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TRABAJO DE FIN DE MASTER

***The Wonderful Wizard of Oz as a Resource for Teaching English and Social Skills in  
High School Education***

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## ABSTRACT

Most of the official documents related to education mention the Social and Civic Competence as a very significant one. The importance of the development of social and emotional skills for students' success in their academic and personal lives can be explained through SEL approach, as well as why they should be included in our country's teaching system. In this context, the aim of this dissertation is to create a teaching project for the first foreign language classroom (English), with which Bachillerato first year students can develop their linguistic competence as well as their social and emotional skills. In order to do so, I have chosen the tale *The Wonderful Wizard of Oz*, written by Frank Baum, as the starting point for the creation of activities related to social and emotional skills. The appropriateness of literature and particularly of the use of this American classic in Bachillerato has been also discussed.

Key words: first year of Bachillerato, literature, social and civic competence, social and emotional learning (SEL), *The Wonderful Wizard of Oz*.

## RESUMEN

Este TFM tiene como objetivo crear una unidad didáctica para la clase de inglés como primera lengua extranjera, con la que los estudiantes del primer curso de Bachillerato desarrollen tanto la competencia lingüística como las habilidades socioemocionales. Para ello, se ha escogido el cuento infantil *El Maravilloso Mago de Oz*, escrito por Frank Baum, como punto de partida para crear las actividades relacionadas con las competencias anteriores. Primero se ha explicado la importancia del desarrollo de las habilidades socioemocionales para que los alumnos tengan éxito tanto en su vida personal como académica, y por qué su desarrollo debería incluirse en el sistema educativo español. Como se podrá comprobar en este TFM, muchos de los documentos oficiales relacionados con las leyes educativas hacen referencia a la competencia social y cívica como una de las más importantes. Por otro lado, se ha analizado si el texto escogido es adecuado para que lo lea el alumnado al que va dirigida la unidad didáctica. Y por último, se ha expuesto la propuesta didáctica propiamente dicha.

Palabras clave: competencia social y cívica, habilidades socioemocionales, literatura, *El Maravilloso Mago de Oz*, primer curso de Bachillerato.



## **FOREWORD**

This dissertation has been written with the purpose of obtaining a Master Degree in Secondary Education Teaching. The competences developed during these Master Studies according to Ley Orgánica 2/2006 and Resolución de 17 de diciembre de 2017 have been put into practice in order to carry out this project, particularly the following:

### General competences:

G. 1. To know the curricular contents of the subjects related to the correspondent teaching specialization, as well as the didactic knowledge related to the teaching and learning processes.

G. 2. To plan, develop, and evaluate, either individually or working with other school teachers or professionals, the teaching and learning process fostering educational procedures which ease the acquisition of the typical competences of each subject, paying attention to the level, the students' prior academic training, and the orientation of that training.

G. 3. To look for, obtain, process, and communicate information (oral, printed, digital, or multimedia information), transform it into knowledge, and apply it to the teaching and learning processes in the different subjects of the teaching specialization.

G. 5. To design and develop learning spaces paying special attention to equity, emotional education and values, equal rights and/or opportunities for men and women, civic education, and respect for Human Rights, which ease social life, decision-making, and the construction of a sustainable future.

G. 6. To acquire strategies to stimulate students' effort and promote their capacity to learn by themselves and with others, and to develop thinking and decision skills that ease personal autonomy, confidence, and entrepreneurship.

### Specific competences of the generic module

E. G. 3. To elaborate projects based on knowledge, skills, and intellectual and emotional aptitudes acquisition.

E. G. 8. To promote actions related to emotional education, values, and civic education.

### Specific competences of the specific module

E. E. 7. To turn curriculums into activities and work programs.

E. E. 8. To acquire selection and elaboration criteria in relation to educational materials.

E. E. 9. To promote an atmosphere that eases learning and values students' contributions.

E. E. 11. To know evaluation strategies and techniques, and understand the evaluation as a regulation tool and to incentive students' effort.

### Specific competences of the practicum module

E. P. 1. To acquire experience in subjects planning, teaching, and evaluation.

E. P. 3. To manage the needed social skills and abilities to promote an atmosphere that eases learning and social harmony.

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## **INTRODUCTION**

Young students during adolescence live a sort of critical period full of changes. These changes have to do with their biology, psychology, their academic duties, etc. They have to learn how to deal with all of those changes in order to be able to solve their problems, become responsible citizens and adults, succeed at school, and in life. To do so, adolescents take academic subjects at school that are supposed to provide them with the skills they need. However, not only are academic subjects important, students also need to develop social and emotional skills that will help them to become part of our society and to succeed at both academic and personal levels.

According to Cohen:

Parents and teachers want schooling to support children's ability to become lifelong learners who are able to love, work, and act as responsible members of the community. Yet, we have not substantively integrated these values into our schools or into the training we give teachers (2006, p. 201).

So we want children to be supported at school, to learn about academic issues to be able to work in the future, but we also want them to learn nonacademic values that will help them to succeed. However, in most of the cases, those nonacademic values are not taught at school. This happens especially in high school because teachers tend to be very much concerned about their own lessons and they can get some pressure from principals to achieve better results in tests and exams (Cohen, 2006). Besides, teachers do not receive any training related to social or emotional skills, so they do not know how to introduce this kind of learning in their regular lessons.

### **Why are English lessons suitable to work through SEL approach?**

Social and emotional skills belong to the hidden curriculum, but they are significant skills that can be developed as part of any of the academic subjects that are usually taught at school. This is one of the reasons why the English lesson is a suitable subject in which Social and Emotional Learning (SEL) approach can be developed. Besides this, any topic can be discussed in this subject since any interesting issue is good enough to improve comprehension, production and interaction skills in a foreign language. The important thing in the English lessons is that students manipulate the language, and to do so, teachers can bring any topic to the classroom. Depending on the topics chosen, different issues can be discussed

with students and different skills can be encouraged. Devoting a Unit of Work to develop social and emotional skills does not mean leaving English aside because students are still going to use the language to communicate, and they will be doing it in a more practical way, and with a purpose.

### **Objective**

My intention is to design an educational proposal for the first year of Bachillerato using the tale *The Wonderful Wizard of Oz* written by Frank Baum and published in 1900 as the basis for the activities that will be developed in the English lessons. While working on this literary text, students will be able to develop both their competences on the English language and some social and emotional skills that will be useful for both their academic and personal life.

### **Structure**

The first part of this project deals with the educative approach which the Unit of Work is based on, namely Social and Emotional Learning (SEL). This approach will be explained and set forth, with the expectation that it will benefit students' learning process and can be easily included in the foreign language lessons. The second part of the dissertation has to do with the development of a teaching project, which has a literary tale as the basis of the Unit of Work. In this section the appropriateness of the use of literature, and specifically the chosen tale, in the foreign language classroom will be discussed and a Unit of Work in which literature and social and emotional learning are integrated will be put forward.

## 1. THEORETICAL BASIS

According to the LOMCE (Ley Orgánica 8/2013, 2013), the development of social and civic competencies of students is a key issue in high school education. It should be included as a cross curricular subject to promote values such as equality, tolerance, respect, justice, rejection to discrimination, etc. The promotion of those values will help students to participate more actively in the economic, cultural and social life of our society, and to do it in a more critical and respectful way. Besides this, it is also mentioned that it is during this period of education when students fully develop their personality, and working those values while they are still shaping their personality can help them become more respectful and conscious of their own skills. In addition, it seems that conflict prevention is another significant issue, being specifically mentioned the prevention of bullying in schools.

Orden ECD/65/2015 (2015) says that the Key Competencies should be worked through all the subjects during all the stages of education. The evaluation of those competencies has to be integrated within the contents, and they can be measured by means of rubrics, or grading scales, always having into account diversity outreach. Besides, it is also important that students themselves have the opportunity to evaluate each other and themselves since it will help them to be more aware of their strengths, weaknesses, and it will force them to reflect on their own work.

According to the same Orden (2015), the *social and civic competence* is defined as those that involve the ability to make decisions, solve problems, and interact with other people basing our behavior on democratic beliefs and respect. The social competence has to do with the preparation of students to become active participants of the society. To do so, students need to develop certain skills such as being able to communicate in different contexts, express and understand different points of view, get to agreements showing confidence and empathy, or respect the difference, among others. On the other hand, the civic competence involves being aware of some concepts like democracy, justice, or equality, and of how society works. Some of the skills related to it are showing solidarity and interest in solving problems, and participating in activities related to the community.

As it can be seen, the *social and civic competence* appears in the general law of education as well as in the specific curriculum for high school education, having a specific space in the Orden ECD/65/2015 (2015) where all the competences are explained in detail. The *social and civic competence* appears to be significant in students' education since the development of

those skills gives them the opportunity to fully develop their personality as well as it helps them to become more skillful in their social relations with other people. Besides, it gives them the tools that they will need to succeed when they finally join society as active members of it.

Even though emotional aspects are not specifically mentioned, I believe that they are somehow included in this social and civic competence since empathy, solidarity or respect are skills that appear in those documents. These skills, among others, have an emotional baggage, which can be considered as a sign that emotional aspects should be considered as well.

### **1.1. High schools in Castilla y León developing the *Social and Civic Competence***

Having looked at what the law says about the *social and civic competence*, the next step is to see whether those theoretical guidelines are actually put into practice in the high schools of our community or not.

Looking at different educational projects of schools in Valladolid, there are sections in which social harmony within the school is mentioned. These sections refer to having a good atmosphere that involves students, teachers, and even families, saying that this environment helps in the problem solving process, and eases other types of learning. It seems that the most important issue in the plan for social harmony is the prevention of possible problems by explaining the rulebook to students, and developing different activities directed to avoid conflicts.

Students' autonomy is also significant for schools since education has a key role in students' learning about being critical and able to make their own choices. This means that the knowledge that students acquire at school is not merely academic, but it develops other skills that will be useful in their daily lives out of school. One of the skills that is repeatedly mentioned in various educational projects is the ability to socialize in such a way that both men and women relate with each other and interact without discrimination.

Even though these documents include plans for social harmony and various activities designed to avoid or solve the possible conflicts that may appear in the classroom or the school, there are no explicit references to social and emotional education or learning.

## **1.2. Educative approach: Social and Emotional Learning**

SEL has been developed in the United States from the 1960's, and seems to be beneficial for students when dealing with conflicts and real life issues. Social skills are behaviors or thoughts that allow us to solve a situation effectively and in an acceptable way for both the person involved and the social context in which he or she finds himself. Then, these kinds of skills help us to solve problems and find the best solution for them. Some of those skills are determined by our biology, environment, and culture, and others depend on our personal experiences (Trianes, Muñoz, and Jiménez, 1997). So we are not completely determined when speaking about social skills. That is the reason why we have to continue developing them, because we can keep learning through all our lives and, especially during the adolescent period, they are very important in order to be able to successfully interact with the people around us.

Social and emotional learning (SEL) is considered to be:

The process through which children and adults acquire and affectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Collaborative for Academic, Social, and Emotional Learning, (n.d.).

The need of social and emotional education is quite old since one of the goals of education has always been to prepare students to be productive, responsible, and engaged citizens of our society. However, it was during the late 1960s when the concept of SEL started to be studied and developed by different researchers in the United States. Little by little, SEL started to be implemented in schools around the country, various projects were put into practice, for example, to prevent violence and drugs, and the term was spread across the educational circles. In 1994, the Collaborative to Advance Social and Emotional Learning (CASEL) was created, whose goal was to establish a “high-quality, evidence-based social and emotional learning (SEL) as an essential part of preschool through high school education”<sup>1</sup>

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<sup>1</sup> This organization is integrated by scientists, educators, and citizens from all over the world, and it also serves as a place to share ideas, expertise, and exchange different points of view (Elias, 1997, p. viii). Since its foundation, CASEL has developed numerous researches on the topic, and has also promoted several initiatives on the implementation of SEL in schools. Nowadays, the field is still growing and researchers keep studying the best way to implement it in schools. (Collaborative for Academic, Social, and Emotional Learning, (n.d.).

(Collaborative for Academic, Social, and Emotional Learning, (n.d.), (George Lucas Educational Foundation. (2011).

The inclusion of SEL programs in schools is significant since schools offer the appropriate environment in which students can develop their social and emotional skills. First of all, at school students are provided with both cultural values and rules that will determine their behavior. Besides, teachers are essential as well since they are the ones that must create a safe and comfortable climate in the classroom for students to feel motivated, interested, and focused on the lessons (Trianes, et al., 1997). Zins (2004) claims that the process of learning involves students, but also teachers, classmates, and even the support of families, which means that it is a social process in which all of those factors are included. This social process that we call learning usually takes place in schools, which are social places where students get to interact with others. Considering learning as a social process, Zins (2004) considers that emotions have a crucial role in it, since they can ease or make more difficult students' learning and their success at school. Cohen uses the term SEEAE to refer to social, emotional, ethical, and academic education, and he points out that it focuses on "the promotion of social-emotional competencies and ethical dispositions on the one hand, and the creation of a safe climate for learning on the other" (2006, p. 205). It is then clear that, when dealing with SEL, the atmosphere in the classroom is a key issue. The teacher must generate a good climate in which students feel safe, motivated, and interested in the learning process.

The Office of the Surgeon General (1999) points out that:

Over the last several decades, there has been a growing awareness that students with significant social, emotional, and/or behavioral needs pose a great challenge for (...) educators. Without effective interventions, (...) these students struggle with problems that predispose them to long-term negative outcomes (as cited in Cohen, 2006, p. 208).

Social and emotional learning (SEL) can have a useful and beneficial impact on students' behavior and long-term outcomes. That is the reason why they should develop those skills guided by teachers, who should be able to give students the strategies they need to become more competent emotionally and socially, and to face their problems with the conviction that they will obtain a positive result.

Nevertheless, the academic results of students can also be affected in a positive way when SEL is included in the curriculum. In fact, it has been argued that "when schools attend systematically to students' social and emotional skills, the academic achievement of children

increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves” (Elias, 1997, p. 1-2). Besides, Cohen (2006, p. 216) mentions that according to Bar-On (2003), children who are involved in programs related to SEL have fewer difficulties with their interpersonal relations, are better at understanding and expressing themselves, and have more control over their emotions, being able to manage them and solve their problems easier.

One of the issues that slow down the implementation of programs related to SEL in schools and high schools in the United States has to do with parents (Cohen, 2006). It seems that they are sometimes against those programs because they do not consider this kind of learning approach important enough, or because they think that their value system is being violated if schools do not consult them those changes in the curriculum. However, the reaction of parents towards these programs may not be the same in other countries, and parents in Spain may accept these programs as truly beneficial for their children if the right media campaign is carried out to promote SEL in schools. Another key element that affects its implementation is the difficulty to measure and evaluate the development of social and emotional skills on students, and the lack of teacher preparation courses that would allow them to deal with SEL programs effectively in schools. It has to be said that there are many different programs regarding bullying prevention, civics education, mental health, etc., but those programs are usually fragmented, when they should all be coordinated to obtain better results. Finally, the difference that educational leaders and policy makers usually draw between student learning and social and emotional issues does not help to the proper inclusion of these programs in the regular curriculum (Cohen, 2006).

### **1.2.1. Guidelines to introduce SEL in schools**

Researchers agree on the existence of five major steps that social emotional and academic educational efforts involve (Cohen, 2006). The first step deals with planning, discovery, and community-building, it has to do with the evaluation and discovery of the issues that may be affecting students, and the development of an action plan that allow schools to stop or deal with those issues. The second step has to do with the need of students to be in a safe, caring, responsive classroom climate that helps in the teaching and learning process. Among the factors that define the school climate can be found “social-emotional and physical order and safety, expectations for student achievement, quality of instruction, collaboration and

communication, sense of school community, peer norms, school-home-community partnerships, student morale” (Cohen, 2006, p. 212). The third step involves the inclusion of the families in the child’s life and learning process. Parents and school should send kids the same message so that he does not see different behaviors at school and at home, and that is only achieved when there is a partnership between families and school. The fourth step has to do with the inclusion of SEL programs in the curriculum. Sometimes, SEL lessons and skills are usually taught in isolation first, and then students will be able to apply that learning and those skills to both academic and non-academic situations. The final step deals with the evaluation of student progress, which is an issue that is not completely defined yet (Cohen, 2006). The existence of an evaluation seems to be positive, but what should be measured is still being discussed.

There are five main competences that can be taught through SEL programs in schools, according to CASEL (Collaborative for Academic, Social, and Emotional Learning, (n.d.). Those competencies are the following, which are defined by the same organization:

- Self- awareness, which is the “ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior and to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and growth mindset”.
- Self-management, which involves the “ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations, and the ability to set a work toward personal and academic goals“.
- Social awareness is the “ability to take the perspective of and empathize with others including those from diverse backgrounds and cultures.”
- Relationship skills which has to do with the “ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, (...) communicate clearly, listen (...) cooperate with others, resist social pressure, negotiate conflict constructively, and seek and offer help when needed”.
- Finally, responsible decision-making, which involves the “ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of well-being of oneself and others.”

The development of each one of these skills helps students to be more aware of their own capacities and self, more capable of recognizing and dealing with their emotions, and more competent in their social interactions.

### **1.2.2. Specific guidelines to introduce SEL in the classroom**

As it has been previously said, there are two important steps to have into account when introducing SEL in schools, and more specifically in a particular classroom. First of all, the teacher has to be aware of the possible issues that affect those students to be able to focus on them. However, I believe that dealing with SEL does not necessarily involve problems in the classroom. It can be worked on as a sort of habit, where students are able to discuss various topics to reflect on them and share their opinions. To do so, the teacher must provide students with the safe environment that has been mentioned in order to be able to discuss opinions naturally and without barriers.

It is interesting that when working with SEL students tend to work with their classmates, which means that they have to work in groups and collaborate with each other. This is a good way to develop their social skills, to help them learn to cooperate with others, and to get to agreements within the groups. However, discussions do not only involve the members of the group, but also the rest of their classmates, which means that the groups have to agree on what they want to share with them and defend it.

In this particular project, the CASEL model of the five competences will be followed. This means that the activities that will be included in the proposal will develop some, if not all, of the competences that CASEL says can be developed through SEL. The fact that students improve their skills related to those competences will make them more aware of the way in which they see themselves, their emotions and thoughts, and also other people's emotions and thoughts. Students will have the opportunity to reflect on those topics and become more competent when dealing with them. Furthermore, the improvement of their social skills will help them to be more capable of establishing long-lasting relationships, and making responsible decisions based on their own beliefs and concerns.

Even though the five competences can be included in the classroom routine, in this case not all the competences will be included in the project since the number of sessions assigned to it is not enough. For this reason, the competences related to SEL that will be included in the

project are self-awareness, social awareness, and relationship skills. Dealing with three competences instead of five will allow students to focus more on those ones and do more activities related to them.

The first competence that will be included in the project is *social awareness*. As it has been already said, it deals with the perspective that we have from others, our capacity to empathize with them, the respect that we should feel and show to others, and the appreciation for diversity. In this project this competence will be developed throughout different activities that will put students in someone else's place, to force them to think and behave as if they were not themselves. This activity makes students reflect on someone else's emotions and become aware that people that surround us deserve respect, empathy, and being treated in a nice way, just like ourselves. Another activity dealing with these competences has to do with the respect that we should show to people who does not think the same way as we do. Students will have to respect other people's opinions and get to an agreement with them.

*Self-awareness* has to do with the confidence that we have in ourselves, our capacity to recognize our own emotions, values, and thoughts, and the ability to assess our strengths and limitations. In order for students to develop this competence they will have to think of their own strengths, in a real way because they will be given a situation and they must solve it. Besides, they will have to recognize their own values and thoughts and also their classmates'. These activities will improve their confidence and will make them appreciate their own qualities, which they may already know or might be discovered by others.

Finally, students will develop their *relationship skills*, first of all because many of the activities suggested have to do with group work, which means that students will have to work with their classmates and put into practice some of the social awareness skills that they are also developing during the sessions. Within the different groups they should be able to communicate clearly, listen to each other to get the best result, and cooperate with their mates, since that is the reason why they will work in groups. When working in groups, students can also develop their ability to seek and offer help to their classmates. This is an issue that may be hard for some students, and working in small groups can help them feel more comfortable to show their own weaknesses as well.

Some of the competences appear in two or more sessions, and they can even coexist in the same activity. The reason for it is that SEL competences are not individual and unrelated, in

fact they have much to do with each other and sometimes working one of them can lead to work another competence at the same time.

In short, even though I have found no evidence that this specific educational approach (SEL) has not been implemented in our country yet, it has been put into practice in the United States, and it has had positive results in students' performance at school. It can be said then that social and emotional learning does have a beneficial impact on students' success at school, and since the Spanish legislation does mention several aspects, at both national and autonomous levels, related to especially the development of students' social competence, I believe it is worth it to include it in this teaching project. Not all the competences related to SEL will be included in this project, but the number is not as important as the fact that students will have the possibility to reflect on several topics that they may not have thought about.

### **1.3. Literature as a resource**

Literature is a very interesting and useful resource when teaching a foreign language since it allows students to read authentic material in the foreign language as well as getting to know some aspects of the culture that surrounds the language. The literature that teachers provide to students can be the authentic one or an adapted version of it. I believe that reading the original version is better than an adaptation because the text has not been manipulated and there are plenty of literary pieces and short stories that students are able to read and understand.

Another reason to bring literature to the classroom is that it allows the teacher to discuss a great deal of topics with students, and those topics arise in a natural way. This is why using literature is significant in the Unit of Work that is put forward in this dissertation, the selected tale will help the teacher to bring into the classroom various topics related to social and emotional learning at the same time that they work on the foreign language and the culture.

However, when dealing with literature we have to think very carefully about the students' skills and capacities, and the literary text that we want to choose. The teacher has to be sure that the chosen text is suitable for students, and that they will be able to understand it and work with it. According to Duff and Maley (2007), there are some questions that teachers can ask themselves to assess whether the text is appropriate for a particular group of learners. In this particular case, the literary text that is going to be used is *The Wonderful Wizard of Oz*

(Baum, 1900), which was written by Frank Baum. Below the suggested questions by Duff and Maley are displayed, and I will try to give an answer in relation to the selected text.

– Is the subject matter likely to interest this group?

Since this Unit of Work is being designed for first year of Bachillerato students, I think that the text can be interesting for them. First of all, it is a very well-known text, and many students may have heard about it. Second, the book has been turned into a film, which can be useful to keep the students' interest by showing a clip in any of the sessions. Finally, they might have heard about the book, and they might have seen the film, but these kinds of texts are rarely read by students even if they know about them. So it would be a discovery for them and it might change the initial idea of what they thought the story was about.

– Is the language level appropriate?

This story was written in English initially for kids, so the language that can be found is not very complicated. The students that will read the text have finished the compulsory secondary education and are continuing their studies, which means that they are supposed to have good command of the foreign language. Furthermore, students will have access to different resources to fill the lack of vocabulary that they may have.

– Is it the right length for the time available?

The whole book has too many chapters for the time available in this Unit of Work, which is the reason why students will only read certain chapters that are more related to the issues that we want to deal with in the classroom. This way, the length of the text is shortened and students will be more focused on the topics that they will discuss.

– Does it require much cultural or literary background knowledge?

As the story is written to be read by children, it does not need any literary background knowledge. Besides, students will not need much cultural knowledge since the aim of the activities will not be doing a deep analysis of the book, which may require more cultural baggage. Instead, the teacher will use the story to discuss social behaviors or emotions with students. That is why they will only need to understand the passages that will be read in the lessons to be able to participate in the activities.

– Is it culturally offensive in any way?

Again, since it is a book initially written for children it is not offensive in its vocabulary, actions, or in any other way. Besides, the Unit of Work is proposed for a

Spanish high school, and even though English and Spanish cultures are certainly different, they are not as unlike in social behavior or actions as it could occur with other cultures like the Chinese one.

- Can it be easily exploited for language learning purposes?

I believe that this book can be exploited in many ways and it can be related to various topics to deal with in the classroom. In the Unit of Work proposed the activities are not focused on the language itself, but the language is going to be a means to discuss several topics. This does not mean that the book is not suitable for language learning purposes, in fact students are going to be forced to use the language to communicate with each other, and that is also a way to learn a language even if students are not strictly doing language activities.

In conclusion, after having answered the questions above, I believe that the chosen text is a suitable reading for the students to which this project is addressed since it is not very complex and it will be useful to introduce social and emotional learning in the foreign language classroom.



## **2. TEACHING PROJECT**

### **2. 1. Level:**

This project is designed for students that are in their first year of Bachillerato, which means that those students have finished the obligatory secondary education and they are continuing their education to be able to access higher studies in the future.

According to the Article 24 of the Real Decreto 1105/2014, 26<sup>th</sup> December 2015, by which the basic curriculum of Secondary Education and Bachillerato is established, one of the two the main purposes of Bachillerato studies is to provide students with the necessary academic training, intellectual and human maturity, knowledge, and skills that will allow them to carry out social functions as well as join to the working life in a responsible and competitive way.

The same document points out that the tasks suggested to be done in Bachillerato are supposed to favor the students' capacity to learn by themselves, work in groups, and apply the appropriate investigation methods. The students' ability to speak in public and reading habits are two issues that are also mentioned as significant skills to be developed by students.

The first foreign language is obligatory in this year, and students usually have English as their first option. Besides, LOMCE (Ley Orgánica 8/2013, 2013) establishes that when teaching a foreign language, either the mother tongue, Spanish, and the co-official language should be set aside to try to use them only to provide support when it is necessary. Furthermore, the skills that are supposed to be more developed are the oral ones, which are listening, spoken production, and spoken interaction.

In this year, students are supposed to have good command of the foreign language regarding both grammar structures and vocabulary. That is why they should not have much trouble to read and understand the chapters of the tale, and to complete the activities related to them. Besides, they are supposed to be able to speak quite fluently, which is one of the skills that will be developed throughout different activities in this project.

### **2. 2. Objectives**

The main objectives of this teaching project are the following ones, which have been taken from the Real Decreto 1105/2014 (2015):

a) Practice democratic citizenship from a global perspective, and acquire a responsible civic consciousness that inspired on the values of the Spanish Constitution and the Human Rights, encourages the responsibility of building a fair and equitable society.

b) Consolidate students' personal and social maturity in order for them to be able to act in a responsible and self-sufficient way, and to develop their critical spirit. Anticipate and solve personal, family, and social conflicts in a peaceful way.

d) Strengthen reading, studying, and discipline habits as requirements for the effective learning progress, and as a means to personal growth.

f) Being able to express oneself in one or more foreign languages with both fluency and accuracy.

g) Make a responsible and reliable use of information and communication technologies.

k) Strengthen entrepreneurship by being creative, flexible, and self-confident, having personal initiative, a critical attitude, and working in groups.

l) Develop artistic and literary sensibility as well esthetic criteria as sources of information and cultural enrichment.

### **2. 3. Competences:**

According to the Orden ECD/65/2015 (2015), 21<sup>st</sup> January, by which the relations among competences, contents, and evaluation criteria of primary education, secondary education, and Bachillerato, are described, the European Union insists on the fact that citizens must acquire some key competences that are necessary for their personal, social, and professional development. The European Union claims that this full development of citizens will supply the needs of the globalized world in which we live, and will allow us to continue the economic growth bound to knowledge.

According to the Real Decreto 1105/2014 (2015), a competence is the ability to apply the contents of the different subjects and courses in order to be able to complete the tasks and solve complex problems in an adequate way.

In the following figure can be seen the key competences and the sessions in which each competence is going to be developed:

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6, 7, 8
Linguistic communication	X	X	X	X	X	X
Mathematical competence and the basic competences in science and technology						
Digital competence	X	X	X	X	X	X
Learning to learn	X	X	X	X	X	X
Social and civic competences	X	X	X	X	X	X
Sense of initiative and entrepreneurship		X		X		X
Cultural consciousness and expression	X	X	X	X	X	X

Figure 1: Key competences worked in each session

Linguistic communication: Since this teaching project is designed for the foreign language classroom, it seems obvious that this competence appears through the whole Unit of Work. In order to develop linguistic communication it is mandatory that students use and handle the foreign language with a communicative purpose. It can be in an oral or written way, and in various situations and contexts. In this Unit of Work, students will be constantly using the foreign language to communicate with their classmate or the teacher, and to express their ideas, which will help them to develop this competence.

Digital competence: This competence implies the usage of information and communication technologies in the subjects. In this Unit of Work, ICTs are included throughout the whole unit because since students are going to be dealing with texts in the sessions, they are probably going to need help with some of the vocabulary that may appear there. They will be able to use the digital board with internet connection to look for the unknown vocabulary, expressions, or the possible cultural background that surrounds the texts. Besides, it will allow them to know useful resources which they can use in the future.

Learning to learn: In this Unit of Work, students will have to look for unknown vocabulary and expressions that they may not know. This is a good way to find out new resources that will be helpful in the future too. They will learn to use those resources and that will allow them to use them in other contexts or situations. Besides, students will have to make

summaries of the chapter they read in the previous session. But they will have to follow a scheme given by the teacher, which means that they will have to read the chapter and do an analytic reading in order to answer the questions or scheme suggested by the teacher. Finally, in the final task they will have to put into practice everything they have learnt during the sessions because instead of reading, which is what they have been doing during the first sessions, they will have to write themselves and include some of the topics that have been discussed.

Social and civic competences: The Foreign language classroom is an appropriate environment to deal with social issues and tolerance towards what is different because the foreign language is a huge difference itself that opens up a whole world of new differences that can make students reflect on. In fact, the Real Decreto 1105/2014 mentions that the effective usage of foreign languages implies having our minds open to new beliefs, interactions with others, and thoughts that are different from ours.

This teaching project is based on Social and Emotional Learning which has a lot to do with this competence which involves the ability to interact with other people, make decisions, and solve conflicts. The development of this competence will assure students' well-being as well as it will help them to have a better understanding of how society works and how the individual should interact in that society. Some of the basic skills related to the social competence are the ability to communicate in a constructive way and in different situations and contexts, the ability to show tolerance, to express and understand diverse points of view, to feel empathy, and to be able to negotiate inspiring confidence. In this Unit of Work, some of these skills are going to be worked through all the sessions devoting a session for each skill. This way students will focus on one topic and they will do either reflection activities and practice activities that will allow them to become more aware of their skills and to develop them.

On the other hand, the skills related to the civic competence involve the ability to interact in the public sphere and to show solidarity and interest to solve problems of the community. Besides, some values attached to this competence have to do with showing respect for the human rights, supporting diversity, and the will to respect other people's values and privacy. In this Unit of Work, students will have to try to find solutions for problems or conflict suggested, and since many of the activities have a high degree of personal opinion and

thoughts, students will have to respect their classmates' opinions even if they do not agree with them.

Finally, there will be some activities that will be done in groups, which means that students will have to get to agreements and put into practice some of the values and skills that will be developed throughout the unit.

Sense of initiative and entrepreneurship: It is necessary that students develop some sense of initiative and creativity. In this Unit of Work, students will work in pairs or groups in some of the activities suggested which eases the development of leadership skills, group work skills, task delegation, etc. The final task is an activity in which students will develop these skills since it involves group work and it does not have many guidelines, so they will be able to do almost anything they wish. Besides, they will have to organize themselves to finish the task on time. Finally, they will have to take risks as well, and share and defend their ideas and work in front of their classmates always trying to speak in the foreign language. This is a risk itself since it is not the students' mother tongue, and it already means a challenge.

Cultural consciousness and expression: This competence involves being aware of different cultural and artistic manifestations and showing respect for them. In this case, since the teaching project deals with the tale *The Wonderful Wizard of Oz* (1900), written by Frank Baum, who was an American writer, students will be in contact with a literary creation from a different country from the very beginning.

## **2. 4. Methodology**

In the Real Decreto 1105/2014 (2015), the first foreign language is treated as a means for communication, which is the reason why it is mentioned that students should be provided with examples or situations of real communication in which they can develop the ability to speak and communicate in the foreign language. That is why the two basic methodologies that will be followed in this teaching project are the communicative approach and the task-based approach.

First, the communicative approach deals with the idea that the foreign language is more successfully learnt if students use it for communicative purposes instead of using the language in non-realistic situations. There are plenty of authors who support this idea and who suggest

that the foreign language should be taught by creating situations in the classroom in which communicating with each other is an obligation and not restricting the language to academic purposes and to “textbook English” (Verghese, 1989). Some of those authors who wrote about this approach in the last years are Richards and Rodgers (2014), Maqueo (2006), or Littlewood (1998).

Second, the task-based approach is based on the completion of a final task, which usually does not have a unique correct answer, but students have to complete it their own way. The approach is centered in the completion of the final task, and not in the learning of a specific grammatical feature. However, students have to use accurate language and they have to be able to communicate (Bilsborough, 2013). It is common that the previous activities to the final task help to the completion of it. As it happened with the previous methodology, there are a lot of authors who support its usage in the foreign language teaching, such as Willis (1996), or Ellis (2003).

Finally, Krashen (1982) also talks about the affective filter and its impact on second language acquisition. One of the aims of SEL is also to create a safe environment in which students feel confident, and calm, which according to Krashen’s work will also favor the learning of the second language.

## 2. 5. Contents, evaluation criteria and learning standards

The contents, evaluation criteria, and learning standards for this teaching projects are the following, which have been taken from the Orden EDU 363/2015, 4 May, which establishes the curriculum and regulates the implementation, evaluation, and development of Bachillerato years in Castilla y León:

<b>BLOCK 1: Oral text comprehension</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning standards: <i>The learner...</i></b>
1. Differentiation of types of comprehension (general meaning, essential information, main points, relevant details)  2. Communicative functions: 2.1. Social relations management	1. To identify the essential information, the main points, and the most relevant details in well-structured oral texts reproduced by other people in the classroom using a formal or informal register about topics related to social and	1. Understands the main points and the most relevant details in a formal or informal conversation between two or more people about emotions, beliefs, thoughts, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> .

<p>in personal, public, and academic spheres, being able to get to agreements.</p> <p>2.2. Opinion, beliefs, points of view, and advice exchange, making an effort to understand their classmates' interventions.</p>	<p>emotional learning, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), on the condition that there are good acoustic conditions and students can listen the oral text again.</p> <p>2. To know and to be able to apply the sociocultural and sociolinguistic aspects related to everyday personal and academic situations about interpersonal relations, body language, behavior, attitudes, values, taboos, etc. to have a better understanding of the oral text.</p>	<p>(Baum, 1900), on the condition that there are good acoustic conditions and the discourse is well-structured.</p> <p>2. Understands specific and relevant information about emotions, thoughts, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), in an informal conversation or a discussion in which he participates with his classmates, on the condition that there are good acoustic conditions.</p> <p>3. Understands the main ideas and the most relevant details in an oral presentation carried out by their classmates, in which they talk about emotions, thoughts, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), using standard English</p>
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Figure 2: Block 1 contents, evaluation criteria, and learning standards

<b>BLOCK 2: Oral text production: expression and interaction</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning standards: <i>The learner...</i></b>
<p>1. Communicative functions:</p> <p>1.1. Social relations management in personal, public, and academic spheres, being able to get to agreements.</p> <p>1.2. Description and valuation of physical and abstract qualities of people and activities.</p> <p>1.3. Narration of past, present, future events, and state descriptions.</p> <p>1.4. Opinion, beliefs, points of view, and advice exchange, making an effort to communicate with others.</p>	<p>1. To Build coherent and well-structured texts about topics related to social and emotional learning, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), in a formal or informal register, and in face to face situations even if there are sometimes interruptions or hesitations in the speech, but without preventing communication.</p> <p>2. To efficiently participate in oral interaction activities such as role plays dealing with social and emotional learning, having some time to prepare their interventions, and in spite of making some mistakes.</p>	<p>1. Efficiently participates in oral interaction activities such as role plays dealing with social and emotional learning, having some time to prepare their interventions, and in spite of making some mistakes.</p> <p>2. Efficiently participates in formal or informal conversations face to face in which he describes events, personal experiences, emotions, thoughts, beliefs, issues related to the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), or gives advice showing respect and kindly explaining his reasons to agree or disagree with his classmates' opinions.</p>

Figure 3: Block 2 contents, evaluation criteria, and learning standards

<b>BLOCK 3: Written texts comprehension</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning standards: <i>The learner...</i></b>
<p>1. Differentiation of types of comprehension (general meaning, essential information, main points, relevant details)</p> <p>2. Narration of past, present, future events, and state descriptions.</p> <p>3. Appropriate use of Information and Communication Technologies (ICTs).</p>	<p>1. To identify the essential information, the main points, and the most relevant details in well-structured written texts in both printed or digital formats, which are written in standard English and which address topics related to social and emotional learning, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i>(Baum, 1900), on the condition that the student can read the text a second time.</p> <p>2.To know and to be able to apply the sociocultural and sociolinguistic aspects related to everyday personal and academic situations about interpersonal relations, behavior, attitudes, values, taboos, etc. to have a better understanding of the written text.</p>	<p>1. Understands without difficulty the plot of the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900) since it is well-structured and it does not have very complex language. Besides, the learner understands the personality of each of the characters that appear in the tale, and the relations among them.</p>

Figure 4: Block 3 contents, evaluation criteria, and learning standards

<b>BLOCK 4: Written text production: expression and interaction</b>		
<b>Contents</b>	<b>Evaluation criteria</b>	<b>Learning standards: <i>The learner...</i></b>
<p>1. To find and make an adequate usage of linguistic resources and information and communication technologies (ICTs) such as paper dictionaries, online dictionaries, online resources to look for expressions or cultural references, etc.</p> <p>2. Communicative functions: 2.1. Description and valuation of physical and abstract qualities of people and activities. 2.2. Narration of past, present, future events, and state descriptions.</p>	<p>1. To write in any format coherent and well-structured texts about topics related to social and emotional learning, personal experiences, or the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), being able to justify his own opinions and making an accurate use of the English language.</p> <p>2. To be aware of the sociocultural and sociolinguistic aspects of the target audience and the differences with his own culture (traditions, attitudes, values, beliefs, taboos, etc.) to be able to adapt the written text towards that specific audience.</p>	<p>1. Writes in any format a cover letter giving specific details and adding the information that he considers to be significant for the purpose of the letter.</p> <p>2. Writes, in a conventional format, a short story in which he includes significant information related to social and emotional learning and the tale <i>The Wonderful Wizard of Oz</i> (Baum, 1900), describing situations, characters, places, narrating events in a coherent order, and making an accurate use of the English language.</p>

Figure 5: Block 4 contents, evaluation criteria, and learning standards

## **2. 6. Main material:**

Some of the activities that will be carried out during this project will need some resources like internet access and digital devices to look for unknown vocabulary, expressions, or cultural references, sheets with questions to give to students and discuss various topics, boxes to make some of the activities anonymously and give students both privacy and anonymity. This way, students will feel more comfortable while doing the activities and they will be able to express their ideas and feelings in a more natural way and without barriers. The teacher will also need some paper cards with the students' names on them, and some others with role play situations that students will use to get to agreements.

The final task has not many guidelines and students will be allowed to take as many resources as they wish. Some of them may be provided to them and some may be brought by students to the classroom.

## **2. 7. Main learning goal**

The main learning goal of this teaching project is that students become more aware of their social and emotional skills and that they develop them to assure students' well-being and to make them more capable of joining adult life in a successful way. Furthermore, students will develop their foreign language skills and they will be more capable of communicating both accurately and fluently. They will not study the grammar per se, but they will be putting into practice all the grammar, vocabulary, expressions, etc. that they have already learnt to communicate with their classmates.

## **2. 8. Timetable**

The number of hours assigned to the first foreign language lessons in the first year of Bachillerato is three hours each week, and the extent of each session is fifty minutes. On the other hand, this teaching project is designed to be developed in eight sessions, which means that the teacher will need almost three weeks to carry out the whole project.

## **2. 9. Diversity outreach**

Given that this teaching project is designed to be implemented in any high school in Castilla y León, there is no specific context to take into account when talking about diversity outreach. Moreover, every single student is different and learns in a different way, which means that every classroom is different and will have specific needs for the development of the unit. That is why the activities suggested may be slightly changed in order to adapt them to the specific needs of the students in the classroom. In fact, the Castilla y León autonomous government has recently developed the II plan related to diversity outreach for the years 2017 – 2022 Junta de Castilla y León. (2017). The main goal of the plan is that every single student succeeds at school, and in order to make it possible, it is necessary that schools take care of the individual needs of their students and that none of them is left behind because of his personal, economic, or social circumstances. In the same way, this teaching project suggests several activities which try to promote students' inclusion and which can be adapted to the specific needs of each student.

## **2. 10. Assessment**

According to LOMCE (Ley Orgánica 8/2013, 2013), the evaluation of students' learning must be continuous and educational. This means that it is meant to help students in their learning process. However, it should be used as a tool to improve the teaching process too. This means that both students and teachers should be able to use the evaluation process to improve their performances. In the case of students, it will help them to be aware of the learning that they have acquired and in which areas they should exert themselves a bit more. On the other hand, the teaching process can be assessed too and be aware of which activities worked better with students, which were boring to them, which were too difficult or easy for them, etc.

In this teaching project, one of the aims is that students learn by doing, they will put into practice all the knowledge of the English language that they have, and they will do some activities that will make them realize that social and emotional topics are significant for both their own well-being and the classroom atmosphere.

During the development of the teaching project, the teacher will pay attention to students' learning process, and especially to the development of the activities suggested. He will assess the achievement of the objectives proposed for the unit by using some assessment tools.

First, the teacher will observe the students' performance in the classroom. Since most of the activities involve collaborative work and they develop students' oral skills, the teacher will be able to monitor them easily. Second, the teacher will keep a journal in which he will write diary entries with comments after each session. Those comments will reflect the observation of students' work and their learning progress throughout the sessions. However, the teacher will also pay attention to students individually, being able to collect their capabilities both while working in groups and individually.

Even though many of the tasks will be done orally, there are some tasks that involve writing and reading skills, and they will be both individual and collaborative. The tasks which involve that students create a piece of writing will be collected by the teacher at the end of the session, so that he can correct them and assess the usage of the foreign language, their creativity, and their reflection or awareness on the topic. Besides, the teacher will assess their oral presentations and interventions throughout the sessions in the same way.

Since this unit deals with social and emotional learning, the assessment of students' progress will be oriented to the accurate and fluent use of the English language, but also to the students' reflection and awareness on the topics and values that they will deal with. In this case, the foreign language will be used as a means for communication. The language is not the focus of the unit, social and emotional learning is. However, students will be putting into practice their knowledge on the foreign language to be able to complete the tasks. This is why both issues have to be taken into account in the assessment of students.

The evaluation of the Unit of Work will be marked according to the following elements:

Evaluation elements	Percentage		
Final task (rubric in figure 7)	Written chapter	20%	
	Oral presentation	20%	
Active participation	10%		
Oral interventions and use of the foreign language	30%	Vocabulary	10%
		Grammar correction	10%

	Appropriateness of interventions and relation to the topic	10%
Written tasks	10%	
Team work, social awareness and relationship skills	10%	

Figure 6: Evaluation elements

The following figure shows a rubric of the main criteria followed to mark students' performance in the final task. The written performance of the task will be taken into account meaning half of the points assigned to students, and the other half of the points will be assigned to the oral presentation (figure 7).

Marks	Criteria / performance
4	<p>Consistently does all or almost all of the following:</p> <p>The chapter is written using a correct use of the English language, using complex sentences, and with no, or almost no, mistakes in the text. Besides, the group included vocabulary learnt throughout the unit in a correct way making the reading easy and understandable.</p> <p>The character included fully fits in the original tale and it does represent a value.</p> <p>The oral presentation was very creative and attractive; the group brought various materials to the classroom to enhance their performance. The members of the group did not read any of their interventions and they were all grammatically correct.</p>
3	<p>Does most or many of the following:</p> <p>The written chapter has complex sentences which have in some cases grammatical mistakes but they are not that significant. Besides, some of the vocabulary learnt throughout the sessions appears in the text. Even though it has some mistakes, they do not interfere the reading, and the text can still be understood.</p> <p>The new character fits in the original tale and even though it does not represent a value, it can be deduced from the story that the group has created.</p> <p>The oral presentation was quite creative and attractive and the group brought some materials to perform their story. Some of the members of the group read some of their interventions but their general performance was good and grammatically correct.</p>
2	<p>Does most or many of the following:</p> <p>The chapter is written with simple, but grammatically correct sentences. The group included very few words of the vocabulary that appeared during the sessions, but the text can be understood in an easy way.</p> <p>The new character could be included in the original text but it does not completely fit, and it does not represent any value. Deducing a value out of the story may be hard, and it is not represented with the same strength as in the previous chapters.</p>

	<p>The oral presentation was not very creative and the group barely brought materials to the performance. All members of the group read their interventions at some point, and there were some grammatical mistakes.</p>
1	<p>Consistently does all or almost all of the following;</p> <p>The chapter is written with simple sentences and basic vocabulary; the group did not include any vocabulary seen during the previous sessions. There are significant mistakes in some of the sentences, which make hard understanding the story.</p> <p>The group fails to introduce a character who could fit in the original tale and it does not represent a value in the story, nor can values be deduced from the story written.</p> <p>The oral presentation is poorly worked, students failed to bring materials to make the presentation attractive; they fully read their interventions, and their sentences were in many cases grammatically wrongly.</p>

Figure 7: Holistic rubric about final task evaluation

As regards the other elements to take into account for the final mark, active participation of students refers to their interventions to share their opinions and thoughts about the topic that is being discussed with their classmates. All the students will participate but those who do it by their own initiative will receive a higher qualification.

Oral interventions and use of the foreign language has to do with students' performance in the use of the English language and their reflections related to social and emotional learning. Many of the activities suggested will be done orally, and that means that students will have to speak, both in groups and in public, in order to communicate with each other. They are supposed to be able to manage certain grammar structures and vocabulary at this point, and they may learn new words throughout the unit. That is why the fact that they use them, and even better, that they do it in the right way will be taken into account. On the other hand, the activities are designed to make them reflect on their own ideas about empathy, tolerance, or their own strengths and weaknesses. The teacher will take into account that students make interventions related to the specific topic that is being discussed, and that they are actually reflecting and sharing their opinions. Whether their interventions are wrong or right is not as important as the fact that they reflect on those topics.

There is only one written activity that will be given to the teacher, without taking into account the final task. Since it is only one and it does not have a very high percentage, the mark related to it will focus on the English language. So the main elements to mark will be grammar and vocabulary.

Finally, since many of the activities involve working in groups, team work, social awareness, and relationship skills refers to the extent to which students have been able to work in different groups in a peaceful way, with respect, and doing collaborative work to obtain the best result. The teacher will assess it by observing students' work in the classroom.

## 2.11. Sessions

Figure 8 shows the organization of the sessions and the activities included in each of them:

SESSION	ACTIVITIES
1	<ul style="list-style-type: none"> <li>• Introducing the unit</li> <li>• Is this tale really famous?</li> <li>• What happened in the first chapters?</li> <li>• Going over the rainbow</li> </ul>
2	<ul style="list-style-type: none"> <li>• Warming up motors</li> <li>• Dorothy and the Scarecrow</li> <li>• Becoming scarecrows</li> <li>• Glee goes over the rainbow</li> </ul>
3	<ul style="list-style-type: none"> <li>• Do you remember Dorothy and the Scarecrow?</li> <li>• The Scarecrow's story</li> <li>• Think positive!</li> <li>• Pink goes over the rainbow</li> </ul>
4	<ul style="list-style-type: none"> <li>• Do you remember the Scarecrow's story?</li> <li>• Getting to know the Tin Woodman</li> <li>• Can you get to an agreement?</li> <li>• Israel "IZ" Kamakawiwo'ole goes over the rainbow</li> </ul>
5	<ul style="list-style-type: none"> <li>• Do you remember the Tin Woodman?</li> <li>• Making a new friend, the Lion</li> <li>• Creating a cover letter</li> <li>• Ariana Grande goes over the rainbow</li> </ul>
6	<ul style="list-style-type: none"> <li>• Dorothy and her friends</li> <li>• Creation time!</li> </ul>
7	<ul style="list-style-type: none"> <li>• Continuation of "Creation time!"</li> </ul>
8	<ul style="list-style-type: none"> <li>• Performance of "Creation time!"</li> </ul>

Figure 8: Sessions and activities

## **SESSION 1:**

**Objective of the session:** To introduce the tale that will be read in the next sessions and slightly introduce the fact that we will be dealing with social and emotional learning.

**Contents of the session:** To understand the general meaning and the main points of both oral and written texts doing an appropriate use of ICTs, to narrate past, present or future events and to express opinions, thoughts, and points of view making an effort to communicate with others in a respectful way.

### **Activity 1:**

**Title:** Introducing the unit

**Type of activity:** Routine

**Timing:** 15 minutes

**Classroom management:** The whole classroom together

**Resources:** computer room, digital board, speakers, *The Wizard of Oz* film (LeRoy and Fleming, 1939) from minute 30:00 to 32:23.

**Explanation of the activity:** The teacher will play a video in which students will watch a clip from the film *The Wizard of Oz* (LeRoy and Fleming, 1939). After watching the clip, the teacher will ask students to do a brainstorming to try to get as many ideas of the story as possible. In order to do so, the teacher will ask students to tell their classmates all the thoughts that they have related to the story. It does not matter if their ideas are right or not because the goal is to make them speak. Later on, as the sessions pass by, students may discover that some of their initial ideas about the tale were wrong, or not. The main idea is to introduce the tale with which students will be working in the next sessions. The teacher may lead the discussion by asking questions such as if they know from which film the clip is or not, if they have any idea of what the film is about, if they knew that the film was inspired on a book, which characters they think that appear in the story, etc.

After doing the brainstorming, the teacher will explain students that during the next sessions they will be working with some chapters of the original tale *The Wonderful Wizard of Oz* (Baum, 1900), and they will be discussing and dealing with some values that can be deduced from the story.

## **Activity 2:**

**Title:** Is this tale really famous?

**Type of activity:** Introduction

**Timing:** 20 minutes

**Classroom management:** Pair work

**Resources:** computer room, sheet with the questions (annex 1).

**Explanation of the activity:** Students will be asked to look for some information about the author of the tale, Frank Baum, and they will make a summary of it. Besides, the teacher will give them a sheet with some questions that they should look for on the internet. The questions will be the following:

- Is *The Wonderful Wizard of Oz* the only book written by Baum about the land of Oz? If your answer is negative, which other stories did he write?
- Can you find any version of *The Wonderful Wizard of Oz* written by another author?
- This tale is quite famous; can you figure out the number of languages into which it has been translated?
- Did the book receive any awards?
- As you already know there is a film based on the tale, but are there theater adaptations too? Did the film or theater adaptations receive any awards?

After finishing the summary and the questions, the whole classroom will briefly share the answers.

In this activity the competence related to social and emotional learning that is being developed is relationship skills.

## **Activity 3:**

**Title:** What happened in the first chapters?

**Type of activity:** Reinforcement

**Timing:** 10 minutes

**Classroom management:** the whole classroom together

**Resources:** box, blackboard or digital board, paper.

**Explanation of the activity:** Since students will not read the tale from the very beginning, but they will start reading on the third chapter, they need to know what happened until then. In order to prevent them from reading summaries in which information about future chapters appears, the teacher will make a brief summary of the events in chapter one and two. In this summary the teacher will also say that some characters of the story have an only wish and they try to make it real throughout the story.

After having said so, the teacher will give students a piece of paper in which they will have to write their own wish anonymously, and they will put it into a box. The teacher will explain that it could be any wish, even if they think it will not come true or it is already a fulfilled wish, and it can be a wish for themselves, for another person, for the classroom, etc. When all the wishes are in the box, each student will read one in a random way, and the teacher will write it on the blackboard or digital board in order to see whether there are repetitive wishes or not and also to make them reflect on their own wishes and other people's wishes.

In this activity the competences related to social and emotional learning that are being developed are social awareness and self-awareness.

#### **Activity 4:**

**Title:** Going over the rainbow

**Type of activity:** Relax

**Timing:** 5 minutes

**Classroom management:** The whole group together

**Resources:** digital board, internet access, speakers, The Wizard of Oz film (LeRoy and Fleming, 1939) from minute 05:00 to 07:40.

**Explanation of the activity:** The teacher will play a clip of the film *The Wizard of Oz* film (LeRoy and Fleming, 1939) in which the song “Somewhere over the rainbow” is sung by the character of Dorothy. This is one of the most famous scenes of the film, and after watching it, the teacher and students will briefly comment on whether they have heard of it or not, and in which circumstances.

## **SESSION 2**

**Objective of the session:** To start dealing with the third chapter of the tale, and to develop students’ empathy and their ability to work in groups.

**Contents of the session:** To understand the general meaning and the main points of both oral and written texts doing an appropriate use of ICTs, to narrate past, present or future events and to express opinions, thoughts, and points of view making an effort to communicate with others in a respectful way.

### **Activity 1:**

**Title:** Warming up motors

**Type of activity:** Routine

**Timing:** 10 minutes

**Classroom management:** The whole group together

**Resources:** No material resources are needed

**Explanation of the activity:** The teacher will introduce the classroom by asking students if they have asked their relatives or looked for more information related to the story that is being read in this Unit of Work. Afterwards, students will briefly share their new findings with their classmates.

## **Activity 2:**

**Title:** Dorothy and the Scarecrow

**Type of activity:** Introduction

**Timing:** 27 minutes

**Classroom management:** The reading will be done as a whole group. After reading the chapter, students will be joined in groups made by the teacher to discuss the questions of the sheet. And finally the answers will be shared with the rest of the classroom.

**Resources:** chapter III from *The Wonderful Wizard of Oz* (Baum, 1900, pp. 29-40) (annex 2), dictionary, digital board, internet access, sheet with the questions (annex 3).

**Explanation of the activity:** The teacher will give students only the chapter that is going to be read in the session so that they cannot anticipate what will be done in the following sessions. Students will read the chapter aloud taking turns, in a way that each student will read a passage of it. Students will be able to look up the unknown vocabulary either in dictionaries or through digital resources.

The chapter that will be read in this session is “Chapter III: How Dorothy saved the Scarecrow” (Baum, 1900, pp. 29-40) (annex 2) and it will take fifteen minutes.

After finishing reading the chapter, the teacher will give them a sheet with some questions (annex 3) in it which they must discuss in groups and then share their answers with their classmates. The questions will be oriented towards the introduction of the concept of empathy to students, which is one of the topics that can be deduced from the chapter.

The questions to discuss in groups will be the following:

- Why does the Scarecrow want to get a brain?
- Does the Scarecrow care about what others might think of him? Do you care about it? Why?
- How do you think the Scarecrow feels when other people think he is a fool? Try to find as many adjectives as possible to describe the feeling.
- How would you feel in a similar situation?
- How do you think those situations can be avoided?

After having shared the different answers, the teacher should make students become aware that the specific value that is being discussed with those questions is empathy.

In this activity the competences related to social and emotional learning that are being developed are social awareness and relationship skills.

### **Activity 3:**

**Title:** Becoming Scarecrows

**Type of activity:** Reinforcement

**Timing:** 10 minutes

**Classroom management:** The first part of the activity will be done individually, and the second part will be done as a whole group.

**Resources:** box, dictionary, papers to give to students.

**Explanation of the activity:** Each student will be given a piece of paper in which they will have to write anonymously a conflict, problem, or concern that has happened to them. It could be a situation in which a friend needed their help and they did not know how to behave as well. Afterwards, the teacher will collect all the papers and he will place them into a box. He will ask a student to take a random paper from the box and read it. Then, students will have to think about what they would do in that situation or which advice they would give to a friend in the same situation. This way, they will create a sort of debate to come out with ideas that could be put into practice.

Since there is no time to read and discuss all of the situations suggested by students, the minimum would be two different situations so that they place themselves in different contexts, and then as many more as time allows to discuss.

In this activity the competences related to social and emotional learning that are being developed are social awareness and self-awareness.

#### **Activity 4:**

**Title:** Glee goes over the rainbow

**Type of activity:** Relax

**Timing:** 3 minutes

**Classroom management:** The whole group together

**Resources:** digital board, internet access, speakers, video (Glee thingys, 2014)

**Explanation of the activity:** The teacher will play a version of the song “Somewhere over the rainbow” which appears in the TV series Glee to show the numerous versions that musicians have produced of the original song.

#### **SESSION 3:**

**Objective of the session:** To discuss the main topics related to the fourth chapter of the tale, to develop students’ respect towards each other, and their ability to work in groups.

**Contents of the session:** To understand the general meaning and the main points of both oral and written texts doing an appropriate use of ICTs, to describe physical and abstract qualities of people and to express opinions, thoughts, and points of view making an effort to communicate with others in a respectful way.

#### **Activity 1:**

**Title:** Do you remember Dorothy and the Scarecrow?

**Type of activity:** Routine

**Timing:** 5 minutes

**Classroom management:** The whole group together

**Resources:** blackboard or digital board

**Explanation of the activity:** The teacher will ask students to remember the chapter that was read in the previous lesson, and students will make a summary of the story aloud. The teacher will give students a scheme of the main ideas that the summary must include. He will write on the blackboard the following questions:

- Where did the action happen?
- When did the action happen?
- What characters appeared?
- Which were the main events that happened during the chapter?
- What happened at the end?

Besides this, they may discuss some of the attitudes that appear in the chapter and that called students' attention. The summary and possible discussion should not be done by only one student, but the whole classroom can participate and add their ideas. This will allow both the teacher and students to continue reading the next chapter of the tale in a more natural way since everyone will remember the details of the previous events.

## **Activity 2:**

**Title:** The Scarecrow's story

**Type of activity:** Introduction

**Timing:** 25 minutes

**Classroom management:** The reading will be done as a whole group. After reading the chapter, students will be joined in groups made by the teacher to discuss the questions of the sheet. And finally the answers will be shared with the rest of the classroom.

**Resources:** chapter IV from *The Wonderful Wizard of Oz* (Baum, 1900, pp. 41-49) (annex 4), dictionary, digital board, internet access, sheet with the questions (annex 5).

**Explanation of the activity:** The teacher will give students only the chapter that is going to be read in the session so that they cannot anticipate what will be done in the following sessions. Students will read the chapter aloud taking turns, in a way that each student will read a passage of it. Students will be able to look up the unknown vocabulary either in dictionaries or through digital resources.

The chapter that will be read in this session is “Chapter IV: The road through the forest” (Baum, 1900, pp.41-49) (annex 4) and it will take ten minutes.

After finishing reading the chapter, the teacher will give them a sheet with some questions (annex 5) in it which they must discuss in groups and then share their answers with their classmates. The questions will be oriented towards the introduction of the concept of respect towards what is different.

The questions to discuss in groups will be the following:

- What do you think about the famous quote that Dorothy says, “There is no place like home”? Do you think it is possible to live in another city or country and feel that you are at home?
- How did the Scarecrow feel when he realized that he was not like any other man? Why do you think he felt that way?
- Do you think that being different than others is a bad thing? Why?
- Do we accept that each of us is different, or do we want to be all the same? Think about examples.
- Do you think that we do what we want to do or are we conditioned by what other people think/want?

After having discussed these questions, the teacher will stress the fact that the main value they have been talking about is respect. Each person is different and has his own opinions, but we should respect them even if we do not agree with them.

The teacher will monitor students while they are discussing the questions in groups, and will intervene when students need help. In the general discussion, the teacher will mediate when it is necessary, and may add an opinion that has not appeared yet in the discussion.

In this activity the competences related to social and emotional learning that are being developed are self-awareness and relationship skills.

### **Activity 3:**

**Title:** Think positive!

**Type of activity:** Reinforcement

**Timing:** 17 minutes

**Classroom management:** The first part of the activity will be done in groups of four people made by the teacher, and in the second part the whole classroom will work together.

**Resources:** blackboard or digital board, box with students' names, dictionary, internet access, paper.

**Explanation of the activity:** The teacher will join students in groups of four people. In those groups, they will be asked to think of as many positive characteristics that could be attributed to people as possible. If they run out of ideas they will be able to use digital devices to look for more words. Once each group has at least 10 words, they will share their findings with the rest of the classroom, and a member of each group will write his group's words on the blackboard. The words that are repeated will be deleted so that the same word will not be written several times, and the remaining words will be used for the second part of the activity.

Once students have a lot of ideas to describe people, they will be asked to move their chair and make a circle; this way each of the students will be able to look their classmates face to face. Students will have to describe one of their classmates with three words that may be written on the blackboard, or not. They will be able to say new characteristics about the person they have to describe if it comes to their mind when they think about that person. However, as the previous words, the new ones must be positive as well.

The person that each student has to describe will be selected in a random way. The teacher will have a small box prepared in which there will be a piece of paper with the name of each student in the classroom. Students will pick one paper randomly and they will not be able to change it. This way we will avoid students picking their own friends to describe, and the possibility that a student is not chosen. Besides this, they will not be able to think the characteristics of the person that they have to describe in advance, and they will be listening to their classmates. In case students pick up their own names, they will choose another random paper in order to be able to describe someone else.

After all students have done the activity the teacher will ask them to write anonymously in a piece of paper how they felt while doing the activity and the teacher will collect those answers. Besides, as a whole group, he will tell them to think about whether it is harder saying to people positive characteristics or listening to them.

In this activity the competence related to social and emotional learning that is being developed is self-awareness.

**Activity 4:**

**Title:** Pink goes over the rainbow

**Type of activity:** Relax

**Timing:** 3 minutes

**Classroom management:** The whole group together

**Resources:** digital board, internet access, speakers, video (Santos, A. 2017).

**Explanation of the activity:** The teacher will play a version of the song “Somewhere over the rainbow” which as sung by Pink in the 2014 Oscars to show the numerous versions that musicians have produced of the original song.

**SESSION 4**

**Objective of the session:** To discuss the main topics related to the fifth chapter of the tale, to develop students’ tolerance towards different opinions, and their ability to work in groups.

**Contents of the session:** To understand the general meaning and the main points of both oral and written texts doing an appropriate use of ICTs, to manage social relations in order to be able to get to agreements, and to express opinions, thoughts, and points of view making an effort to communicate with others in a respectful way.

**Activity 1:**

**Title:** Do you remember the Scarecrow’s story?

**Type of activity:** Introduction

**Timing:** 5 minutes

**Classroom management:** The whole group together

**Resources:** Blackboard or digital board

**Explanation of the activity:** The teacher will ask students to remember the chapter that was read in the previous lesson, and students will make a summary of the story aloud. The teacher will behave in the same way as in the previous session, he will give students a scheme of the main ideas that the summary must include. He will write on the blackboard the following questions:

- Where did the action happen?
- When did the action happen?
- What characters appeared?
- Which were the main events that happened during the chapter?
- What happened at the end?

Besides, they may discuss some of the attitudes that appear in the chapter and that called students' attention. The summary and possible discussion should not be done by only one student, but the whole classroom can participate and add their ideas. This will allow both the teacher and students to continue reading the next chapter of the tale in a more natural way since everyone will remember the details of the previous events.

## **Activity 2:**

**Title:** Getting to know the Tin Woodman

**Type of activity:** Introduction

**Timing:** 25 minutes

**Classroom management:** The reading will be done as a whole group. After reading the chapter, students will be joined in groups made by the teacher to discuss the questions of the sheet. And finally the answers will be shared with the rest of the classroom.

**Resources:** chapter V from *The Wonderful Wizard of Oz* (Baum, 1900, pp. 51-61) (annex 6), dictionary, digital board, internet access, sheet with the questions (annex 7).

**Explanation of the activity:** The teacher will give students only the chapter that is going to be read in the session so that they cannot anticipate what will be done in the following sessions. Students will read the chapter aloud taking turns, in a way that each student will read a passage of it. Students will be able to look up the unknown vocabulary either in dictionaries or through digital resources.

The chapter that will be read in this session is “Chapter V: The rescue of the Tin Woodman” (Baum, 1900, pp. 51-61) (annex 6) which will take 13 minutes.

After finishing reading the chapter, the teacher will give them a sheet with some questions (annex 7) in it which they must discuss in groups and then share their answers with their classmates. The questions will be oriented towards the introduction of the concept of tolerance and friendship.

The questions to discuss in groups will be the following:

- Imagine you are in the same place as Dorothy watching the Scarecrow and the Tin Woodman argue about whether a brain is more important than a heart or not. Which one would you choose and why?
- It seems that Dorothy is making friends in the land of Oz, do you think they will become real friends? Why?
- What do you look for in a friend? Do you prefer a friend with whom you share hobbies or it is not that important?
- If a friend invites you to do something he likes and you do not, how would you manage that situation? Think of examples to illustrate your answer.

After having discussed these questions, the teacher will stress the fact that the main values they have been talking about are tolerance and friendship. During the task, the teacher will monitor students while they are discussing the questions in groups, and will intervene when students need help. In the general discussion, the teacher will mediate when it is necessary, and he may add an opinion that has not appeared yet in the discussion.

In this activity the competences related to social and emotional learning that are being developed are social awareness and relationship skills.

### **Activity 3:**

**Title:** Can you get to an agreement?

**Type of activity:** Reinforcement

**Timing:** 15 minutes

**Classroom management:** Students will be joined in groups of two or three people, and those groups will be made by the teacher.

**Resources:** sheets with the different roles (annex 8).

**Explanation of the activity:** The classroom will be divided into groups of two or three people depending on the number of students in the classroom, and each group will be given the same situation. The members of the group should assign a role to each member and they should try to get to an agreement.

If there is remaining time, each group will explain to the rest of the classroom how they came to an agreement and which is the final solution to the situation suggested.

The teacher will act as a monitor, and he will help students in case they need it. This means that the teacher is not really involved in the activity, students are, and the teacher will be just watching the development of the task, and attending students.

Situations:

- Role A: You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to a ski station because you have always loved to ski since you were very young. You think you will have a great time there, and one of your relatives works there so the trip will not be that much expensive. On the other hand, you like the beach but it is not your favorite place for holidays.
- Role B: You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to the beach because it has been a while since you do not go on holidays and you want to relax yourself. On the other hand, you hate hiking because you get too tired and you do not know how to ski.
- Role C: You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to the north of Spain because you

really love nature and you feel like you will be able to visit a lot of beautiful towns there. Besides, you have both mountains and the beach really close, which will allow you to do a lot of fun activities.

Role A and B will be given to two people groups, and role C will be assigned to those groups with an extra member.

In this activity the competences related to social and emotional learning that are being developed are self-awareness and relationship skills.

#### **Activity 4:**

**Title:** Israel "IZ" Kamakawiwo'ole goes over the rainbow

**Type of activity:** Relax

**Timing:** 5 minutes

**Classroom management:** The whole group together

**Resources:** digital board, internet access, speakers, video (Mountain Apple Company Inc., 2011).

**Explanation of the activity:** The teacher will play a version of the song “Somewhere over the rainbow” to show the numerous versions that musicians have produced of the original song.

### **SESSION 5**

**Objective of the session:** To discuss the main topics related to the sixth chapter of the tale, to develop students’ self-esteem, and their ability to work in groups.

**Contents of the session:** To understand the general meaning and the main points of both oral and written texts doing an appropriate use of ICTs, to describe physical or abstract qualities of people, and to express opinions, thoughts, and points of view making an effort to communicate with others in a respectful way.

### **Activity 1:**

**Title:** Do you remember the Tin Woodman?

**Type of activity:** Routine

**Timing:** 5 minutes

**Classroom management:** The whole group together

**Resources:** No material resources are needed

**Explanation of the activity:** The teacher will ask students to remember the chapter that was read in the previous lesson, and students will make a summary of the story aloud. The teacher will behave in the same way as in the previous sessions, he will give students a scheme of the main ideas that the summary must include. He will write on the blackboard the following questions:

- Where did the action happen?
- When did the action happen?
- What characters appeared?
- Which were the main events that happened during the chapter?
- What happened at the end?

Besides, they may discuss some of the attitudes that appear in the chapter and that called students' attention. The summary and possible discussion should not be done by only one student, but the whole classroom can participate and add their ideas. This will allow both the teacher and students to continue reading the next chapter of the tale in a more natural way since everyone will remember the details of the previous events.

### **Activity 2:**

**Title:** Making a new friend, the Lion

**Type of activity:** Introduction

**Timing:** 30 minutes

**Classroom management:** The reading will be done as a whole group. After reading the chapter, students will be joined in groups made by the teacher to discuss the questions of the sheet. And finally the answers will be shared with the rest of the classroom.

**Resources:** chapter VI from *The Wonderful Wizard of Oz* (Baum, 1900, pp. 63-72) (annex 9), dictionary, digital board, internet connection, sheet with questions (annex 10).

**Explanation of the activity:** The teacher will give students only the chapter that is going to be read in the session so that they cannot anticipate what will be done in the following sessions. Students will read the chapter aloud taking turns, in a way that each student will read a passage of it. Students will be able to look up the unknown vocabulary either in dictionaries or through digital resources.

The chapter that will be read in this session is “Chapter VI: The cowardly Lion” (Baum, 1900, pp. 63-72) which will take fifteen minutes.

After finishing reading the chapter, the teacher will give them a sheet with some questions (annex 10) in it which they must discuss in groups and then share their answers with their classmates. The questions will be oriented towards the introduction of the concept of self-esteem, but friendship will continue to be present in the discussion.

The questions to discuss in groups will be the following:

- After reading this chapter, has your impression on the Scarecrow and the Tin Woodman changed? Is there anything in the chapter that makes you think that they might already have what they are looking for?
- Do you think that the way we see ourselves is equal to the way in which others see us? Why? And if that person is a friend?
- Do other people’s opinion influence the way in which we see ourselves? If your answer is affirmative, how can we change that?
- How do you think self-esteem influences our behavior in society? How would you help a friend who has low self-esteem?

After having discussed these questions, the teacher will stress the fact that the main values they have been talking about are self-esteem and friendship. During the task, the teacher will monitor students while they are discussing the questions in groups, and will intervene when

students need help. In the general discussion, the teacher will mediate when it will be necessary, and he may add an opinion that has not appeared yet to the discussion.

In this activity the competences related to social and emotional learning that are being developed are self-awareness and relationship skills.

### **Activity 3:**

**Title:** Creating a cover letter

**Type of activity:** Reinforcement

**Timing:** 17 minutes

**Classroom management:** Individual task

**Resources:** Dictionary, digital board, internet connection.

**Explanation of the activity:** Students will have to create a cover letter for their university application. The teacher will explain them that in the United States students have to send an application form to the university they want to attend in the future, and they must submit a cover letter too. In that letter they explain why they want to go to that university and why they should be accepted. In this task they will have to do the same, imagine that you have to write a cover letter to be accepted at university. How would you sell yourself?

Students will have to write the letter down and give it to the teacher. In case they do not have time to finish it, they will be able to finish the task at home and deliver it at the beginning of the first session. If students have vocabulary doubts, they will have access to dictionaries and digital devices, and the teacher will help them.

In this activity the competence related to social and emotional learning that is being developed is self-awareness.

#### **Activity 4:**

**Title:** Ariana Grande goes over the rainbow

**Type of activity:** Relax

**Timing:** 3 minutes

**Classroom management:** The whole group together

**Resources:** digital board, internet access, speakers, video (Variety, 2017).

**Explanation of the activity:** The teacher will play a version of the song “Somewhere over the rainbow” sang by Ariana Grande in the One Love concert in Manchester to show the numerous versions that musicians have and still continue to produce of the original song.

### **SESSION 6**

**Objective of the session:** to make students put into practice the topics of the discussions that they have been carrying out during the previous sessions by writing themselves a chapter with a new character that represents a value himself.

**Contents of the session:** to narrate past, present or future events, doing an appropriate use of ICTs, to describe physical and abstract qualities of people and places, and to integrate social relations management into a story.

#### **Activity 1:**

**Title:** Dorothy and her friends

**Type of activity:** Routine

**Timing:** 10 minutes

**Classroom management:** The whole group together

**Resources:** No material resources are needed

**Explanation of the activity:** The teacher will ask students to recall all the chapters that they have been reading in the previous sessions. As a whole classroom they will summarize the stories of all the characters that have appeared, and they will follow the scheme that they have been using the previous sessions to summarize each chapter. This summary will help students remember the details of the tale, and will be an aid to the task that they will do in this session.

## **Activity 2:**

**Title:** Creation time!

**Type of activity:** Final task

**Timing:** 40 minutes

**Classroom management:** Students will work in groups of five people

**Resources:** Dictionary, digital board, internet connection, and the resources that students' need to perform the tale.

**Explanation of the activity:** In this task, the teacher will make groups of five people and students will have to create a new character that they think could be included in the tale. It can be anything they want but, as the rest of the characters in the tale, it has to personify a value such as loyalty, humility, generosity, etc., or at least a value should be deduced from the story that they create.

In order to complete the task, students will use the remaining time of this session and also the next session. Once they have finished writing their stories, students will give them to the teacher who will correct them, and they will have to perform it in front of the classroom. The performance will be done in the eighth session, and the fifty minutes of the session will be devoted to it. Each member of the group will play the role of one character of the story, and they will be able to bring any material they consider important into the classroom: music, costumes, scenery, etc.

In this activity the competences related to social and emotional learning that are being developed are self-awareness, social awareness, and relationship skills.

### 3. CONCLUSION

As it has been mentioned in this dissertation, both the national law on education and the autonomous law on high school education state that students should develop in this period some skills related to the social and civic competence in order to become active members in our society. These documents also establish that all high schools must have a document in which the main rules for social harmony and activities are included. It should also include the rights and duties of students, which disciplinary measures should be taken when rules are not respected, and the steps to follow to solve conflicts in a peaceful way. All the information that is included in that document is supposed to favor the existence of a good climate among all the members of the community in the high school.

These documents and the activities and rules that they state are meant to encourage the development of students skills related to the social and civic competence. However, the activities suggested are sometimes independent and may not have much relation with each other. That is why the inclusion of social and emotional learning as part of the curriculum can be constructive for students, since activities would be much more integrated and they would develop their skills in a more natural way, as something normal in the lessons.

After having developed this teaching project, I realized it was not as hard as I thought it would be to introduce activities related to social and emotional learning in the foreign language classroom because it allows bringing any topic to discuss with students. Even if students are not dealing with the English language per se, they are forced to use it in a communicative way, and that will help them to reinforce the knowledge that they already have related to grammar structures and vocabulary. Moreover, using the language with a communicative purpose can lead students to be aware of their lack of knowledge on the language, which can be positive as well. Students will have to learn more vocabulary, expressions, and grammar in order to be able to communicate their ideas with others, and to understand other people's ideas too.

Then, the inclusion of SEL in the foreign language lessons can bring positive results for both students' knowledge of the English language and the development of their social and emotional skills. As it has been said throughout this dissertation, the development of the five competences related to SEL seems to have a beneficial impact in their personal and academic

life. Being capable of identifying their emotions and knowing how to deal with them in the right way, becoming more confident about their own strengths and skills, and being able to respect, communicate and work with their classmates will be useful not only for the foreign language lessons, but also for other subjects at school, for their future jobs, and for their relationships with the people that surrounds them.

I believe that introducing SEL in high school lessons is a good idea from the point of view that it will have a positive impact on students. Besides, it can be integrated in any subject in one way or another, such as the Spanish lessons or history ones. Maybe this kind of contents should not be included in every subject at the same time, but I think that if the contents related to SEL were organized and distributed among them, students could take advantage of it. It is not necessary to make a whole unit related to SEL, but it can be integrated with small interventions in which students are invited to work and reflect on those topics with a certain frequency.

On the other hand, I have suggested a teaching project in which literature is the basis for the development of most of the activities. Although there has always been some controversy on whether literature should be integrated in the foreign language lessons or not, I think that it is a very useful and valuable resource for both teachers and students.

First of all, literature allows the teacher to bring to the classroom authentic material from which students can learn grammar, vocabulary, and cultural issues. It is true that some texts may not be adequate to read by certain groups of students because of the topic discussed on them, the kind of writing, which may be too difficult for their level of English, etc. However, there are plenty of texts written in the foreign language which are suitable to read by students, we, as teachers, just have to look for the right one. Moreover, reading original texts will force students to make an effort to understand the story that they are reading, and will allow the teacher to explain certain vocabulary, grammatical structures, or expressions that students are not able to understand because they lack the knowledge. Besides, this lack of knowledge is a good opportunity to give students some freedom to learn by themselves and try to find the solutions on their own.

Second, literary texts often include cultural references, traditions, or behaviors that are typical from the country in which the author wrote them. In the foreign language lessons students should learn not only the language, but also some notions about the culture of English

speaking countries, and these kinds of texts give teachers the perfect chance to introduce cultural issues in the lessons.

Finally, as well as the teacher can take advantage of literary texts to introduce cultural topics to students, they can also be used to bring any other topic to the foreign language lessons. In the case of this teaching project, *The Wonderful Wizard of Oz* (Baum, 1900) has been a very valuable resource to create activities in which students could reflect on the values and behaviors that appeared in the text, and later make them bring those reflections into their own reality. This way, students did not only think about fictional and unreal situations, but they had to reflect on their own personal values, strengths, and behaviors in our society.



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## **ANNEXES**



## ANNEX 1

### Session 1

#### Activity 2

Look on the internet in pairs and try to find an answer to the following questions:

- Is *The Wonderful Wizard of Oz* the only book written by Baum about the land of Oz? If your answer is negative, which other stories did he write?
  
- Can you find any version of *The Wonderful Wizard of Oz* written by another author?
  
- This tale is quite famous; can you figure out the number of languages into which it has been translated?
  
- Did the book receive any awards?
  
- As you already know there is a film based on the tale, but are there theater adaptations too? Did the film or theater adaptations receive any awards?



## ANNEX 2

### Session 2

#### Activity 2

Read chapter III from *The Wonderful Wizard of Oz*, "How Dorothy Saved the Scarecrow":

When Dorothy was left alone she began to feel hungry. So she went to the cupboard and cut herself some bread, which she spread with butter. She gave some to Toto, and taking a pail from the shelf she carried it down to the little brook and filled it with clear, sparkling water. Toto ran over to the trees and began to bark at the birds sitting there. Dorothy went to get him, and saw such delicious fruit hanging from the branches that she gathered some of it, finding it just what she wanted to help out her breakfast.

Then she went back to the house, and having helped herself and Toto to a good drink of the cool, clear water, she set about making ready for the journey to the City of Emeralds.

Dorothy had only one other dress, but that happened to be clean and was hanging on a peg beside her bed. It was gingham, with checks of white and blue; and although the blue was somewhat faded with many washings, it was still a pretty frock. The girl washed herself carefully, dressed herself in the clean gingham, and tied her pink sunbonnet on her head. She took a little basket and filled it with bread from the cupboard, laying a white cloth over the top. Then she looked down at her feet and noticed how old and worn her shoes were.

"They surely will never do for a long journey, Toto," she said. And Toto looked up into her face with his little black eyes and wagged his tail to show he knew what she meant.

At that moment Dorothy saw lying on the table the silver shoes that had belonged to the Witch of the East.

"I wonder if they will fit me," she said to Toto. "They would be just the thing to take a long walk in, for they could not wear out."

She took off her old leather shoes and tried on the silver ones, which fitted her as well as if they had been made for her.

Finally she picked up her basket.

"Come along, Toto," she said. "We will go to the Emerald City and ask the Great Oz how to get back to Kansas again."

She closed the door, locked it, and put the key carefully in the pocket of her dress. And so, with Toto trotting along soberly behind her, she started on her journey.

There were several roads near by, but it did not take her long to find the one paved with yellow bricks. Within a short time she was walking briskly toward the Emerald City, her silver shoes tinkling merrily on the hard, yellow road-bed. The sun shone bright and the birds

sang sweetly, and Dorothy did not feel nearly so bad as you might think a little girl would who had been suddenly whisked away from her own country and set down in the midst of a strange land.

She was surprised, as she walked along, to see how pretty the country was about her. There were neat fences at the sides of the road, painted a dainty blue color, and beyond them were fields of grain and vegetables in abundance. Evidently the Munchkins were good farmers and able to raise large crops. Once in a while she would pass a house, and the people came out to look at her and bow low as she went by; for everyone knew she had been the means of destroying the Wicked Witch and setting them free from bondage. The houses of the Munchkins were odd-looking dwellings, for each was round, with a big dome for a roof. All were painted blue, for in this country of the East blue was the favorite color.

Toward evening, when Dorothy was tired with her long walk and began to wonder where she should pass the night, she came to a house rather larger than the rest. On the green lawn before it many men and women were dancing. Five little fiddlers played as loudly as possible, and the people were laughing and singing, while a big table near by was loaded with delicious fruits and nuts, pies and cakes, and many other good things to eat.

The people greeted Dorothy kindly, and invited her to supper and to pass the night with them; for this was the home of one of the richest Munchkins in the land, and his friends were gathered with him to celebrate their freedom from the bondage of the Wicked Witch.

Dorothy ate a hearty supper and was waited upon by the rich Munchkin himself, whose name was Boq. Then she sat upon a settee and watched the people dance.

When Boq saw her silver shoes he said, "You must be a great sorceress."

"Why?" asked the girl.

"Because you wear silver shoes and have killed the Wicked Witch. Besides, you have white in your frock, and only witches and sorceresses wear white."

"My dress is blue and white checked," said Dorothy, smoothing out the wrinkles in it.

"It is kind of you to wear that," said Boq. "Blue is the color of the Munchkins, and white is the witch color. So we know you are a friendly witch."

Dorothy did not know what to say to this, for all the people seemed to think her a witch, and she knew very well she was only an ordinary little girl who had come by the chance of a cyclone into a strange land.

When she had tired watching the dancing, Boq led her into the house, where he gave her a room with a pretty bed in it. The sheets were made of blue cloth, and Dorothy slept soundly in them till morning, with Toto curled up on the blue rug beside her.

She ate a hearty breakfast, and watched a wee Munchkin baby, who played with Toto and pulled his tail and crowed and laughed in a way that greatly amused Dorothy. Toto was a fine curiosity to all the people, for they had never seen a dog before.

"How far is it to the Emerald City?" the girl asked.

"I do not know," answered Boq gravely, "for I have never been there. It is better for people to keep away from Oz, unless they have business with him. But it is a long way to the Emerald City, and it will take you many days. The country here is rich and pleasant, but you must pass through rough and dangerous places before you reach the end of your journey."

This worried Dorothy a little, but she knew that only the Great Oz could help her get to Kansas again, so she bravely resolved not to turn back.

She bade her friends good-bye, and again started along the road of yellow brick. When she had gone several miles she thought she would stop to rest, and so climbed to the top of the fence beside the road and sat down. There was a great cornfield beyond the fence, and not far away she saw a Scarecrow, placed high on a pole to keep the birds from the ripe corn.

Dorothy leaned her chin upon her hand and gazed thoughtfully at the Scarecrow. Its head was a small sack stuffed with straw, with eyes, nose, and mouth painted on it to represent a face. An old, pointed blue hat, that had belonged to some Munchkin, was perched on his head, and the rest of the figure was a blue suit of clothes, worn and faded, which had also been stuffed with straw. On the feet were some old boots with blue tops, such as every man wore in this country, and the figure was raised above the stalks of corn by means of the pole stuck up its back.

While Dorothy was looking earnestly into the queer, painted face of the Scarecrow, she was surprised to see one of the eyes slowly wink at her. She thought she must have been mistaken at first, for none of the scarecrows in Kansas ever wink; but presently the figure nodded its head to her in a friendly way. Then she climbed down from the fence and walked up to it, while Toto ran around the pole and barked.

"Good day," said the Scarecrow, in a rather husky voice.

"Did you speak?" asked the girl, in wonder.

"Certainly," answered the Scarecrow. "How do you do?"

"I'm pretty well, thank you," replied Dorothy politely. "How do you do?"

"I'm not feeling well," said the Scarecrow, with a smile, "for it is very tedious being perched up here night and day to scare away crows."

"Can't you get down?" asked Dorothy.

"No, for this pole is stuck up my back. If you will please take away the pole I shall be greatly obliged to you."

Dorothy reached up both arms and lifted the figure off the pole, for, being stuffed with straw, it was quite light.

"Thank you very much," said the Scarecrow, when he had been set down on the ground. "I feel like a new man."

Dorothy was puzzled at this, for it sounded queer to hear a stuffed man speak, and to see him bow and walk along beside her.

"Who are you?" asked the Scarecrow when he had stretched himself and yawned. "And where are you going?"

"My name is Dorothy," said the girl, "and I am going to the Emerald City, to ask the Great Oz to send me back to Kansas."

"Where is the Emerald City?" he inquired. "And who is Oz?"

"Why, don't you know?" she returned, in surprise.

"No, indeed. I don't know anything. You see, I am stuffed, so I have no brains at all," he answered sadly.

"Oh," said Dorothy, "I'm awfully sorry for you."

"Do you think," he asked, "if I go to the Emerald City with you, that Oz would give me some brains?"

"I cannot tell," she returned, "but you may come with me, if you like. If Oz will not give you any brains you will be no worse off than you are now."

"That is true," said the Scarecrow. "You see," he continued confidentially, "I don't mind my legs and arms and body being stuffed, because I cannot get hurt. If anyone treads on my toes or sticks a pin into me, it doesn't matter, for I can't feel it. But I do not want people to call me a fool, and if my head stays stuffed with straw instead of with brains, as yours is, how am I ever to know anything?"

"I understand how you feel," said the little girl, who was truly sorry for him. "If you will come with me I'll ask Oz to do all he can for you."

"Thank you," he answered gratefully.

They walked back to the road. Dorothy helped him over the fence, and they started along the path of yellow brick for the Emerald City.

Toto did not like this addition to the party at first. He smelled around the stuffed man as if he suspected there might be a nest of rats in the straw, and he often growled in an unfriendly way at the Scarecrow.

"Don't mind Toto," said Dorothy to her new friend. "He never bites."

"Oh, I'm not afraid," replied the Scarecrow. "He can't hurt the straw. Do let me carry that basket for you. I shall not mind it, for I can't get tired. I'll tell you a secret," he continued, as he walked along. "There is only one thing in the world I am afraid of."

"What is that?" asked Dorothy; "the Munchkin farmer who made you?"

"No," answered the Scarecrow; "it's a lighted match."







## ANNEX 4

### Session 3

#### Activity 2

Read chapter IV from *The Wonderful Wizard of Oz*, "The Road Through the Forest":

After a few hours the road began to be rough, and the walking grew so difficult that the Scarecrow often stumbled over the yellow bricks, which were here very uneven. Sometimes, indeed, they were broken or missing altogether, leaving holes that Toto jumped across and Dorothy walked around. As for the Scarecrow, having no brains, he walked straight ahead, and so stepped into the holes and fell at full length on the hard bricks. It never hurt him, however, and Dorothy would pick him up and set him upon his feet again, while he joined her in laughing merrily at his own mishap.

The farms were not nearly so well cared for here as they were farther back. There were fewer houses and fewer fruit trees, and the farther they went the more dismal and lonesome the country became.

At noon they sat down by the roadside, near a little brook, and Dorothy opened her basket and got out some bread. She offered a piece to the Scarecrow, but he refused.

"I am never hungry," he said, "and it is a lucky thing I am not, for my mouth is only painted, and if I should cut a hole in it so I could eat, the straw I am stuffed with would come out, and that would spoil the shape of my head."

Dorothy saw at once that this was true, so she only nodded and went on eating her bread.

"Tell me something about yourself and the country you came from," said the Scarecrow, when she had finished her dinner. So she told him all about Kansas, and how gray everything was there, and how the cyclone had carried her to this queer Land of Oz.

The Scarecrow listened carefully, and said, "I cannot understand why you should wish to leave this beautiful country and go back to the dry, gray place you call Kansas."

"That is because you have no brains" answered the girl. "No matter how dreary and gray our homes are, we people of flesh and blood would rather live there than in any other country, be it ever so beautiful. There is no place like home."

The Scarecrow sighed.

"Of course I cannot understand it," he said. "If your heads were stuffed with straw, like mine, you would probably all live in the beautiful places, and then Kansas would have no people at all. It is fortunate for Kansas that you have brains."

"Won't you tell me a story, while we are resting?" asked the child.

The Scarecrow looked at her reproachfully, and answered:

"My life has been so short that I really know nothing whatever. I was only made day before yesterday. What happened in the world before that time is all unknown to me. Luckily, when the farmer made my head, one of the first things he did was to paint my ears, so that I heard what was going on. There was another Munchkin with him, and the first thing I heard was the farmer saying, 'How do you like those ears?'

"They aren't straight," answered the other.

"Never mind," said the farmer. "They are ears just the same," which was true enough.

"Now I'll make the eyes," said the farmer. So he painted my right eye, and as soon as it was finished I found myself looking at him and at everything around me with a great deal of curiosity, for this was my first glimpse of the world.

"That's a rather pretty eye," remarked the Munchkin who was watching the farmer. "Blue paint is just the color for eyes.'

"I think I'll make the other a little bigger," said the farmer. And when the second eye was done I could see much better than before. Then he made my nose and my mouth. But I did not speak, because at that time I didn't know what a mouth was for. I had the fun of watching them make my body and my arms and legs; and when they fastened on my head, at last, I felt very proud, for I thought I was just as good a man as anyone.

"This fellow will scare the crows fast enough,' said the farmer. 'He looks just like a man.'

"Why, he is a man,' said the other, and I quite agreed with him. The farmer carried me under his arm to the cornfield, and set me up on a tall stick, where you found me. He and his friend soon after walked away and left me alone.

"I did not like to be deserted this way. So I tried to walk after them. But my feet would not touch the ground, and I was forced to stay on that pole. It was a lonely life to lead, for I had nothing to think of, having been made such a little while before. Many crows and other birds flew into the cornfield, but as soon as they saw me they flew away again, thinking I was a Munchkin; and this pleased me and made me feel that I was quite an important person. By and by an old crow flew near me, and after looking at me carefully he perched upon my shoulder and said:

"I wonder if that farmer thought to fool me in this clumsy manner. Any crow of sense could see that you are only stuffed with straw.' Then he hopped down at my feet and ate all the corn he wanted. The other birds, seeing he was not harmed by me, came to eat the corn too, so in a short time there was a great flock of them about me.

"I felt sad at this, for it showed I was not such a good Scarecrow after all; but the old crow comforted me, saying, 'If you only had brains in your head you would be as good a man as any of them, and a better man than some of them. Brains are the only things worth having in this world, no matter whether one is a crow or a man.'

"After the crows had gone I thought this over, and decided I would try hard to get some brains. By good luck you came along and pulled me off the stake, and from what you say I am sure the Great Oz will give me brains as soon as we get to the Emerald City."

"I hope so," said Dorothy earnestly, "since you seem anxious to have them."

"Oh, yes; I am anxious," returned the Scarecrow. "It is such an uncomfortable feeling to know one is a fool."

"Well," said the girl, "let us go." And she handed the basket to the Scarecrow.

There were no fences at all by the roadside now, and the land was rough and untilled. Toward evening they came to a great forest, where the trees grew so big and close together that their branches met over the road of yellow brick. It was almost dark under the trees, for the branches shut out the daylight; but the travelers did not stop, and went on into the forest.

"If this road goes in, it must come out," said the Scarecrow, "and as the Emerald City is at the other end of the road, we must go wherever it leads us."

"Anyone would know that," said Dorothy.

"Certainly; that is why I know it," returned the Scarecrow. "If it required brains to figure it out, I never should have said it."

After an hour or so the light faded away, and they found themselves stumbling along in the darkness. Dorothy could not see at all, but Toto could, for some dogs see very well in the dark; and the Scarecrow declared he could see as well as by day. So she took hold of his arm and managed to get along fairly well.

"If you see any house, or any place where we can pass the night," she said, "you must tell me; for it is very uncomfortable walking in the dark."

Soon after the Scarecrow stopped.

"I see a little cottage at the right of us," he said, "built of logs and branches. Shall we go there?"

"Yes, indeed," answered the child. "I am all tired out."

So the Scarecrow led her through the trees until they reached the cottage, and Dorothy entered and found a bed of dried leaves in one corner. She lay down at once, and with Toto beside her soon fell into a sound sleep. The Scarecrow, who was never tired, stood up in another corner and waited patiently until morning came.



## ANNEX 5

### **Session 3**

#### Activity 2

Discuss the following questions in relation to the chapter read with the members of your group:

- What do you think about the famous quote that Dorothy says, “There is no place like home”? Do you think it is possible to live in another city or country and feel that you are at home?
  
- How did the Scarecrow feel when he realized that he was not like any other man? Why do you think he felt that way?
  
- Do you think that being different than others is a bad thing? Why?
  
- Do we accept that each of us is different, or do we want to be all the same? Think about examples.
  
- Do you think that we do what we want to do or are we conditioned by what other people think/want?



## ANNEX 6

### Session 4

#### Activity 2

Read chapter V from *The Wonderful Wizard of Oz*, "The Rescue of the Tin Woodman":

When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. Scarecrow, still standing patiently in his corner, waiting for her.

"We must go and search for water," she said to him.

"Why do you want water?" he asked.

"To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat."

"It must be inconvenient to be made of flesh," said the Scarecrow thoughtfully, "for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly."

They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.

When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan near by.

"What was that?" she asked timidly.

"I cannot imagine," replied the Scarecrow; "but we can go and see."

Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.

One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.

Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.

"Did you groan?" asked Dorothy.

"Yes," answered the tin man, "I did. I've been groaning for more than a year, and no one has ever heard me before or come to help me."

"What can I do for you?" she inquired softly, for she was moved by the sad voice in which the man spoke.

"Get an oil-can and oil my joints," he answered. "They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage."

Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, "Where are your joints?"

"Oil my neck, first," replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.

"Now oil the joints in my arms," he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.

The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.

"This is a great comfort," he said. "I have been holding that axe in the air ever since I rusted, and I'm glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more."

So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

"I might have stood there always if you had not come along," he said; "so you have certainly saved my life. How did you happen to be here?"

"We are on our way to the Emerald City to see the Great Oz," she answered, "and we stopped at your cottage to pass the night."

"Why do you wish to see Oz?" he asked.

"I want him to send me back to Kansas, and the Scarecrow wants him to put a few brains into his head," she replied.

The Tin Woodman appeared to think deeply for a moment. Then he said:

"Do you suppose Oz could give me a heart?"

"Why, I guess so," Dorothy answered. "It would be as easy as to give the Scarecrow brains."

"True," the Tin Woodman returned. "So, if you will allow me to join your party, I will also go to the Emerald City and ask Oz to help me."

"Come along," said the Scarecrow heartily, and Dorothy added that she would be pleased to have his company. So the Tin Woodman shouldered his axe and they all passed through the forest until they came to the road that was paved with yellow brick.

The Tin Woodman had asked Dorothy to put the oil-can in her basket. "For," he said, "if I should get caught in the rain, and rust again, I would need the oil-can badly."

It was a bit of good luck to have their new comrade join the party, for soon after they had begun their journey again they came to a place where the trees and branches grew so thick over the road that the travelers could not pass. But the Tin Woodman set to work with his axe and chopped so well that soon he cleared a passage for the entire party.

Dorothy was thinking so earnestly as they walked along that she did not notice when the Scarecrow stumbled into a hole and rolled over to the side of the road. Indeed he was obliged to call to her to help him up again.

"Why didn't you walk around the hole?" asked the Tin Woodman.

"I don't know enough," replied the Scarecrow cheerfully. "My head is stuffed with straw, you know, and that is why I am going to Oz to ask him for some brains."

"Oh, I see," said the Tin Woodman. "But, after all, brains are not the best things in the world."

"Have you any?" inquired the Scarecrow.

"No, my head is quite empty," answered the Woodman. "But once I had brains, and a heart also; so, having tried them both, I should much rather have a heart."

"And why is that?" asked the Scarecrow.

"I will tell you my story, and then you will know."

So, while they were walking through the forest, the Tin Woodman told the following story:

"I was born the son of a woodman who chopped down trees in the forest and sold the wood for a living. When I grew up, I too became a woodchopper, and after my father died I took care of my old mother as long as she lived. Then I made up my mind that instead of living alone I would marry, so that I might not become lonely.

"There was one of the Munchkin girls who was so beautiful that I soon grew to love her with all my heart. She, on her part, promised to marry me as soon as I could earn enough money to build a better house for her; so I set to work harder than ever. But the girl lived with an old woman who did not want her to marry anyone, for she was so lazy she wished the girl to remain with her and do the cooking and the housework. So the old woman went to the Wicked Witch of the East, and promised her two sheep and a cow if she would prevent the marriage. Thereupon the Wicked Witch enchanted my axe, and when I was chopping away at my best one day, for I was anxious to get the new house and my wife as soon as possible, the axe slipped all at once and cut off my left leg.

"This at first seemed a great misfortune, for I knew a one-legged man could not do very well as a wood-chopper. So I went to a tinsmith and had him make me a new leg out of tin. The leg worked very well, once I was used to it. But my action angered the Wicked Witch of the East, for she had promised the old woman I should not marry the pretty Munchkin girl. When I began chopping again, my axe slipped and cut off my right leg. Again I went to the tinsmith, and again he made me a leg out of tin. After this the enchanted axe cut off my arms, one after the other; but, nothing daunted, I had them replaced with tin ones. The Wicked Witch then made the axe slip and cut off my head, and at first I thought that was the end of me. But the tinsmith happened to come along, and he made me a new head out of tin.

"I thought I had beaten the Wicked Witch then, and I worked harder than ever; but I little knew how cruel my enemy could be. She thought of a new way to kill my love for the beautiful Munchkin maiden, and made my axe slip again, so that it cut right through my body, splitting me into two halves. Once more the tinsmith came to my help and made me a body of tin, fastening my tin arms and legs and head to it, by means of joints, so that I could move around as well as ever. But, alas! I had now no heart, so that I lost all my love for the Munchkin girl, and did not care whether I married her or not. I suppose she is still living with the old woman, waiting for me to come after her.

"My body shone so brightly in the sun that I felt very proud of it and it did not matter now if my axe slipped, for it could not cut me. There was only one danger--that my joints would rust; but I kept an oil-can in my cottage and took care to oil myself whenever I needed it. However, there came a day when I forgot to do this, and, being caught in a rainstorm, before I thought of the danger my joints had rusted, and I was left to stand in the woods until you came to help me. It was a terrible thing to undergo, but during the year I stood there I had time to think that the greatest loss I had known was the loss of my heart. While I was in love I was the happiest man on earth; but no one can love who has not a heart, and so I am resolved to ask Oz to give me one. If he does, I will go back to the Munchkin maiden and marry her."

Both Dorothy and the Scarecrow had been greatly interested in the story of the Tin Woodman, and now they knew why he was so anxious to get a new heart.

"All the same," said the Scarecrow, "I shall ask for brains instead of a heart; for a fool would not know what to do with a heart if he had one."

"I shall take the heart," returned the Tin Woodman; "for brains do not make one happy, and happiness is the best thing in the world."

Dorothy did not say anything, for she was puzzled to know which of her two friends was right, and she decided if she could only get back to Kansas and Aunt Em, it did not matter so much whether the Woodman had no brains and the Scarecrow no heart, or each got what he wanted.

What worried her most was that the bread was nearly gone, and another meal for herself and Toto would empty the basket. To be sure neither the Woodman nor the Scarecrow ever ate anything, but she was not made of tin nor straw, and could not live unless she was fed.





## ANNEX 8

### Session 4

#### Activity 3

<b>Role A</b>	You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to a ski station because you have always loved to ski since you were very young. You think you will have a great time there, and one of your relatives works there so the trip will not be that much expensive. On the other hand, you like the beach but it is not your favorite place for holidays.
<b>Role B</b>	You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to the beach because it has been a while since you do not go on holidays and you want to relax yourself. On the other hand, you hate hiking because you get too tired and you do not know how to ski.
<b>Role C</b>	You and your friend are planning to go on holidays next weekend and you are still figuring out where you will go. You want to go to the north of Spain because you really love nature and you feel like you will be able to visit a lot of beautiful towns there. Besides, you have both mountains and the beach really close, which will allow you to do a lot of fun activities.



## ANNEX 9

### Session 5

#### Activity 2

Read chapter V from *The Wonderful Wizard of Oz*, “The Cowardly Lion”:

All this time Dorothy and her companions had been walking through the thick woods. The road was still paved with yellow brick, but these were much covered by dried branches and dead leaves from the trees, and the walking was not at all good.

There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine. But now and then there came a deep growl from some wild animal hidden among the trees. These sounds made the little girl's heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy's side, and did not even bark in return.

"How long will it be," the child asked of the Tin Woodman, "before we are out of the forest?"

"I cannot tell," was the answer, "for I have never been to the Emerald City. But my father went there once, when I was a boy, and he said it was a long journey through a dangerous country, although nearer to the city where Oz dwells the country is beautiful. But I am not afraid so long as I have my oil-can, and nothing can hurt the Scarecrow, while you bear upon your forehead the mark of the Good Witch's kiss, and that will protect you from harm."

"But Toto!" said the girl anxiously. "What will protect him?"

"We must protect him ourselves if he is in danger," replied the Tin Woodman.

Just as he spoke there came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could, while she cried out:

"Don't you dare to bite Toto! You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog!"

"I didn't bite him," said the Lion, as he rubbed his nose with his paw where Dorothy had hit it.

"No, but you tried to," she retorted. "You are nothing but a big coward."

"I know it," said the Lion, hanging his head in shame. "I've always known it. But how can I help it?"

"I don't know, I'm sure. To think of your striking a stuffed man, like the poor Scarecrow!"

"Is he stuffed?" asked the Lion in surprise, as he watched her pick up the Scarecrow and set him upon his feet, while she patted him into shape again.

"Of course he's stuffed," replied Dorothy, who was still angry.

"That's why he went over so easily," remarked the Lion. "It astonished me to see him whirl around so. Is the other one stuffed also?"

"No," said Dorothy, "he's made of tin." And she helped the Woodman up again.

"That's why he nearly blunted my claws," said the Lion. "When they scratched against the tin it made a cold shiver run down my back. What is that little animal you are so tender of?"

"He is my dog, Toto," answered Dorothy.

"Is he made of tin, or stuffed?" asked the Lion.

"Neither. He's a--a--a meat dog," said the girl.

"Oh! He's a curious animal and seems remarkably small, now that I look at him. No one would think of biting such a little thing, except a coward like me," continued the Lion sadly.

"What makes you a coward?" asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse.

"It's a mystery," replied the Lion. "I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts. I learned that if I roared very loudly every living thing was frightened and got out of my way. Whenever I've met a man I've been awfully scared; but I just roared at him, and he has always run away as fast as he could go. If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself--I'm such a coward; but just as soon as they hear me roar they all try to get away from me, and of course I let them go."

"But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow.

"I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast."

"Perhaps you have heart disease," said the Tin Woodman.

"It may be," said the Lion.

"If you have," continued the Tin Woodman, "you ought to be glad, for it proves you have a heart. For my part, I have no heart; so I cannot have heart disease."

"Perhaps," said the Lion thoughtfully, "if I had no heart I should not be a coward."

"Have you brains?" asked the Scarecrow.

"I suppose so. I've never looked to see," replied the Lion.

"I am going to the Great Oz to ask him to give me some," remarked the Scarecrow, "for my head is stuffed with straw."

"And I am going to ask him to give me a heart," said the Woodman.

"And I am going to ask him to send Toto and me back to Kansas," added Dorothy.

"Do you think Oz could give me courage?" asked the Cowardly Lion.

"Just as easily as he could give me brains," said the Scarecrow.

"Or give me a heart," said the Tin Woodman.

"Or send me back to Kansas," said Dorothy.

"Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage."

"You will be very welcome," answered Dorothy, "for you will help to keep away the other wild beasts. It seems to me they must be more cowardly than you are if they allow you to scare them so easily."

"They really are," said the Lion, "but that doesn't make me any braver, and as long as I know myself to be a coward I shall be unhappy."

So once more the little company set off upon the journey, the Lion walking with stately strides at Dorothy's side. Toto did not approve this new comrade at first, for he could not forget how nearly he had been crushed between the Lion's great jaws. But after a time he became more at ease, and presently Toto and the Cowardly Lion had grown to be good friends.

During the rest of that day there was no other adventure to mar the peace of their journey. Once, indeed, the Tin Woodman stepped upon a beetle that was crawling along the road, and killed the poor little thing. This made the Tin Woodman very unhappy, for he was always careful not to hurt any living creature; and as he walked along he wept several tears of sorrow and regret. These tears ran slowly down his face and over the hinges of his jaw, and there they rusted. When Dorothy presently asked him a question the Tin Woodman could not open his mouth, for his jaws were tightly rusted together. He became greatly frightened at this and made many motions to Dorothy to relieve him, but she could not understand. The Lion was also puzzled to know what was wrong. But the Scarecrow seized the oil-can from Dorothy's basket and oiled the Woodman's jaws, so that after a few moments he could talk as well as before.

"This will serve me a lesson," said he, "to look where I step. For if I should kill another bug or beetle I should surely cry again, and crying rusts my jaws so that I cannot speak."

Thereafter he walked very carefully, with his eyes on the road, and when he saw a tiny ant toiling by he would step over it, so as not to harm it. The Tin Woodman knew very well he had no heart, and therefore he took great care never to be cruel or unkind to anything.

"You people with hearts," he said, "have something to guide you, and need never do wrong; but I have no heart, and so I must be very careful. When Oz gives me a heart of course I needn't mind so much."

