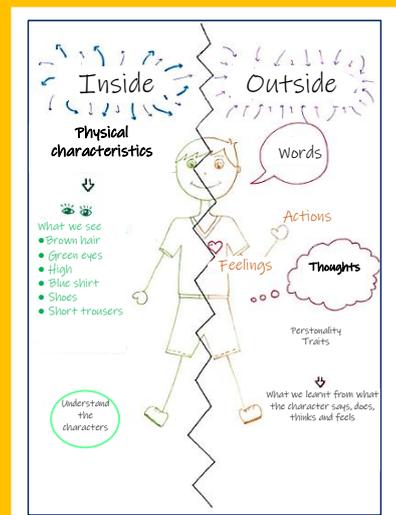
Meeting the characters

Before completing the descriptions, it is important for students to understand the need to include not only physical features, but also features related with personality, the emotions, and the feelings of the person.

NOTE: That activity can be done either before or after the reading, it being possible to include it at both times. Before reading, make predictions on what the character is like, which after the reading can be evaluated and modified, whenever not in accordance with the storyline.

5th EPO student: "I thought it was very cool, because we learn more interesting things and I have also learned about a city I did not know."

NOTE: Preparing a scheme of the principal differences will help to consolidate the concepts, at the same time as providing visual AIDS during the activity.



In relation with those aspects, you can explain that descriptions of people are different in accordance with the content that is included.

- Personal appearance: physical features.
- Moral profile: character and feelings.
- Portraiture: physical features, character and feelings.

The next step is to invite the students to apply what they have learnt and to draw a portrait of the characters. To do so, pin an A3 size poster of main characters to a noticeboard or the blackboard so that all the details can easily be well appreciated and hand out various post-its to each student. You can in this way use two colors to differentiate the internal and the external features, which will help you to check understanding of both concepts.

Each student must write a word on the post-it that describes one of the two characters and can add a drawing alongside the word. Once you have it ready, stick it around the poster.

You can ask questions to help them think such as:

- Are they young or old?
- Do they have long or short hair? What color is it?
- Is he happy? Is she? Are they angry?
- Are their clothes new? Are they flashy clothes? What are they wearing?

It is important to try not to repeat words and to involve all students in the exercise, using words within a lexical range that they already know or can enlarge with the help of a dictionary.

When the students have stuck at least one post-it, it is a good idea to read over all the words, once again to emphasize the differences between the physical features and the character descriptions.

On the other hand, the activity can be focused on working each sort of personal description in an isolated way. In this case, the task could be to include or only to read the words of each category.

NOTE: You can show photos of real turnips to your students or even bring some of these vegetables to the classroom and invite students to describe them. It would be interesting if they could handle them, discuss their texture and smell. In addition, you can ask them questions such as:

- Did you know what a turnip was? Had you ever seen one before?
- Have you tried it? What does it taste like? Do you like it? Why?
- Do you know of any similar vegetables?

5th-year primary-school student: "I liked it a lot, it's a different way of describing things."

3rd-year primary-student: "Using post-its was real fun."



Activity 4. Who's who?

Working with the elements of the cover is a great way to present the book, however, this presentation should not be limited to the title and the drawings that appear on it, but it is also important that the students know the names of the author and the illustrator, in case they are mentioned.

MAIN EXPERIENCES

- Know the names of the author, the illustrator and the functions of their work.
- Search for and summarize information.
- Communicate and orally share one's own ideas with others.

PREPARATION

TIMING

- 3-5 minutes to predict whose names are on the cover.
- 5 minutes to make a list of the tasks and functions of your profession.
- 10 minutes to search for information and contrast predictions.
- 5-7 minutes to share ideas, opinions, arguments...

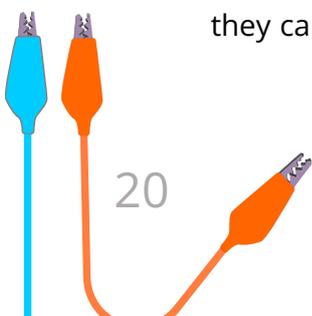
MATERIALS

- Book of *The Gigantic Turnip* (Tolstoy and Sharkey, 2005).
- Worksheet to complete with the information.
- Writing material.
- Digital device with internet access.

CONNECTION WITH INCLUSION

- Actively promote respect for student diversity.
- Identify possible (physical, social, cultural) barriers and take them into account when organizing the class.
- Offer the same opportunities to everyone, but move away from uniformity; the methodologies that we propose in this project will help you with this goal.
- Organize the students into heterogeneous groups in which they can develop their own capabilities and experience the

NOTE: If you have no internet connection or insufficient digital devices to search for information, try to make sure that there are a variety of sources and formats in the printed data that you share with your students.



possibility of helping their companions to develop both academically and personally.

TEACHING PLAN

DEVELOPMENT

Who are you?

First, invite students to look at the cover and focus on the text.

- Apart from the title, what else is written? Does it appear in all the books? And in the same position on the page?
- Why are there two? Who might they be?

Following these questions, let the students dialogue and talk about the different possibilities of these two names, trying to make them argue their contributions and reminding them that they have to respect the turns of speech.

Introducing the author and illustrator

Then, once the students have come to the conclusion that the names might be the names of the author and the illustrator of the book, it raises questions that make them reflect a little more on these two roles.

- What nationality are they? What city could they live in?
- Are they still alive? How old will they be now? If they lived a long time ago, what era would it be?
- What will your role be as a writer? And as an illustrator? Will it take a long time to write/illustrate a book?
- Would you like to write or to illustrate a book? Why?

To end the activity, invite students to look for information about both and thus contrast their initial predictions.

Activity 5. How we learn!

Metacognitive processes are fundamental so that the students become aware of their own cognitive processes and their regulation.

NOTE: You can show photos of both people, to make it easier for students to imagine the data and to enrich their predictions.



To do so, you can use thinking routines or metacognitive staircases with which to promote self-reflection among the students on their experiences and previous ideas, so that they inquire into their concerns and interests and in consequence set goals to be achieved.

In this way, the students will visualize the progress of their learning more clearly, will interrelate concepts and skills, and will strengthen their ontogenetic development.

MAIN EXPERIENCES

- Reflect on what you have already learnt or know about the topic.
- Set out what you want to learn, including conceptual, attitudinal and procedural knowledge.
- Reflect on what and how you have learnt.

PREPARATION

TIMING

- 3 minutes for explaining the parts that integrate the thinking routines or metacognitive staircase.
- 5-7 minutes to complete one of the sections.
- 5 minutes to share the responses together.

MATERIALS

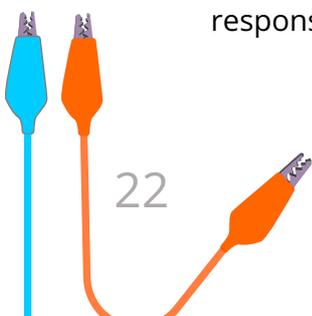
- Photocopy of worksheet with the structure that students have to complete.
- Pencils, paints, markers, etc.

CONNECTION WITH GENDER QUESTIONS

- Remember to incentivize student participation and motivation. Use positive language and reinforcement.
- Encourage students to participate during the classes and to assume responsibilities within the dynamics of the classroom.
- Create heterogeneous groupings organizing rotating roles in which the students and their companions have specific responsibilities.

NOTE: It is recommended that this activity be carried out at times before and after learning, to gain a globalized vision of the process.

It is important to drive critical thought and analysis of the tasks, the achievements and the improvements that have been achieved, as well as the difficulties and the problems, seeing them as future learning opportunities.



- Include figures with female references in the explanations. Highlight their relevance and their involvement in their work.

TEACHING PLAN

DEVELOPMENT

Knowing my learning with the KWL routine

Start explaining the importance of knowing what, how and why we learn to the students. Let them talk about it and explain their point of view. Knowing their positions will help you to adapt the routine to their needs.

Subsequently, relating their ideas with the task, suggest that they complete a thinking routine or a metacognitive staircase. The Know Want Learn (KWL) routine is proposed here: what I know (K), what I want (W) and what I have learnt (L).

Encourage the students to express their earlier ideas on the photocopied worksheet, while explaining that in this way after some time has elapsed, they will be able to recall the starting point, which will help them appreciate their progress.

Remember to point out that in addition to concepts, they can also write procedures and attitudes.

After a few minutes, invite the students to share their worksheets. It is important for them to know that there are no wrong answers, that each student will have different proposals, all of which will be equally valid.

Throughout the project, they continue to complete the different parts, for which purpose it is recommendable that the new contributions will be completed without seeing what had already been written, so that the students are not influenced by their previous ideas and interests. The subsequent analysis will show them everything that they have learnt, it being important to highlight their progress, their improvements and the capabilities they have developed.

NOTE: The activity could be done in small groups, nevertheless, it is recommendable that the students complete it individually, because the progress for each individual will be different, which will let you highlight each person's good points, and progress, improving self-esteem and self-concept.

K, W, L (Know, Want, Learn)

Topic

K	W	L
What I know	What I want to know	What I have learnt

During the reading

Preparation

During the reading of the book, it is important to create a calm and relaxed atmosphere that lends itself to paying attention, listening and enjoying the story. In addition, it has to be remembered that all the students must be able to see the book, for which reason sitting on the floor in a semi-circle is the ideal arrangement.

With regard to the materials, you must have all those resources that you are going to use within reach, to avoid losing time and above all so as not to distract your students. It is likewise recommendable to have read the book beforehand, so that you are familiar with its content and its learning possibilities.

With this information and taking into account the characteristics of your students, a plan that will guide you during the reading can be drawn up. In this way, you will know which questions to ask, where to place the emphasis and at which times it is necessary to pause and to clarify some concept or event.

Implementation in the classroom

Activity 6. Storytelling

During the reading, remember that it is important that students show their interest, are attentive and participate in the dynamic. Some routines, dynamics and strategies are presented that will help you to achieve it.

PREPARATION

TIMING

- 2-3 minutes to introduce the book, analyzing the cover, describing the lead character ...
- 20 minutes for reading.
- 5 minutes for the final reflection.

NOTE: The reading of the book does not have to be done in a single session, but can be divided up to cover various classes. In this way, the related activities can continue to be interspersed with each part of the story (see the After Reading section), which will help the students to understand the links and the contextualization of the different parts better.

In addition, before returning to the reading, a few minutes must be dedicated to asking questions, performing dramatizations or jointly preparing summaries. What was previously read can be reviewed with them, going over the key words and the most relevant events and making deductions about what is going to happen.

2nd-year primary-school student: "The story seemed very funny to me and was a very entertaining way of learning new content".

5th-year primary-school student: "It seemed very funny and amusing. It was a topic that I really liked a lot".

4th-year primary-school student: "The topic seemed like good fun to me, and a way of learning with games and different activities that we were doing with the topic. My opinion is... I liked it".

MATERIALS

The book *The Gigantic Turnip* and those materials you need to perform the dynamics of attention.

CONNECTION WITH EVALUATION

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or to improve those situations.
- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

NOTE: You can partially change the text of the book, using simpler structures and include concepts and key words related with the topic, which appear at other points in the original story.

4th-year student: "It has been very interesting since it is very fun to read this story and what I liked the most were the illustrations."

You can return once again to the cover of the book, in order to present the book, reviewing the title and the author on the cover. You can also ask the students for a brief description of the main characters, recalling physical and psychological aspects.

Once you start reading, you must bear in mind various points. In the first place, try to show the book at all times, so that the students observe the illustrations, which will help to understand the oral text.

With regard to oral expression, you have to lend attention to pronunciation and modulation of the voice. It is important to stress and to emphasize those words and expressions that are the most important for the story and for subsequent activities. You can, once again, resort to gestures and facial expressions.

On the other hand, it is important to ask questions throughout the reading. You can bring students to reflect on what is going to happen afterwards. They will, in this way, make hypotheses and



predictions, practicing syntactic structures and grammar in the corresponding foreign language.

Likewise, with the objective of dynamizing the reading and making it more participative, invite the students to make gestures, complete phrases or expressions that regularly crop up throughout the reading and that they might know ...

In addition, you can include dynamics to consolidate key vocabulary and to encourage active listening among the students. For example, using cards in which words and images relate a concept. One can be handed out to each student, who every time the same word is heard, has to stand up. In this activity, it is recommendable to set a word so that all the students stand up when it is said, achieving a feeling of unity and group cohesion.

Finally, having finished the reading it is important to stimulate reflection, take time to go over the most important moments and to emphasize those situations that will be basis of the following activities. Do not forget to propose questions on whether they liked or did not like the reading, which has been your favorite part or whether they would recommend the book to their friends.

NOTE: If you have an Internet connection and sufficient digital devices, you can divide students into pairs and invite them to follow the reading through the EPIC application. Students will find a digital version of the book on EPIC, so they can take turns reading aloud. In those cases, in which the reading capacity is not yet consolidated, you can perform an echo reading, i.e., in pairs, one student will read a page out aloud and the other student will repeat it, and so on.

NOTE: You can glue the cards to wooden lollipop sticks to facilitate their use. Try to make the drawings visual and simple. Repeat the words a lot to ensure they are reinforced.



After reading

Preparation

NOTE: Leaving the book in the reading corner, the students can go over to it whenever they may need to read it.

The reading of the book will include various activities with which to work numerous concepts, contents and procedures from different disciplines.

Establishing relations between the story in the book and what was worked in each activity or exercise is important. Doing so will make it much easier for the students to connect and to interrelate what is learnt, at the same time as giving them an important role when reading.

In the same way as with the episodes previously pointed out, you must create a relaxed, participative environment that motivates and interests the students. In addition, as you already know, it is recommendable that you have all the materials and the resources within reach that you will need for each situation. Likewise, drawing up a plan will help you to reach all your objectives and to use the available time to the utmost.

Implementation in the classroom

Activity 7. Journey to the interior of the story

All stories have some parts that characterize them. Inquiring into the characters, the scenography and the succession of events can be a way of reviewing what has been read, confirming whether the story has been understood and at the same time, establishing a generic foundation that will help the students to create their own stories with coherence and correction. It is important that the whole process is guided with questions that favor reflection with reasoned proposal.

PREPARATION

TIMING

- 8-10 minutes to introduce the components of the story and to talk about them.

- 15 minutes to complete a mental map.
- 5 minutes to reflect on the activity.

MATERIALS

- Photocopies with schemes of the mental map to be completed.
- Pencils, pens, paints, etc.
- And if possible: digital device with an internet connection.

CONNECTION WITH THE DIGITAL WORLD

- Create a blog with restricted access in which there are curiosities on the topics that are worked, proposals for additional activities and reinforcement exercises.
- Use digital platforms such as Padlet to strengthen the debate and the divulgation of ideas and opinions among the students.
- Strengthen the search for information in digital sources. It is fundamental to emphasize the importance of comparing data.
- Work on the positive aspects (sustainability, agility, etc.), but also on the negative aspects of the networks (cyber bullying, digital dependency, identity phishing, etc.) and propose, together with families, simple actions to minimize them.

TEACHING PLAN

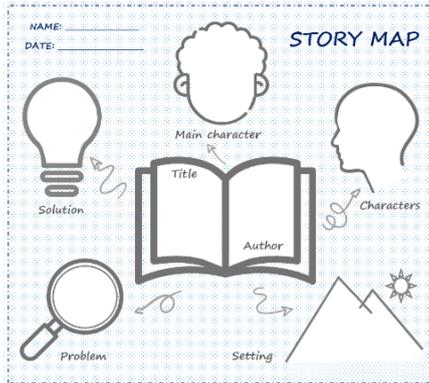
DEVELOPMENT

The structure of a story

The Pencils-in-the-center technique can be used to approach the structure of the story, in this way, split into groups of 4 to 5 students, the students talk for a few minutes about what they consider are the shared aspects of all the stories. Once that time has elapsed, each individual member will write a proposal. Subsequently, they all share their material in the group and they reach a consensus.

4rd-year primary-school student: "I liked the topic a lot, although it lasted quite a long time and it was, at first, more difficult than other projects. It was very funny and the activities were very good for learning what the stories were like".



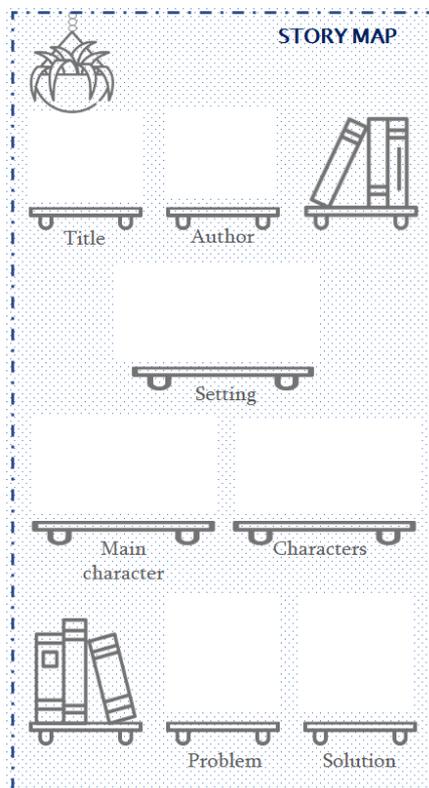


The mental map

After getting to know the principal elements, you can suggest that the students complete a mental map, in other words, a scheme in which all the characteristics will be included, relating them with the book that has been read.

You can ask questions to help them in the process such as:

- What is the beginning of the story? What is the outcome? And the end?
- Who is the leading character? And the secondary characters? What do like about them? Who is your favorite character? Why?
- Where does the story take place?
- Is there any problem in the story? If so, how is it resolved?
- What do you think of the end? Do you like it? Would you change anything? What?
- Is there a relation between the beginning and the end?



Each student can complete a mental map or, if preferred, can draw it in small groups. A guided proposal of a mental map is shown here in which the students only have to complete specific information from the book, nevertheless, you can invite them to draw the template as well, thereby strengthening creativity and independence.

On the other hand, if you have digital devices, you can use the Mindomo application, thereby working on digital skills.

Talking about and discussing the maps are recommendable to draw the activity to a close, incentivizing reasoning and presentation. It is important that the students are shown the importance of summarizing and organizing the information in a visual and piece-by-piece approach. This process will help to summarize the topic under study and in general to understand the texts better.

3rd-year primary-school student: "I really liked the subject, although it was a bit long and in principle, more difficult than other projects. It was a lot of fun and the activities were very good for learning what the stories are like."

Activity 8. The disordered story

In the same way as it was important to know each part of the story, the students also have to be capable of sequencing the events and

acts that take place in them. This organization will help you once again to go over the text that was read and to improve student understanding at the same time as reinforcing the concepts and ideas related with the story.

PREPARATION

TIMING

- 15 minutes to write out and complete the photocopied worksheets.
- 5 minutes to share the proposals.

MATERIALS

- Reading book.
- Pictures of parts of the story.
- Photocopies to complete the sequence of events.
- Pencils, pens, paints.

CONNECTION WITH EVALUATION

- Remember to use evaluative methods and instruments that are in accordance with the proposal for the development of competences and the active and collaborative methodologies that have been proposed. These frameworks will strengthen self-evaluation and involve the students in the evaluation process.
- It is important to carry out an initial evaluation, another one during the activities and a final one to perceive the progress of the students.

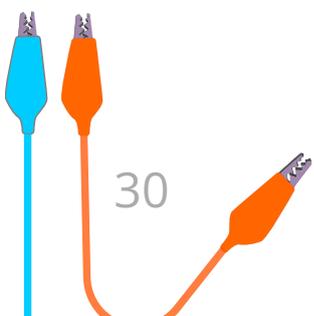
TEACHING PLAN

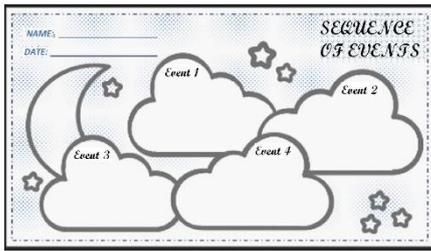
DEVELOPMENT

Ordering the events of the story

It is recommendable for the students to try to follow the temporal sequence, which will facilitate recording all the information without forgetting any aspect of importance.

NOTE: The activity can be done both in an individual manner and in small-sized groups. In addition, it can be developed during the reading or as a method of correction.





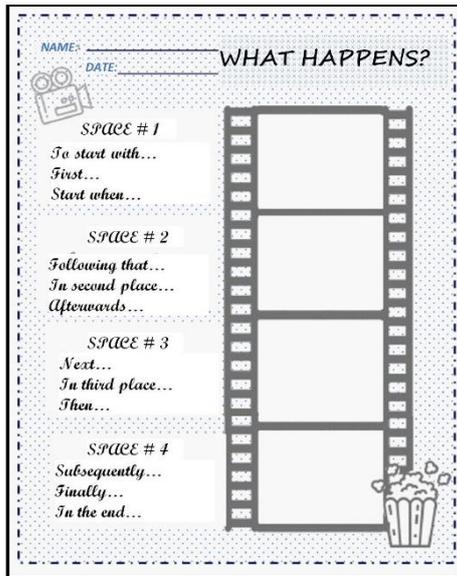
You can hand images with scenes from the story. Let them put them in order for a few minutes, indicating the order of the events.

You can invite the students to design their own chronological line of the facts of use templates such as those that are shown here to guide them through the process.

On the other hand, it is important to reinforce the key vocabulary of the story while students are ordering the events.

Activity 9. Helping the elderly

Knowing, sequencing and organizing the events of the story is important, but you should not forget the characters that appear in it. Students tend to identify with the characters, often establishing an emotional bond that can help them better understand the book and improve their memory over time.



PREPARATION

TIMING

- 5 minutes to think about the order in which the characters appear.
- 15 minutes to write and complete photocopies.
- 5 minutes to share the proposals.

MATERIALS

- Reading book.
- Images of the characters in the story.
- Photocopies to complete the sequence.
- Pencil, pens, paintings.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.

NOTE: This activity can be done both individually and in small groups. In addition, it can be developed during reading or as a method of review or correction.

NOTE: Provide the students with the images or let them make drawings of the characters.

TEACHING PLAN

DEVELOPMENT

Who came first?

It will start from the question: Who came first to help the old man? To answer it, the students must remember and try to remember in what order the different characters appear. Let them talk and debate for a few minutes, reminding them of the importance of arguing their contributions and respecting speaking slots.

Next, divide the students into groups of four or five members and give them a worksheet for students to complete with the appearance of each character alongside an ordinal number and the name, image and action of the corresponding character.

Activity 10. The mystery of the series

The use of numerical series contributes to the stimulation of students' mathematical logical thinking. Challenged to find the pattern of succession and to continue it with the corresponding number or figure favors observational, deductive and reasoning skills, which is beneficial for the development of higher cognitive functions.

Due to its open nature, the series can be prepared with all kinds of symbols and shapes, so that you will not only work on the logical component, but also the lexical and conceptual review of the topic that is worked on.

PREPARATION

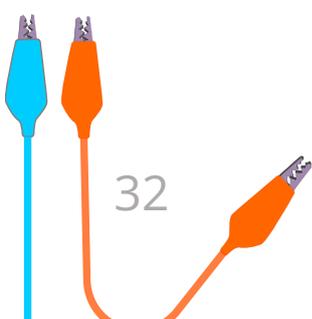
TIMING

- 10 minutes to complete the series.
- 10 minutes to create your own series and exchange them.
- 5 minutes to comment on the experience.

MATERIALS

- Cardboard or images with shapes.

NOTE: To finish reviewing the story, you can propose a logic game in which you sequence the appearance of the characters with images. In each step, add a new character, however, sometimes you can remove one that has already appeared. The students have to order the sequence and to identify the character who has been removed.



CONNECTION WITH THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS

- Propose activities for inquiry and exploration that strengthen the awareness of students and their responsibility for a better planet.
- Play the videos that show the students what the actual situation of the planet is and the relevance of the SDGs.

TEACHING PLAN

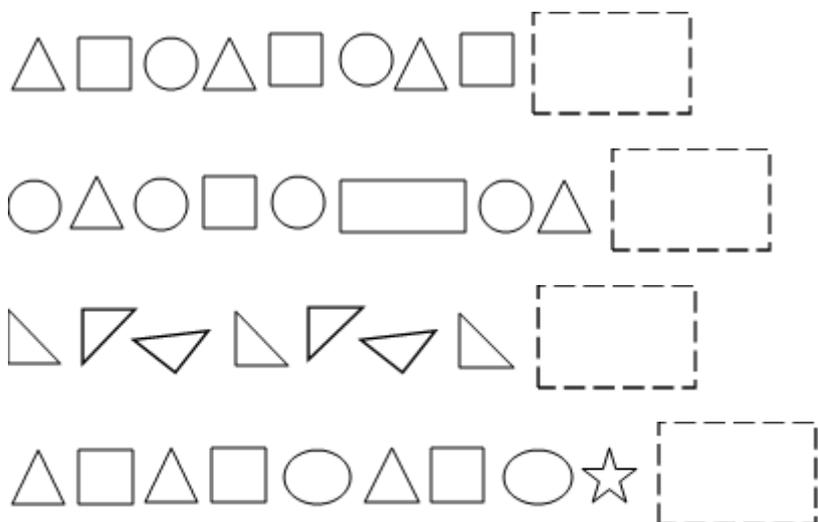
DEVELOPMENT

Solving the series

Begin with an explanation of the series and their content, for which it is advisable to give some simple examples, so that students can understand the procedure through a process of discovery.

- 1 – 2 – 4 – 1 – 2 ...
- Red – blue – yellow – green – red – blue – yellow ...

Once the concept is clarified, they will be invited to complete different series in which geometric figures follow each other. Some proposals are:



Series Architects

After having completed several series, invite students to create their own patterns. To do so, work with different types of groups.

NOTE: In addition to different geometric shapes, colors can also be included, which increases the number of available variations and therefore the difficulty. In this regard, it is advisable to sequence the series, starting with the simplest ones and gradually moving on to the most complicated ones.

NOTE: Provide students with cardboard in geometric shapes, to fold in experimental ways that facilitates understanding and reasoning.



- Individually: each student will create a series and then randomly distribute them among the entire class group.
- Form couples: each couple will design a certain number of series, which will then be passed to another couple, who completes the sequence before winning.
- In small groups: each group will form several incomplete series that must then be solved by their peers from other groups in a collaborative way.

NOTE: You can also create group challenges that favor cooperation, teamwork and improve the classroom climate.

Finally, to end the activity, question the students about their experiences, the difficulties they encountered, the solutions that were proposed and the feelings of the students.

Activity 11. The magic turnip

The use of riddles in the teaching of mathematics has been shown to have a beneficial impact on student learning, as they contribute to the development of logical thinking, deductive thinking, memory and reasoning.

The forms in which they can be found are varied, classifying them according to the type of logic they use, deductive or inductive, and depending on the difficulty they entail.

PREPARATION

TIMING

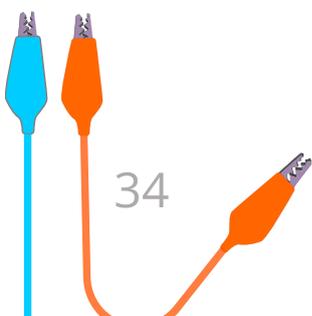
- 10 minutes to solve the riddle.
- 5 minutes to comment on the experience.

MATERIALS

- Photocopy with the riddle.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social



environment. Ask them to propose actions to solve or to improve those situations.

- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

The magic turnip

Present the riddle, reinventing yourself in an attractive statement that stimulates the curiosity of students and their motivation. Take account of the reading book, using some element, event or scenario that connects the activity with the book.

In the example that is suggested here, the giant turnip is used as part of an escape room or as an ice breaker between two activities. The students must solve the riddle to discover the relationship between the numbers that progressively appear, completing the matrix.

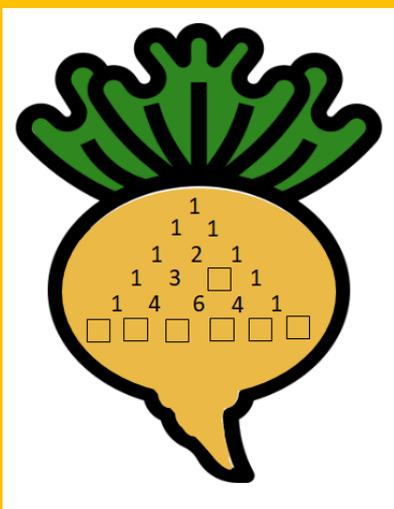
Although it is an activity that can be done individually, we consider it advisable to present it as a cooperative challenge that must be solved in small groups or even as a class group.

Activity 12. Experimenting with plants

In this activity, the students are introduced to the scientific world through the story. It is important to follow the steps that the scientists use, at least approximately, and to repeat the same structure in all the experiments. In this way, the students will know beforehand how they should organize themselves and will become familiar with operational scientific procedures.

Working these aspects at the same time as going over the content that was previously approached will be very beneficial to improve the oral expression of the students while the concepts are consolidated.

NOTE: It is important that the students have sufficient time to talk, discuss and debate the possibilities of responses and their correction or otherwise. They must agree and reach the appropriate solution.



NOTE: The experiments will address the different aspects that a plant needs to grow: soil, water and light. Their organization has the same rules that have been explained for this activity and it is only the study variable that change.



PREPARATION

TIMING

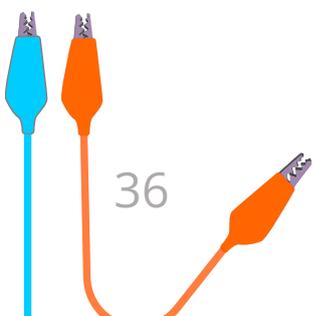
- 5-7 minutes to introduce the scientific method and its phases.
- 5-7 minutes to propose, observe and to analyze what happened in the book, going so far as to propose the research hypothesis.
- The time of the experiment will vary depending on the growth time of the plants.
- 20 minutes to set out the process to follow and to discuss the events.

MATERIALS

- Transparent containers.
- Seeds (beans can be used).
- Three different types of soil: earth, sand and stones.
- Measuring glass for water.
- Rule.
- Pencils, paints, paper.
- A camera.

CONNECTION WITH INCLUSION

- Actively promote respect for student diversity.
- Identify possible (physical, social, cultural) barriers and take them into account when organizing the class.
- Offer the same opportunities to everyone, but move away from uniformity; the methodologies that we propose in this project will help you with this goal.
- Organize the students into heterogeneous groups in which they can develop their own capabilities and experience the possibility of helping their companions to develop both academically and personally.



TEACHING PLAN

DEVELOPMENT

Inquiry into sciences

You can explain to the students when introducing the experimentation that they are in fact going to perform experiments, but to do so they have to follow the steps that scientists follow. You can raise questions that lead them to think about this process and to deduce in a collaborative manner the different phases of the scientific method.

Think of a laboratory. What is the first thing a scientist does? And then?

Once the scientist has the experimental results, what happens?

Having mentioned all the phases, repeat them in the corresponding order. You can play rapid repetitive games to consolidate those concepts. Songs and visual schemes can likewise be used.

Once all the phases have been mentioned, repeat them in the corresponding order. You can make quick repetition games to finish strengthening these concepts. You can also use songs or visual schemes.

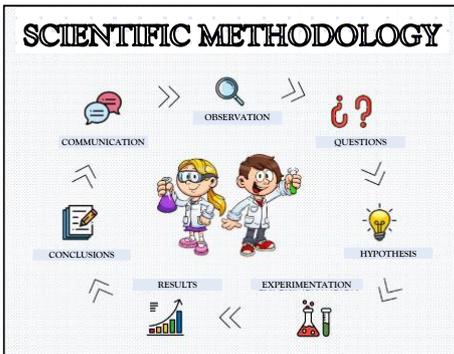
Experiencing

As mentioned, it is important to start from the reading book, so return to the moment when the old man said: "Grow, grow, little turnip, grow sweet, grows strong. And the little turnip grew sweet and strong and big and huge."

- What happens to the turnip? Why do you think this happens? What did it need?
- Do all plants need the same thing? Why?

The answers to these questions will help students define a research question: What do plants need to grow?

In relation to these questions, different variables will be mentioned that can be studied, such as the type of soil (earth, stone or sand), the amount of water (measured in ml), the temperature (near a radiator, in the middle of the classroom, in the schoolyard) and the



3rd-year primary-school student:
"The topic was very interesting. The form of working was very amusing and educational".

2nd year primary school student: "I enjoyed experimenting, the sciences are easier like that and more fun".

amount of light (next to a light source such as the window, in the middle of a room with light and dark, inside a closet in total darkness).

Next, divide the students into groups of four or five members with whom they will work cooperatively. To address all the possibilities of experimentation, we recommend that you assign a study variable to each group, from which, resuming the phases of the inquiry, students should formulate the hypotheses: if I water the plants with too much water, growth will stagnate.

Once the research question and hypothesis are established, it is time to start experimenting. To do so, supply each group with all the materials they will need and allow them to design their experiment.

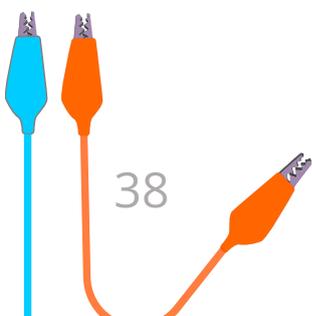
- What are you going to do? Do you have an action plan in place?
- What do you need? Do you have all the materials and utensils?

The procedures for studying each variable are similar and can be explained, followed by the experimental procedure for studying the variable amount of water:

1. The same amount of soil is poured into three transparent containers and five beans are introduced into each of them, leaving space between them.
2. A sticker is placed on each container, pointing out the difference of the variable: little water, normal water, a lot of water.
3. Each container is watered with the corresponding amount of water, noting the amount in ml. All containers will be watered once a week, always on the same day.
 - Container with little water: 50 ml.
 - Container with normal water: 150 ml.
 - Container with plenty of water: 300 ml.
4. Once all the beans are watered, the state of the plants is noted and drawn, indicating the length of the stem

NOTE: For its writing the conditional will be used, which is usually quite complex, so you can keep the structure fixed and complete the remaining words with pictograms that indicate the different concepts, such as water, soil, increase and stagnation of growth ...

NOTE: Because seeds are living things and not all behave in the same way, each group will work with five or six seeds to ensure a reliable experimental result for each condition that they study.



(measured with a ruler) in cm, and the corresponding photographs are taken.

Once the data have been collected, students must find a way to analyze them and then present their results and conclusions. Depending on the age, more qualitative forms can be used (from the careful observation of the size from the photographs) or more quantitative (if more than one seed is used, introduce the notion of “mean”). Then, the data must be represented. Charts of various types can be used. After carrying out this analysis, students will be able to accept or reject the hypothesis initially raised and ask new research questions.

NOTE: It is interesting to let students try their own forms of representation; and, from the limitations they present, to introduce more appropriate forms of representation.

NOTE: During experimentation it is important to ask questions and give simple, concrete and sequential instructions. In this way, it will be easier for students to follow the process correctly.



After finishing the experiment, invite the students to summarize what has happened and write their results and conclusions.

- What happened after five days? Why?
- Are there differences between the beginning and the end? Which ones?
- What process has taken place? What do you need?
- Do you consider that they are the conditions for a plant to live?

Stop-motion

To finish the experimental work, return to the scientific method and remind your students of the importance of communicating the conclusions, for which they can create a *stop-motion* video with the photos and drawings they have been making throughout the experiment. They can also create a digital presentation with Prezi or a poster using the Canva app.

Activity 13. A balanced diet

A balanced diet favors the optimal development of students in each stage of their lives, so it is essential to influence the creation of healthy habits from an early age. In this sense, the incorporation of this content into the classroom will be very beneficial to transfer it to the family environment of the students later on.



PREPARATION

TIMING

- 10 minutes to research the nutritional properties of turnips.
- 10 minutes to complete the table.
- 5 minutes to explain the food pyramid.
- 15 minutes to create a daily menu.
- 5 minutes to reflect on the results and then to share them.

MATERIALES

- Photocopy with the table to complete.
- Digital devices with internet connection.
- Poster with the food pyramid.
- Photocopy to design a daily menu.
- Pencils, paints, markers...

CONNECTION WITH GENDER QUESTIONS

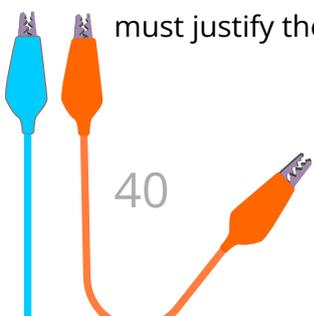
- Remember to incentivize student participation and motivation. Use positive language and reinforcement.
- Encourage students to participate during the classes and to assume responsibilities within the dynamics of the classroom.
- Create heterogeneous groupings organizing rotating roles in which the students and their companions have specific responsibilities.
- Include figures with female references in the explanations. Highlight their relevance and their involvement in their work.

TEACHING PLAN

DEVELOPMENT

Is the turnip healthy?

Looking at an illustration from the reading book, ask the students why they think the turnip was important for the elderly man and woman. Let them express their opinions, reminding them that they must justify their response and respect the speaking slots.



NOTE: On the Internet there are many articles in which the benefits of the turnip are presented. One option is:
<https://soycomocomo.es/despensa/el-nabo>

IS THE TURNIP HEALTHY?

 Nutritional properties

 Health Benefits

Damage to health 

Other utilities 

What will the turnip bring to the elderly? What more benefits will it have for them?

Will it be good for other aspects of health? Which? Why?

Based on the answers, invite students to use the Internet to investigate the benefits of eating turnips (not only nutritionally, but also for other aspects of our body).

To help them focus their attention on the information they need to collect, you can ask the students to complete a form, such as the one proposed below. If you wish, you can divide the class into groups of four or five members and perform the activity cooperatively. In this case it would be interesting for each member of the group to collect one type of information, making sure that everyone participates in the task.

A balanced diet

Once you know the benefits and nutritional contributions of the turnip, it is important that you introduce the students to the concept of a balanced diet.

- Have you been surprised that the turnip has so many benefits? Which one surprised you the most? Why?
- Do you know of any foods that are also beneficial? Why?
- Will eating only those foods be healthy? Why?

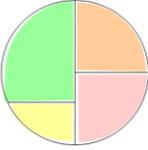
In this way, students will reflect on the importance of eating all kinds of foods, as, although the turnip is a superfood, it does not provide us with all the nutrients, proteins and vitamins that we need to grow and to be healthy.

HEALTHY DAILY MENU

Breakfast

Lunch

Dinner



Balanced plate

■ Vegetables ■ Cereals
■ Fruits ■ Proteins

Then make students think about the types of food and the amounts and frequency with which each should be consumed. Their answers will give you the opportunity to introduce the food pyramid. Let them observe it and analyze it, and discuss the reason for this provision, until a conclusion is reached that is closely related to the recommended daily intake.

In addition, you can show them what a balanced dish would look like in a day-to-day meal, allowing them to complete it with their examples and experiences. Remind them that in addition to the



groups represented, it is important to consume dairy products such as yogurts, cheese and milk.

Next, invite the students to create a balanced daily menu, for which they have to take into account the pyramid and the distribution of the food ration on the plate.

Activity 14. The catchiest ad

The realization of artistic activities is fundamental to work on transversal aspects and capacities such as creativity, concentration, coordination and fine motor skills, among others.

This type of activities do not have to be carried out only in the area of artistic education, but can be included in the rest of the areas to work dynamically on conceptual contents such as a balanced diet.

PREPARATION

TIMING

- 10 minutes to share the ideas and make a design.
- 30 minutes to make the design a reality.
- 10 minutes to share the proposals.

MATERIALS

- Cardboard, cardboard, recycled materials.
- Scissors, glue.
- Pencils, paints, markers...

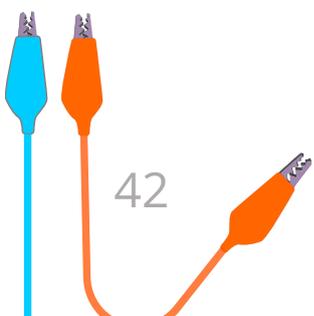
CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or to improve those situations.

NOTE: In relation to the Sustainable Development Goals, specifically with the second objective: zero hunger, invite students to reflect on the need to take advantage of food and not to waste it. Ask them questions about world hunger: why they think it happens, what can be done to prevent it.

4th-year primary-school student: "It seems to me to be a very dynamic fun project where the work is amusing and we learn English much better".

5th-year primary-school student: "I really liked it, because it is a different way of learning English and we played a lot of games".



- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

Is the turnip healthy?

Taking the benefits of the turnip as a starting point, divide up the class into groups of four or five students and tell each group to create an advertisement to promote the consumption of this vegetable.

NOTE: Allow each group to develop their own ideas, although you can show them some models that will serve as inspiration.

First, let the students know that in order to be organized, they must know what specific benefit or benefits they are going to use in their proposal and what the design is that they are going to follow. Also, remind them that just like in commercial advertising, they must create an attractive slogan that catches the attention of the public.

Once an initial sketch with all the elements is created, students will begin to create the posters. They can do it in physical format, with cardboard, or if possible, in digital format, for which they can use platforms such as Canva.

We explain our creations

NOTE: Place the advertisements in hallways and common rooms, to encourage healthy habits at the educational center. In addition, you could suggest similar activities for other years on habits such as hygiene and physical activity.

When all the groups have completed their creations, invite them to present the process they have followed to build their design to their colleagues, mentioning the difficulties they have encountered and how they have solved them.

Activity 15. Very healthy and tasty recipes

The use of recipes as an educational didactic activity offers numerous benefits for students, including developing a useful life skill, improving learning about food and cooking, enhancing gustatory and olfactory memory, developing healthy eating habits, promoting attention and psychomotricity, as well as using and understanding the imperative mood (commands).

PREPARATION

TIMING

- 15 minutes to look for recipes with turnips as the main ingredient.
- 20 minutes to write a recipe in your own words.
- 10 minutes to share the proposals.

MATERIALS

- Digital device with internet connection or recipe books.
- Pencils, paints, markers...

CONNECTION WITH THE DIGITAL WORLD

- Create a blog with restricted access in which there are curiosities on the topics that are worked, proposals for additional activities and reinforcement exercises.
- Use digital platforms such as Padlet to strengthen the debate and the divulgation of ideas and opinions among the students.
- Strengthen the search for information in digital sources. It is fundamental to emphasize the importance of comparing data.
- Work on the positive aspects (sustainability, agility, etc.), but also on the negative aspects of the networks (cyber bullying, digital dependency, identity phishing, etc.) and propose, together with families, simple actions to minimize the negative ones.

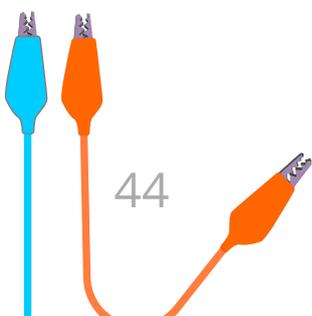
TEACHING PLAN

DEVELOPMENT

A recipe book

First, make students think about the experience of the elderly in the book.

- Will they like the taste of turnip? What will it be like?
- Have you ever tried it? What does it taste like? Did you like it?



NOTE: If you have sufficient means, it would be advisable to make one of the recipes in the classroom, so that more children will have the opportunity to cook and to try their recipes. It is important that you supervise all the steps and make sure you take those dangerous steps for the little ones.

- Would you like to try it? Why?

Next, tell them that they could look for recipes in which the turnip is one of the main ingredients so that everyone can try it. To do so, divide the class into groups of four or five members and let them look for information on the central topic. They can work with recipe books whenever sufficient digital devices and/or Internet connections are unavailable.

Once all groups have selected several recipes, invite them to share and jointly to select those that are most attractive to them. Next, each group will choose one and write it up in their own words, illustrating it with drawings.

With all the recipes you can create a book that will then be passed through the homes of the students, giving them the opportunity to make meals at home. Another option is to place the recipes on posters stuck on the walls of the class or the corridors, so that the rest of the students can see them, write them down or photograph them and take them home.

When they have tried any of the recipes with turnip, invite them to recount their experience, sensations and opinions about the taste, texture, smell ... It is important that they remember that not everyone has to like it, that everyone has preferences and that the really important thing is to try things to be able to express a reasoned opinion based on personal experience.

Activity 16. Let's sing

NOTE: The activity can be used as an ice breaker in the routine at different times. The more times they listen to the song, the more they will be familiar with it and, probably, the more they will participate.

In the same way as the rhythms of body percussion, the songs will make the teaching activity dynamic and fluid. In doing so, not only is the rhythmic part worked, but oral expression is also worked, improving intonation, pronunciation, rhythm... as well as bodily expression, completing controlled movements and facial expressions in accordance with the message that you wish to transmit.

Working these aspects at the same time as going over the content that was previously approached will be very beneficial to improve

the oral expression of the students while the concepts are consolidated.

PREPARATION

TIMING

- Reproduction of the video as many times as wished.

MATERIALS

- Audiovisual device for playing back and listening to the video of the song.

CONNECTION WITH EVALUATION

- Remember to use evaluative methods and instruments that are in accordance with the proposal for the development of competences and the active and collaborative methodologies that have been proposed. These frameworks will strengthen self-evaluation and involve the students in the evaluation process.
- It is important to carry out an initial evaluation, another one during the activities and a final one to perceive the progress of the students.

TEACHING PLAN

DEVELOPMENT

Invite the students to get up from their chairs and randomly stand around the classroom.

Once all the students have found a place, play the video that you can find at the following link:

<https://www.youtube.com/watch?v=HDEIY8zB5JY>

During the singing, invite the students to participate, singing those parts that they know and inventing a dance in harmony with the lyrics.

It is important that you also intervene, singing and dancing. Remember that you move around the classroom and that they must not imitate you, everyone has their own style and can freely move around provided they show respect and education.

2nd-year primary-school student: "I really liked it a lot, we have learnt the vocabulary that we never knew before".



Activity 17. Hobbies

Pastimes such as alphabet soups and crossword puzzles favor attention, concentration and fine psychomotricity skills. In addition, they can be used as a playful resource with which to work on linguistic competence, so that students can expand their vocabulary, review the lexicon that they have previously acquired and improve spelling, among other aspects.

On the other hand, they provide the opportunity to practice problem solving through logical thinking, decision making and finding solutions, which also develops creativity.

Parallel to these benefits, they are activities that allow the younger children to disconnect and to relax by spending a long period of time sitting and focused on their resolution.

PREPARATION

TIMING

- The time spent on each hobby will vary depending on its difficulty.
- 10 minutes to comment on the experience.

MATERIALS

- Pencils, paints, markers...
- Photocopies with the riddles.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.

TEACHING PLAN

DEVELOPMENT

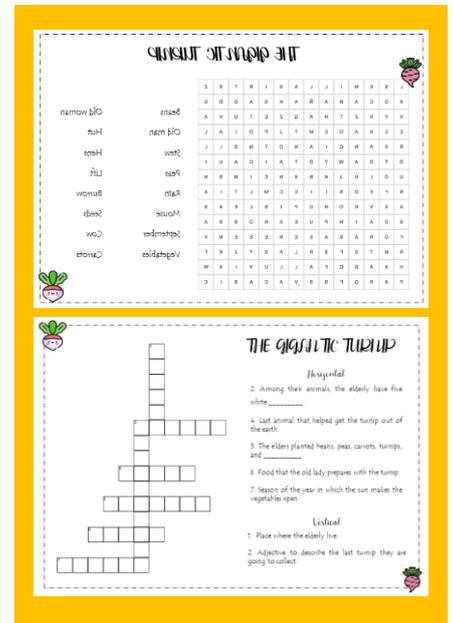
Passing the time

Give each student or group of four or five members a photocopy with a hobby, you can allow them to choose between alphabet soup, crossword puzzle or any of the other options you have available. If the classroom has a digital whiteboard, you can carry out the activity together, which will attract the attention of the students.

In case of carrying out the activity cooperatively, you can establish a guideline so that all the members of the group can participate, such as, for example, that each one looks for a word and passes the sheet.

Due to its open nature, you can use the activity to review the concepts or lexicon previously worked upon, to introduce new themes or as an ice breaker among other activities.

Use pages such as educima.com to create the materials.



Activity 18. Turnip Winter

The search for information constitutes an educational strategy that contributes to the development of skills such as the ability to summarize, the expansion of lexicon and the development of written expression. On the other hand, critical thinking is encouraged, improving the ability to select and to contrast useful information.

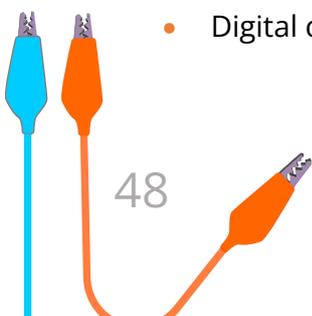
PREPARATION

TIMING

- 15 minutes to discuss, to search for information and to complete the table on winter turnips.
- 15 minutes to relate each sentence to a country.
- 5 minutes to discuss the opinions of the activity.

MATERIALS

- Digital devices and internet connection.



- Pencils, paints, markers...
- Photocopies with the table and sentences.

CONNECTION CONNECTION WITH THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS

- Propose activities for inquiry and exploration that strengthen the awareness of students and their responsibility for a better planet.
- Play the videos that show the students what the actual situation of the planet is and what the relevance of the SDGs is.

TEACHING PLAN

DEVELOPMENT

Winter Turnip

Shows students the headline “Winter turnip” and allows them to talk and discuss it. To guide the debate, you can ask questions such as:

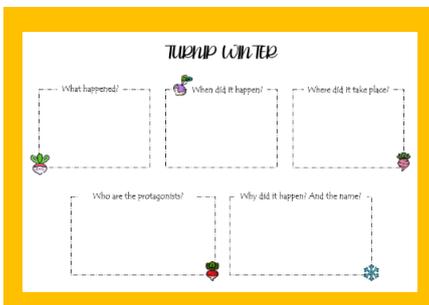
- What can you refer to? Why?
- What will it consist of? Is it a current headline? Why?

Then show students, some images of the event and promote reflection and observation.

- Do you still think the same way? What do you think it means now?
- How long ago did it happen? Why?

After talking for a few minutes and based on the students’ answers, invite them to complete a table with more detailed information about the event. In it, it is important that you include questions of the type what, who or whom, where, when and why.

In case of not having an Internet connection or sufficient digital devices, provide the students with the printed information, making sure you offer various sources and formats, so that all information is screened and select information that is pertinent and reliable.



NOTE: The use of visual AIDS is recommended, to facilitate understanding, such as posters or maps, on which you can point out the territories, locate the countries and visualize the evolution of the conflict more clearly.

The consequences of war

In addition to the famine, the war had many other consequences. In this sense, it is of interest to explain the context of the conflict, emphasizing the two sides that were created and pointing to the countries that were on each side.

Once the situation is contextualized, invite your students, divided into cooperative groups, to deduce which statements will correspond to the following countries: France, Russia, Germany and Austria. In this way, they will better understand the repercussions and make them reflect on what happened. It would also be interesting, if they reasoned their answers and then compared them with information collected from the Internet.

Activity 19. Engineering to power

In this activity, you will introduce the students to engineering design, a didactic method that brings the prototype design process to the classroom.

It is important to follow all the steps that have been established, connecting the learning and reflecting on the process that has been completed.

Remember that it is essential that they use their hands and offer your students the possibility of experimenting, making mistakes, and learning for themselves. Ask them questions and make them reflect on each phase of the process.

PREPARATION

TIMING

- 5-7 minutes to introduce the engineering design method.
- 5-7 minutes to raise the problem and the design to be made.
- 20 minutes to build the greenhouse.
- A week to analyze and to observe the growth of plants.

MATERIALS

- Three different types of plastic: black garbage bags, opaque plastic and clear plastic.

NOTE: You can include the flags of the countries to complete the activity and invite the students to inquire into the geographical location associated with each flag, the capital city and such characteristics as language, currency, type of climate, geographical features ...

THE CONSEQUENCES OF WAR



His government never imposed real controls on food production and distribution because it never had to.

Consumption there increased during the war.

There was still as much butter as at the beginning of the war and its price remained the same.

He had a big problem getting food to the cities, which were already crowded with millions of refugees.

Food prices in the cities rose much faster than salaries.

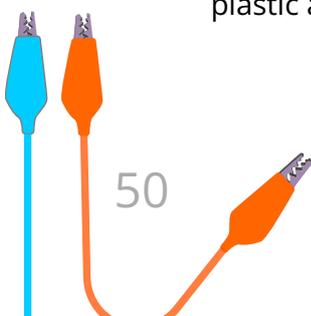
The potato harvest fell by more than half this year (1916).

The diet at this point was black war bread containing little grain, fat-free sausages, and three pounds of potatoes and one egg per week.

He depended more and more on the kind of less popular vegetables, the turnip.

NOTE: The experiments will address the creation of a greenhouse with three different plastics. The procedure in all of them will coincide with the one explained here.

NOTE: 15 minutes to present the process carried out and to discuss what happened.



- Cardboard.
- Silicone glue.
- Adhesive tape.
- Wooden sticks (you can use ice cream sticks).
- Lentils and chickpeas sprouted in transparent plastic containers.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or to improve those situations.
- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

The design of engineering

Explain to the students that they are going to design a prototype, but to do so they have to follow the engineering design steps. You can ask them questions that will help them to think about that process and in collaboration work out the different phases of the scientific method.

- When someone wishes to construct or to create something, what is the first step? And afterwards?
- Once an initial design has been constructed, what does the person do?

Once all the phases have been mentioned, repeat them in the corresponding order. You can complete rapid repetition games to complete the consolidation of those concepts. Likewise, you can use songs or visual schemes.

- When someone wants to build or create something new, what's the first thing they do? And then?
- Once you have a first design already built, what do you do?

Once all the phases have been mentioned, repeat them in the corresponding order. You can make quick repetition games to finish strengthening these concepts. You can also use songs or visual schemes.

Experiencing

As mentioned, it is important to start from the reading book, so return to the time at which the elderly couple have to wait for the seasons to pass, to be able to plant the vegetables.

- Why do you have to wait for a particular season? Do you know any way in which plants can be produced all year round? Which one? Why?
- Would it be possible to do something similar here?

The answers to these questions will help students define a research problem: How can a greenhouse be created?

Then, divide the class into groups of four or five members who will work together cooperatively and summarize the phases of engineering design, so that students know that it is necessary to imagine, plan, and design the product you want to achieve. They will need to take into account the ingredients and utensils they are going to use, as well as the procedure they need to follow.

To do so, invite them to brainstorm what requirements a greenhouse must meet, what materials they will need and how they will undertake its construction. It is important that they share their preferences and opinions on the subject.





Once a plan is established, it is time to start experimenting. Deliver all the materials to each group that they will need according to the type of plastic the group is going to use, as well as a disordered sequence of images of the phases of the process, which must be ordered following the ordinal numbers that appear on them. The procedure of the experiment is as follows:

1. Place the cardboard as a base and glue the sticks in the corners with the silicone to raise what will be the “walls”.
2. Join the upper ends of the previously placed sticks with new sticks to form a rectangle that will be the “roof”.
3. Place the containers with the lentils and chickpeas, previously germinated, inside the structure.
4. Glue the plastic to the base, making sure to cover all the faces of the structure well.
5. Once a week, water all the plants always using the same amount and write down observations, focusing on growth.

NOTE: As a result of what is observed in the greenhouses, introduce the topic of climate change and the greenhouse effect. In addition, relate it to Goal 13 of the Sustainable Development Goals: Climate action. In this sense, let students present their point of view, dialogue and talk about the consequences of greenhouse gases and what they believe could be the measures to reduce the problem.

After completing the experiment, invite students to evaluate the different greenhouses, which is a fundamental process of engineering design. They can organize the information into a table, to help each other and to visualize the differences and properties of each of the options more easily.

Finally, they must summarize what has happened in the experiment and explain to their colleagues the process they have followed and the result they have obtained.

3rd-year primary-school student: "It was a lot of fun, I loved being able to do the experiment, although I had to wait a long time to see the result."

Student of 2ºEPO: "I really liked making a plastic, it has been very

- Why did they choose that kind of plastic? And that form of greenhouse? How did you get it?
- Which option do you think is the most efficient? Why?
- Have there been disagreements? How did you reach a consensus?
- How could you improve your design?

Activity 20. The help of animals

Comparisons of different foods encourage students to focus their attention and carefully observe the elements to be compared, in order to determine the similarities and differences between them.

In addition, you can use comparisons to work on other concepts such as size or quantity.

PREPARATION

TIMING

- 5 minutes to remember what happens in the book and reflect.
- 10 minutes to perform sentences with comparative structures.
- 5 minutes to discuss the opinions of the activity.

MATERIALS

- Reading book.
- Pencils, paintings, markers, paper...

CONNECTION WITH INCLUSION

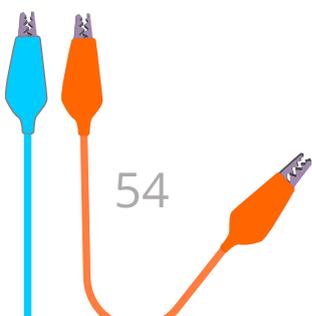
- Actively promote respect for student diversity.
- Identify possible (physical, social, cultural) barriers and take them into account when organizing the class.
- Offer the same opportunities to everyone, but move away from uniformity; the methodologies that we propose in this project will help you with this goal.
- Organize the students into heterogeneous groups in which they can develop their own capabilities and experience the possibility of helping their companions to develop both academically and personally.

TEACHING PLAN

DEVELOPMENT

Animals to the rescue

Starting from the reading book, remind the students of the moment when the elderly couple ask the animals for help to get the giant turnip out of the ground. Little by little the animals join the line that becomes longer and longer and the closer and animal is to the end of the line, the smaller the animal will become.



From this circumstance, invite students to think of an animal smaller than the mouse that could help. One variant to the activity could be that each student has to think of an animal that is smaller than the previous one.

Next, divide the class into groups of four or five and ask them to write sentences incorporating the animals from the book and comparative structures. To facilitate the process, you can provide visual aids with structures and examples of characteristics that they can compare such as size.

In addition, invite them to order other elements from highest to lowest or vice-versa to complete the activity, such as the vegetables of the reading. In this way, students will have to draw comparisons to complete the task.

Activity 21. Cooperation

Education in essential values will help achieve the integral development of students. In this sense, students must learn to cooperate with each other to achieve a common goal. In addition, working cooperatively increases motivation and interest in learning, encouraging attitudes related to involvement and initiative, as well as the degree of understanding of the concepts and the procedures that are studied.

PREPARATION

TIMING

- 5 minutes to remember what happens in the book and reflect on its comments.
- 10 minutes to perform sentences with comparative structures.
- 5 minutes to discuss the opinions of the activity.

MATERIALS

- Reading book.
- Pencils, paintings, markers, folios...



CONNECTION WITH GENDER QUESTIONS

- Remember to incentivize student participation and motivation. Use positive language and reinforcement.
- Encourage students to participate during the classes and to assume responsibilities within the dynamics of the classroom.
- Create heterogeneous groupings organizing rotating roles in which the students and their companions have specific responsibilities.
- Include figures with female references in the explanations. Highlight their relevance and their involvement in their work.

TEACHING PLAN

DEVELOPMENT

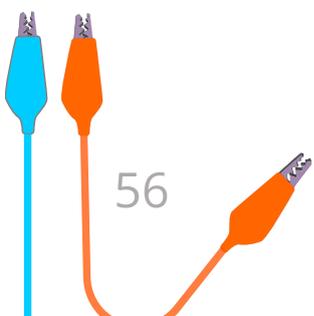
Cooperation

Invite students to go back to the reading book to the time when all the animals, together with the elderly couple are working together to pull the turnip out of the soil.

- What do you think of them all working together? Could they have achieved it individually? Why?
- Have you ever worked with someone to get something done? What was the experience like? Would you do it again?
- At what times do you think it is necessary to work as a team? Why?

Based on your answers, propose different cooperative challenges to the students such as keeping a balloon floating in the air without touching the ground or building a tower with different classroom objects, such as notebooks, cases, pencils ...

It is very important to carry out the activities as a class group to encourage team spirit and put aside differences. All students must feel integrated which means taking account of their specific needs.



Activity 22. Fracturing the story

Imagination and creativity have to form part of the student development process. Progress in these skills will strengthen the capabilities of the students, preparing them to confront and to resolve day-to-day problems more easily. In this sense, one proposal is that students change (fracture) the story, which will simultaneously let them go over the concepts that have previously been covered.

PREPARATION

TIMING

- 5 minutes to explain the different possibilities.
- 10 minutes to introduce the modifications.
- 5-7 minutes to share the proposals together.
- 25 minutes to invent your own story.
- 5-7 minutes to share the proposed stories together.

MATERIALS

- Photocopied worksheets with the mock-up of the comic or minibook.
- Pencils, pens, paints.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students of the importance of respecting the norms of conviviality, in the school environment and family and social life.
- Use debates and role plays to present reality-based situations that raise student awareness, in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or to improve those situations.
- Set out visits and programs of shared events with local associations, so that the students collaborate in the search for solutions within their real environment.

3rd-year primary-school student: "It seems to me to be a very dynamic fun project where the work is amusing and we learn English much better".

2nd-year primary-school student: "I really liked it, because it is a different way of learning English and we played a lot of games".

TEACHING PLAN

DEVELOPMENT

Dividing up the story

Explain to the students the possible ways of fracturing a story. To do so, you can use the different parts of the story, reviewing the concepts previously worked upon and introducing them as new content.

In this way, the students may select one or various elements to be modified, such as the characters, the scenery, the problem, the argument, the end, or the approach. During this process of creation, try to give very general guidelines that do not condition the development of their creativity and imagination.

It is important to remind the students that there are no incorrect responses, that all the modifications are valid provided that they follow the rules on orthography and internal cohesion.

Once all the students have prepared their stories, they can be shared in the reading area of the classroom.

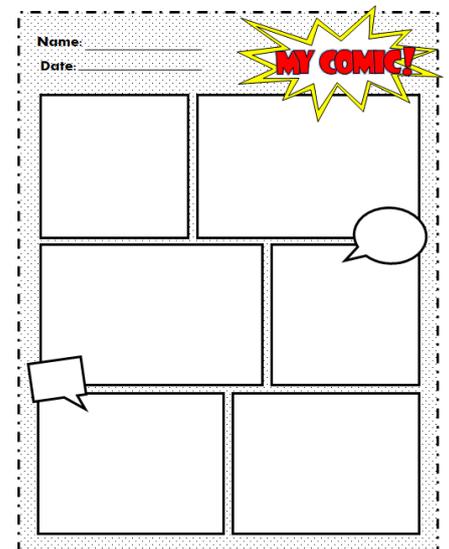
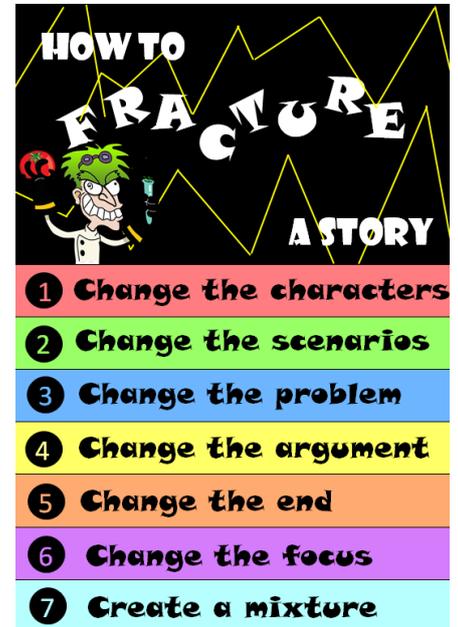
Creating a comic or minibook

Subsequently, based on the contributions of the students, invite them to reflect on the changes of state of different materials, because not all of them are found in a solid, liquid and gaseous state.

Invite them to work on a comic, using this template or another one of their own, in which the protagonist could be, for example, Choc, the chocolate traveler.

Another option, will be to create a minibook in which the design of the text will be similar to the comic when divided into comic strips, helping the students to structure their story and reflect it through drawings and illustrations.

In both cases, it is important to give a few minutes to sharing the proposals, highlighting the positive aspects and pointing to improvements.



Activity 23. Miming!

NOTE: You can also use dramatization as an ice-breaker technique, before starting a session, or between two sessions of different subjects. Movement will help the students to disconnect for some minutes, to relax and to be more centered on the tasks that will subsequently be carried out.

Including dramatization in your teaching activity will stimulate the creativity of the students, will help them develop empathy and psychomotor skills, and will develop mental agility and will strengthen non-verbal communication.

Due to its open character, you can use it as a motivational technique, whatever the content to be covered. In this case, a proposal to approach the concepts related with the water cycle.

PREPARATION

TIMING

- 10 minutes to plan the dramatization.
- 15 minutes to take the photos.
- 5 minutes to share the proposals.

MATERIALS

- Camera.

CONNECTION WITH THE DIGITAL WORLD

- Create a blog with restricted access in which there are curiosities on the topics that are worked, proposals for additional activities and reinforcement exercises.
- Use digital platforms such as Padlet to strengthen the debate and the divulgation of ideas and opinions among the students.
- Strengthen the search for information in digital sources. It is fundamental to emphasize the importance of comparing data.
- Work on the positive aspects (sustainability, agility, etc.), but also on the negative aspects of the networks (cyber bullying, digital dependency, identity phishing, etc.) and propose, together with families, simple actions to minimize them.

TEACHING PLAN

DEVELOPMENT

We are set designers

Introducing students to the audiovisual world, explain that they are going to create a freeze frame. That is, they will stage a specific moment of the book and take photographs of it, as if they were the frames that make up a video. To do this, first of all, they must select the scene they want to represent, trying to make it a specific and relevant action of the story.

Then, in a collaborative way, each working group must determine the positions and functions of each of the team members, their location in the space, the sets they want to use, the expressions and gestures they have to perform... It is important that they keep in mind that since it is not a video in which they are going to talk or move, non-verbal language is of vital importance.

Once the organization is established and all the decoration is prepared, each group will take the photographs of their proposals and share them with the rest of the class, explaining the selected moment, the reason for said selection and how the process has been until reaching the final result, focusing on the problems and how they have been solved.

Activity 24. Cultural traditions

Working on culture in the classroom is essential to broaden the vision of the world of students, to awaken their curiosity, interest in discovering the unknown, communicating in other languages and meeting new people.

Knowing new cultures enhances attitudes of respect, tolerance and empathy, improving social relations and intercultural learning, so beneficial to achieve integral development.

PREPARATION

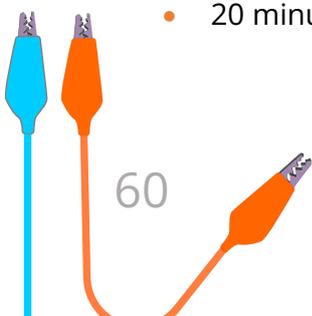
TIMING

- 5 minutes to talk about the tradition of Samhain.
- 20 minutes to carve turnips or draw them.

NOTE: In the following link you will find more specific information about freeze frames for teachers.

<https://dramaresource.com/freeze-frames/>

NOTE: The photographs can be printed and exhibited as an art gallery in the corridor of the center or in a space where the rest of the students, teachers and families can see them. In addition, each group can write a brief description, which will also work on written expression.



NOTE: Depending on the age of the students you could make carvings on vegetables or designs on a drawing. Remember to follow safety rules and to make sure that no student is in danger.

- 5 minutes to share the proposals.

MATERIALS

- Turnips.
- Scissors, cutter, knives...
- Paints, markers, pencils...
- Photocopy with the drawing of a turnip.

CONNECTION WITH EVALUATION

- Remember to use evaluative methods and instruments that are in accordance with the proposal for the development of competences and the active and collaborative methodologies that have been proposed. These frameworks will strengthen self-evaluation and involve the students in the evaluation process.
- It is important to carry out an initial evaluation, another one during the activities and a final one to perceive the progress of the students.

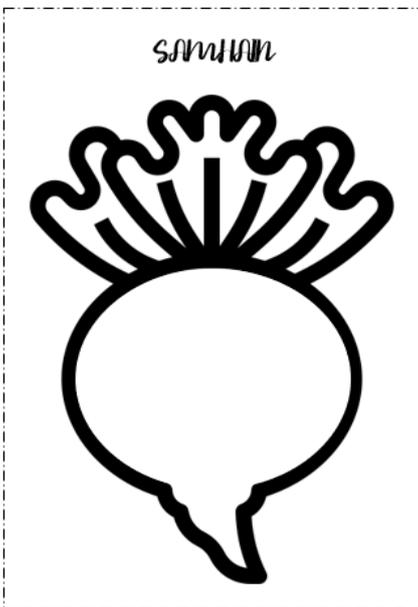
TEACHING PLAN

DEVELOPMENT

Hands on

Talk to students about traditions and how they change over time. Tell them that many years ago in the Celtic tradition, during Samhain (the end of the harvest season 31st October), turnips were carved with ghostly shapes to scare away the spirits and that this custom led to the famous Halloween pumpkin carving with the passage of time.

In this context, invite students to make their own ghost designs, either using turnips or with photocopies such as the suggested example. Make sure that each proposal is unique and different, reminding students of the importance of making error-free designs.



Evaluation

Preparation

Evaluation is a fundamental tool in the teaching-learning process. It has to be integrated in the daily activities of the classroom, because that is the only way it will be turned into a reference point for correcting and improving the educational process.

It is important that it is conceived from a global perspective, in which not only are the conceptual concepts taken into account, but also the procedural and the attitudinal contents. Likewise, it is recommendable to include a skills evaluation, taking into account the previously established objectives.

In this sense, the incorporation of all those elements must not be centered on mastery of the foreign language or the scientific contents that have been worked, but on their progress and learning with respect to the previous knowledge of each student.

Implementation in the classroom

Kahoot

The use of Kahoot is proposed.

It is a digital application with which you can create test-style competitions. The possibilities are numerous, because you can edit the questions and answers, modify the time and response options, and include photographs and videos.

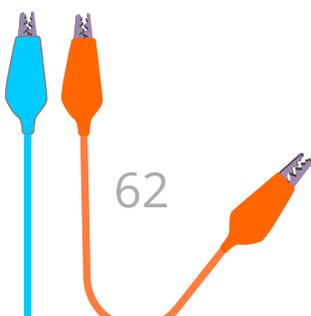
Due to its ludic and dynamic nature, it will lower the stress levels of the students that are linked to the completion of conventional tests, such as exams, which will improve academic results.

NOTE: In case of not having sufficient digital devices for all students, you can use Plickers, a similar application in which the selection of responses is done by turning a QR-type code and scanning it with a bar-code reader application installed on a smart phone with a camera.

PREPARATION

TIMING

- The time will vary in accordance with the number of questions and the time that is allowed for each answer. In



the option that is proposed here, the maximum time will be 7 minutes.

MATERIALS

- Computer and projector to display the questions in the classroom.
- Digital device to select the answers.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.

TEACHING PLAN

DEVELOPMENT

Each student or group of students will need a digital device such as a computer, tablet or smartphone to answer the questions. They can enter the application with a code and enter their nicknames with which they wish to play.

They can then start the course. The questions will appear one by one, and subsequently the possibilities for response, associated with a particular color.

Each student or group will choose a color that they think is the right answer with their device. Once everybody has answered or when the time has ended, they are told whether the answer is right or wrong and a ranking of positions with names of participants will be projected on the wall. The application summarizes the right answers for the ranking, but also the speed of the response.

The positions can be modified with each question, until arriving at the end of the course in which a podium for the three winning positions is displayed.

2nd-year primary-school student: "I liked it a lot, it was great fun, it was like being in a TV competition".



Evaluation rubrics

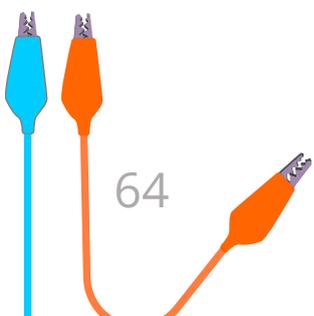
The rubrics are documents in which the specific characteristics of a product, project or task are described at various levels of effort. In this way, they provide information on what is expected from the work of the student, which will make a more objective valuation possible, will facilitate feedback and will strengthen self-evaluation.

From this perspective, they constitute an instrument that facilitates the progressive evaluation of the teaching-learning process, because it provides detailed information on each criterion, indicating the degree to which it has been achieved. All these features make it both an evaluation and a learning tool, simultaneously.

With regard to their characteristics, it is important that they establish a quality-of-compliance grading of the standards, which have to be related with curricular content, and have to be coherent with the educational objectives and with the level of student development.

In what follows, some examples are proposed to complete self-evaluations, co-evaluations, evaluations of group members, and evaluations of both the learning process, and oral presentations.

NOTE: It is essential that the students rely on them from the start, so that its use is to be effective. In that way they can know what their strengths are and which aspects they can improve.



SELF-EVALUATION

DATE

STUDENT

Evaluate your work drawing turnips under each flower pot



Always



Sometimes



Often



Hardly ever

Total

/ 20

I participate in the tasks by contributing ideas and listening to suggestions, respecting the opinions of other group members.

I make an effort to cooperate with my team helping my classmates when they need help.

I speak in an educated respectful manner without raising my voice.

I take advantage of the time and I organize myself so that the work is delivered on time.

When there is a problem, I propose alternatives and lend attention to other opinions to take the final decision jointly.





GROUP CO-EVALUATION

DATE

MEMBERS

GROUP

The team paints the turnip to evaluate the work jointly.

- 1 Hardly ever
- 2 Sometimes
- 3 Often
- 4 Always

TOTAL / 16

ATTITUDE

We listen to the others, respecting each person's turn to speak and without showing disrespectful attitudes.

COOPERATION

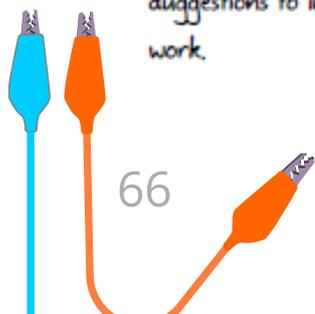
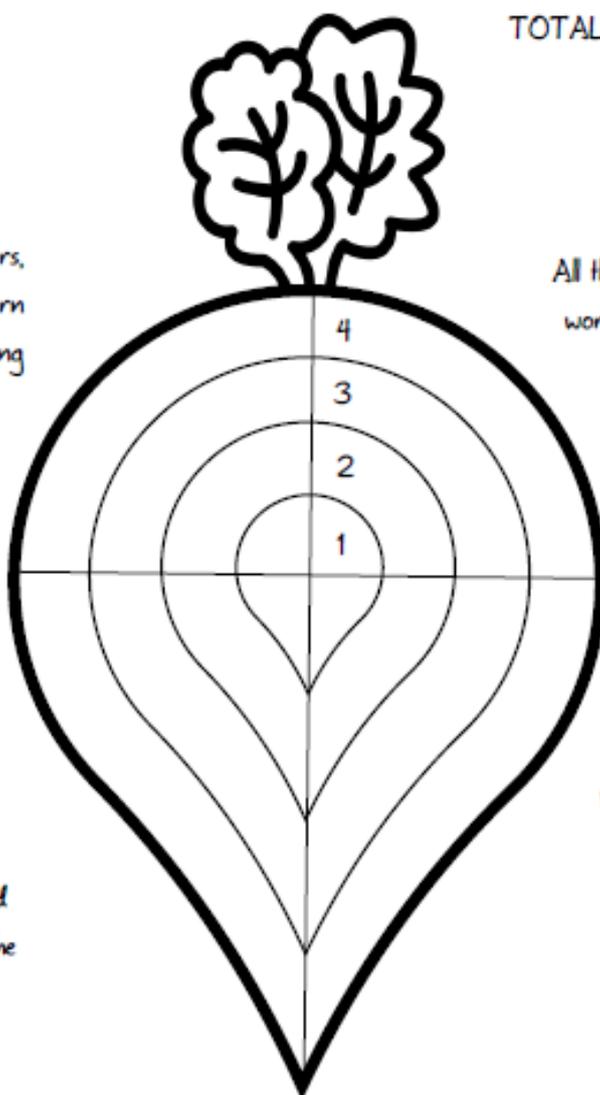
All the group has collaborated, working in a cooperative way to achieve the objective.

PARTICIPATION

The whole group has participated in the activities, giving ideas and suggestions to improve the work.

CONFLICT RESOLUTION

Whenever there have been problems, we have solved them among us all, talking and jointly finding a solution.

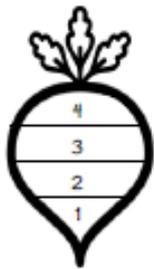


EVALUATION OF THE ORAL PRESENTATION

DATE

GROUP

The team paints the turnips to jointly evaluate the work.



- 4 Always
- 3 Often
- 2 Sometimes
- 1 Hardly ever

TOTAL



All group members participate in the presentation.



They speak slowly, clearly and loudly enough.



They use acceptable postures and gestures, and they are acting normally.



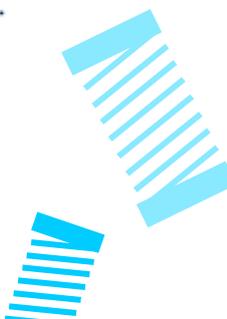
They demonstrate understanding of the topic and the process followed.



They use the specific vocabulary learnt during the activities.



They have learnt to respond to the questions that have been raised.





GROUP MEMBERS EVALUATION

DATE

WHAT HAVE WE DONE?

Write the name of each classmate on a turnip and evaluate their work.

1	2	3	4
---	---	---	---

Always

1	2	3	4
---	---	---	---

Sometimes

1	2	3	4
---	---	---	---

Often

1	2	3	4
---	---	---	---

Hardly ever

Total

/ 16



He/she contributes ideas, listens to suggestions and respects the ideas of the other group members.

1	2	3	4
---	---	---	---

When there is a problem, he/she proposes alternatives and pays attention to other opinions to jointly take the final decision.

1	2	3	4
---	---	---	---

He/she makes an effort to work in a team helping other classmates when necessary.

1	2	3	4
---	---	---	---

He/she manages the time well and is organized so that the work is delivered on time.

1	2	3	4
---	---	---	---

Total

/ 16



He/she contributes ideas, listens to suggestions and respects the ideas of the other group members.

1	2	3	4
---	---	---	---

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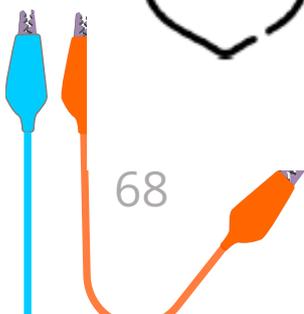
1	2	3	4
---	---	---	---

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1	2	3	4
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1	2	3	4
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Total / 16



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Total / 16



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Total / 16



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1	2	3	4
---	---	---	---

He/she manages the time well and is organized so that the work is delivered on time.

1	2	3	4
---	---	---	---





EVALUATION OF THE TEACHING PROCESS

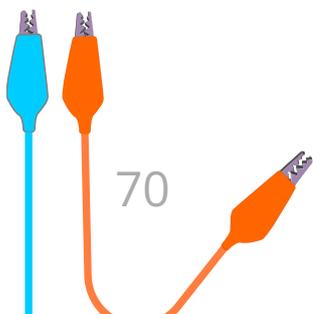
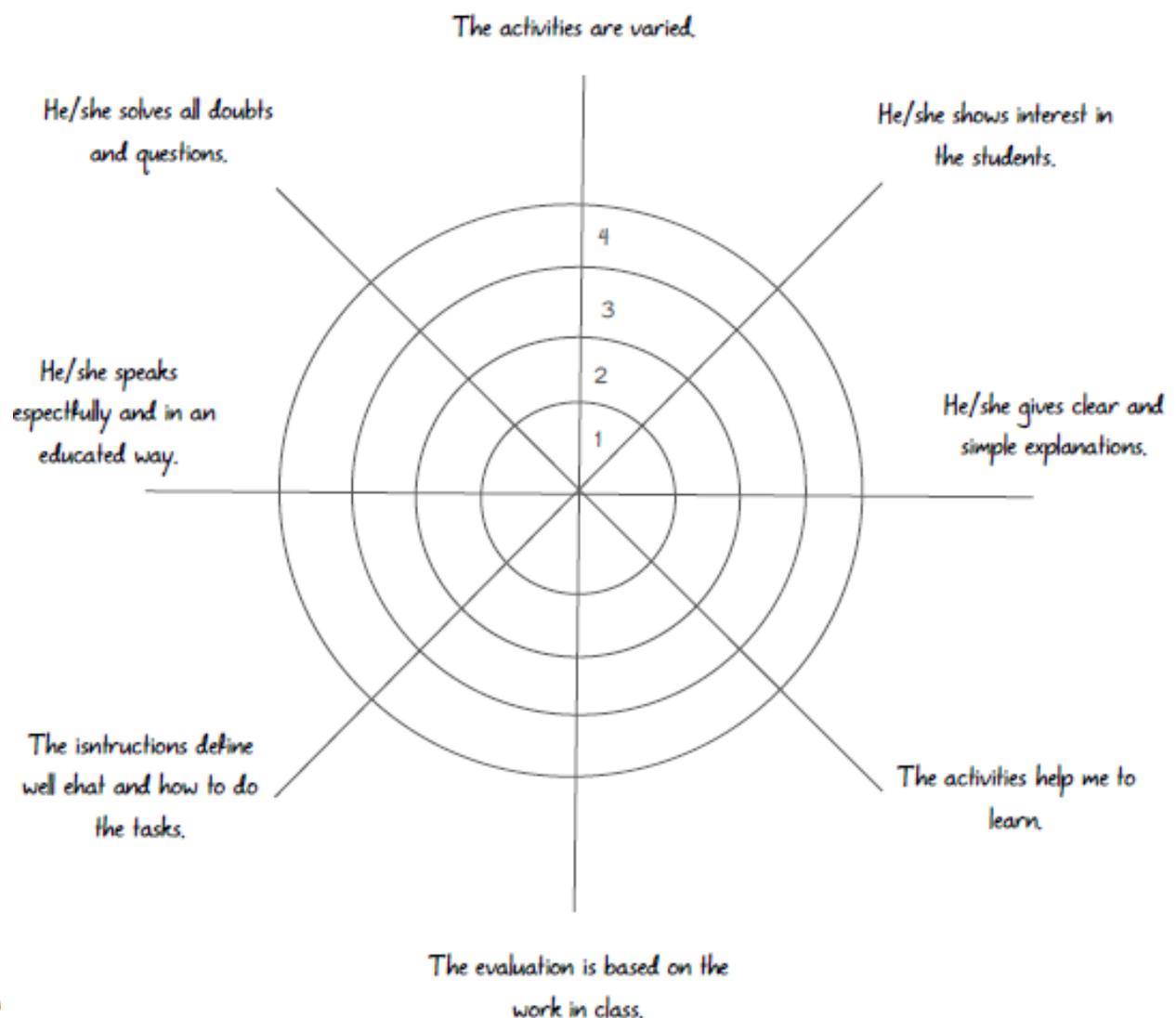
DATE

Evaluate the learning process painting a turnip on the corresponding line.

- 1 Hardly ever
- 2 Sometimes
- 3 Often
- 4 Always

TOTAL

/ 32



S e L F i E

STEAM educational approach and foreign language learning in Europe

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