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**THE APPLICATION OF THE SCOUT METHOD FOR DEVELOPING ENGLISH
SKILLS IN A CONTEXT OF FORMAL EDUCATION**

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Index

Resumen.....	5
1. Introduction	7
Objectives	9
2. Theoretical framework	9
2.1. Non formal education as an option to complement formal education.	9
2.2. The Scout Movement. Concept and history.	13
2.3. The Scout Method. Advantages of its application for learning English.	14
2.4. English learning and its competences in the Curriculum through the Scout Method.	23
3. Didactic Proposal	28
3.1. Justification.....	28
3.2. Contextualization	28
3.3. Contents	29
3.4. Activities	31
Preliminary activity.....	31
Session 2.	32
Session 3.	34
Session 4.	36
Session 5.	37
Session 6.	39
Session 7.	40
Session 8.	42
3.5. Evaluation	43
4. Conclusions	44
5. Bibliography	45
6. Annexes	48
6.1. Annex 1. Activities that can be used in a working plan to improve the skills.	48
6.2. Annex 2. Working plan examples.....	50
6.3. Annex 3. Exposition's rubric.	54
6.4. Annex 4. Final rubric.	55

Resumen

A través de este Trabajo de Fin de Grado se pretende valorar la utilidad del uso del Método Scout en el proceso de enseñanza-aprendizaje de la lengua inglesa en un aula en la educación formal.

Para ello, se buscarán los beneficios del Método Scout en su ámbito concreto, la educación no formal y, a partir de eso, se valorará la aplicación del método en la escuela a través de una propuesta didáctica que pretende conseguir el aprendizaje del inglés según el currículo de primaria a través de las características principales del Método Scout.

Con la aplicación de Método Scout, el aprendizaje del inglés se verá reforzado con otras competencias y valores a través del trabajo en equipo, la comunicación en situaciones reales, el aprendizaje activo de los niños y la relación con la sociedad y la naturaleza, dando lugar a un aprendizaje más significativo y útil.

Palabras clave: Movimiento Scout, Método Scout, aprendizaje del inglés, aprendizaje activo.

Abstract

The aim of this document is to assess the usefulness of the Scout Method in the English language teaching in a formal education classroom.

To do so, the benefits of the Scout Method in its specific field, non-formal education, will be researched and, based on these benefits, the application of the method in schools will be considered through a didactic proposal that aims to teach the English curriculum in Year 7 following the main aspects of the Scout Method.

In this way and with the application of the Scout Method, English will be reinforced with other skills and values through teamwork, communication in real situations, active learning and the relationship with society and nature, resulting in a more meaningful and useful learning.

Key words: Scout Movement, Scout Method, English learning, active learning

1. Introduction

The word “Scout” is a simple term. It is a simple term known all around the world that is often defined by several stereotypes coming from films, TV or popular discourses. “Scout” is a simple term that involves millions of people in the world, and which hides a great educational method.

More than a decade ago, the Scout Movement arrived in my life, becoming an educational option that marked my childhood and adolescence. I grew up through the Scout Method, a non-formal educational method that endowed me with values and experiences that I could not have got in any other way.

Once I grew, I decided that I wanted to be a Scout educator so I could be part of a great movement that looks for the comprehensive education of children, developing their personalities in a holistic way and letting them decide and participate as the main characters of their own education.

After thinking about it, I reached the conclusion that the implementation of the Scout Method in a formal educational classroom could be a great way to achieve some of the challenges that the formal educational system has, as it educates children in their competences and in their social life.

Moreover, I thought that English learning could widely benefit from the use of the Scout methodology, due to the constant communication that this method promotes creating learning situations in common actions, something that the educational curriculum defends and tries to implement.

Through the development of this document, I will assess the usefulness of the Scout Method as a tool for English learning in a formal education classroom, looking for the benefits of the method and the ways to make it work within the context of formal education by means of a didactic proposal.

In this way, I will take into account the important aspects of the Scout Movement's scope of action, non-formal education, in order to discuss its main aspects and the principal benefits of this kind of education.

Hereinafter, I will travel from the earliest history of the Scout Movement to the nearest times and the current Scout Method, which sets out the main lines of educational action in order to develop competences in children while promoting social values as the defence of nature and community involvement.

Finally, I will explain the proposal where I will apply the Scout Method in a Year 7 English language class, combining it with the educational curriculum of the English language area with the goal to create a planning with which to achieve the acquisition of English skills at the same time as the Scout Method goals.

By integrating the Scout Method into English language learning, educators can link theoretical knowledge and real-life application. Students can see the practical value of learning English by participating in meaningful activities and using English in real situations. All these aspects can motivate children to learn English, making the process much useful and enjoyable.

This didactic proposal shows that the Scout method can offer a dynamic and transformative approach to English language learning in schools. Its emphasis on experiential learning, self-directed education, and holistic development is in line with the goals and challenges of the

educational curriculum and language teaching, as students not only acquire English language skills, but also develop essential life skills necessary to live in today's society. The following pages will try to explain the practical application of the Scout method in English classrooms through the examination of its methodology and advantages.

Objectives

The main goals of this dissertation are the following:

- Discuss the usefulness of the scouting educative method in order to achieve academic goals.
- Analyze the similarities between the Scout educational methodology and the competences of the educational curriculum in Spain for the acquisition of a first foreign language.
- Assess the educational potential of non-formal educational methodologies as scouting movement.
- Make an intervention proposal based on the Scout Method for Year 7 children.

2. Theoretical framework

2.1. Non formal education as an option to complement formal education.

For many years, formal education has been seen as the only educational option as it is guaranteed by the legal frame that a determined country follows. Formal education is defined (Dib, 2008) as “the one that is part of a systematic and organized education model according to a given set of laws and norms” (p. 300).

Non-formal education surged as a possible solution to the problem which showed that formal education did not reach to the totality of the formation of the pupils, leading to children that had not developed themselves as much or as good as it was supposed through formal education. This is why non-formal education started to be seen as an opportunity to

reach those levels that the formation offered by formal education could not reach (Ahmed, 1983).

In the 1960s a new term, non-formal education, gained popularity in the educative sector, but it was in the next decade when the term got completely defined in a taxonomy that grouped formal education, non-formal education and informal education (Ahmed, 1983).

Following this taxonomy, Norqvist and Leffler (2017, p.238) determined that:

Formal learning is associated with an institution and takes place within the formal education system. Non-formal learning is also connected to an institution (i.e. an organisation or association with a specific interest such as culture or sports) within the non-formal education system.

The UNESCO defines non-formal education as the education that is added or complemented to the formal education so the people can acquire a learning that lasts for life, being institutionalized and organized by an educational provider (UNESCO, 1983).

But if there are formal education programs given by academic institutions around the world, why is there a need of non-formal education? Is it really important?

Added to this, there are other factors that make non-formal education an important and influential branch of the educational system as it affects the attitudes to face learning. One of these factors is motivation which, depending of the autonomy on the learner, can be extrinsic or intrinsic (Norqvist and Leffler, 2017). Intrinsic motivation comes from the individual motivations of the learners, which leads to a positive attitude to learning, giving it extra value. So, if the contents or the methods are close to the children's motivations, the children will confront learning with a better attitude. Extrinsic motivation comes from the interest and the relation with factors outside the children themselves, such as the educational organization

responsible of the different activities, the type of educators (volunteers or salaried), and so on. Non-formal education is a way of learning that provides extrinsic and intrinsic motivation because children access according to their interests and the institution focuses on them.

The moment extrinsic motivation affects the way in which learning is given to the children through their intrinsic motivations, is when we can see that both kinds of motivations are related.

There is another argument that reinforces the idea of the need for the non-formal education and it is the fact that when there are bad economic situations around the world, where the basic needs are not covered, different non-formal organizations are created to provide some basics, and education is one of them. Following Ahmed (1983):

Of course, it should be quite clear that the democratic demand for equality of access and equality of opportunity means that all children of every country should receive appropriate formal schooling that is not of poor quality. But the fact must be accepted that in situations of poverty and extreme deprivation, prevalent in many countries, and when populations are deprived of minimal social services, education has to go beyond basic instruction and to a certain extent replace non-existent or inefficient social services. Only non-formal education can carry out such a task (p.5).

The importance of non-formal education resides in the fact that it is considered as “covering lifewide and lifelong learning” (Norqvist and Leffler 2017, p.238).

Nowadays, the clash between formal and non-formal education has evolved to a new perspective where both kinds of education are said to work together with the goal of achieving a common goal: children’s global development. In this attempt, non-formal

education is classified in different ways depending on what it can put in to cover the children's learning needs. Following Carron and Carr-Hill's classification (1991), we can divide non-formal education into:

- Paranormal education: it is the one that is used to provide extra opportunities to those ones that do not receive what they need from the scholar subjects (it can be because they do not get the level that is needed in the school, or they overpass the level that their school year provides). They can be literacy programmes, distance education...
- Popular education: Activities focused on social groups that have less visibility. Generally, voluntary groups are managing these activities that have their look for the interests of different social groups or ideologies.
- Personal development activities: they are activities that try to develop children in a holistic way, so there are many kinds of activities enclosed in this section. For example, cultural groups from museums or libraries, leisure activities related to nature, or the ones carried by any sport association.

In the same way that society changes continuously, non-formal education does it too, innovating and adapting to the needs of each moment. However, formal education needs to do it too. Is that why formal and non-formal education should interconnect with the goal to develop the totality of the people, making a better educational system together (UNESCO, 1983).

Beside the multiple options that non-formal education provides, one of the most popular ones with respect to youth organizations is the Scout Movement. Following its characteristics and taking previous classification as a guide, the Scout Movement fits within the popular education movements due to its social involvement, and as a personal development activity

that guides the youth to find their place in society. These are some of the characteristics that make the Scout Movement that big and important in non-formal education.

2.2. The Scout Movement. Concept and history.

The Scout Movement is a young education movement whose main goal is to provide young people comprehensive education in order to encourage them to be responsible, caring and productive members of the society at the same time that they find their place in it. Some of the Scout Movement main goals got resumed in Baden Powell's last message (Scouts Australia, 2017):

Happiness doesn't come from being rich, nor merely from being successful in your career, nor by self-indulgence. One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so can enjoy life when you are a man.

Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy. Be contented with what you have got and make the best of it. Look on the bright side of things instead of the gloomy one.

It was in 1907, in Brownsea Island (United Kingdom), when the Scouting Movement started its history. Robert Baden Powell, organized a camp where twenty children from eleven to eighteen years old were the first to enjoy and to be educated through the prime Scout Method. The children were organized in 4 mixed patrols, where the oldest ones had responsibilities on leading the youngest ones, so teamwork was promoted.

The Scout Movement did not take too long to earn influence as the number of scouts around the world grew exponentially. In 1910, three years after the Brownsea camp, there were more than 130.000 members in Great Britain, and more than 150.000 around the world. Chile,

South Africa, Spain or Argentina were some of the first countries to have Scout organizations in them, and quickly the idea got expanded into the nearest countries.

Nevertheless, Scout activity stopped in several countries from the 1930s to the 1980s due to the world's political conditions, as the Scout Movement was seen as a revolutionary and liberal movement, and as a threat by the different political regimes.

During the last two decades of the twentieth century, the Scout Movement reappeared in those countries where it had disappeared years before. A new perspective was emerging at the time a Youth Programme was being created by the different Scout leaders around the world.

Scouting is an educational movement for and of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The cause of Scouting is Education for Life, where the Youth Programme is the main medium through which young people are educated. Hence the Youth Programme is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting (Scouts, 2020).

In these conditions the Scout Movement arrives to today's situation. After 116 years of history, the Scout Movement is one of the largest educative organizations: it includes 170 national organizations that involve over 50 million people worldwide (Boy Scouts of America ,2022) and educates young people in all the personal spheres in order to be capable to fight against contemporary issues.

2.3. The Scout Method. Advantages of its application for learning English.

Once the Scout Movement and its relevance around the world and in the non-formal education have been explained, it is important to know the methodology that the Scout Method uses to educate and develop its activities. In this section the Scout Method will be

explained and linked with the Spanish educational curriculum, with the objective of identifying common aspects that could be used for English learning in formal education.

The Scout Movement's educative program tries to educate children in autonomy through discovery, new experiences and using their own interests to create learning situations, making them the main characters of their educational process. That is the main reason why the Scout Method can be useful in the context of formal education and, specially, in the process of developing skills in English learning.

Baden-Powell (1920), in one of his most famous books, gave a simply meaning about what Scouting was:

Scouting is a game for boys, under the leadership of boys, in which elder brothers can give their younger brothers healthy environment and encourage them to healthy activities such as will help them to develop citizen.

Following Rohm and Osula (2013), we understand that:

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. This is achieved by: involving them throughout their formative years in a non-formal educational process, using a specific method that makes each individual the principal agent of his or her development as a self-reliant, supportive, responsible and committed person, assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.

The Scout Movement is distinguished from other educative organizations due to the existence of a structured method which pretends to accomplish specific educational goals.

That is why this method is seen as the way to follow in order to reach these objectives, and not as the final goal (Movimiento Scout Católico, 1990, p.69).

Following the definition from the World Organization of the Scout Movement, we can say that “the Scout Method is an essential and unique system for progressive self-education” (World Organization of the Scout Movement, n.d. b). Through games and fun, children will acquire different learning, skills and values that will make them active members of society and develop their autonomy.

The Scout Method is based on some essential aspects that endorse the activities that the children experience during their time in scouting and which make them develop in themselves all of the areas of their personality (World Organization of the Scout Movement, n.d.a): intellectual, physical, spiritual, social, and emotional area.

The essential aspects of the Scout Method are the following (World Organization of the Scout Movement, n.d. b):

The Scout Promise and Law. They are the central aspects as they establish the values that a scout might have or represent and the way in which they should implicate on them.

They are adapted to the different age groups

Nature. Nature can provide us with all the opportunities and experiences needed to create new learning while some values are developed through the contact with the environment.

Learning by Doing. It is based on the learning through real experiences and practical actions, followed by reflections. The children need to live real situations to acquire real and significant learning.

Community Involvement. The scout action does not end in their group activities as it is important to explore actively everything that surrounds the movement: the neighbourhood, the city, the society.

Symbolic Framework. They are the symbols and themes that encircle and create the identity of the Scouting Movement, its activities and the group-making, and facilitate learning and concept acquisition by the children.

Personal Progression. This aspect encourages the individual development of the children in all the aspects of the person, challenging them to continue with their progression and learning.

Adult Support. It is the role that the adults assume in the Scout Movement with regarding the children. It includes the influence of communication and monitoring, with the main goal of giving them new learning experiences.

Team System. It is one of the basic ways of working as it is the aspect that helps the children to develop social and inter-personal skills, carry out team work, and leadership and develop a feeling of belonging to a bigger group.

The value of each of these principles and the cooperation between all of them is what makes the Scout Method an attractive and useful method to acquire lifelong competences and skills. Each of them will be developed next.

The Scout Promise and Law.

The action that the Scout Movement carries out is posed over a group of values, traditions, and beliefs that every scout member has to accept to be part of a common organization.

These values are gathered in the Scout Law, which has been modified throughout the years and the world contexts. The actual general Scout Law is based on ten principles that are formulated in a positive way (they stipulate what to do, not what to avoid), and are the following (World Organization of the Scout Movement, n. d. c):

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout is obedient.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word, and deed.

The Promise is the personal and free compromise that represents the acceptance of these values, with the mission of following them social and personally in order to make from the world a better place.

Nature.

Nature is a privileged space where the educative action should be developed, as it helps the children to learn about the world where they live as well helping to develop a group of values and responsibilities that would be inaccessible in other surroundings.

An environmental education helps to develop some skills through the exploration of the environment and its issues, leading to problem solving capacities and decision making on looking for actions to improve a natural well-being (US EPA, 2022, 28 July).

Learning by Doing.

Baden Powell saw mistakes as an important step in the learning experience, and to make mistakes and continue growing is necessary to let the children act and explore.

Learning by doing means giving children the reins of their education, focusing it in their motivations and interest centres. The educator has to follow giving them the tools they need to achieve their goals.

This is done through project planning since their first stages in the Scout Movement, educating through games in the younger stages or taking into account the children's ideas. This is why the Scout Method is considered a system of progressive self-education through the children's action.

Notwithstanding the differences, many authors such as Dewey, Piaget, Rousseau or Montessori defended the concept of education through the action in their theories. Santos et al. (2022) grouped some fundamentals that were common in these active learning theories:

- Respect towards the children's personalities.
- Individualized and comprehensive education of every child.
- Social education through the interactions with their reference group.
- Creativity development.
- Freedom and responsibility through decision-taking activities, initiative and being consequent in a social context.

- Main goal: integral development, achieving a strong conscience in the community where they live.

The Scout Method includes all these fundamentals in its methodology, so we can say that this is an active learning method.

Community Involvement.

It is needed to explore the world, starting from the Scout group and its neighbour, the city, the country, as the Scout Movement would not survive in isolation. It is the process of knowing our own culture and others in order to develop values of respect and acceptance, knowledge and an open mind.

Symbolic Framework.

It represents the group of symbols and characteristics that are part of the Scout Movement and are used with some functions:

- To develop a belonging feeling in the Scout Movement, group or region.
- To educate in a more understandable way for the children.
- As a way of intern communication.
- As a way of adhesion with a group of values.
- As a way to communicate with the exterior.
- To develop imagination in the children

Some of the identity symbols are: specific vocabulary, the common history, the traditions, the common knowledge and the techniques, activities or behaviours that are characteristic of Scout Method. Some of the most well-known symbols are the fleur de lis, the scout greeting, or the neckerchief, but the most important one is the word “Scout”. It is a signed word, known all over the world and that has a meaning to every person.

Personal Progression.

Article 2 of the Constitution of the World Organization of the Scout Movement stipulates the main purpose of the movement: “The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.” (Constitution of the World Organization of the Scout Movement, Art. 2, 2021)

Personal progress with themselves:

Following this goal, there are areas of personal development, which are the ones that represent the dimensions within a personality, forming a complete person. These areas guide the children to a development stage (The guide to Youth Programmes in Scouting, s. f.):

- Social nature – social development.
- Body and mind – physical development.
- Intelligence – intellectual development.
- Identity and will – character development.
- Emotions – emotional development.
- Soul – spiritual development.

The main objective is the progress in these areas in three main fields: within ourselves, in society and spiritually, and all of them are: related to each person, self-regulated, personally and in small groups and recognised with a symbol (World Organization of the Scout Movement, n. d. a).

Personal progress within the group:

in each of the sections, personal progression appears through the growing in three different phases: integration (knowing the new section and mates, acquiring an agreement with the section), development (where each child develop their own progression in the section and create group projects) and transition (in the last year in the section, the children assume a leadership role, guiding the new mates into their progress) (Movimiento Scout Católico, n. d.).

Adult Support.

The role of the adult is to be a confident person in the children group, creating a confidence and respect bond, ensuring that the Scout Method is being carried out in the best way, and promoting the well-being of the children.

In the first sections, the adult is responsible for involving the children in the democratic process and making simple tasks. As the children advance in the stages they acquire more autonomy and so as the actions of the adult decrease, giving the children full responsibility on their decisions and actions, and focusing on a basic guidance. The role of the adult is not being over the children, rather the adult should be part of the group, a confident member.

Team System.

The Scout Movement is like a Russian doll where smaller groups fit inside the bigger ones.

A Scout group is divided in different branches depending on the ages of the children. The way that the Scout Method is carried out is adapted to the ages and the needs of children. For example, the Scout law is written in a more understandable way for kids although it maintains the same meaning. Besides, inside these sections, the children are divided into smaller patrols that work in a common way.

The small groups are the way in which the children become members of a democratic game, where they assume certain roles and responsibilities to achieve common goals. They have democratic spaces to give their opinions, debate and take common decisions; they represent and they are represented; they have the same rights and responsibilities; they learn in common with people of different ages and maturity levels (Movimiento Scout Católico, 2022).

2.4. English learning and its competences in the Curriculum through the Scout Method.

Following the definition of formal education (Dib, 2008), it can be understood as the one that is part of a systematic and organized education model according to a given set of laws and norms.

In Spain, the laws that rule the formal educational system are the following:

- *Ley Orgánica del derecho a la Educación (LODE)*
- *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.*
- *Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE 2006 reformada LOMLOE).*
- *Real Decreto 984/2021, de 16 de noviembre, por el que se regulan la evaluación y la promoción en la Educación Primaria, así como la evaluación, la promoción y la titulación en la Educación Secundaria Obligatoria, el Bachillerato y la Formación Profesional.*
- *Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria.*
- *DECRETO 38/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación primaria en la Comunidad de Castilla y León*

As established in the *Decreto 38/2022, Article 2.3*, Primary Education in Spain has a global and comprehensive nature that looks for the development of basic and specific competences in the student body.

The key competences are the ones that the pupils should have developed at the end of the basic education; in the Spanish basic educational system are the following:

- Linguistic competence
- Multilingual competence
- STEM competence
- Digital competence
- Personal competence, social competence and learning to learn competence
- Citizenship competence
- Enterprising competence
- Cultural and artistic competence

These competences are developed and guided through the specific competences in each of the areas. Their acquisition is based on the methodologies that the teacher body select and develop in each case.

First foreign language: English language.

This area's main goal is to acquire the basic communicative skills in English language at the same time that the pupils enrich and develop an intercultural thinking. Besides, this area contributes to the development of their affective skills in all of their scopes of their personality, and in their relationship with the others, leading to a democratic cohabitation, respect, and equality of rights; and the management of different communicative exchanges.

The Scout Method can help to acquire English learning in the following ways:

THE SCOUT METHOD ESSENTIAL ASPECTS	APPLICATION IN FORMAL EDUCATION	ENGLISH LEARNING AND KEY COMPETENCES ACHIEVEMENT
Scout Promise and Law	<ul style="list-style-type: none"> -Creation of common rules during the English classes. - A personal and class agreement to accept the rules in class. 	<ul style="list-style-type: none"> - Linguistic competence -Multilingual competence -Personal competence, social competence and learning to learn competence. - Citizenship competence - Mediation - Comprehension - Expression - Interaction
Nature	<ul style="list-style-type: none"> -Combine activities in class and activities outdoors. 	<ul style="list-style-type: none"> -Linguistic competence -Multilingual competence -STEM competence -Personal competence, social competence and learning to learn competence -Citizenship competence -Cultural and artistic competence
Learning By Doing	<ul style="list-style-type: none"> -Base the units on the children's interests and activities where children have to create and decide, work on a good understanding of experimentation and failure 	<ul style="list-style-type: none"> -Linguistic competence -Multilingual competence -STEM competence -Digital competence -Personal competence, social competence and learning to learn competence -Enterprising competence

		-Cultural and artistic competence
Community Involvement	-Work the unit's topics in a real way, creating projects that can be applied to the children's school, neighbourhood, or city.	-Linguistic competence -Multilingual competence -Digital competence -Personal competence, social competence and learning to learn competence -Citizenship competence -Enterprising competence -Cultural and artistic competence - Mediation - Comprehension - Expression - Interaction
Symbolic Framework	-Set the class or the units with topics based on their interest.	-Linguistic competence -Multilingual competence -STEM competence -Digital competence -Personal competence, social competence and learning to learn competence -Citizenship competence -Enterprising competence -Cultural and artistic competence
Personal Progression	-Include activities that, in an interdisciplinary way, work towards a holistic	-Linguistic competence - Multilingual competence - Digital competence

	<p>perspective of the children.</p> <ul style="list-style-type: none"> - Work all of English skills in each unit. 	<ul style="list-style-type: none"> -Personal competence, social competence and learning to learn competence -Citizenship competence -Enterprising competence - Mediation - Comprehension - Expression - Interaction
Adult support	<ul style="list-style-type: none"> -Combine guided moments with activities to foment the children's autonomy. 	<ul style="list-style-type: none"> -Linguistic competence -Multilingual competence -STEM competence -Personal competence, social competence and learning to learn competence - Enterprising competence - Mediation - Comprehension - Expression - Interaction
Team System	<ul style="list-style-type: none"> -Work and assessment in different types of groups during the activities (couples, four people group, big group). 	<ul style="list-style-type: none"> - Linguistic competence -Multilingual competence -STEM competence -Personal competence, social competence and learning to learn competence -Citizenship competence - Mediation - Comprehension - Expression

		- Interaction
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Table 1. How to apply the Scout Method in the English Learning in formal education. Own elaboration.

3. Didactic Proposal

3.1. Justification

Through this proposal I want to apply the Scout Method's principles developed in the previous sections to English learning in a formal educational, in order to achieve the benefits that the Scout Method provides to the children applied to some of the contents and competences intended by the educational curriculum in Spain.

3.2. Contextualization

This proposal is designed to be developed in an hypothetical classroom with 20 Year 7 children in a rural school. This school is placed in a village that has great green areas: two big parks near it and a big walking zone near the river.

The characteristics of the class are the following: there are 12 girls and 8 boys with a good relationship between them.

Besides, this hypothetical class has some problems that difficult their English learning: they are dependent on the teacher's actions and explanations, so they do not develop their own thinking skills or autonomy mechanisms; they are not motivated to the learn English, as their classes are based on explanation and exercises, what decreases their learning options. Their English level is not bad in general terms, they already know how to use present simple and continuous, and the simple past, but they do not know how to apply it to real situations.

3.3. Contents

Since it works in an interdisciplinary way, this proposal uses contents from the educational curriculum of the following areas (Decreto 38/2022, de 29 de septiembre):

Natural Sciences.

- Encouragement of curiosity, initiative, perseverance and a sense of responsibility in carrying out different research projects.
- Biodiversity, the disappearance of species and conservation: Living beings. Relationships between living things. Species, populations, communities and ecosystems. Native species. Invasive species. Overexploitation of species. Factors that threaten biodiversity.
- Digital devices and resources according to the needs of the educational context.
- Strategies for collecting, storing and representing data to facilitate understanding and analysis.

Social Sciences.

- Digital devices and resources according to the needs of the educational context.
- Sustainable development. Human activity in space and the exploitation of resources

English

A. Communication.

- Self-confidence and reflection on learning. Error as a tool for improvement.
- Strategies for understanding, planning and expressing short, simple and contextualised oral, written and multimodal texts. - Knowledge, skills and attitudes which enable one to become accustomed to mediation activities in basic everyday situations.

- Basic communicative functions appropriate to the setting and context.
- Use of language in the classroom.
- Narrate present, past, future events and actions taking place.
- Indicate hobbies and interests
- Contextual models and basic discourse genres in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of context, organisation and structuring according to internal structure.
- Basic lexis and lexis of interest to learners related to places and surroundings, leisure and free time, everyday life (e.g. sport, travel and holidays, education and study, continents, countries, environment, climate and sustainability, ICT).
- Learning resources and strategies for finding information in analogue and digital media.
- Basic analogue and digital tools for oral, written and multimodal comprehension, expression and co-production; virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools...) for learning, communication and project development with speakers or learners of the foreign language.

B. Plurilingualism.

- Basic strategies for identifying, organising, retaining, retrieving and using linguistic units (lexis, morph-syntax, sound patterns, linguistic functions, etc.) on the basis of a comparison of the languages and varieties which make up their personal linguistic repertoire.
- Basic strategies and tools for self-assessment and co-assessment, analogue and digital, individual and cooperative.

- Tools to facilitate the development of autonomous and competent language learning.

C. Interculturality.

- Basic strategies to understand value and appreciate linguistic, cultural and artistic diversity, based on eco-social and democratic values.
- Syntactic-discourse structures
- Expression of facts: present simple, present continuous, past and future (going to)
- Expressions of time: the hours; adverbs of time (now, tomorrow, after time (now, tomorrow, after, before, first, then, at the same time, yesterday); adverbs of frequency: e.g. sometimes, on Sundays; prepositions, prepositional phrases.

3.4. Activities

To clarify, the following proposal will serve as a template on which to adapt the contents of the curriculum to the topics selected by the children.

Preliminary activity.

TOPIC AND RULES OF THE UNIT
<p>Learning objectives</p> <ul style="list-style-type: none"> - Develop conversational strategies to reach common agreements <ul style="list-style-type: none"> - Get to an agreement through different strategies - Establish rules for a good development of the unit
<p>Learning outcomes</p> <ul style="list-style-type: none"> - The children reach an agreement between them talking in English - The children decide a topic on their own, using the strategies that they consider best - The children create common rules based on the characteristics of the class and their needs
<p>Main Scout Method's aspects that this session includes</p>

<ul style="list-style-type: none"> - The Scout Promise and Law <ul style="list-style-type: none"> - Learning by Doing - Adult support - Personal Progression - Symbolic Framework
<p style="text-align: center;">Timing</p> <p style="text-align: center;">1 hour</p>
<p style="text-align: center;">Description of the activity</p> <p>The first part of the activity is discussing about the topic that we want to work with. The main goal is to base the learning in their interests, and then the teacher must adapt the contents to this topic, so first we have to know what their interests are. Through this activity, the children are shown different techniques by the teacher to get common agreements between them. Some of these techniques can be brainstorming and voting, thinking about possible topics and arguing their pros and cons, etc.</p> <p>Once the topic is chosen, the children and the teacher will agree on the rules that they might follow so the class can have a good dynamic to work, enjoy and learn. All children agree to comply the rules.</p> <p>Now, to carry on with this proposal, I will say that the topic chosen was “Animals and Sports”.</p>
<p style="text-align: center;">Evidence for assessment</p> <p>Through the direct observation of the teacher, we can know if:</p> <ul style="list-style-type: none"> - They use grammar correctly to communicate. - They communicate in a respectful way, applying different strategies (a person who mediates, whether they respect the turns of speaking.)

Session 2.

UNIT AND WORKING PLAN PRESENTATION

<p style="text-align: center;">Learning objectives</p> <ul style="list-style-type: none"> - Develop the autonomy to organize themselves and work - Acquire responsibility by being aware of the tasks needed - Acquire the grammar concepts of the lesson (“Be going to” structure) through the explanation and the working plan tasks
<p style="text-align: center;">Learning outcomes</p> <ul style="list-style-type: none"> - Establish working habits through a working plan <ul style="list-style-type: none"> - Organize the work of a complete unit - Follow the organization of the working plan at the time that it is reorganized if it is needed - Be aware of the time needed and of the organization itself
<p style="text-align: center;">Scout Method’s aspects that this session includes</p> <ul style="list-style-type: none"> - Team System - Learning by Doing - Adult support - Personal Progression - Symbolic Framework
<p style="text-align: center;">Timing</p> <p style="text-align: center;">1 hour</p>
<p style="text-align: center;">Description of the activity</p> <p>First of all, the unit will be presented. The grammar contents will be explained for the first time before the children start their autonomous work.</p> <p>The children will be given a working plan of the unit. It is an individual plan where they have explained all the tasks they have to complete during the unit. These activities should last about 15/20 minutes. In the working plan sheet it is established where to do the activities; whether they are individual, couple or group activities; and the organization calendar. The working plan has some important features to make their organization easier: spaces in which the learners can organise their tasks, moments in</p>

which they take decisions on certain aspects of the learning process and situations in which they have real and effective control over certain elements.

These tasks mix the contents of the unit chosen by me and related with the final task, and the topic they selected (View a working plan example on Annexes 2). This way, they reinforce the grammar concepts and develop their skills.

In the case of this proposal, the activities that the working plan includes are related with the topic “Animals and Sports” and are useful to put into practice the “Be going to” grammar, which is the one that I selected for this proposal. The list with all possible tasks that a working plan may include can be found in Annex 1.

The working plan will be followed throughout the unit. They will have two hour of autonomous work in class and the rest at home. In this session, we explain the tasks and let them time to organize their work individually and in groups.

Evidence for assessment

Rubric to evaluate the tasks depending on some criteria such as grammar, concepts used,

Session 3.

DEBATING TIME

Learning objectives

- Develop their speech delivery and their public speaking skills
 - Improve their critical skills
- Develop teamwork skills through collaboration

Learning outcomes

- Express ideas in different ways (written and orally)
- Use communicative strategies to defend a group idea
 - Think and create own ideas about a thematic

<ul style="list-style-type: none"> - Reach common agreements about the useful ideas
<p>Scout Method's aspects that this session includes</p> <ul style="list-style-type: none"> - Team System - Learning by Doing - Adult support - Personal Progression - Symbolic Framework
<p>Timing</p> <p>1 hour and 40 minutes</p>
<p>Description of the activity</p> <p>The class will be divided into two big groups. Each of them must defend contrary ideas about different topics. The topic will go from less to more serious and they will be related with the unit topic, in this case, "Animals and sports", so each group should create their arguments to defend their own ideas. Some of the topics can be: cats or dogs; football or basketball; in horse riding the athlete is the person or the horse; animals in freedom or in a zoo.</p> <p>Each debate will last 20 minutes, divided in the following way: first 4 minutes to the children to write their own arguments about their stance in a individual way; 6 minutes to pool together the ideas and write the main arguments the children are going to use; 1 minute each group to defend their position; and 10 minutes of debate.</p> <p>The teacher is responsible to guide the debate in a respectful way, establishing clear rules and speaking times, and ending up the debates when the time is finished.</p>
<p>Evidence for assessment</p> <p>The direct observation of the teacher taking into account important aspects such as participation, teamwork or the expression of the ideas.</p>

Session 4.

WORKING DAY 1	
Learning objectives <ul style="list-style-type: none">- Develop the autonomy to organize and work- Acquire responsibility being aware of the tasks needed- Acquire the grammar concepts of the lesson (“Be going to” structure)	
Learning outcomes <ul style="list-style-type: none">- Establish working habits through a working plan<ul style="list-style-type: none">- Organize the work of a complete unit- Follow the organization of the working plan at the time that it is reorganized if it is needed- Be aware of the time needed and of the own organization<ul style="list-style-type: none">- Create multimodal texts about their future plans- Express intentions in multiple ways	
Scout Method’s aspects that this session includes <ul style="list-style-type: none">- Team System- Learning by Doing- Adult support- Personal Progression- Symbolic Framework	
Timing <p>1 hours</p>	
Description of the activity <p>This day is part of their autonomous work. Each pupil will follow the activities that they programmed to do in this day and reorganize their working plan if necessary. In this time, the pupils should be capable of doing 4 of the tasks of their working plan. The activities (Annex 2) are written and oral activities to improve the communicative skills and learn the contents of the unit.</p>	

Evidence for assessment

Through the notebook correction we will assess and evaluate the written activities taking into account:

- Grammar aspects
- The tasks completion
- Presentation aspects of the notebook

Through the direct observation of the teachers we will assess and evaluate the oral activities and their behaviours taking into account:

- If they express themselves orally in a correct way
- They follow the rules of communication in class

Session 5.

PROBLEM RESOLUTION

Learning objectives

- Develop thinking skills to solve problems
- Develop metacognition

Learning outcomes

- The use of graphic organizers and structured questions to solve see and solve problems
 - Reach to the initial point of some problems
 - Reflect on the consequences of certain actions
- Be aware of problems related with the topic of the unit (in this case problems with animals)

Scout Method's aspects that this session includes

- Team System
- Learning by Doing
- Adult support
- Personal Progression
- Symbolic Framework
- Community Involvement

Timing

1 hour and a half

Description of the activity

For this activity I got inspired from a book that uses talks about thinking methods for children to create solutions and develop critical thinking (Swartz, 2019).

The class will be divided in groups of four children. The main goal of the activity is to find their own solutions to problems that they detect related with the animals in the world.

First we make an introduction to the activity through some questions that we will talk about in an oral way: Is there anything that is not well done with animals? Are we good or bad with animals? What things do you not like that people do with animals?

Have we ever seen any time that we do not treat well to animals?

After this introduction the children have to think about some of the problems that we, as humans, are creating that affect animals. Each group will think for options and all of them will be written in the blackboard.

In groups, the children should divide all of the options that are written into groups that share some characteristics. For example: they create a big group called “animals in bad living conditions” and choose from some of the ideas from the blackboard, like “macro-farms, zoos, lots of dogs in a small house”. All of the ideas written must be included in a big group with a specific title.

Then, the class will choose the classification of one of the groups, which all of them think that is the most appropriate one. Each group of children will work with one of the classifications created and will follow this outline to look for solutions:

1. Why is this a problem?
2. What is the problem?
3. How could I solve the problem?
4. What happens if I solve the problem in this way? Make a pros and cons table. Now, is it a good or bad solution?
5. What is the best solution for the problem?

Once they have reached the solution of their problem, they will have to explain it and prepare a presentation of the problem and their solutions. All the solutions reached are valid if they have more pros than cons and if they could be put into practice by them.

Evidence for assessment

The direct observation of the teacher is important to see:

- The participation of the children
- The way in which they communicate with their equals
- The solutions that they get as a team

Besides, the final presentation will give us the key to their final work.

Session 6.

WORKING DAY 2

Learning objectives

- Develop the autonomy to organize and work
- Acquire responsibility being aware of the tasks needed
- Acquire the grammar concepts of the lesson (Be going to structure)

Learning outcomes

- Establish working habits through a working plan
 - Organize the work of a complete unit
- Follow the organization of the working plan at the time that it is reorganized if it is needed
- Be aware of the time needed and of the own organization
 - Create multimodal texts about their future plans
 - Express intentions in multiple ways

Scout Method's aspects that this session includes

- Team System
- Learning by Doing
- Adult support

<ul style="list-style-type: none"> - Personal Progression - Symbolic Framework
<p style="text-align: center;">Timing</p> <p style="text-align: center;">1 hours</p>
<p style="text-align: center;">Description of the activity</p> <p>This day is part of their autonomous work. Each pupil will follow the activities that they programmed to do in this day and reorganize their working plan if necessary. In this time, the pupils should be capable of doing 4 of the tasks of their working plan. The activities (Annexes 2) are written and oral activities to improve the communicative skills and learn the contents of the unit.</p>
<p style="text-align: center;">Evidence for assessment</p> <p>Through the notebook correction we will assess and evaluate the written activities taking into account:</p> <ul style="list-style-type: none"> - Grammar aspects - The tasks realization - Presentation aspects of the notebook <p>Through the direct observation of the teachers we will assess and evaluate the oral activities and their behaviours taking into account:</p> <ul style="list-style-type: none"> - If they express themselves orally in a correct way - They follow the rules of communication in class

Session 7.

EXPOSITIONS AND PEER ASSESMENT
<p style="text-align: center;">Learning objectives</p> <ul style="list-style-type: none"> - Develop their speech delivery and their public speaking skills - Acquire the grammar concepts of the lesson (Be going to structure) <ul style="list-style-type: none"> - Develop their digital competence
<p style="text-align: center;">Learning outcomes</p> <ul style="list-style-type: none"> - Use the rubric to know how to present in a good way

<ul style="list-style-type: none"> - Get all the information needed to make a good presentation - Create multimodal texts about their future solutions using the be going to grammar <ul style="list-style-type: none"> - Express intentions in multiple ways - Create a digital resource to present their information
<p>Scout Method´s aspects that this session includes</p> <ul style="list-style-type: none"> - Team System - Learning by Doing - Adult support - Personal Progression - Symbolic Framework - Community Involvement
<p>Timing</p> <p>1 hours</p>
<p>Description of the activity</p> <p>All the groups will give their presentation, in which they talk about the problems related with the animals and the possible solutions that they could find. At the same time all the children will have two rubrics with the same criteria: one for self-assessment and other for peer assessment.</p> <p>After the presentations, the children will have to choose the solution that they would like to carry out in a real way. To reach an agreement, they will need to use the same strategies as in the start of the proposal: by consensus, voting, or mixing ideas.</p>
<p>Evidence for assessment</p> <p>Through a rubric (Annexes 3) to reach self and peer assessment considering some aspects related with the :</p> <ul style="list-style-type: none"> - Exposition - Presentation of the contents - Information and solutions

Session 8.

TESTING OUR SOLUTION: DIDACTIC OUTPUT
<p>Learning objectives</p> <ul style="list-style-type: none">- Create comprehensive learning through practice- Link the contents with the social reality
<p>Learning outcomes</p> <ul style="list-style-type: none">- Be conscious of the actions that we can develop to help society<ul style="list-style-type: none">- Find out the viability of the solution chosen- Enjoy an activity outdoors- Put into practice the contents that we have been working
<p>Scout Method's aspects that this session includes</p> <ul style="list-style-type: none">- Team System- Learning by Doing- Adult support<ul style="list-style-type: none">- Nature- Personal Progression- Symbolic Framework- Community Involvement
<p>Timing</p> <p>6 hours</p>
<p>Description of the activity</p> <p>In this activity we carry out the solution that the children have chosen during the entire morning. Some of the solutions could be creating posters and spreading them around the village, visiting a dog kennel, feeding the ducks or cats in the village,...</p> <p>The decision will be taken some days before this day.</p>
<p>Evidence for assessment</p> <p>Teacher's observation will be useful to see:</p> <ul style="list-style-type: none">- The behaviour- The implication in the activity

3.5. Evaluation

The global evaluation of this proposal tries to concretise the progress of the English language skills while analysing the development of the aptitudes that they should have reached through the application of the Scout Method.

This proposal may be a 15% of the total value of the English language area in the academic year. It encompasses many aspects such as contents and communicative skills through an alternative method. As I said before, the proposal is a template that can be applied to other topics and contents, so it can have its value in any unit of the English area.

Following the assessment and evaluation criteria of the different sessions, the evaluation includes three main aspects.

Self-assessment

The children will assess themselves in Session 7, when they will be responsible of completing a rubric where the main aspects of their presentations will be taken into account.

Peer assessment

The children will assess their peers in Session 7 through a rubric which takes into account the main aspects of their presentations.

Teacher assessment

Teacher assessment is developed since the proposal starts. The teacher is responsible for:

- Directly observing behaviours and relationships in the team work system in all the sessions.
- Directly observing their conversations in the oral tasks and assess in the moment.
- Correcting the notebooks and the written tasks in order to see their progress.

- Filling the presentation's rubric and assessing the students orally after their presentations.

Taking all these aspects into account, the following percentages would be established for evaluation in this proposal:

- Working plan activities and self organization: 30%
- Group work, presentation , self and peer assessments: 40%
- Big group activities, agreements and group behaviours: 30%

In addition, there will be a rubric (Annex 4) that gathers the main aspects of the proposal so the children can evaluate themselves in general terms, giving importance to their opinions.

In conclusion, this evaluation brings together the importance of the English learning with other basic skills and competences needed for a great learning, taking into account the children's and the teacher's opinions.

4. Conclusions

The realization of this dissertation was born from the firm conviction that the Scout Method could be applied in the context of formal education classroom in general, and particularly in an English class, due to a series of characteristics that can help to create comprehensive learning through a methodology that emphasise on active learning, personal development and life in society.

Working on this document provided me with the opportunity to investigate and think about ways to adapt the Scout Method to an English class, complementing objectives and competences, and having always in mind the real participation of children using critical and democratic methods.

Self-directed education tries to develop the autonomy and self-confidence, letting the children make their own decisions, choose their options, and progress through their interests, making easier any concept acquisition.

Besides, this Method has no sense if it is not focused in the community involvement. Firstly, a team is needed to collaborate in shared goals and learn from the other. Language learning is basically a shared experience, where the exchange of ideas and the development of intercultural understanding are key aspects. Furthermore, any action that is focused on community improvement and development will be useful to develop several values and support the values of the Scout Method.

Regarding this, using the Scout Method as a way to teach English can offer so many benefits for children's learning, making this area a useful way to communicate and promote interculturality in an interconnected and global world, empowering the students to transform society: "Leave this world a little better than you found it".

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6. Annexes

6.1. Annex 1. Activities that can be used in a working plan to improve the skills.

They are activities that should last about 15/20 minutes. They can be done in different types of groups (from individual to big group) and are centered in an English language skill.

WRITING:

- Pairs dictation: one reads and one write, then they change. Peer assessment with a template.
- Write about a topic you like/you want from this list.
- Write a card to a famous person asking them about their future.
- Class diary: write about 3 days of your last week.
- Look for synonyms of the underlined words of a text

READING:

- Read a text and give your opinion.
- Read the text and guess the words missing. They are valid if it has sense.
- Read this news paper and tell to the class what is the most interesting new in your opinion.

LISTENING:

- Complete the words missing in this songs after listening them
- What is the main topic of this video?
- Listen to the indications and draw what you hear
- Tattered phone game.
- Bingo words: write ten words about a topic and mark them when you listen in the following video.

SPEAKING:

- Real situations in pairs. Acting.
- Mimics games
- Taboo game.
- Debating time. Think about a topic, write pros and cons, and let's debate between us.
- Conversation in couple/big groups at the beginning of the class. Time to talk about the weekend/ your last afternoon...
- Create your story in groups: each one says a sentence. Then make a summary with the main topic of your story.
- Weekly news. Each group will film about the life in class over the last week. Tell about your activities in class, your free time or your problems and solutions in class.

6.2. Annex 2. Working plan examples



WORKING PLAN – 6thA

UNIT 6: ANIMALS AND SPORTS

NAME

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	COVER AND VOCABULARY
<input type="checkbox"/>		WRITING. 50 WORDS ABOUT ONE OF THE TOPICS.
<input type="checkbox"/>		HOW IS IT GOING TO END? Video. Answer the question with "going to".

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	LISTENING AND WRITING DICTATION IN PAIRS. A reads to B. Then B reads to A.
<input type="checkbox"/>		READING ACTIVITY. Choose option A or option B and do the activities.

ACTIVITY BOOK		
<input type="checkbox"/>		VOCABULARY. Ejs 1-4, Page 64 and 65.
<input type="checkbox"/>		GRAMMAR. Ejs 14 and 15 Page 68.

ONLINE EVERYTHING AT HOME		
<input type="checkbox"/>	WORK 	Watch the video and prepare the exposition.
<input type="checkbox"/>		READING Chapter 2. "ICE QUEST"

	MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28
 At the school		EXPLANATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	GROUP WORK	NO BOOKS DAY
At home 		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



WORKING PLAN – 6^a

UNIT: ANIMALS AND SPORTS

NAME

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	CREATE A DESCRIPTION PAGE OF AN ANIMAL.
<input type="checkbox"/>		WRITING 50 WORDS about YOUR NEXT HOLIDAYS
<input type="checkbox"/>		REVIEW THE PAST. Create a diary of 3 days of your week using the past tense.
<input type="checkbox"/>		READING ACTIVITY. Students book. Page 66, ejs 8, 9 and 10

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	LISTENING AND WRITING. Create your story. Each one says a sentence. Then write what was about.
<input type="checkbox"/>		SPEAKING ACTIVITY. Create a story with 20 sentences. Each one says a sentence. Then

IN THE NOTEBOOK		
<input type="checkbox"/>		CREATE YOUR GAME. Explain or invent a game for the class with names of animals.

ONLINE. EVERYTHING AT HOME		
<input type="checkbox"/>	WORK 	LIVEWORKSHEETS. Do the task, correct it and write in the notebook the wrong things.
<input type="checkbox"/>		READING. Chapter 3. "ICE QUEST"

	MONDAY 1	TUESDAY 2	WEDNESDAY 3	THURSDAY 4	FRIDAY 5
 At the school		EXPLANATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	GROUP WORK	NO BOOKS DAY
 At home		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



WORKING PLAN – 6th

UNIT 6: ANIMALS AND SPORTS

NAME

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	FINISH WHAT YOU HAVEN'T DONE IN OTHER PLANS
<input type="checkbox"/>		WRITING. WRITE A LETTER to a famous athlete. Ask him about his life.
<input type="checkbox"/>		PUPIL'S BOOK. Read page 70 and write 6 questions with Who, Why, What or When.
<input type="checkbox"/>		GRAMMAR. Write 12 sentences using be going to future with different vb. (4+, 4-, 4?)

IN THE NOTEBOOK		
<input type="checkbox"/>	WORK 	DIXIT IMAGES. Choose 4 cards each one. What do they represent? Invent a name
<input type="checkbox"/>		NEWS OF THE DAY. Write 2 news about sports. One in the past and one in the future

IN THE NOTEBOOK		
<input type="checkbox"/>		SPEAKING. See the video. What is your opinion? Say it to your mates and write it.

ONLINE. EVERYTHING AT HOME		
<input type="checkbox"/>	WORK 	VIDEO. Film yourselves talking 1 minute about your favourite animal.
<input type="checkbox"/>		READING. Chapter 4. "ICE QUEST"

	MONDAY 8	TUESDAY 9	WEDNESDAY 10	THURSDAY 11	FRIDAY 12
 At the school		EXPLANATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	GROUP WORK	NO BOOKS DAY
 At home		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



WORKING PLAN – 6thA

UNIT 6: ANIMALS AND SPORTS

NAME		
IN THE NOTEBOOK		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	WORK 	MAKE A DRAWING OF THE UNIT. WHAT DID YOU LIKE THE MOST? WHAT YOU DIDN'T LIKE?
		GLOSSARY. Prepare your own glossary with 10 important words of the unit.
		ACTIVITY BOOK. Pages 69 and 70.
IN THE NOTEBOOK		
<input type="checkbox"/> <input type="checkbox"/>	WORK 	INTERVIEW. One is an interviewer; the other is an important athlete. Create your interview.
		PICTIONARY. Choose 3 animals and 3 athletes. Draw it and let you mate guess it.
IN THE NOTEBOOK		
<input type="checkbox"/>		EXPOSITION. Prepare and rehearse the exposition of the group work.
ONLINE EVERYTHING AT HOME		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	WORK 	QUIZZ. Do the quizizz in both links.
		KAHOOT. Kahoot time in class. Talk with your class to programme it.
		READING. Chapter 5. "ICE QUEST"

	MONDAY 15	TUESDAY 16	WEDNESDAY 17	THURSDAY 18	FRIDAY 19
 At the school		EXPLANATION	<input type="checkbox"/> <input type="checkbox"/>	GROUP WORK	NO BOOKS DAY
 At home		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	

6.3. Annex 3. Exposition's rubric.

Mark: 0: Not done / 1: Partially done / 2: Well done / 3: Very Well done

	CRITERIA	SOMETHING TO SAY?
PRESENTATION	IT HAS IMAGES AND SOME TEXT	
	IT HAS THE IMPORTANT INFORMATION	
	IT IS EASY TO SEE / READ	
INFORMATION	IT IS ORIGINAL / HAS GOOD MATERIALS	
	IT HAS ALL THE INFORMATION NEEDED	
	THE INFORMATION IS ORGANIZED	
	IT IS NOT A COPY FROM WIKIPEDIA/INTERNET	
EXPOSITION	THEY ANSWER THE QUESTIONS	
	THE GROUP KNOWS WHAT THEY ARE SAYING, NOT ONLY READING	
	EVERYONE SPEAK IN THE PRESENTATION	
	THEY LOOK AT THE PUBLIC WHEN THEY TALK AND SPEAK IN A LOUD VOICE	

6.4. Annex 4. Final rubric.

	What was the best thing?	What was the worst thing?	How can I improve?	OTHER COMMENTS
PARTICIPATION				
WORKING PLAN TASKS				
GROUP WORK				
BEHAVIOUR				
DIDACTIC OUTPUT				