



FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

TEACHING SUSTAINABLE DEVELOPMENT GOALS IN PRIMARY EDUCATION

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA

AUTORA: SABELA RODRÍGUEZ CARIDE

TUTORA: ROCÍO DOMENE BENITO

Palencia, 18 de junio de 2021



To you, who has always guided me, even since when you are gone. I would not be becoming a teacher if it wasn't for you, for your patience and for your love and the passion you had for teaching. You left a footprint in a lot of students. Hope I am able to give back as much as I got from you.

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ABSTRACT

Teaching in the 21st century is a huge challenge, and every school must deal with all the changes happening within society and be, at the same time, an enjoyable place for the students to develop their skills to live and function in the current society. Adapted to the times we are living, the United Nations developed and put into practice the 2030 Agenda, but for it to be useful, they need every single action we can do. That is why this proposal gets the 2030 Agenda to the classroom, where the frequently called “citizens of the future” are preparing to learn how to live in this society.

KEY WORDS

Sustainable development goals, Sustainability curriculum, Transforming teaching and learning

RESUMEN

La enseñanza en el siglo 21 es un gran desafío, y en cada una de las escuelas se debe lidiar con los constantes cambios que están sucediendo en la sociedad y al mismo tiempo deben ser un lugar donde sus estudiantes disfruten desarrollando las habilidades que necesitan para vivir en la sociedad actual. Adaptado a la época que vivimos, las Naciones Unidas han desarrollado y puesto en práctica la Agenda 2030, pero para que sea útil, necesitan que todos nosotros contribuyamos. Es por ello que se presenta esta propuesta, donde se lleva la Agenda 2030 al aula, donde los llamados “ciudadanos/as del futuro” se están preparando para aprender cómo vivir en sociedad.

PALABRAS CLAVE

Objetivos de Desarrollo sostenible, Currículo de sostenibilidad, Aprendizaje y Enseñanza Transformadores.

INTRODUCTION

The Greek philosopher, Aristoteles, baptized humans as “social animals”. The concept has been a kind of motto along History. Humans tend to form communities since the beginning of the humanity. Humans are social beings since birth and their adaptive conduct leads to a progressive learning of how-to live-in society with the rest of the population. This process, known as socialization, will be key in this project since every single aspect of the educative field deals with social issues.

Boys and girls in Primary Education stage are building their knowledge of the social reality by observing, asking, imitating one another, playing new roles, making friends, participating in groups, solving conflicts, reflecting on their behaviour and the other’s, learning social rules, etc. (Marchesi, 1984). Relying on Marchesi, this moment is the perfect one to teach the social rules that need to be implemented as soon as possible by the world’s population.

The project’s main purpose is to construct knowledge based on logic about why it is important for us to take care of the world, build society, learn democracy elements and growing as a community; in brief, to earn socio-economic growth as we live sustainably.

This proposal intends to contribute to the integral development of the human being since childhood. In this sense, schools are not only places where children acquire the so-called “academic” contents, but also moral and civic values that engage them as critical citizens, who search for equality, solidarity, protection of human rights and environment or social justice. For these reasons, we suggest a research work about the Sustainable Development Goals (SDGs) applied to education in an attempt to foster creativity, imagination and critical thinking among students. Moreover, literary education combined with STEM subject will be an important part of this work, as well the task-based methodology and the service-learning methodology.

Regarding the structure of this research work, once the theoretical foundations are depicted (based on the premises indicated in the previous paragraph); we will examine a proposal designed for the first cycle of Primary Education, specifically 3rd grade, and draw some conclusions.

OBJECTIVES

- To investigate and reinforce the importance the principles of the sustainable development goals (SDG) in the primary education curriculum.
- To sensitize students about the actual social disparities
- To educate on the importance of taking care of the environment
- To involve students in the attainment of the 2030 agenda
- To get to know the main guidelines of the 2030 agenda and its SDG
- To learn about the relevance of individual actions
- To be capable to think using the capacity of preemption
- To foster the cooperation and creativity in the pursuit of solutions facing the problems
- To understand and value the diversity of the social differences across the world.
- To recognize the difference but equality of both sexes.
- To foster the practice of good habits
- To give quality education focused both on school and in social living.
- To understand the importance of social compromises to make big changes
- To raise awareness on how much residues we generate and how can we cut it off.
- To engage students in the fight against climate change.
- To promote literary education to develop 2030 agenda
- To enhance STEM subjects, imbricated with literary education

TEACHER COMPETENCES

Teachers are professionals with the ability to care for the students' education; they are going to be the guide on this learning process. That is the motive why it is so important for them to have the basic teachers' competences acquired. According to the ORGANIC LAW 2/2006, 3rd may, of Education (BOE num. 106, Thursday 4th May 2006), there are thirteen competences teachers should acquire before the teaching practice. In this project, the ones that are depicted are:

1.- Know the curricular areas of primary education, the interdisciplinary relation between them, the assessment criteria and the didactic knowledge body around the teaching and learning respective processes.

2.- Design, plan and assess teaching-learning processes, both individually and in collaboration with the other teachers and professionals of the centre.

4.- Effectively address language learning situations in multicultural and multilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

5.- Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that conform to the values of citizen formation.

6.- Promote coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value effort, perseverance, and personal discipline in students.

8.- Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.

10.- To value individual and collective responsibility in achieving a sustainable future.

12.- Know and apply information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic formation and cultural richness.

JUSTIFICATION

Schools are important places of transmission and promotion of values and the role of teachers to engage students to be more active, participative, critic and creative citizens is unarguable. I believe it is very important to give a free and safe space in class for students to reflect on society, on how life is going and where, and if it is not the future where we want to arrive, what can we do to avoid it.

This proposal will be specially focused on this last part “what we can do to avoid it”, to remind them that every single small action we make will always have a positive impact on the future. Thinking about this, they are going to develop critical thinking and reflection, not taking things as they are given to us and start to question our environment and its idiosyncrasy. In this sense, they will be also conscious of their social transforming power.

The significance of this project relies on the future: if we want a clean, respectful, feminist, equal and sustainable future, we must all act together, as a society, with small individual changes to achieve a global impact. It should be something taught at all life stages and not just included in the school curriculum (although, as I have said before, schools and the educative community play an essential role). From the educational community, we can contribute to sustainability by including school actions and training the “citizens of the future” in economic and social growth within a sustainable framework.

This project is framed in primary education, although it must be specified that it is in the beginning of the school life, in Infant Education, when they start to apply social rules and to apply them to their close environments. However, it is not until primary when they start to work in further social and complex contexts. Specifically, it will be developed in 3rd grade, with the intention to have kids who know a bit more from the society as a whole, as education starts from the nearer familiar surroundings and keeps on growing (school, city, country...). In 3rd grade, they are “meaning-maker” students who are aware of what the world that surrounds them is like. Indeed, they are beginning a complex but suggestive path to become committed citizens. In this line of argument, it can be said that they leave aside the Infant Education stage where children are, in the vast majority of the cases, ego-centric creatures and they believe everything revolve around them.

THEORETICAL FRAMEWORK

I. The Sustainable Development Goals (SDGs)

The development of the world and the society itself seems to try to make the following question “can we live forever in Earth following our current path?” The answer, as explained by Scientifics and experts is clear: No, we cannot. We truly need to start developing new habits to make our daily lives more sustainable to live in harmony with the planet. The steps to follow are known as sustainable development. That is why the United Nations (UN) proposed a plan: The 2030 Agenda for Sustainable Development. In this Agenda we find the Sustainable Development Goals (SDGs).

The SDGs, also called the Global Goals, are a series of 17 actions proposed by the UN in 2015 as an emergency call to action to involve all countries in the road to end poverty, hunger, AIDS, discrimination against women and girls, protect the planet and ensure that by 2030 all people will enjoy peace and prosperity. The SDGs are integrated (the good performance in one area will make the others thrive). All countries in the world have committed to prioritize progress for those who are further behind. Community actions are needed to achieve these global goals. Community action refers to the process of building social relationships in pursuit of common community interests and maintaining local life (Wilkinson, 1991). It is seen as the foundation of the community development process because it encloses focused and positive efforts designed to meet the general needs of all residents. Local action focuses on improving the social well-being and involving people working together to satisfy their common interests. This power is shown in the ability of individuals to come together and work towards common goals.

Sustainable development is the principle which meets the needs of the human development while taking care of the natural rhythm earth follows to provide natural resources. The UN proposal sets the goal in 2030, the reason why the project is named after. This plan of action seeks to protect the planet, people, and prosperity, as it strengthens universal peace and freedom and eradicates poverty. The biggest need for this project to success is the collaboration and partnership between all the countries in the world, implementing the plan in their own national laws. This plan comes after the Millennium Development Goals to build on the achieved and complete what was left behind.

The project is very ambitious as the different goals conform in their whole changes in three dimensions of sustainable development: the economic, social, and environmental. The project was approved in 2015 and seeks to stimulate action over the next 15 years, 9 years from now, in

critically important areas for humanity and the planet. The Sustainable Development Goals (SDG) are 17 goals and 169 targets to transform our world. These targets are integrated and are indivisible.

The 17 goals are the following:

1. No poverty: end poverty in all its forms everywhere.
2. Zero hunger: end hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Good health and well-being: ensure healthy lives and promote well-being for everyone at all ages.
4. Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender equality: achieve gender equality and empower all women and girls.
6. Clean water and sanitation: ensure availability and sustainable management of water and sanitation for all.
7. Affordable clean energy: ensure access to affordable, reliable, sustainable, and modern energy for all.
8. Decent work and economic growth: promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. Industry, innovation, and infrastructure: build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduced inequalities: reduce inequality within and among countries.
11. Sustainable cities and communities: make cities and human settlements inclusive, safe, resilient, and sustainable.
12. Responsible consumption and production: ensure sustainable consumption and production patterns.
13. Climate action: Take urgent action to combat climate change and its impacts.
14. Life below water: conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. Life on land: protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. Peace, justice, and strong institutions: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

17. Partnerships for the goals: strengthen the means of implementation and revitalize the global partnership for sustainable development.

The approval of the 2030 Agenda for Sustainable Development means the opportunity to adopt an ensemble of global objectives to eradicate poverty, to protect the planet and assuring everyone's prosperity. Through it, the aim is to set the bases of a global transformation leading to inclusive and sustainable development models. As a society, we must compromise to take individual actions, which contribute to a global and common objective, to help our closest and medium environments (city and country), leading to a better furthest environment (global).

II. The importance of SDG's teaching in Primary Education

The SDG are more than a project with a deadline, it is the purpose to change the way humanity lives to get the best of the society itself and from natural resources respecting the Earth's natural rhythm of recovery. Every single goal is possible to be treated at school, although due to their young age, there are ones more difficult to understand or familiar to hem. For this reason, we have selected the most suitable goals to be worked in Primary Education (they will be the basis of the proposal described in next sections of this work).

1. No poverty: This is the elimination not only the economic poverty, but also de cultural one. In consequence, this goal can be worked in different sort of tasks and activities, subjects, etc.

3. Good health and well being

The target of this goal is to ensure healthy lives and promote well-being for everyone at all ages. The applicable target to school is to promote well-being for everyone at all ages. This can be worked in sciences and physical education. In sciences, the main contents that support these goals are the learning of the healthy and unhealthy food, the food pyramid, and encouraging good life practices such as not smoking, and vaccinating. In physical education, it is the time to learn different varieties of sport and choosing the one that suits you the most, so you can practice sport and enjoy it to ensure you will have a healthy diet. Also, even if there is not a unique subject to promote it, it is also necessary to speak about mental health, and normalizing going to the psychologist if you need to. It is very important to raise awareness in the community about the importance of healthy lifestyles and people's rights to quality health care services.

4. Quality education

Schools themselves always work in this goal. However, it is a teamwork between teachers and students to get the most of this experience to make it better. Teachers must be having constant education, so they can keep up with the new knowledge and techniques and learn to get the most

with the resources they have. Education is also a key to achieve many other SDGs. For example, education helps us to make better choices for our health, like eating more fruits or vegetables or drinking less sugary drinks.

5. Gender equality

Gender equality is more than a fundamental human right, it is a necessary foundation for a peaceful, prosperous, and sustainable world. School is the place where we learn the social rules that will potentially mark how we see our world. That is why it is very important to teach that we are humans, no matter what our characteristics are, we are all equal. In this affirmation, there is a strong point about women and men. Lately, there has been many progresses over the last decades teaching about more women scientists, artists, writers, and seeing women all over the world achieving positions of leadership. Despite it all, these achievements face many challenges remaining: discriminatory laws, physical assault, harassment, and violence. It is necessary to provide children since very young ages with references they can follow on both genres, being athletes, scientists, or doctors, for them to understand that they can be whatever they want, and that women and men work together to achieve a better society.

13. Climate action

This goal pretends that we take urgent action, to fight against climate change and its impacts. Young people are deeply concerned about the climate crisis. It is highly important for schools, colleges, and universities to integrate into their curriculum themes related to understanding the climate and ecological crisis to allow young people to be informed and empowered to address the urgency of the crisis in their futures. What we are doing in the present and the choices we are taking will have immediate and long-term consequences that is the reason why we need to teach them what the better way to live on earth is, to protect the air we breathe, the food we eat, the water we drink and our environment. The 3 R rules, clean energies, reducing waste, and protecting nature are some of the actions that can be taught.

16. Peace, justice, and strong institutions

This goal deals with the requirement of promoting peaceful and solidarity issues among students. Furthermore, it could be interesting to introduce them relevant Peace figures such as Malala Yousafzai or Martin Luther King.

17. Partnership for the goals (between classes of the school)

This goal, maybe the most important, is about working together to achieve a future. This is a very important value that kids can acquire. This works for every social goal searched as humanity: working together is working smarter. If you want to make a huge impact, you must start by

yourself, making small steps, then encouraging encourages to join, each time more and more, until you arrive to the global perspective. Working in teams is reflected in the curriculum, and it could be worked from this perspective.

III. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a dual focused approach to teach traditionally non language subjects to students through a foreign language. This term was coined by David Marsh in 1994, saying that "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language"(Marsh, 2002). By this quote, we can infer some of the educational intentions inherent to the CLIL methodology. Through it, one learns content (subject) while they are learning a foreign language at the same time. Even though this term was recently coined, CLIL teaching has been put into practice for many years since the Babylonian era. CLIL is not the same as immersion, but it offers flexibility and opportunities for a more targeted approach to focus on language teaching and learning.

CLIL keeps students motivated and improves the knowledge in both languages used and develops different cognitive skills from usual, such as higher order and critical thinking. Students will not be spoon-fed their language lessons; they will rather need to pay attention, observe, and learn the language by learning about other topics in that language. While doing that, students will be aware of the difference of cultures between English cultures and their own and will develop learning and communication skills. The aim of using this approach is to improve the learners' competence, confidence, and disposition.

There are some theories that help us base the use of CLIL: the 4Cs framework, Second Language Acquisition Theory, Bilingualism and Constructivism.

a. The 4Cs framework

The 4Cs framework (Coyle, Hood and Marsh, 2010) describes an approach to teaching and designing CLIL lessons. The 4cs framework identifies the essential building blocks of CLIL as content, communication, cognition, and culture, hence, the name: the 4 Cs. The presence, combination, and integration of these 4 elements is necessary to develop a content-based language course of value.

Content is understood as the specific knowledge, skills and understanding related to the subject. Content is also the starting point and the driving force behind CLIL course design. Using content

as the organizing principle ensures that the ideas and issues to be discussed in class are not diluted or diminished in any way to compensate for the L2 linguistic level of the students.

Communication is the use of the foreign language as a tool to learn and to communicate the subjects' content. Communication describes the language focus of a CLIL course using the 4 Cs theory. The emphasis within the 4Cs framework is often on the functions of language and on how particular features of language convey particular meanings and carry the content of the course.

Cognition involves all the thinking skills needed, which link concept formation, both abstract and concrete understanding and language. Although content is the principal concern when it comes to organization using the 4Cs framework, the cognitive processes that are intended to be activated in the learners through the activities, lessons and the course are also key considerations.

Culture is the idea of connecting the learning of both content and language with the students' native culture and the foreign language culture. Culture refers to the need to develop intercultural awareness and sensitivity in students during the course. To this effect, teachers should introduce not only foreign customs and traditions, but also involving the students in critical analysis of their native culture and the behaviours and attitudes that are seen to be the most indicative of cultures, both own and foreign.

b. The second Language Acquisition

The Second Language Acquisition (SLA) theory talks about the study of people, both individually and in groups, who are learning another language, additional to the mother tongue (referred as the L1). Linguistic contribution theories of SLA emphasize the input given to learners, the language they read and hear must be meaningful, relevant, and realistic, and in a slightly higher level than the actual level they have in that moment. Learners will be able to understand more than they will be able to produce in L2. In the last years, there is a wider perspective on language development. According to this view, learning a second language is not a process taking place within the individual mind of a learner but happens because of the social interactions between learners and 'the kinds of identities these activities make possible' (Llinares, Morton and Whittaker, 2012, p. 12).

c. Bilingualism

Jim Cummins, a bilingual education researcher, refers to the image of an iceberg to talk about how bilinguals' brain work. Above the water will be the first and second languages, apparently seen as two different as separate icebergs. However, if we look under the surface, both icebergs

have a common underlying proficiency. This proficiency is a bilingual's knowledge and experience of the world and their understanding of how to express themselves in a language. Certain first language knowledge can be positively transferred during the process of second language acquisition because of this common underlying proficiency (Cummins, 2000).

d. Constructivism

Constructivism is a theory of learning developed from cognitivist psychology. This theory lies on the sociocultural theory of learning, developed by Lev Vygotsky, who understands learning as the process where humans construct new knowledge, ideas or concepts based on prior knowledge and/or experiences. Jerome Bruner stated that learning is the acquisition of a new knowledge and the checking of that new information in a new situation, resulting in an active process that requires active learners who learn by doing. For Bruner, scaffolding is very important in this active learning; it consists in giving support to the learners and help them carrying out activities and gradually taking it away so that they can eventually work without it. Key principles of constructivist learning include active learning, ladders of tasks and making learning fun,

IV. Service-learning methodology to create social knowledge

Service learning is an in-context learning that connects specific educational goals with meaningful community service. John Dewey and other experts argued, in the early 1900s, that this experience helps students to see the usefulness of their classroom learning in solving community problems. In 1903, along with his students and colleagues, he published several papers that established the intellectual foundations of service learning. Dewey also published *Democracy and Education* (1916) and *Experience and Education* (1938) in which he stated that a person's permanent frame of reference is the "organic connection between education and personal experience" (1938, p.59). In other words, experience is the base of learning, and service learning immerses students in experiences and encourages them to reflect.

In 1967, Robert Sigmon published a foundational article "Service-Learning: Three Principles", formalizing the pedagogy. Since then, many definitions of service-learning have been emerging. Bringle, Hatcher, and McIntosh (2006) offered perhaps the most cited operational definition:

Service-learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain

further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 12)

Service-learning is a tool that helps us to improve education, based on the needs, problems or real challenges that can be found in a near or further context of life. It begins with an analysis of the reality and a critic vision, to see which intervention is the more suitable one that can be carried out by the students to improve the detected flaws.

This methodology combines learning processes and community services in one well-structured project where students learn how to work in their environment necessities with the aim of making it better in some specific aspect. They will live learning experiences where they will intervene, solve, and create solutions towards problems from their nearer entourage. It is an enriching experience both in content learning and values strategies.

Service-learning helps to link knowledge and social compromise. It is a simple but powerful idea; it makes possible the collaboration between city institutions and children, making them feel the satisfaction to take part in the world they are living in.

A teaching approach of service-learning is Project-Based learning. This method aims to enable students to develop personal and professional skills. Some of these skills could be problem solving, decision making, time planning, and personal and team responsibility. In this kind of projects, there are steps of activities, workshops, and research with many assessments before the final evaluation. This will help teachers to be more objective and students getting a better learning outcome.

Project-based service learning emphasizes educational opportunities that are interdisciplinary, student-centred, collaborative, and integrated with real world issues. Teachers have found that environments which foster academic achievement through hands-on, authentic learning can motivate students by engaging them in their own learning (Brophy, 1986; Lumsden, 1994). Students work with the content of different subject areas as authentic moments in the production process, instead of in isolation. In this way, learning becomes relevant and useful as they see the connection created between life inside and outside of school.

V. Task based methodology

Engaging students and keeping them motivated in a learning situation is one of the biggest problem teachers face nowadays. There are many factors that can influence, but the principal reason is that sometimes students cannot see any relevance in what they learn and are not actively involved in the learning process. This could be solved by Task-Based Learning (TBL), a methodology that could be used in foreign language teaching in order to prepare students for the society they are living in, enabling them to learn and acquire skills they need to live in society.

TBL appeared in 1970, with the communicative approach, but it became popular after Prabhu (1987) noticed their students learnt foreign language better if they were concentrated on doing a task or solving a problem instead of paying attention to formal linguistic aspects (Harmer). The central focus of TBL is doing tasks. The aim of the task is to create a real purpose for language use and provide a natural context for language study. Students prepare for the task, report back after the task and then study the language that arises naturally out of the task cycle and its accompanying materials (Willis, 1996)

The process of TBL has three stages: pre-task, task cycle and language focus. In pre-task, the topic is introduced, activating prior knowledge and the teacher explains the task. In task cycle, students do the task in pairs or small groups. The teachers performs from a distance, enabling them to think, avoiding asking questions to the teacher all the time. After having it done, they have to think how they are going to present it. They pay attention to the language they are going to use. This moment enables language development (Willis, 1996). In the report stage, the teacher should congratulate the positive aspects they have; students' performance is not expected to be native speaker -like. Finally, in language focus, they analyze the linguistic aspects that came up during the task. There is a focus on the form; students practice the linguistic structures that appeared within the context and in a natural way (Willis, 1996).

Doing tasks and solving problems leads to brain development because there is a release of noradrenaline, a neurotransmitter synthesized from dopamine, which is involved in stimulation, rewarding and humour mood (Wolfe, 2004) and enables dendritic growth. TBL enables an active role and involvement by the learners. Students are described nowadays as digital natives and multitaskers. At the same time, they are also functional, smart, social, superfast, optimistic and with the capacity to collaborate and get involved (Boschman and Groen, 2006)

VI. The importance of STEM subjects¹

To talk about the importance of STEM subjects, it is relevant to do a previous review of what they are. This term was coined by Dr. Judith Ramaley when she was an assistant director of the education and human resources directorate at the Natural Science Foundation from 2001 to 2004. Previously, the acronym was SMET. STEM is a set of academic disciplines that are taught as part of the curriculum. It is in fact an acronym that stands for Science, Technology, Engineering and Mathematics and any subjects that can be grouped into one of these categories. It is an approach to learning and development that integrates the areas of Science, Technology, Engineering and Mathematics. Instead of training students in any one of these domains, STEM combines all four in an interdisciplinary and applied approach. Through STEM, students develop key skills including problem solving, creativity, critical analysis, teamwork, independent working, initiative, communication, digital literacy and many more. STEM education grows as a curriculum that aims to give skills to students by presenting a cohesive learning platform based on real-world applications.

This approach has developed to be more significant for the world as it provides a range of advantages in endless fields. Most of the current sectors are dependent on the STEM field, therefore, it plays a significant role in the economy. This sector is expected to keep growing and be one of the largest employers in the world, as we see technologies are nowadays a more important part of our daily lives and there are innovative ones being developed every day.

STEM classrooms typically focus on project-based learning. Projects usually involve modern technology to accentuate the practical applications of science soon. Students get to apply various domains of STEM in a context that helps them realize the connection between classroom learning and the world around them.

STEM education is quite different from traditional education that focuses on mathematics or sciences. In this approach, students blend in an environment that applies the scientific method, that can be applied to everyday life. In primary education, the importance of STEM is to introduce it and to generate awareness of the included current needs. Students are introduced to the standard structure of the subjects. It deals with building a connection between these four subjects and inspiring the curiosity of students.

¹ The information about STEM can be found in <https://www.liysf.org.uk/blog/what-is-stem-education>

VII. Literary education as a key element in the integral development of the human being since childhood

Literature encloses much more than reading books; its objective is to develop imagination, critical thinking, creativity, and the fostering of children's emotions. English literature has a very important role in infant development. It contributes to the social, emotional, and cognitive development of the child. It can be mentioned, related to the specific advantages of literature, that children who practice reading and listening to stories tend to bond more with writing, vocabulary and learn orthography, improve pronunciation, enhance more fluid communication and expressivity and their difficulty towards learning is almost non-existent. Literature is key to develop the ability of understanding in a child since it contributes to create "meaning-makers", the acquisition of new knowledge and the positive interaction with the others based on multiculturalism.

Tales can involve children to the point they feel the same emotions as the main character: fear, surprise, happiness... in this way is how they get to know and be conscious of the different emotions (Ibarrola, 2010). They can also experiment the same experiences and explore the human conduct. Tales are also a very appropriate mean to develop the empathy in childhood. The child should put in the place of the other and identify his/her emotions. Reading also targets to amplify the vision and experiment through hard times, resulting in a growth in mind and evoke the feeling of not fearing the unknown, thus it has been experienced in tales. In this way, it serves to overcome fears and to relieve tensions and overcome emotional troubles (Riqueleme and Munipa, 2011).

Literature allows the development of the imaginative function of language. It promotes creativity and the development of fantasy in the spontaneous production of imaginative texts. It is also important for the formation of autonomous readers and writers. The purpose of teaching languages is to achieve the development of the communicative competence that, according to Hyme (1976) is the ability that a native speaker achieves and that allows him/her to know when to speak or not, what to speak about, with who, where, when and how. From this perspective, it is understood as a cultural capacity of the listener and the real speakers, to understand and produce adequate enunciations to diverse communicative intentions.

English literature contributes to the cognitive development, both in the perceptive aspect and in the rote one; it is an extraordinary medium to foster affective bonds; it offers positive and negative behaviour models; it can help to the ethic development through the identification with some stories characters and helps to overcome fears and emotional troubles. Life is the inspiration for

infant literature; therefore, infant stories tend to get adults world closer to the children's one. Infant literature is the artistic work intended for a children's audience (Bortolussi, 1985, p.16).

Before finishing this epigraph, it is required to mention picture-books, which are a kind of objects, combining words and images (Nodelman, 1988). These ones can be used as powerful tools to introduce children to SDGs through literature.

VIII. Story telling as a pedagogical resource

Storytelling is (re)telling a tale to one or more listeners through verbal and nonverbal language. In verbal language we can include the words we are using, and in non-verbal language we can speak about the movements we do or the paralanguage. In the movements we do we can difference between emblems, illustrators, adaptors, regulators and affect displays; these are the most common non-verbal signs. Emblems are the gestures that have a precise meaning known by a culture. Illustrators are gestures that enhance verbal messages. Adaptors are the movements we do to release tension while we are speaking and own the situation. Regulators are used to help the conversation going correctly; they help with turn taking. Finally, affect displays are the expressions we use while speaking, expressing emotions. In the paralanguage we can classify the sounds into three groups: qualifiers, characterizers, and segregates. In qualifiers we distinguish the volume, the pitch, the tone, the melodiousness; in characterizers the sounds we make to show emotions and sensations such as groaning and crying; segregates are the fillers in the speech, the sounds we make while speaking that are not intentionally made and silences.

Storytelling is different from reading aloud, reciting, and acting out a drama, though it shares common characteristics with these methods. In storytelling, it is the audience with the storyteller who compose the story together. It constitutes a pedagogical tool for teachers to work on different linguistic skills while fostering students' attention and interest. Stories and storytelling have been an old-age tradition across communities and cultures. Stories act as a vehicle by which cultural practices and traditions are maintained over time, but also equally important for young children's development (Barton and Barton, 2017).

Using stories in the communication classroom, at-risk students, from diverse backgrounds, recognize the value and significance of personal experience in their lives. The use of storytelling has the potential to facilitate understanding of communication concepts in applicable and everyday contexts. This potentially empowering instructional tool promotes the creation of a "shared experience in the classroom" with peers and with the professor (Hog,1995).

Children at a very young age are already exposed to the use of gadgets, while being unsupervised, which leads to children misbehaviour. This stage is critical and determines and defines someone's attitude, values and behaviours in a future, thus, they require proper stimulation. (Widyastuti & Handayani, 2020). Using Story-telling picture book would be an interesting mean to teach contents using English as a foreign language while having creative thinking, self-confidence, high literacy level, and all that also embedded by reinforcing character education during the extracurricular activity.

By reinforcing character education through reading resources in English, students could assist the teacher to implement character education through reading in storytelling activity whilst improving interest, literacy level, talents, and skills of the students in English language. The value of character education implicitly and explicitly stated in the picture book is also one way to expand students' concept of morality as well (Wiraatmaja, Wardani; Warnanda, 2021).

THE PROPOSAL

The following proposal is an annual project designed for 3rd grade of primary education targeting the goals 1,3,4,5,16 and 17 of the Sustainable Development Goals. It is divided into 9 connected projects that will take place along the school year making it concur with Universal Days related to the topic treated in each of them. These projects will follow a common guideline thereupon, at the end of the school year, they will have a sustainable development passport, with the sealed parts of what objectives they achieved. This is a theoretical purpose that has not been taken into practice for several reasons: it is an annual project, and I have not still lived a whole year experience at school as a teacher; it is planned for a bilingual centre that teaches Sciences and Arts in English, and in my internship experience they first taught it in Spanish and then in English therefore it was not suitable; finally, it is proposed for third grade of primary education, and I have been in Year One, and due to Covid, it was not recommended that I switched to another class to develop the project. As this is a theoretical proposal, it would be convenient to carry out it in a BITS centre (Bilingual, Inclusive, Technological and Safe) with a medium-high English level.

IX. Objectives²

Natural Sciences	NS1	Obtain relevant information about previously delimited facts or phenomena, making predictions about natural events, integrating observational data from queries from direct and indirect sources, communicating the results.
	NS2	Establish conjectures both about events that occur naturally and about those that occur when they are provoked, through an experiment or an experience or using simple computer programs of scientific simulation.
	NS3	Use information and communication technologies, knowing and respecting the security indications in the network.
	NS4	Work cooperatively appreciating care for their own safety and that of their colleagues, taking care of tools and making proper use of materials.
	NS5	Use different techniques of oral and written exposition of the results obtained after the realization of diverse experiences, presenting them with graphic supports.
	NS6	Carry out projects and submit reports.
	NS8	Point out the contribution of some advances in science to the improvement of the quality and life expectancy of people.
	NS9	(MATTER AND ENERGY) Understand the concept and types of energy differentiating the different sources and valuing their origin, characteristics, and the importance of making responsible use
	NS10	(TECHNOLOGY, OBJECTS AND MACHINES) Recognize inventions, researchers, or scientists who have contributed to improving the quality of life of people and have advanced humanity (at home, in medicine, in transport and communications, in leisure ...).
	NS11	Employ strategies to search and select information on the net.

Table 1: Natural Sciences Objectives

LITERACY	BOCYL	L1	To participate in communicative situations directed or spontaneous using the basic rules of communication: turn taking, modulation, intonation, volume, organization of the discourse.
		L2	To verbalize and explain ideas, opinions, information, describe situations and experiences and quotidian stories with coherence and order.
		L3	To read out loud different texts, with fluidity and the right intonation.
		L4	To read in silence different texts valuing the progress and the speed and comprehension.

² These objectives are from the Castille and Leon's Primary Curriculum for 3rd grade.

SPANISH/ENGLISH INTEGRATED PRIMARY CURRICULUM	L5	To resume a text reflecting the principal and secondary ideas.
	L6	Using expository texts in different supports to get information, amplify knowledge and apply them in personal work.
	L7	Using ICT as an efficient method of research and treatment of the information.
	L8	Producing texts with different communicative intentions, with coherence, respecting the structure and applying orthography rules, taking care of calligraphy, order, and presentation
	L9	Participate in shared reading by reading new texts aloud, in a clear voice adding intonation for questions and exclamations and changing tone when reading speech of a character.
	L10	Begin to associate things in texts with own experience – both fiction and non-fiction texts
	L11	Use phonic knowledge to pronounce new words correctly.
	L12	Predict meaning of new vocabulary by pointing to possibilities in images and with teacher help substituting alternative words to fit context.
	L13	Read parts of a simple persuasive text in shared reading.
	L14	Say what the text wants.
	L15	Contribute to make a group poster.
	L16	Respond to questions from the teacher during pauses while watching a video explaining an event.
	L17	Say what the event was and explain one thing people did.
	L18	Give simple explanations (orally or written) as answers to questions
	L19	Listen to other children when they give their explanations
	L20	Read a book or a text to a partner about something being studied in science or other curriculum area.
	L23	Work in a small group to make a presentation
	L24	Use capital letters for proper names, days of the week, months of the year, towns and cities, countries etc. with some accuracy when writing.
	L26	Read sentences and make a little pause when there is a comma.
L28	Use commas to write lists	
L31	Respond to questions about feelings and opinions using known vocabulary or word banks for recently learnt vocabulary	
L34	Answer questions in complete sentences wherever possible.	

Table 2: Literacy Objectives

ARTS	A1	To make plastic productions following elemental guidelines of creative process, experimenting, recognising, and differentiating the expressiveness of the different materials and pictorial techniques, choosing the most adequate to do the planned piece, enjoying the process of creation and the result.
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Table 3: Arts Objectives

SOCIAL SCIENCES	SS1	Obtain relevant information about previously delimited facts or phenomena, making predictions about natural events, integrating observational data from queries from direct and indirect sources, communicating the results
	SS2	To use TIC to obtain information picking data to learn, expose, share knowledge and express social sciences contents
	SS3	To Develop responsibility, capacity of effort and the constancy in study.
	SS4	To develop individual and group work using different techniques, as search, memorizing, selection and organization of social character texts, showing the ability to work both individually and collaboratively in a team
	SS5	To value the teamwork, showing cooperation attitudes and responsible participation and adopting a constructive behaviour that accepts the differences towards the ideas and alien contributions.
	SS6	To appreciate and respect the variety of different human groups, and to value the importance of peaceful and tolerant coexistence among all of them based on universally shared democratic values and human rights.
	SS7	To value cooperation and dialogue as a way of avoiding and resolving conflicts, promoting equality between men and women and democratic values.
	SS8	To develop creativity and entrepreneurship, increasing the capacities to take advantage of information, ideas, and present innovative, original, and creative conclusions.
	SS9	To develop attitudes of cooperation and teamwork, as well as the habit of assuming new roles in a society in continuous change.
	SS10	To recognize the Constitution as a set of rights, duties, and freedoms of Spanish citizens.

Table 4: Social Sciences Objectives

X. Contents³

NATURAL SCIENCES ⁴	S1	Knowledge of yourself and others.
	S2	The relationship with others.
	S3	The peaceful resolution of conflicts.
	S4	Different forms of energy. Renewable and non-renewable energies.
	S5	Energy intervention in everyday life.
	S6	Renewable and non-renewable energy sources.
	S7	Energy development, sustainable and equitable.
	S8	Responsible use of energy sources on the planet.
	S9	Science: present and future of society.
	S10	Improvement of living conditions: housing, medicine, transport, communications, and industry.
	S11	Important discoveries and inventions
	S12	Word processing. Guided search for information on the internet.
	S13	The solar systems. Planets in the milky way
	S14	Atmosphere layers.
	S15	The scientific method.
	S16	The consequences of human action. Acid rain.
	S17	Ecosystems and biodiversity.

Table 5: Natural Sciences Contents

LITERACY	LC1	Spontaneous or directed communication situations using an orderly and coherent discourse in formal and informal communication situations.
	LC2	Expression and production of oral, narrative, descriptive, expository, instructive, informative, and persuasive texts.
	LC3	Comprehension of texts read aloud and in silence.
	LC4	Identification and critical assessment of the messages and values transmitted by the text.
	LC5	Reading through ICT.
	LC6	Production of texts to communicate knowledge, experiences and needs and opinions: narratives, descriptions, expository, argumentative and persuasive texts, poems, dialogues, interviews and surveys.

Table 6: Literacy Contents

³ These contents are from Castille and Leon's Primary Curriculum for 3rd grade.

ARTS	AC1	The plastic and visual composition. Application of creative strategies, responsibility in cooperative work, establishment of moments of review, respect for the contributions of others and, resolution of discrepancies with arguments.
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Table 7: Arts Contents

SOCIAL SCIENCES	SC1	Introduction to scientific knowledge and its application in the social sciences
	SC2	Collection of information on the subject to be discussed, using different sources to prepare summaries, comments, reports and other works of social content
	SC3	Using ICT to search and select information to learn, share and present conclusions
	SC4	Techniques of intellectual work. Preparation of schematics, summaries, memorization and structuring of the information received
	SC5	Development of strategies to organize, memorize and retrieve information, collecting the main ideas, obtained through different methods and sources of a scientific, geographical, and historical nature.
	SC6	Strategies to develop responsibility, effort, and perseverance in the studio
	SC7	Use of strategies to enhance the cohesion of the group and cooperative work developing social skills that favour collaboration, equality between men and women and valuing the importance of the contribution of all
	SC8	Planning and management of projects to achieve objectives.
	SC9	Strategies for the resolution of conflicts, use of the norms of Coexistence and valuation of peaceful and tolerant Coexistence, accepting the differences of the different human groups, among others of the Gypsy people.
	SC10	Human intervention in the natural medium. Sustainable development
	SC11	The United Nations.
	SC12	Children Rights.
	SC13	Human Rights.
	SC14	Strategies of self-control
	SC15	Feminism. Equality in sciences.
	SC16	Sustainable Development Goals

Table 8: Social Sciences Contents

XI. Assessment criteria⁵

NATURAL SCIENCES	E1	Observe, identifies, and describes some advances in science that improve health.
	E2	Identifies emotions and feelings of his own, of his peers and of adults manifesting empathic behaviours.
	E3	Knows and applies strategies to study and works effectively.

⁵ These assessment criteria are from Castille and Leon's Primary Curriculum for 3rd grade

	E4	Reflects on the work done, draws conclusions about how to work and learn and develop strategies to continue learning.
	E5	Identifies and explains some of the main characteristics and origin of the different forms of energy.
	E6	Identifies and describes examples of practical uses of energy and values the importance of making responsible use of the planet's energy sources.
	E7	Knows and explains some of the great discoveries and inventions of humanity.
	E8	Assesses and describes the influence of technological development on living conditions and at work.
	E9	Knows and explains some of the advances in science in home and everyday life, medicine, culture and leisure, art, music, cinema and sport and ICT.
	E10	Takes care of the presentation of works on paper or in digital format.
	E11	Performs guided searches of information on the net.
	E12	Knows and applies access and work strategies on the Internet.
	E13	Names the planets of the milky way in order.
	E14	Differentiates the layers of atmosphere.
	E15	Uses the scientific method to get information.
	E16	Understands the human impact on nature.
	E17	Defends the importance of biodiversity.

Table 9: Natural Sciences Assessment Criteria

LITERACY	E18	Uses oral language with different aims: academic, social, and ludic.
	E19	Asks about interventions produced in the class understands the explanations, instructions, tasks
	E20	Participates in oral exchanges with expressive, informative, persuasive, ludic and poetic intention
	E21	Expresses the ideas with clarity, correction, order, and appropriate diction, adapting the oral expression to the communicative situations of the class.
	E22	Adapts oral expression to the different situations using different ways of expression, having into account the interlocutors
	E23	Tells personal experiences and makes descriptions with a language according to his maturational age with the adequate rhythm and intonation
	E24	Makes oral narrations considering the chronological order of the events and doing and appropriate use of timing connectors.

	E25	Reads in loud voice a text with the correct fluidity and intonation, showing understanding.
	E26	Applies signs of punctuation to give sense to the reading
	E27	Reads in silence and sums up briefly the read texts
	E28	Sums up in loud voice the read texts
	E29	Picks the information given in the text to identify the values given in those texts
	E30	Writes in different supports, texts from quotidian life: diaries, letters etc. imitating models.
	E31	Writes texts using the appropriate register, organising the ideas, and respecting the grammatical and orthographic rules
	E32	Applies orthography correctly, the same as signs of punctuation
	E33	Knows how to use the ICT to obtain information.

Table 10: Literacy Assessment Criteria

ARTS	E34	Uses the most appropriate drawing and/or pictorial techniques for his creations, handling the materials and instruments in an appropriate way, taking care of the material and the space of use.
	E35	Carries out projects in a group respecting the ideas of others and collaborating with the tasks entrusted to it.
	E36	Puts effort into presenting clean works

Table 11: Arts Assessment Criteria

SOCIAL SCIENCES	E37	Seeks, selects and organizes concrete and relevant information, analyzes it, draws conclusions, reflects on the process followed and communicates it orally and/or in writing.
	E38	Performs the tasks entrusted to it and presents the work in an orderly, clear, and clean manner.
	E39	Uses with rigor and precision the acquired vocabulary to elaborate works with the appropriate terminology to the topics treated.
	E40	Presents orally, in a clear and orderly way, contents related to the area, which manifest the understanding of oral and / or written texts.
	E41	Carries out works and presentations individually and in group that involve the search, selection, and organization of texts of a geographical, social, and historical nature.
	E42	Uses strategies to perform work individually and as a team and shows skills for peaceful resolution of conflicts.
	E43	Participates in group activities adopting a responsible, constructive, and supportive behaviour and respects the basic principles of democratic functioning.

E44	Values the importance of peaceful and tolerant coexistence among different human groups based on democratic values and universally shared human rights
E45	Participates in an effective and constructive way in social life and create strategies to resolve conflicts.
E46	Values cooperation and dialogue as a way of avoiding and resolving conflicts, promoting equality between men and women and democratic values.
E47	Identifies and uses codes of conduct and generally accepted uses in different societies and environments (school, family, neighbourhood, etc.).
E48	Shows attitudes of self-confidence, critical sense, personal initiative, curiosity, interest, creativity in learning and entrepreneurial spirit that make him active in the circumstances around him.
E49	Manifests autonomy in the planning and execution of actions and tasks and has initiative in decision-making
E50	Develops attitudes of cooperation and teamwork, values the ideas of others, and reacts with intuition, openness, and flexibility to them.
E51	Plans group work, coordinates team, makes decisions and accepts responsibilities.
E52	Explains the sustainable use of natural resources by proposing and adopting a series of measures and actions that lead to the improvement of the environmental conditions of our planet.
E53	Explains the main functions of United Nations
E54	Understands that rights carry responsibilities
E55	Names at least three of the human rights and one activist
E56	Uses strategies to calm down when being angry
E57	Defends Feminism in scientific areas and in life.

Table 12: Social Sciences Assessment Criteria

XII. Basic competences⁶

LINGUISTIC COMPETENCE	
Oral expression and comprehension.	C1
Text comprehension, ideas highlight and elaboration of simple schemes.	C2
Text redaction	C3
Debate and agreement in a specific topic	C4
Reading in loud voice using the appropriate voice and intonation	C5
MATHEMATICS AND BASIC COMPETENCES IN SCIENCES AND TECHNOLOGY	
Value the importance that all humans get benefits of the development and preserve the conservation of resources and natural diversity	C6
Show critical spirit in the analysis of texts	C7
Apply the scientific method to solve problems	C8
Raise conclusions based on facts	C9
DIGITAL COMPETENCE	
Query texts on the internet in a directed or semi-directed manner	C10
Assume the fact that not all information on the network is reliable	C11
LEARN TO LEARN	
Become aware of the evolution of one's own learning	C12
Detect the strategies that work best and worst when it comes to learning and working well individually or in groups	C13
Acquisition of autonomy to expand knowledge on their own on topics given in class	C14
SOCIAL AND CIVIC COMPETENCES	
Will to actively build a more fair and sustainable society	C15
Identification of discrimination based on gender or race	C16
Respect for differences	C17
Contribution to the creation of a pleasant and communicative environment in class	C18
Appreciates the importance of equal opportunities	C19
SENSE OF INITIATIVE AND ENTREPRENEUR SPIRIT	
Conflict management and resolution	C20
Acquisition of autonomy when working	C21
Participation and contribution in the classes	C22
Organizational capacity for the performance of a task	C23
CULTURAL EXPRESSION AND CONSCIENCE	
Valuing the freedom of own and others' expression	C24
Develop initiative, imagination and creativity.	C25

Table 13: Basic Competences

⁶ Basic Competence collected in the BOE

XIII. Schedule and timing

This project is a plan to develop during the whole school year. It consists of nine individual projects that will be developed three for each trimester; they all follow a common guideline (the SDG's) and have a common final task. Each of these projects will last five school days and will comprise the subjects of social and natural sciences, literacy, and arts and crafts. Based on the number of hours per subject they have, the distribution is 1 hour of each of the previously cited subjects. In this way, they will take approximately half of the time they have from each subject, except for Arts. In Arts, the weeks we are working on the project will be entirely dedicated to the development of it. Each of these projects will be linked to universal days celebrated during the school year. These days are the following:

- United Nations Day. 24th October
- Children's Rights Day. 20th November
- Human Rights Day. 10th December
- Peace Day. 31st January
- Women in Science Day. 11th February
- Energetic Efficiency Day. 5th March
- Earth Day. 22nd April
- Recycling Day. 17th May
- Environment Day. 5th June.

	TEACHING UNITS	SESSIONS	CALENDAR
1 st term 10 th September- 22 nd December	1. United Nations Day (24 th Oct)	4	18 th -22 nd October
	2. Children's Rights Day (20 th Nov)	4	15 th -19 th November
	3. Human Rights Day (10 th Dec)	4	1 st -3 rd and 9 th -10 th December
2 nd term 10 th January- 6 th April	4. Peace Day (31 st Jan)	4	19 th -31 st January
	5. Women in Science Day (11 th Feb)	4	7 th -11 th February
	6. Energetic Efficiency Day (5 th March)	4	24 th -25 th February and 2 nd -4 th March
3 rd term 18 th April-23 rd June	7. Earth Day (22 nd April)	4	18 th -22 nd April
	8. Recycling Day (17 th May)	4	16 th -20 th May
	9. Environment Day (5 th June)	4	30 th -31 st May and 1 st -3 rd June

Table 14: Project Calendar

XIV. Methodology

The methodologies that are going to be used are CLIL methodology, to work with the second language as a tool of learning it itself, service learning, to work with contents from the reality that surrounds us and see the immediate impact our knowledge has on our lives and task-based learning, so children focus on developing a task and not on the linguistic forms.

XV. Interdisciplinarity

In addition to the contents, this project will also transmit values linked to personal freedom, responsibility, solidarity, tolerance, respect, and gender equality. Besides, as this project is developed in various subjects, to work contents that are important for students as growing humans, and these contents are not just categorized in just one subject. The contents treated work together with all taught disciplines to achieve the whole knowledge and connect this knowledge to the different areas. The subjects that are going to be working on the project are Social Sciences, Natural Sciences, English, Literacy and Arts and Crafts.

XVI. Treatment of transversal contents

This proposal is charged with multiple transversal contents. The aim of it is to start a deeper transformation from the transmission of theoretical knowledges. This transformation is related with valuing sciences and social sciences in our lives, then discover the role of women along society and recognise it. They will also detect discrimination, know what is right and what is not and potentiate the critical thinking, to form their own idea of the world we are living in. Finally, it intends to work in the notion of responsible and critic society, giving them tools so they can sustain their postures against the inequalities they will live by.

XVII. Complementary activities⁷

Activity: Getting to know the United Nations (UN)		
Lesson: Social sciences	Timing: 1 hour	Grouping: big/small
Objectives:	L1,L2,L18,L34,SS4,SS9	
Contents:	LC1,LC6,SC1,SC5	
Competences:	C1,C4,C18,C22	
Targeted day:	United Nations Day	Goals: 1,4,17
Description of the activity:		

⁷ In the some activities, the use of Spanish will be allowed, due to the lack of vocabulary in so specific themes at this age.

<ol style="list-style-type: none"> 1. In a circle, pass a ball (annexes) around. Each student must say the name of a country. They can look at the ball if they need some help. After 2 rounds, ask the kids if they know how many countries there are in the world (195), how many people do you think there are in the world (7730 millions). “If in our class being (X) students we have problems and sometimes we get mad at each other, how can countries avoid having problems between them?”. Expected answers are talking about presidents and kings, ask how they can get to an agreement. Then it is the moment to introduce the United Nations. Introduce the UN, the UN rules to join and UN’s compromise with peace. Countries who want to join must agree the rules. “Just as it happens in our class, if we want to have fun while learning, there are some rules we all must follow”. Show the “UN explained” video to the class. 2. Ask children “if you were in charge of the UN, what would you try to do for the world?” give them the hints to think about education, health care, food, housing and children. Discuss in small groups, take notes, and share in loud voice 3. Place in the whiteboard the United Nations Rules and ask children in groups of four to rewrite the United Nations Rules as class rules. Ask what rules they would add to UN rules and what would they add to class rules.
Resources:
For this activity you will need a ball with an earth globe design (Annex 1.a). You will also need the digital whiteboard, papers and writing tools. UN rules: activities annex 1.b. https://www.youtube.com/watch?v=SaAmfiJtV4I – UN explained
Observations and orientations for its development: If you do not have a ball with an earth globe design, you can use a real earth globe. In this case, each kid should have to spin the globe and when it stops, point with a finger a country, and read the name of it. If you don’t have a digital whiteboard or it is not responding, you can also write the UN rules in the blackboard.

Table 15: Activity 1: Getting to know the UN

Activity: The Sustainable Development Goals		
Lesson: Social Sciences 2	Timing: 1 hour	Grouping: big group
Objectives:	L1, L2, L9, L10, SS5, SS7, SS9	
Contents:	LC1,LC2,LC3,LC4,SC1,SC5,SC11.	
Competences	C1, C4, C5, C22, C25	

Targeted day	United Nations Day	Goals: 1,4,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Do a review of the previous day: what is the UN, how many countries are part of it, what where some of the rules,... then ask them: what do you think the UN wants to achieve? 2. Introduce the Sustainable Development Goals. What they are and what for. 3. Show the book <i>Frieda makes the difference</i>. Read it together, next, ask them: what do you think of these goals? Are they a good idea? Expected answer is yes. Then, ask if they think we can do something to help. If the answer is no, show them with a real-life experiment. We want to move the cupboard, can X do it? (Repeat the question with other kids) then, put it into practice, one by one, they should try to move the cupboard then say: but what happens if we all work together? This time try to move the cupboard with a team of children and see they can do it. 4. Show the video “the world’s largest lesson”. Ask them by goal what small actions they think they can do to help achieve these goals and write them down. When all the goals are talked about, see how many small gestures we can do to help the planet. 		
Resources:		
<p>Frieda makes the difference. You can print it on big size of project it on the white board. Try not to print it individually to reduce the use of paper.⁸</p> <p>https://www.youtube.com/watch?v=cBxN9E5f7pc -The world’s largest lesson, project on the digital whiteboard.</p>		
Observations and orientations for its development: The most important part about these lessons is that children understand that the goals are a project where everybody must take part in, and that every small action counts.		

Table 16: Activity 2.The Sustainable Development Goals

Activity: Read and search		
Lesson: Literacy	Timing: 1 hour	Grouping: small group
Objectives:	L4, L5, L10, L12, L18, L34, SS4, SS5,	
Contents:	LC3,LC4,SC11	
Competences	C2, C4, C6, C14, C15, C23	

⁸ All the books used during the activities are described in Annexes:Materials.

Targeted Day	United Nations Day	Goals: 1,4,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting the lesson ask about what we were talking about the previous day and after a quick recapitulation, put the video UN sustainable development goals. 2. Then, introduce the comic that is going to be used in that class. The comic is called <i>The planet and the 17 goals</i>. Give one copy per group and let them read autonomously. 3. Make the questions/give them the questions about the comic. 4. What goal are we working on by reading this comic? Present the Passport. 		
Resources:		
https://www.youtube.com/watch?v=M-iJM02m_Hg -UN sustainable development goals <i>The planet and the 17 goals</i> comic Questions about <i>The planet and the 17 goals</i> . Annex 1.c Passport. Annex 1.d.		

Table 17: Activity 3. Read and search.

Activity: This is my world		
Lesson: Arts and crafts	Timing: 1 hour	Grouping: individual
Objectives:	L24, L39, A1	
Contents:	AC1	
Competences	C14, C21, C23, C25	
Targeted day:	Children Rights Day	Goals: 1,4,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Cut circles of different sizes and place in each of them a part of your environment. In the smallest one they will have to draw themselves, in the next one, their school, then, their neighbourhood, city, state and country. Finally, their world. When they have finished drawing and putting the names in each circle, they will have to make a hole and pass some wool through it so they can see it in order and do not lose any pieces. 		
Resources:		
Seven circles of different sizes for each child and colours.		

Table 18. Activity 4. This is my world.

Activity: CHILDREN NEED RIGHTS		
Lesson: Social Sciences 1	Timing: 1 hour	Grouping: big group
Objectives:	L1, L2, L18, L34, SS4, SS7, SS9	
Contents:	S2,LC1,LC3,LC4,LC6,SC12	
Competences	C1, C4, C12, C17, C18, C19, C 24	
Targeted Day	Children Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Ask how many babies are born in the world in a minute. Let them try, then tell them the answer (255). 2. Ask them to draw in a piece of paper a baby and then all they think that baby needs to live. Ask if they heard of children rights and clarify the difference between needs and rights. Project the video “Realizing the rights of every child”. 3. What do you think children rights are about? Write in a column the rights you think children have. 4. Show the picture (Annex 2.a) and ask children what they think about it. Debate. 5. Having rights means having responsibilities; think what responsibilities come along with those rights, what we should do to respect that right of the others. Write them in the column next to the previous. 6. Read together the children rights, from the UNICEF illustration (Annex 2.b) 7. Differentiate the Children’s Rights into three categories with Children’s Day One Sheet (Annex 2.c.) 		
Resources:		
Realizing the rights of every child https://www.youtube.com/watch?v=dTXhfQS9R80 Blank papers, whiteboard to project the video and Universal Children’s Day One Sheet, Balancing Kid image and Rights of the children image (Annex 2.a)		
Observations and orientations for its development: You can also do it without the sheet, you only need to have the children rights in hand and separate them into the three groups.		

Table 19: Activity 5. Children need rights.

Activity: AROUND THE WORLD		
Lesson: Social Science	Timing: 1 hour	Grouping: small groups
Objectives:	NS11, L1, L2, L7, L18, SS1, SS2, SS4, SS9	
Contents:	S1, S2,S3,LC1,LC3,LC5,LC6,SC12	
Competences	C1, C2, C3, C6, C9, C10, C14, C25	
Targeted Day	Children Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Review the children rights and read again the UNICEF's illustration. Are rights the same for every child, in every part of the world? Then, ask if all children are the same. Expected answer is we look different but are the same. Ask them if life in all countries the world is the same. 2. Distribute kids in small groups having 6 groups and ask them to investigate about childhood in different countries. Each group will have to look for childhood in a different continent. America can be divided into North, Central and South. From the information earned, take notes and make a small presentation to share with the rest of the class. 3. Present with the class different lives of the children in different countries, ask them if they think they all have the rights we read before. Debate. What goals is it linked to? Remember the goals if needed. Passport. 4. Project the video <i>I have the right to be a child</i> to do a consolidation and final of the class. 		
Resources:		
<p>I have the right to be a child. https://www.youtube.com/watch?v=ERKhP7bQ6Os</p> <p>For the development of this lesson, you will need 6 tablets or computers kids can share to work in groups to search the information. You can also have in hand UNICEF's illustration of the rights of the children. (Annex 2.b)</p>		
Observations and orientations for its development: If you cannot get the tablets for the lesson, it can be done in the computer room of the school.		

Table 20: Activity 6. Around the world.

Activity: WHAT ARE OUR RIGHTS

Lesson: Literacy	Timing: 1hour	Grouping: pairs/small group
Objectives:	L1, L4,L5, L6, L13, L18, SS3, SS9	
Contents:	S1,S2,LC1,LC3, SC12	
Competences:	C2, C12, C14, C21, C23	
Targeted day:	Children Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, do a recapitulation of what we have learnt to this point: human rights and the goals they are linked to. Then distribute the kids in small groups or in pairs and give them a copy of the Children’s Day reading comprehension sheet annexes. There, they will have to read the text and there are some questions given after it. Finally, they have to make a mind map to summarize what they have understood to that point. When they are over, they will have to share what they have with the rest of the class 2. Then, the next activity will be the Children’s rights dictionary. Children will be distributed in small groups, and they will have to decide which have been the most important words to talk about rights. Then they will have to get them into a self-made dictionary, having into account that in dictionaries the words follow alphabetical order and that they need to say if they are names, adjectives, verbs, ... 		
Resources:		
Reading comprehension sheet.(Annex 2.d)		

Table 21: Activity 7. What are our rights.

Activity: THE BIGGEST RIGHTS		
Lesson: arts and crafts	Timing:1 hour	Grouping:
Objectives:	L2, L31, SS7, A1	
Contents:	AC1,SC12	

Competences	C4, C20, C23, C24, C25	
Targeted day	Children Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<p>1. As a whole group, decide what are the rights you consider the most important. Remember the ones in UNICEF sheets and the ones used to divide into the three categories. Choose as many as children there are in class. Then, they will have to do an artistic representation of the right each of them has. If there are kids that finish before the rest, they can help to make a letter of “Children’s Rights” to put as a title. Then you can put it in the hallway so the rest of the school can see it.</p>		
Resources:		
Papers, scissors, colours and magazines.		
Observations and orientations for its development: This exercise will help them to self-control and to get to an agreement. Try to avoid giving them a right to each child so they have the opportunity to speak and give arguments.		

Table 22: Activity 8. The biggest rights

Activity: HUMAN RIGHTS		
Lesson: Social Sciences	Timing: 1 hour	Grouping:
Objectives:	L1, L2, L3, L9, L10, SS6,SS9	
Contents:	S1,S2,LC1,LC3,LC4,SC13	
Competences:	C1, C2, C5, C13, C15, C16, C17, C19, C22, C23, C24	
Targeted day:	Human Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<p>1. To start this activity, it is a good idea to link it to the previous project of children rights and remember what rights are, and if they remember some of children’s rights. Before starting do a KWL chart of human rights. What we know, what we want to know and what I have</p>		

<p>learnt. Only cover the K and the W. Then ask them if they think adults have different rights. Talk about the differences between children and adults, what changes in those life stages.</p> <ol style="list-style-type: none"> 2. Figure out what they think that will be Human Rights and write them in the blackboard using keywords. Then guess which have come before, human rights or children rights. 3. Then, Present the human rights by using <i>My little book of big freedoms</i>. The teacher can read the introduction, and then each of the students can read the rights shown in the book. Compare to your previous ideas of human rights. 4. To summarise and review the concepts worked on this class, project the video your human rights. Then complete the KWL, learnt part.
Resources:
<p>KWL chart, blackboard, My little book of big freedoms.</p> <p>Your human Rights https://www.youtube.com/watch?v=VO7oS8PqkJY</p>

Table 23: Activity 9. Human rights.

Activity: HUMAN RIGHTS AROUND THE WORLD		
Lesson: Social Sciences	Timing: 1 hour	Grouping:
Objectives:	NS11, L1, L2, L7, L18, SS1, SS2, SS4, SS9	
Contents:	S1,S2,LC3,LC5,SC13	
Competences	C1, C2, C3, C6, C9, C10,C14,C25	
Day targeted	Human Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, review of the Human Rights they remember. Put them where they all can see them, as the projector. Like the previous activity they have done in Children Rights, they will have to investigate which rights are not respected in the different countries. This will be in small groups, taking notes and then they will show their results to the rest of the class. 2. Human Rights in Spain, have they always been like this? Analyse the acquisition of changes in law to respect human rights: slavery, free love, freedom of religion, vote. First, give them the task and see in which rights they think of. Then, guide them to complete it. Do a timeline in the blackboard. 		

3. Think about what Goals we have been working on this week. Passport.
Resources:
Tablets or computers (one per group).
Observations and orientations for its development: In the second activity, let them think and work before telling them all done. Like that they will develop resolution skills.

Table 24: Activity 10. Human Rights around the world.

Activity: I HAVE A DREAM-heroes of the human rights		
Lesson: Literacy	Timing: 1 hour	Grouping: small groups
Objectives:	L1, L2, L3, L4, L8, L18, SS1, SS3, SS4	
Contents:	S1,S2, LC2,LC3,SC13	
Competences	C1, C3, C13, C22, C25	
Targeted day:	Human Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Recapitulation of the previous knowledge. Human rights and its changes. Then ask them why they think those changes have happened? After their guessing it is the time to introduce the Human Right activists. (Annex 3.a) 2. After presenting their names and asking if they sound familiar, give them texts to the biography of each of them to each group. The biography is going to be cut and mixed, therefore they will have to order it. Then, they will have to share it with the rest of the class. Emphasize that this will be important in the future. Once they order it, they will have to read it highlighting the most important data given in the text. Talk about what goals helped to achieve these heroes. Passport. 3. After that, they will be given a crossword activity where they will have to search the words about human rights. 		
Resources:		
Cut biographies of Human Rights Heroes (Annex 3.a)		
Crossword sheet. (Annex 3.b)		

Table 25: Activity 11. I have a dream- heroes of the human rights.

Activity: MY HR ACTIVIST		
Lesson: Arts and Crafts	Timing: 1 hour	Grouping: individual
Objectives:	A1	
Contents:	AC1,SC13	
Competences	C13,C18, C21,C23,C25	
Targeted day	Human Rights Day	Goals: 1,3,4,5,16,17
Description of the activity:		
For this lesson we are going to use something from the past lesson, the highlights on the biography of the human rights heroes. Each kid will have to choose a HR hero and then they will have to make an artistic composition using collage technique where they represent the person or one moment in their life that is historical. The materials they are going to use are recycled papers and magazines		
Resources:		
Recycled papers, magazines, scissors, and colours.		
Observations and orientations for its development: Try to avoid that all of them make the same hero.		

Table 26: Activity 12. My HR activist.

Activity: PEACE OUT		
Lesson: Social Sciences	Timing: 1 hour	Grouping: big group
Objectives:	L1, L2, L10, L28, SS6, SS7,	
Contents:	S1,S2,S3,LC1SC7,SC9,SC14	
Competences	C1,C4,C17,C20,C21,C22,C24	
Targeted day	Peace day	Goals: 1,4,5,16,17
Description of the activity:		

<ol style="list-style-type: none"> 1. Show them images so they think what the new topic is(holding hands, dove, hug,). Then, they are going to write in their whiteboards what they think of when they think of peace. After the definitions of each student, search a common definition for peace. Ask them why they think it is celebrated this day. Give them hints to remember the HR heroes, and then tell them the answer. 2. To work on peace, we are going to set a debate. Problems take out peace, but, what is a problem for you? What troubles happen in our class? Why do you think they happen? How can we solve it? Why do people get mad? What do you do to return to calm after being angry? Share strategies you use. 3. Now it is time for giving them strategies to have the ability to stay in peace: when you do not agree, cool off, listen, then speak out, take responsibility, brainstorm solutions, choose a solution, forgive or thank. 4. Role play: what would you do if... given situations where they have to choose what they would do. It can be done in Trivia format. Papers are in a jar, a student gets up and reads the question; students answer in their whiteboards and then raise them up all at once.
Resources:
Individual whiteboard, what would you do examples. For the Role Play, Annex 4.a.
Observations and orientations for its development: If you do not have individual whiteboards, you can use transparent plastic covers from the cabinets with a blank paper inside.

Table 27: Activity 13. Peace out.

Activity: PEACE AT SCHOOL		
Lesson: Social Sciences	Timing: 1 hour	Grouping: small and big
Objectives:	L1, L2, L8. L18, L19, L23, L34, SS3, SS4, SS5, SS8,	
Contents:	S1,S2,S3,LC1SC7,SC9,SC14	
Competences	C1,C3,C4,C14,C15,C17,C18,C20,C21,C22,C23,C24,C25	
Targeted Day:	Peace Day	Goals: 1,4,5,16,17
Description of the activity:		

<ol style="list-style-type: none"> 1. Ask children how many people there are in the class, then in the cycle, in the school, in the city, in the country and in the world. Provide the information when needed. Then, ask them how many times in a day kids do in the class get mad at each other. Then ask them to imagine how many disagreements do people have in the world. After the enormous number, ask them what they can do to help. 2. In small groups, think about how conflicts can be solved in school. What can we add to school to be in peace, e.g. The word wand, the dialogue bench... when they have thought about it, share ideas in loud voice. Then develop how could it word, where would it be placed, when will it be used... Organize their ideas and make a small presentation trying to persuade that their technique is the best. Vote for the best idea in the class. 3. Once they have chosen, write a letter to the principal to see if we could apply the idea to the school. 4. Talk about what goals we are working on this week. Passport.
Resources:
Papers and pencils

Table 28: Activity 14. Peace at school.

Activity: PEACE SOUNDS		
Lesson: Literacy	Timing: 1 hour	Grouping: big /small
Objectives:	L1, L3, L4, L5, L18, L26,L31,SS6,	
Contents:	S1,S3,LC1,LC3,	
Competences	C1, C2, C22, C25	
Targeted day:	Peace Day	Goals: 1,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. To start the lesson, put the sound of birds tweeting and water flowing and ask them what they feel like. Expected answer is “In peace”. Then, tell them there are some artists that also use music to make you feel in peace and to help the world reach it. Ask them if they know any song like this. Then introduce the song <i>Imagine</i>, by John Lennon. 		

<ol style="list-style-type: none"> 2. Give them a sheet of the lyrics of the song incomplete and then put the song one time. They will have to try to fill in the blanks. Before the second time, write the missing words in random order on the blackboard and put it two times more. 3. Lyrics comprehension. As we correct, talk about the meaning of the song. What will happen if there were no countries? What problems will be solved? Etc. 4. Then ask them to look in the lyrics for the opposites of land, die, easy, everything. 5. To end the class, sing the song all together.
Resources:
<i>Imagine</i> , by John Lennon and lyrics sheet. Annex 4.b.
Observations and orientations for its development:
You can also give the words to fill in the blanks already written in the sheet.

Table 29: Activity 15. Peace sounds.

Activity: MANDALA		
Lesson: Arts and Crafts	Timing: 1 hour	Grouping: individual
Objectives:	A1, SS8	
Contents:	AC1, SC14	
Competences	C21, C23, C25	
Targeted day	Peace Day	Goals: 1,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. To learn to be in peace with ourselves, introduce the technique of painting mandalas, talk a little about the history behind painting mandalas and then give the options of mandalas and put nature music on the background. 		
Resources:		
Mandala sheets and colours. Annex 4.c.		

Table 30: Activity 16. Mandala.

Activity: STEM AND WOMEN		
Lesson: Sciences	Timing: 1 hour	Grouping: big group
Objectives:	NS1,L1,L2,L6,L10,L15,L16,L18,L19,L39,SS6,SS7	
Contents:	S9,S10,S11,LC1,LC2,SC2,SC4,SC5,SC15	
Competences	C1,C4,C7,C14,C17,C24	
Targeted Day	Women in Science Day	Goals: 1,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. When you enter the class, write the word STEM in the blackboard, and ask them if they know what it means. Then, explain to them what it stands for. Ask if they know what topic we will be working on. Then, introduce it. Ask why they think we celebrate women in STEM. After their guessing, ask them to say the name of male and female scientists. Expected to say male but not female. Talk about the historical fact behind this day: women were not recognised in the scientific community; they could not sign a discovery as theirs. Do you think it happened the same in other areas? Explain them the change of the women figure. What do you think about it? Do you remember the Human Rights Heroes? Which do you think that has helped a lot through this path? 2. Then, project the video of women in Science who changed the world. Put it one time and ask how many of these scientists did they know, then play again and stop with each of them, to talk about their discoveries. 3. Make a visual map of these scientists and their biggest discoveries. 		
Resources:		
Women in science who changed the world https://www.youtube.com/watch?v=W53Ks824GTA		

Table 31: Activity 17. STEM and Women

Activity: IMPORTANT WOMEN		
Lesson: Sciences	Timing: 1 hour	Grouping: small groups

Objectives:	NS6, NS8, NS10, NS11, L2, L5, L7, L10, L26, L34, SS5	
Contents:	S9,S10,S11,S12,LC3,LC5,LC6,SC15	
Competences	C2,C10,C11,C14, C16,C19,C21	
Targeted day:	Women in Science Day	Goals: 1,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, we are going to do a short review about the previous knowledge. Then, we are going to extend it. Show a presentation of important Women in STEM with different women than the projected on the video. This time, put a question in each diapositive. 2. After seeing them all, ask the children who would they like to be like. They will have to give arguments 3. Then, stop and think, what things we have here today have been invented by a woman. In groups of four investigate about the contributions of women. Give some time to think by themselves and then, offer a list where you can find things invented by woman or man, so they will still have to search. 4. Talk about what SDG we are working by doing this project. Passport. 		
Resources:		
Tablets or computers per group		

Table 32: Activity 18. Important women.

Activity: LEARNING BY BIOGRAPHY		
Lesson: Literacy	Timing: 1 hour	Grouping: pairs/small groups
Objectives:	NS8, L4, L5, L8, L9, L14, SS4	
Contents:	S9,S10,S11,LC2,LC3,SC15	
Competences	C2,C3,C6,C7,C12,C17,C19	
Targeted day:	Women in Science day	Goals: 1,4,5,16,17

Description of the activity:
<ol style="list-style-type: none"> 1. Before starting, remember the names of some of the important women in STEM they remember. Then, use it to introduce the books they are going to be working with. These books tell the stories of some of the women. They will have to place in pairs or small groups to share the books. 2. Read the books and highlight the most important information about the life of these women, 3. Write a guided biography about the scientist given in the book, then tell the biography to the rest of the class.
Resources:
<p><i>The doctor with an eye for eyes, The girl with a mind for math, The girl who thought in pictures and The astronaut with a song for the stars.</i></p> <p>Guided Biography Sheets. Annex 5.a.</p>

Table 33: Activity 19. Learning by biography.

Activity: DISPLAY		
Lesson: Arts and Crafts	Timing: 1 hour	Grouping: small groups
Objectives:	NS8, NS10, L15, L18, L23, A1, SS4	
Contents:	AC1,SC15	
Competences	C3, C4, C12, C16, C17, C24, C25	
Targeted day	Women in Science Day	Goals: 1,4,5,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Starting from the biography of the previous day, each group is going to do all we need to do a Women in STEM display. Once a group finishes, they can continue with another scientist. These women will be placed in a timeline with their main discoveries. 		
Resources:		
Paper, colours, scissors, kraft paper.		

Table 34: Activity 20. Display.

Activity: ENERGY, WHERE DOES IT COME FROM?		
Lesson: Sciences	Timing: 1 hour	Grouping: big/small group
Objectives:	NS1, NS2, NS9, L1, L2, L16, L17,	
Contents:	S4,S5,S6,S8,LC1,LC2,SC10.	
Competences	C1,C4, C12, C22,	
Targeted day	Energetic Efficiency Day	Goals: 1,4,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. What is energy? Where does energy comes from? Does it always have the same shape? Where do humans take energy from? What objects in our class need energy? Where does it come from? When they get to the point of energy resources guide the questions towards the ones they can see in their entourage first and help them if needed. Are all of this resources the same? Why are they different. Then, make a schema in the blackboard with the energy resources, dividing it in renewable and non-renewable. 2. Which energy do you think is the best? In small groups, they will have to choose what energy is the best; then, discuss with the class and give arguments. After that, look for the correct answer. 3. Where do we have places to produce energy close to us? Do a tour on the energetic fonts you have near your place. 4. Do you think it is important to save energy? After their guessing, talk about the consequences of energy wasting, drifting in greenhouse effect and climate change. What can we do to avoid it? Ask them about their habits, and if they use more energy than needed. 5. To sum up the class, project the video Renewable Energy Sources- Types of energy for kids. 		
Resources:		
Renewable Energy Sources- Types of energy for kids. https://www.youtube.com/watch?v=Giek094C_14		

Table 35: Activity 21. Energy, where does it come from?

Activity: ENERGY SAVING		
Lesson: Sciences	Timing: 1 hour	Grouping: small groups

Objectives:	NS2,NS9,L1,L2,L10,SS3	
Contents:	S4,S5,S6,S8,LC1,LC2,LC6	
Competences	C1,C3,C4,C13,C14,C15,C22	
Targeted day:	Energetic Efficiency Day	Goals: 1,4,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, check what they remember from the previous day. Focus in the consequences of energy wasting. Ask them what they think we can do to help. Remember them that small individual actions lead to a big change. 2. In small groups, think about what habits can we change in school to save energy. Do a list and share in loud voice with the rest of the class. Make a list of all the ideas given and make the rules for energy saving in school. 3. For this to work, every student should know it, thus, place small signs in the places you need to remember to save energy (switches, computers...) 4. Think what you can do at home to save energy. Make a list of activities you can do. Share with the class. 5. Introduce the term energetic efficiency. Ask them about what goal they think we are working on with this project. Passport. 6. To finish the class, do an oral resume of what we have learnt in these two days. 		
Resources:		
Cardstock, papers and writing tools.		

Table 36: Activity 22. Energy saving.

Activity: HIGHLIGHT THE IMPORTANT		
Lesson: Literacy	Timing: 1 hour	Grouping: small groups
Objectives:	NS9, L4, L5, L8, L18, L20, L23, SS4	
Contents:	S4,S5,S6,S8,LC3,LC6,SC2,SC4	

Competences	C2, C3, C4, C7, C13, C14, C23, C25	
Targeted day	Energetic Efficiency Day	Goals: 1,4,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. In this class, we are going to keep learning about energy. In small groups, give a “<i>See inside energy</i>” book to each of them. The task they will have to do is to read the book and highlight the most important data. As the book is very colourful and with flaps, they are going to do very different resumes. 2. Once they have got the resume, they have to make a mind map to gather all that information. Remember that in mind maps they do not use phrases, only words. 3. Make an oral presentation of the information each of the groups has gathered. 		
Resources:		
<i>See Inside energy</i> book, A3 papers, and writing tools.		

Table 37: Activity 23. Highlight the important.

Activity: SUSTAINABLE HOME		
Lesson: Arts and crafts.	Timing: 1 hour	Grouping: pairs/ small groups
Objectives:	NS9, L1, A1,	
Contents:	S7,AC1	
Competences	C15, C24, C25	
Targeted Day	Energetic Efficiency Day	Goals: 1,4,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. In this lesson we are going to create our own sustainable home. Before starting, we have to explain what it implies. Then, with the materials, give them freedom to see what ideas they have to make that house sustainable. Use a shoe box for the shape of the house. 		
Resources:		

A shoe box, paper straws, cardstocks, wool.

Table 38: Activity 24. Sustainable home.

Activity: HEY, EARTH		
Lesson: Sciences	Timing: 1 hour	Grouping: big group/individual
Objectives:	NS1, NS2, L1, L5, L7, L16, L17, SS3	
Contents:	S13,S14,LC1,LC2,SC4	
Competences	C1, C2, C4, C6, C21, C22	
Targeted day:	Earth Day	Goals: 1,4,5,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Where do we live? Go bigger until they arrive to Earth. Why is Earth special? Could we live in another planet from the solar system? Remember the planets. What has Earth so special that we can live here? After their guessing, introduce the Ozone Layer 2. With the help of the Nasa Climate Kids web, discover what is above us in the atmosphere. 3. Make a visual summary of the layers of the atmosphere. 4. What do you think that damages the Ozone Layer? What activities in our life produce damaging gasses? How can we stop the emission of gasses? In small groups think about what we can change in our life to protect the Ozone Layer. 5. Talk about the goal we are working on learning about air pollution and climate change. Passport. 6. To finish the class and sum up the learnt, watch dr Binocs video about the Ozone layer and what hurts it 		
Resources:		
https://climatekids.nasa.gov/whats-in-the-atmosphere/ What is the Ozone layer?/ Ozone Layer Depletion/ dr Binocs show /Kids Learning Video https://www.youtube.com/watch?v=ckULkfv3Hb0 Layers of the atmosphere. Annex 7.a.		

Table 39: Activity 25. Hey, earth!

Activity: EXPERIMENT

Lesson: Sciences	Timing: 1 hour	Grouping: small groups
Objectives:	NS1,NS2,NS4,NS6,L8,L18,L23,SS5	
Contents:	S15,S16,LC6,SC8	
Competences	C1,C4,C8,C9,C13,C14,C23	
Targeted Day:	Earth Day	Goals: 1,4,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting the lesson, remember the consequences of gas emission to space. Remember about acid rain. In this lesson they are going to do two experiments about how acid rain affects to rocks and to plants. Give them two Scientific Method Sheets to each child. 2. Explain the purpose of the experiment, present the materials, ask them what they think that will happen, give materials to each of the groups and do the experiment. Write the results. Discuss and raise conclusions 3. Repeat the same with the other experiment. 4. What have we learnt today? Acid rain damages the environment. So, what should we do? Remember the good habits we can keep avoiding acid rain. 		
Resources:		
Laboratory jugs, water, vinegar, lemon juice, chinks and plants. Scientific Method Sheet. Annex 7.b.		
Observations and orientations for its development:		
Do the plant experiment before and wait until you finish the chalk one to see the results.		

Table 40: Activity 26. Experiment.

Activity: 111 TREES		
Lesson: Literacy	Timing: 1 hour	Grouping: small groups
Objectives:	L1, L2, L3, L4, L5, L9, L10, L11, L19, L26	

Contents:	LC3,LC4,LC6,SC5,SC10	
Competences	C2, C4, C5, C6, C14, C21	
Targeted day:	Earth Day	Goals: 1,4,5,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. In today's lesson, we are going to read a book about helping earth to grow. Distribute the children in as many groups as books you have and give them time to read. Then, there are some questions. 2. After the questions, in group they are going to play Roll & Retell. 3. Imagine a different final for the story and write it down. 		
Resources:		
111 trees- book, one dice per group, roll and retell sheet. Questions about 111 trees. Annex.7.c. Roll and Retell instructions. Annex 7.d.		

Table 41: Activity 27. 111 trees.

Activity: NATURAL PIGMENTS ART		
Lesson: Arts and crafts	Timing: 1 hour	Grouping: individual
Objectives:	A1	
Contents:	AC1,SC10	
Competences	C14, C23, C24, C25	
Targeted day	Earth Day	Goals: 1,4,5,13,16,17
Description of the activity:		
<ol style="list-style-type: none"> 1. As we have been working on the previous lessons, we have to take care of earth and the resources it offers. That is why for today's activity we will be using natural pigments to do our compositions. This will be made out of flowers, coffee and tea. Using these liquids they will have to do a free composition. 		
Resources:		

Coffee, black and green tea, beet tea, red cabbage tea, painting brushes and watercolour papers.

Table 42: Activity 28. Natural pigments art.

Activity: REDUCE, REUSE, RECYCLE		
Lesson: Sciences	Timing: 1 hour	Grouping: Big group
Objectives:	NS2, NS5, L1, L2, L19, L23	
Contents:	S8,LC1,LC2,SC1	
Competences	C1, C4, C6, C12, C13, C14, C23,C25	
Targeted day	Recycling Day	Goals:1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Imagine what would happen if we did not pick up our classroom garbage for a month. Now, do the same with your city. Do you know how many kg of garbage does one person in Spain produce? (480) Where does garbage go to? Talk about the garbage trucks and trash bins. Why do you think there are different bins? Introduce the terms Reduce, Reuse and Recycle. Ask them what they know about it. 2. Why is recycling important? In small groups think what the benefits of recycling are. Share with the class. 3. What goes in each bin? The different bins (basic ones an oil, batteries, clothes, etc). What do you think that will happen if we recycle? Could we be able to make a waste free country? 4. What can we do with our waste? In small groups, think of ways we can give a new life to waste. 5. Draw the four most important bins and, with the help of the cards (Annex 8.a) drop each thing to the correct place 6. Talk about what goal we are working on when we are recycling. Passport. 		
Resources:		
Writing tools, waste cards, and blackboard		
Cards about recycling. Annex 8.a.		

Table 43: Activity 29: Reduce, reuse, recycle.

Activity: RECYCLING AT HOME & AT SCHOOL		
Lesson: Sciences	Timing: 1 hour	Grouping: small groups
Objectives:	NS1, NS2, NS4, L2, L6, L8, L19, L23, L26, SS3	
Contents:	S8,LC2,LC6,SC8	
Competences	C1, C3, C4, C6, C12, C15, C 24, C25	
Targeted day	Recycling Day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, remember the importance of reduce, reusing and recycling, and the bins and what to drop in each of them. Then ask, what do we need to recycle? 2. In small groups make two action plans: for school and for your city. Now share with the rest of the class. 3. Now it is time to encourage people to recycle, do a campaign for people in our school and in our city to start recycling the most they can. Do not forget to say what goes in each bin. Make a small presentation in front of the class. 		
Resources:		
Writing tools.		

Table 44: Activity 30: Recycling at home & at school.

Activity: <i>THE MESSY MAGPIE</i>		
Lesson: Literacy	Timing: 1 hour	Grouping: small groups
Objectives:	L1, L2, L3, L5, L9, L10, L14,	
Contents:	S2,LC3,LC4,LC5,SC2,SC7,SC10	
Competences	C1,C2,C3,C5, C6, C7, C14, C21, C23	
Targeted Day	Recycling Day	Goals: 1,4,13,17

Description of the activity:
<ol style="list-style-type: none"> 1. Distribute the children in pairs or small groups, with one tablet in each group. Today's reading is <i>The Messy Magpie</i>, a story about recycling. Answer the questions given in annexes. 2. Do a resume of the story, telling what happened at the beginning, in the middle and at the end. 3. Complete the crossword.
Resources:
<i>The messy magpie</i> PowerPoint, questions about <i>The messy magpie</i> (Annex 8.b.) and crossword (Annex 8.c)

Table 45: Activity 31. The messy magpie.

Activity: RECYCLE, UPCYCLE		
Lesson: Arts and crafts	Timing: 1hour	Grouping: individual
Objectives:	A1, SS7, SS8	
Contents:	AC1,SC10	
Competences	C15, C21, C24 ,C25	
Targeted day	Recycling day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. As we have been talking about recycling and reusing materials, this week project is about recycle. Introduce some artist that use recycled materials and give special credit to Martha Haversham. Show the children some work arts of hers. Now, they will have to do some creations using waste we have in the class. Newspaper, candy bars plastic, foil, ... whatever they want. 		
Resources:		
Recycled materials. You can use the ones that they have left from the snack time and give them some others. You can find some examples in Annex 9.d.		
Observations and orientations for its development:		

Do not show them a lot of Martha’s work, because it will end up having copies of her work.

Table 46: Activity 32. Recycle, Upcycle.

Activity: ENVIRONMENT		
Lesson: Sciences	Timing: 1 hour	Grouping: big/small groups
Objectives:	NS2L1L2,L5,L6,L8,L15,SS4	
Contents:	S17,LC1,LC2,SC1,SC10	
Competences	C1,C2,C4,C6,C7,C12,C14,C18,C24	
Targeted day	Environment Day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. What is the environment? What does form part of the environment? Are we part of the environment? How can we talk about little environments? Introduce Ecosystems. Different ecosystems. Ecosystems around the world. 2. In small groups, search the different ecosystems there are in your province. Don’t forget to add what animals and plants live in there. Make a mind map that helps you to explain it. 3. Can every animal live in every ecosystem? Each animal has different characteristics, introduce the term biodiversity. Do you think all animals are important? Even the smallest ones? Talk about the importance of the bees. 4. To finish the class, project the video What is biodiversity & Its importance, do a recap of what they have learnt today. 		
Resources:		
What is biodiversity & Its Importance? Environmental Science for Kids Educational https://www.youtube.com/watch?v=ErATB1aMiSU		

Table 47: Activity 33. Environment.

Activity: ENVIRONMENT, HOME FOR THE ANIMALS		
Lesson: Sciences	Timing: 1 hour	Grouping: big /small groups

Objectives:	NS1, NS2, NS4, NS5, L1, L2, L8, L10, L15, L18, L23	
Contents:	S17,LC1,LC2,LC6,SC10	
Competences	C1, C4, C6, C7, C12, C13, C14, C15, C22, C25	
Targeted day	Environment Day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Before starting, do a brainstorming of what we have been talking about the previous day. Environment, ecosystems, importance of animals and biodiversity. Then ask why they think it is important to take care of the environment there are lots of reasons, but we want to arrive to “It is the home of the animals”. 2. If we want to take care of the animals, we might as well take care of the environment. To do it, we need to know what damages it. In small groups, talk about what damages the environment. Share in loud voice. Of what they have shared, difference between natural and human troubles. 3. Think what we can do to help the environment after a forest fire. (repopulation plans) 4. Think what we can do to stop human damaging of the environment, after it is done (forest clean-ups) 5. Think about what goals we are working on by helping the environment. Passport. 		

Table 48: Activity 34. Environment, home for the animals.

Activity: CHANGE THE WORLD		
Lesson: Literacy	Timing: 1 hour	Grouping: small groups
Objectives:	NS1, NS2, NS6, L1, L4, L8, L9, L10, L21, L26, L31	
Contents:	S2,S6,S8,S17,LC3,LC4,LC6,SC10	
Competences	C2,C3,C5,C6,C7,C12,C14,C15,C21,C22	
Targeted day:	Environment Day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. Distribute the children in groups, as many as books you have. Then tell them to read the chapter number 4. 		

<ol style="list-style-type: none"> 2. After they have read it, give them the questions about the book. 3. Make their own glossary with the words they did not know. Remember that they have to say the kind of word it is and the definition. They can use the dictionary. 4. Talk about what goals have we been working on in this week. Passport.
Resources:
<i>How to Make a better world: for every kid who wants to make a difference.- book</i> Questions about the book. Annex 9.a.

Table 49: Activity 35. Change the world.

Activity: HOME FOR THE BEES		
Lesson: Arts and Crafts	Timing: 1hour	Grouping: small groups
Objectives:	L1,A1,SS4,SS5	
Contents:	AC1, SC10	
Competences	C13,C15,C20,C23,C24,C25	
Targeted day	Environment Day	Goals: 1,4,13,17
Description of the activity:		
<ol style="list-style-type: none"> 1. As we have been working on how important bees are for the environment, we are going to a house for the bees we can place so they can put their eggs in there. It is a group activity. For this we are going to bundle the paper straws together with strings in loose knots. Do the same with the bamboo sticks. Place them in the cut plastic bottle. Decorate the outside of the bottle. The children can take them to their houses and if you have a school orchard you can place it near it. Be sure it is placed 90 above the ground 		
Resources:		
A bottle cut for the half for each child, sticks, paper straws, bamboo sticks and string.		
Observations and orientations for its development:		
The bottle can be substituted by a can or a tetra brick		

Table 50: Activity 36: Home for the bees.

XVIII. Conclusions

One of the biggest needs that we have today is to find the right motivation to do a task, and when we find it, we feel capable of taking bigger challenges and keep on going out of our comfort zone. That is the main function that is asked to the 21st century teachers; to touch children's hearts to make them grow.

To live in a society means much more than just being. You have to learn how to be, your rights and your responsibilities and, since we are destroying our planet, what you can do to preserve Earth as we know it. The road to sustainability is a long way, but with every single step we take as an individual, we are walking towards a better common future. Engaging children means that there are small actions being taken on the present towards equality and sustainability, and that they are going to seek that in a future. Projects like this, and like many more, that teach what is not specifically written in the curriculum, are the ones that touch students' heart and make them grow their mind to a global thought. The future is not only in children's hands, we must take part of it and join. Small actions lead to a big impact. In this regard, as it has been seen along this research work, many subjects, disciplines, and methodologies can be combined to promote critical thinking, imagination and creativity among children, in an attempt to contribute to their integral development as human beings with a citizenship, democratic and responsibility sense.

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ANNEXES

XIX. Materials

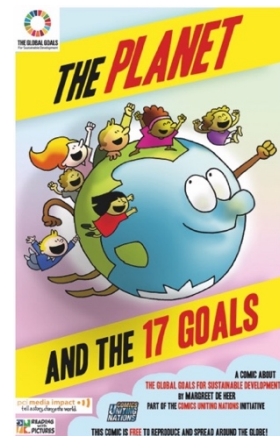


Frieda makes a difference

This book has been written by the UN to help to spread the SDG to young children in an easy way. It is colourful, with an easy vocabulary and a concrete target. In the story, Frieda begins an adventure to bring positive changes to the world. When Ana, from the UN visits her school and speaks about the SDG, Frieda is encouraged to act against the biggest issues for today. Through this book, children will discover what they can do to make a difference.

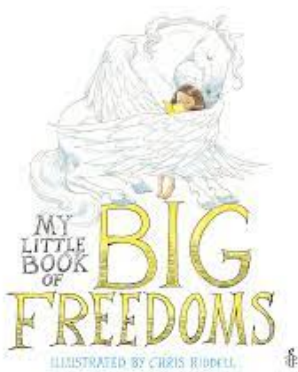
The planet and the 17 goals

In 2015, Reading with pictures organisation, asked Margreet Heer to join their initiative to spread the word about the 17 goals in the form of comics. The result is this comic, that has one page dedicated to each of the goals, and the last one targeted to what can you do to help. It is a good resource to present different kind of texts to children and at the same time learn about the goals



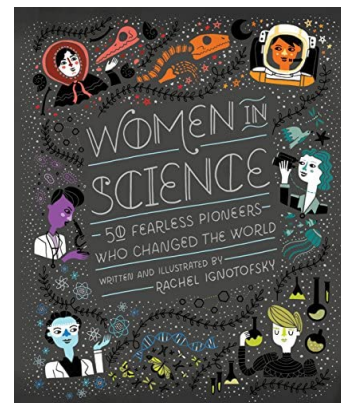
My little book of big freedoms

This full-colour book has been illustrated by Chris Ridell, published in partnership with Amnesty and is suitable for children since the age of 4. It speaks about the human rights, standing up for them, that we often take for granted. This book features 16 different freedoms, each of them accompanied of beautiful illustrations. It shows why human rights are so important, to keep us safe every day.



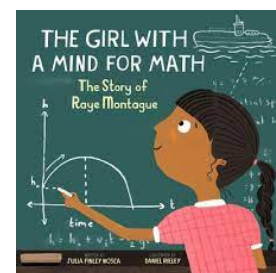
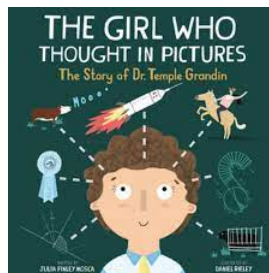
Women in science: 50 fearless pioneers who changed the world

This book, written by Rachel Ignotofsky, can be used as the dictionary of women in science. Inside, we can find 50 of the women that made huge steps in science, that meant the change in their area. It has magnificent illustrations and speaks about life and discoveries of these women.



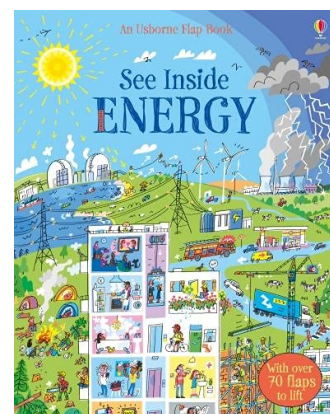
The doctor with an eye for the eyes, The girl with a mind for math, The girl who thought in pictures, The astronaut with a song for the stars.

These four books have been written by Julia Finley Mosca and illustrated by Daniel Rieley. Inside them, we can find the biography of four scientists: Dr. Patricia Bath, Raye Montague, Dr. Temple Grandin and Dr. Ellen Ochoa. In all stories, they all face struggles to become what they want to, but they persevere and get to achieve it, that is a good message to give to children. They are written in verse, so it helps us to introduce poetry to the classroom.



See inside energy

This book by Alice James is a visual, fun and accessible lift-the-flap book in which children can find out what energy is, how it affects our planet and the exciting inventions scientist are creating to make energy in the future



111 trees



This book is an inspiring picture book about eco-feminism in action in the global south. This book written by Rina Singh and illustrated by Marianne Ferrer, tells the story about a small village in India, where a boy grows up to make a huge difference. When only boys' births were celebrated he had the idea to celebrate the birth of every girl by planting trees. This is based on a true story. It lets us speak about environmental sustainability, community activism and ecofeminism

How to make a better world: for every kid who wants to make a difference

This book by Keilly Swift is an empowering guide to make the world a better place to live in, with simple ideas for kids who want to make a difference. It is divided into sections: You, Community, Humanity and Environment; you can easily jump around and decide where you want to focus. It is a good option to engage the kids to take part in helping the world grow better.



XX. Activities annexes

1. United Nations Day
 - a. Example of the resource planned for the activity



- b. United Nations Rules

United Nations Rules

1. All member countries are equal
2. All member countries must obey the UN rules
3. Countries must try to settle their differences by peaceful means
4. Countries must avoid using force or threatening to use force
5. The United Nations may not interfere with the domestic affairs of any country
6. Countries should try to assist the United Nations
7. The aims of the United Nations are to:
 - i) Keep peace throughout the world
 - ii) Develop friendly relations between nations
 - iii) Work together to help poor people live better lives
 - iv) Eliminate poverty, disease and illiteracy in the world
 - v) Stop environmental destruction and
 - vi) Encourage respect for each other's rights and freedoms

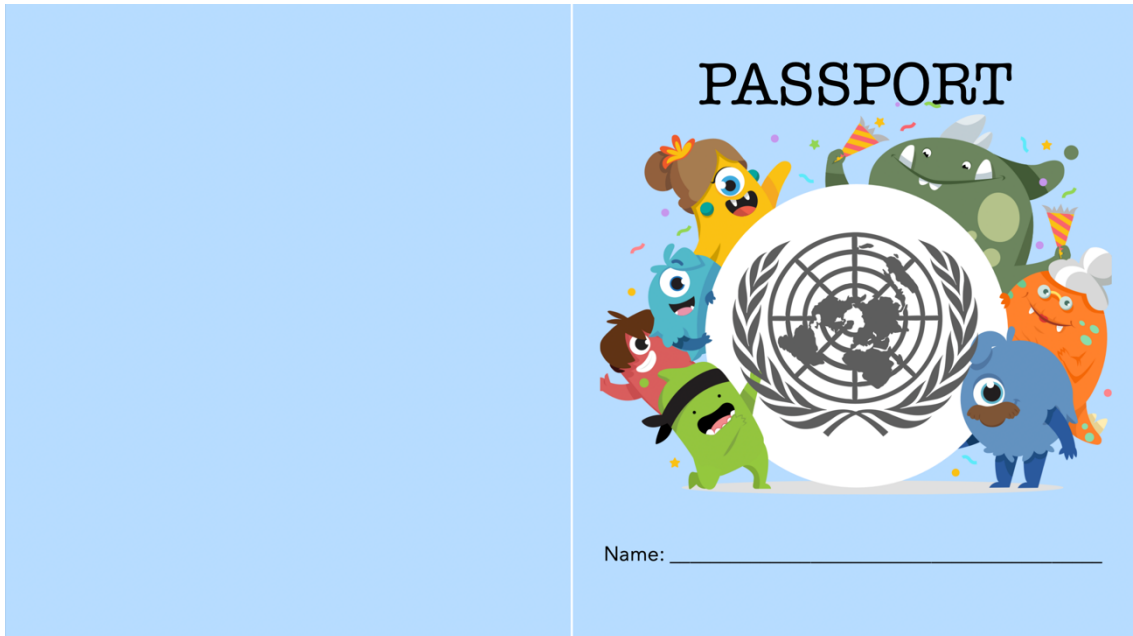
- c. Questions about *The planet and the 17 goals*

1. Was the text written in capital letters, in lowercase or in both?
2. Look in the text for the opposite of: Richness, a lot, sick, past, inequality, dirty, expensive, artificial, big, advantages, disorganized, closed, cooling, over, harm, war, start, finish, everything.

HINT- There is one in each page. Take a closer look!

3. What goal do you think that is the most important?
4. What actions you do to help achieve the global goals

d. Sustainable Development Goals Passport



GOAL 1: NO POVERTY

END POVERTY IN ALL OF ITS FORMS EVERYWHERE

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

WHAT CAN YOU DO TO HELP?



GOAL 3: HEALTH AND WELL-BEING

ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR EVERYONE AT ALL AGES

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

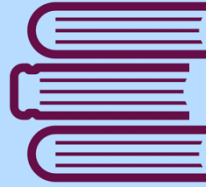
WHAT CAN YOU DO TO HELP?



GOAL 4: QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

WHAT CAN YOU DO TO HELP?



GOAL 5: GENDER EQUALITY

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

WHAT CAN YOU DO TO HELP?



GOAL 7: AFFORDABLE AND CLEAN ENERGY

ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

WHAT DO YOU KNOW ABOUT IT?



WHAT CAN YOU DO TO HELP?

IN WHICH PROJECTS HAVE YOU WORKED ON IT?



GOAL 13: CLIMATE ACTION

TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

WHAT DO YOU KNOW ABOUT IT?



WHAT CAN YOU DO TO HELP?

IN WHICH PROJECTS HAVE YOU WORKED ON IT?



GOAL 16: PEACE AND JUSTICE

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

WHAT CAN YOU DO TO HELP?



GOAL 17: PARTNERSHIP FOR THE GOALS

STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

WHAT DO YOU KNOW ABOUT IT?



IN WHICH PROJECTS HAVE YOU WORKED ON IT?

WHAT CAN YOU DO TO HELP?





WHICH WAS YOUR FAVOURITE ACTIVITY?



WHICH IS YOUR FAVOURITE SUSTAINABLE GOAL?

WHAT WOULD YOU CHANGE?



THE END

**THE ADVENTURE IS OVER. NOW, YOU ARE A
TRUE SUSTAINABLE DEVELOPMENT HELPER,
AND REMEMBER**

SMALL ACTIONS CAN CHANGE THE WORLD!

2. Children's Day

- a. The balance between our liberties and the rest of the people's ones. Huw Aaron.



b. UNICEF children's Rights illustration

Learn about child rights.

MY RIGHTS = YOUR RIGHTS

I have the right to be protected from abuse and harm; and I should show care for others and not bully other children.

I have the right to a clean and safe environment; and I should find ways to keep my own surroundings clean and safe.

I have the right to good health care; and I can keep myself healthy by taking care of myself when I am old enough.

I have the right to freedom of religion and thought; and I must respect the religions and thoughts of other people.

I have the right to be cared for and respected; and I must respect others and show care for them.

I have the right to be taken seriously and to share my views and ideas. I must also listen to others and respect their views and ideas.

I have the right to healthy and enough food; and I should try to eat healthy food and not waste food.

I have the right to special care and support when I need it; and I should use every chance to be the best person that I can be.

I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.

I have the right to try new things and make mistakes; and I should learn from my mistakes and not repeat them.

I have the right to a good-quality education; and I have to learn, do my homework, read and take part in the classroom.

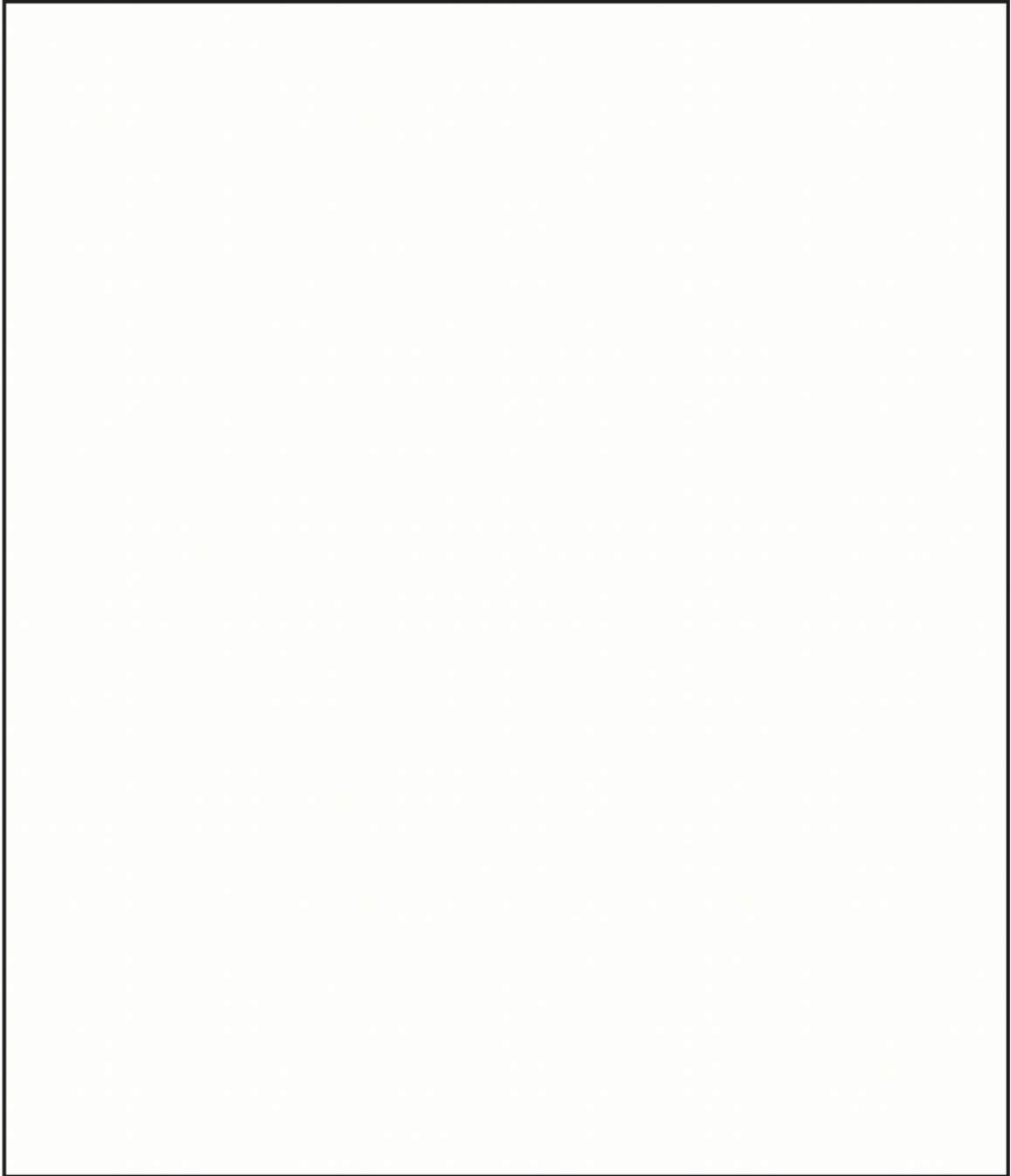
Republic of Namibia

Poster produced by UNICEF Namibia and the National Institute for Educational Development (NIED), based on the original produced by UNICEF South Africa.
 TEXT: André Viviers and Mari Payne (UNICEF South Africa)
 TRANSLATION INTO 10 NAMIBIAN LANGUAGES: NIED Namibia
 ILLUSTRATIONS: Sandy Lightley (sandy@theartsdept.co.za) through SparxMedia (www.illustrators.co.za)

Universal Children's Day One

Use the articles on the additional sheets and sort them according to whether they relate to a child's health, safety or happiness.

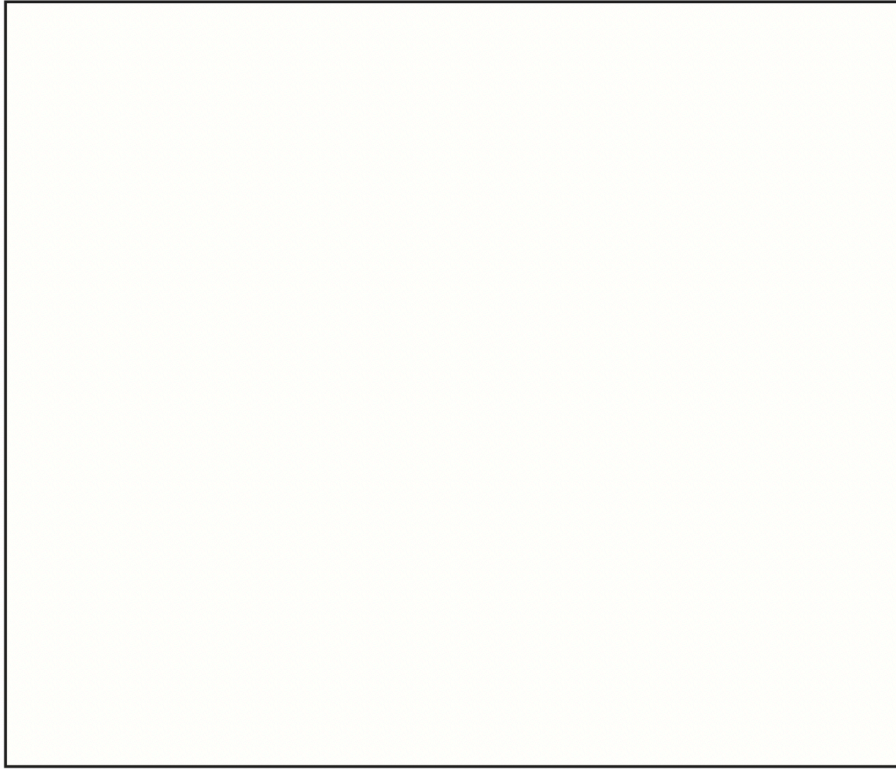
Health



Universal Children's Day One

Use the articles on the additional sheets and sort them according to whether they relate to a child's health, safety or happiness.

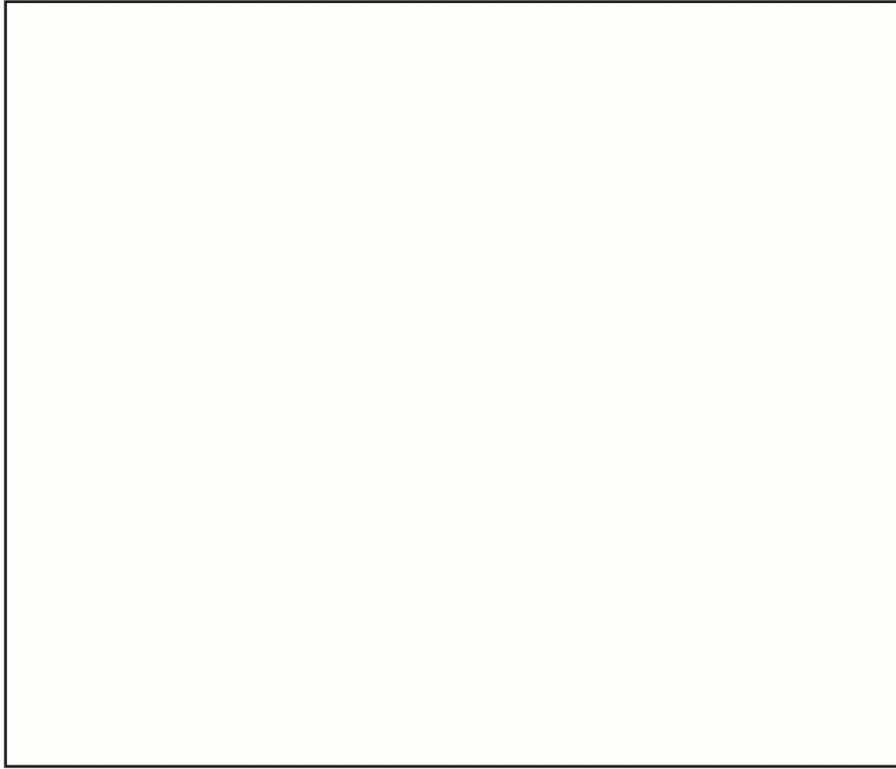
Safety



Universal Children's Day One

Use the articles on the additional sheets and sort them according to whether they relate to a child's health, safety or happiness.

Happiness



⁹ Source: Twinkl.

Universal Children's Day One

Use the articles on the additional sheets and sort them according to whether they relate to a child's health, safety or happiness.

Safety



Universal Children's Day One

Use the articles on the additional sheets and sort them according to whether they relate to a child's health, safety or happiness.

Happiness



Universal Children's Day One

A Selection of Articles from the UN Convention on the Rights of the Child

<p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p>
<p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 6 You have the right to be alive.</p>
<p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p>	<p>Article 9 You have the right to live with a family who cares for you.</p>
<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p>	<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>
<p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>
<p>Article 16 You have the right to privacy.</p>	<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>



Page 4 of 6



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Universal Children's Day One

A Selection of Articles from the UN Convention on the Rights of the Child

<p>Article 20 You have the right to special care and help if you cannot live with your parents.</p>	<p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>
<p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26 You have the right to help from the government if you are poor or in need.</p>
<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met.</p>	<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>
<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 31 You have the right to play and rest.</p>
<p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>



Page 5 of 6



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Universal Children's Day One

A Selection of Articles from the UN Convention on the Rights of the Child

Article 37

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No one is allowed to punish you in a cruel or harmful way.

Article 38

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You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

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You have the right to help if you've been hurt, neglected or badly treated.



Questions

- When was the first Universal Children's Day held?

- Who wrote the first version of the Declaration of the Rights of the Child?
 Emmeline Pankhurst
 Winston Churchill
 Eglantyne Jebb
 Emma Watson
- Which charity did Eglantyne Jebb start?

- How many principles did the original Declaration of the Rights of the Child have?

- When was the Convention on the Rights of the Child agreed?
 In 1954.
 In 1924.
 In 1923.
 In 1989.
- What does Article 6 state?
 Every child has the right to life.
 Every child has the right to state their opinion.
 Every child has the right to the best possible health.
 Every child has the right to privacy.

Universal Children's Day

Why Do We Celebrate Universal Children's Day?

When the UN founded Universal Children's Day, they believed that it was important for all the different people and religions around the world to come together to celebrate children. There are still children around the world who can't go to school and have to work, are homeless or who are affected by war. Universal Children's Day reminds us to help children know their rights. Children are the world's future leaders, teachers and scientists so it is important that adults recognise this and work to make the world a safe, friendly place for all children.

How Do We Celebrate Universal Children's Day?

As Eglantyne Jebb was the founder of Save the Children, people often run fundraising events for this and other charities. Schools might organise breakfast clubs and non-uniform days to raise money for the charity. People around the world learn about the Declaration of the Rights of the Child which inspires writing and film making. We think about places around the world where children still live in fear and poverty and how we can make a difference. Children also get the chance to take over roles in the media, sport and entertainment for the day, including at the UN!



Did you know?

Universal Children's Day is on 20th November because that was the day the Declaration of the Rights of the Child was adopted by the UN.

Questions

7. Name two ways people celebrate Universal Children's Day.

a) _____

b) _____

8. Why is Universal Children's Day on 20th November? Tick one.

It is Eglantyne Jebb's birthday.

It is the date the Declaration on the Rights of the Child was signed.

It is the day Save the Children was founded.

It is the date the UN meets every year.

3. Human Rights
 - a. Cut biographies¹⁰

- i. Clara Campoamor,

1. Clara Campoamor was born on February 12, 1888
 2. She was born in Madrid
 3. She is known as one of the most important lawyers, write
 4. rs and politics in the history of Spain.
 5. Clara Campoamor fought hard for women's rights
 6. She died on April 30, 1972



- ii. Malala Yousafzai,

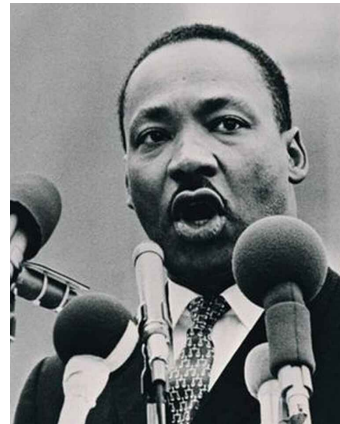
1. Malala was born on July 12, 1997
 2. She was born in Mingora, Pakistan.
 3. She has two younger brothers.
 4. She is known for fighting for human rights
 5. In 2012, she was shot in the head, but survived.
 6. In 2014, she won the Peace Nobel Prize



¹⁰ The information from the biographies has been selected by me.

iii. Martin Luther King,

1. Martin Luther King Jr was born on January 15, 1929.
2. He was born in Atlanta, Georgia.
3. He had an older sister and a younger brother.
4. He is known for fighting for black people rights.
5. In 1963 he gave his famous speech *I have a dream*.
6. He died in 1968.



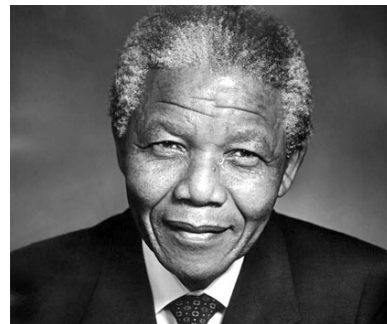
iv. Rosa Parks

1. Rosa parks was born on February 4, 1913.
2. She was born in Tuskegee, Alabama.
3. When Rosa lived, black people and white people could not mix.
4. Rosa is known for fighting for black people rights.
5. On December 1, 1955, she didn't gave her seat up and started a revolution.
6. She died on October 24, 2015.



v. Nelson Mandela

1. Nelson Mandela was born on July 18, 1918, in South Africa
2. His original name was Rolihlahla Mandela
3. He is known for fighting for human rights peacefully.
4. In 1964 he got arrested and stayed 27 years in jail.
5. He became president in 1944.
6. He died in 2013 at the age of 93 years old.



b. Crossword sheet

Human Rights Word Search

e	n	t	i	t	l	e	d	h	o	h	m	h
c	o	m	m	u	n	i	t	y	r	a	v	u
d	c	h	o	i	c	e	s	m	g	r	b	m
w	c	c	h	a	n	g	e	u	x	m	d	a
d	v	u	r	e	s	p	e	c	t	b	c	n
r	u	u	n	i	v	e	r	s	a	l	k	r
c	o	n	s	e	q	u	e	n	c	e	s	i
h	q	e	q	u	a	l	i	t	y	x	g	g
e	z	z	j	s	l	a	w	a	f	w	w	h
l	a	c	t	i	v	i	s	t	p	o	v	t
p	n	w	o	r	l	d	b	h	e	i	q	s
f	a	i	r	z	p	r	o	t	e	c	t	s
i	m	p	a	c	t	h	a	c	t	i	o	n

human rights	universal	harm	action
equality	activist	impact	world
fair	community	change	law
entitled	consequences	protect	
respect	help	choices	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)



PSHE and Citizenship | Year 6 | Living in the Wider World | Respecting Rights | Human Rights Heroes | Lesson 6

visit [twinkl.com](https://www.twinkl.com)



4. Peace Day

a. What would you do?

What would you do?

Someone steps on your feet without noticing.

A student in your class calls people with different skin colour bad names.

A new student arrives to your classroom

You see someone is crying and everyone is walking by and ignoring them.

A student you barely know is being picked by one of your best friends

Another student threatens you on the playground and wants to fight you after school

You see someone is walking too slow in front of you

Everyone is laughing and pointing at somebody

Everyone is laughing and pointing at you

A classmate tells you that they want to fight because you stole their best friend

You see someone pushing a classmate

One of your classmates has forgotten to bring their snack

One of your classmates has peed in their pants

One of your classmates kicked you

Your best friend forgot your birthday

Someone accidentally pushed you

Someone intentionally pushed you

Everyone want to play the game you hate

Your friend gets in Christmas the present you wanted

Someone has forgotten to take the tag out of their clothes

Someone has a hole in their clothes.

Two of your classmates are arguing

Your classmate has forgotten his pencil case

Someone doesn't let a girl play football

b. *Imagine*, by John Lennon

John Lennon - Imagine



Imagine there's no _____
It's easy if you try
No _____ below us
Above us only sky
Imagine all the _____ living for today

Imagine there's no _____
It isn't hard to do
Nothing to _____ or die for
And no religion too
Imagine all the people living life in _____

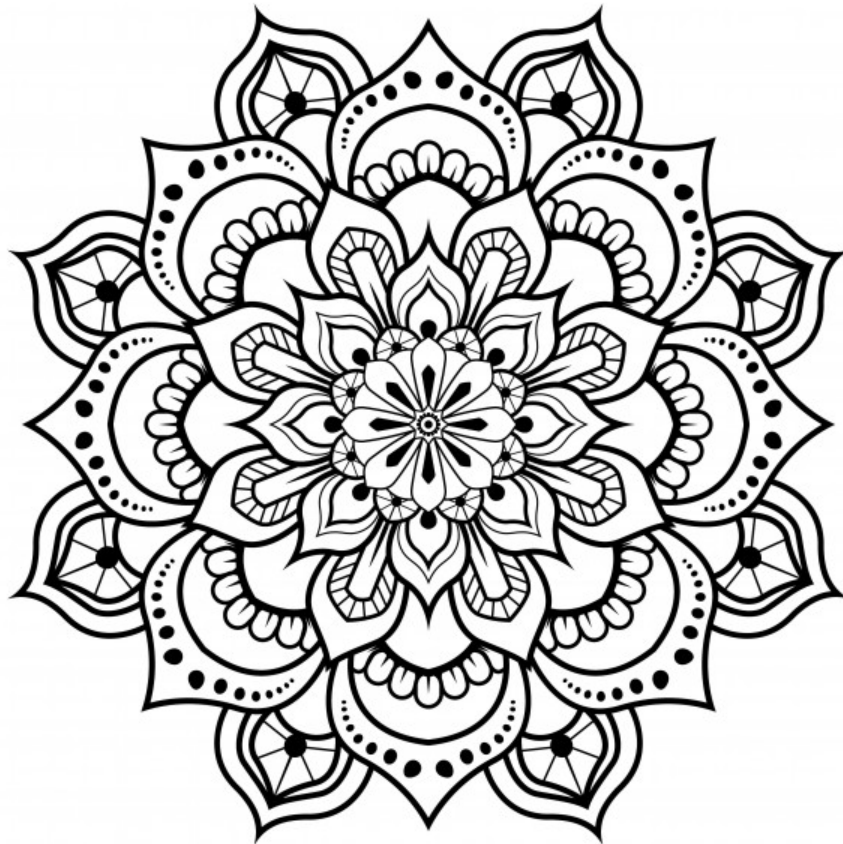
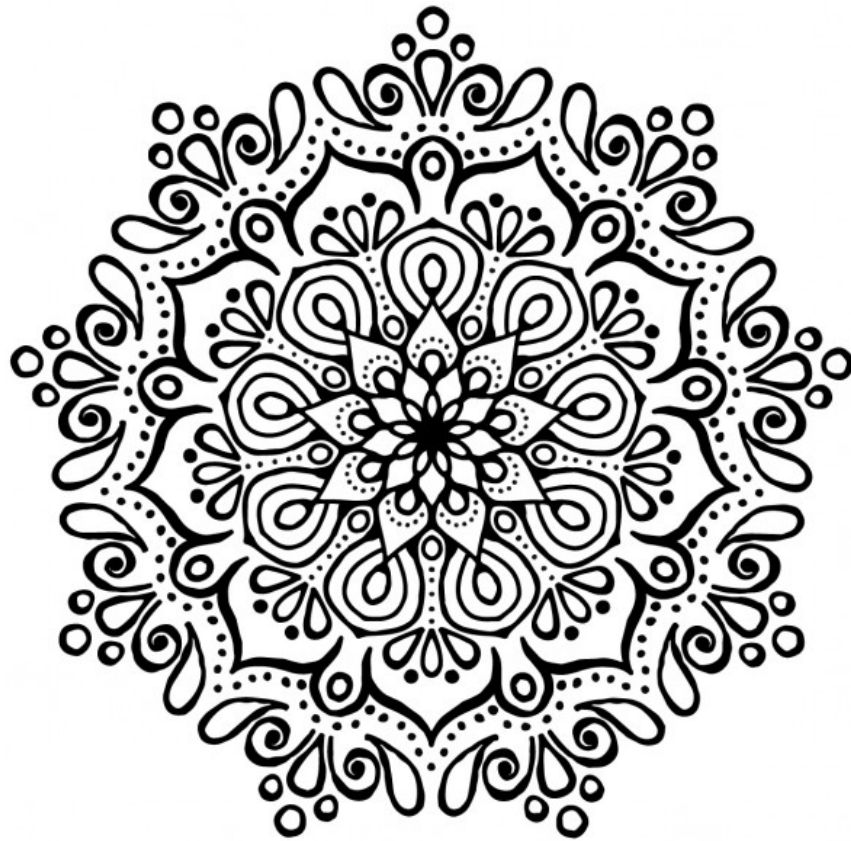
You, you may say
I'm a _____, but I'm not the only one
I hope someday you'll join us
And the _____ will be as one

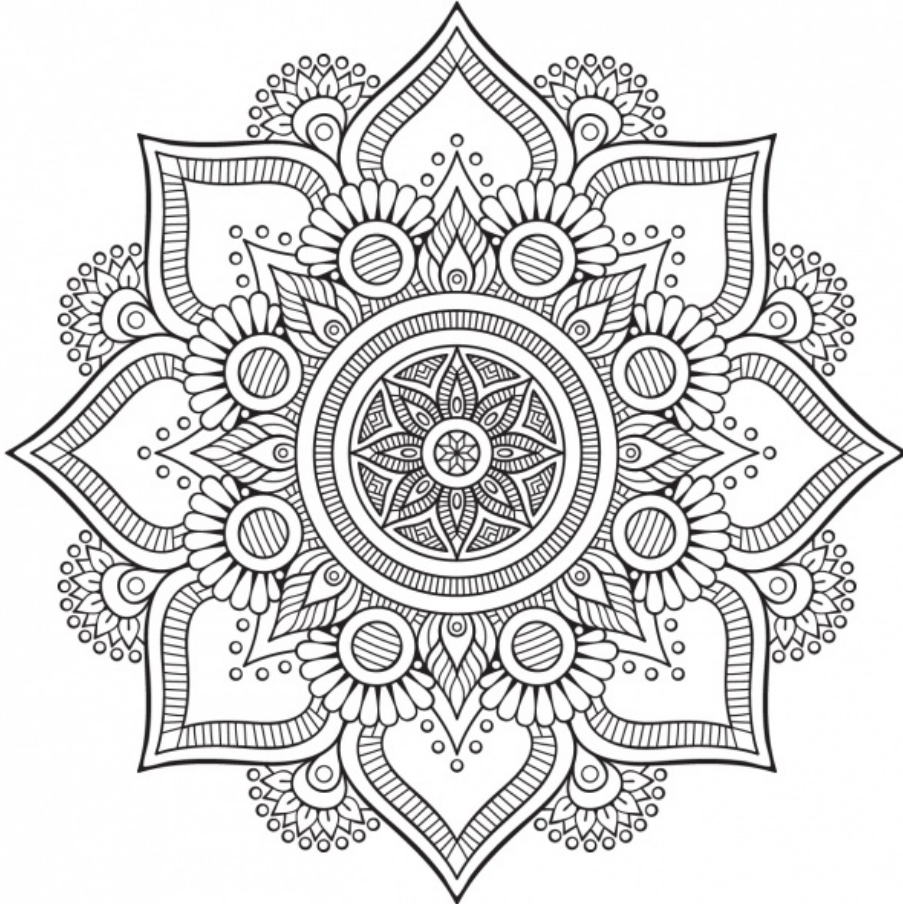
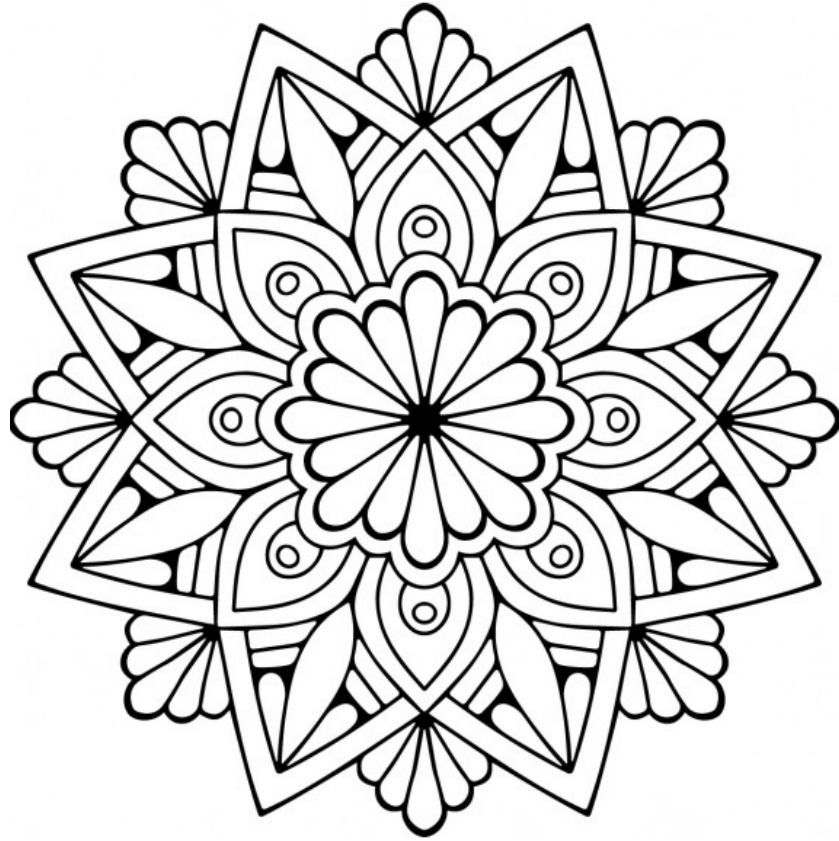
Imagine no _____
I wonder if you can
No _____ for greed or hunger
A brotherhood of man
Imagine all the people _____ all the world

You, you may say
I'm a _____, but I'm not the only one
I hope someday you'll join us
And the _____ will live as one

<https://www.youtube.com/watch?v=YkgkThdzX-8>

c. Example of Mandalas





- 5. Women In Science Day
 - a. Biography Organizer

BIOGRAPHY ORGANIZER

RESEARCHER _____

DATE _____

NAME: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

DATE OF DEATH: _____

FAMOUS FOR...

FACT 1: _____

FACT 2: _____

FACT 3: _____

©PracticallyPerfectCo - www.edutainingadventures.com

Name:

Biography Research

Persons Name:

Picture:

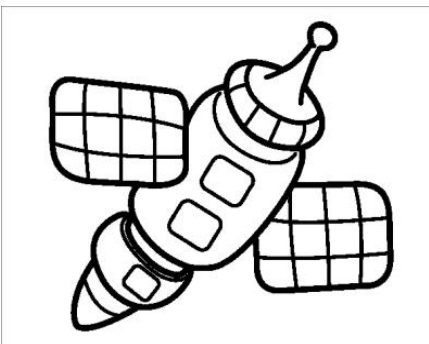
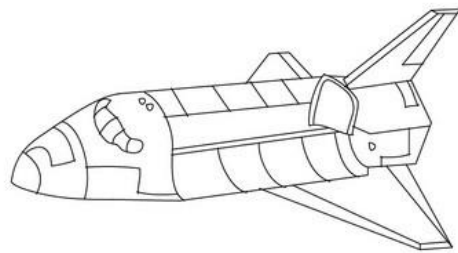
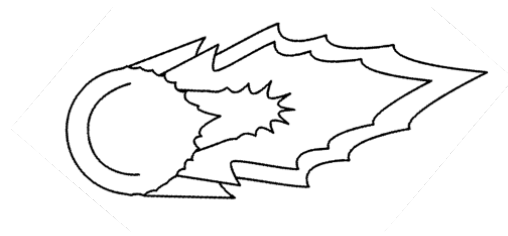
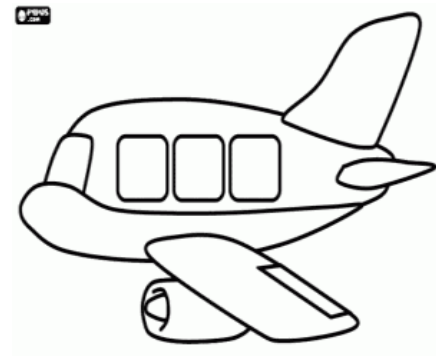
Early Life:

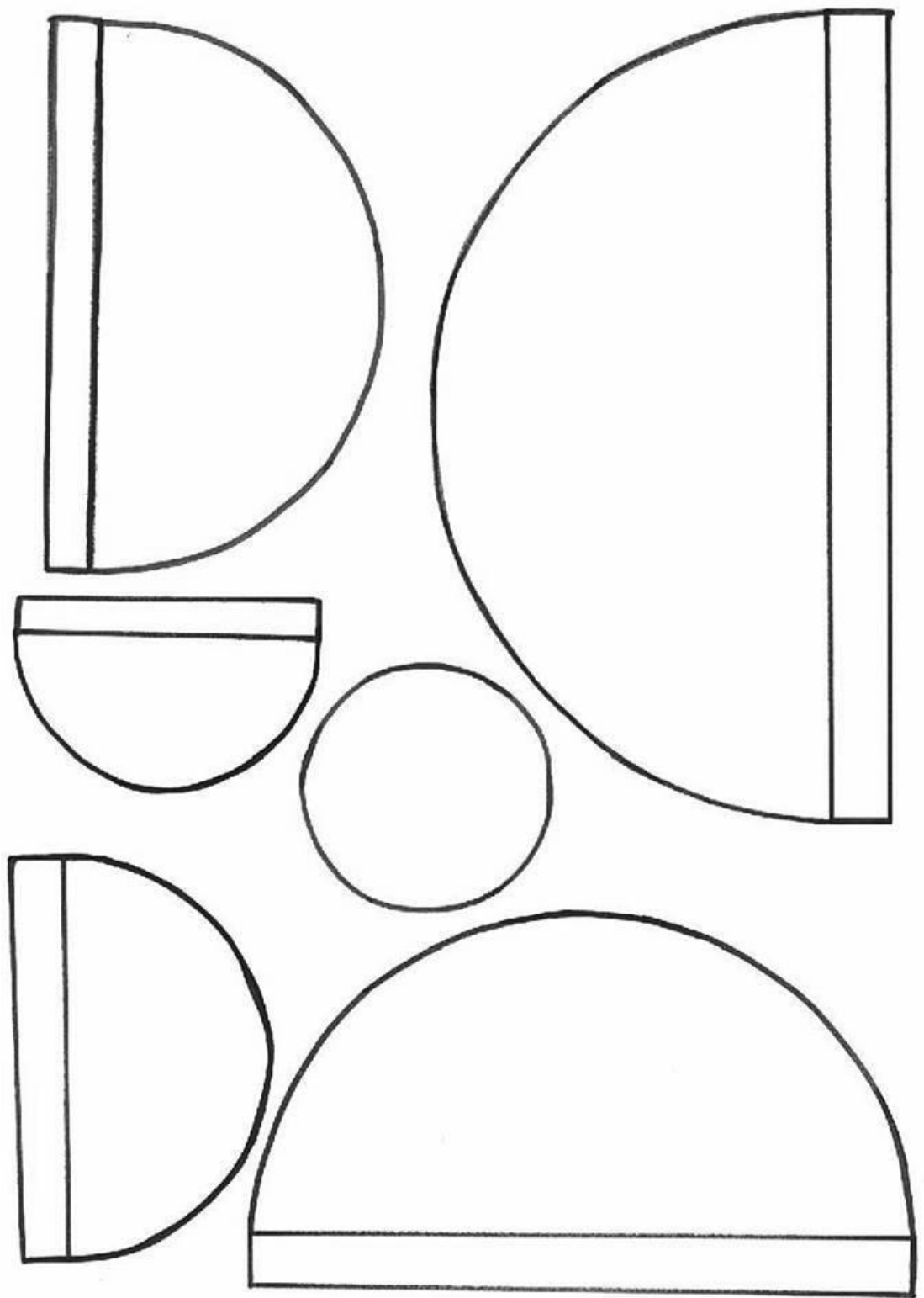
Family Life:

Major Accomplishments:

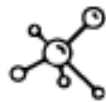
3 Interesting Facts:

- 6. Energetic Efficiency Day
- 7. Earth Day
 - a. Represent the layers of the atmosphere





b. Scientific Method Template



My Science Experiment

Name _____

Date _____

Observation 

Question

Hypothesis

Experiment 
(Materials & Procedure)

Results

Conclusion

Iterate
(New Question & Next Steps)

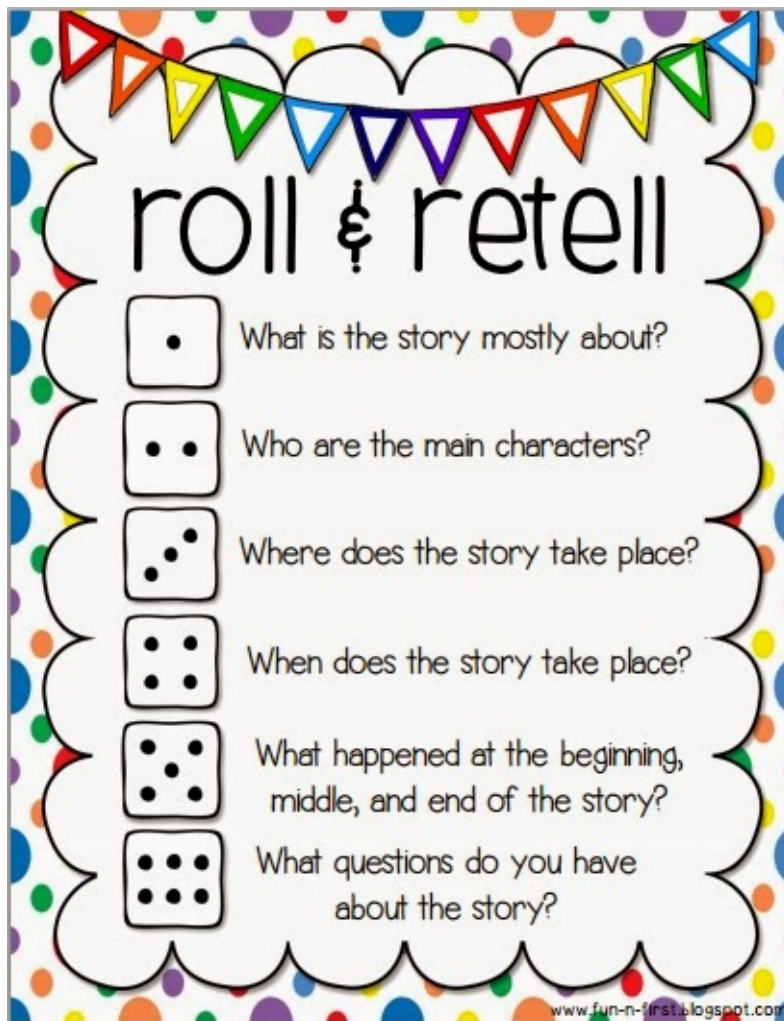
¹¹ Source: STEMeducationguide.com

c. Questions about the *111 trees*

Was it fair that they did not celebrate girls births?
What do you think of Sundar's ideas?
Which landscape do you like the most? The initial or the actual?
Do you think this is a real story?
What goals has helped Sundar to reach?

d. Roll and Retell instructions

12



¹² Source fun-n-first.blogspot.com

8. Recycling Day

a. ¹³Cards to sort out and recycle

<p>juice carton</p> 	<p>magazine</p> 	<p>cereal box</p> 	<p>egg box</p> 
<p>soup tin</p> 	<p>baked beans tin</p> 	<p>tuna tin</p> 	<p>aluminium foil</p> 
<p>glass bottle</p> 	<p>fizzy drink can</p> 	<p>orange cordial bottle</p> 	<p>water bottle</p> 
<p>milk bottle</p> 	<p>yogurt pot</p> 	<p>letter</p> 	<p>empty shampoo bottle</p> 

¹³ Source: Twinkl



b. QUESTIONS ABOUT THE MESSY MAGPIE

- What do magpies love to pick?
- What was the first “gift” he collected?
- Where did he pick more treasures?
- What happened to his ecosystem after some time?
- What did Morris do?

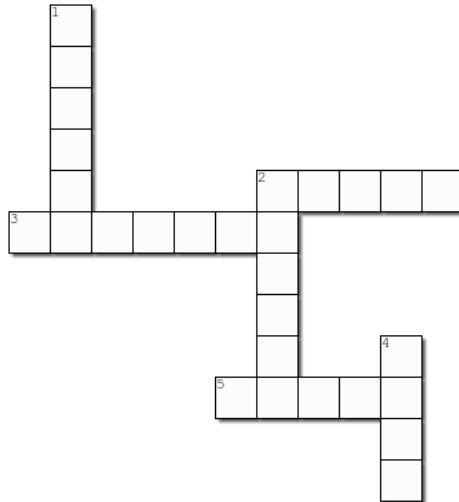
EXTRA QUESTION- Do you think it is important that we pick our waste after going on a picnic?

c. Crossword about *The messy magpie* story

Name: _____

Crossword

Complete the crossword



Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

2. Current of water
3. Put the waste in its place
5. Give objects a new life

Vertical

1. Main character of the story
2. Use less resources
4. Where the birds live

d. Martha Havershan's recycled art.





9. Environment Day

- a. Questions about *How to make a better world: for every kid who wants to make a difference.*

QUESTIONS ABOUT THE BOOK

1. What are the chapters of this book?
2. About what does it talk in chapter number 4?
3. What is the problem with cows?
4. What is the colour of people who help the environment?
5. About what activist does it talk in the book? Choose one and tell the story.
6. What threatens animals?
7. What words from the glossary did you already know?