PROGRAMA PARA LA MEJORA DEL ÉXITO EDUCATIVO EN LA COMUNIDAD DE CASTILLA Y LEÓN

INGLÉS

B2023/03268	**DISEÑO DE MATERIALES EDUCATIVOS PARA LA PROMOCIÓN DE HABILIDADES SOCIOEMOCIONALES Y METACOGNITIVAS EN EL ALUMNADO PARTICIPANTE EN MEDIDAS DEL PROGRAMA PARA LA MEJORA DEL ÉXITO EDUCATIVO EN LA COMUNIDAD DE CASTILLA Y LEÓN**

Este contrato se encuentra dentro de las actuaciones que la Junta de Castilla y León realiza en ejecución del Programa de Bienestar Emocional en el ámbito educativo, cuya **propuesta de distribución territorial y los criterios de reparto de los créditos fue** aprobada mediante **Acuerdo de 2 de noviembre de 2022, de la Conferencia Sectorial de Educación,** y publicado mediante Resolución de 14 de diciembre de 2022, de la Secretaría de Estado de Educación (BOE» núm. 306, de 22 de diciembre de 2022)

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PROGRAMA PARA LA MEJORA DEL ÉXITO EDUCATIVO EN LA COMUNIDAD DE CASTILLA Y LEÓN

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Introduction

Welcome to this journey
Let's start this exciting journey towards the development of metacognitive skills!
What are thinking and understanding-based approaches?
What is the culture of thinking?
- Cognitive strategies for understanding
- Thinking routines

How can we integrate the thinking approach with other active methodologies?
- Cooperative learning
- Gamification
- Game-based learning

Sessions

Session 1. To be or not to be
Session 2. Have you got any idea?
Session 3. Back to the past
Session 4. Learning about culture
Session 5. I’m an adverb, not a verb
Session 6. I’m not tense, I am a verbal tense
Session 7. Read, think, wonder

References

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1. Icebreakers
2. Assessment tool
3. Visual Analogy
4. Games

Welcome to this journey!

Welcome to this series of educational materials specially designed to promote and develop metacognitive (intellectual and socio-emotional) skills through a thinking and understanding approach for students in the 1st year of Compulsory Secondary Education within the framework of the **Programme for the Improvement of Educational Success** in the Community of Castilla y León.

At this stage of their education, it is essential to provide students with the necessary tools to become autonomous and critical learners. Metacognition refers to people's ability to know their own thinking, i.e. to be aware of their own learning processes. In this sense, fostering metacognitive skills involves helping students to understand how they process information and how they can regulate and direct their own learning more effectively. By promoting metacognitive skills, we seek to enhance students' critical thinking, autonomy and socio-emotional self-regulation. These skills are not only fundamental for academic success, but also for their personal and professional development throughout their lives. As students acquire these metacognitive skills, they will be better prepared to face learning challenges, make informed decisions and adapt to new situations. In addition, an attitude of continuous learning will be fostered, in which students become active protagonists of their own learning process.

These materials are designed to be used by both teachers and students, and they are structured in a gradual and progressive way to address different aspects of metacognition. Throughout this series, strategies, activities and resources will be presented that will enable students to develop their self-reflection, planning and evaluation of their own learning. The materials are designed in a way that integrates different active methodologies such as cooperative learning, game-based learning, gamification, etc. that favour students' motivation and participation. Moreover, they will be divided into four

subjects (language, mathematics, English and cross curricular contents), and all of them will have an equivalent structure composed of two blocks:

1. **SESSIONS WITH THINKING ROUTINES**: In this block you will find specific examples of the use of thinking routines to reinforce the learning of each subject (mathematics, language, English and cross curricular contents), as well as tips and materials for the application of thinking routines in an autonomous way by the teacher.

2. **GAMES**: In this block, specific examples of games will be presented to promote the development of executive functions, transversal skills and the learning of the contents of each subject.

We hope that these educational materials will be of great use to both teachers and students of 1st ESO. With their constant use and application, we are sure that new doors will be opened towards more meaningful and enriching learning.

Let's start this exciting journey towards the development of metacognitive skills!

PENSATrip: Travel agency
PLACES YOU VISIT
Curricula contents
CURIOSITY FOR NEW THINGS
passion for learning
PASSPORT
Where do you want to TRAVEL?
TURISTIC GUIDE
Teacher is the touristic guide
THE TYPE OF TRAVEL
Active methodologies

In order to better understand the materials presented here, we consider it necessary to explain the theoretical foundation on which they are based. To facilitate this understanding, we have created this visual analogy that can also be used to explain to the students how the work will be organised in the programme sessions **(APPENDIX 3)**.

With this analogy we want to symbolise learning as a journey, so with the question **"Where do you want to travel?"** we focus on the idea that the learner can decide where he/she wants to travel (what he/she wants to learn). It is important to note that with the focus on thinking and understanding we can cater for the different interests of the learners and thus motivate them towards learning.

On this trip, the **tour guide** (teacher) accompanies his/her group of **tourists** (students) along the different paths and places they want to reach. This trip will not be an organised trip, where everything is planned and the same places are always visited, going from one monument to another without time to enjoy and look for the curiosities of the place. It will not be a trip where the times are set by others and they decide where to go, in what order, how long we will stay and what we will see. Our **trip is personal, individualised,** our tourists will be the protagonists, they will investigate what they want to visit, they will answer their **curiosities,** and they will spend as much **time** as they need in each place. It will not be a "standard" trip but a "personalised" trip. To achieve this type of trip, the tour guide will need to manage information to **organise a personalised trip** (active methodologies) through the **routes and the places they want to visit** (curricular contents).

All these elements are framed in the way the **PensaTrip travel agency** works (thinking approach), which organises this new type of personalised trips. This agency has the **most innovative tour guides**, who never forget their **camera** to record each place visited (learning documentation), their **binoculars** (to observe closely), their **diving goggles** (to go deeper and

further), their **map** (to avoid getting lost in the teaching-learning process), their **backpack** (to store their educational resources such as thinking routines, group dynamics, games, etc.), **passport** (progress throughout the courses and educational stages), **compass** (the thinking routines), etc.

All this will **allow our group of students to have the trip of a lifetime.**

The materials for each subject have **two blocks**:

1. SESSIONS WITH THINKING ROUTINES
2. GAMES

The **first BLOCK** of sessions with THINKING ROUTINES are presented with a fixed structure which is explained below:

Title

Introduction

- Brief introduction to the session.
- Connecting the session to the curriculum.

Establishing a good climate: Group dynamics

ROUTE session

Phase 1. Diagnosis: Detection of prior knowledge.

Phase 2. Session

1. Before the routine.
2. Routine thinking.

   Phases of the routine:
   - How do you explain the routine to your students?
   - Estimated duration.
   - Possible groupings for performing the routine.
   - Advice or suggestions for the development of the routine.
3. After the routine.

Phase 3. Closing

In the closure phase, there may be several options:

- Summary activity (e.g. The Headline Routine).
- Games (transversal or linked to the subject).
- The awakening of curiosity (the teacher or the students themselves look for and share curiosities related to the session.

Materials

Additional information for teachers

- Metacognitive and socio-emotional skills promoted in the session
- Evaluation of the session

The sessions with thinking routines are presented following a recommended **order**, but they have been planned in such a way that, if the teacher considers it necessary, they can be carried out in a different order. All sessions are presented with an **initial group dynamic** of short duration (10-25 minutes) to start all sessions with a group atmosphere and a positive emotional state **(ANNEX 1)**.

The central phases of the session in which different thinking routines are developed -infused with the contents of each subject- have been called the **ROUTE session.** In this part of the session, useful information is provided in order to correctly develop the routine with the students (e.g. instructions, estimated time, grouping, etc.).

All the sessions have a final **closing phase** in which brief activities with a playful approach are proposed, the aim of which is to synthesise and organise the contents dealt with throughout the session. Three activities are proposed to the teacher so that he/she can choose the one he/she considers most appropriate:

- The holder: individual and/or group.
- Round/s of some of the games proposed in the materials **(ANNEX 4)**.
- The awakening of curiosity.

A section entitled **Supplementary information for teachers** has been included, which lists the cognitive, metacognitive and socio-emotional skills that are promoted in each of the sessions:

Cognitive skills

- *Cognitive strategies (describe, explain, relate, question, evaluate, etc.):* Cognitive skills needed to process information deeply and efficiently.
- *Problem solving:* Ability to identify and define problems, generate strategies to address them, implement solutions, and evaluate the results.

- *Creativity: A*bility to generate original ideas, combine concepts in innovative ways, find unconventional solutions ,and think outside the box.
- *Critical and ethical thinking: A*bility to critically evaluate information, understand ethical issues, and make responsible decisions in different environments and situations.

Metacognitive skills

- *Self-reflection:* The ability to reflect on one's own thinking process, identify strengths and weaknesses, and adjust learning strategies accordingly.
- *Planning and organisation:* Ability to set clear goals, design an action plan, organise time and resources, and monitor progress towards achieving objectives.
- *Self and task monitoring:* Ability to assess one's own level of understanding and mastery of a subject, identify areas of difficulty, and apply effective study strategies.

Socio-emotional skills

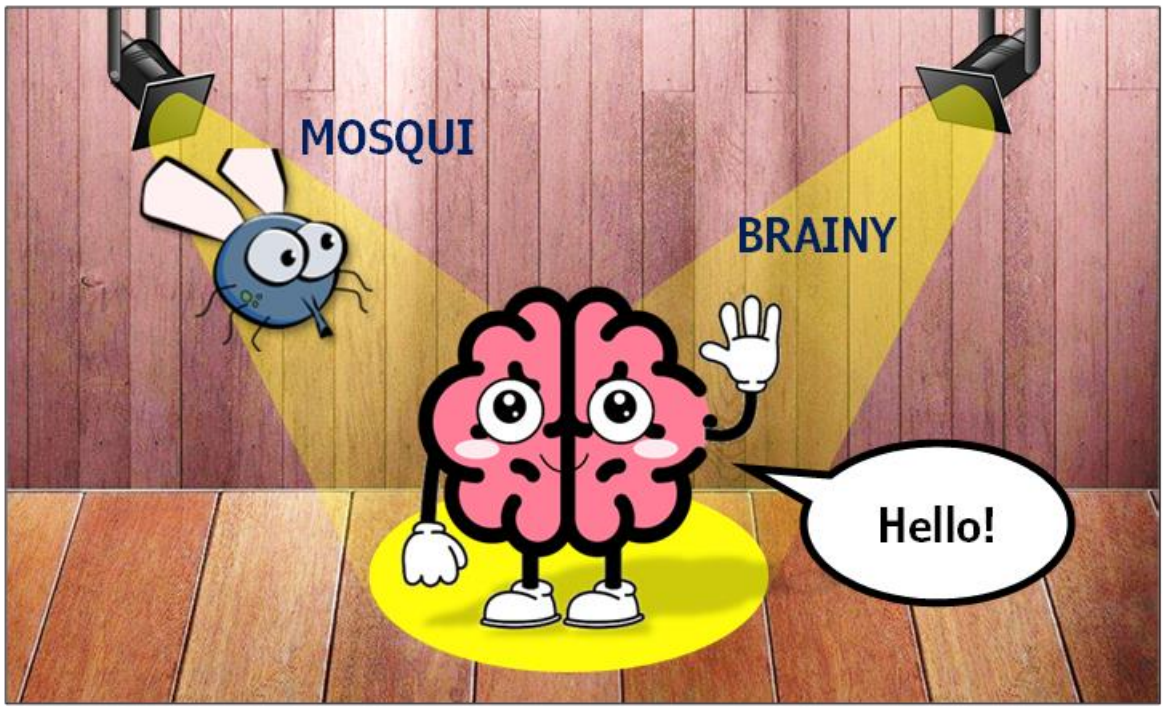
- *Self-regulation:* Ability to maintain motivation, manage frustration, overcome obstacles, and persevere in the pursuit of academic goals.
- *Emotional intelligence:* The ability to recognise, understand and regulate one's own emotions and the emotions of others, and to use these skills to establish healthy relationships and manage conflict.
- *Empathy:* The ability to put oneself in the shoes of others, to understand their perspectives, needs and feelings, and to act in a compassionate and caring manner.
- *Teamwork:* Ability to collaborate effectively with others, communicate clearly, listen actively, resolve conflicts, and achieve goals together.
- *Ethical decision-making:* Ability to recognise and consider the ethical implications of decisions, evaluate long-term consequences, and act in a responsible and morally correct manner.

A brief **evaluation** proposal is also proposed with a double objective: on the one hand, to make the student's learning and understanding of the session visible and, on the other hand, to evaluate the activities proposed in the session itself. An evaluation form **(ANNEX 2)** has been designed to collect evidence of the learning and development of the sessions. This information will allow us to know whether the students are understanding the contents correctly and, in addition, to make the necessary modifications in those issues that do not work well or that are not perceived positively by the students.

To make the evaluation more attractive and motivating, we suggest **the use of social media and networks**, which can be those of the educational centre itself (e.g. virtual classroom or Teams) or general social networks (e.g. Instagram, TikTok, etc.). It is proposed to elaborate, together with the students, audiovisual pills that can be shared later on the social networks of the programme, the educational centre or the teacher. These audiovisual pills can be elaborated with images taken from the headlines the students have produced after the session, with the materials or products they have produced, etc. These images can be used to produce a video to share in the school's virtual classroom, or on social networks such as TikTok, Instagram or Twitter. It is suggested to use the hashtag #ExitoEducativoCyL and to tag the @profiles of the Junta de Castilla y León, the @profiles of the school or a @profile created by the teacher without personal identification to make visible the work carried out within the framework of the Programme for the improvement of educational success.

The **second BLOCK** proposes various board games whose theoretical basis is to promote cognitive, metacognitive and socioemotional skills in a way that is infused with content from the different subjects. All the games have printable materials that can be laminated for greater durability. In addition, elements (e.g. cards without content) are integrated so that the teacher can expand or modify the use of the games proposed with the participation of their students.

Throughout this journey we will have two personalities, **Mosqui** and **Brainy**, who will make the journey funnier by presenting us with their jokes and comic vignettes.



Finally, a series of **symbols** have been included throughout the materials, which aim to draw the teacher's attention to some important aspects in order to favour greater understanding. These are:

- **Variant Icon**: When you find this symbol it means that you are offered other variants, modifications, etc. to the routine, dynamic or game of the session.

- **Thinking routine icon:** This symbol means that a thinking routine is being considered, and you can find the graphic organiser of the routine in the corresponding annex **(ANNEX 5)**.

- **Cooperative structure icon:** When you find this symbol it means that a cooperative structure is being considered, and you can find its graphic organiser in the corresponding annex **(ANNEX 5)**.

- **Document icon:** This symbol means that you should document that phase of the thinking routine or activity. Documentation can be done by photographing, scanning, etc. the ideas that have emerged from the activity.

- **Reinforce icon:** when you find this symbol it means that you, as a teacher, should reinforce your students' ideas, questions, productions, etc.

- **Visibilise icon:** This symbol means that, as a teacher, you should give visibility to that part of the session.

- **Play icon:** When you find this symbol it means that a game or gamification is being considered.

- ***Speaking* icon:** This symbol means that a speaking activity is being planned.

- ***Listening* icon:** When you find this symbol it means that a listening activity is in progress.

- **Search for the stranger icon:** This symbol means that a search activity for a stranger is being considered.

- **Bibliography icon:** When you find this symbol, it means that there is a bibliographic reference at that point in the text.

What are approaches based on thinking and understanding?

Thinking or comprehension-based pedagogical approaches are educational paradigms that focus on the students' cognitive development, prioritising the active construction of knowledge and deep understanding of concepts rather than the simple memorisation and repetition of information (Vygotsky, 1978). These approaches seek to promote the acquisition of critical thinking skills and the ability to apply knowledge in diverse situations (Ritchhart *et al*., 2014).

Within these approaches, learning is conceived as an active and meaningful process, in which students are seen as active participants in their own education. Interaction between students and the teacher, as well as among students themselves, is encouraged to promote the joint construction of knowledge (Ritchhart, 2015).

One of the fundamental pillars of thinking-based pedagogical approaches is the development of metacognitive skills, i.e. the ability to reflect on and self-regulate one's own learning process (Swartz, 2014). Students are guided to become aware of their study strategies, how they approach problems, and how they can improve their understanding and resolution of complex situations.

Within these approaches, teaching strategies are used that stimulate enquiry, problem solving, critical analysis, debate and discussion, as well as the practical application of knowledge in real contexts. They also seek to foster divergent thinking, i.e. the ability to generate multiple solutions and perspectives to the same problem (Salmon *et al*., 2019). It is important to note that these pedagogical approaches do not completely replace the need to learn specific concepts and content, but seek to integrate them in a meaningful and functional context, so that students can understand their relevance and applicability in different situations.

Thinking or comprehension-based approaches are educational approaches that emphasise the development of critical thinking, the active construction of knowledge, and the ability to understand and apply concepts in real contexts, with the aim of developing autonomous, reflective learners with effective problem-solving skills (Ritchhart *et al*., 2014; Ritchhart, 2015; Swartz, 2014; Vygotsky, 1978).

What is the Culture of thinking?

Creating a culture of thinking in the classroom refers to establishing an educational environment that promotes and values critical, reflective, and deep thinking among students. It is a pedagogical conception that seeks to transform the teaching and learning process, where the emphasis is placed on the development of students' cognitive and metacognitive skills, as well as on the meaningful construction of knowledge (Ritchhart, 2015).

Within a culture of thinking, the teacher assumes the role of facilitator and guide, guiding students in developing metacognitive strategies that enable them to reflect on their own learning process and self-regulate it (Swartz *et al*., 2014). This involves teaching them to be aware of their own thoughts, emotions and approaches to academic challenges (Ritchhart, 2015; Vygotsky, 1978).

This process requires the synergy of eight cultural forces that enhance students' learning and intellectual development. First, there is **interaction**, where students are encouraged to discuss, share ideas, and collaborate in the joint development of knowledge (Aguilar, 2010).

Encouraging cooperative work and the exchange of ideas to enrich collective understanding is a key objective. This requires creating a safe and supportive **environment** for students to feel comfortable expressing their ideas, raising questions, and sharing their perspectives. It is essential that students perceive themselves as active and valued members of the learning community, where their opinions are valued and respected. This environment should provide good **opportunities** for learning and thinking, so fostering curiosity is essential to create a driving force, encouraging students to explore various topics with enthusiasm. The use of active methodologies in the classroom is one of the best options to create good opportunities for thinking, and this requires investing sufficient **time**, making visible the **expectations** that the teacher has about the learning of their students and the use of a

language of thinking. The teacher is a guide, and designs good opportunities for thinking and learning through the use of active methodologies in the classroom. Moreover, he/she uses a language of thinking that not only promotes metacognitive skills, but also helps the student to self-regulate their learning; thus, the teacher exercises appropriate **modelling on** their students.

Finally, in order to establish a culture of thinking in the classroom, it is necessary for the teacher to promote a series of educational practices and strategies that encourage active thinking and intellectual engagement of all students. This can be achieved through the fusion of **thinking routines** and active methodologies that stimulate critical analysis, problem solving, enquiry, debate, and discussion, among other cognitive skills (Hattie, 2017; Ritchhart, 2015).

Fostering a culture of thinking in the classroom also involves using powerful questions and encouraging deep exploration of content, rather than focusing exclusively on superficial memorisation. Students are encouraged to develop meaningful connections between concepts, which contributes to a stronger and more enduring understanding of knowledge (Butler *et al*., 2020).

Cognitive strategies for comprehension

A cognitive strategy is a conscious and planned mental process that an individual employs to facilitate and enhance thinking and learning. These strategies involve the activation and coordination of cognitive resources, such as attention, memory, comprehension and reasoning, for the purpose of effectively tackling academic tasks or complex problems (Salmon, 2019; Swartz *et al*., 2013; Swartz *et al*., 2014).

Cognitive strategies are mental tools that enable learners to process information more effectively, access prior knowledge, build meaningful connections, solve problems, remember, and apply what they have learned in different contexts. These metacognitive skills are acquired and honed through experience and practice, leading to improved learning efficiency and effectiveness (Hattie, 2017). The appropriate use of these strategies involves making conscious and flexible decisions about when and how to apply them, according to the specific demands of tasks or learning objectives (Butler *et al*., 2020; Cañas *et al*., 2021).

The cognitive strategies or thinking moves presented below are not an exhaustive list, but they offer a wide range of cognitive skills that can be used in the classroom to foster deep and meaningful understanding of content. By integrating these practices into teaching, students' development of essential intellectual skills is stimulated, contributing to more competent and engaged learners.

The following paragraphs present a list of cognitive skills that we have integrated into the different sessions and games that make up this material:

Questioning. This cognitive skill involves asking open-ended, reflective questions that stimulate enquiry and critical thinking. Students learn to ask meaningful questions that guide their exploration and understanding. There are different types of questions. On the one hand, more superficial questions, which involve memorising and recalling a specific fact (e.g. What is the name of the highest peak on the Iberian Peninsula? On the other hand, there are more

elaborated questions that involve complex cognitive processes such as evaluating data, relating ideas, etc. (e.g. How do you think you could apply critical thinking in your daily life to make more informed and grounded decisions?).

Reasoning with evidence. This cognitive skill refers to the logical construction of arguments supported by evidence and sound reasoning. Reasoning with evidence implies going beyond the provision of opinions. These are opinions that have been constructed on the basis of data, evidence, etc.

Synthesising or summarising. This cognitive process consists of extracting the main information, ideas or elements from a larger data set (e.g. text, chapter, news item, etc.). Extraction of main data is a mental process necessary to select useful data for problem solving, decision making, etc.

Concluding. Concluding is the cognitive process by which final judgements or inferences are drawn from the information, evidence or arguments previously analysed. It is the act of closing a reasoning or a discourse, arriving at a certain statement or resolution that is considered valid and coherent with the premises or data provided. The conclusion represents the final result of critical thinking and systematic reflection on a specific topic or problem.

Making an analogy or simile. An analogy is a cognitive resource that consists of establishing an explicit or implicit comparison between two different elements or situations, with the purpose of highlighting similarities or resemblances between them. In this process, a known and familiar relationship is used to illustrate or explain a less known or more complex relationship. Analogy seeks to enhance understanding of a complex term through prior familiarity and understanding of the other concept.

Explaining or interpreting. Explaining is a cognitive process that aims to convey information or knowledge in a clear, coherent and understandable way. During explanation, the speaker uses words, examples, illustrations or other resources to present concepts, ideas or phenomena in a detailed and structured way in order to facilitate understanding and learning of the subject matter. Effective explanation involves adapting the language and level of detail according to the audience's characteristics and prior knowledge, as well as using relevant examples and analogies to help clarify complex concepts.

Relating or connecting. This cognitive skill involves establishing meaningful relationships between previously learned concepts and new knowledge. Students link ideas, topics and disciplines, which deepens their understanding and relevance.

Observing and describing. Describing is a cognitive skill that involves the detailed and accurate verbal representation of an object, person, place, situation or phenomenon. In this process, carefully selected words and phrases are used to clearly portray the characteristics, attributes and distinctive qualities of the object or subject in question. Description seeks to convey a vivid and comprehensible mental image, enabling the receiver to visualise and understand the described item objectively and completely. Description can be used as a strategy to improve reading comprehension and written expression, as it enables students to develop their skills in conveying information clearly and accurately.

Applying content. Applying content is the cognitive process by which previously acquired knowledge, skills or concepts are used to solve a practical problem. It involves transferring and adapting theoretical learning to real situations that demand the effective application of the content learned. Applying content shows the ability to use knowledge in a meaningful and functional way, going beyond mere memorisation.

The application of content is a crucial step in the learning process, as it allows verification of the deep understanding and effective assimilation of the topics studied.

Evaluating evidence, arguments and actions. This movement of thought is an analytical and reflective process by which the quality, relevance and validity of the information presented, the reasoning put forward or the actions carried out are critically examined and assessed. This cognitive activity involves the application of objective and well-founded criteria to determine the reliability and coherence of statements, actions or data, as well as their relevance to the context in which they are presented (e.g. when faced with the statement "Climate change is a myth", one must collect data and evidence, analyse the veracity of different sources, contrast the data in different sources, analyse the arguments, etc.).

Remembering. A cognitive process that involves the conscious and active retrieval of information stored in long-term memory, allowing the individual to mentally recall and reconstruct previously acquired knowledge for use and application in a variety of situations.

Considering different points of view. Considering different points of view is a cognitive process that involves considering and analysing different perspectives, opinions or interpretations of a given issue, problem or situation. In this process, it values diversity of opinion and seeks to understand the different ways in which people perceive and approach the same issue. Taking into account different points of view encourages critical thinking and open-mindedness by challenging assumptions, enriching analysis and developing a more complete and objective view of the issue at hand.

Research. The process of actively seeking for information, asking questions, collecting and analysing data, and formulating conclusions based on evidence. This process fosters critical thinking and intellectual autonomy.

Identifying patterns. Identifying patterns is a cognitive process that involves recognising and understanding regularities in a set of data, elements or phenomena. In this process, the student analyses the information presented and looks for similarities, trends or consistent sequences that are repeated over time or in different situations. The ability to identify patterns is an essential skill in analytical thinking and problem solving, as it allows one to find underlying and meaningful structures in observed data.

Generating possibilities and alternatives. Generating possibilities and alternatives is a cognitive and creative process that involves producing various options, ideas or solutions in response to a given problem or challenge. In this process, imagination and divergent thinking are used to explore different possible approaches and scenarios in order to find new perspectives or strategies. The generation of possibilities and alternatives is an essential aspect of creative thinking and informed decision-making.

Planning. Planning is an intellectual process that involves the detailed and systematic formulation of actions to be taken to achieve a specific objective. In this process, clear goals are established, necessary resources are identified, tasks are organised and deadlines and sequences of activities are defined. Planning is a fundamental tool in the management and organisation of projects, academic activities, daily tasks and decision-making processes.

Identifying data, opinions or biases. Identifying facts, opinions or biases is an analytical and critical process that involves distinguishing between objective and verifiable information (facts), subjective judgements or personal assessments (opinions) and entrenched beliefs and biases (biases). In this process, the individual evaluates the source, content and context of information to determine its reliability, objectivity and substantiation.

In academia, identifying facts, opinions or biases is essential for acquiring accurate information and forming an informed and balanced perspective on a

topic. This involves the application of other cognitive strategies such as contrasting and verifying evidence and considering different points of view to gain a more complete and objective understanding.

Clarifying priorities or conditions. Prioritisation is a cognitive process that involves clearly and consciously identifying and establishing the goals, objectives or tasks that are most important or urgent in a given context or situation. In this process, the relevance and impact of different options is assessed and the order of importance is determined in order to focus efforts and resources effectively.

Making generalisations. Making generalisations is a cognitive process that involves extrapolating or extending conclusions, patterns or characteristics observed in a particular set of cases to a broader category or to similar situations. In this process, the individual identifies similarities or regularities in observations and applies them to a larger population or diverse contexts, with the aim of gaining a more encompassing or predictive perspective.

Thinking routines

Thinking routines, according to the Visible Thinking approach of Harvard University's Project Zero, are systematic and structured thinking strategies and patterns that are used for the purpose of promoting and developing critical and reflective thinking skills in students. These routines are designed to help students improve their ability to observe, analyse, interpret, and connect ideas, thereby fostering a deeper and more meaningful understanding of the content and topics being addressed in the classroom (Ritchhart *et al*., 2014).

Thinking routines provide a cognitive framework that guides students in exploring and analysing diverse perspectives, formulating fundamental questions, identifying patterns and building connections between different concepts. By following these routines consistently, students acquire a mental

structure that enables them to organise and approach knowledge in a more systematical and effective way.

The Visible Thinking approach also aims at making students' thinking visible and facilitating metacognition, i.e. reflection on their own thinking and learning. By using the thinking routines, students can express their ideas, reasoning and arguments in a clearer and more grounded way, which enables the teacher and their peers to better understand and evaluate the thinking process itself.

Harvard University's Project Zero has developed several thinking routines that are applied in different educational contexts and disciplines. They can be adapted to suit the specific needs and objectives of each classroom. These routines are a valuable tool for developing critical, creative, and analytical thinking skills, and for enriching students' learning process through greater understanding and visibility of their own thinking.

How can we integrate the thinking approach with other active methodologies?

Cooperative learning

Cooperative learning is an ideal methodology to promote a culture of thinking and cooperation in the class-group as it has a direct impact on the promotion of one of the cultural forces, **interaction**. Cooperation is about working together to achieve common goals. In this case, the common goals will be related to the understanding of content or subject matter, for which cooperative structures can be used together with routines or thinking movements.

Cooperative learning is the didactic use of small groups in which students work together to maximise their own learning and that of others (Johnson, Johnson & Holubec, 1999). In this sense, cooperative learning would be a methodology that especially encourages cultural forces of thinking such as interaction, environment, and language.

The essential components of cooperative learning are: (1) positive interdependence, (2) face-to-face interaction, (3) individual responsibility, (4) interpersonal or team techniques, and (5) group evaluation (Johnson *et al.*, 1999). Deep thinking and learning are fostered in the group when the teacher integrates a thinking routine with cooperative structures. A cooperative structure such as 1-2-4 can be an ideal format for a thinking routine, such as I See-I Think-I Wonder. In step 1, each of the participants performs the routine individually, in step 2 they share with another student and come to a consensus, and in step 4 the process is repeated as a group. In this way, individual reflection leads to a more complete group reflection in which the different points of view have been considered.

Gamification

By integrating game mechanics in the classroom, we can promote students' thinking in order to learn about the cognitive processes we apply when thinking, improve their thinking skills, or positively reinforce when they carry out or share their thinking.

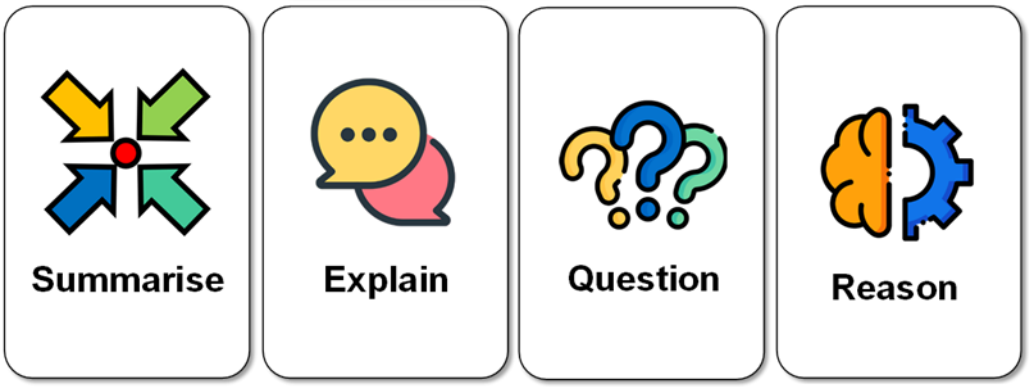


Figure 1. Charts of the thought movements.

It is possible to gamify thinking at any educational stage and in any area of knowledge using thought movements as a starting point. At the University of Valladolid, an experience in this sense has been carried out (Pinedo, García-Martín and Rascón, 2019) in such a way that cards have been developed to promote the understanding and visibility of the movements of thought **(Figure 1)**. During the classroom sessions, the teacher gives the different cards to the students when they mobilise and visualise one of the thought movements. For example, a student asks the teacher a good question and the teacher gives him/her the card entitled "Wondering and asking questions". The cards can be used to obtain points, decorations, or rewards.

Through the gamification of thinking, a culture of thinking is promoted in the classroom as a language of thinking is learnt and used, the teacher's expectations are clarified, interaction and participation are facilitated to share ideas, questions, explanations, etc. In addition, the cognitive processes carried out by the students and the effort involved in carrying them out are continuously and systematically valued and reinforced. The teacher, when

carrying out his/her explanations, can make visible and verbalise his/her own thinking movements in such a way that he/she uses a language of thought and presents himself/herself as a suitable model for his/her students by consciously carrying out these mental processes.

Game-based learning

Game-based learning is an active methodology based on the use of games to foster the acquisition of knowledge, skills, and competences in students. In this approach, the teaching and learning process is presented in a playful, interactive, and motivating way (García *et al*., 2020). The main objective of game-based learning is to enhance student participation in the educational process, promoting their engagement and enthusiasm for learning. Through the incorporation of elements such as challenges, problem solving and exploration, it seeks to stimulate critical thinking, creativity, collaboration, and informed decision-making (Arias *et al*., 2014).

This methodology can be used in different educational contexts, from early childhood education to more advanced levels, and even in adult education. It can also be adapted to different disciplines and areas of knowledge, facilitating the process of assimilation, and understanding of complex content through a more entertaining and meaningful approach for students (García *et al*., 2020).

The integration of the comprehension-based approach with game-based learning is a pedagogical strategy that seeks to combine the conceptual depth and meaningful understanding of academic content with the motivation, interactivity and participation offered by educational games. This fusion aims to provide students with a more enriching and effective learning experience, allowing them to approach content in a deeper and more contextualised way

while engaging in a playful and stimulating environment (Blasco, 2018; Sani *et al*., 2019).

To do so, it is essential to design activities and game dynamics that are aligned with the understanding objectives of the curriculum. This involves identifying the key concepts to be taught and designing game scenarios that promote the analysis, synthesis, and application of that knowledge in relevant and realistic situations.

Secondly, the role of the teacher as a guide and facilitator during the process must be considered. The teacher has the task of ensuring that the educational games connect appropriately with the curricular content and provide opportunities to reflect on concepts and make connections between different areas of knowledge. In addition, the teacher must be attentive to provide feedback and guidance when necessary to ensure that students gain a solid understanding.

In addition, it is relevant to link learning derived from games with practical applications in real life. Students should be able to transfer what they learn in the context of the game to real and meaningful situations. In this way, a deeper and more lasting understanding of the content is promoted, as students see the usefulness and relevance of what they are learning.

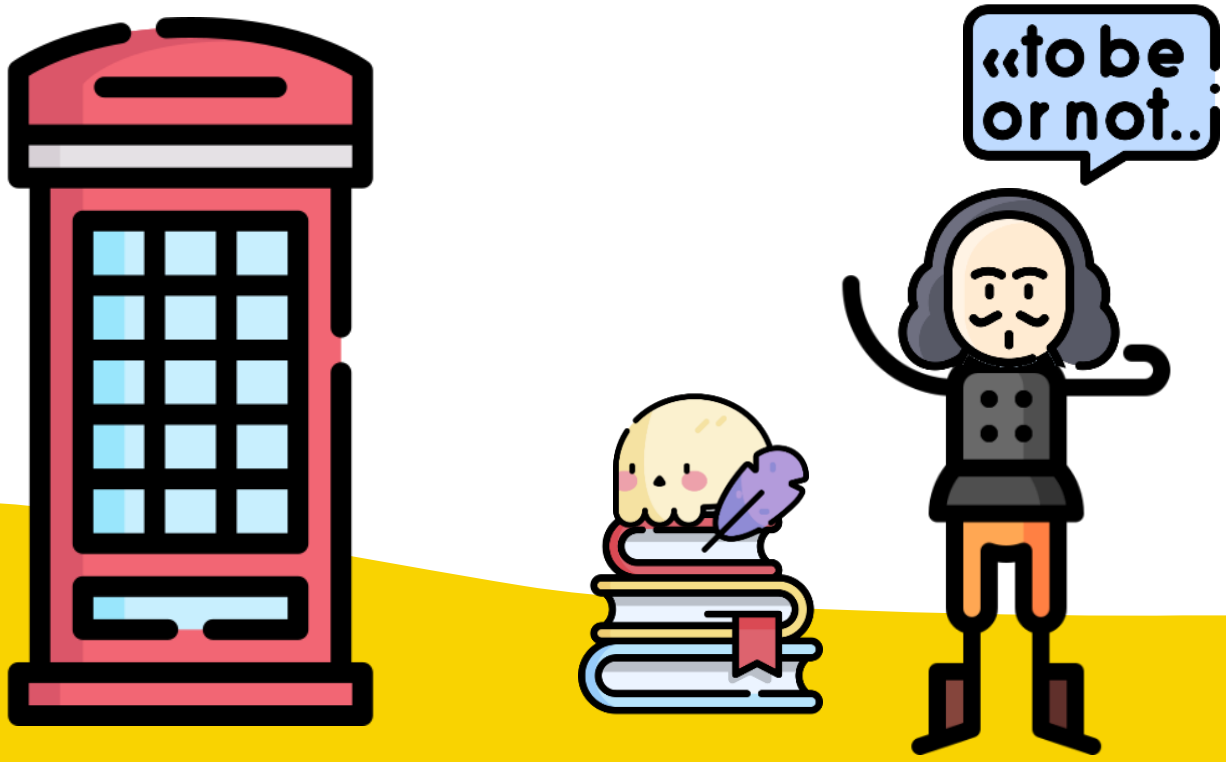
The integration of the comprehension-based approach with game-based learning combines the deep acquisition of knowledge and skills with the motivation and engagement provided by educational games. This synergy between both methodologies allows for a more enriching and effective educational experience, facilitating students' holistic development and their ability to apply what they learn in practical and real situations (Blasco, 2018; García *et al*., 2020; Sani *et al*., 2019).

INGLÉS

WHERE DO YOU WANT TO TRAVEL?

Session 1

TO BE...OR NOT TO BE. THAT'S THE QUESTION



Introduction

This first unit is focused on the revision of the verb **to be**. The idea is that students can get conscious about what they already know, and the typical mistakes they usually commit.

The thinking routine used in this session is **What makes you say that?** (Rithchart et al, 2014). This routine is focused on exploring ideas in depth. As this is a content that students have practiced since Primary Education, and it is, at the same time, a grammatical aspect that is difficult for some students, this thinking routine is perfect: they are going to use it to infer the rules. It is not the teacher the one who exposes the theory, but them.

Contenidos:

1. Saludar y despedirse, presentar y presentarse.
   - *Be and have (got).*
2. Describir personas, objetos y lugares.

Competencia específica 2:

2.1 **Expresar oralmente** textos breves, sencillos, estructurados y comprensibles.
2.2 **Organizar y redactar** textos breves y comprensibles, siguiendo pautas establecidas.
2.3 **Seleccionar, organizar y aplicar** de forma guiada conocimientos y estrategias para planificar y producir textos.
2.4 **Utilizar léxico** relativo a asuntos cotidianos.

Competencia específica 5:

5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas.
5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

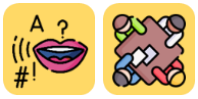
Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed.
In this first session, the dynamics of the "**ice-breaker and presentation**" block is proposed, specifically the dynamic entitled "Let's organize the group!" **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

PensaTIC

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes): Tic-tac-toe game.



The students have to be **in pairs**. They are going to practice the agreement between the subject and the verb to be.

In order to place the Xs or the Os, first they have to say one sentence that starts with the subject that appears in the square they chose. If the sentence is wrong, they cannot place the X or O, and the turn goes to the other player.

The tic-tac-toe board can be modified by the teacher, depending on the students' needs. The second one is simpler, whereas the first can be a bit complex.

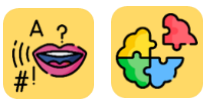
The teacher	Some of my friends	Those cars
My city	You	Your brother and you
Rosalía	The dogs	I

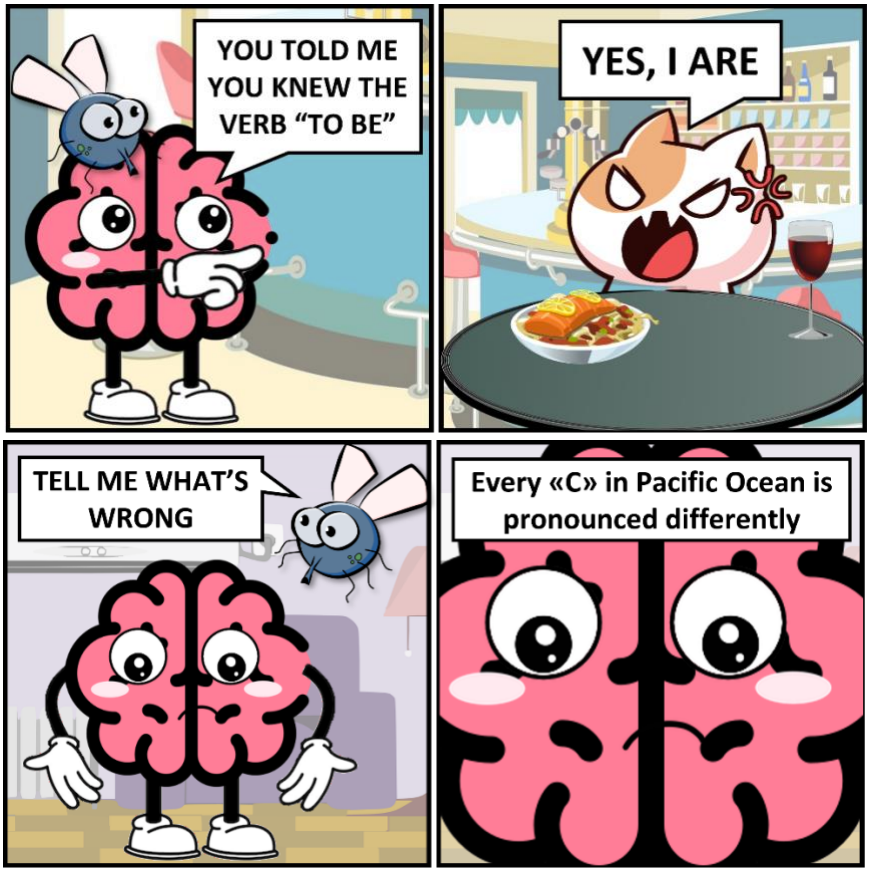
I	He	They
My house	You	Pete and Mary
It	The dogs	She

Phase 2. Session (70 minutes)

Platform 1. In the first part of the session, students have to reflect on these jokes. To do it, they will use the thinking routine: **What makes you say that?** First, they have to say where the joke is, and secondly, they have to give reasons to explain why there is a joke in this picture.

Thinking routine: **What makes you say that?** (Reading, speaking and writing)





The students have to comment the jokes and explain their ideas.

In pairs, they can create a new joke based on the typical problems they have with the verb to be. Share it with the class.

Platform 2. Let's practice with some exercises! Students will work with the verb to be in affirmative, negative and interrogative sentences. Using the same thinking routine (**What makes you say that?**), they have to read some sentences given by the teacher and correct the ones that have some mistakes, explaining why they are wrong. To do the activity, students will be in pairs, and they will use the cooperative technique **"Twin readers"**.

Examples:

- **My cat are black.**
- **Mary and Tom is friends.**
- **Mary and her son is from Canada.**
- **The dogs are barking all the time.**
- **These computers is broken.**
- **You and your brother is blonde.**
- **My teacher are angry with the other students.**
- **All my neighbours is on holidays.**
- **The books and the pencilcase are mine.**
- **This vase is very ugly.**

- **The train is punctual.**
- **Those flowers is very colourful.**

The teacher writes in the blackboard one of the sentences from the previous exercise in the negative and interrogative form. Students have to think and write down the rule for these type of sentences that contain the verb to be. The thinking routine will give students the opportunity of explaining why the sentences are right or wrong. They have to justify their decision.
Then, with the sentences from the previous exercises, students have to transform them into the negative and interrogative form.

Platform 3. The last part of this session is focused on revising vocabulary related to describing, because they will describe a famous person and themselves.

In groups of 4, create a mind map with the vocabulary they already know about the following aspects: nationality, job, physical appearance(colour and shape of hair, height, weight, etc.). They will use this vocabulary in the next activity.

Put a post-it with the name of a famous character at the back of each student. They will have to deduce who s/he is by asking questions about their nationality, age, job, and physical aspect.

Examples:
Rafa Nadal, Rosalía, Donald Trump, Pablo Motos, etc.

After the routine. Let's reflect upon our learning process!
Let's talk about how we feel after this activity. What were the main difficulties? How did you solve them? What do you need to improve?

Phase 3. To finish (10 minutes)

Students have to write a description of one of their classmates (physical aspect, character). Then, they can read them aloud so that the rest of students can guess who s/he is.

Materials

- Post-its.
- Projector, to show the jokes.
- Photocopy with the boardgames and the sentences.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

You can use the hashtag **#ExitoEducativoCyL.**

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PensaTIC

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

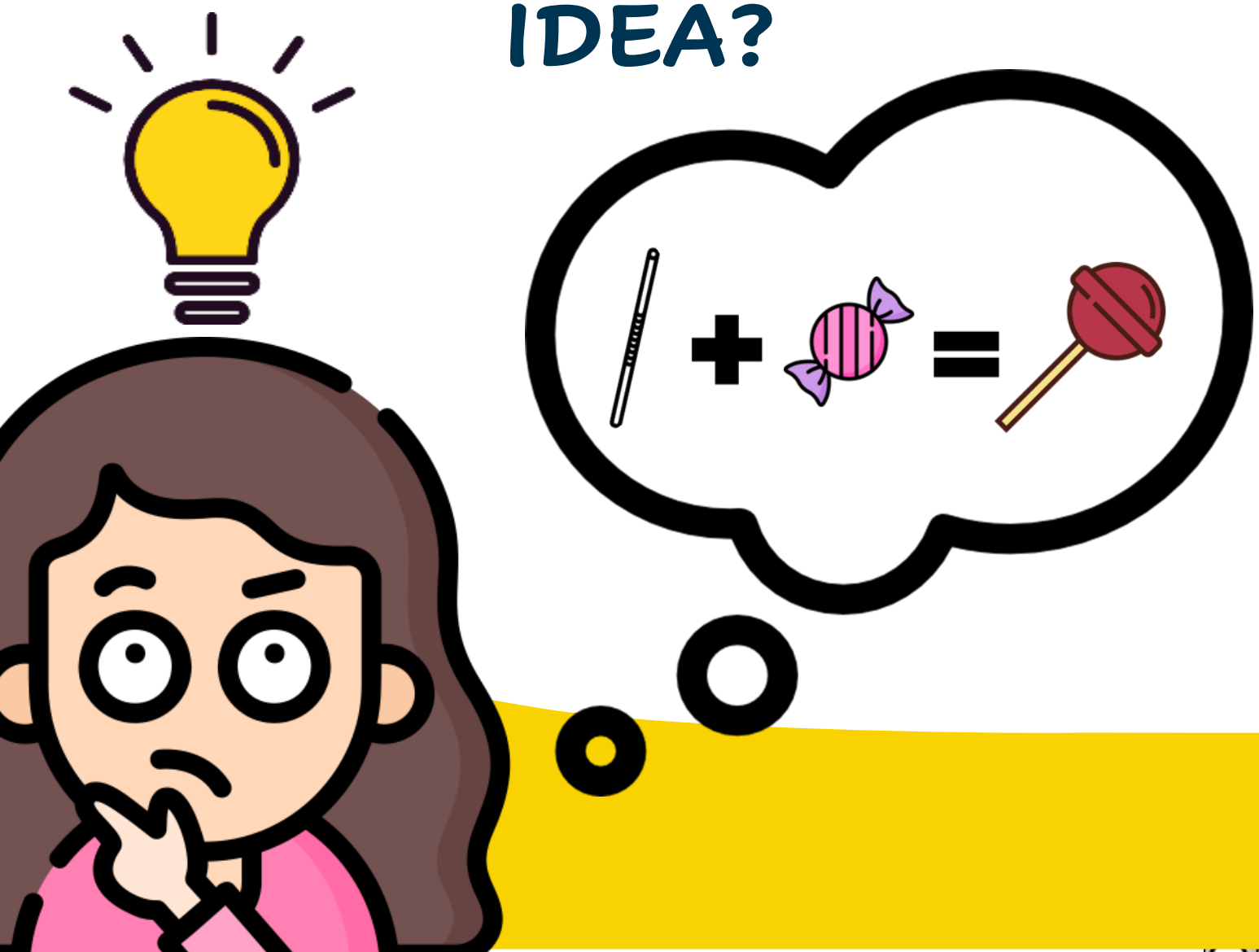
- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

Session 2

HAVE YOU GOT ANY IDEA?



Introduction

This session is focused on the verb **have got**. Although students have studied this verb in previous years, they still have problems with the 3rd person singular and/or with the use of it instead of the verb to be. So, they will have to reflect on what they know, and use this knowledge to do different activities.

The thinking routine presented in this session is **The Traffic Light**. It helps students identify their doubts, problems or clarify aspects they have about this verb. In order to continue with their learning process, it is important that students get used to reflecting about their learning.

Contenidos:

1.Saludar y despedirse, presentar y presentarse.
- Be and have (got)

2. Describir personas, objetos y lugares.
- Be and have (got)

9. Expresar parcialmente el gusto o el interés y emociones básicas.
- Verbos como I feel, I know, I think...
- Adjetivos calificativos.

Competencia específica 1:

1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales breves y sencillos, próximos a la experiencia del alumnado.
1.2 **Seleccionar, organizar y aplicar** de forma guiada las estrategias y conocimientos más adecuados para comprender el sentido general y los detalles más relevantes de los textos.

Competencia específica 2:

2.1 **Expresar oralmente** textos breves, sencillos, estructurados y comprensibles.
2.4 **Utilizar léxico** relativo a asuntos cotidianos.

Competencia específica 3:

3.3 **Hacerse entender** en intervenciones breves.

Competencia específica 4:

4.2 **Aplicar**, de forma guiada, estrategias que faciliten la comprensión y producción de información.
4.3 **Utilizar**, de manera pautada, estrategias de mediación como la interpretación, la explicación y el resumen de lo esencial.

Competencia específica 5:

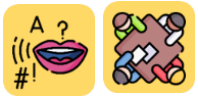
5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas.
5.2 **Utilizar** los conocimientos y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera.
5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed.
In this first session, the dynamics of the **"ice-breaker and presentation"** block is proposed, specifically the dynamic entitled **"Positive, negative or crazy!" (see Annex 1)**, where you will find a brief explanation and the objective of the same.

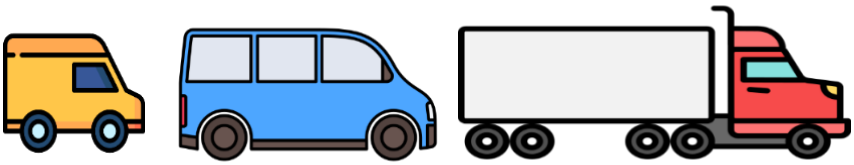
ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes): Battleroad game (have/has got)



Students have to hide six vehicles in the grid. Then, they will ask their partner questions to know where the vehicles are. If s/he guesses the position, the partner will say hit or hit and sunk.

The ships are:



- 1 red truck: 3 boxes
- 2 blue vans: 2 boxes
- 3 yellow cars: 1 box

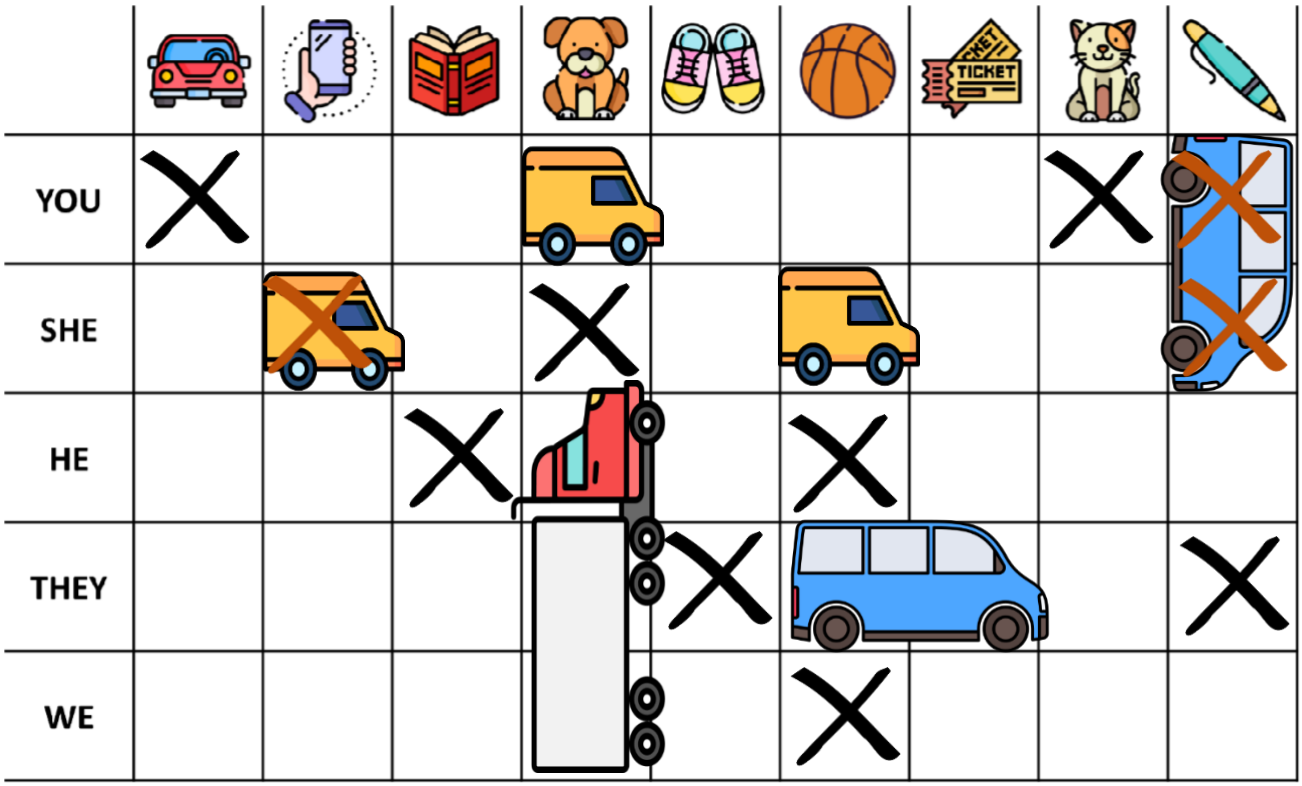
Examples of questions:

- Have _____got a _____?
- Has_____ got a_____?

Examples of answers:

- No,_____haven't/hasn't.
- Yes, _____have/has.

STUDENT A



STUDENT B

YOU	X							X	O
SHE		O		X					O
HE			X			X			
THEY					X				X
WE						X			

Phase 2. Session (85 minutes)

Platform 1. Students will read a text and answer some questions. They will also create another question based on the text, so that his/her partner can answer it. Read the following text and answer the questions that follow:

> *"My family has many different animals. My parents are the proud owners of a couple of cats and two dogs. My sister is the proud owner of a pet turtle. I have a fish tank with lots of beautiful fish. We all have our own hobbies too. My dad likes to play the guitar while my mom loves cooking. I am into photography and my sister is into fashion."*

1. **How many animals does the family have?**
2. **What are the parents' hobbies?**
3. **What are the speaker's hobbies**?
4. **Does the family have any fish?**

Invent another question, so that your classmate can answer it.

Platform 2. Visual thinking: Students individually have to summarize the information given in the **supporting material (exercise 1)** in a picture. Then, they will do an exercise that requires either the verb be or have got.

Platform 3. Let's practice this orally!

- Divide the students into small groups of 3-4.

- Each student takes turns making a positive sentence using "have got" to talk about a possession, and another sentence using "be" to describe identity or characteristics. For example:
  - Student 1: "I have got a red bicycle, and I am tall."
  - Student 2: "She has got a pet cat, and she is friendly."
  - Student 3: "He has got a skateboard, and he is funny."

- Encourage the students to use different subjects (I, you, he, she, it, we, they) for more practice.

- To make it more challenging, you can introduce negative sentences using "have got" and "be." For example:
  - Student 1: "I don't have got a car, and I am not tired."
  - Student 2: "She doesn't have got a laptop, and she isn't shy."
  - Student 3: "He doesn't have got a pet, and he isn't hungry."

- To add even more variety, students can use questions:
  - Student 1: "Have you got a smartphone? Are you happy?"
  - Student 2: "Has she got a big family? Is she smart?"
  - Student 3: "Has he got a bicycle? Are you busy?"

- Continue the game, allowing each student to take multiple turns until everyone feels more comfortable using "have got" and "be" in different contexts.

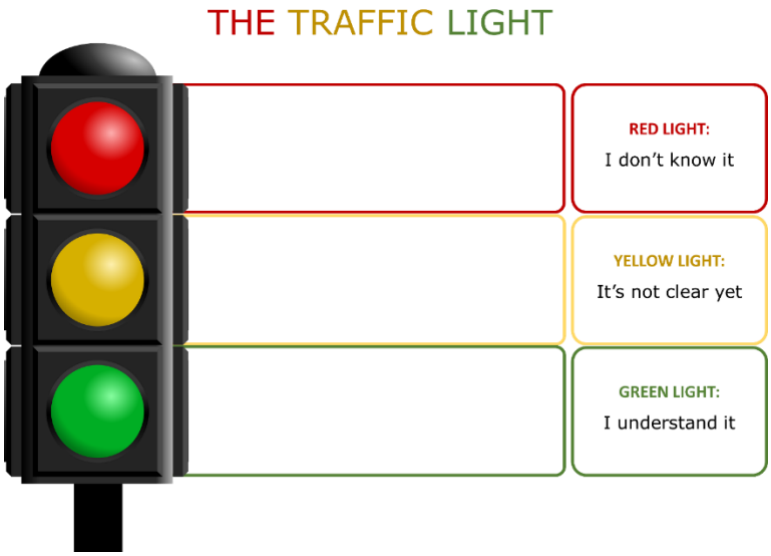
Platform 4. Let's listen (and sing)! With the song "Hand in my pocket", by Alanis Morisette **(supporting material, Exercise 2)**, students are going to do some exercises related to listening and vocabulary.

After listening to the song again to check the answers, students will have to focus on the vocabulary with the exercises **(supporting material, Exercises 3 and 4)** that the teacher projects in the digital board (if there isn't one s/he can photocopy it).

Phase 3. To finish (15 minutes)

A thinking routine: **The traffic light (see Annex 5)**.

When students finish the activities, they have to reflect on the topic. They have to write down, according to their knowledge about the topic, what is clear, what is not clear yet and what they don't understand. They share it with the class.



Materials

- A ball or an object that can be passed to students.
- Photocopy with the exercises **(supporting material)**.
- Photocopy with the game **"Battleroad" (Annex 4)**.
- Photocopy with the thinking routine **"The traffic light" (Annex 5)**.
- Projector.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
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- [x] CREATIVITY
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- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

BY NC ND

BATTLEROAD (have/has got)

YOU									
SHE									
HE									
THEY									
WE									

YOU									
SHE									
HE									
THEY									
WE									

BY NC ND

BATTLEROAD (have/has got)

YOU									
SHE									
HE									
THEY									
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YOU									
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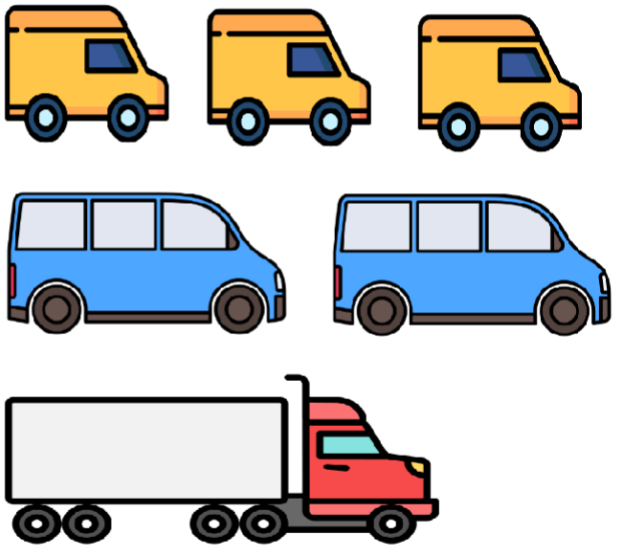
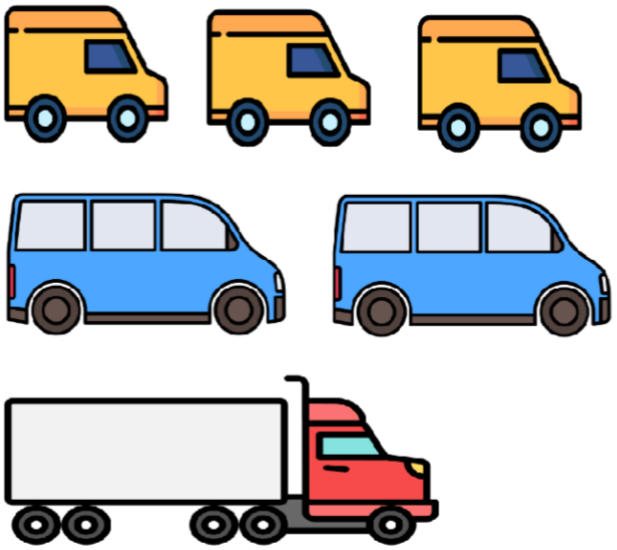
WE									

BATTLEROAD (have/has got)





BY NC ND

EXERCISE 1

The verb to be is used to describe a person's existence (eg: She is a student), location (eg: He is in the kitchen), or identity (eg: I am an actor). Have got, on the other hand, is used to express ownership (eg: I have got two cats) or a certain condition (eg: He has got a fever). Have got is also most commonly used in the present simple, whereas be is used in many tenses.

Complete the text with the appropriate verbs.

- My parents ____ a big house in the countryside.
- We ____ a garden with a lot of trees and flowers.
- I ____ my own bedroom and I also ____ a bike.
- My brother, who _____19 years old, ____ a new smartphone and he also ____ a motorbike.
- He_____a very good driver.
- My parents also ____ two cars; one for them and one for us.
- We are all so lucky to ____ such nice things, but we ____ even luckier to ____ each other!

BY NC ND

PensaTIC

EXERCISE 2

Listen to the song, and find the 10 mistakes!

Then listen again, can you identify the actual adjective used? Sometimes the actual adjective is a synonym, sometimes an antonym (like in the example)

"Hand in my pocket", by Alanis Morisette

I'm broke, but I'm happy
I'm ~~rich~~(poor), but I'm kind
I'm tall, but I'm healthy, yeah
I'm high, but I'm grounded
I'm sane, but I'm overwhelmed
I'm lost, but I'm optimistic, baby

And what it all comes down to is that everything's gonna be fine, fine, fine
'Cause I've got one hand in my pocket and the other one is giving a high five

I feel drunk, but I'm serious
I'm old and I'm underpaid
I'm fresh, but I'm working, yeah
I care, but I'm restless
I'm here, but I'm really gone
I'm wrong and I'm sorry, baby

And what it all comes down to is that everything's gonna be quite alright
'Cause I've got one hand in my pocket and the other is flicking a cigarette

And what is all comes down to is that I haven't got it all figured out just yet
'Cause I've got one hand in my pocket and the other one is giving the peace sign

I'm occupied, but I'm focused
I'm green, but I'm Smart
I'm hard, but I'm friendly, baby
I'm happy, but I'm laughing
I'm courageous, but I'm chicken shit
I'm sick, but I'm ugly, baby

And what it all boils down to is that no one's really got it figured out just yet
Well, I've got one hand in my pocket and the other one is playing a piano

What it all comes down to, my friends, yeah is that everything's just fine, fine, fine
'Cause I've got one hand in my pocket and the other one is hailing a taxi cab

If the teacher considers it necessary, s/he can write the key words in the blackboard:

tall - short
fresh – tired
courageous - brave
optimistic - hopeful
occupied – free

ugly – pretty
old - young
smart – wise
serious - sober
happy – sad

BY NC ND

EXERCISE 3

I'm broke but i'm happy

I'm poor but i'm kind

I'm short but i'm healthy

BY NC ND

PensaTIC

I'm sane but i'm overwhelmed

I'm high but i'm grounded

I'm lost but i'm hopeful

BY NC ND

EXERCISE 4

Based on the pictures you chose, match the words and their definitions:

broke	a down-to-earth person
overhelmed	a gentle person
hopeful	a person without
healthy	a person full of hope
grounded	a person who is under pressure
kind	a person who enjoys a good health

Select the words you hear.

(I / I'm) feel drunk but **(I / I'm)** sober,

(I / I'm) Young and **(I / I'm)** underpaid

I'm **(tired / flying)** but **(I / I'm)** working

I'm **(car / care)** but I'm restless,

I'm **(here / there)** but I'm really gone

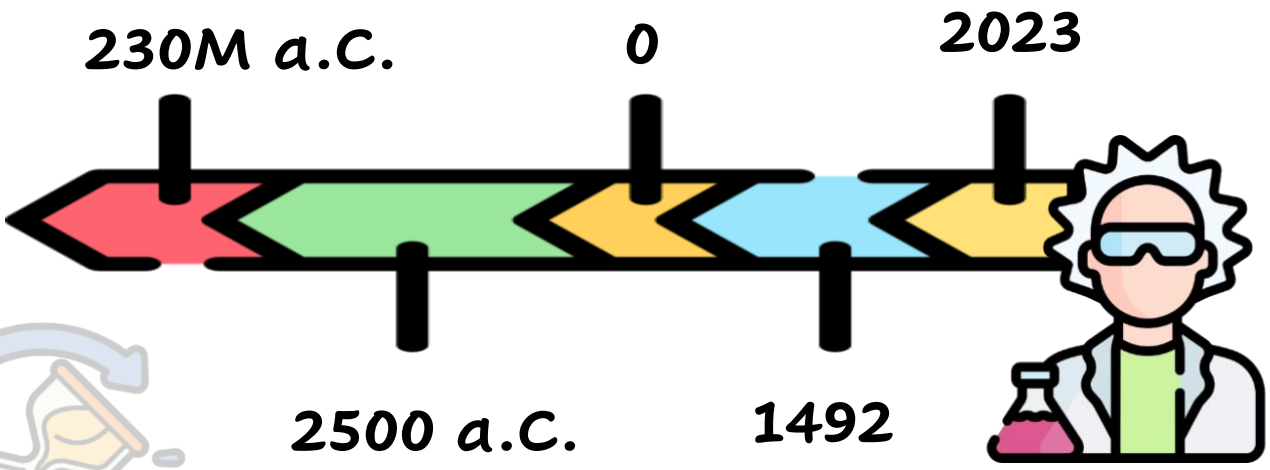
I'm wrong and I'm **(sorry / worry)** baby

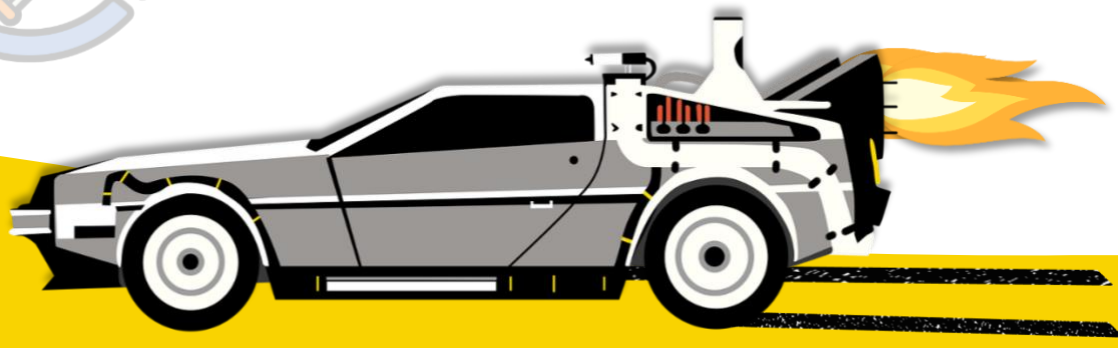
In pairs, complete the following activities:

- When do you hear the verb to be? Try to explain it.
- There are many adjectives in the song: underline them.
- Can you create three verses that describe you as the singer did? (I'm..... but I'm..... etc.).

Session 3

BACK TO THE PAST





Introduction

The purpose of this session is to help students learn how the past simple is formed, and to memorize different verbs in this tense, using them correctly in context. Special attention will be given to irregular verbs.

The thinking routines used in this session are **What makes you say that?, *Generate-Classify-Relate*** and ***Headlines*** *(Ritchhart et al., 2014)*. The objective of the first one is that students find the similarities that irregular verbs can have, so that they can learn the verbs in an easier way. In the case of Headlines, the idea is that students can reflect on their learning process and summarize in a sentence what they have learnt.

Contenidos:

4. Situar eventos en el tiempo.
   - *Past simple*

11. Narrar acontecimientos pasados.
    - *Past simple*

Competencia específica 2:

2.1 **Expresar oralmente** textos breves, sencillos, estructurados y comprensibles.
2.4 **Utilizar léxico** relativo a asuntos cotidianos.
2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara.

Competencia específica 3:

3.1 **Planificar y participar** en situaciones interactivas breves y sencillas.

Competencia específica 5:

5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera.

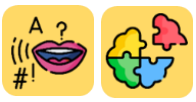
Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed.
In this first session, the dynamics of the **"communication"** block is proposed, specifically the dynamic entitled **"What are you doing?"** **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

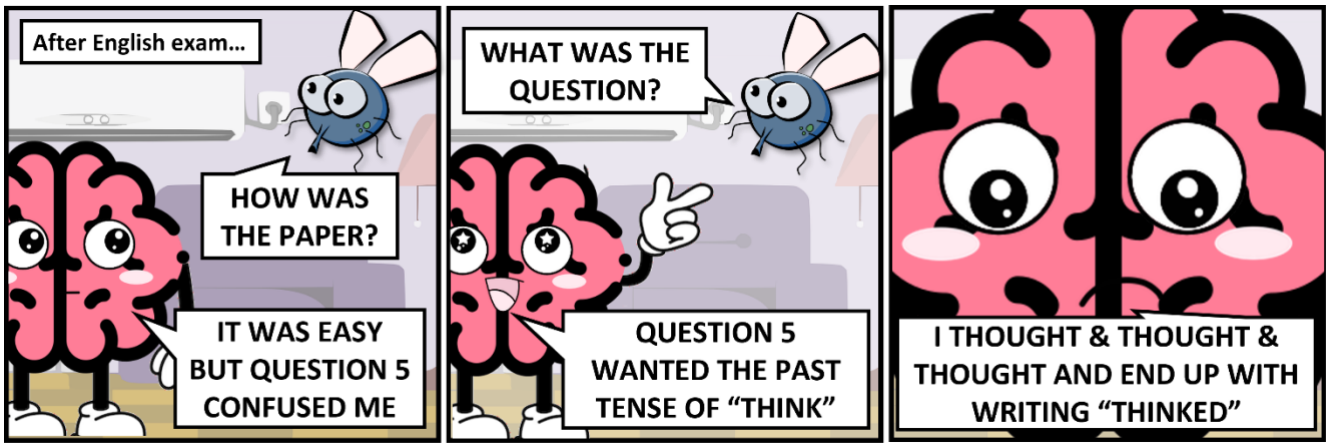
ON-ROAD SESSION

Phase 1. Diagnosis (10 minutes)

Can you explain this joke? Students can use the thinking routine **What makes you say that?** to explain the joke.



Joke



Phase 2. Session (100 minutes)

Platform 1. Thinking routine: Generate-classify-relate

(In pairs) The teacher gices each pair of students a list of the irregular verbs and they have to classify them trying to find some type of repeated pattern in them (Example: -ought, change of -d into -t, etc.).

To follow the thinking routine, students have to:

- **Generate:** observe the list of irregular verbs in order to identify the different endings.
- **Classify:** create columns for each ending.
- **Relate:** write down the verbs that contain the specific ending in the corresponding column.

Platform 2. After classifying the verbs, students are ready to do the following activities:

1. Story time relay (20 minutes)

1. Divide the class into two teams and have them form two lines.

2. Take the cards with the verbs in the past, they will be the story prompt cards used to begin creating a story.

3. Start with the first student in each line. Show them a card and give them 10 seconds to create a sentence using the verb in the simple past tense. For example, if the card says "ate," the student might say, "Yesterday, I ate a delicious pizza".

4. The student then passes the card to the next student in their line, who must continue the story by using the next verb on the card.

5. The relay continues until all the story prompts have been used.

6. The team that completes the story with the most creative and grammatically correct sentences wins.

2. Past charades (20 minutes)

1. Divide the students into small groups.

2. Take the cards with the verbs in the present.

3. One student from each group will pick a verb and act out the action without speaking, while the other group members try to guess the verb in the past simple.

4. Once the verb is correctly guessed, another student takes a turn, and the game continues.

Encourage students to form full sentences in the past simple to describe the actions they acted out.

3. Guess the Memory (20 minutes)

1. Ask each student to think of a funny or interesting memory from their past.

2. Have the students write down three clues about their memory using the past simple tense (e.g., "I fell off my bike," "I laughed with my friends," "I ate a whole pizza").

3. Collect the clues and randomly distribute them among the students.

4. Each student will take turns reading the clues they received aloud, while the others try to guess the memory.

5. Encourage students to ask questions in the past simple tense to gather more information and make educated guesses.

6. After each memory is correctly guessed, the student can share the full story with the class, using the past simple to recount the events.

Also, appart from the activities proposed, if there is time for more activities, the cards with the list of verbs can be used in other games or activities like:

- **Memory game.** They have to find the verbs that go together. The first player turns over one card from each group. If they match, s/he keeps the cards and can try again for another match. But if they do not match, the cards are turned over again and the other player continues playing.

- **Create a story.** Take four or five cards, and with these verbs, students have to create a story.

Phase 3. To finish (35 minutes)

In groups of four, students are going to create a rap that includes as many verbs as possible. Then, they can share it with the class.

Think of what you have learnt. Write a **Headline** about the session (your learning, experience, feelings…). Share it with the class.

Materials

- List of verbs (present-past-past perfect) in cards, so that they can be used as a memory game too **(supporting material)**.
- List of verbs for students **(supporting material)**.
- Projector to visualize the joke.
- Thinking routine **Generate-classify-relate (Annex 5)**.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

You can use the hashtag **#ExitoEducativoCyL.**

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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

BY NC ND

50 Verbos irregulares en inglés

INFINITIVO	PASADO SIMPLE	PARTICIPIO	TRADUCCIÓN
be	was	been	ser/estar
begin	began	begun	empezar
break	broke	broken	romper
bring	brought	brought	traer, llevar
build	built	built	construir
burn	burnt	burnt	quemar
buy	bought	bought	comprar
can	could	been able to	poder
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer (se)
feel	felt	felt	sentir (se)
fight	fought	fought	luchar
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
get	got	got	obtener
give	gave	given	dar
go	went	gone	ir (se)
have	had	had	tener/haber
hear	heard	heard	oír
know	knew	known	saber
learn	learnt	learnt	aprender
leave	left	left	dejar
lose	lost	lost	perder
make	made	made	hacer/fabricar
must	had to	had to	tener que
pay	paid	paid	pagar
put	put	put	poner
read	read	read	leer
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
show	showed	shown	enseñar/mostrar
sing	sang	sung	cantar
sleep	slept	slept	dormir
speak	spoke	spoken	hablar
spend	spent	spent	gastar
take	took	taken	tomar
teach	taught	taught	enseñar/educar
think	thought	thought	pensar
understand	understood	understood	entender
win	won	won	ganar

BY NC ND

be	learn	caught	sang
begin	leave	chose	slept
break	lose	came	spoke
bring	make	did	spent
build	must	dreamt	took
burn	pay	drank	taught

BY NC ND

buy	put	drove	thought
can	read	ate	understood
catch	run	fell	won
choose	say	felt	been
come	see	fought	begun
cost	show	flew	broken

BY NC ND

cut	sing	forgot	been able to
do	sleep	got	chosen
dream	speak	gave	done
drink	spend	went	drunk
drive	take	had	driven
eat	teach	heard	eaten

BY NC ND

fall	think	knew	fallen
feel	understand	learnt	flown
fight	win	left	forgotten
fly	was	lost	given
forget	began	made	gone
get	broke	had to	known

BY NC ND

give	brought	paid	seen
go	built	ran	shown
have	burnt	said	sung
hear	bought	saw	spoken
know	could	showed	taken

Session 4

LEARNING ABOUT CULTURE

Introduction

This session is focused on interculturality. This aspect is not always developed in the English textbooks, but it is very important, as the evaluation criteria proves – the specific competence number 6 is centered on the intercultural aspects.

Students have to work cooperatively to investigate about the English speaking countries. Also, they will read an Australian legend, which will be used to practice interrogatives. Moreover, they will listen to a Bruce Springsteen's song, that describes some aspects of the american society and history.

The thinking routines used in this session are "**I used to think, now I think" and "Headlines"** *(Ritchhart et al., 2014)*. It will help student reflect upon the importance of culture, and on the fact that sometimes we don't know about how people live and behave in other countries.

Contenidos:

1.Saludar y despedirse, presentar y presentarse.
- Las nacionalidades.

2. Describir personas, objetos y lugares.
- Determinantes y pronombres posesivos.
- Números ordinales, cardinales.

6. Pedir e intercambiar información sobre cuestiones cotidianas.
- Interrogativos.

Competencia específica 1:
1.1 **Interpretar** el sentido global y la información específica de textos orales, escritos y multimodales breves y sencillos.

Competencia específica 2:
2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa.
2.4 **Utilizar léxico** relativo a asuntos cotidianos.
2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara.

Competencia específica 3:
3.3 **Hacerse entender** en intervenciones breves, aunque sea necesario recurrir a titubeos, pausas, vacilaciones o repeticiones.

Competencia específica 4:
4.1 **Inferir y explicar** textos y comunicaciones, mostrando respeto y empatía.

Competencia específica 6:
6.1 **Actuar** de forma respetuosa en situaciones interculturales.
6.2 **Aceptar** la diversidad lingüística, literaria, cultural y artística propia de países donde se habla la lengua extranjera.

Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed.
In this first session, the dynamics of the **"confidence"** block is proposed, specifically the dynamic entitled **"I need toilet paper!"** **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

Let's talk about culture!

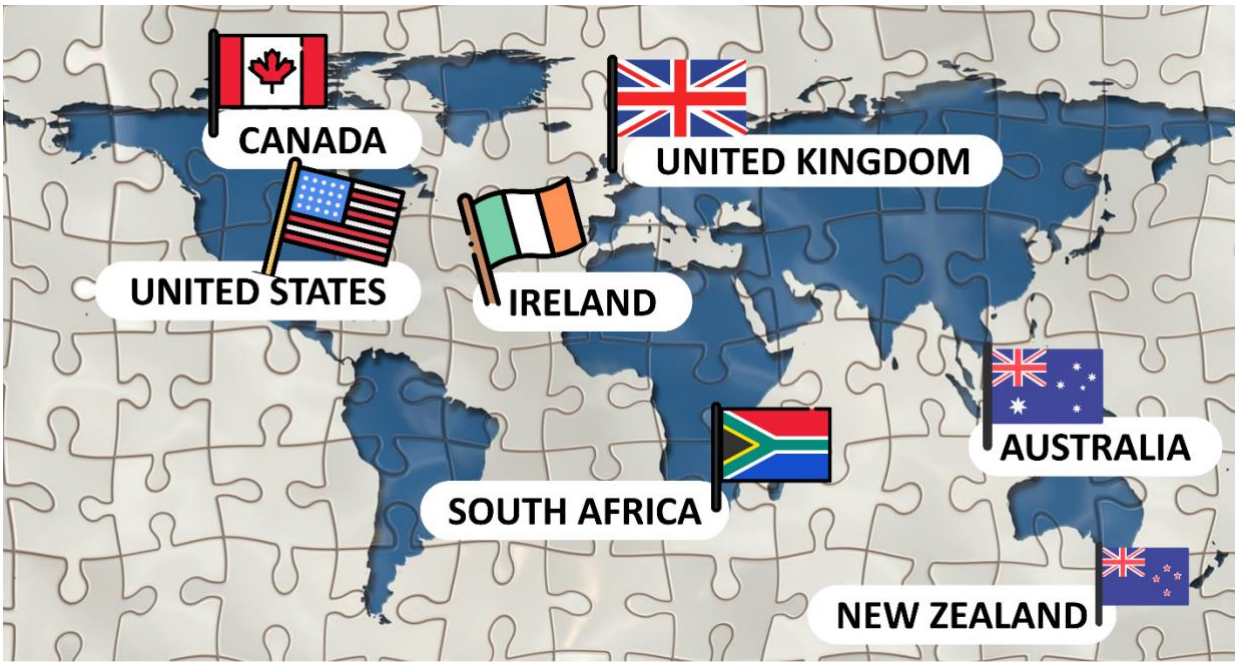
- What differences can you find in our country (in terms of culture)?
- If there are students from other cultures, can they explain something that is different in their original country?
- Do they know anything that is different in English speaking countries?

What do you think about these pictures? Do you think they represent the English culture or they are just stereotypes?

Phase 2. Session (60 minutes)

Platform 1. Students are going to investigate an English speaking country, and then they will share the information with the rest of groups.

There are many countries where English is spoken. In this map you can see some important English –speaking countries.



The teacher proposes one country to each group. In **groups of three,** and using some digital device, students are going to look for information related to the country proposed by the teacher. Students can write the information in a poster board or in a power point presentation (if it is possible).

Look for the following information:

- Holidays and Festivals
- Traditional Cuisine
- Literature
- Music and Pop Culture
- Sports
- Language Variations
- Landmarks (monuments) and Geography
- Inhabitants
- Capital
- Currency
- Important people

When all the groups have completed the information, they have to think how they are going to ask for the information. What questions are we going to use?

Then, they will have to ask other groups in order to know different things about the other countries and complete the information in their photocopy **(see supporting material, Exercise 1)**.

Platform 2. Students are going to read a legend from a different country. This can help them know other types of stories (see "*The Legend of the Rainbow Serpent*" **in the supporting material, Exercise 2**).

Platform 3. Students are going to listen to an American song that includes references to some American stereotypes and to a part of its history.

Listen to the song and complete it with the words that appear in the box. Before listening to the song you can think about the rhyme or the meaning, these are clues that help including the words in the text.

to a foreign land
nowhere to go
he's all gone
"Son, if it was up to me"
your life just to cover up

(Born in the USA, Bruce Springsteen)

Born down in a dead man's town
And the first kick I took was when I hit the ground
You end up like a dog that's been beat too much
'Til you spend half .....

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
Born in the U.S.A.

Got in a little hometown jam
So they put a rifle in my hand
Sent me off .....
To go and kill the yellow man

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
Born in the U.S.A.

Come back home to the refinery
Hiring man says, ...
I go down to see the V.A. man
He said, "Son, don't you understand?"

Had a brother at Khe Sahn
Fighting off the Viet Cong
They're still there, ...
He had a womanvin Saigon
I got a picture of him in her arms

Down in the shadow of the penitentiary
Out by the gas fires of the refinery
I'm ten years burning down the road
I've got nowhere to run and .....

Born in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.
I'm a long time daddy in the U.S.A.

I was born in the U.S.A.
I'm a cool rocking daddy in the U.S.A.
I was born in the U.S.A.
I was born in the U.S.A.

Born in the U.S.A.
Born in the U.S.A.
I'm a long gone daddy in the U.S.A.
Born in the U.S.A.
I was [...]

What does it talk about? Does it represent your idea about the USA?

Phase 3. To finish (10 minutes)

Students are going to write down their ideas and what they have learnt in the thinking routine: **I used to think...now I think (Annex 5)**

In the first part of the thinking routine, students have to write down their knowledge and ideas about the cultural aspects related to the English speaking countries. There may be no knowledge at all or even some prejudices or general ideas that are not true.

In the second part of the thinking routine, they will write down what the have learnt, their new ideas, or even they can express whether some of their previous ideas have changed because they were wrong, etc. It is a good moment for commenting with the whole class the students' old and new ideas.

Materials

- Toilet paper (icebreaker activity).
- Projector to show the pictures.
- Grid with the data about the studied countries.
- Text with the legend and the exercise.
- Text with the song
- Thinking routine **(Annex 5)**
- Poster board or laptop to create the country presentation.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [ ] SELF-REGULATION
- [x] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

BY NC ND

EXERCISE 1

	Canada	USA	Ireland	United Kigdom
Holidays and festivals				
Traditional cuisine				
Literature				
Music				
Sports				
Language variations				
Landmarks and geography				
Inhabitants				
Capital				
Currency				
Important people				

BY NC ND

EXERCISE 1

	South Africa	Australia	India	New Zealand
Holidays and festivals				
Traditional cuisine				
Literature				
Music				
Sports				
Language variations				
Landmarks and geography				
Inhabitants				
Capital				
Currency				
Important people				

BY NC ND

EXERCISE 2

Read this legend from Australia and write the questions for the given answers.

"The Legend of the Rainbow Serpent (Simplified)

Long, long ago, before there were people, the earth was flat and empty. But then something magical happened. From deep within the earth, a magnificent creature called the Rainbow Serpent emerged. It had beautiful, colorful scales that shimmered like a rainbow, and it was very powerful.

As the Rainbow Serpent slithered across the land, it created rivers, lakes, and mountains. Wherever it went, the land came alive with plants, animals, and people. The Serpent was a great creator and protector of the land and everything that lived on it.

The Rainbow Serpent is a symbol of life and water. It taught people the importance of respecting nature and the cycles of life. The legend of the Rainbow Serpent is a special story that Aboriginal Australian people have passed down for generations. It reminds them of their connection to the land and their ancient traditions.

This legend tells us that we should care for the earth and all living creatures, just as the Rainbow Serpent did in the beginning."

Write the questions for the given answers:

- ……?
- The Rainbow serpent.

- ……?
- The Aboriginal Australian people.

- ……?
- It had beautiful colourful scales.

- ……?
- The Earth was flat and empty.

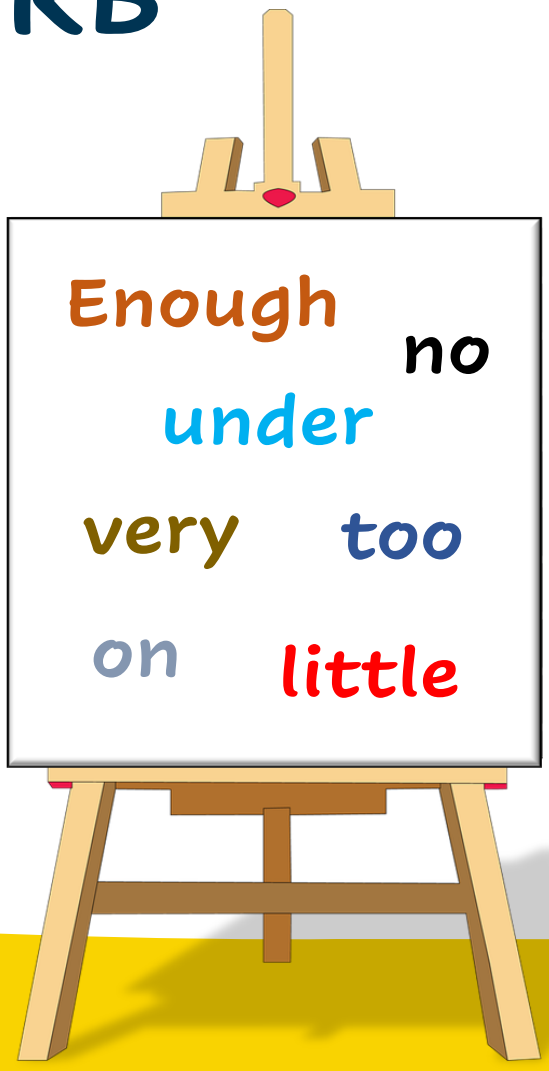
Write another two questions (and their answers) about the text.

- ……?
- ……

- ……?
- ……

Session 5

I'M AN ADVERB, NOT A VERB



Introduction

In this session students are going to revise the adverbs (frequency, place, manner, and time). The thinking routines used are two. The first one is **What makes you say that?** (*Ritchhart et al., 2014*) This routine helps students reflect about how adverbs are used and which is their position in sentences. The other routine is **Cooperative Headlines** (*Ritchhart et al., 2014*), which is a perfect way to finish a session, reflecting about what students have learnt.

Contenidos:

2. Describir personas, objetos y lugares.
   - Preposiciones y adverbios de lugar.
4. Situar objetos, personas y lugares en el espacio.
   - Expresiones de tiempo (at the weekend, in the morning, etc.).
5. Situar objetos, personas y lugares en el espacio.
   - Adverbios de frecuencia: always, never, sometimes, every day, etc.
10. Describir situaciones presentes y acciones habituales.
    - Adverbios y expresiones de frecuencia: always, never, sometimes, every day, etc.
    - Expresiones temporales: now, today, this moment, tonight, etc.
11. Narrar acontecimientos pasados.
    - Adverbios y expresiones adverbiales: yesterday, last month, etc.

Competencia específica 1:

1.2 **Seleccionar, organizar y aplicar** de forma guiada las estrategias y conocimientos más adecuados para comprender el sentido general y los detalles más relevantes de los textos.

Competencia específica 2:

2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa.
2.4 **Utilizar léxico** relativo a asuntos.
2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara.

Competencia específica 3:

3.1 **Planificar y participar** en situaciones interactivas breves y sencillas.
3.3 **Hacerse entender** en intervenciones breves, aunque sea necesario recurrir a titubeos, pausas, vacilaciones o repeticiones.

Competencia específica 5:

5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera.
5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed.
In this first session, the dynamics of the **"communication"** block is proposed, specifically the dynamic entitled **"Pair questions"** **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

- **In pairs**, order the adverbs of frequency in this ladder.

- **In pairs**, create a mindmap, graphic organizer or chart, classifying all the adverbs and expressions that appear in the box **(see supporting material, Exercise 2)**. They are adverbs of place, time, manner, and frequency. You can also add some others.

Phase 2. Session (85 minutes)

Platform 1. First of all, students read the joke and comment it. Do they identify the adverb? What is its position? Then, they will use the thinking routine **What makes you say that?** to explain the position of the different types of adverbs in the sentence.

Thinking routine: What makes you say that?

In pairs, read the sentences, underline the adverbs, and write the grammatical rule that explains the order of adverbs in a sentence **(see supporting material, Exercise 3)**.

Platform 2. Students summarize the information and practice with some sentences.

- Join the information related to adverbs. The teacher projects this chart and students write the information in their notebook.

Type of adverb	They tell us	Example
Adverbs of manner	How often	Sometimes
Adverbs of place	When	Slowly
Adverbs of time	How	Then
Adverbs of frequency	Where	Upstairs

- Complete the sentences taking into account the rules you have created in the previous exercise.

1. I go to the gym on Mondays and Wednesdays. **(always, carefully)**
2. They miss their favorite TV show on Sunday evenings. **(anywhere, occassionally)**
3. We will have a meeting to discuss the new project. **(tomorrow, yesterday)**
4. The cat jumped onto the table and knocked over a vase. **(once a week, gracefully)**
5. She found her lost keys the couch. **(once a month, behind)**
6. They completed the puzzle in record time. **(successfully, nowhere)**
7. He plays video games with his friends on weekends. **(above, usually)**

8. The baby smiled when she saw her mother. **(somewhere, happily)**
9. She danced across the stage, impressing the audience. **(gracefully, fluently)**
10. He speaks English after years of practice. **(fluently, gracefully)**
11. We meet at the café for a cup of coffee after work. **(rarely, somewhere)**
12. The kids are playing in the garden. **(outside, monthly)**
13. I'm planning to visit my grandparents. **(next weekend, last week)**
14. The train arrives at the station. **(punctually, carefully)**
15. They went on vacation and had a fantastic time. **(last month, next week)**

Platform 3. It's time to play with the adverbs. Using the cards **(see Annex 4)**, students are going to do some exercises:

Always, Usually, Normally, Often, Sometimes, Seldom, Hardly ever, Never

1. **In groups of four**, each student takes a card from the deck and has to think of a question for another student. The answer for the question should include the adverb that appears in the card. If this doesnt' happen, s/he can ask another person in the group. For example: with the adverb *never*, one possible question could be "Have you ever landed on the moon?" The answer, obviously, will include the adverb never.

2. **In groups of four**, each student takes a card from the deck and has to say something true about him/her that includes the adverb that is written in the card.

3. **Board game:** it can be in groups of four or with the whole class **(see Annex 4)**.

Rules:

- The first player rolls a dice to know the number of spaces they can move forward.
- The player lands on a space and takes a card with an adverb, reads it silently, and creates a sentence using that adverb. For example, if the

adverb is "sometimes," s/he might say, "I sometimes drink coffee in the mornings." Then, s/he places the card inside the deck again.

- If the sentence is grammatically correct and the student uses the adverb appropriately, the team earns a point. But if the sentence is incorrect or the adverb is not used properly, the turn passes to the next team, and they have a chance to steal the point by providing the correct sentence.
- The first team to reach the finish line wins.

Phase 3. To finish (15 minutes)

- Each student has to write a description of himself/herself,including adverbs in every sentence. The teacher collects all and gives them randomly to students. Some students can read the description and the rest have to guess who is being described.

- Thinking routine: **Cooperative Headlines (Annex 5)**. Create a headline that summarizes what you have learnt in this session. Students share it with their group of four, and create a new headline that summarizes everything.

Materials

- Photocopy with the cards for student A and B.
- Board game **(Annex 4).**
- Dice.
- Cards with the adverbs **(Annex 4).**
- Projector to show some activities.
- Photocopy with the diagnosis activity.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

You can use the hashtag **#ExitoEducativoCyL.**

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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [ ] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

EXERCISE 1

STUDENT A

How often do...?			
		You	Your partner
	Eat pizza		
	Go to a museum		
	Wear a hat		
	Play football		
	Listen to music		
	Travel by bus		

STUDENT B

How often do...?			
		You	Your partner
	Drink coffee		
	Go to school by car		
	Wear jeans		
	Play tennis		
	Listen to classical music		
	Travel to Madrid		

BY NC ND

EXERCISE 2

Here	Yesterday	Quickly	Never	Usually
Loudly	Everywhere	Monthly	Above	Carefully
Upstairs	Once a week	Every month	Suddenly	Tonight

EXERCISE 2

Here	Yesterday	Quickly	Never	Usually
Loudly	Everywhere	Monthly	Above	Carefully
Upstairs	Once a week	Every month	Suddenly	Tonight

BY NC ND

EXERCISE 3

Adverbs of Frequency:

- I always go to the gym on Mondays and Wednesdays.
- She rarely eats fast food because she prefers healthy meals.
- We usually meet at the café for a cup of coffee after work.
- He occasionally plays video games with his friends on weekends.
- They never miss their favorite TV show on Sunday evenings.

RULE:

Adverbs of Place:

- The cat jumped onto the table and knocked over a vase.
- Please put the books back where they belong on the shelf.
- She found her lost keys underneath the couch.
- The kids are playing outside in the garden.
- The restaurant is just around the corner from the movie theater.

RULE:

Adverbs of Manner:

- She danced gracefully across the stage, impressing the audience.
- He speaks English fluently after years of practice.
- The baby smiled happily when she saw her mother.
- They completed the puzzle successfully in record time.
- The mechanic fixed the car efficiently, so it's running smoothly now.

RULE:

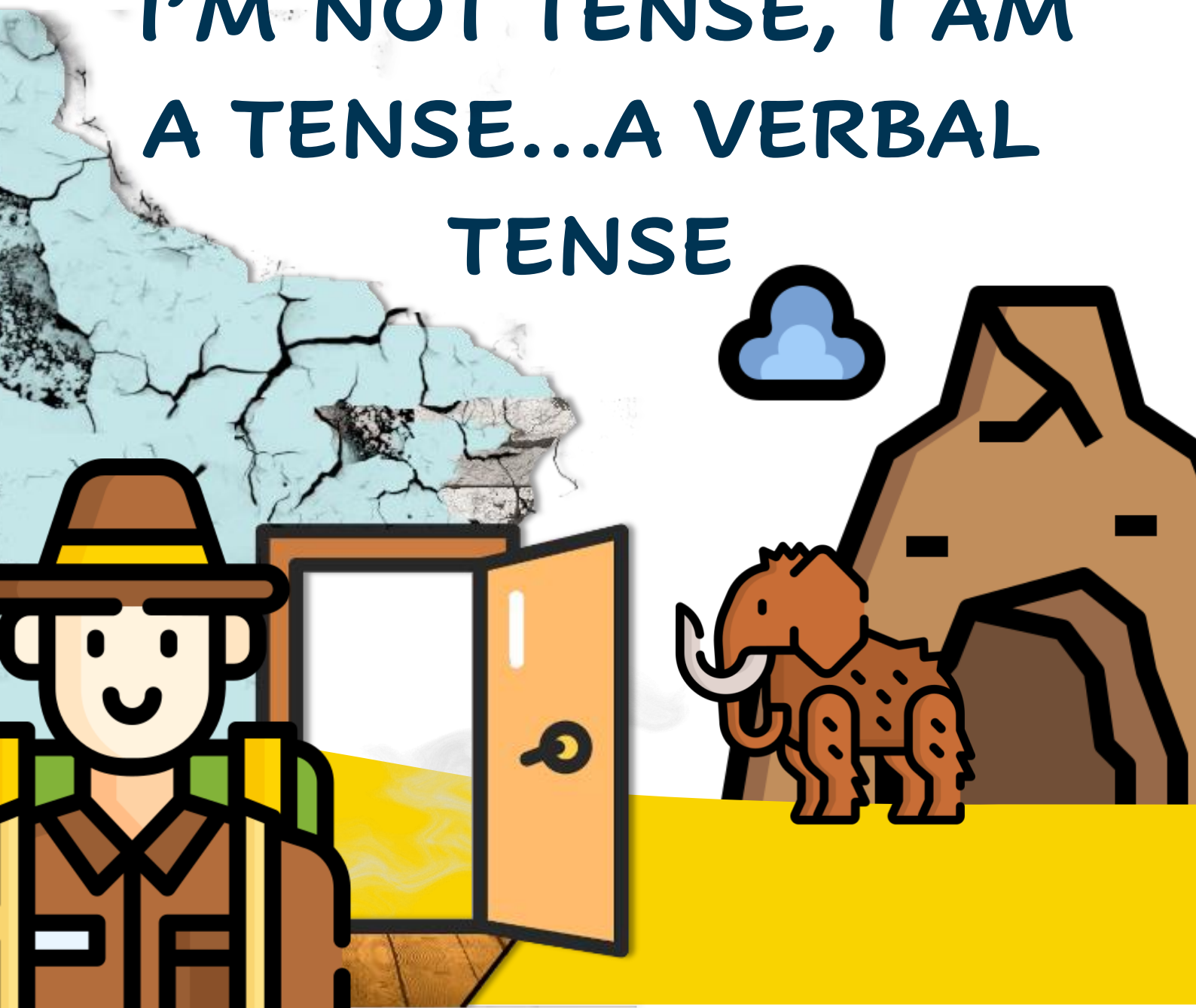
Adverbs of Time:

- We will have a meeting tomorrow to discuss the new project.
- The train arrives at the station in ten minutes.
- He called me earlier to confirm the appointment.
- They went on vacation last month and had a fantastic time.
- I'm planning to visit my grandparents next weekend.

RULE:

Session 6

I'M NOT TENSE, I AM A TENSE...A VERBAL TENSE



Introduction

In this unit, students will practice some verbal tenses, specifically the simple present, the present continuous and the past simple. They will reflect upon their use first. After, using visual thinking, they will have to create pictures that help them remember the use of these tenses.

The thinking routine used in this session is **Sentence, word, question** *(Ritchhart et al., 2014)***.** This routines is divided in two moments. At the beginning, students have to complete the first two parts. It is important to motivate it, because students don't usually have a lot of interest in learning new academic things.

Contenidos:

2. Describir personas, objetos y lugares.
   - *Present simple/present continuous*.
4. Situar eventos en el tiempo.
   - *Past simple*.
10. Describir situaciones presentes y acciones habituales.
    - *Present simple/present continuous*.
11. Narrar acontecimientos pasados.
    - *Past simple*.

Competencia específica 1:

1.2 **Seleccionar, organizar y aplicar** de forma guiada las estrategias y conocimientos más adecuados para comprender el sentido general y los detalles más relevantes de los textos.

Competencia específica 2:

2.1 **Expresar oralmente** textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa.
2.4 **Utilizar léxico** relativo a asuntos cotidianos.
2.5 **Describir hechos**, expresar opiniones de manera oral o escrita de forma clara.

Competencia específica 3:

3.1 **Planificar y participar** en situaciones interactivas breves y sencillas.

Competencia específica 5:

5.1 **Comparar** las semejanzas y diferencias entre distintas lenguas.
5.2 **Utilizar los conocimientos** y estrategias de mejora de la capacidad de comunicar y de aprender la lengua extranjera.
5.3 **Identificar y registrar**, siguiendo modelos, los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando de forma guiada las estrategias más eficaces para superar esas dificultades.

Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed. In this first session, the dynamics of the **"communication"** block is proposed, specifically the dynamic entitled **"The initial letter"** **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

What does this joke refer to? Can you explain it?:

To begin with the topic of verbal tenses (simple present, present continuous and simple past), students are going to use the thinking routine **Sentence, word, question.**

Students have to write down three sentences that explain some of the characteristics of the verbal tenses (one for the simple present, another for the present continuous, and the last one for the simple past).

In the word section they have to include one word for each verbal tense that summarizes its use.

In the question section, they will include three questions related to the doubts they have about these tenses.

Share with the class.

Phase 2. Session (90 minutes)

Platform 1. After sharing the general ideas students have about the tenses, we begin with different exercises **(see supporting material).**

What do these grammatical characteristics refer to? Match.

CHARACTERISTICS OF THE VERBAL TENSE	VERBAL TENSE
Actions that are happening at the moment of speaking Actions that are temporary Definite future plans	Present simple
Habits General facts or truths Future plans or schedules Present facts	Present continuous
With finished time word (yesterday,...) With finished time period Unreal or imaginary things	Past simple

Visual thinking: In pairs, create a mindmap to explain with pictures the different uses of the three verbal tenses (simple present, past simple, present continuous).

Platform 2. After revising the theory, students can practice with an exercise.

Complete the sentences with the appropriate tense. After, compare it with your partner, and explain why you have chosen each tense.

- Sarah _____ **(play/plays)** the piano every Friday evening.
- They _____ **(not / like)** spicy food.
- _____ James _____ **(work)** at the new office?
- We _____ **(study/studying)** English at the moment.
- The children _____ **(not / play)** outside right now.
- _____ the teacher _____ **(explain)** the lesson at the moment?
- Affirmative - Simple Past: Laura and Tom _____ **(visit/visited)** Paris last summer.
- He _____ **(not / watch)** that movie yesterday.
- _____ she _____ **(travel)** to London last month?

Transform each sentence into the negative, affirmative or interrogative.

Plaform 3. Let's play to practice the contents.

Board game. Using the board game from **Annex 4** (Frecuency adverbs board game).

Rules:

It is played individually. To move the counter, each student has to throw the dice and say a sentence that includes the verb that appears in the square s/he should move to. This verb has to be in one specific tense, that is the one marked by the dice.

So, if the dice shows:

- **1 and 5:** simple present tense.
- **2 and 4:** simple past tense.
- **3 and 6:** present continuous.

If the sentence is correct, s/he can move the counter, but if it is not correct, s/he cannot move the counter and the turn passes to the next group.

The person who wins is the one that gets to the final square first.

Platform 4. Let's identify tenses in a song.

- Song: Roar, by Katy Perry.

After listening to the song and completing it with the words that are missing, underline all the verbs that are in the present simple or continuous, or the past simple **(see supporting material, Exercise 3)**.

In pairs, look for the words that rhyme in the song and underline them.

Phase 3. To finish (15 minutes)

Writing activity: Describe one day that was perfect or ideal (it can be invented), as if it was part of a diary.

Materials:

- Grids for the break the ice activity.
- Board game **(Annex 4).**
- The thinking routine **Sentence, word, question (Annex 5).**
- Photocopy of the exercises.
- Photocopy of the song.

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

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PensaTIC

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [x] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

EXERCISE 1 - The initial letter

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

BY NC ND

EXERCISE 2

CHARACTERISTICS OF THE VERBAL TENSE	VERBAL TENSE
Actions that are happening at the moment of speaking Actions that are temporary Definite future plans	Present simple
Habits General facts or truths Future plans or schedules Present facts	Present continuous
With finished time word (yesterday,...) With finished time period Unreal or imaginary things	Past simple

EXERCISE 3

Song : **Roar, by Katy Perry**

I used to bite my tongue and hold my ……..
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a ……..
I let you push me past the breaking point
I stood for nothing, so I fell for ……..

You held me down, but I got up (hey)
Already brushing off the …….
You hear my ……, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up (hey)
Get ready 'cause I've had enough
I see it all, I see it ….

I got the eye of the ……., a fighter
Dancing through the fire
'Cause I am a ……., and you're gonna hear me roar
Louder, louder than a …….
'Cause I am a champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh...
You're gonna hear me roar

Now I'm floatin' like a butterfly
Stinging like a ……, I earned my stripes
I went from ……., to my own hero

You held me down, but I got up (hey)
Already brushing off the dust
You hear my ……., you hear that sound
Like thunder, gonna shake the ground
You held me down, but I ……. ……. (hey)
Get ready 'cause I've had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
…….through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, ……. than a lion
'Cause I am a champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh...
You're gonna hear me roar

Oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh
You're gonna hear me roar

Roar, roar, roar, roar, roar

I got the ……. of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh...
You're gonna hear me roar

Oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh
You're gonna hear me roar

Session 7

Read, Think, Wonder

Introduction

The session is designed to foster reading comprehension as a basis for the development of deeper ideas; generate interpretations and explanations; demonstrate with evidence and generate curiosity in students.

The proposed activity includes a thinking routine that belongs to the block for presenting and exploring ideas, it is an adaptation of the **see-think-wonder** routine (*Ritchhart et al, 2014*).

At the beginning of this thinking routine, students spend a few minutes quietly reading a short text carefully. This gives them the opportunity to "read" carefully, understand what they read and interpret it so that they have enough time to acquire the new information, think about it and synthesize it. Then they can "ask themselves questions" based on what they have read. These additional questions asked by the students themselves can guide further enquiry.

The routine **"The headlines"** is also proposed, corresponding to the block on synthesizing and organizing ideas. It consists of extracting the essence of the reading in a sentence as if it were the headline of a newspaper.

The session focuses on the development of the following competences:

Select and read in a progressively autonomous manner a variety of works as a source of pleasure and knowledge.

Configuration of the reading itinerary:	Progressive evolution in terms of diversity, complexity and quality of the works.
Sharing reading experiences:	Construction of one's own reading identity and enjoyment of the social dimension of reading.

Breaking the ice

In order to create a good classroom climate, a group dynamic is proposed. In this first session, the dynamics of the **"ice-breaker and presentation"** block is proposed, specifically the dynamic entitled **"What are you like"** **(see Annex 1)**, where you will find a brief explanation and the objective of the same.

ON-ROAD SESSION

Phase 1. Diagnosis (20 minutes)

Students select the text to be read from among those pre-selected by the teacher (the themes should be varied in order to address all concerns). Attentive individual/group reading depending on the number of participants.

Phase 2. Session.

Thinking routine: **"Read, Think, Wonder" (see Annex 5)**

1. **Read (individual)**. Close reading of the text.

2. **Think (individually or in small groups)**. Students have to make connections between what they read and their personal background.

3. **Wonder (individual or small group).** Students have to write questions derived from the reading.

Prepare a short presentation on the reading structured in three slides (individual or group depending on the number of students):

1. **Slide number one** should contain a presentation on reading using the routine **"the headline" (see Annex 5).**

2. **Slide number two**. In this slide they have to collect the connections established between the reading and their personal background to present them to their peers. In this phase the presenting group has to interact as a large group to determine whether they have similar or other connections. In this way the connections of the whole large group will be added.

3. **Slide number three**. In this slide you have to collect the questions written in the routine **Read-Think-Wonder**. In this case, an attempt will be made to solve the questions among the whole group. Depending on the time available, a search for information or simply a discussion with the knowledge of the large group can be allowed.

The routine belongs to the block Presenting and exploring ideas *(Ritchhart et al, 2014)*.

Didactic objective(s) of the thinking routine:

- Encourage reading comprehension as a basis for the development of deeper ideas.
- Generate interpretations and explanations.
- Demonstrate with evidence.
- Generate curiosity in students.

- **Recommended grouping:** this can vary depending on the number of students attending the session. If the group is made up of few students, some aspects can be worked on individually or in pairs. However, if the group has a high ratio, it will be necessary to work in groups of 4-5 components, trying to generate these groups according to the interests in the recommended readings, i.e. students who choose the same text can form groups.

Phases of the routine

It is important to select appropriate content/reading. It should have important elements that students can detect and take into account. A test of whether such a reading is appropriate could be: If I read it several times, will I discover new things, does it make me curious, how can I connect the reading to my environment?

Once the reading has been selected, the teacher presents the routine (graphic organiser) and explains what each of the phases will consist of, thus preparing the students for the activity.

In the **"Read" phase** it is important to give them enough time to read and take note of the details. This will give them the necessary basis for making interpretations and it also gives them the opportunity to be aware of what they are reading. The teacher can also make contributions as if he/she were one of the participants, thus encouraging participation and encouraging conversation or discussion. This phase will also depend on the organisation of the classroom. If working in a group, the aspects identified can be shared and pooled.

In the next **phase "Think"**, students can be asked what they interpret after the reading, what it makes them think about and what they perceive.
The aim is to build different levels of interpretation rather than simply summarising what they have read. It is important to offer learners the opportunity to expand on or generate alternatives to the reading, and to ask questions to what learners come up with What makes you say that? This encourages them to generate evidence to support their answers and encourages argumentation.

In the **"Wonder" phase**, students are asked to share what they are wondering, taking into account what they have read and what they have thought (it would be interesting for them to carry out the **1-2-4 cooperative dynamic**, with each one asking questions individually, sharing them with a partner and, finally, with their group to share them with the rest of the class). It may be difficult to differentiate between what they "think" and what they "wonder". To avoid this confusion you can suggest that *"wondering"* consists of asking questions that go beyond the interpretations they have made when reading (e.g. "*I wonder if he really told the truth...*") and the ideas that arise from the reading ("*I wonder if when he talks about the raindrops on his face, he meant the tears, because he was at home...*").

In this routine it is important that students share their thinking on each of the steps before moving on to the next step; this can lead to interesting discussions, which will build on the group's thinking.

Suggested time for the achievement of each of the phases of the routine

In the **"I read"** phase, it is important to allow time for careful reading of the text, which will depend on the length and reading comprehension level of the students. **Maximum 20 minutes**.
For the **"I think" and "I wonder"** phases, approximately **10 to 15 minutes** is recommended, depending on the characteristics of the group.

Phase 3. To finish

1. **The slides are made** using the graphic organiser of the thinking routine as a basis. The groups are left free to design and format the presentation. In order to adjust the timing of this activity, it should be taken into account that a time of 60 minutes is necessary for the following activity.

2. **Presentation and sharing.** Attempts are made to broaden the connections and answer the questions (resolution of the questions in the form of a debate). If the questions are not answered the teacher can propose a research. The groups will be subdivided into four groups, each group will have 15 minutes.

Materials

- Graphic organiser **Read-Think-Wonder (Annex 5).**
- Graphic organiser **Headlines (Annex 5).**
- Text selection (to be done with the teacher).

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [ ] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audio-visual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).

These audio-visual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or Twitter.

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PensaTIC

Name of the game: "Frequency adverbs board game"

Objective of the game:

- To put different contents into practice in a dynamic way.

Instructions:

- The first player rolls a dice to know the number of spaces they can move forward.

- The player lands on a space and takes a card with an adverb, read it silently, and create a sentence using that adverb. For example, if the adverb is "sometimes," they might say, "I sometimes drink coffee in the mornings." Then, they place the card in the deck again.

- If the sentence is grammatically correct and uses the adverb appropriately, the team earns a point. But if the sentence is incorrect or the adverb is not used properly, the turn passes to the next team, and they have a chance to steal the point by providing the correct sentence.

- The first team to reach the finish line wins.

- Write different frequency, place, and time adverbs on separate index cards. For example: "always," "sometimes," "rarely," "never," "here," "there," "everywhere," "yesterday," "tomorrow," "soon," etc. b. Divide the students into two teams.

- Game Setup:

    A. Create a large game board on the whiteboard or paper. It should have a starting point and a finish line with several spaces in between.

    B. Randomly place the index cards with adverbs face down on different spaces on the game board.

CC BY NC ND

BY NC ND

ALWAYS

USUALLY

NORMALLY

OFTEN

SOMETIMES

SELDOM

HARDLY EVER

NEVER

BY NC ND

ADVERBS
GAME

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START

wash	take	put	drive	drink	travel	visit
read	walk	pay	go	watch	swim	
study	buy	ride	play	go		
	meet	wear	water			
	help					
	listen					
	practice	clean	speak	check	pay	

DISCARD

ADVERBS

FINISH

BY NC ND

Name of the game: "The Racing Challenge"

Objective of the game:

- Promote the infusion of subject content with different cognitive strategies or movements of thought.
- Develop evidence assessment and informed and ethical decision-making.
- To promote teamwork and communication skills.

Materials required:

- Thinking cards or game dice with thinking movements.
- Content cards.
- Blank pack of cards.
- Tokens or markers for each team (Horses).
- Scoreboard (horse race).
- Challenge board.
- Verdict paddles (Green thumbs up, red thumbs down, Straight mouth emoji).
- Clock.

Instructions:

First, play teams of 4 or 5 people will be formed. This can be done randomly by assigning a number to each person and then grouping these numbers into teams, planned by the teacher, or freely for each student to group with the teammates of their choice. Each group will receive a token or team marker, a challenge board and verdict paddles.

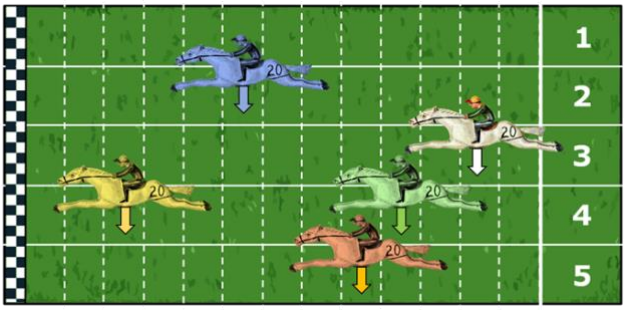
The first step is to set the challenges for each team. To do this, each team takes the two packs of cards and mixes them so that the cards are not visible, mixing the deck of thought movement cards on one side and the deck of content cards on the other.

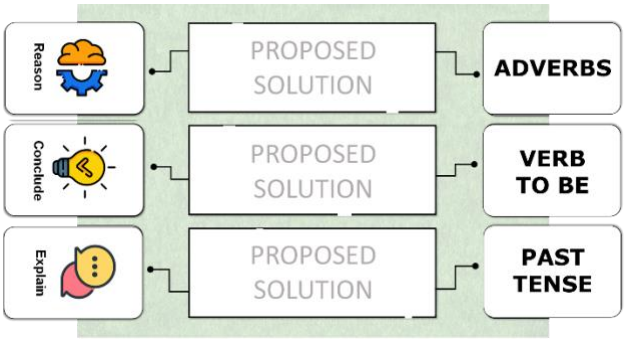
The two decks are placed face down after the cards have been thoroughly shuffled and four pairs of cards are drawn, one from each deck. This will form the challenge for the group. To achieve the challenge, they have to solve each of the two pairs of cards in the team, which will infuse the thinking with the contents.

For example, if we are playing with mathematical cards, the following situation may arise as part of the challenge:

CC BY NC ND

Explain or Interpret Card + Prime Numbers Card
The challenge will be to explain what prime numbers are.





Each group will solve the four pairs of cards that make up their challenge and will have a maximum time limit or the time will stop when a team finishes.

Peer2Peer - rate your peers' resolution of the challenge!

In the final phase, each team will present its challenge and its proposed resolution to the other teams, who will have a few minutes to issue their verdict. When the time set by the teacher for the verdict decision is over, each team will take its verdict paddle and raise it on the teacher's command: Teams, give your verdict!

Scoring system

The number of green paddles will be counted so that this will be the number of positions the team advances in the horse race. The teacher will also give their own verdict with the corresponding paddles, their score will be worth double points.

Dispute settlement

Any disputes in the peer2peer phase will be resolved by the teacher or through the means determined by the teacher.

End of the game

The game ends when one of the teams finishes the horse race.

Variant:

Blank cards can be used to extend the game together with the students.

CC BY NC ND

PensaTIC

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [x] TROUBLESHOOTING
- [ ] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [ ] PLANNING AND ORGANISATION
- [ ] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [x] ETHICAL DECISION-MAKING

CC BY NC ND

BY NC ND

1

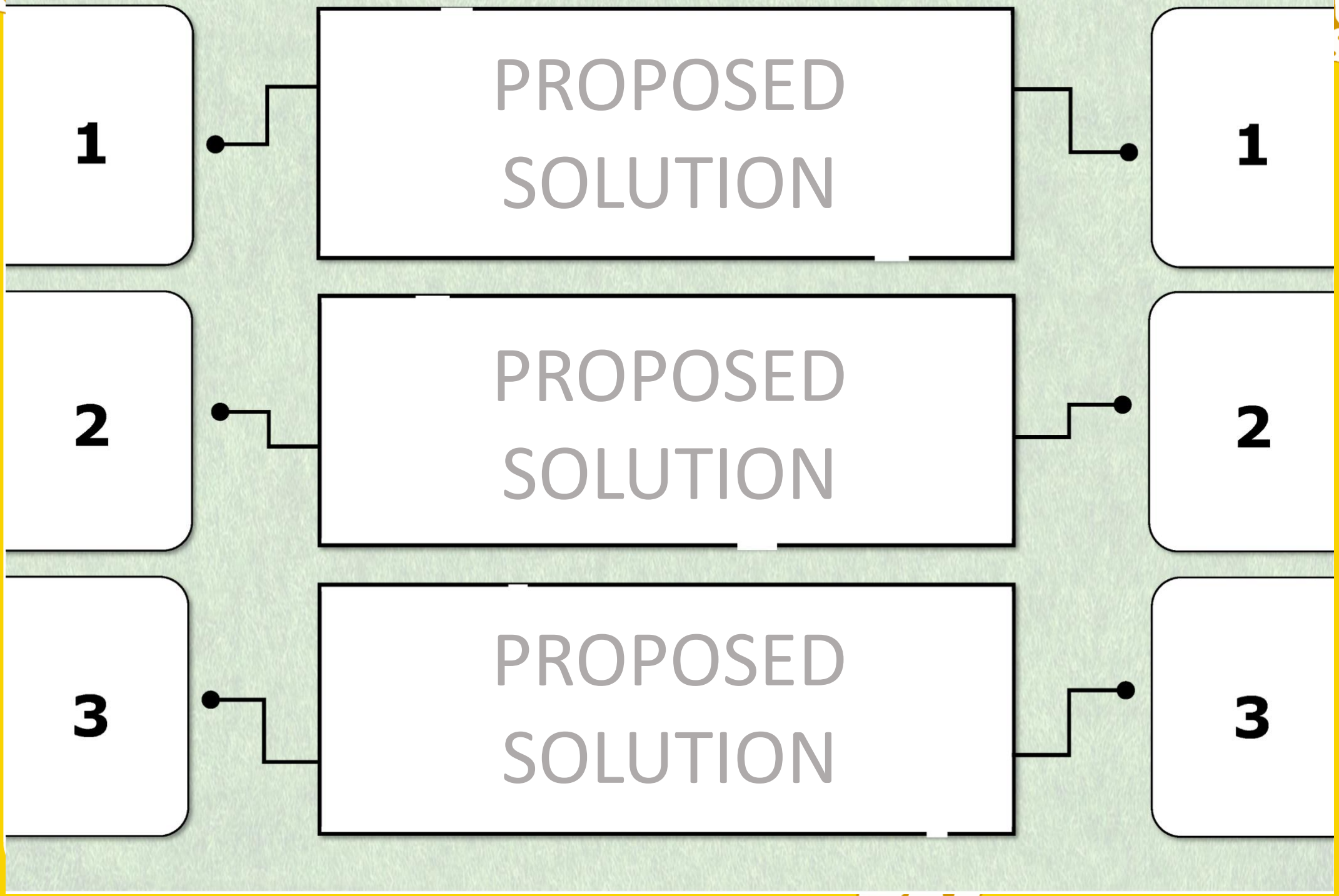
2

3

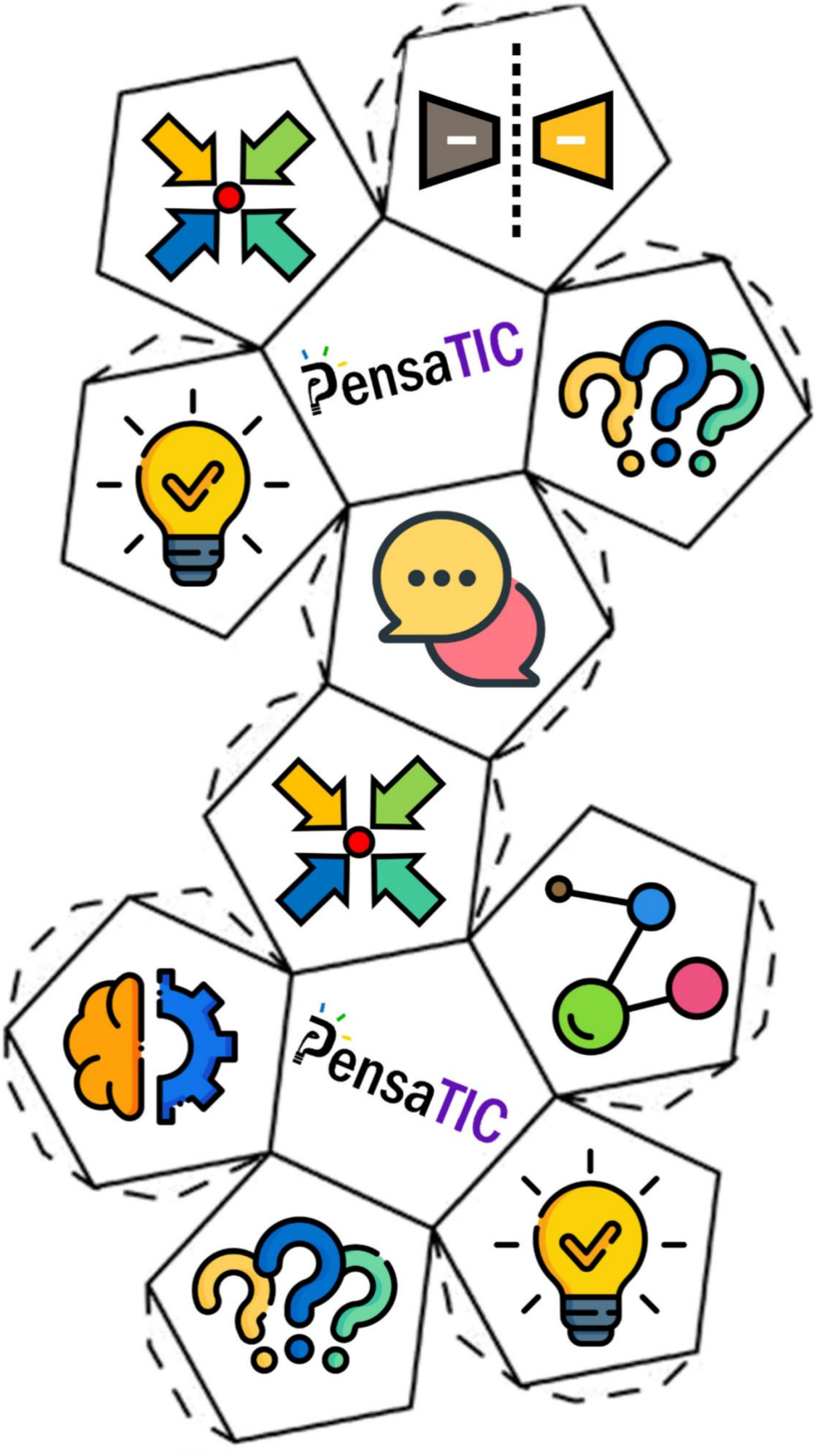
4

5

CC BY NC ND


1
PROPOSED SOLUTION
1
2
PROPOSED SOLUTION
2
3
PROPOSED SOLUTION
3

BY NC ND



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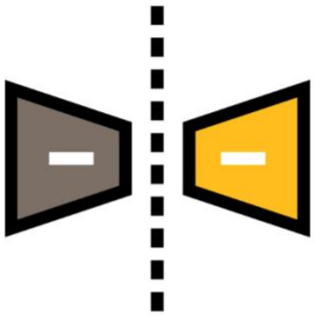
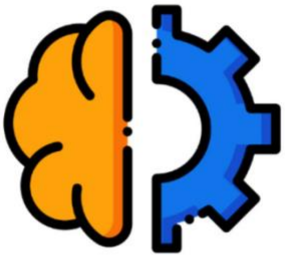
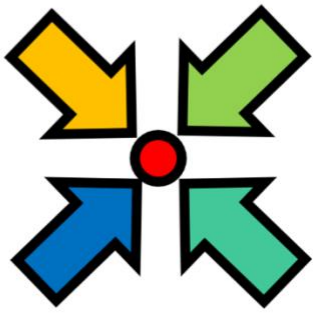


Make an analogy

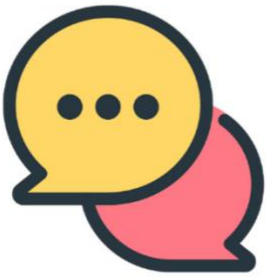


Reason

Conclude

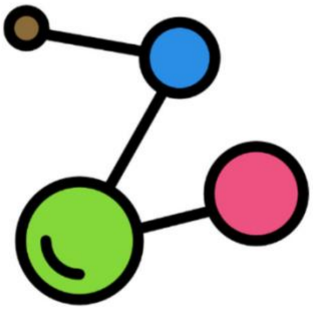


Summarise



Explain

Question

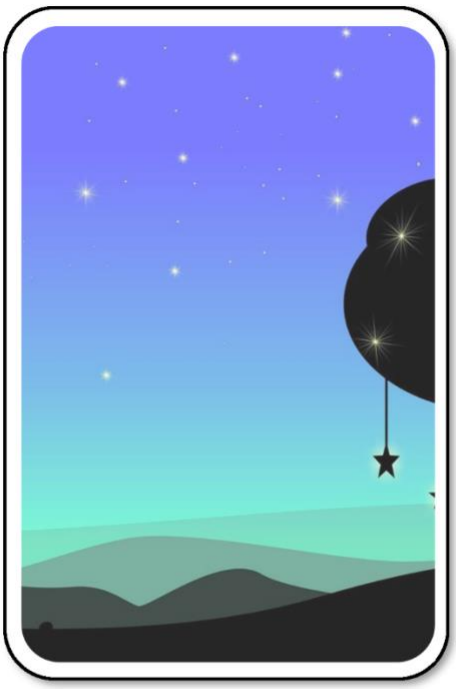


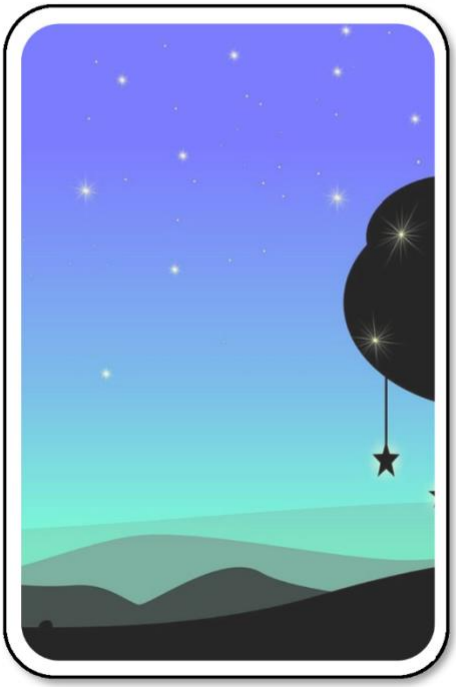
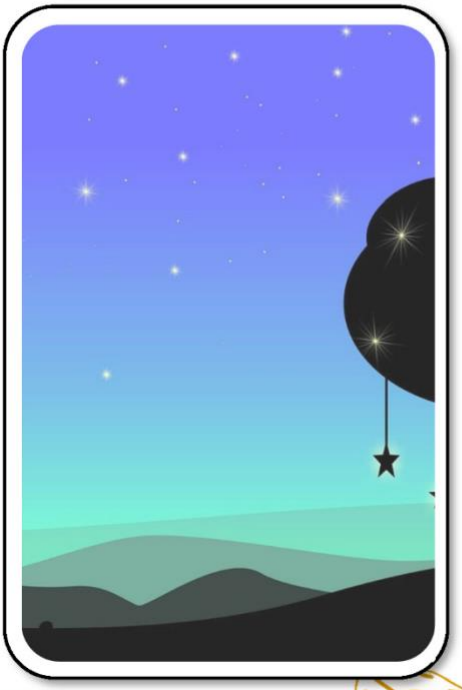
Connect

Take a decision

PensaTIC

BY NC ND



PensaTIC

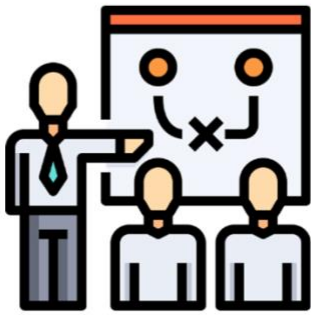
BY NC ND

Describe

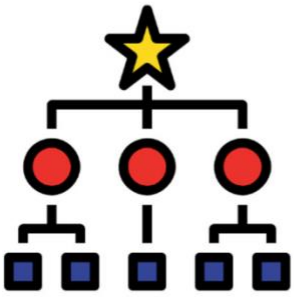
Remember

Consider viewpoints

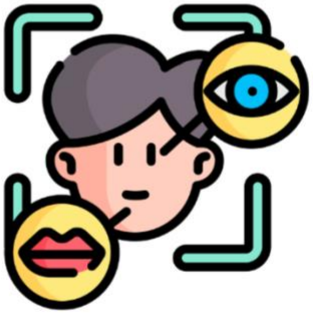
Research



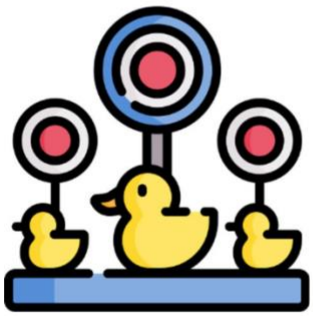
Plan



Organize



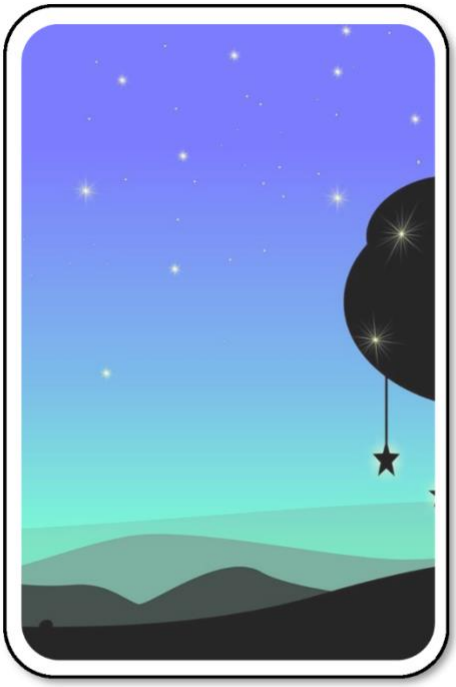
Identify Patterns

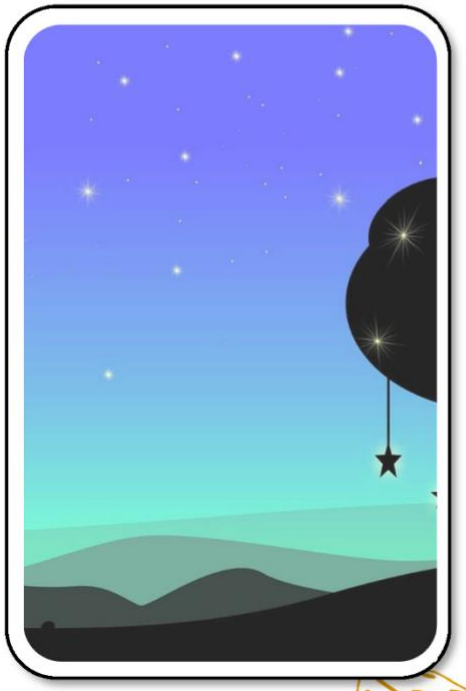


Identify objectives

PensaTIC

BY NC ND



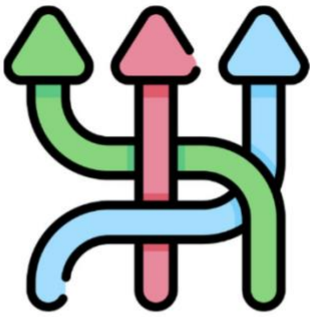


PensaTIC

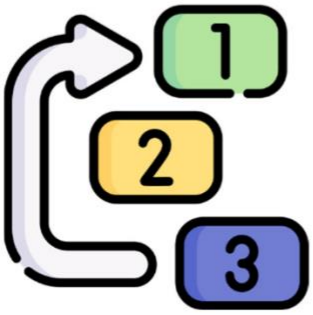
BY NC ND

Applying contents

Evaluate evidence

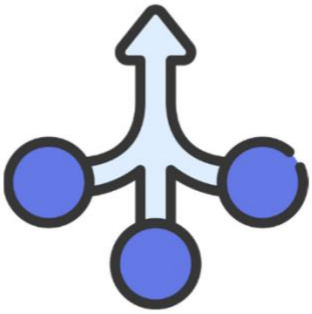


Generate alternatives



Clarify priorities

Identify data



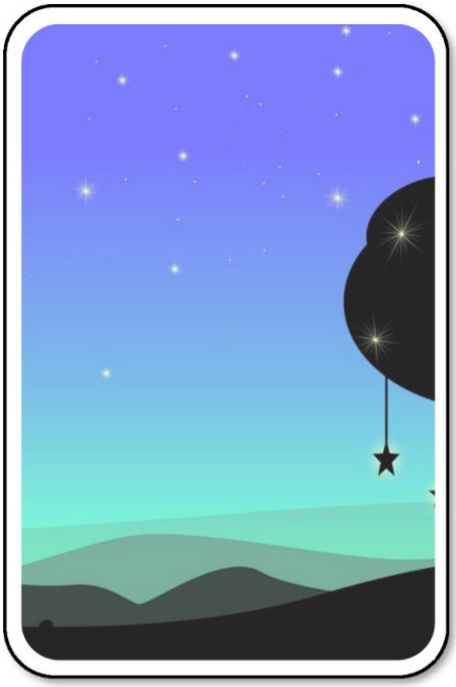
Making generalizations

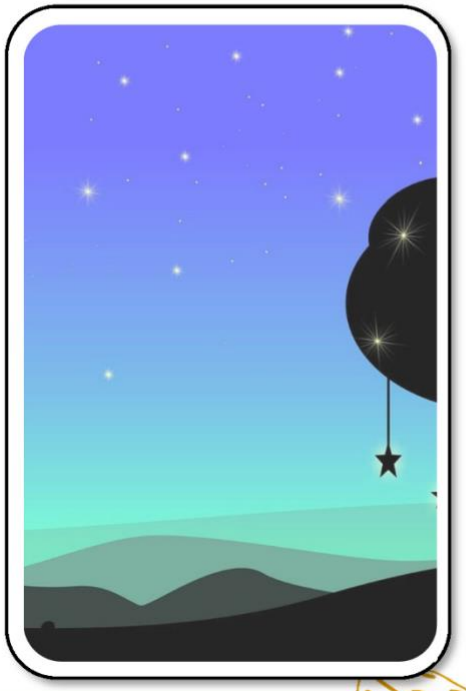
Make predictions

Propose an improvement

PensaTIC

BY NC ND





PensaTIC

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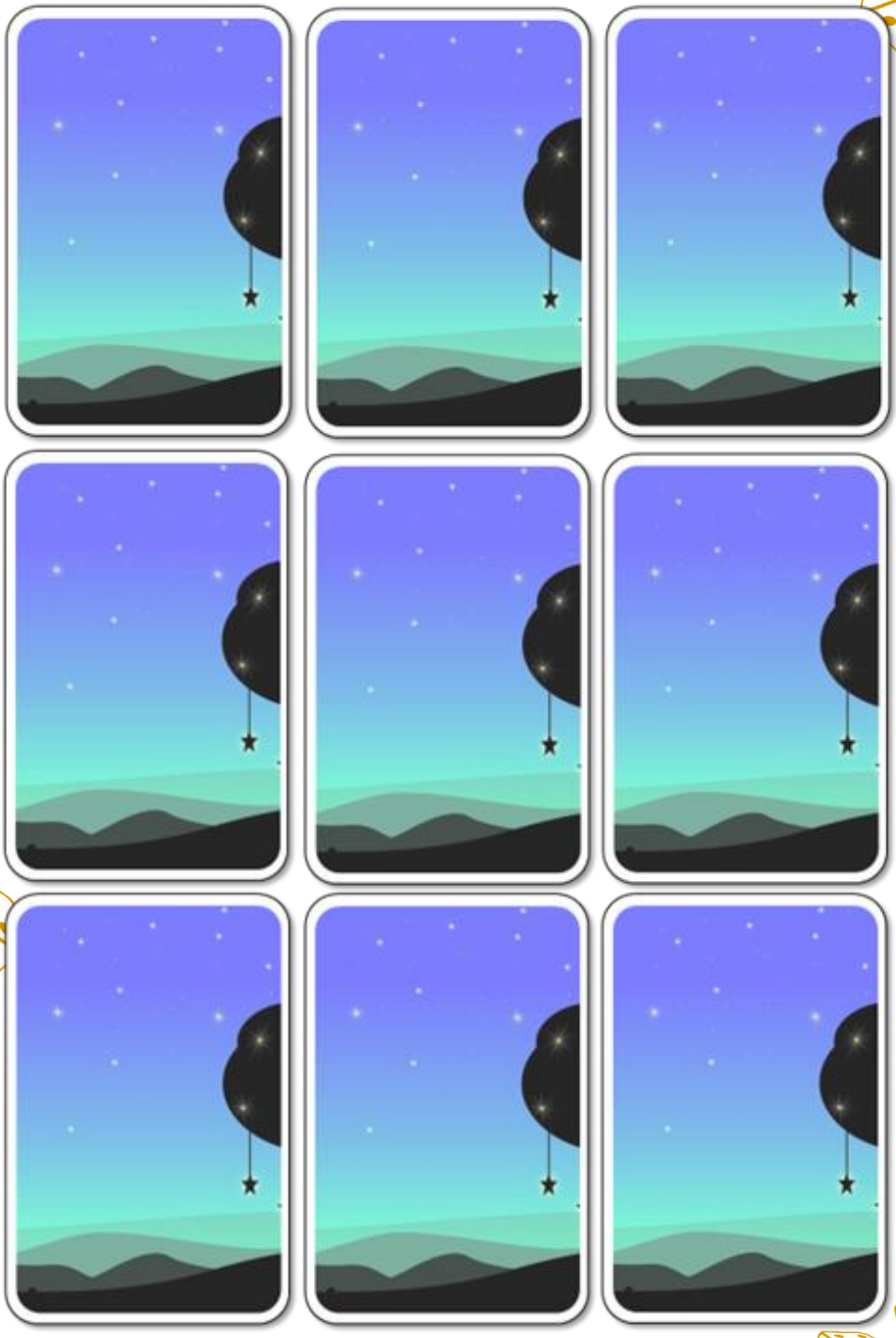

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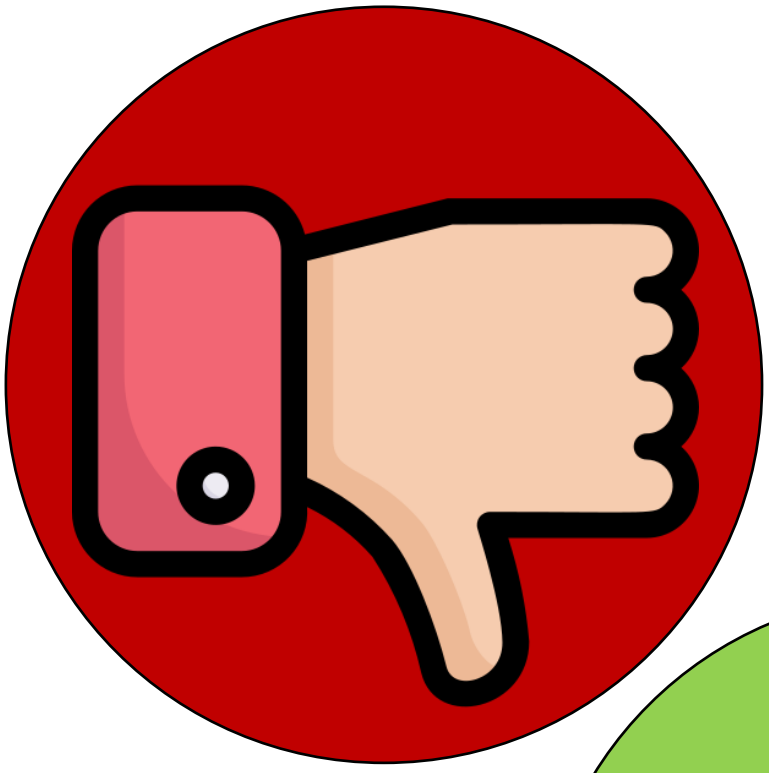

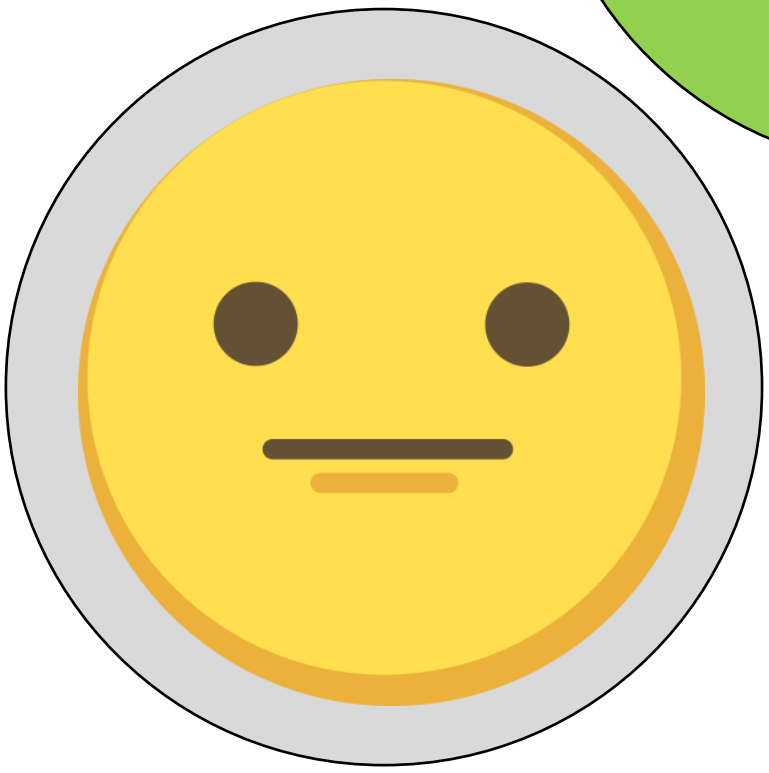

Name of the game: "Thinking Cards"

Objectives of the game:

- Promoting participation in the classroom.
- Contribute to the improvement of our students' metacognition.
- Fostering understanding and deep learning.

Materials needed:

- Thinking Cards.

Instructions:

Thinking cards ultimately aim to generate understanding and develop metacognition but can be gamified to promote student engagement in the classroom. Each card symbolises one of the basic thinking moves for comprehension (*Ritchhart, Church and Morrison, 2014*).

At least 10 copies of the **Thinking Cards** sheet should be printed out, as it is necessary to have a large deck of cards for use in the classroom.

In situations where the teacher is explaining a content, an activity or students are doing a task, the teacher will give cards to those students who participate. Depending on the type of participation in the classroom, one card or another will be awarded. For example, the teacher is explaining what human rights are and a student asks a question related to this content or gives an example of a news item that he/she has read on networks and considers that it is related to human rights. At this point, the teacher will award the "**Ask**" card for a good question or the "**Connect**" card for an example that is related to human rights content.

Scoring system:

The cards can be scored **individually or in groups**, but group scoring is recommended in order to generate a less competitive and thus more inclusive approach.
Each card: +1 point
Extra points can be awarded for cards that are not usually given to students because they are not usually "visible" in the classroom. For example, the "Explain" card is worth 2 points. These extra points are intended to motivate students to put into action the thinking movement of the card that may be more difficult and therefore not easily visible in the classroom.

Game over:

The game does not have a specific purpose, it can be used whenever it is necessary to dynamise a class.

Variant 1: When students are familiar with the dynamics of using the thinking cards, they can **participate in the allocation of cards and points to their classmates**. In this way they are attentive to the participation of their peers and also acquire a greater metacognitive capacity.

Variant 2: A sticker "album" can be made in which the thinking cards are collected as if they were collectable stickers. Extra points are awarded to individuals or groups who complete the whole album.

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [ ] CREATIVITY
- [x] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
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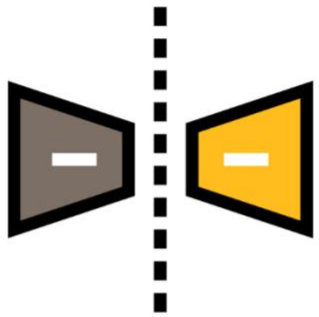
- [x] SELF AND TASK SUPERVISION

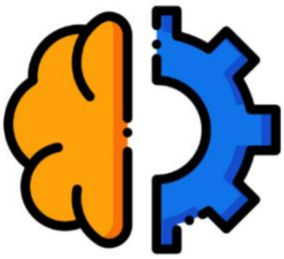
SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

BY NC ND

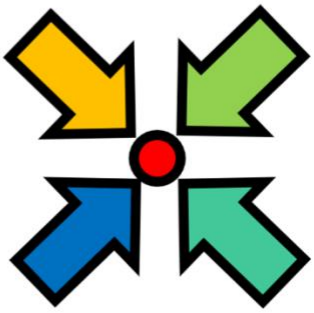


Compare



Reason

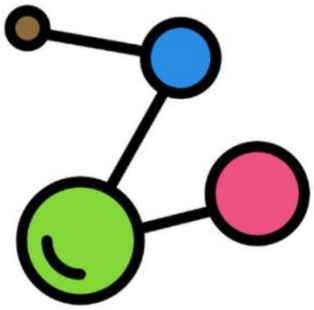
Conclude



Summarize

Explain

Ask

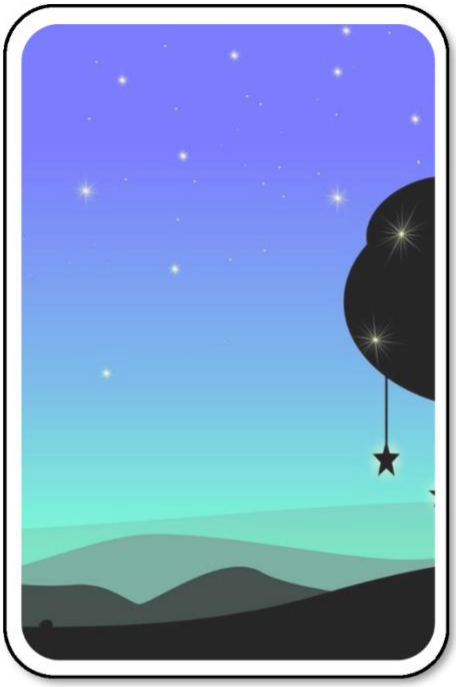


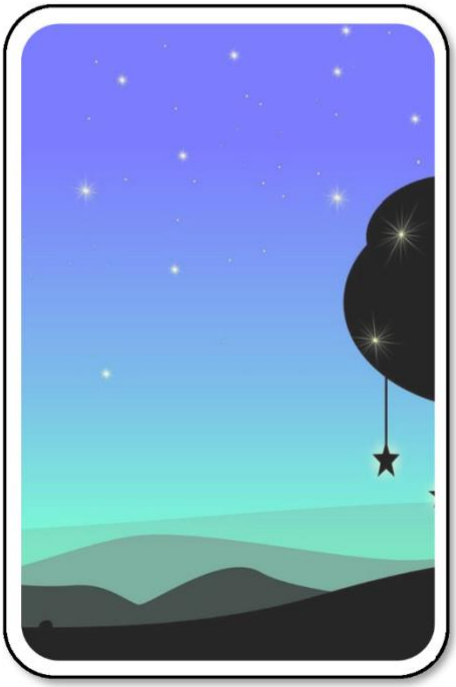
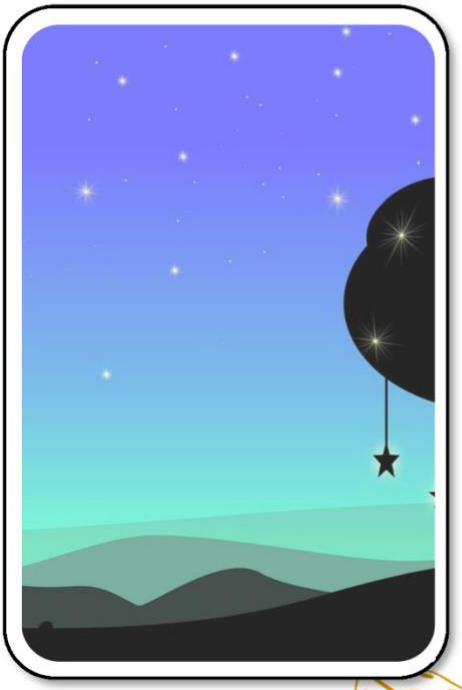
Connect

Take a decision

PensaTIC

BY NC ND



PensaTIC

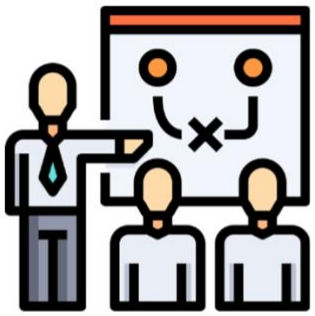
CC BY NC ND

Describe

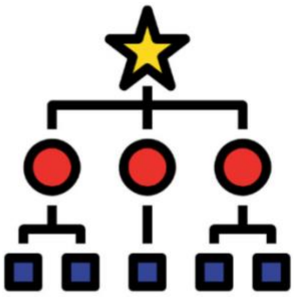
Remember

Consider viewpoints

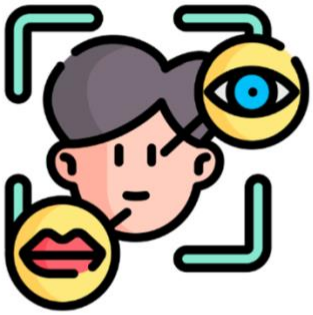
Investigate



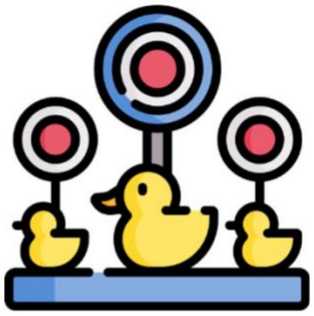
Plan



Organize



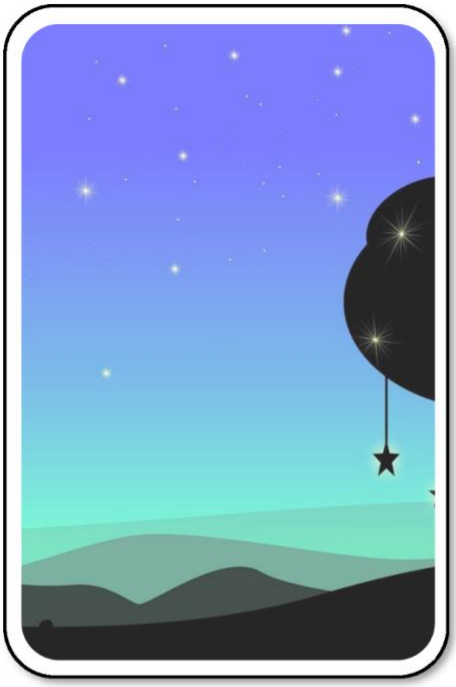
Identify Patterns

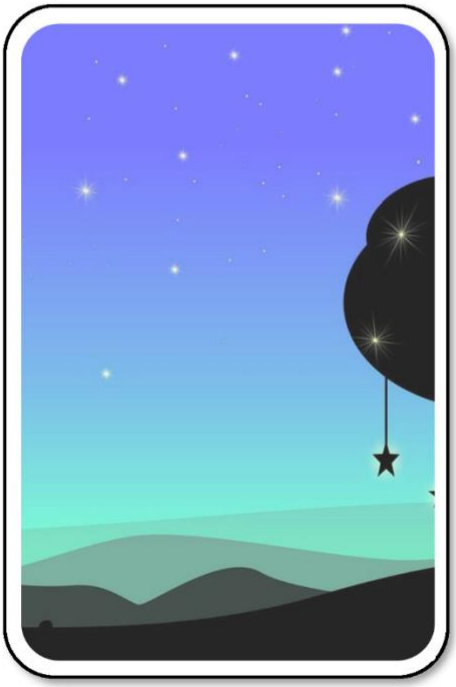
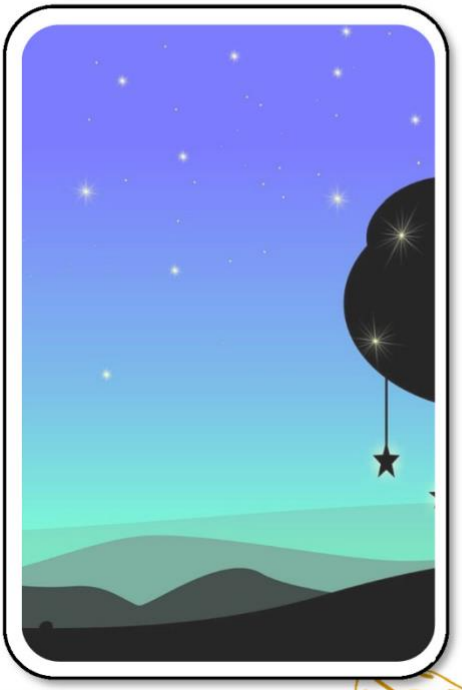


Identify objectives

PensaTIC

BY NC ND



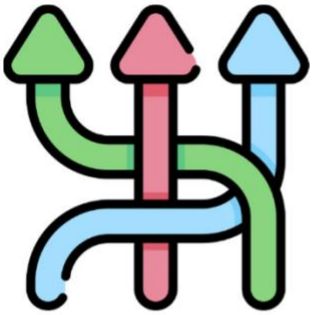



PensaTIC

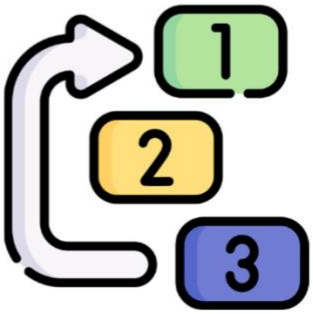
BY NC ND

Implement contents

Evaluate evidence

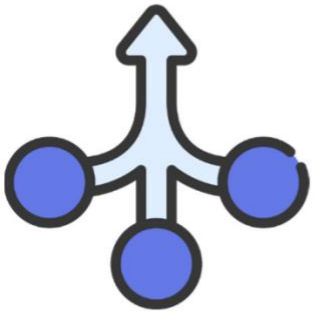


Generate alternatives



Clarify priorities

Identify claims



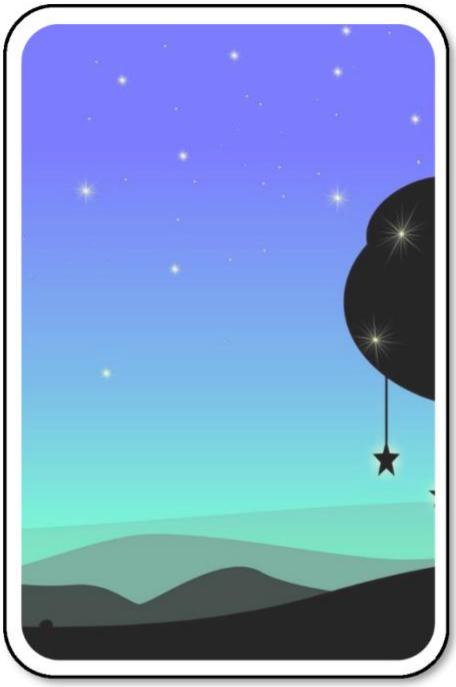
Making generalizations

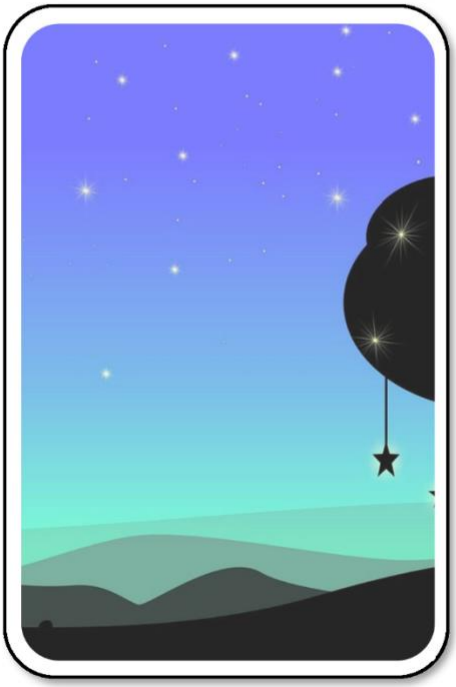
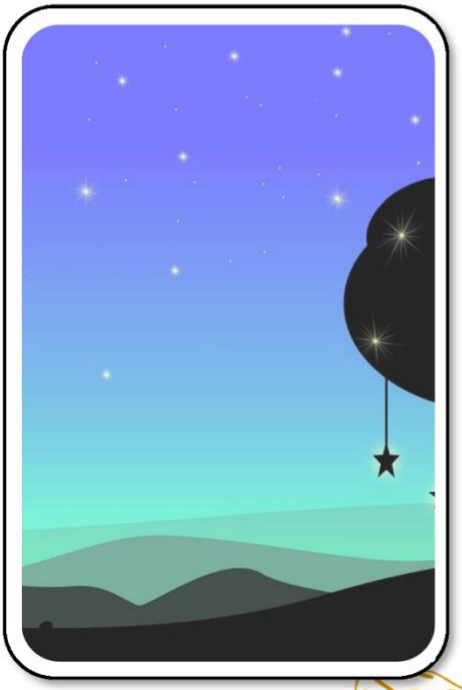
Make predictions

Propose an improvement

PensaTIC

BY NC ND



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BY NC ND

Author

Is the author of the text known? Who is he/she?

illustrations

What do you observe in the illustrations?

Keywords

What are the key words in the text?

Anticipate and predict

What will happen in the reading and what clues do you use?

Prior knowledge

What do you know about the subject of the text before you read it?

Text structure

What kind of text are we going to read? What makes you say that?

Read diagonally

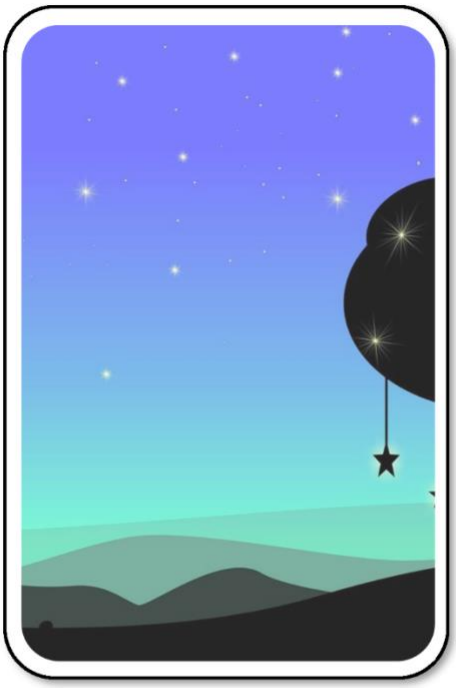
I do a quick reading to find out "more or less" what it is about.

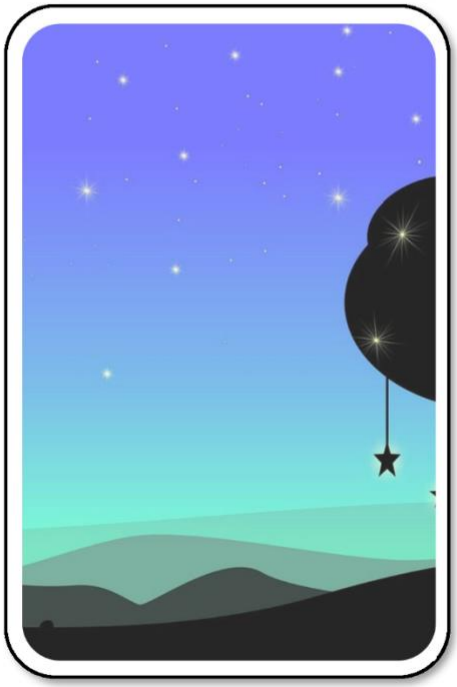
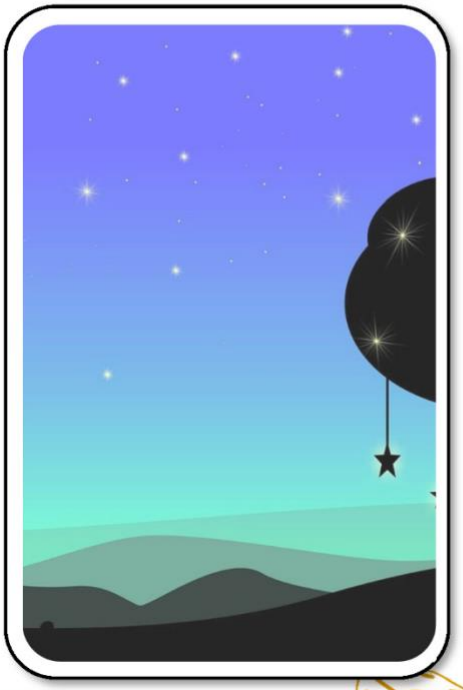
Search for information

I do some quick reading to look for information.

PensaTIC

BY NC ND



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Clarify words or expressions

What is...? It's... What does it mean...? It means...

Re-read

I read again for a better understanding.

Connecting parts of the text with reality

What is the relationship between...?

Infer

Infer information not found in the text read.

Ask

I ask questions from the information in the text.

Inventing a title

What title would you give to this text?

Learning

What have you learned from reading?

Review predictions

Has what was thought to have happened?

PensaTIC

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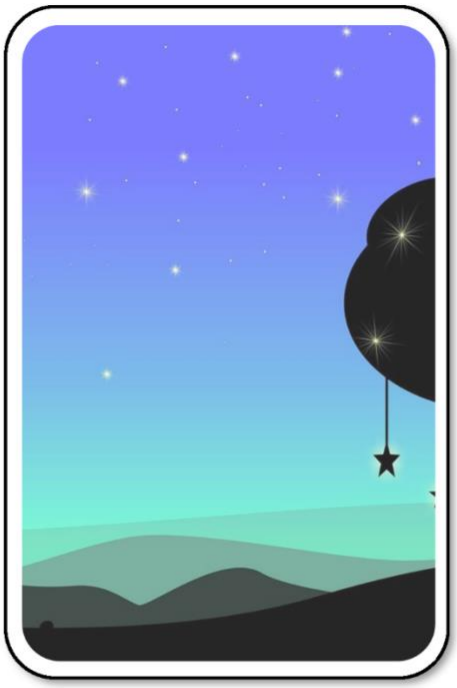

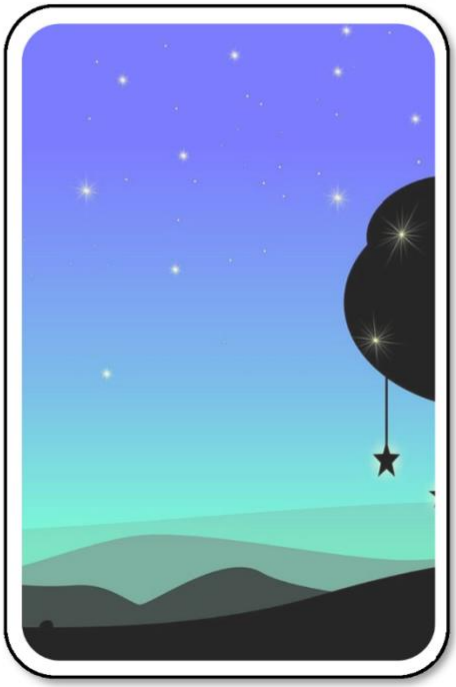
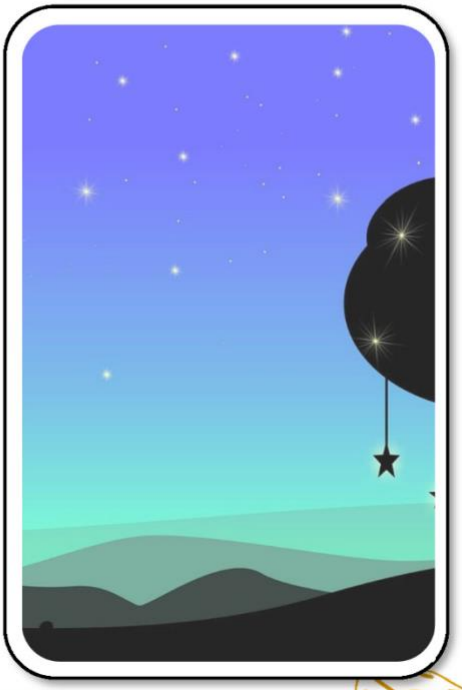

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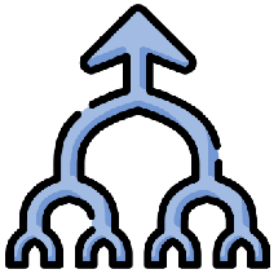


Summarise

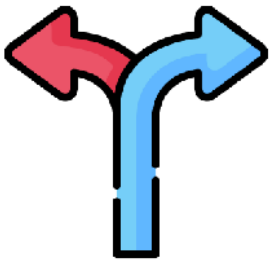
Synthesise the text read.

Main idea

What is the main idea of the reading (or ideas)?

Self-assessment

How much did I understand from the reading?



In other words

How would you explain it or put it in other words?

View

Imagine what you read to understand it better.

Locate the title

What is the title?

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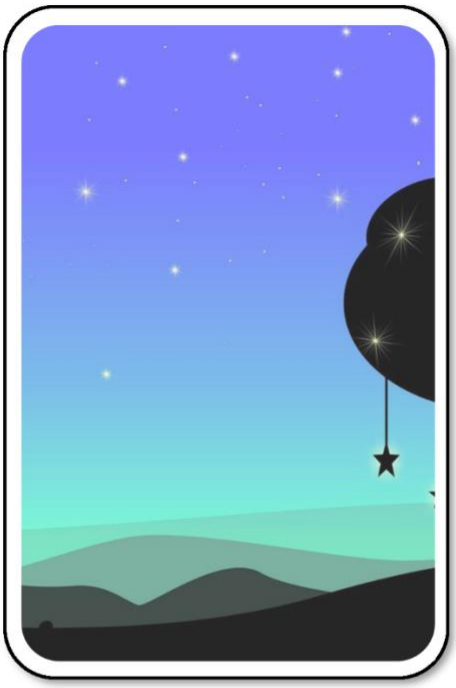
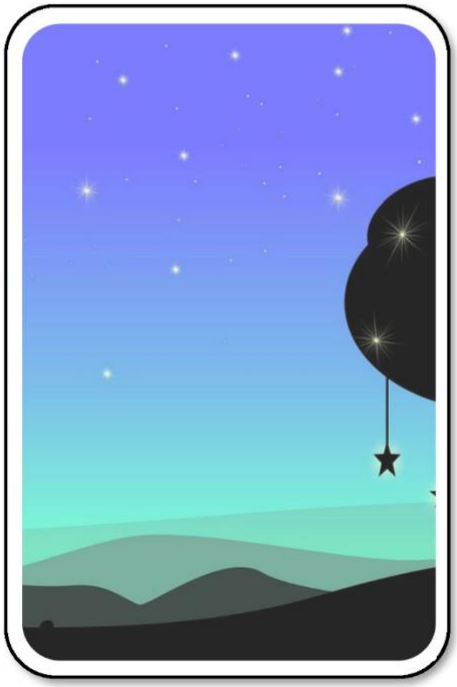
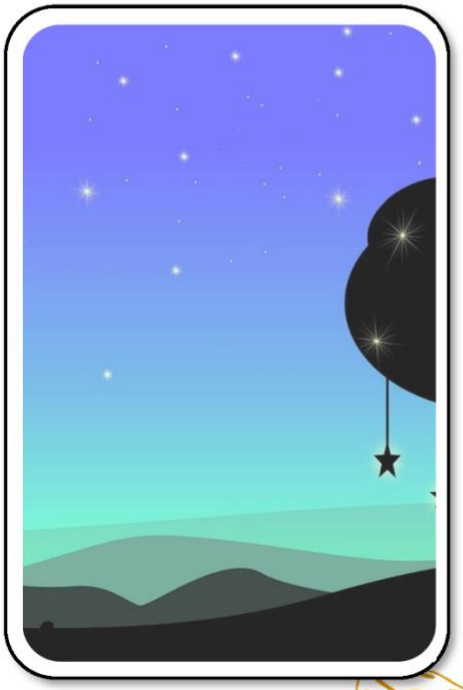


PensaTIC

Name of the game: "Tic Tac Toe"

Objectives of the game:

- Practice the verb to be in sentences

Materials needed:

- Thinking Cards.

Instructions:

Students, in pair, practice the agreement between subject and the adequate form of the verb to be.
To place a counter in a place, the student has to say/write a sentence with the apropriate form of the verb be.

Punctuation:

When the student say/write down a correct sentences, s/he can place the counter in the chosen place. If the sentence is wrong, s/he cannot place the counter and finishes her/her turn.

End of game:

The game finishes when one player has three counters in line (the line can be horizontal, vertical or diagonal.

Variation:

The tic-tac-toe board games can be modified depending on the students' needs. The first one is basic, whereas the second is more difficult because the subject is not a pronoun.

Each round can be devoted to one type of sentence (affirmative, negative, interrogative).

CC BY NC ND

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [ ] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [ ] PLANNING AND ORGANISATION
- [ ] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [x] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [ ] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

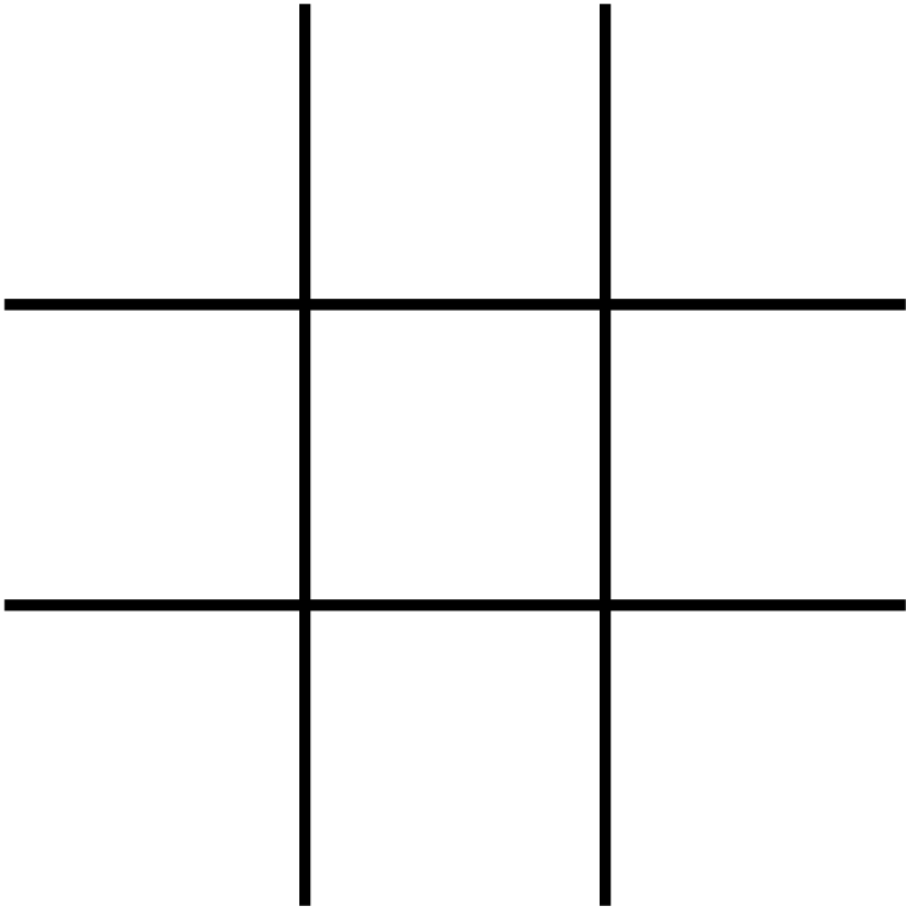
CC BY NC ND

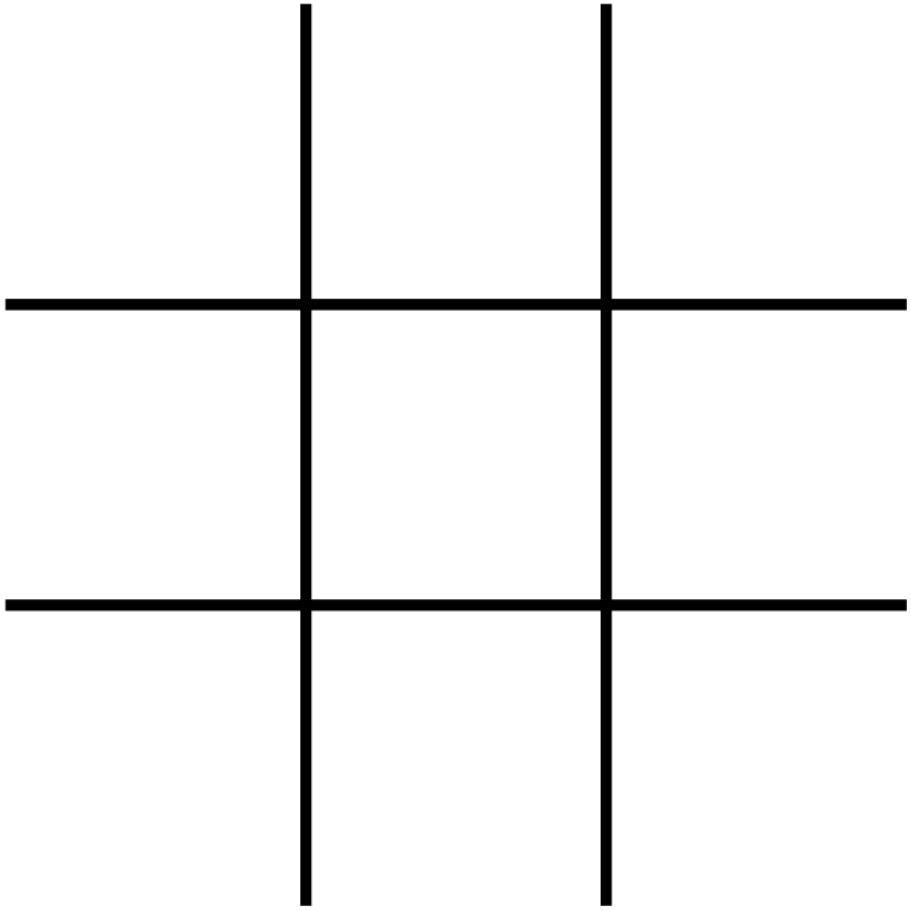
TIC TAC TOE

The teacher	Some of my friends	Those cars
My city	You	Your brother and you
Rosalía	The dogs	I

I	He	They
My house	You	Pete and Mary
It	The dogs	She

TIC TAC TOE





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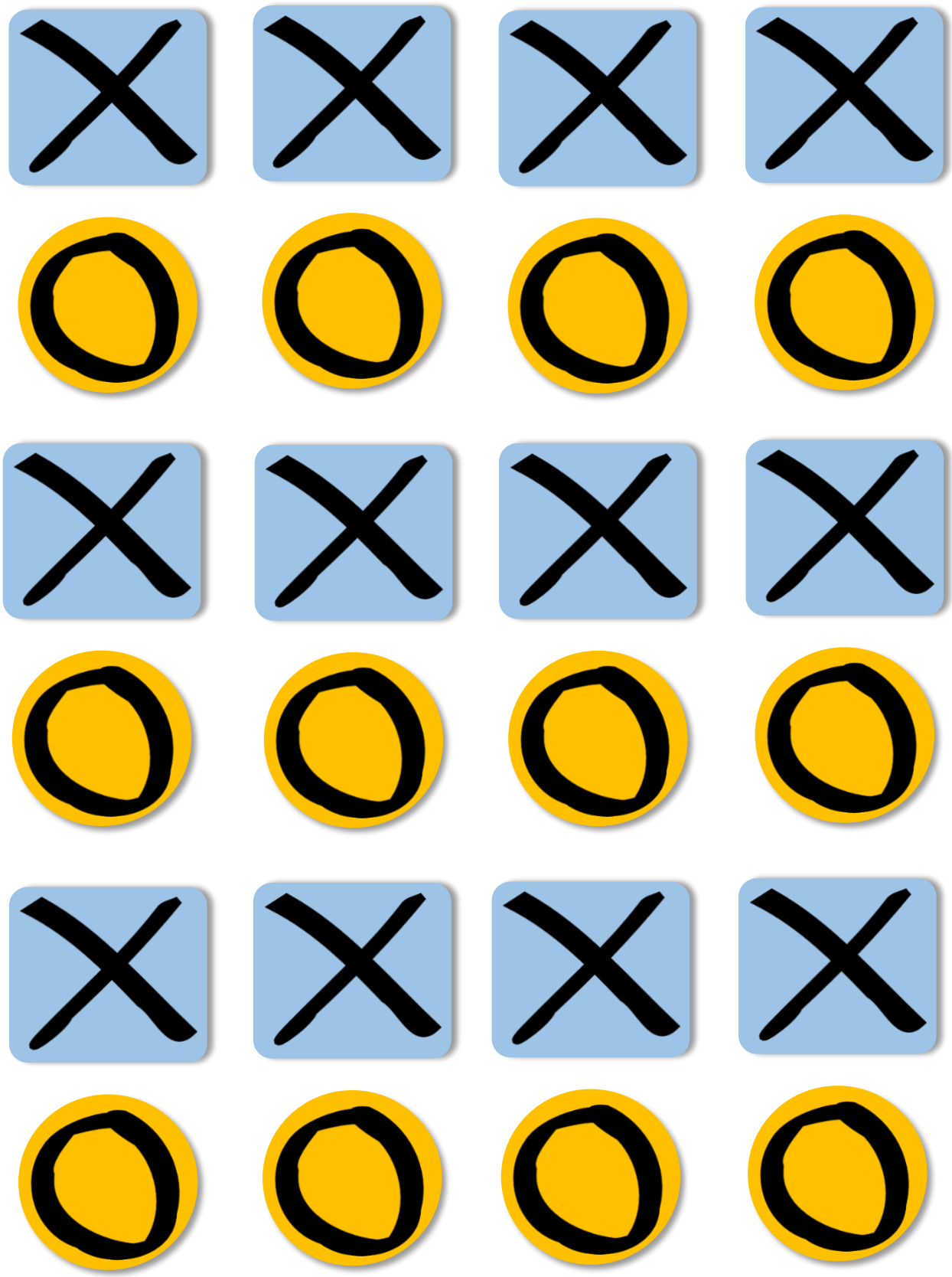


Name of the game: "Battleroad"

Objective of the game: Practice the structure of the verb have got.

Materials needed:

- Two boardgames (one for each student)

Instructions:

Students have to hide six ships in the grid. Then, they will ask their partner questions to know where the ships are. If s/he guesses the position, the partner will say hit or hit and sunk.

The ships are:

- 1 red truck: 3 boxes
- 2 blue vans: 2 boxes
- 3 yellow cars: 1 box

Examples of questions:

- Have _____got a _____?
- Has_____ got a_____?

Examples of answers:

- No,_____haven't/hasn't.
- Yes, _____have/has.

Scoring system

- 1 red truck: 3 points
- 2 blue vans: 2 points
- 3 yellow cars: 1 point

End of the game

The student who finds all the ships wins.

Variants:
This game can be played using affirmative sentences instead of interrogative sentences. Also, the nouns that appear in the horizontal part line can be changed to vary the sentences.

CC BY NC ND

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [ ] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [x] PLANNING AND ORGANISATION
- [ ] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [x] EMPATHY
- [ ] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

CC BY NC ND

BY NC ND

BATTLEROAD (have/has got)

YOU									
SHE									
HE									
THEY									
WE									

YOU									
SHE									
HE									
THEY									
WE									

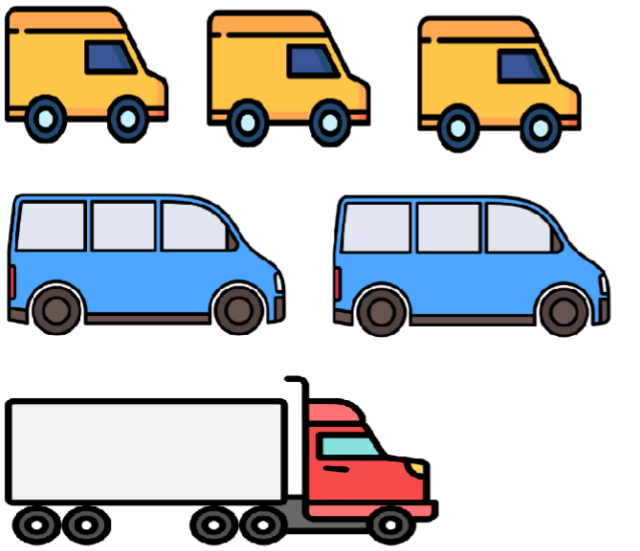
CC BY NC ND

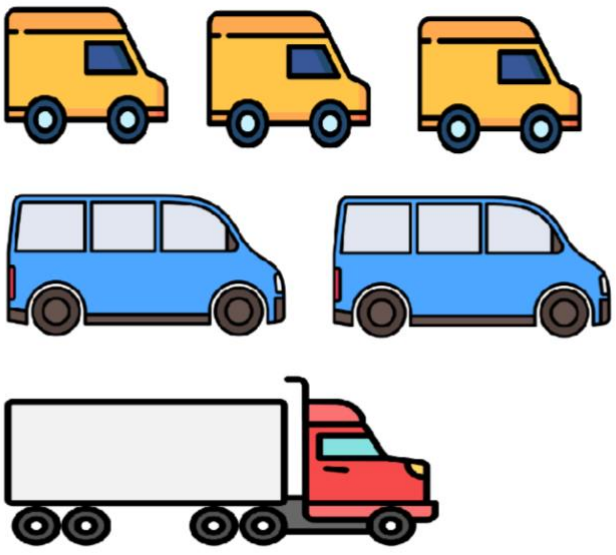
BATTLEROAD (have/has got)

YOU									
SHE									
HE									
THEY									
WE									

YOU									
SHE									
HE									
THEY									
WE									

BATTLEROAD (have/has got)





Name of the game: "Coloured cones"

The game is an adaptation of the board game "Speed cups". The objectives, materials and instructions for this adaptation are explained below.

Objective of the game:

- To put different contents into practice in a dynamic way.

Materials needed:

- Deck of coloured cone cards.
- Blank pack of cards to add condition to win the point.
- Coloured cones (one per player). Disposable cups decorated with the colours of the cones can be substituted.
- Ring, bell or substitute app.

Instructions:

First of all, teams of 4 or 5 people will be formed. This can be done randomly by assigning a number to each person and then grouping those numbers into teams, planned by the teacher, or freely for each student to group with partners of their choice. Each group will receive a deck of coloured cone cards, one set of coloured cones per player and a deck of condition cards for the point.

To prepare for the game, the players first write the words for the point condition on the deck of blank cards. For example, "table" to perform its morphological analysis, a "mathematical equivalence" to check if it is correct, etc.

Next, the packs of cards are placed in the centre of the playing area face down, and each player must have his or her coloured cones ready.

To start the game, turn over a card from the deck of coloured cones (so that it is visible to all players). Quickly all players have to arrange their coloured cones according to the figures that can be seen on the card.

The fastest player has to ring the bell. If the order is correct, the condition card for the point is turned over (so that it is visible to all players) and the player must solve the challenge. If the order is not correct there will be a bounce, in which case the next fastest player to press the buzzer will start the process again (check the organisation of the cones and solve the challenge card to get the point). The player who has solved the challenge will keep the scorecard.

Scoring system

The number of scorecards held by each player shall be counted.

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Dispute settlement

Any disputes in the resolution phase of the challenge will be resolved by the teacher.

End of the game
The game ends when the deck of condition cards for the point is finished.

Example of the application of the game in the area of language:

The blank cards are filled in with words of different types in order to be analysed morphologically (nouns, adjectives, adverbs and/or determiners; for example, table, red, flock, beehive, crisp, big, yesterday, soon, the, third...) or, on the contrary, the type of word is reflected on the card: nouns, adjectives, adverbs or determiners (several of these can be made) and the students must name an example.

cc BY NC ND

PensaTIC

TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [x] TROUBLESHOOTING
- [ ] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [x] SELF-REFLECTION
- [ ] PLANNING AND ORGANISATION
- [ ] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
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- [x] ETHICAL DECISION-MAKING

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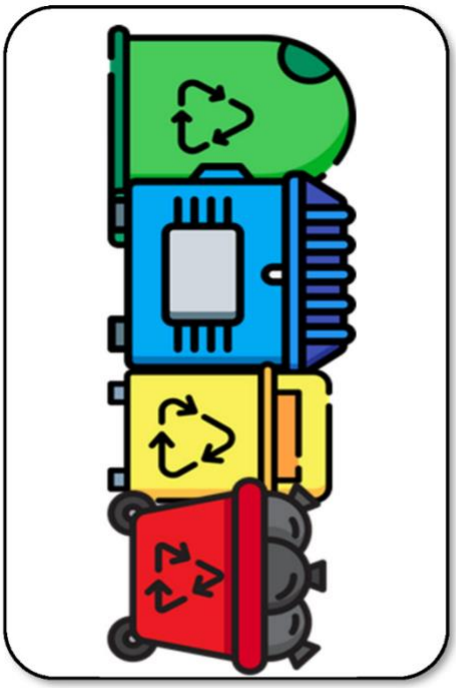

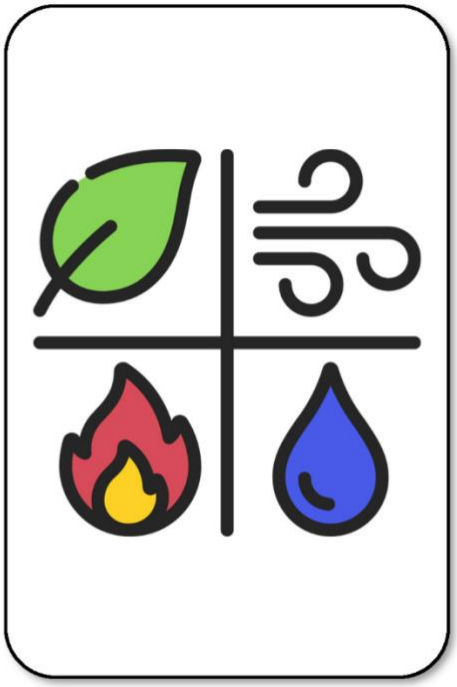

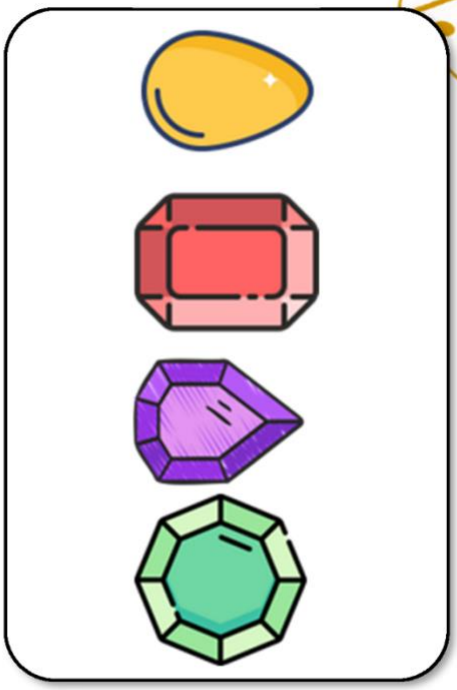

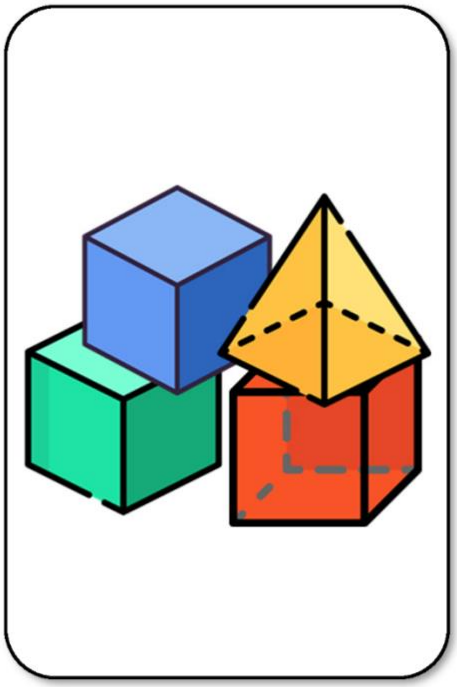

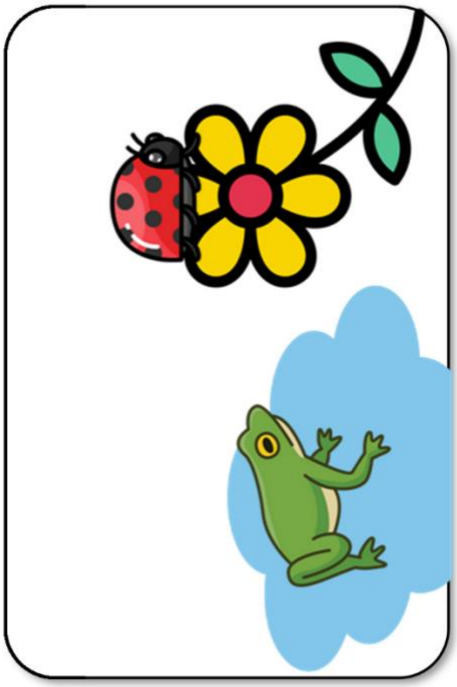

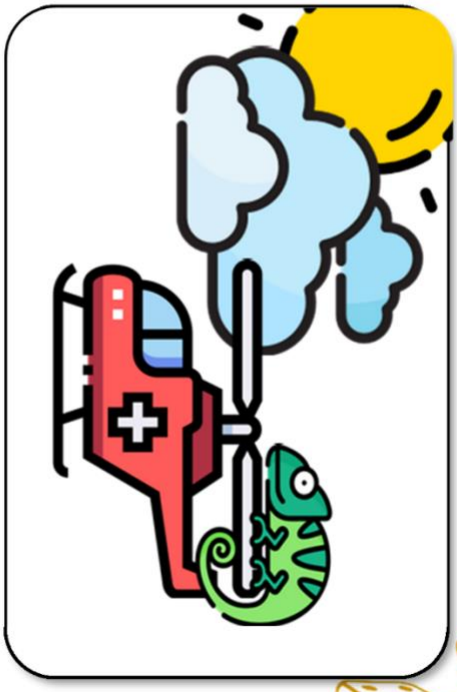

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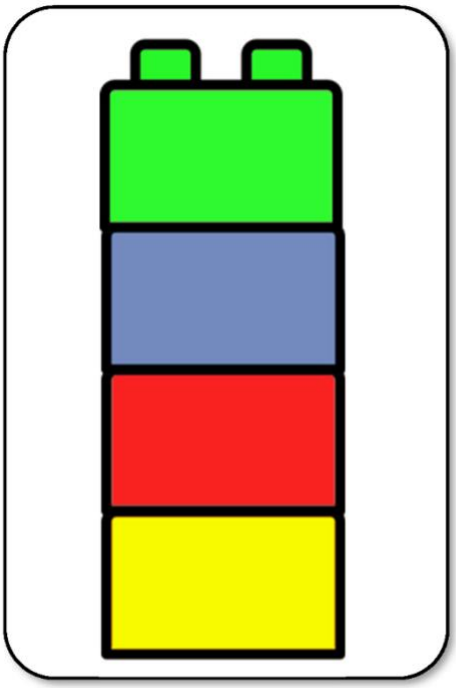

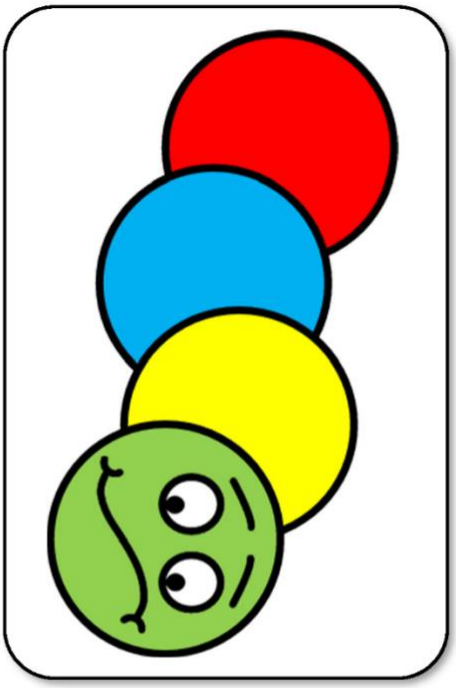

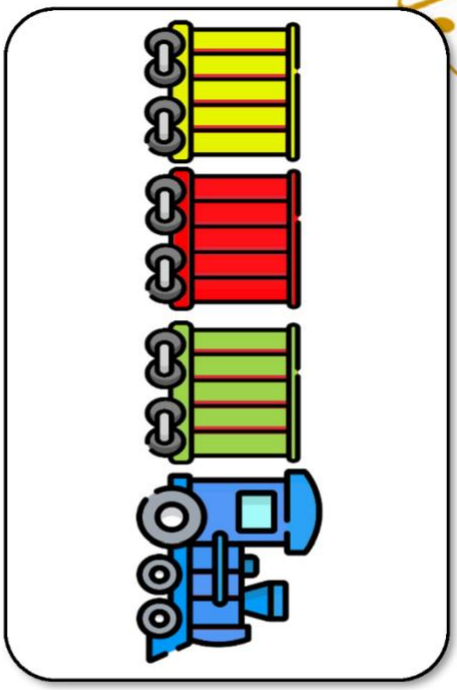

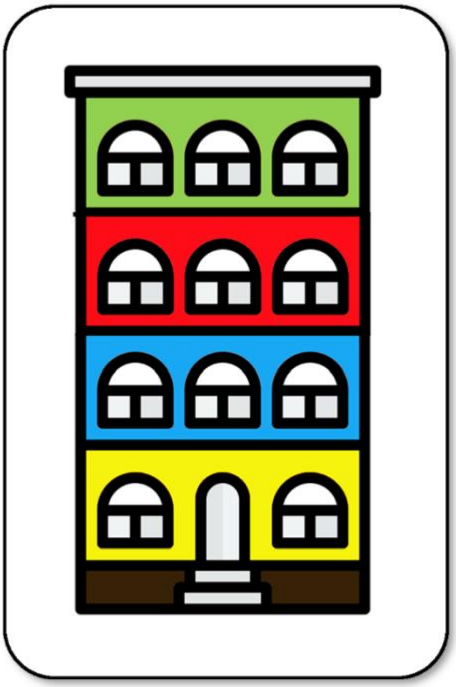

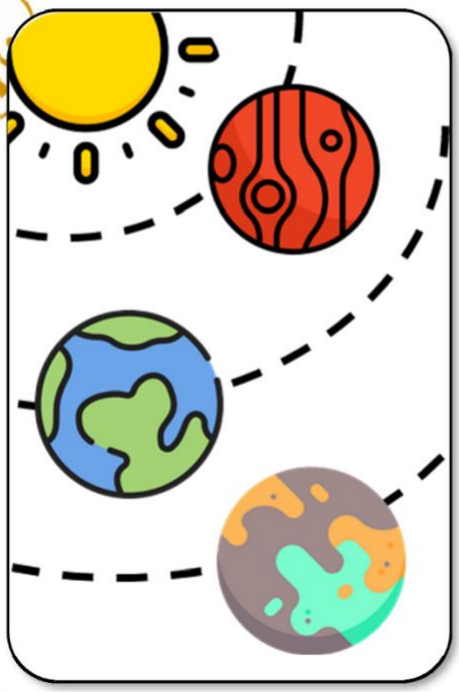

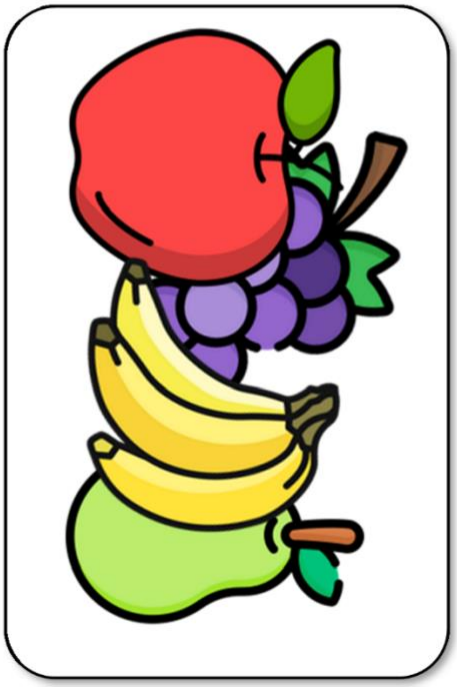

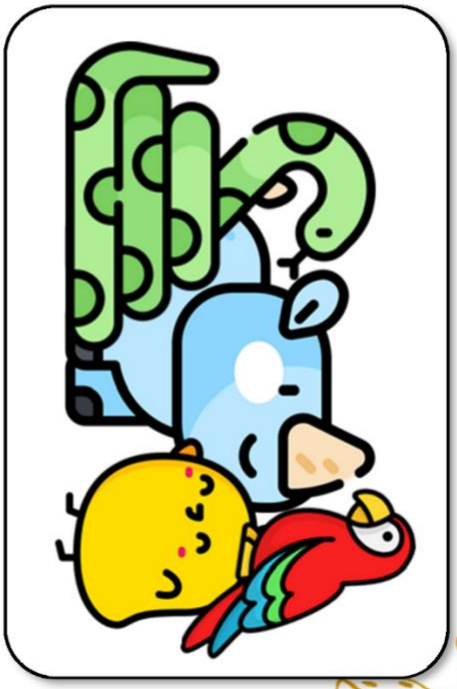

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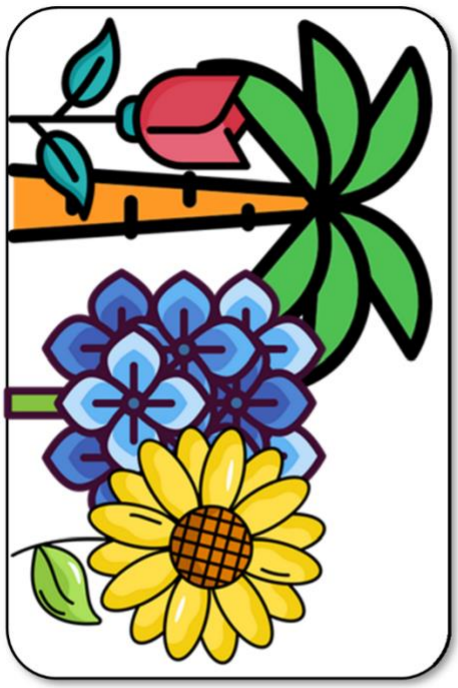

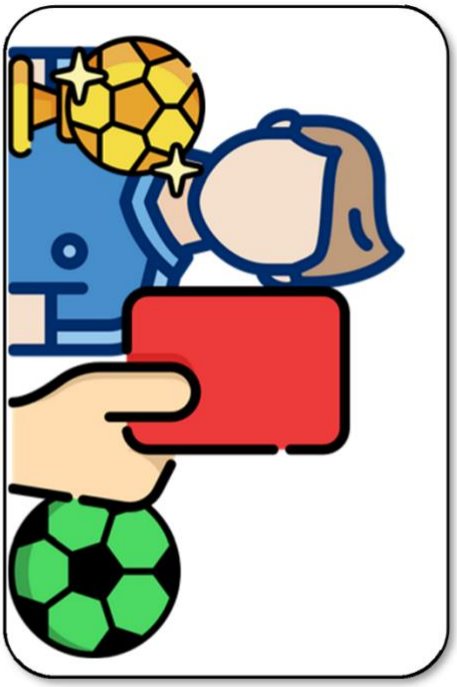

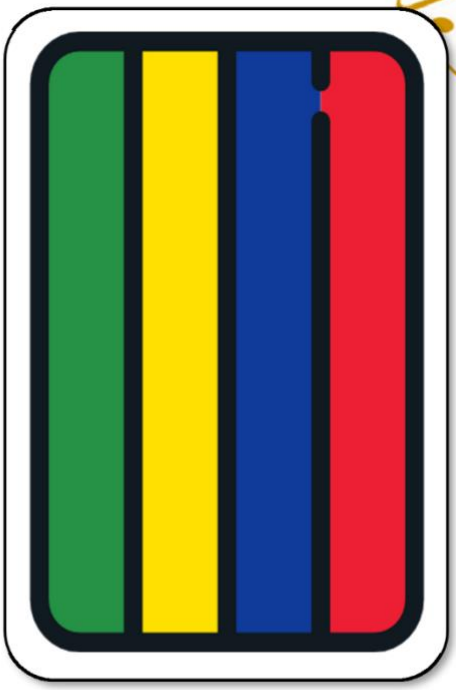

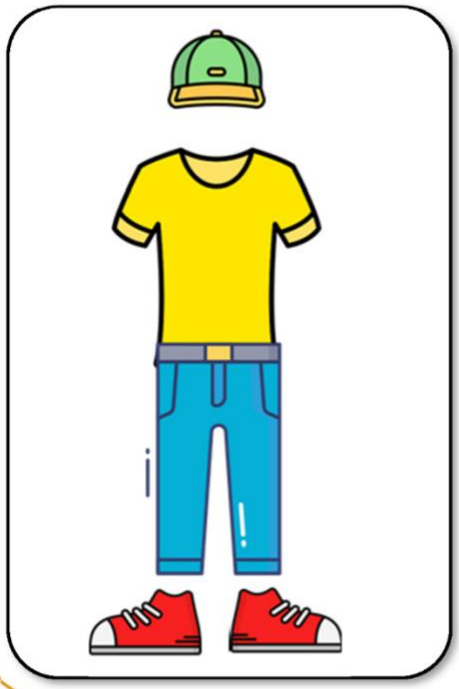

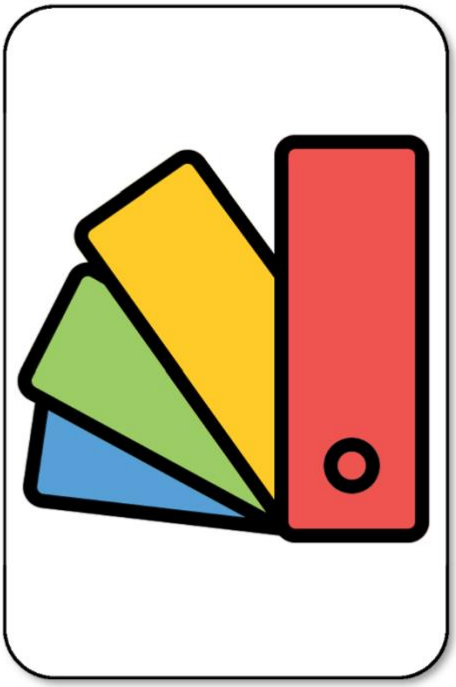

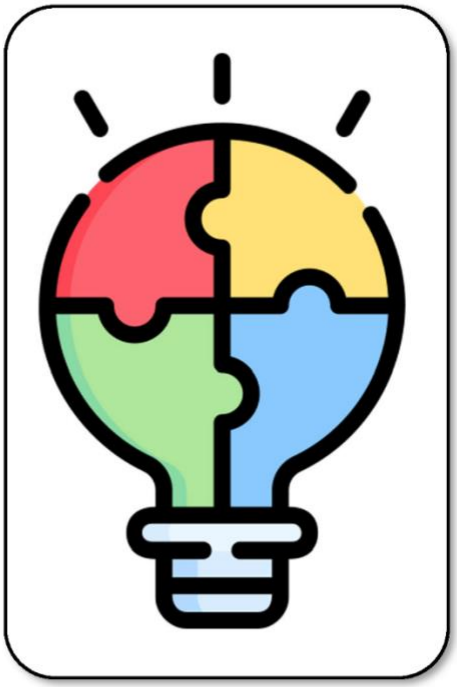

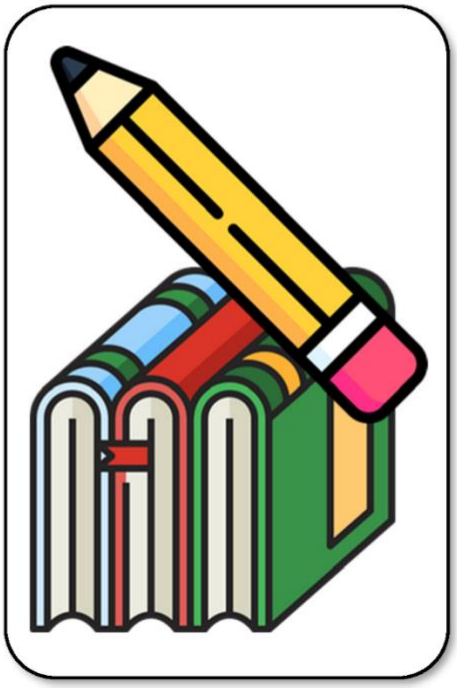

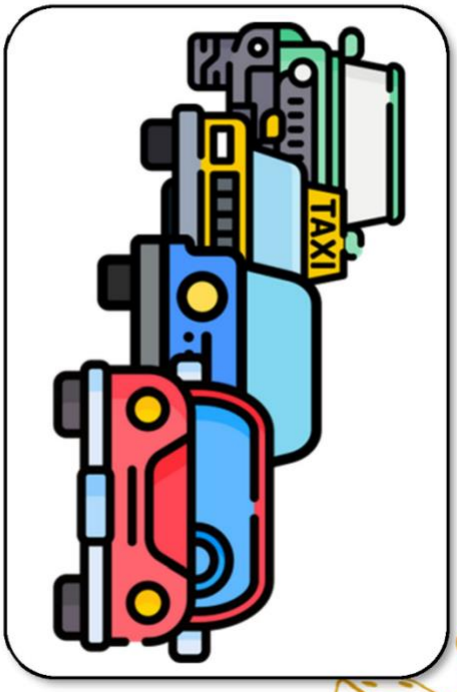

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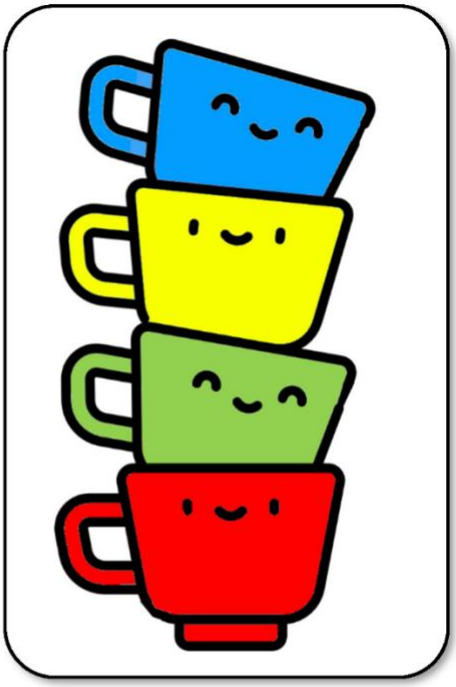

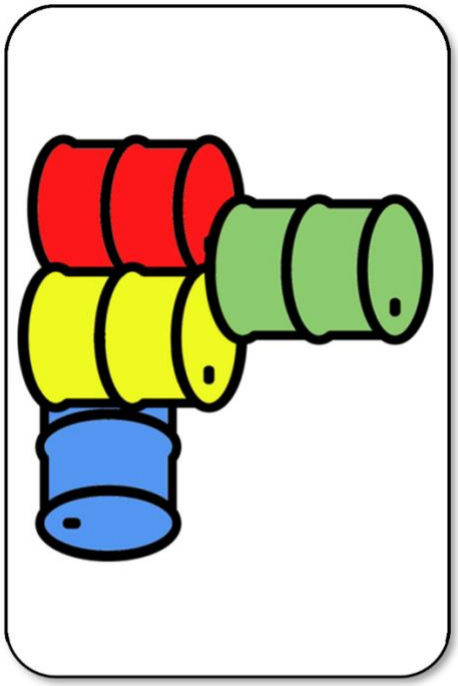

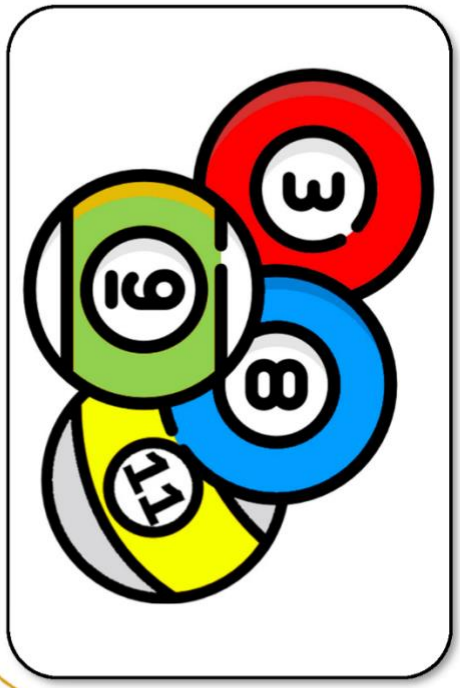

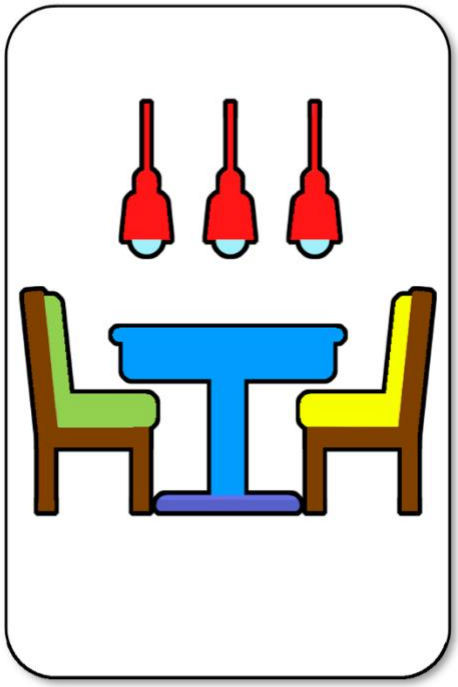

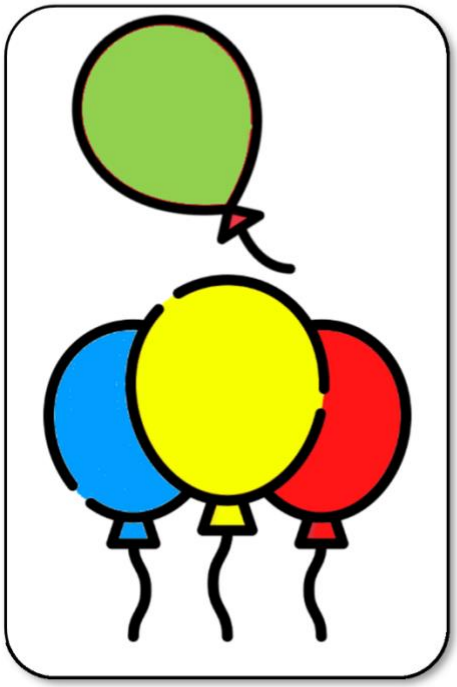

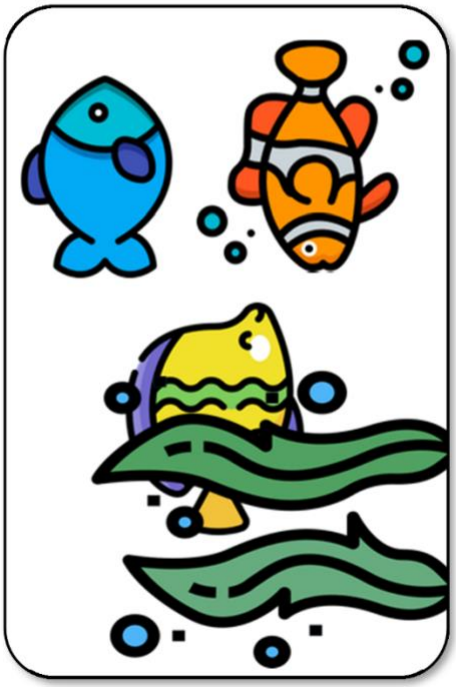

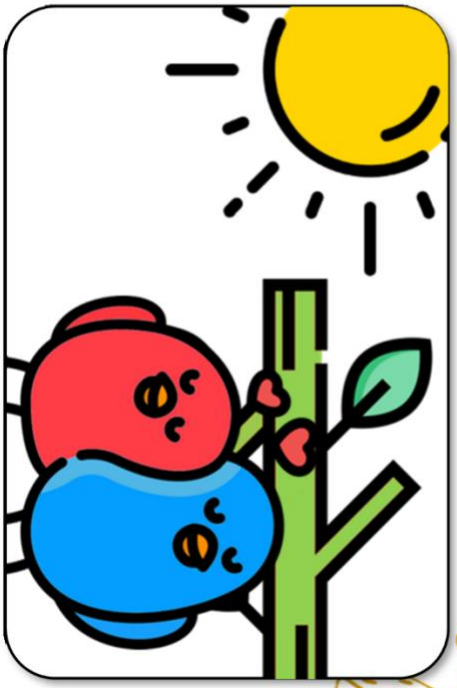

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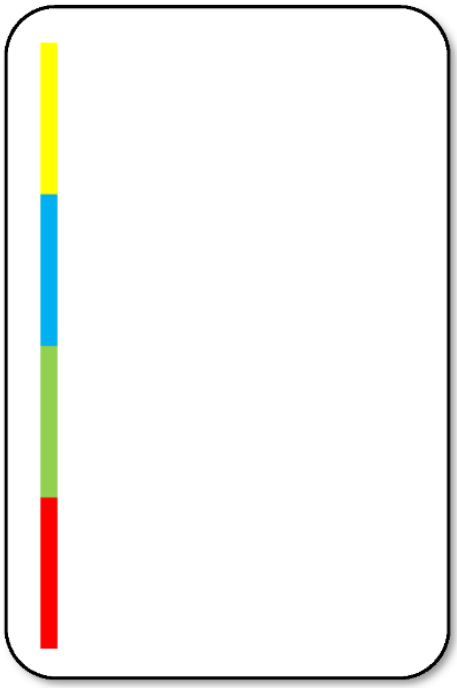
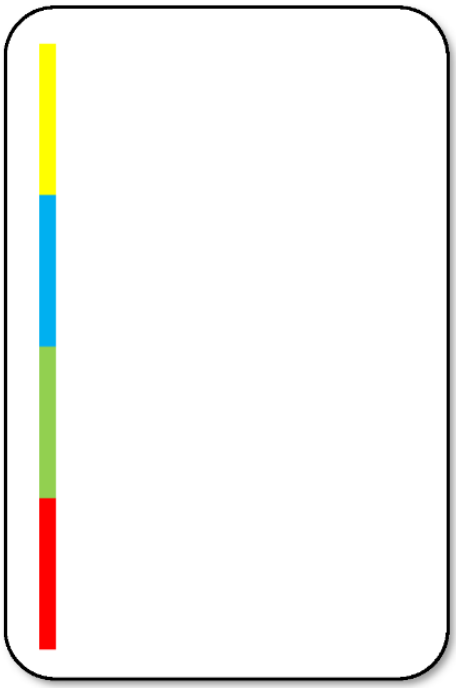
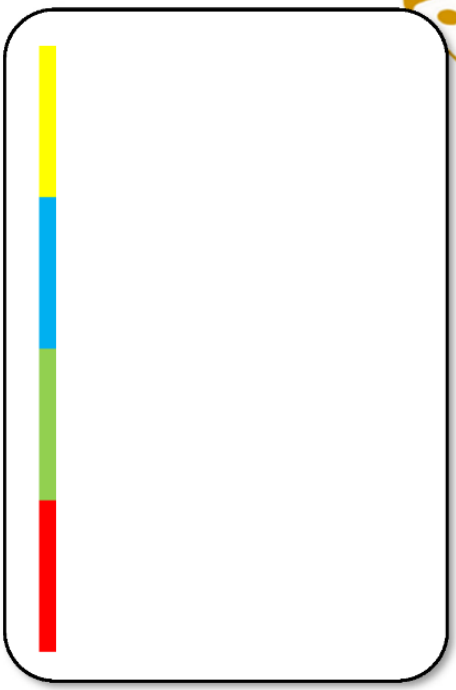
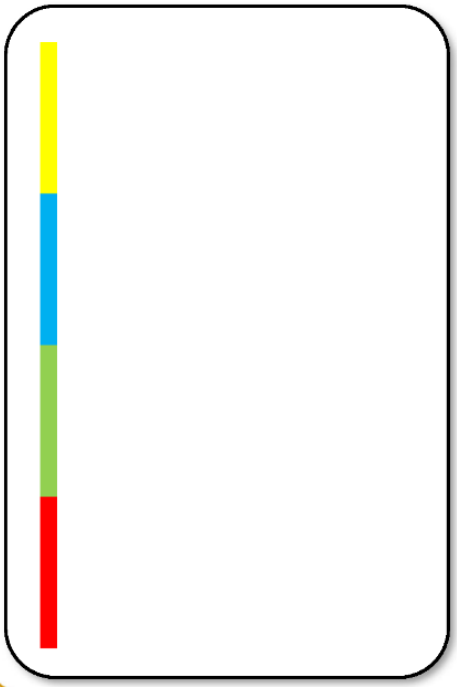
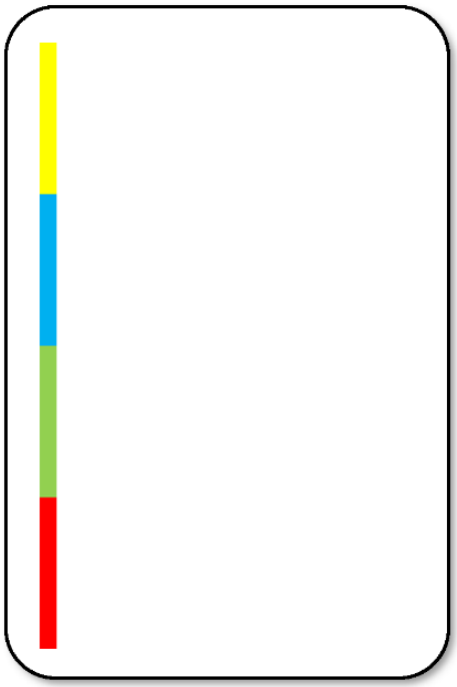
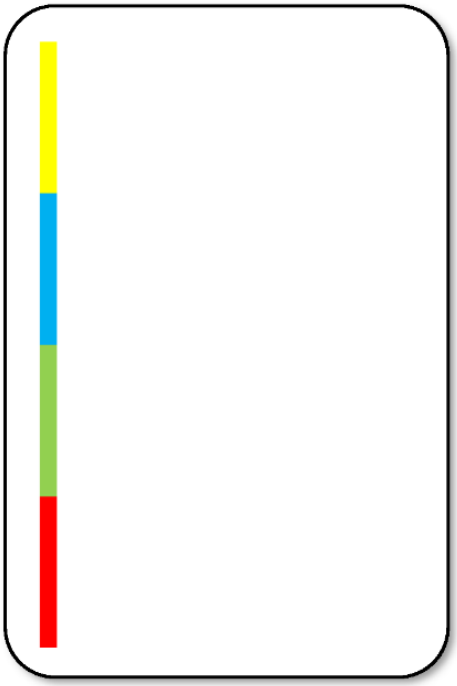
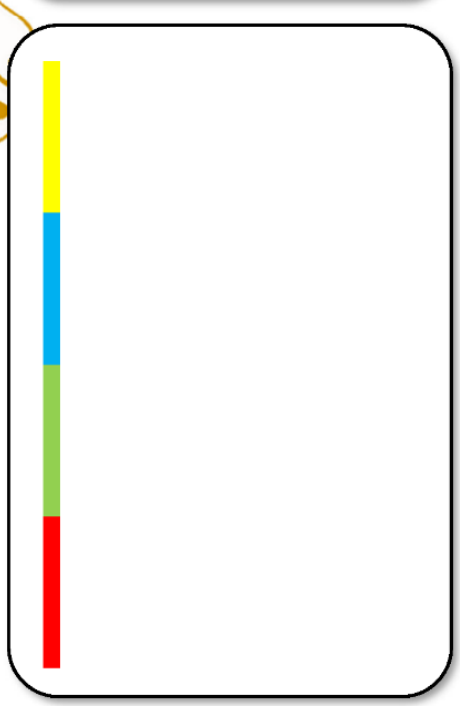
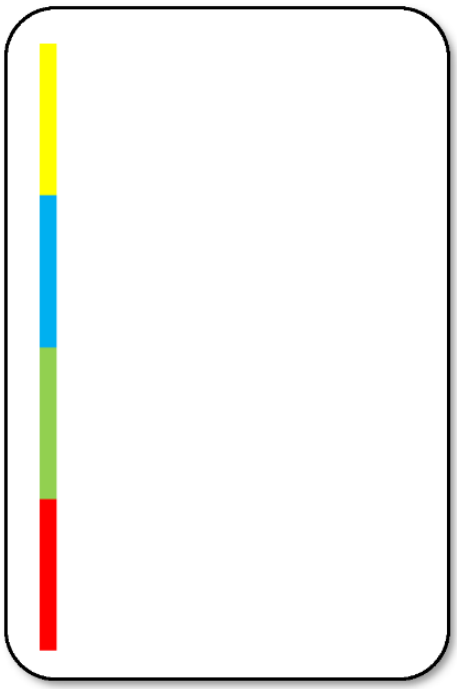
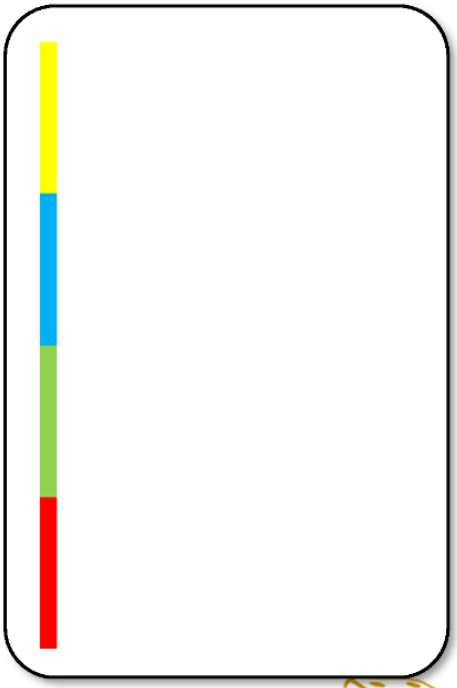

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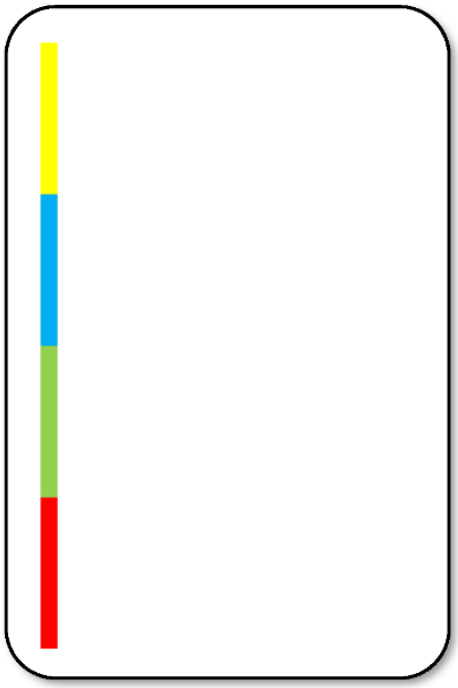
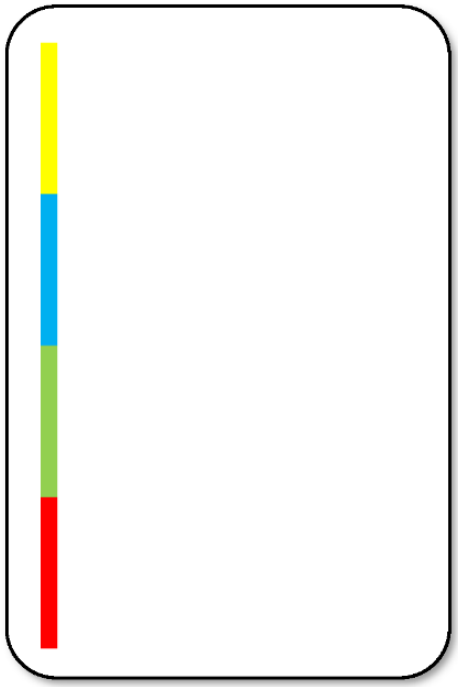
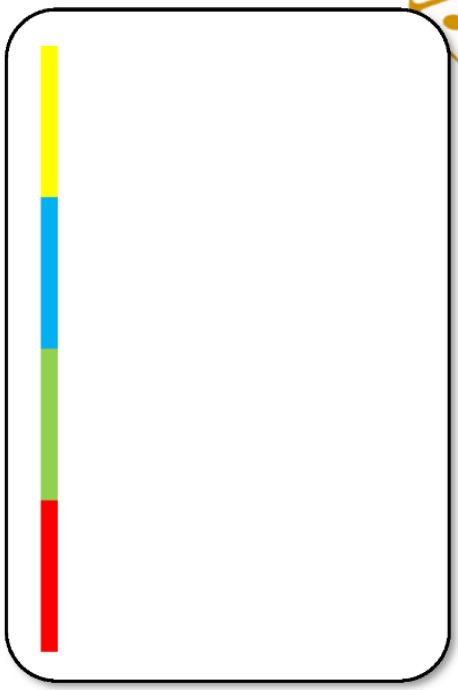
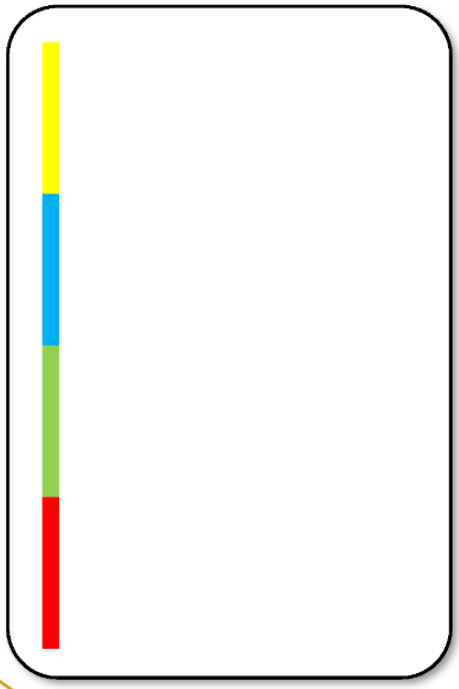
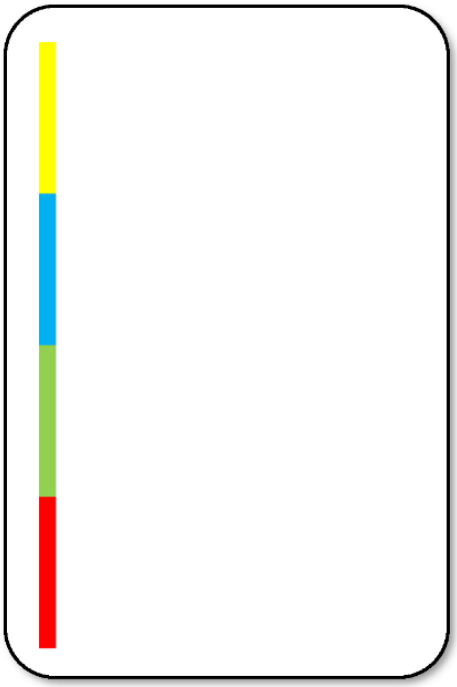
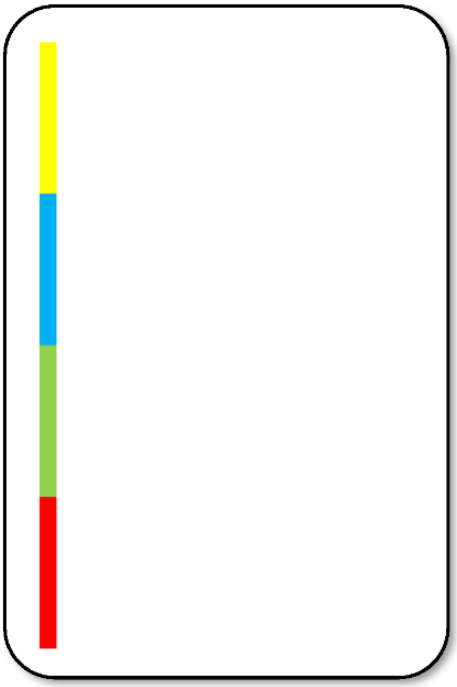
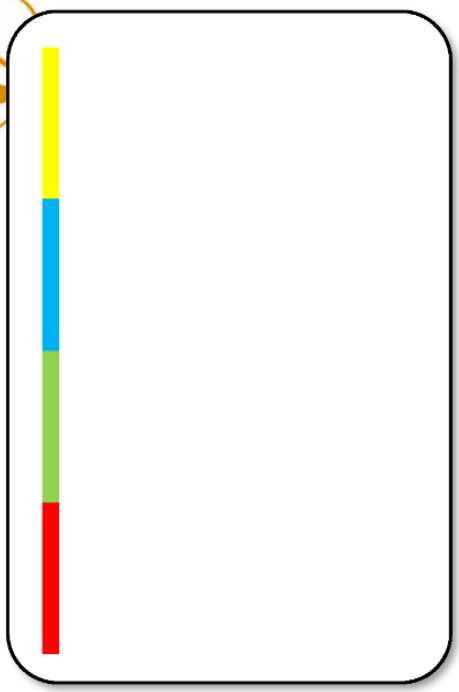
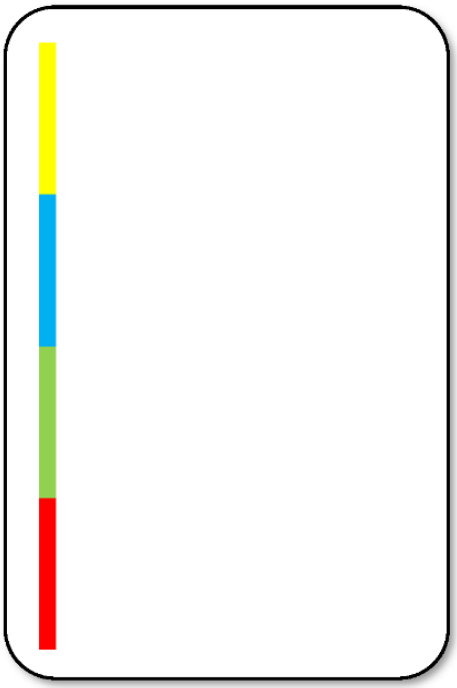
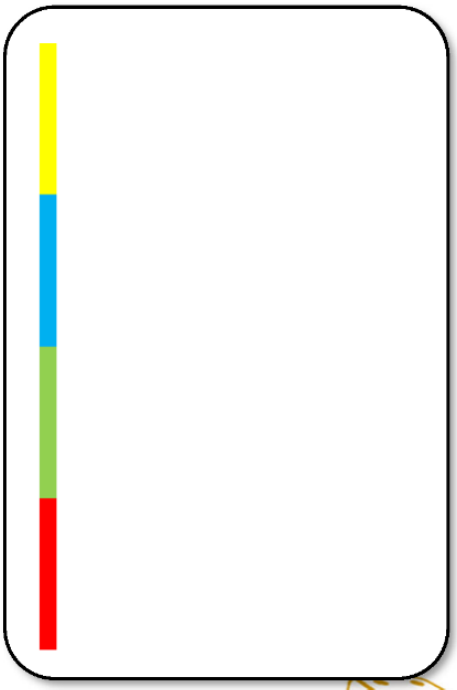

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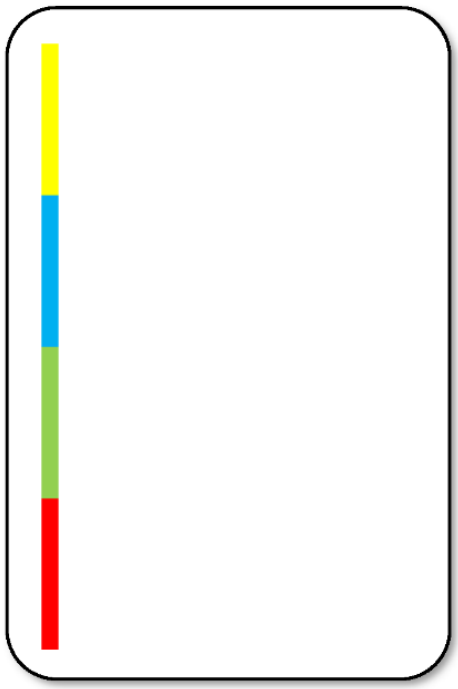
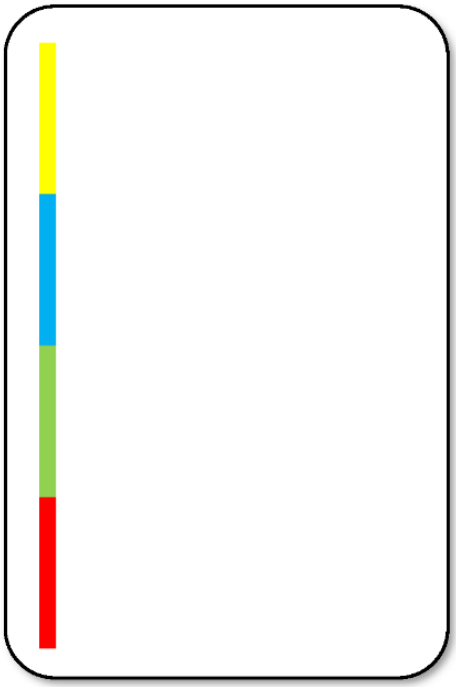
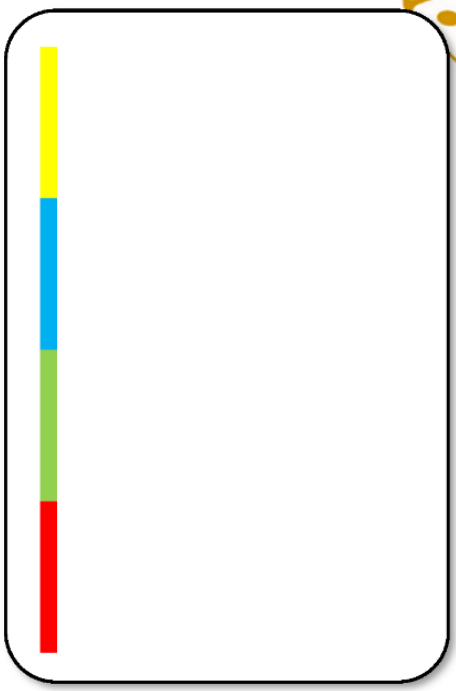
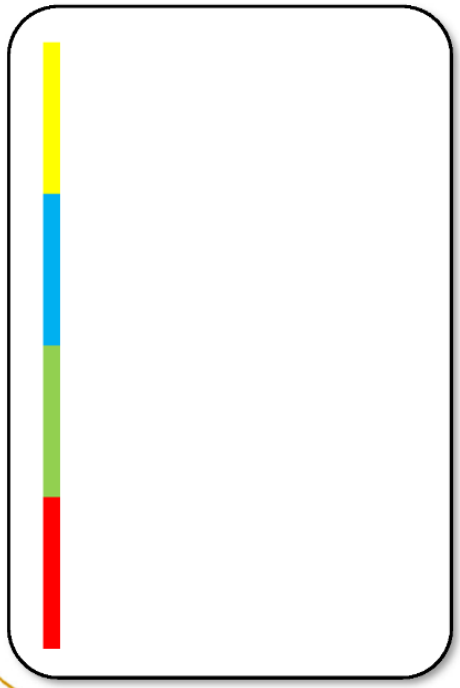
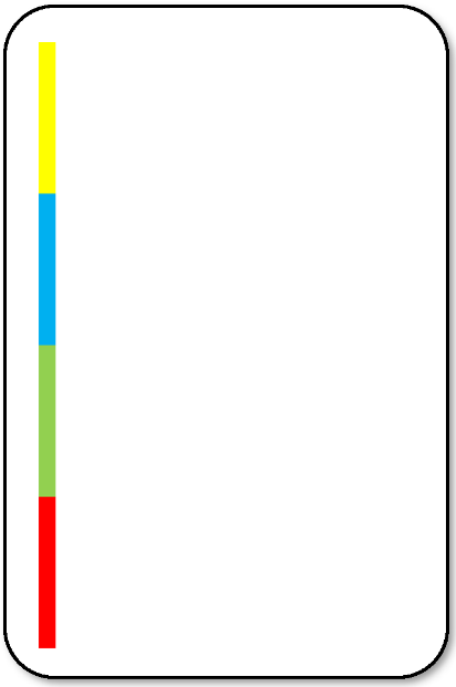
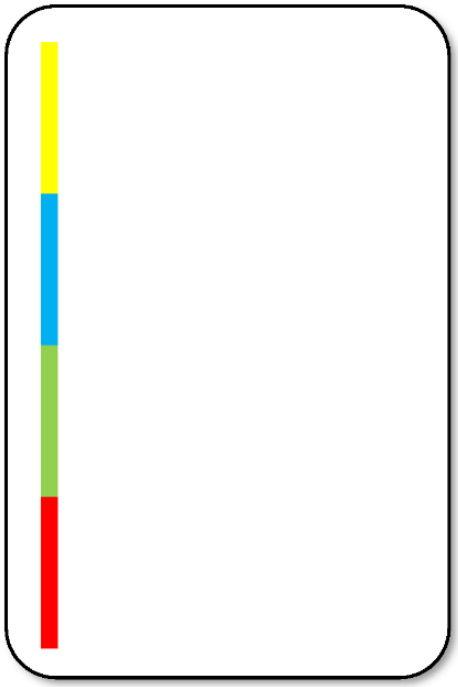
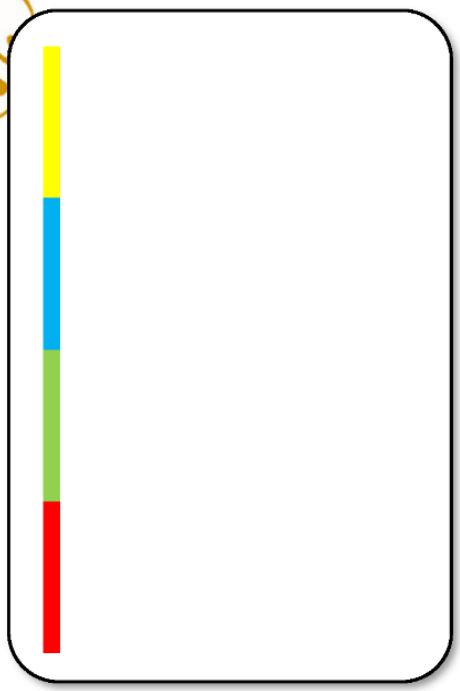
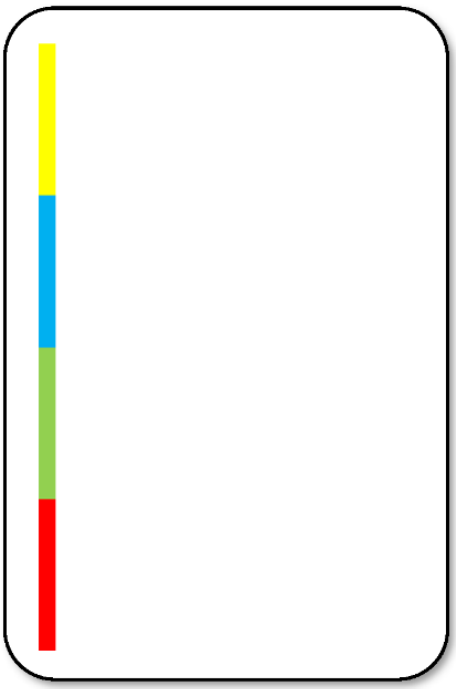
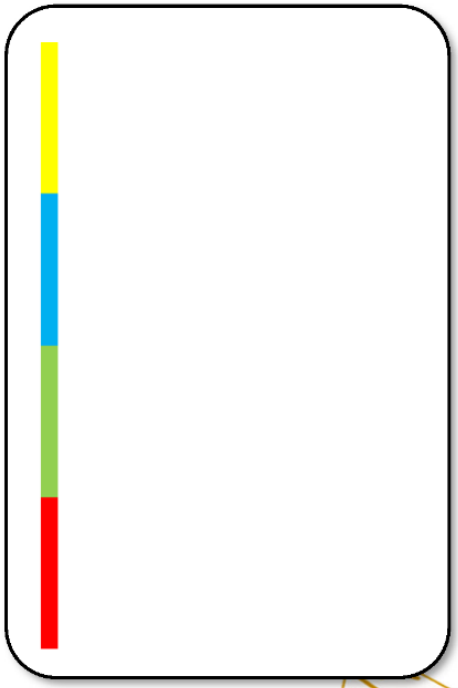

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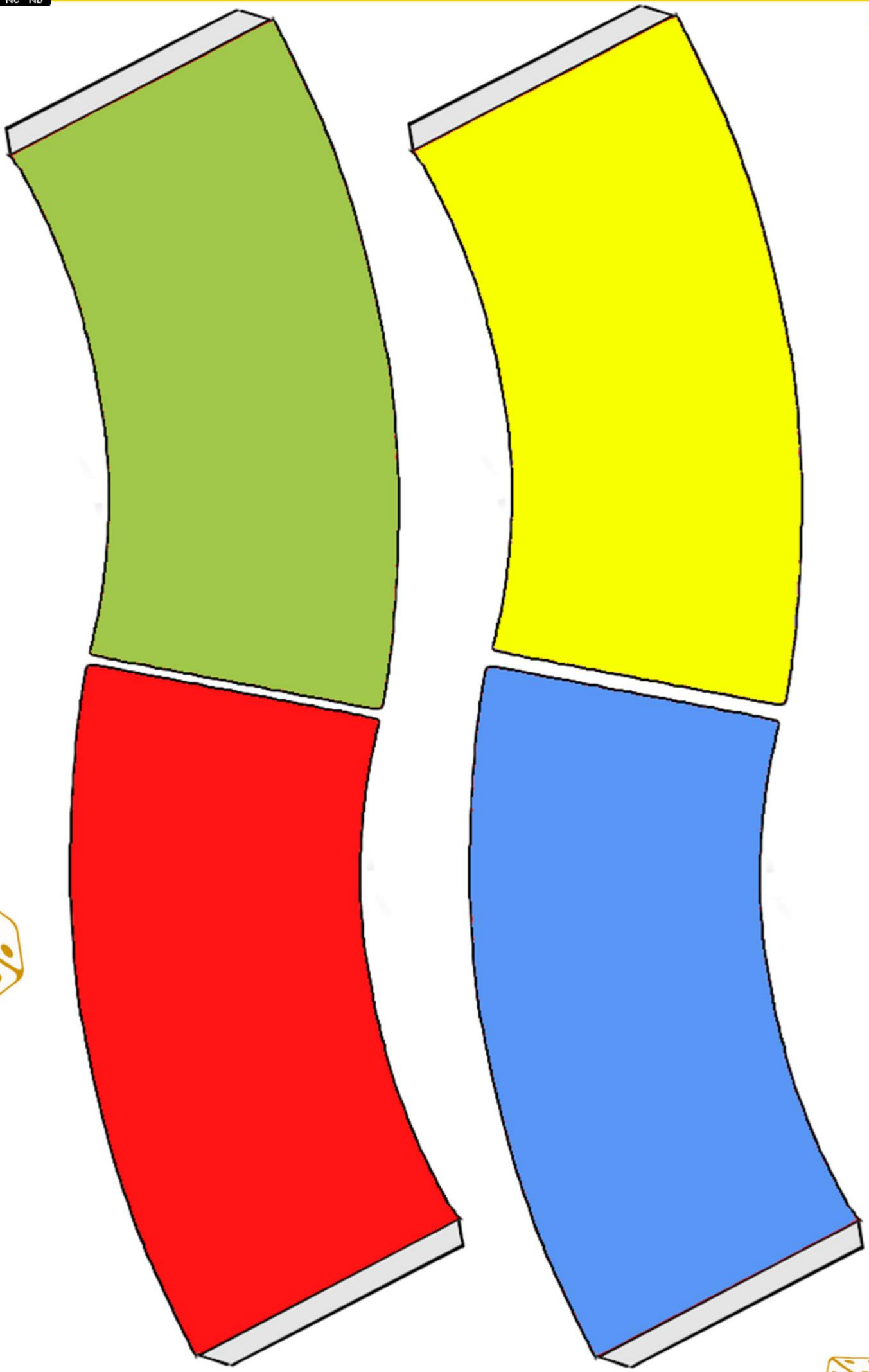

Name of the game: "Forbiddenly Fun"

Objectives of the game:

- Promoting creativity and linguistic expression
- Contribute to the improvement of spontaneous oral expression.
- Promoting language skills in vocabulary

Materials required:

- Flash cards
- Stopwatch

Instructions:

First, it is necessary to divide the students into teams, preferably of 3 members and a maximum of 4. Each of the teams will have a set of cards, which have a total of 6 words:

- The **Keyword:** is the concept or word(s) that the team must guess.
- The **5 forbidden words**: words that are closely related to the keyword and that cannot be used to describe the keyword.

One person in the team (in each round the person changes) explains the key word to the other people in the team so that they can guess what it is, but the following rules must be complied with:

1. It is forbidden to mention both the keyword and the forbidden words, as well as their singulars or plurals.
2. No gestures of any kind may be made, neither with the face nor with any other part of the body.
3. Other representations such as drawings or pointing to objects that may facilitate expression, as well as references to previous cards, are not allowed.
4. The person who explains the words can only use verbal expression according to the established rules and s/he can only answer yes or no to the answers given by the other team.
5. The person who explains the words may not use another language to refer to prohibited words or to the lexical root of the keyword and prohibited words.

Given that there are different expression capacities among the students, it is important that the composition of the groups is organised in such a way as to ensure the diversity of its components.

Game procedure: The cards will be in a deck and one card will be drawn in each round. The person who explains the key word has 1 minute to explain the key word and get his or her team to discover it. All members of the group can participate simultaneously when they have to guess the key word. This way, the activity becomes more dynamic, but an order is necessary so that the group that guesses the key word can listen to the correct answer and validate or reject it.

When a team finishes its round (by guessing its key word or not doing so within the time limit), the next team will take a new card and move on to the next round. It is important that everyone in the team goes through the role of explaining the key word at least once.

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Scoring system:

- When a team guesses its keyword: **+2 point.**
- Each time a team violates one of the rules: **-1 point.**

End of the game:

The game does not have a specific end, as the rounds can continue as many times as desired, but it is necessary to check that when the game is finished, all teams have played the same number of times in both roles, i.e. explaining and guessing.

Variant 1: This variant consists of giving the card with only the key word and leaving it to the teams to define the 5 forbidden words. In this way the student is introduced to the creation of game cards. This process involves students deepening their understanding of the key word as this is necessary to establish good forbidden words.

Variant 2: This variant has a more advanced level, **as it** is the students themselves who have to create the entire card, both the key concept and its 5 forbidden words.

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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- [x] COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- [ ] TROUBLESHOOTING
- [x] CREATIVITY
- [ ] CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- [ ] SELF-REFLECTION
- [ ] PLANNING AND ORGANISATION
- [x] SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- [x] SELF-REGULATION
- [ ] EMOTIONAL INTELLIGENCE
- [ ] EMPATHY
- [x] TEAMWORK
- [ ] ETHICAL DECISION-MAKING

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HUMAN RIGHTS

Equality
Dignity
Freedom
Justice
Respect

CITIZENSHIP

Rights
Responsibilities
Participation
Equality
Identity

CRITICAL THINKING

Analysis
Questioning
Reflection
Autonomy
Argumentation

VALUES

Respect
Equality
Cooperation
Help
Person

PHOTOGRAPHY

Photo
Camera
Album
Capture
Mobile

INSTAGRAM

Social Networking
Reels
Stories
Image
App

SOCIAL NETWORKS

Chat
Twitter
Instagram
Facebook
App

SCIENCE

Laboratory
Experiment
Vaccine
Research
Discovery

HOAX

Lie
Fake news
Disinformation
News
False

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CONFLICT	MEDIATOR	STUDY
Problem Paste Anger Resolve Fight		

ORGANISATION	PRIVACY	TWITTER

EMOTIONS	HUMANITY	HATE

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BILINGUAL	FRIENDSHIP	

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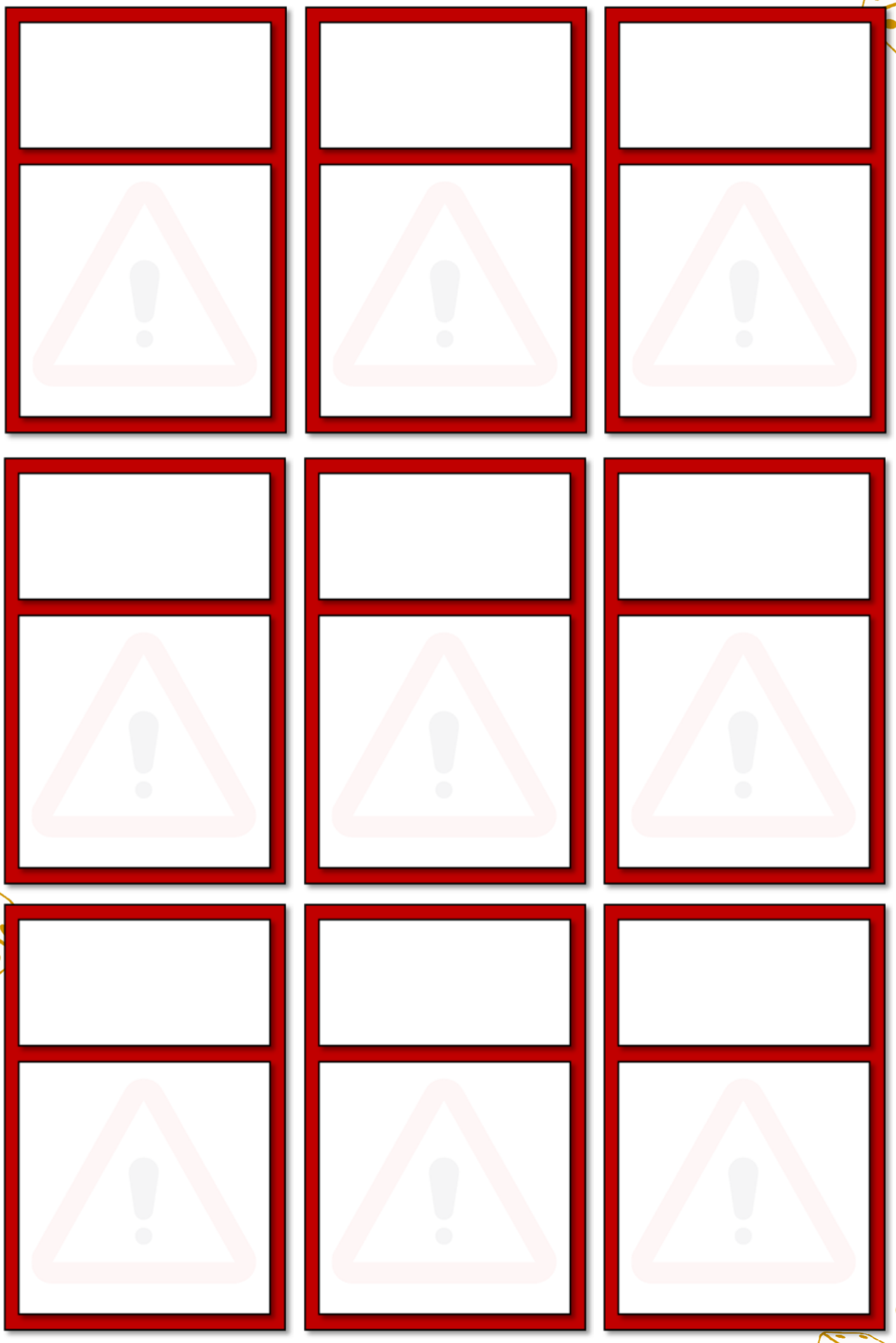

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ANNEX 1. Group dynamics

An educational session can be divided into different moments or stages. The beginning is perceived as an essential stage, as it determines to a large extent the working atmosphere, a fundamental aspect for learning to take place. In a traditional format, sessions began with a theoretical introduction or presentation of the content, but the enormous potential of group dynamics as a starting point is now recognised. It highlights their capacity to generate a positive atmosphere for active participation, promoting interpersonal relationships, which would favour the motivation of the students towards learning.

The dynamics presented below are classified into five types, but they have common aspects based on the purpose for which they are proposed. They are not only intended to "break the ice", but to go further, generating a basis of group trust and mutual respect, which will facilitate open communication and exchange of ideas between colleagues. Another fundamental element is based on cooperative work. Cooperation is a necessary social skill that is enhanced in an environment that encourages it, so it goes beyond the educational purpose, being oriented towards learning for life.

In short, the presentation of these group dynamics seeks to break the monotony of the beginning of the sessions, and to capture the attention and motivation of the students from the very first moment, to make them participate in the learning process throughout the session. To this end, the ideal dynamic should be sought, in accordance with the objectives and needs of the session. The different typologies and possible dynamics are presented below.

1. **Icebreaker and introduction exercises**: These dynamics are used to break the ice and allow group members to get to know each other. They may include activities such as introducing oneself in pairs, name games or sharing personal information.

2. **Cohesion dynamics**: These dynamics aim to promote group cohesion and teamwork. They include activities that foster collaboration, effective communication and mutual trust.

3. **Communication dynamics**: These dynamics focus on improving participants' verbal and non-verbal communication skills. They may include active listening games, body language exercises or assertiveness practices.

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4. **Problem-solving exercises**: These exercises are designed to develop group problem-solving and decision-making skills. They may involve solving case studies, finding creative solutions, or simulating problem situations.

5. **Trust dynamics**: These dynamics aim to strengthen trust and empathy among group members. They include mutual support activities, trust-building exercises, or sharing personal experiences.

Remember that these classifications are general, and many exercises may have elements that overlap in different categories. Choosing the right exercise will depend on the specific objectives you want to achieve with your group.

CC BY NC ND

1. Ice-breaker and introduction dynamics

Title: **Let's organize the group**

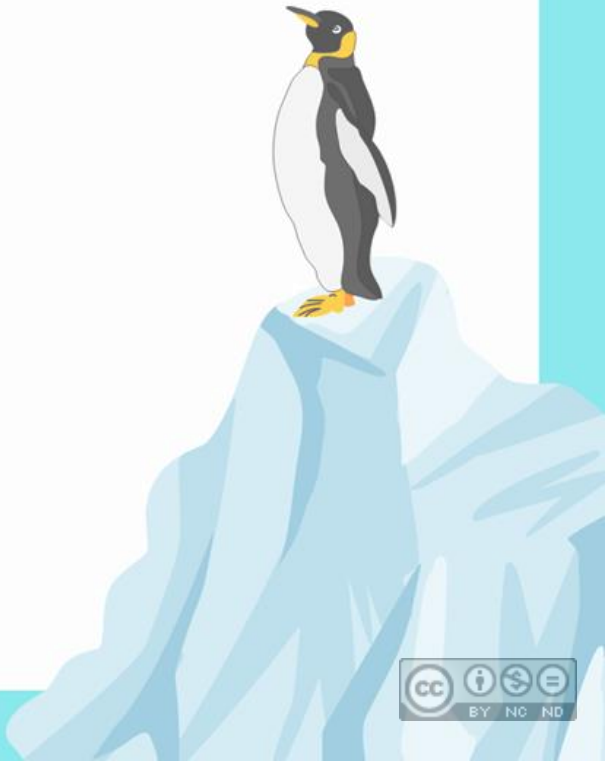
Objectives: Foster trust and mutual understanding among students.

Materials required: No material needed.

Instructions:
The teacher asks students to order themselves in a line according to the following criteria:

- In chronological order of their birthdays.
- In alphabetical order of their names.
- In order of how many siblings they have.

To do so, they will have to ask questions in English. The teacher can write them down in the blackboard, or even exemplify it first. They can use sentences like: I am from Barcelona, I have three cats and I am a basketball player.



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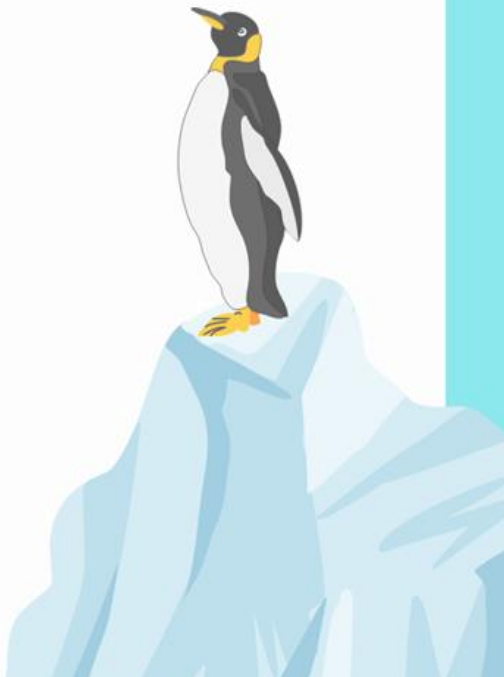
Title: Positive, negative or crazy!

Objectives: Foster trust and mutual understanding among students.

Materials required: Ball.

Instructions:
The teacher writes a discussion topic on the board (films, music, food, social media, …) and they start passing a ball ("hot potato") from student to student. When the teacher says either positive, negative or crazy, they stop passing the ball.
The person who has the ball answers. If the word was "positive", the student has to say a positive sentence about the topic (example: My favourite film is Titanic).
If the word is "negative", s/he has to say a negative sentence about the topic (ex. I don't use Twitter).
If the word is "crazy", the sentence created can be anything they like (ex. I can eat a whole pizza myself).



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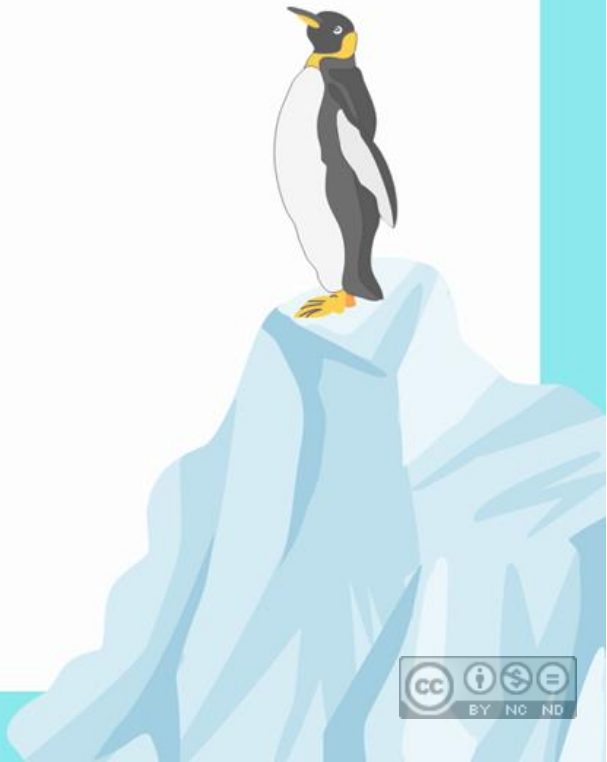
Title: **Question to the object**

Objectives: To promote confidence and personal knowledge among students.

Materials required: No materials are required.

Instructions: When the group does not know each other, it is advisable to start with a brief presentation by each student, where they express their name and other relevant aspects such as age, school or municipality/neighbourhood/city to which they belong. The central aspect of this dynamic, regardless of whether or not the students know each other, consists of each pupil selecting an object that defines them as a person, as well as a brief explanation to their peers as to why they have selected this element.

Variants: There is the possibility of modifying the concept of "object" as an element that defines the pupils: It can be an emotion, attitude or verb that defines each of them.



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Title: **The web of trust**

Objectives: To foster trust and mutual understanding among students.

Materials required:

- A ball of wool.
- A large, uncluttered space for the activity.

Instructions: Form a circle with all students and make sure that everyone is on equal footing and visibility.

Hand the ball of wool to one of the students (e.g. youngest, oldest, tallest, etc.) and explain that he/she will be in charge of starting the activity.

This person should hold the end of the ball of yarn and share something positive about himself/herself, such as a skill s/he possesses or something s/he likes to do (e.g. I really like reading comics). Then, toss the ball to another partner while holding one end of the ball.

The person receiving the ball of wool should grab it and also share something positive about himsled/herself before throwing it to another partner, always keeping the yarn together.

Repeat the process until all students have had the opportunity to receive and throw the ball of wool at least once.
As the ball of yarn is passed around, a kind of spider's web or web is formed among the students. You can emphasise that this web symbolises the bonds, trust and mutual support within the group.

Once all students have participated, allow a few minutes for the group to observe the spider web that has been formed and comment on the importance of bonds, trust and teamwork in everyday life and in different situations.

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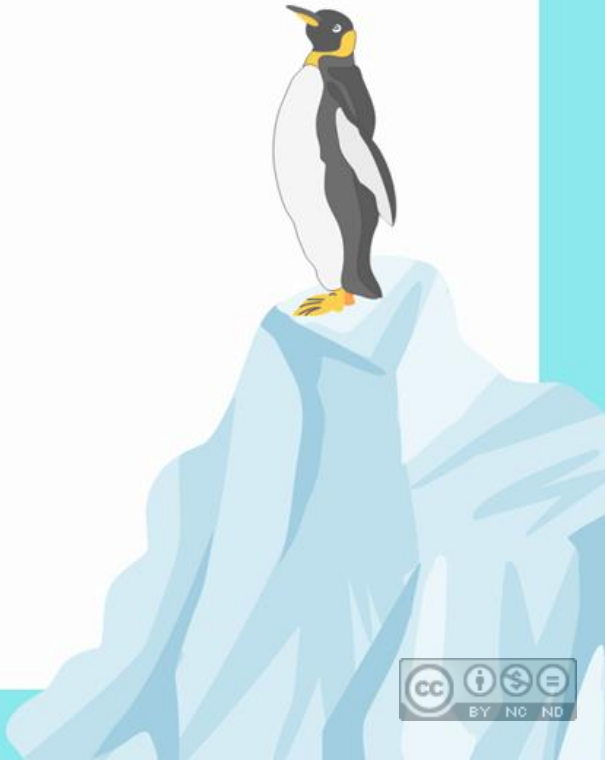
Variants:

- You can introduce specific questions or prompts for students to respond to when they receive the ball of yarn. For example, you could ask them to share a challenge they have overcome, a time when they helped someone or something they are grateful for.

- To increase the difficulty and promote confidence even further, you can have students close their eyes as they throw and receive the ball of wool, trusting that others will be attentive and ready to receive it.

Remember that the main objective of this exercise is to create an atmosphere of trust and mutual support, so it is important to foster a positive and respectful attitude among students throughout the activity.



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Title: **What are you like?**

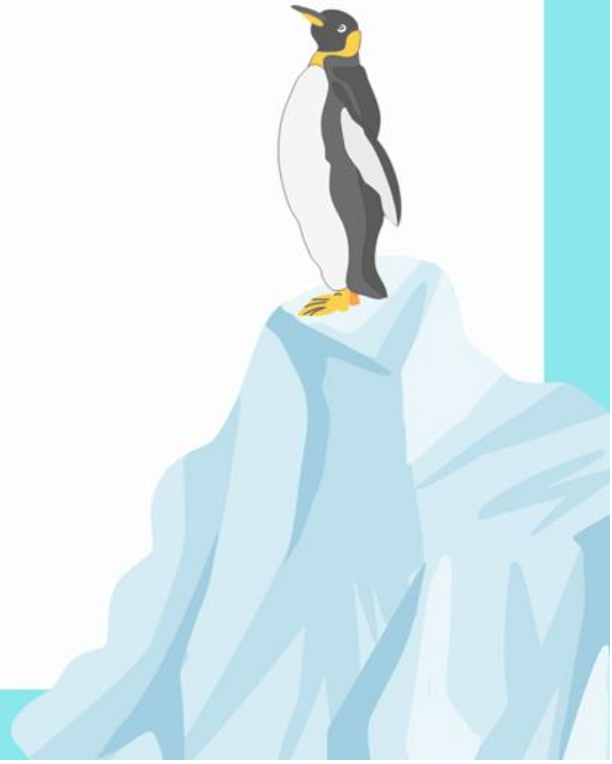
Objectives: To foster trust and mutual understanding among students.

Materials required:

- Picture board with images of different animals or slide with images of different animals to be projected on the digital screen.

Instructions: When the group does not know each other, it is advisable to begin with a brief presentation by each student, both their name and other aspects that are considered relevant such as age or the educational centre or municipality/neighbourhood/city to which they belong.

A slide showing different animals (e.g. bee, bear, dog, deer, elephant, etc.) is projected onto the digital screen. Students are asked to try to identify themselves with one of the animals on the screen, taking into account the characteristics of each of them. On a sheet of paper they should write a sentence explaining why they think they are similar to the animal they have chosen. Finally, the group goes round the table so that everyone can read out their explanation.



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Title: **What am I like?**

Objectives: To foster mutual understanding among students.

Materials required: No materials are required.

Instructions: This is an ideal exercise to start working with a completely new group in which the students, or most of them, do not know each other. Participants are given a few minutes (2 or 3) to find an adjective that defines them and that begins with the same letter as their name. In this way they can introduce themselves, one by one, while mentioning a personal characteristic (e.g. Nervous Natalia). After these initial minutes have passed, the round of introductions begins, but they must keep in mind that before mentioning their "adjective + name", they must first repeat those that have been exposed before them, i.e. mention all the "adjective + name" already mentioned by their classmates. In order to decide who starts the presentation round, you can choose the youngest or the oldest person or any other criteria. If they are arranged in a circle, they should follow the clockwise order and pass from one to the other, paying special attention to the last presentations, as they will be the most difficult ones. In these last positions, the group can help their colleagues.

Variants:

- **Variant 1:** If a student is unable to express his or her "adjective + name", we can establish that it does not necessarily have to be an adjective that really defines us, although this is preferable. If this is still not possible, the idea of students mentioning any adjective that defines them, without the need for it to begin with the same letter as their name, can be considered valid.

- **Variant 2:** Given that the groups are sometimes too large, the activity can be quite passive and complicated to carry out due to the number of adjectives and names they have to retain in their minds. For this reason, groups of 9/10 students can be established. They will work separately and will then have to present their "adjective + name" to the rest of the classmates in order to get to know each other.

2. Group cohesion dynamics

Title: **I need toilet paper!!**

Objectives: Build mutual trust and support among teammates.

Materials required: A roll of toilet paper.

Instructions:
Pass a roll of toilet paper around the room and tell each person to take as much as they need. Then, for each square they took, they must share one fact about themselves.

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Title: Paper Tower Challenge

Objectives: To encourage cooperation, communication and group cohesion.

Materials required:

- Sheets of paper.
- Adhesive tape.
- Stopwatch.
- Instructions.

Instructions: Divide the students into groups of approximately 4-6 people and give each group several sheets of paper and tape.

Explain that each group is challenged to build the tallest and most stable tower using only the sheets of paper and tape. The tower must be able to stand on its own for at least 10 seconds.

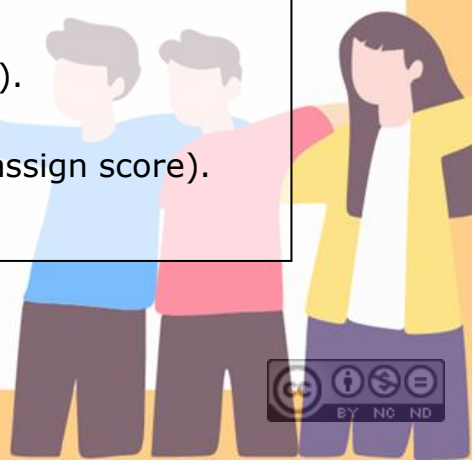
Set a time limit for completing the activity, for example 15 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have finished building their towers, you can conduct an evaluation activity to determine which of the towers is the best. To do this, the class-group should decide which evaluation criteria to use. A specific amount of time can be given for each group to discuss and specify the most appropriate criteria.

Afterwards, they will be shared in the large group and a rubric for the evaluation of the Paper Tower will be designed. Some examples of evaluation criteria are:

- Aesthetics of the constructed tower (assign score).
- Height and stability of the tower (assign score).
- Communication and teamwork during the work (assign score).



Use a stopwatch to measure the 10 seconds required for the tower to stand.

After determining which tower wins, hold a group discussion where students share their experiences and reflect on how they worked together to achieve the goal. You can ask questions such as: What strategies did you use to build the tower, how did you feel about working as a team, what difficulties did you face and how did you overcome them?

Variations: You can add additional challenges, such as using fewer sheets of paper or limiting the amount of tape available, to encourage creativity and problem solving.
If space permits, you can allow groups to compete to build the tallest tower in a given time, rather than limiting it to standing for 10 seconds.

Remember that the main objective of this exercise is to foster cooperation and group cohesion, so it is important to promote a positive teamwork atmosphere and encourage students to listen to and respect each other throughout the activity.

Title: The newspaper

Objectives: To enhance group collaboration and interpersonal relationships.

Materials required:

- One sheet of newspaper for each of the pupils
- *Post-i*t

Instructions: A sheet of newspaper is handed out to each participant and they stand in a circle, placing the sheet on the floor and climbing on top of it. The aim of the activity is to place themselves in the circle in alphabetical order according to their first name or surname, starting with one of the participants selected by the teacher as a starting point. Initially, there may be some disorder or even not much communication, so the teacher will have a more active role as coordinator. But later on he/she will have to abandon this role, becoming a mere observer, since it is the students themselves who must work as a group to achieve the objective of the activity.

Variant: once the dynamic has been completed, a variant will be introduced that modifies several aspects of the activity. The participants will have to place themselves in order according to their date of birth (day/month/year), but they must do so with the added difficulty of not being able to speak. They have to choose other communication alternatives based on gestures, without using any support material.

Closing: to close the introductory dynamic, an individual activity will be carried out, in which each student will have to answer the following three questions in a *post-it.*

- A headline for the activity: taking advantage of the fact that we have newspapers and that we have worked with them, the teacher will encourage the students to make a joint definition of what a HEADLINE is, and then each student will have to create their own headline for the activity they have carried out.
- How did I feel?
- What have I learned?

Once finished, they should go out, comment on what they have written and stick the *post-it* on the board, so that they are all visible.

3. Communication dynamics

Title: **What are you doing?**

Objectives: Promote effective communication, active listening, and oral expression.

Materials required:
Cards with verbs in the past (supporting material), box/hat.

Instructions:

1. Write a variety of past tense verbs on small pieces of paper (or use the cards prepared for this session) and put them in a box or hat
2. Divide the students into two teams.
3. One student from each team will take turns coming to the front of the class and picking a verb from the box without showing it to anyone.
4. The student must then act out the verb using gestures and body language, while their team members try to guess the verb in the past tense.
5. The team that guesses it wins a point.

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Title: Pair questions

Objectives: Promote effective communication, active listening and oral expression.

Material:
Photocopy (English 5th session- supporting material, Exercise 1).

Instructions:
In pairs, students have to ask their classmates the questions that appear in the chart. They will have to create the last two questions. After, they can share some information with the rest of the class.

Title: The initial letter

Objectives: Promote effective communication, active listening and oral expression.

Materials required: photocopy (supporting material, Exercise 1).

Instructions:
Each student has a photocopy with a grid. The teacher says one letter, and students have to complete the grid with a word from each category that begins with that letter. The person who finishes completes all the categories first says her/his words and will obtain different points, depending on the following situations:

- **5 points** if someone else has the same word.
- **10 points** if no one else has the same word.
- **15 points** if the rest of the class don't have any word in the category.

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points

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Title: **Circle of words**

Objective: To promote effective communication, active listening and oral expression.

Materials needed:

- A ball or some small object that can be easily passed.

Instructions:

Form a circle with all students, making sure that everyone is on an equal footing and visible.

Explain that in this exercise they will use an object, such as a ball, to facilitate communication. Start by holding the object and saying a word that comes to mind, related to a specific topic or just a random word. Then gently toss the object to one of the partners in the circle and that student should say a word that is related or has some connection to the previous word. The student who receives the object now throws the ball to another partner and so on. Each student must say a word that is related to the previous word. Continue passing the object around the circle, making sure that all students have a chance to participate. If a student cannot think of a word or makes a mistake, the group can be allowed to help them or the object can be passed to the next student.

The dynamic continues until all students have had at least one opportunity to participate.

Variants: You can set a time limit for each participant. For example, each student has 10 seconds to think of and say a related word before throwing the object to another partner. Instead of individual words, you can use related phrases or ideas. You can assign a specific topic to focus on, such as animals, food, sports, among others.

Remember to emphasise the importance of active listening during the exercise. Encourage students to pay attention to the previous words and to express themselves clearly so that everyone can understand. This exercise will encourage effective communication and promote participation by all members of the group.

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Title: **The challenge of the bridge**

Objective: To encourage problem solving, creativity and teamwork.

Materials needed:

- Toothpicks.
- Marshmallows or jelly beans (as "connectors").
- Stopwatch.
- Ruler or tape measure (to measure the bridge).

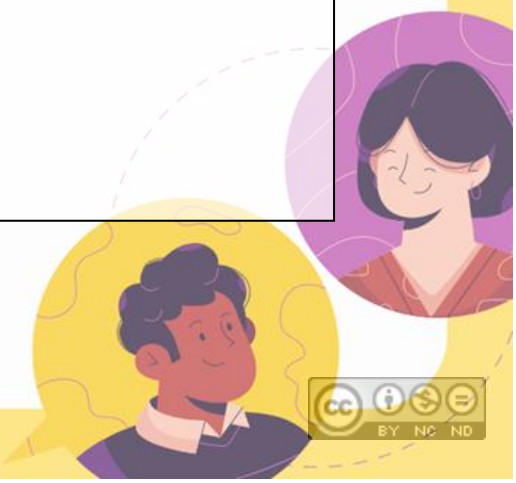
Instructions: Divide students into groups of approximately 4-6 people.

Explain that each group is challenged to build a bridge using only toothpicks, marshmallows or jelly beans as connectors. The bridge must be strong enough to support the weight of a small object, such as a coin.

Set a time limit for completing the activity, e.g. 20 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have built their bridges, test them to see which is the strongest. One by one, place the bridges on two points of support (this can be a pile of books or any raised surface) and place a coin in the centre of the bridge. Measure how long the bridge can last before collapsing.
After the test, conduct a group discussion where students share their experiences and reflect on the strategies they used to solve the challenges. Ask them how they applied creativity, planning and problem solving during the construction of the bridge.



Variants: You can add additional challenges, such as limiting the number of sticks or the number of connectors that can be used, to further encourage problem solving and resource optimisation.

You can set specific criteria for evaluating bridges, such as length, height or the amount of weight they can carry.
Remember that the main objective of this exercise is to promote problem solving and teamwork. It encourages students to think creatively, try different approaches and learn from mistakes. This will enable them to face challenges and find effective solutions in a collaborative way.

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5. Problem-solving dynamics

Title: **The challenge of the labyrinth**

Objective: To encourage problem solving, decision making and effective communication.

Materials required:

- A labyrinth drawn on a large piece of paper or printed out.
- Tokens or markers to move around the maze.
- Stopwatch.

Instructions: Draw a maze on a large piece of paper or print one you find on the internet.

Divide the students into groups of approximately 4-6 people. Hand out a maze to each group along with tokens or markers to move through the maze. Explain that the challenge is that each group must find the quickest and most effective route out of the maze. Set a time limit for completing the challenge, e.g. 10 minutes.

Group members should work together to study the maze, discuss different strategies and make decisions about which path to follow.

When the time starts, the groups should start moving their tokens or markers around the maze, following the route they think is correct.

After each group has completed the challenge or reached the time limit, bring all students together for a group discussion. Encourage the groups to share the strategies they used, the obstacles they faced and how they solved the problems during the challenge.

Variants: You can increase the difficulty of the maze by adding obstacles or false paths.

If you have access to electronic devices, you can use apps or online games that allow students to solve virtual mazes.

Remember that the main objective of this exercise is to promote problem solving and team decision-making. Encourage students to communicate and work together to find the best solution. This exercise will allow them to develop critical thinking and collaboration skills while having fun solving the maze challenge.

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Title: **The balances**

Objective: To promote communication and cooperation as strategies for conflict resolution.

Materials required: No specific materials are required.

Instructions: The dynamics of balancing is developed in a 1-2-4 cooperative work structure where the motor aspect is the backbone of the activity. It essentially consists of balancing with the number of supports dictated by the teacher or a student, i.e. if the teacher decides that they should balance with 2 points of support on the floor, they could stand up, or if the teacher says they should balance with 1 point of support, they would have to stand on one leg. We will start individually in order to understand the dynamics, but then we will move on to pairs and finally to groups of 4 students.

Another example is that in a large group they are asked to have only 4 points of support, so they will only have three points of the body in contact with the ground between the four members of the group, so they will have to organise themselves to achieve the objective. It is important to respect the different phases, 1-2-4, as this will help to make the activity more and more complex and at the same time, they will understand better how it works.

Variations: In case the activity is remarkably easy to perform, external objects can be introduced, e.g. cones or balls, which should be integrated into the activity and used as a support point.

6. Dynamics of trust in others

Title: **The circle of help**

Objective: To foster mutual trust and support among group members.

Materials required:

- *Post-it*

Instructions: First of all, you should start by explaining to the students that you are presenting an activity that aims to promote trust between them. It is a popularly known activity, although it will have slight variations.

The class will be divided into groups of 5 and then each member of the group should go to the centre, close their eyes. The remaining group should move somewhere close to where the pupil in the centre is and form the "rescue group". Then they should give the instructions to their partner to get there and jump with their back to the group, repeating the dynamic until all the partners have experienced it.

To conclude, a group reflection process will be carried out, where each student will have to express two feelings or emotions they have felt and what their greatest fear has been.

Variations: Groupings can be modified, so that the pupil in the centre can be two or more people, but this will require that the rescue group must also increase in people, to ensure the safety of the activity.

Title: **The fan of trust**

Objective: To foster mutual trust and knowledge of other colleagues.

Materials required:

- Sheet of paper
- Pens

Instructions: Following a rotating sheet dynamic, the pupils will be placed in a circle and each one will write their name in large letters on their sheet.

The sheets of paper will be rotated among the partners and each one will have to write two positive things to highlight about the partner on the sheet that belongs to him/her, as well as two questions or questions that they would ask to get to know him/her better, bearing in mind that this will be anonymous.

The sheets of paper will be passed around until everyone has written on all their classmates' sheets of paper. Then each student will pick up their own paper and will answer the questions they see fit to answer. Whoever wants to can hang it up on the class corkboard so that the rest of the classmates can see the possible answers they have given.

Variations: You can introduce other questions or issues that you want to develop, such as aspects to improve as a person...etc.

ANNEX 2: STUDENT ASSESSMENT

1. **Headline that summarises what they have learnt in the session:**

2. Survey:

To what extent did you find the session interesting?

1. Not at all 2. Somewhat 3. Quite 4. Very Much

How useful did you find what you learned in the session?

1. Not at all 2. Somewhat 3. Quite 4. Very Much

How much fun did you find the session?

1. Not at all 2. Somewhat 3. Quite 4. Very Much

How useful did you find what you learned in the session?

What can you use what you have learnt in the session for?

4. **Remarks:**

What you liked and would keep the most:	**What you liked least and would remove:**

Suggestion: Record a TikTok/ Instagram/ Twitter with the headlines. Putting #common to use **#ExitoEducativoCyL .**
Podcast channel: "News in a Minute" Summary of all the headlines.

PENSATrip: Travel agency

What do you want to learn?

The teacher accompanies the learning process

This travel will be a personal, individualised journey that seeks to respond to the curiosities of our tourists.

GRAPHIC ORGANISERS FOR THINKING ROUTINES

BY NC ND

I SEE

What do you think you know about the topic?

I THINK

What do you think about this topic?

I WONDER

What questions do you have about this topic?

PensaTIC

CC BY NC ND

CONCEPT MAP

PensaTIC

Generate – Classify – Relate

TOPIC: Write a title that sums up the topic I want to address

GENERATE
a list of ideas about the topic

CLASSIFY
the most important ideas

RELATE
each of the main ideas with other concepts and ideas

BY NC ND

CONCEPT MAP

Generate – Classify – Relate

DEVELOP and organise ideas through a diagram, concept map or mind map

BY NC ND

I USED TO THINK...NOW I THINK

PensaTIC

BY NC ND

SENTENCE-PHRASE-WORD

SENTENCE:

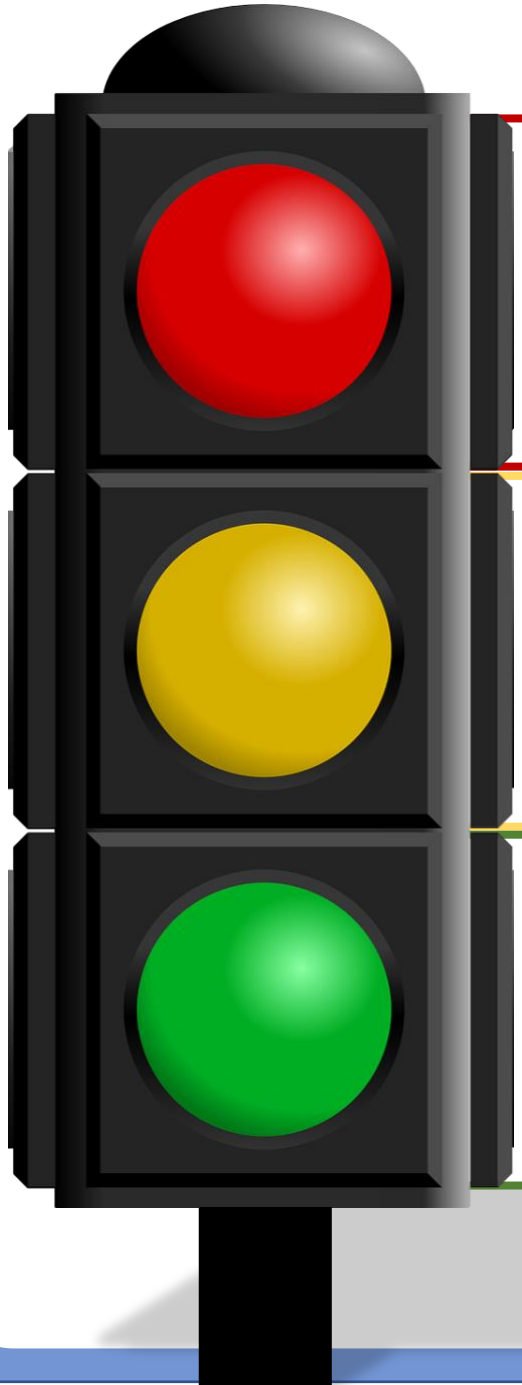
PHRASE:

WORD:

PensaTIC

BY NC ND

THE TRAFFIC LIGHT



RED LIGHT:

I don’t know it

YELLOW LIGHT:

It’s not clear yet

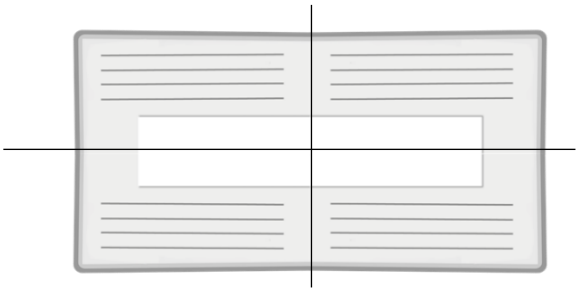
GREEN LIGHT:

I understand it

PensaTIC

BY NC ND

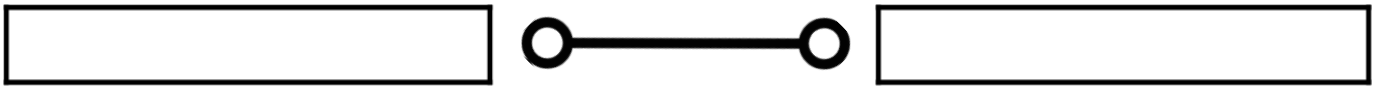
HEADLINES



PensaTIC

BY NC ND

COMPARES - CONTRASTS



How are they alike?

How do they differ?

with regard to:

What similarities and differences are most significant?

Conclusion or interpretation

PensaTIC