FACULTAD DE EDUCACIÓN DE PALENCIA
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Strengthening Classroom Culture in Early Years Using Thinking Skills Techniques

Afianzando Culturas de Clase en los Primeros Años Utilizando Tecnicas de Pensamiento.

TRABAJO FIN DE GRADO
EN EDUCACIÓN INFANTIL

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RESUMEN

Este trabajo tiene como objetivo principal realizar una propuesta en la que se haga visible el pensamiento de niños de Educación Infantil a través de diferentes metodologías como el Aprendizaje Experiencial y Basado en Proyectos, así como diferentes Teorías de Pensamiento, especificamente las Rutinas de Pensamiento; tratando a su vez de crear una Cultura de Pensamiento en el Aula. La primera parte consiste en una revisión y justificacion teórica sobre las metodologías y teorías que se llevaran a cabo para poder implementar la propuesta final del documento. En la parte final del documento se desarrolla la propuesta diseñada y las conclusiones a las que se ha llegado tras desarrollarla.

PALABRAS CLAVE

Pensamiento Visible, Aprendizaje Experiencial, Teorías de Pensamiento, Rutinas de Pensamiento, Culturas de Pensamiento en el Aula, Pedagogía del Cariño, Educación Emocional

ABSTRACT

Through this work the main objective is to create and design a proposal where we can make visible the thinking process of Infant Education Students through the use of different methodologies such as Experiential and Project-Based Learning, using specifically Thinking Routines; trying to develop a Classroom Culture in the class. The first part consists of a theoretical revision and justification of the different methodologies and theories that will be used to carry out the final proposal of this document. On the final part of this document there is the development of the proposal designed as well as the conclusions that have been achieved after finishing it.

KEY WORDS

Visible Thinking, Experience-Based Leaning, Thinking Theories, Thinking Routines, Cultures of Thinking in theClassroom , Pedagogy of Affection, Emotional Education.

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1. INTRODUCTION

Finishing my last formative period before I become an Infant Education teacher, I have been able to make evident the use of thinking strategies and techniques that need to be used in the design of our students' learning processes.

This work aims to bring closer these thinking strategies and routines into an Infant Education classroom so that whoever reads this work will see how beneficial these are in helping to develop our students' learning processes through a theoretical revision that comes along with an intervention proposal that has been developed in a 3 Year-Old Infant Education Classroom.

The structure that this work is organized is the following: firstly the objectives and competencies of the Infant Education Bachelor's Degree that have been attained through this project, then it deepens making a theoretical revision to different aspects such as Perkin's Thinking Routines or Gardner's Multiple Intelligences. As a third stance, we can see the development of the intervention proposal that has been carried out to demonstrate the basis of this work, the context it has been carried out on, the methodologies that have been used in it, the description of the different activities, how this proposal has been assessed and evaluated, etc.

To finish, the conclusions that have been reached through this project are disclosed and analyzed, as well as the competencies and objectives achieved; and the constraints and potential improvements to be made to the intervention proposal.

2. GOALS AND COMPETENCES TO DEVELOP IN THIS DOCUMENT.

The main goal of this document is to create a dual language intervention using different thinking theories and routines relating to the three areas existing in Infant Education.

The specific objectives that are going to be developed through the theoretical background elaborated for this work are the following:

1. Know different thinking theories and use them to create a proposal.
2. Understand the existing relationship between language and thought.

3. Interpret thinking routines and be able to apply them in a classroom.
4. Understand how affection can be related to learning and be an important factor in it.

Therefore the Intervention at the end of this work aims will be next:

- Learn and select different thinking routines that will be later included in a proposal to make thinking visible in the classroom.
- To design and implement a proposal that uses thinking theories in Infant Education.
- Identify the language necessary to be used for this specific proposal and understand the relationship it can have with the student's cognitive processes.
- Develop meaningful learning in students of the First Year of Infant Education.

As my studies in the field of Infant Education end, the present work will demonstrate the following competencies that are required to be an Infant Education Teacher:

- *Knowledge and comprehension of knowledge for practical application.*

  This competence has been developed by implementing the proposal shown in this work in a classroom, adapting it to the needs and criteria of the curriculum of the first year of Infant Education.

- *Apply teaching knowledge and skills in a professional way and developing problem-solving skills.*

  While the proposal was developed, there were a lot of problems of timing, and related to the student's needs were solved and reflected on later in the proposal's analysis.

- *Being able to synthesize and interpret data so that later there can be a reflection period.*

  This competence is developed by making a reflection of the intervention as well as adding some further lines to the project, that are included in the final part of the document.

- *Being able to communicate information, ideas, problems, and solutions to a non specialized public.*

This has been developed due to the use of information, theoretic sources, and resources that have been used to develop the whole work and present it in front of an evaluation committee.

3. JUSTIFICATION OF THE TOPIC SELECTED.

The rationale for choosing the topics developed in this work has been the following:

- Making my students' thinking visible through different methodologies and techniques which would require the creation of a new classroom culture, including: thinking routines, designing a thinking environment (with the selection of settings, spaces, and mediators) that will help them be more conscious of how they arrive at conclusions and not just worry about the conclusions.

- Aiming to show how important emotional education and love are in teaching, especially in certain contexts like in the classroom where I've developed my intervention, using different pedagogical principles as Freire's, or Brunner's ideas.

- Teaching the kids about their closest environment for them to develop their social development, fostering a sense of belonging to a community, as well as increasing their understanding of their close world.

4. THEORETICAL BACKGROUND

Infant Education is an educative stage where learning for the students is globalized mixing the three different areas that exist in the curriculum: Self-knowledge and personal autonomy; Knowledge of the environment, and Languages, communication, and representation.

In this educative stage, the Global Approach is used in the classroom. This is an educational approach where a global conscience and comprehension are encouraged from a young age. This approach integrates topics from real life into the classroom to improve critical thinking empathy, problem resolution and develop curiosity

The main goal of the globalized approach in Infant Education is to prepare kids to live in a world that is increasingly more interconnected and where they can become globally committed.

According to Torres (1994), this concept of globalization offers the students different concepts arak that will contribute to our students living cohesively in society as well as contribute to it positively.

This global approach is backed up by the Decrete 95/2022, which refers to the Infant Education Curriculum, where 9195 established that " the three areas of Infant Education are closely related even though they are understood as different ambit scopes of experience while being intrinsically interrelated between them.

The most useful methodology to work with the global approach is Project Based Learning (PBL). This is an educative methodology that uses active and meaningful learning through the completion of contextualized projects, in the case of this work, the city. According to Dewey (1910), this approach promotes the connection between school and everyday life, allowing students to develop skills and knowledge relevant to their environment and considering and involving different cultures.

To carry out this methodology, several phases must be followed. According to Vergara (2016), the following stages are proposed:

1. Initiation: This phase marks the beginning of the project and takes advantage of any student interest or action to select the project's topic.
2. Generating Interest: In this phase, the aim is to arouse students' curiosity to investigate a specific topic. The main objective is to stimulate their interest.
3. Exploration: Here, the project is developed, establishing lines of inquiry based on the group's interests.
4. Planning: During this phase, the teacher must devise how to carry out the different lines of inquiry proposed by the students, defining the strategies for research development.

5. Implementation: At this stage, the project is carried out to create a final product that addresses all the questions posed.

6. Evaluation: The final phase of the project, where everything done is compiled, and an assessment is made to determine if the established objectives have been achieved.

Gardner (1983) proposed the theory of multiple intelligences, suggesting that PBL projects can be adapted to address the diverse skills and talents of students. These skills that Gardner listed in his theory are the following:

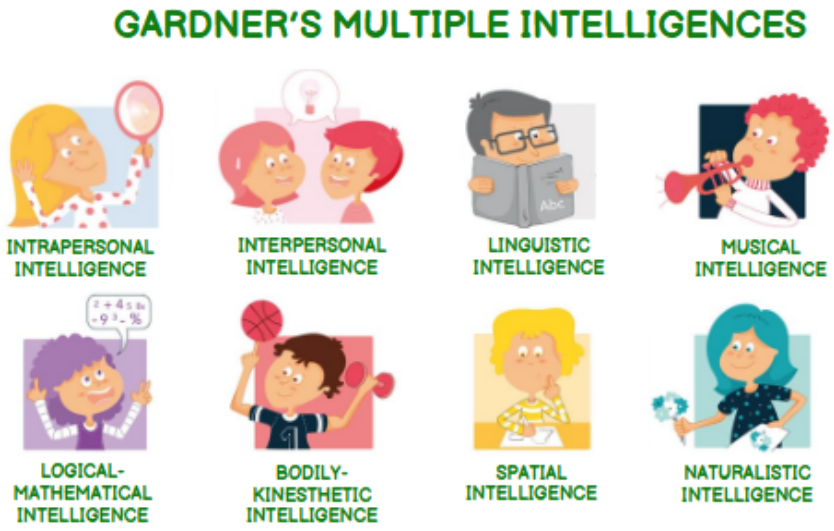

Figure 1. Gardner's multiple intelligences. (Image) Retrieved from: Shutterstock and edited.

Considering Gardner's Multiple Intelligences we focus on the most outstanding in Early Years, as 3 y.o. pupils focus on themselves but do not recognize their feelings and emotions, or the source of them.

Interpersonal Intelligence would be the one to start with, as it is responsible for the recognition of emotions ty to recognize emotions and emotions in other people as well as how interactions between individuals and their environment may affect them. They also comprehend how to communicate effectively with others.

Intrapersonal Intelligence is the ability to understand one's own emotions and feelings, and helps a person retrospect on their experiences, making them very useful for professions like writing and entrepreneurship. People who present a good development of this intelligence mostly end up dedicating themselves to jobs that require a lot of social indications, like teaching or counseling.

Through the development of this intelligence, the children will adapt to the classroom, understanding that it's not only about them anymore, because they now share a space with another bunch of children. This means they start understanding through systematic inquiry that each of them has their place in the classroom as well as their rights and obligations.

Linguistic Intelligence is reflected in the ability to use language for effective communication, through the use of coherent sentences, successful wording, and understanding of complex or coded information. Using this intelligence as a connection to Vygotsky's Thought and Language Theory, depending on the language the teacher uses in the classroom and that later becomes part of their thinking process, they will be able to express not only ideas and thoughts but their own emotions through spoken and corporal language working this way emotional education. Another thing that they will be able to express related to this emotional education will be different emotional links or anchors, that could have to do with different moments where they get to enjoy experiences, some of these live thanks to the use of experiential learning in the classroom.

Logical Intelligence consists of the capacity for pattern recognition, deductive reasoning, and logical thought. This intelligence is mostly associated with people who have a great capacity to solve problems, do calculus work, and pattern recognition. These people often diverge into careers related to science, engineering, and math. This intelligence is also related to Vygotsky's theory, given the fact that the language used by the teacher and later internalized by the students, who later develop logical and scientific thinking through the use of this language.

Bodily-kinesthetic Intelligence is a form of intelligence that refers to the use of the individual's body to solve problems or create products. People with this intelligence excel in activities related to movement like sports and have very good coordination skills.

This intelligence also helps the students develop an inquiry of the world, focusing especially on their closest environment, through the use of manipulative materials, resources, toys, etc

Naturalistic Intelligence entails maintaining a relationship with the elements of the natural world and showing sensitivity towards nature, animals, and plants. This intelligence is developed mostly through an outing to the town where the kids not only work on the town, but find nature elements in it, such as trees, grass, bushes, and some animals that they can identify during this outing such as birds, dogs, etc.

People who present clear signs of this intelligence end up working on jobs related to the environment and animals, such as biology or animal conservation.

Spatial Intelligence is usually possessed by individuals who can visualize multidimensional objects and the relationships they share with a space. This useful sense of space normally makes these people keen on professions such as architecture, graphic design, or engineering.

Musical Intelligence is characterized by people as being sensitive to different aspects of music, including the ability to identify and create melodies, tones, and rhythms and being able to perform them. The element that distinguishes most people with this intelligence is the fact that they can play an instrument.

This approach enriches their learning process and empowers individuals to harness their diverse intelligences to navigate and succeed in various contexts beyond the classroom.

However, these intelligences or skills cannot be acquired unless the students are experiencing different situations and knowledge to work on these skills. Experiential learning is the approach we that should be used to create different situations and opportunities for the

students to improve and strengthen these intelligences. His idea that students needed to experience their knowledge was also shared by other pedagogues such as Piaget or Montessori.

According to Rani and Tyagi, experimental learning is the process of learning by doing, which is a good mechanism to involve students in their learning process. This term, coined by Kolb in 1984, particularly addressed the discrepancy between linking gathering, and using information.

Kong (2021) reflects on other authors' opinions and concludes that this paradigm highlights the importance of students participating and experimenting with their own learning process, also giving them a sense of autonomy and responsibility while encouraging them to collaborate on each other's learning.

The idea for this proposal is for the kids to develop meaningful learning through experiential learning. However, we will work through Vygotski’s scaffolding process and ZPD to construct this meaningful learning.

According to Vygotsky, cognitive development depends on the Zone of Proximal Development, a construct which he described as the room between what an individual can do without any support and what he would be able to do when having guidance from peers or a teacher.

To be able to arrive from the first level to the zone of proximal development we need to take into consideration the language that is used in class, because it is one of the main mediators used during the scaffolding process to develop thinking. According to Leo Vygotsky, one of the most praised psychologists, he highlighted the purpose that social interaction has in cognitive development. His most acclimated theories were the ones related to language and thought, which came to say the following.

Vygotsky (1978) himself coined the term social learning, meaning that language is very influenced by the social environment we grow up in and the relationships we form with other

people. According to Vygotsky, this language is related to our thinking processes, focusing especially on the development of critical thinking.

Later, in his work Language and Thought, he developed new theories where he explained the existing relationship between these two and how language acquisition affected our thinking processes. In this theory, he basically meant that children internalize their thoughts through their speech. At first, this speech is public, also known as internal monologue, and it is said out loud and once it starts being internalized it starts being private or inner speech and it happens inside of the individual's head. According to Alderson-Day and Fernyhough (2015), this inner speech is the one that becomes part of the cognitive process and is a crucial part of one's self-regulation processes, as well as the ones that produce the motivation that one needs in certain moments.

However, as inner language only makes this process of thought in one's mind, this thinking becomes basically invisible to the rest of the world, and on some occasions, people need to explain the process of thought that underlies behind a specific conclusion, while still in most cases this train of thought is hidden in the wonders of our mind.

In "How to Make Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners", Ron Ritchhart, Mark Church, and Karin Morrison delve into various strategies that help educators transform their student's thinking processes visible. They explain that traditional classroom techniques often focus on the results, instead of focusing on the thinking processes that lead to those outcomes. By making the students thinking visible, teachers can aim to understand how students arrive at their answers, instead of focusing on the answers, which is key for developing critical thinking skills.

The authors run down a handful of useful techniques that we can use to make thinking visible, such as the use of Thinking Routines, which are simple layouts that lead to the observation, reflection, and sharing of one's thoughts. These routines not only help students articulate their thoughts but also make their thinking process clear to teachers and other students. As the authors described it "The routines help the students scaffold and support their thinking, as well as they serve as utensils that magnify their cognitive engagement."

David Perkins, an esteemed theorist and co-founder of Harvard's Project Zero, which influenced most of the book's essence; reiterates the importance of making thinking visible to produce a culture of thinking in the classroom.

To make thinking visible, Perkins next to Ron Rithhart and other experts came up with Routines. These start being simple ones that are carried out in the classroom every day with a specific language pattern attached to them and that can be used for a lot of different things such as to control the student's emotions, to go to the bathroom, to control assistance, etc; as these are repeated mostly every the student start to internalize them and the language used in them, transforming it into private speech, as these routines become routinary actions that from a point in time are done without having to verbalize them.

On Harvard's Project Zero Website, these are textually described as "a set of questions or a brief sequence of steps used to scaffold and support student thinking."
The thinking routines that have been used through the educative intervention shown in this document are the following:

- <u>What makes you think that?</u>
  This routine is to encourage the students to create a justification that supports their arguments, ideas, or conclusions. By asking them this question we make them consider the basis of their reasoning and make them explain it.
  This routine helps develop critical thinking skills as well as making them question their inquiries and how they have reached them.

- <u>I think, I know, I wonder.</u>
  Through this routine individuals are motivated to provide them a way to process their ideas by differentiation what they know, what they think, and the curiosities that they want to solve.
  It is very useful to assess our student's prior knowledge and what questions they ask themselves about this topic and also as an assessment during the projects so that they can reflect on everything that they learned.

- Compare and contrast.

  This routine is used to compare the differences and similarities of two or more items, usually by doing a Venn diagram or a chart. But in the case of this proposal, as we are in Infant Education, and they can't read yet, this comparison has been done by doing a debate all together sitting in the classroom carpet and visualizing the objects to compare on the board

- The parts and the whole

  This routine is used to examine the relationship of distinct parts and make an emphasis on the relationship that exists between them and how these belong to a larger concept.

- Brainstorming.

  This routine is used for students to generate ideas, conclusions, or questions related to a certain topic, to develop collective thinking in the classroom, as well as to help the students listen to each other's ideas and respect them and their speaking turns.

- True…but for who?

  This routine helps students see the different perspectives of their thinking. Each of them will say something about a topic during the routine and surely most of their conclusions or opinions will be radically different. So the idea is for them to see the reasons why each classmate has given their opinion and see if this new perspective through its rationale is true or not for them, always respecting everyone's opinions even if they are different from theirs.

- The explanation game

  This thinking routine is used to make students articulate their thoughts and ideas that have carried them to a conclusion, fostering critical thinking and making them express themselves eloquently and clearly.

- I used to think… Now I think

  This routine helps students see the changes in their opinions and conclusions from time to time, for example, what they thought at the beginning of a unit, and then reflect at the end how these opinions have changed.

- Stop, look, listen

  This routine is for students to stop and reflect on their opinions critically for some time before they can express them. This routine fosters critical thinking and makes students take their time to reflect, something they usually they don't do before they blurt out their conclusions or ideas to the rest of their classmates.

However, it's not only about making thinking visible anymore but creating cultures of thinking in our classroom. These are educational settings that place a strong emphasis on thinking and actively support it. According to Ron Ritchhart (2015), these cultures place a high value on intellectual work, curiosity, and problem-solving; they also make thinking processes clear through the use of graphic organizers and structured activities.

Ritchhart (2015), emphasizes how important it is to foster an environment where students are encouraged to think critically, creatively, and collaboratively. He also highlights the idea that infants are naturally curious and intelligent, and educators need to have a role where they develop and form their student's cognitive abilities through cultures of thinking.

Developing critical-thinking students is one of the main priorities that the methodologies above have in common. Critical thinking has an infinity of definitions that have varied over the last decades, but the one I take on is Mertes (1991, p.24) who described it as "a conscious and deliberate process that is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide thoughtful beliefs and actions".

While all of this above is important to create thinking cultures in a classroom, we cannot forget how emotional education and creating a safe and loving space in our classrooms. According to Bermello-Murillo et al. (2023), love is the element that differentiates education and teaching because it humanizes this process. So we need to start looking at education as a

development tool that involves more than just imparting knowledge. It needs to form the human individual by addressing him in his entirety and not just instructing him in disciplinary knowledge and skills.

One of the most important pedagogues who relied on this information was Paulo Freire, whose work in Pedagogy relied on teachers acting toward their students with love, and reiterating in his book “Pedagogy of the Oppressed” (1970) that teaching is supposed to be used as an act of freedom instead of indoctrination. Therefore Bermello-Murillo et al. (2023) conclude that the pedagogy of love and tenderness focuses on the development of human virtues and the student’s autonomy. To help them rediscover the meaning of life and learn to love themselves and others simultaneously, transforming the teacher’s role into one that involves self-giving and care transforming education into an act of freedom in the process.

Bermello-Murillo et al. (2023) consider that teachers need to be able to display different capacities and competencies to develop learning plans that are infused with love, endearment, and empathy. This way the teachers would be able to establish rich, safe, and enjoyable learning environments as well as develop different skills to create and recreate their world from a perspective of love, motivation, and collaborative work.
Other theorists, such as Nel Noddings in her work The Challenge to Care in Schools: An Alternative Approach to Education (1992) challenged the traditional schooling methodologies arguing that the nucleus of education should be transferred from the academic development to the emotional and ethical development by creating more supportive environments for learning as well as to help educators to nurture empathy and compassion while simultaneously creating a feeling of community and belonging.

Bell Hooks in his work Teaching to Transgression: Education as the Practice of Freedom (1994) agrees with Freire and Noddings about the importance of critical thinking in education.

The goal that is being aimed through the use of these methodologies above in the proposal of this document is that the kids develop meaningful or significant learning.

The theories of constructivism and significant learning, advanced by Jean Piaget and David Ausubel, respectively, are two cornerstones of educational theory that have revolutionized our comprehension of the process of acquiring knowledge.

Both methods concur that education should have meaning for the learner—that is, it should apply to and make sense of their past experiences and way of life. They also stress how crucial it is to take into account students' past knowledge and motivate them to actively participate in the learning process. When taken as a whole, these theories have had a big impact on educational practice, encouraging active knowledge construction and a student-centered approach.

Finally, to adopt a student-centered approach where the students developed critical thinking skills, we focused on their motivations and things they wondered about, such as the environment surrounding them. Wondering is a crucial element in the stage of Infant Education. Catherine L'Ecuyer (2012) affirms that kids' motivation engine is fueled by the astonishment that reality produces in them. Other pedagogy experts such as Montessori, Piaget, Dewey, or Loris Malaguzzi theorist of Reggio Emilia considered deeply the importance that curiosity and wondering were going to have in their student's learning and cognitive processes.

5. INTERVENTION PROPOSAL.

5.1. CONTEXT AND GUIDING THREAD THE PROPOSAL IS GOING TO FOLLOW

The school where this intervention has been developed is located in the city of Palencia. It is a public school that has one line for each of the classes from 3 Years old, to Primary the 6th.

The students that this proposal has been developed with are from the First year of Infant Education, who are 3 years old. There are 12, and among them, we can stand out as a case of maturation delay, a language delay, a student with autism, and a student who has selective mutism and doesn't behave or understand any orders given to him. The rest of the students

despite not having special needs, have big emotional problems and need to start learning how to manage their emotions. because these often intrude on the development of the lessons.

This proposal aims to make these students' thinking visible, using other theories like Garnerd's multiple intelligences and emotional education, given the fact that making our thinking visible means that the students can understand it and share it with their classmates developing this way interpersonal and intrapersonal intelligences. Not only this but also the fact that we can work on the students managing their own emotions given that this is one of the main problems of the class.

The guiding thread that this proposal has followed has been the different elements that we can find in the town so that kids learn and discover their closest environment and makes them foster curiosity about the spaces that they live in. The aim that I have as a teacher through this intervention is to develop curious and critical-thinking students, who show civic and responsible behaviors in the classroom with the rest of the classmates and the teacher.

5.2. CURRICULAR FRAMEWORK

The curricular framework that this proposal is based on is the LOMLOE, Royal Decrete 95/2022, de February 1st (by which Infant Education regulations and teachings are established)

5.3. OBJECTIVES

1. Introduce concepts related to the town.
2. Foster community awareness.
3. Develop spatial awareness.
4. Create a safe space in the classroom through love, respect, and dialogue.
5. Expand vocabulary related to the town environment.
6. Encourage cooperation and teamwork.
7. Develop fine motor skills.
8. Introduce diversity within the town.
9. Encourage problem-solving skills.
10. Foster imagination and creativity.
11. Teach basic road safety awareness.

5.4. THINKING ROUTINES USED IN EACH LESSON.

LESSON	THINKING ROUTINE
1. Where do I live?	- What makes you think that?
2. Let's build a house.	- I see, I think, I wonder. - What makes you think that?
3. How are the houses in my town?	- Compare and contrast
4. Transports in my town.	- Compare and contrast - What makes you think that?
5. Safety in our streets.	- What makes you think that? - I see, I think I wonder
6. Let's go to the park	- The explanation game
7. Exploring our town	- Stop, look, listen
8. Who works in my town?	- Brainstorming - The explanation game
9. What belongs to who?	- The parts and the whole
10. What do I want to be when I grow up?	- I used to think…, now I think
11. What is the most important job?	- True… for who?
12. Beebot around town	- The parts and the whole
13. KWL	- What I know, what I learned, what I want to know.

5.5. LESSONS DESIGN

Lesson 1. Where do I/We live?

In this lesson through the use of the thinking routine "What makes you think that?" we are going to determine if we live in a city or a village and why do they think this. They will explain their opinions and thoughts to the class, for example, in a village, there are crops and animal farms, but in the town there are skyscrapers.

After that, the students will be divided into two groups, and they will have to role-play how different daily activities happen in both the village and the town, each group being one of these options that will be decided by a draft so that there are no arguments on who wants what.

Lesson 2. Let's build a house

To start this lesson, we will be using the story of the three little friends from the book Sunshine C. Through this story we will introduce them to the topic of houses and the different materials that they are built with. When the storytelling is finished we will have a debate and through the explanation game, the kids will have to explain the different take that they have gotten from the story.

Later, they will be challenged to build their own houses using plasticine and wooden sticks, making them think logically in order for them to construct little houses or structures that can maintain any sort of balance.

Lesson 3. What are the houses like in my town?

In this third lesson keeping up with the topic of houses and materials, we will project an image on the digital screen, where different types of houses are shown, and we will allow the students a couple of minutes of silence for to gather their thoughts and ideas together. Then using the routine compare and contrast they will share the differences and similarities these houses share, for example, their height, the materials used in the construction, etc.

Later, using another thinking routine, this time through a mix of " I see, I think, I wonder", and "What makes you think that?" our students will have to one by one explain their thoughts on the image and share what they see in the image, what they think about it, and what questions or wonders they have about the houses shown in the photo.

Finally, the students will go sit at their respective tables, and the teacher will distribute a worksheet where different types of houses are shown and the kids will have to identify and color the type of house that they live in.

Lesson 4. Transports in my town.

For this lesson we are going to start working through a brainstorming about the different transports that we can find in our town, that will be placed on the board with pictures once they are mentioned. Then choosing two by two of these transports, out loud we will compare their differences and similarities through the routine of "Contrast and compare".

After this, we will play an interactive game in which the kids have to think to place each transport on the means that they travel through, whether it is water, land, or sea. Different means of transport unknown to them will be included in this activity and they will be placed in the correct means using the routine "What makes you think that?" so that the students give different coherent reasons to place these transports there.

Later, our students will be given individually different flashcards with pictures of different transports that have been mentioned before in class, and through gestures and mimics, they will have to represent these to the rest of the classmates so that they can guess what transport they have.

Lesson 5. Safety in our streets.

In this lesson, we will start gathering all the students in the carpet spot of the class to have a debate where they will be shown different elements that are used to promote safety in our streets, for example, signals, crossroads, traffic lights, etc.

After each one of these elements we present to the kids, through the routine of "What makes you think that?" we will make them reflect on what they think each element means and why.

Then, creating a circuit in the school playground, one day they will bring their scooters or bicycles, the teacher will become a traffic light and hold circles from three different colors, that represent the colors of traffic lights, and depending on which one is held up and the different signals they find along the circuit, they will have to complete the circuit without breaking the safety rules. As the activity progresses the role of moderator will change from the teacher and pass along the students in turns.

Lesson 6. Let's go to the park story.

For this activity, we are going to start the class by asking our students if they like to go to the park. Then, we are going to introduce the characters of the story that we are going to work with, which is from Sunshine A Books.

The story is going to be told using different sheets that will contain the different illustrations of the story. After telling what happens in one of the scenes, the teacher will ask the kids about certain things that seem to be important for them to reflect on what is happening in the story through the use of "What makes you think that?", for example, the traffic lights or going through the crosswalk.

After this storytelling, we are going to brainstorm about any other places that the characters in the book could go to in our town, for example: the supermarket, the post office, the hospital, a restaurant, etc.

Lesson 7. Exploring our town.

In this lesson, we will begin asking the students to brainstorm about different places in the town that they know. Once we have as many ideas of places as half the kids we have in class, in pairs through the routine "Think, Pair, Share", they are going to be given one of these places and think about what that place is for, what can you do in it and who works there, etc, to later share it with the rest of their classmates.

Later, our students will go on a didactic outing to go to the park that is in the proximities of the school, passing through different places of our town and pointing out everything they are curious about, also remembering the different signals, crossroads, and traffic lights they remember from the previous lessons. Each time we step in front of some of these elements we will stop and through the routine "Stop, look, listen" They will have to stop, think about what is that element and what is used for, and later share it with their classmates, using also parts of the routine "What makes you think that?"

Lesson 8. Who works in my town?

To start this lesson we will brainstorm about what jobs people do in our town, expecting answers like teacher, policeman, fireman, etc; but there are many more out there and we are going to discover them. Once this brainstorming is done, through the routine "The explanation game" they will have to explain what those jobs consist of and what they do daily.

Later, we will do a game where the kids will be given a job and they will have to mimic it for their classmates to guess.

Lesson 9. What belongs to who?

In this lesson, the students will be playing an interactive game where a worker appears surrounded by a lot of different elements that belong to many different jobs. Through the routine of "The parts and the whole" they will have to establish a relationship where those smaller elements form part of a bigger whole which would be the job in each of the game slides.

Lesson 10. What do I want to be when I grow up?

In this lesson, the kids will be asked what they want to be and they will first think about it by themselves and draw it on a worksheet designed by the teacher, but later one by one they will have to tell their classmates through the routine of "I used to think…now I think" what they wanted to be before starting this unit and knowing the different jobs, and how has that changed and why.

Lesson 11. What is the most important job?

During this lesson, we are going to organize a debate with the help of the routine "True…but for who?". The dynamic will be each of the students saying out loud what job they think is the most important one.

After all of them express their opinions they, once again individually will express the reasoning behind choosing that job as the most important one, this will be done in order to help the classmates see the different perspectives of why each job was chosen, and to see if any of them after giving new reasons changes their opinion and agrees with another classmate.

Lesson 12. Beebot around town.

For this lesson, first, we will take the kids to the school's gym, where they will find a town-themed board laid out in front of them, and they will have to sit around it, no crowding it, so that everyone can see and participate. Then, the teacher will introduce the bee bots and tell them that they are going to help the bee bots go on an adventure through the town and guide them to the places the teacher says.

Before starting the students will be given time to explore the board for a bit, so that they quietly observe and find different places they know. After that, the students will be divided into two groups, because there are two bee-bots available at school, that will be placed into different starting points of the board. So after reviewing the use of the bee-bots, the teacher will give the students different commands for them to program the bee-bot to arrive at those spots. As we have two bee bots the kids will participate two at a time, and once they finish another two will start over. This doesn't mean that the other student can't help their peers or collaborate, but they simply won't be the main bee bot users unless it's their turn.

Once the lesson ends, we will spare 5 minutes to ask the students what they have enjoyed about the activity and the challenges they have faced.

Lesson 13. Final talk and KHL.

This last lesson next to the previous one will be used as an assessment form for the kids, which will be evaluated through direct observation and a rubric. It will consist of a talk or debate guided by the teacher where through the routine "I think, I know, I wonder", the kids will have to express what they first knew when we started this unit, then everything that they have been learning through all of the lessons in this intervention and finally curiosities that have been left in them and things that they want to know more about.

5.6 ASSESSMENT

The unit assessment will be made using these tools: assessment rubrics and direct observation. We also make a subdivision, taking into account the stages in the teaching-learning process. It will be a teacher-student assessment:

a) PREVIOUS ASSESSMENT: This will be carried out before implementing the didactic unit to show the expectations we have of our students, utilizing an evaluation rubric. If we believe that they are going to reach the general objectives we have in mind for the unit.

b) DURING ASSESSMENT: This is a type of assessment that is carried out during the development of the didactic unit. It consists of a rubric where we find the general objectives and the specific objectives of each subject, showing 3 levels: not achieved, in progress, achieved; it also includes a section of observations to evaluate the whole process. At the same time, the teacher will write down in her notebook the notes of her systematic observation that will lead her to make the pertinent decisions, analyzing their behavior, the knowledge acquired, the use of mime, the response to problems, empathy with other classmates, conflict resolution and companionship.

c) POST-ASSESSMENT: This is a type of evaluation that is carried out after the didactic unit has been implemented. It consists of a rubric with different items and levels of achievement, only it appears if the child has achieved the objectives, and a section for observations that allows the child to learn from his/her mistakes and receive constructive criticism. This rubric can be seen in the appendix.

This rubric will be included in the last part of the document which is the appendix.

5.7 RESULTS, ACTIVITIES & FURTHER RESEARCH LINES.

The different outcomes and achievements among the students and the aspects that have gone wrong in the design or implementation of this unit.

Firstly, I was surprised at how engaged and interested the students were throughout the unit. They eagerly explored various elements of the town, showing curiosity and excitement in discovering new things.

The students showed great interest in investigating and searching for different means of transport complementary to the ones they already identified such as cars, buses, bicycles, and trains. Many students could explain the basic functions and uses of these transports in the town and activities involving toy vehicles and transport-themed stories further solidified their comprehension.

It was nice from the beginning to see that the students showed an understanding of basic road safety elements such as traffic lights and signals. They were able to identify and comprehend the significance of these elements, reflecting a growing awareness of safety in their surroundings that was displayed during the outings that have been done in this time period.

They displayed a solid understanding of different aspects related to the town such as town roles and professions. Through different activities, they demonstrated their comprehension of the roles of firefighters, police officers, doctors, and other community helpers.

Significant progress was observed in the students' language development in the area of EFL, where they learned and confidently used vocabulary related to the town, such as naming different buildings and modes of transport counting how many there were, or saying what color these were out loud.

There has also been a significant language development in their Spanish, where you could see that some of the students also began forming short sentences and expressing their ideas more clearly.

The unit provided ample opportunities for social interaction and cooperation among all of the students. They engaged in group activities, shared their ideas, and collaborated effectively.

The introduction of Bee-Bot robotics activities has enriched the students' learning experiences. They demonstrated enthusiasm in operating the Bee-Bot and successfully navigated it to various locations, showcasing their problem-solving skills and understanding of spatial concepts. They have also shown great progress in waiting for their turn and respecting their classmates when they are speaking or participating.

Overall, the results of the didactic unit according to the student's development and learning of the town in the 3-year-old classroom highlight the students' active participation, deepening understanding of urban environments, language development, social interactions, and engagement in hands-on learning experiences.

Additionally here are some further lines and activities that could be considered to add to the proposal if was ever going to be developed again:

- Creating a town mock-up activity would be a very engaging activity to promote cooperative work among our students, and they would have to work all together to create a model town using recycled and craft materials. The process involves brainstorming essential town components, drawing a blueprint, constructing structures from recycled materials, and assembling them on a base. Teams present their sections, explaining their design choices and receiving feedback. The activity concludes with a reflection on urban planning, teamwork, and problem-solving as well as creativity.
- A video recording, including all of the different steps in video design, where all of the students one by one through the routine “What makes you think that?” gave their reasons used to grade the importance of the different jobs analyzed.
- An Experience book or booklet would let them register the steps followed during the different lessons and activities in the proposal as well as the different contents and topics that we have been working on during it, on which the children will have to develop simple activities that could serve the teacher as a way of assessment.

6. CONCLUSIONS

After finishing the development of this proposal that tries to contextualize the kids into their closest surroundings and environment, I have concluded that through respect and dialogue in class, the student's social and civic competences were developed, as well as all of the time spent during some of the outings done during the unit, where the kids have been discovering new spaces and areas around the school and neighborhood.

I have also concluded that using the globalized approach through experience-based learning and project-based learning has helped the students not only to develop meaningful learning constructed through scaffolding but has also made their attention span and their motivation grow considerably.

Finally, I have inferred from the development of this intervention the fact that taking into account pupils' interests, involving them in their own process of learning and making them aware of their nearest surroundings and environment to the world we are living in is essential to engage them.

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8. APPENDIX

8.1 ASSESSMENT RUBRIC

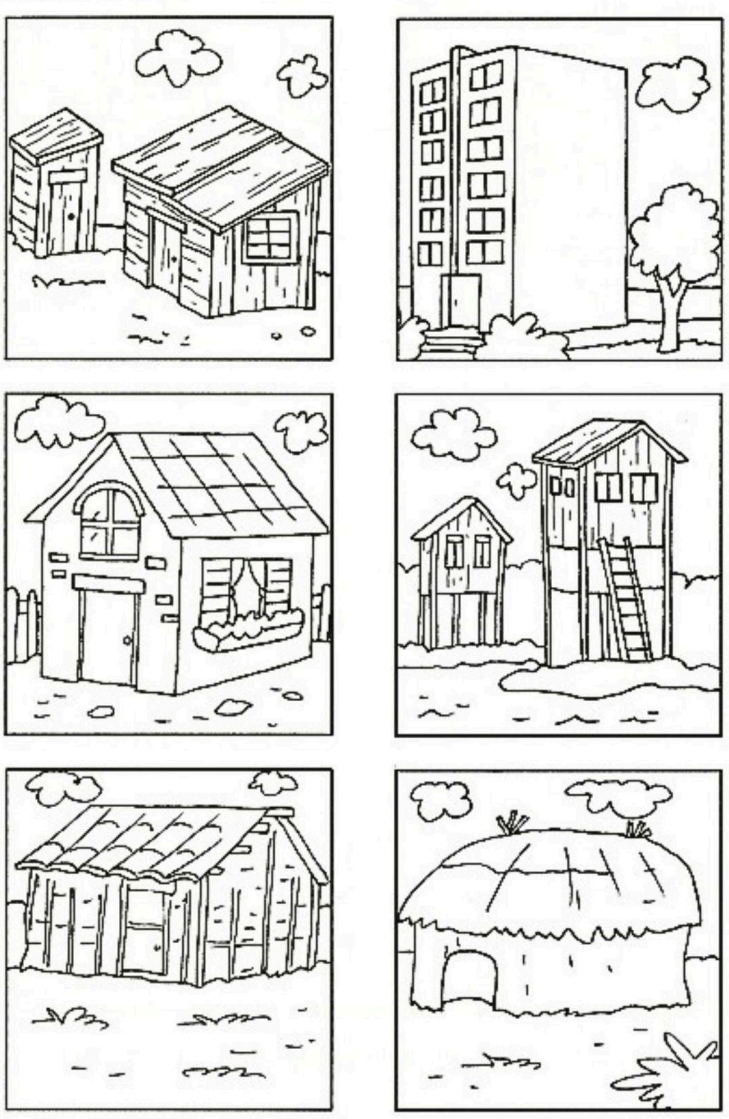
Criteria	All the Students Will...	Most of the Students Will...	Some of the Students Will...	Teacher Observations
Attention during activities	Show an incipient interest in exploring, and identifying some elements.	Active exploration is observed, pointing out and naming various elements of the environment.	Demonstrate a high level of exploration, actively identifying and exploring a variety of elements.	
Interest in the topic	Respond to basic instructions with simple gestures or actions.	Understand and follow verbal instructions, participating effectively in directed activities.	Demonstrate a solid understanding of verbal instructions and follow them accurately.	
Identifies common town places	Recognize some basic colors and shapes.	Identify a variety of colors and shapes, applying them in specific activities.	Classify and name a wide range of colors and shapes accurately.	
Understanding of town roles	Show an incipient interest in different jobs and professions.	Identify and name a few common jobs and professions (e.g., firefighter, police officer).	Demonstrate a solid understanding of various jobs and professions, including their roles.	
Vocabulary usage	Use single words and gestures to communicate in simple situations.	Form short sentences and show progress in verbal expression.	Express themselves clearly, forming more complex sentences and expressing ideas in greater detail.	
Expressing ideas	Show an incipient interest in exploring, identifying some elements.	Active exploration is observed, pointing out and naming various elements of the environment.	Demonstrate a high level of exploration, actively identifying and exploring a variety of elements.	
Cooperation with peers	Interact to a limited extent with other children.	Establish social relationships, share and participate in group activities.	Actively integrate into the group, showing advanced social skills and cooperation.	

Following directions	Respond to basic instructions with simple gestures or actions.	Understand and follow verbal instructions, participating effectively in directed activities.	Demonstrate a solid understanding of verbal instructions and follow them accurately.	
Creative activities participation	Show an incipient interest in exploring, identifying some elements.	Active exploration is observed, pointing out and naming various elements of the environment.	Demonstrate a high level of exploration, actively identifying and exploring a variety of elements.	
Originality in creative expression	Use single words and gestures to communicate in simple situations.	Form short sentences and show progress in verbal expression.	Express themselves clearly, forming more complex sentences and expressing ideas in greater detail.	
Relationship with peers	Interact to a limited extent with other children.	Establish social relationships, share and participate in group activities.	Actively integrate into the group, showing advanced social skills and cooperation.	
Interest in jobs and professions	Show an incipient interest in different jobs and professions.	Identify and name a few common jobs and professions (e.g., firefighter, police officer).	Demonstrate a solid understanding of various jobs and professions, including their roles.	
Role-playing jobs and professions	Engage in simple role-playing of different jobs with guidance.	Participate in role-playing activities, demonstrating basic understanding of job roles.	Actively engage in role-playing, demonstrating detailed understanding and creativity in job roles.	
Recognizing job-related elements	Recognize basic tools or elements associated with a few common jobs.	Identify and name various tools or elements related to different jobs (e.g., stethoscope for doctor, hose for firefighter).	Demonstrate a comprehensive understanding of tools and elements associated with a wide range of jobs.	
Recognizing traffic lights	Show an incipient interest in traffic lights and signals.	Identify traffic lights and basic signals with guidance.	Recognize and understand the meaning of various traffic lights and signals independently.	

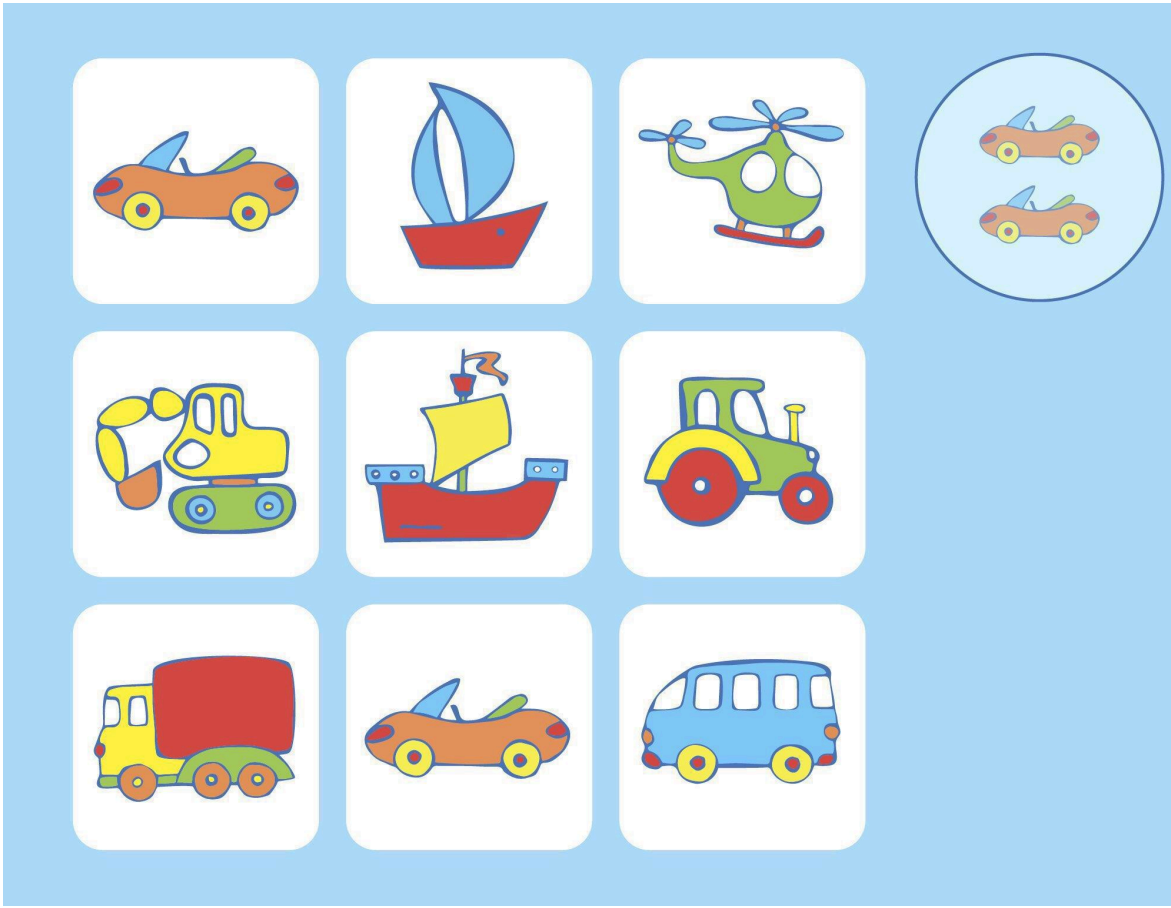
Understanding road safety rules	Respond to basic road safety instructions (e.g., stop, go).	Understand and follow basic road safety rules in guided activities.	Demonstrate a solid understanding of road safety rules and follow them accurately in various scenarios.	
Recognizing different transports	Show an incipient interest in different modes of transport.	Identify and name a few common modes of transport (e.g., car, bus, bicycle).	Demonstrate a solid understanding of various modes of transport and their uses.	
Understanding the use of transports	Respond to basic questions about the use of different transports.	Understand the basic functions and uses of different modes of transport.	Demonstrate a comprehensive understanding of how various transports are used in the town.	
Operating the Bee-Bot	Show an incipient interest in using the Bee-Bot.	Follow simple instructions to operate the Bee-Bot with guidance.	Operate the Bee-Bot independently, demonstrating an understanding of basic functions.	
Navigating with Bee-Bot	Respond to basic navigational instructions for the Bee-Bot.	Navigate the Bee-Bot to specific locations with some guidance.	Navigate the Bee-Bot accurately to various locations, demonstrating a solid understanding of its use.	

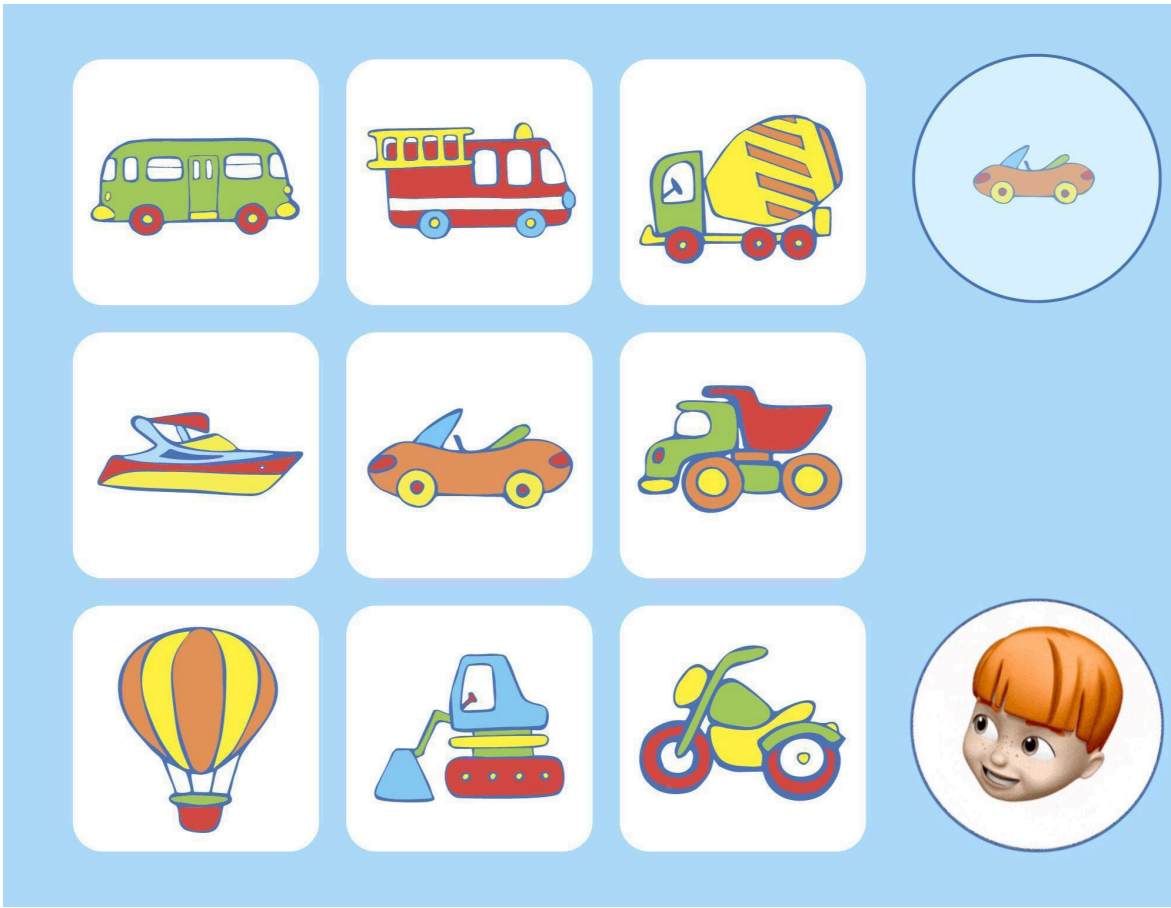
8.2. RESOURCES AND PHOTOS OF THE DIFFERENT LESSONS.

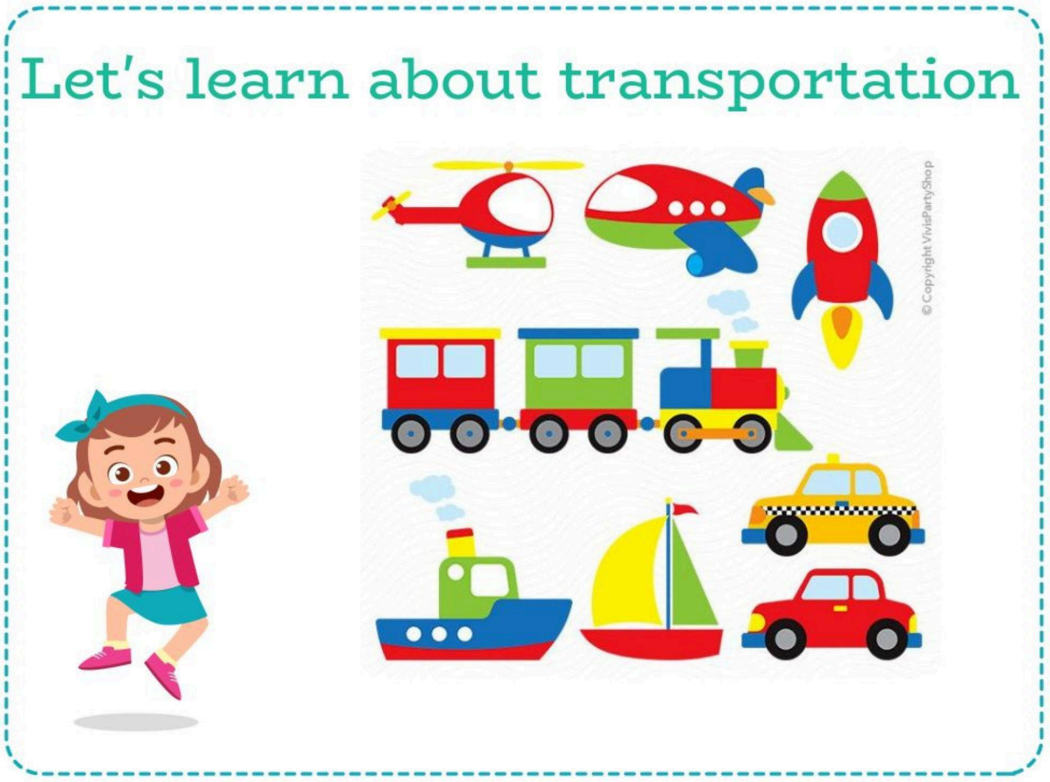
Activity 3. How are the houses in my town?



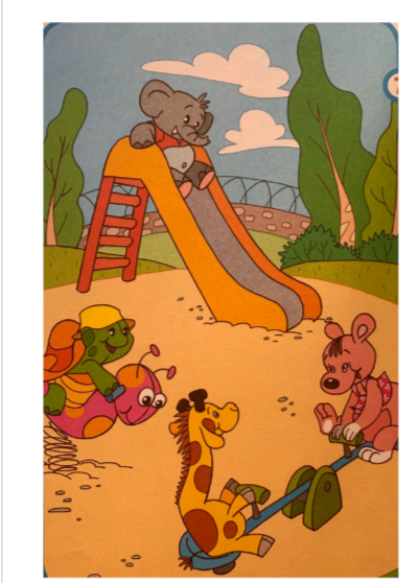
Activity 4. Transports in my city.

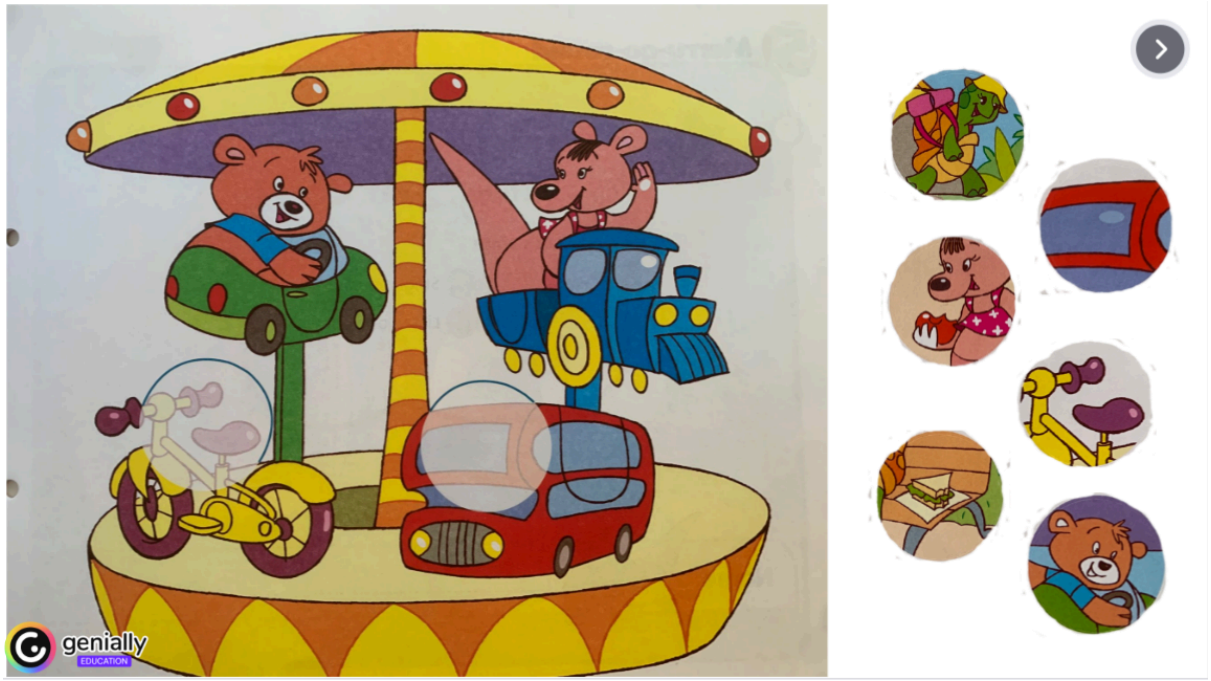






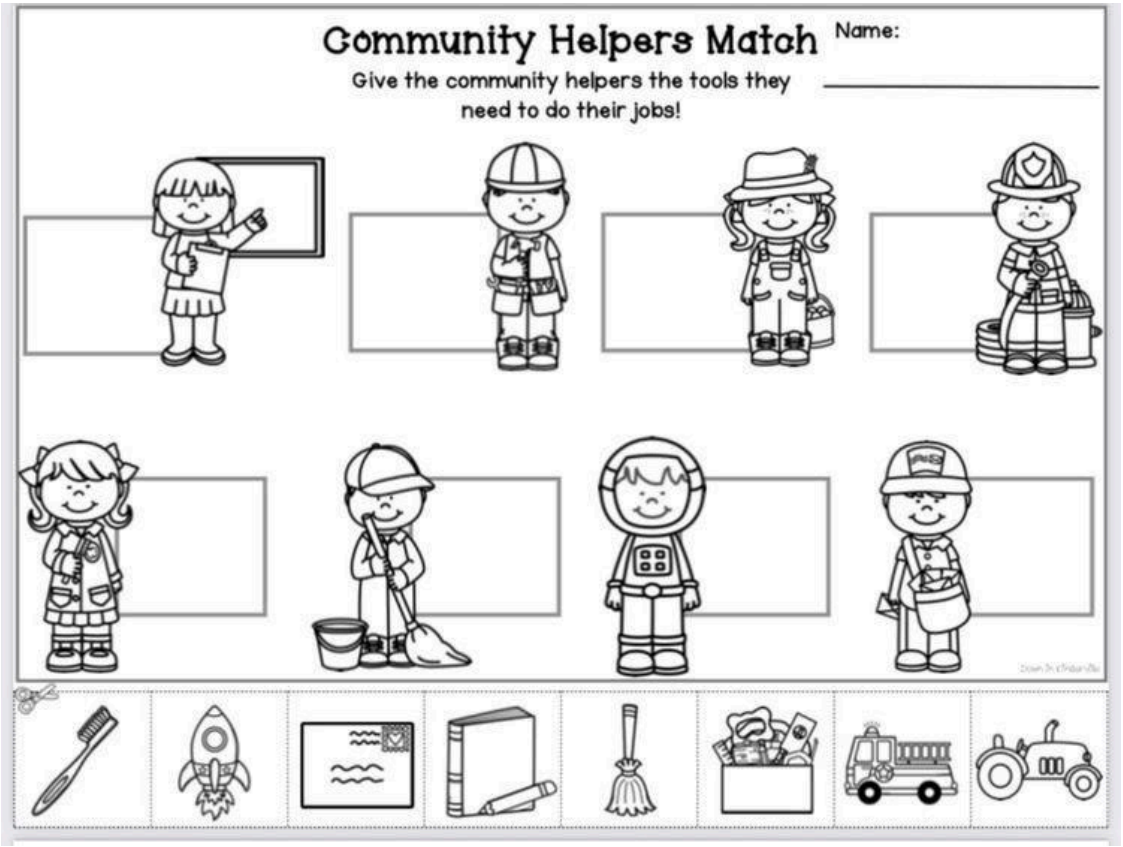
Activity 6. Let's go to the park.





Activity 8. Who works in my city?

Activity 9. What belongs to who?


Community Helpers Match
Name:
Give the community helpers the tools they need to do their jobs!


TAP THE OBJECTS THAT ARE RELATED TO GARDENER

TAP THE OBJECTS THAT ARE RELATED TO POLICE

TAP THE OBJECTS THAT ARE RELATED TO DOCTOR

Activity 10. What do I want to be when I grow up?