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**Especialidad: Inglés**

**Sustainable León: Teaching English through  
the SDGs and local environmental Projects –  
The biodiversity of Picos de Europa**

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## ABSTRACT

This master's thesis proposes a teaching unit that connects the environmental problems we face in the 21st century with teaching English as a foreign language through a Project-Based Learning (PBL) approach. Based on current Spanish legislation and the goals of the 2030 Agenda, six sessions and a final task have been designed. This consists of designing a newspaper page about endangered species with a conservation proposal. The unit incorporates Sustainable Development Goals (SDGs) 13 (Climate Action) and 15 (Life on Land) and has Picos de Europa as its central theme, a protected natural area in the provinces of León, Cantabria, and Asturias. This proposal aims not only to teach linguistic content but to encourage students' critical thinking, as well as their motivation and connection to their local area.

**Key words:** Teaching Unit, Project-Based Learning, English Language Teaching, Picos de Europa, Environmental Education.

## RESUMEN

A través de una metodología activa basada en el Aprendizaje Basado en Proyectos (ABP), en este trabajo de fin de máster se propone una unidad didáctica que conecta los problemas ambientales a los que nos enfrentamos en el siglo XXI. Utilizando como base la legislación española vigente y los objetivos establecidos por la Agenda 2030, se han diseñado seis sesiones y una tarea final. Ésta consiste en diseñar una página de periódico sobre una especie en peligro de extinción con una propuesta de conservación para dicha especie. La propuesta incorpora los Objetivos de Desarrollo Sostenible (ODS) 13 (Acción por el Clima) y 15 (Vida de Ecosistemas Terrestres) y tiene como eje temático a los Picos de Europa, un área natural protegida que abarca las provincias de León, Cantabria y Asturias. Esta unidad didáctica no tiene como único objetivo la enseñanza del inglés, sino que aboga también por fomentar el pensamiento crítico de los alumnos, a la par que su motivación dentro del aula y su conexión con su tierra.

**Palabras clave:** Unidad Didáctica, Aprendizaje Basado en Proyectos, Enseñanza del Inglés, Picos de Europa, Educación ambiental.

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## 1. INTRODUCTION

The globalization of the 21st century requires an education that not only focuses on purely linguistic content but also addresses the social, cultural, and environmental issues that students will face. In this context, the English language is presented as a tool for communication and cultural transmission capable of increasing student engagement in their classes. From this perspective, this master's thesis proposes an interdisciplinary teaching unit that integrates English language learning with environmental education, taking as its central focus the Picos de Europa National Park, an emblematic natural space in northern Spain rich in biodiversity.

The proposal is based on the 2030 Agenda for Sustainable Development principles. Specific focus is placed on Sustainable Development Goals (SDGs) 13 and 15, which are centered on climate action and life on land. This teaching unit has been created using an active methodology based on Project-Based Learning (PBL) to develop students' critical thinking skills while promoting their English language knowledge. Likewise, to ensure the effectiveness of this unit, this proposal is aimed at 1st-year Bachillerato students from a Castilian-Leonese or Spanish context. Due to their cultural proximity, this proposal will allow students to become interested in their natural environment, developing their English language skills at the same time as their eco-sustainable awareness.

To achieve this goal, the main objectives of this study are:

1. To raise students' awareness of sustainable development and contemporary environmental issues in Spain, while bolstering their sense of local and national identity through critical thinking and ethical reflection.
2. To broaden students' knowledge of Picos de Europa by promoting its cultural, economic, ecological, and heritage value.
3. To promote English language learning by incorporating environment-related content in the classroom.
4. To foster motivation, to stimulate teamwork, and to promote autonomy through the implementation of a methodology based on Project-Based Learning (PBL)
5. To design a didactic unit aligned with the LOMLOE curricular framework, promoting meaningful learning through key competencies, significant assessment, and an innovative and inclusive methodology.

## 2. THEORETICAL BASIS

### 2.1. Teaching English through environmental education

The rapid degradation of the environment has forced countries to promote ecological awareness in their educational systems. Many subjects already introduce concepts or develop activities related to this; Coyle, Hood, and Marsh (2010) highlight the climate action of some subjects, such as “chemistry, economics, geography, physics, and even psychology” (p.4). So, the addition of English to this list would not be far-fetched.

They state that “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (p.1). This means this methodology proposes simultaneous teaching of specific content and language. Teaching foreign languages that were traditionally focused only on learning purely language-related content (such as grammatical structures) can now be enriched with additional knowledge, such as environmental content. This idea is also supported by Education for Sustainable Development (ESD) as it proposes that the integration of environmental education in English language teaching is essential for students to acquire not only communicative skills related to the language but also to develop their critical thinking and to be formed around values of sustainability and ecological awareness (UNESCO, 2020).

Incorporating environmental topics into English language teaching offers numerous advantages for students. First, it gives English language learning an interdisciplinary character, as students can reflect and understand the world around them through this approach. As previously mentioned, it helps to develop responsibility and ecological awareness, as well as being a key tool for student motivation. By being in contact with contemporary issues of such magnitude and importance, students enter discussion spaces more regularly, increasing class participation (Dörnyei, 2001). Another great advantage of implementing environmental issues is the learning of specialized vocabulary. Not only does it promote fluency in students, but mastering specific vocabulary makes their productions, either oral or written, more meaningful. Moreover, “knowing specialized vocabulary is a high priority goal for learners who wish to do academic study in

English" (Nation, 2001, p.197), so therefore, the more vocabulary they have learned, the further they will go.

## 2.2. Biodiversity in Picos de Europa

### 2.2.1. Picos de Europa

The National Park of Picos de Europa is one of the most outstanding natural spaces in the world. It boasts a rich biodiversity, a spectacular geography, and a profound historical and cultural value, and is unquestionably one of the most emblematic locations in Spain. It constitutes the second most visited park in Spain with a ratio of 2,2 million visitors per year, only after the natural park of the Teide, located in Santa Cruz de Tenerife on the island of Tenerife, which possesses a ratio of 3,5 million visitors per year (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2016). Picos de Europa comprises a mountainous massif that covers mainly the central part of the Cantabrian Range, being a formation that extends through the autonomous regions of Cantabria, Asturias, and, to a lesser scale but no less important, León, province of Castilla y León. This Natural Park is not only the habitat of numerous species of fauna and flora, but also a living witness of the relationship that has been established between man and nature. Besides, it is the only Spanish park with an interior population, and therefore, today, it can still be observed how nature and man live in symbiosis. For these reasons, the United Nations Educational, Scientific and Cultural Organization (UNESCO) recognized Picos de Europa as a biosphere reserve in 2003

In commemoration of the 12th centenary of the Battle of Covadonga, the National Park of Picos de Europa was named 'National Park of the Mountain of Covadonga' on July 22, 1918. Nevertheless, it was not until May 30, 1995, that it was renamed 'Parque Nacional de Picos de Europa' to its present name (*Presentación – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, 2024). Due to its great extension, Picos de Europa is divided further into three different zones or areas determined by three main massifs, the central, the eastern, and the western: known as Urrieles, Ándara, and Picos de Cornión, respectively (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2016). Initially, the territory covered a small area, the Western Massif. Still, over the years it has come to have an area of 67,455 hectares thanks

to the union of the Central and Eastern Massifs, becoming the second largest natural park in terms of area extension (González Trueba, J. J., Martínez de Pisón, E., & Serrano, E. (2003). *Los Picos de Europa: Paisaje, geografía y medio ambiente*. Ediciones La Librería).

Despite being a mountainous extension of such a size, the Cantabrian Sea is surprisingly close. Its closest point is only 15 kilometers from the Picos de Europa. Consequently, the general climate is humid-temperate Atlantic type, although the southern zone is Atlantic-continental as opposed to the northern zone, which is purely Atlantic (*Climatología – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, n.d.). This climatic difference means that the area is rich and diverse in many species, as will be observed afterward in sections 2.2.2 and 2.2.3.

### **2.2.2. Flora**

Picos de Europa National Park is home to an incredible variety of plants and flowers. More than 1,750 species and subspecies of vascular flora have been catalogued, which represents 21% of all the Spanish vascular flora (*Flora – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, 2024). This floristic richness is due, once again, to the large extension of the park. Its wide radius allows a great variety of geological and climatic conditions that favor the appearance of microclimates and, therefore, of different plant species, giving rise to a mosaic of species, temperatures, and habitats. As the well-known *Diario Montañés* blog describes it, “Picos de Europa is a natural treasure unique in the world, with peculiarities that are not found in any other place”. (*Flora – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, 2024).

Given this diversity of flora, since 2002, Picos de Europa National Park has been carrying out various programs for the conservation of the flora together with entities such as the Universities of León, Oviedo, and Cantabria and the *Atlantic Botanical Garden of Gijón*. After the investigations carried out in the Park, it acquired the title of “Exceptional Area for Flora” due to the presence of 25 endangered species, 9 of them endemic. (*Flora – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, 2024).

Picos de Europa holds in its depths a great variety of woodlands, among which stand out the mixed forests, composed of trees as diverse as oaks (*Quercus robur*), hazelnuts (*Corylus avellana*), linden (*Tilia platyphyllos*), chestnut (*Castanea sativa*), walnut (*Juglans regia*), cherry (*Prunus avium*), maple (*Acer campestre*), and ash trees (*Fraxinus excelsior*). Another recurrent forest mass is the oak groves, however, it is the beech forest that gets all the praise. These woods give the park a great chromatic richness due to the beech, chestnut, birch, and heather trees that grow in such areas (El Diario Montañés, s. f.). In the highest peaks of Picos de Europa, we find some of the most surprising plants. Due to the harsh climatic conditions of the peaks, some plants have managed to overcome and adapt to the freezing temperatures. Their biological cycle is extremely short, about 4 months, and occurs, for example, in plants such as the alpine buttercup (*Ranunculus alpestris*) (*Ministerio Para La Transición Ecológica Y El Reto Demográfico, 2025c*).

### 2.2.3. Fauna

As previously mentioned, the great variety of landscapes and flora of the Picos de Europa results in a varied fauna. The fauna of the Picos de Europa National Park has become not only a factor of tourist interest but also a symbol of the natural space and the whole Spanish territory (*Ministerio Para La Transición Ecológica Y El Reto Demográfico, 2025a*). The park has 212 species of vertebrates as a representation of the whole trophic chain. In these lands, living beings as disparate as super predators or small invertebrates can be found (*Fauna – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido, 2024*).

Among these highly characteristic super-predators of the northern peninsular, we find the brown bear (*Ursus arctos*) (*Fauna – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido, 2024*). Their existence highlights numerous research, reintroduction, and conservation programs. And, along with other species such as the Cantabrian capercaillie (*Tetrao urogallus cantabricus*), its conservation has been labeled as “of general state interest” (*Presentación – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido, 2024*). Another major carnivore found in the park is the controversial Iberian wolf (*Canis lupus signatus*), which plays a crucial role

in the balance of the trophic chain. Its diet centers on herbivores that coexist within the park's territory (*Fauna – Parque Nacional Picos de Europa – Asturias-Cantabria-Castilla Y León – Espacio Protegido*, 2024).

As mentioned above, large carnivores are not the only ones that dominate these lands. The reserve has more than 100 species of birds, among which the black woodpecker (*Dryocopus martius*), the griffon vulture (*Gyps fulvus*), the golden eagle (*Aquila chrysaetos*), and the aforementioned capercaillie (*Tetrao urogallus cantabricus*) stand out (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2025b). The latter has suffered a great decline in its population due to human action, the destruction of their habitat, and poaching: only 200 males were left in the census compared to the 582 identified in 1982 (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2025c).

Finally, more than 2,500 species of invertebrates have been identified in the park, highlighting its great richness in species of diurnal butterflies, representing 58.3% of the total of the Ibero-Balearic area (Parque, 2018). Considering that Picos de Europa is 0.1% of the total area of the Iberian Peninsula and the Balearic Islands, the national park could be designated as a hot spot for the convergence of these invertebrates, as has already been labeled by several scholars (van Swaay & Warren, 2006).

Nevertheless, the richness of Picos de Europa goes far beyond the fauna and flora. The territory has an intense cultural footprint that has formed over the long centuries of coexistence between nature and humans, dating back to the Neolithic (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2025a). The activities of harvesting and livestock transformed the landscape at the mercy of human needs. These neolithic societies were located in flatter and covered areas, as the valleys, even transforming the toponymy. A great illustration of this is the caves, which served as a refuge for these societies. Cueva Oscuro (Dark Cave), Cueva Grande (Big Cave), or Cueva del Agua (Water Cave) are some of the examples that demonstrate the ancestral use of these hollows by shepherds and local people before the construction of cabins (*Ministerio Para La Transición Ecológica Y El Reto Demográfico*, 2025a).

### **2.3. Project-Based learning to teach English as a foreign Language**

The EF English Proficiency Index (EF EPI) report is a study that researches and analyzes the results of individuals who completed the EF SET English test. Its latest update reveals the results of the tests that were taken in the year 2023. This ranking places Spain in the middle of the list, specifically in position 36 of the 116 countries and regions that take the test annually. Spain scores 538 points, being the top 1 Netherlands with 636 points, and the last one Yemen with 394 points. The data collected shows an improvement in the level of English of Spanish citizens compared to the data collected in 2010, but still places our country at the tail end of the European countries.

According to researchers Kaplan, Baldauf, and Kamwangamalu (2011), one of the reasons why students do not feel sufficiently motivated is because of the methodology used in the classroom. However, they were not the only pioneers to realize these educational shortcomings. William Kilpatrick published an article in which he mentioned this lack of motivation; he perceived that those students felt compelled to engage in learning, and they would learn superficially and in the short term, which resulted in meaningless learning. Thus, in this same article, he exposes the first traces of a method he calls Project-Based Learning (PBL).

PBL is a didactic methodology “whose main objective is the realization of a final product that provides an answer to a real-life problem” (Segura Pérez, 2021). This methodology, as the researcher Behizadeh (2014) assures, provides numerous benefits to the student, among which the development of critical thinking is highlighted, which eventually enables them to build meaningful knowledge. This idea is also supported by Coria Arreola (2011), who further adds that it is due to the approachable nature of this methodology. In other words, students are exposed to real problems, which allows them to establish relationships between school and reality, thus allowing them to acquire non-fragmented and meaningful knowledge.

The PBL methodology allows the teacher to engage in the task at the same level as his students since he must provide open-ended, comprehensive, and stimulating questions for his students while they work on their project composition. As a result of these questions, instead of focusing learning on content memorization, it makes the learners reflect and debate with each other, creating open spaces for discussion (Behizadeh, 2014). In addition, according to Coria Arreola (2011), the teacher must

fulfill a series of characteristics to achieve the promotion of the desired learning. He/she must:

“Act as a facilitator [...], hold ultimate authority and responsibility for curriculum, instruction and assessment, must bring the class together to discuss a specific situation [...] that the rest of the students have encountered, and finally, use the tools and methodology of assessment, and must meet and overcome the challenge of each student constructing new knowledge [...]” (6,7)

Therefore, with all the above and to compensate for these methodological deficiencies mentioned above, Project-Based Learning will be postulated as the methodological basis that will guide this didactic proposal. According to a study conducted by the researcher Martínez-Celorrio (2016), the communities of Catalonia, the Basque Country, and Madrid are some of the communities with the highest presence of the PBL method in the teaching of English. Interestingly, if we consult the data provided by the EF EPI, we observe that they occupy the 4th, 5th, and 2nd positions respectively concerning the entire of Spain. This might suggest that, in general terms, Project-Based Learning is effective in the teaching of foreign languages. Similarly, the promotion of the four basic skills (Reading, Writing, Speaking, and Listening) is fundamental in PBL methodology, as well as the promotion of transversal skills and interdisciplinarity, making it an appropriate methodology for teaching English.

## **2.4. Environmental education concerning the 2030 Agenda**

In September 2015, the 2030 Agenda emerged as an international measure to alleviate the effects of poverty, protect the planet, and ensure global prosperity. It was created following an international process that recognized the urgency of a transformation in the management of certain communities that were considered incapable of ensuring human rights and interacting properly with the environment. To tackle these shortcomings, the agenda establishes a total of 17 goals that include topics as wide-ranging as the fight against poverty and the protection of ecosystems. According to the United Nations (UN), these goals are interlinked and cannot be addressed in isolation. The Governments and Institutions involved must cooperate in the fulfillment and improvement of each one of them, since their integral character would allow the fulfillment of the 169 specific goals that constitute the structure of these 17 objectives. The governments that must act are not limited to developing

countries, but the 2030 Agenda is focused on a global guarantee (United Nations, 2024).

Within the framework of this educational project focused on English language instruction through environmental education, the analysis and application of two of these goals have been considered particularly relevant: *SDG 13: Climate Action*, and *SDG 15: Life on land*. The contents of the didactic unit are aligned with these goals as they are focused on the biodiversity of Picos de Europa National Park. Furthermore, these goals offer an opportunity to establish a relationship between the teaching of foreign languages, in this case English, and the values of conservation, development, and sustainability promoted by the 2030 Agenda.

However, other SDGs have been considered due to the educational nature of this proposal. In the first place, due to the integral educational approach of the project, *SDG 4: Quality education*, has been considered. This SDG's main objective is “to provide equal access to affordable vocational training, eliminate gender and wealth disparities, and achieve universal access to quality higher education” (United Nations, 2023c). In other words, it promotes an inclusive, fair, and affordable education for everyone, objectives that are aligned with the general vision of this education project that aims to advocate for group work that stimulates students in their critical-civic thinking.

In addition, due to the inclusiveness of this project, *SDG 5: Gender Equality* and *SDG 10: Reduced inequalities* are implicitly present. The methodology that underpins this didactic proposal, Project-Based Learning (PBL), allows a didactic approach based on collaboration and inclusion while promoting respect for biodiversity.

In short, integrating the SDGs into the classroom makes it possible to enrich curricular content and promote key competencies such as personal, social, learning to learn, and citizenship skills. They serve to bring contemporary issues closer to students to increase their awareness of the world around them, fostering their critical thinking. In addition, it offers a great opportunity to interrelate subjects. Their interdisciplinarity facilitates students' ability to establish connections across different fields of study, such as geography and languages.

#### **2.4.1. Sustainable Development Goal 13: Climate action**

*Sustainable Development Goal 13: Climate Action*, aims to “take urgent action to combat climate change and its impacts” (United Nations, 2023a). This purpose is based on an unquestionable truth: climate change represents one of the main threats to the planet’s sustainable progress, impacting both natural ecosystems and human communities. According to the UN, the consequences of global warming are already perceptible on all continents, and its effects could worsen if drastic and immediate actions are not implemented (United Nations, 2023a).

The increase in global average temperature is the most widely known consequence of climate change, although not only that, but it also causes extreme weather phenomena such as storms, major fires and floods, or extended droughts. In addition to negatively affecting the environment, these phenomena also have an impact on human beings, making the availability of drinking water impossible or compromising human health. Although countries are acting against Greenhouse Gas (GHG) emissions, these are not enough, as emissions records have been broken. The UN has tried to limit global warming to 1.5°C above pre-industrial levels, but due to the inadequacy of international efforts, it is estimated that this limit will be exceeded in the next few years (United Nations, 2023a).

Given this major impact on human lives as well as biodiversity in general, SDG 13 is linked to several goals of the 2030 Agenda. Climate action impacts food security (SDGs 1, 2, and 6), health (SDG 3), ecosystem life, whether terrestrial or aquatic (SDGs 14 and 15), and indeed clean energy (SDG 7). In short, SDG 13 encompasses all the areas proposed by the United Nations to achieve the objectives of the 2030 Agenda. Climate action is a joint obligation of citizens, educational and corporate entities, and governments. It is only through equitable cooperation that this situation, far from improving, will be addressed and will jeopardize the guarantee of a dignified life for future generations (United Nations, 2023a).

#### **2.4.2. *Sustainable Development Goal 15: Life on Land***

*Sustainable Development Goal 15: Life on Land* aims to “sustainably manage forests, combat desertification, halt and reverse land degradation [and] halt biodiversity loss” (United Nations, 2023b).

Ecosystems are key to humans, purifying air and water as well as providing goods and materials; they are indispensable to the survival of mankind. They are also an indispensable enclave for any type of biodiversity. However, it is this human action that is significantly deteriorating these ecosystems. Deforestation is one of the activities that is most rapidly degrading these habitats. Between 2015 and 2019, more than 100 million hectares were degraded, affecting the lives of 1.3 billion people. Among the main causes of deforestation, agricultural expansion accounts for only 90%, which has led to a particularly significant loss of forests, which cover approximately 31% of the Earth's surface. It is in these ecosystems that more than 80% of the total species of animals, plants, and insects live, hence, the United Nations considers it essential to protect these enclaves of biodiversity (United Nations, 2023b).

As mentioned above, the loss of ecosystems also affects human life. COVID-19 is a zoonotic disease, that is, it is transmitted from animals to humans, and the spread of this and many other diseases has developed so rapidly precisely because of the increased destruction of these wild habitats. The UN estimates that “Every year, some two million people, mostly in low- and middle-income countries, die from neglected zoonotic diseases” (United Nations, 2023b). This translates into economic losses of more than 100 billion dollars.

The UN includes several specific targets within SDG 15 to address these challenges. These include conserving and restoring ecosystems such as forests, wetlands, mountains, and arid zones, protecting biodiversity with special attention to threatened and endangered species, and enhancing reforestation to mitigate deforestation. Physical response measures have been proposed, as well as the integration of sustainable values that raise awareness locally and nationally about the biodiversity that inhabits these ecosystems (United Nations, 2023b). This objective allows SDG 15 to be loosely introduced into the school curriculum at any level, fostering the values of the 2030 Agenda.

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. Contextualization and justification of the proposal**

##### **3.1.1. Educational context**

This teaching proposal is designed for students in their first year Bachillerato who take 3 hours of English per week. This group has the ideal characteristics for implementing these activities, as their intellectual maturity allows for applying methodologies such as Project-Based Learning (PBL) and the development of their critical thinking skills in greater depth.

This proposal has been designed to strengthen the students' connection with their social and natural environment, mainly for a group of students from Castile and León, specifically from the León area. However, the unit's adaptability allows it to be applied to students from any location. Nevertheless, a contextualized education will be more relevant for learners (Freire, 1970). Therefore, the territorial connection of León students with the Picos de Europa National Park offers much more meaningful and contextualized learning experiences for students from this area.

##### **3.1.2. Needs and challenges in the EFL classroom**

Through observations made during the internship period and a lifetime in the education system, a series of challenges common to all EFL classrooms have been identified, with lack of motivation being an undeniable reality.

When language is perceived as purely isolated content with no practical purpose, students find it more difficult to actively engage with the subject and the dynamics of the class. Hence, the need to reformulate the teaching of English towards a much closer, more appealing, and meaningful approach for students. This is why this teaching unit aims to bring the content taught closer to the socio-cultural context of English language learners.

### **3.1.3. Environmental education as a meaningful context**

In light of the challenges described above, it is proposed that environmental education be used as the basis for meaningful learning. This allows the linguistic content of the subject to be aligned with ecological awareness and essential ethical and social values.

In this sense, the eco-social approach promotes formative and transformative teaching, as it encourages critical thinking in students through ecological awareness without neglecting the subject's curricular content. In addition, the versatility of environmental education allows the foreign language to be addressed in all its areas—writing, listening, reading, and speaking—and is especially useful for working on the aforementioned content.

### **3.1.4. Project-Based Learning and Localized Environmental Education for Sustainable Development**

As mentioned in section 2.3, the methodology chosen for the development of this teaching unit is project-based learning (PBL). According to Bell (2010), this strategy not only promotes collaborative work but is also a strong driver of student autonomy. In addition, it promotes responsibility while developing key competencies. Through a final product and intermediate tasks connected to the real world, the teacher improves motivation and knowledge transfer. In this case, the final product is the joint creation of a newspaper focused on an endangered species in the Picos de Europa and its conservation.

Finally, this proposal seeks to strengthen students' emotional connection with their natural environment, in this case through the biodiversity of the Picos de Europa. Similarly, the proposal aligns with the global challenges set out in the 2030 Agenda by focusing on SDGs 13 (Climate Action) and 15 (Life on Land). Students are allowed to become agents of change thanks to the conservation proposal they have devised. As a result, not only do they exceed the content specified for the course, but they also develop a responsible attitude towards the protection of these species.

### **3.2. Teaching unit**

#### **3.2.1. Curricular aspects**

This teaching proposal is part of the First Foreign Language (English) curriculum for the first year of high school and complies with the legal provisions in: Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education, (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación), and DECREE 40/2022, of September 29, establishing the organization and curriculum of upper secondary education in the Community of Castile and León (DECRETO 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León.).

This proposal addresses the eight essential competencies outlined in Decree 40/2022 through the foreign language. The following competences are developed by this plan, even though it does not cover them all with the same level of detail:

- CCL (Competencia en comunicación lingüística) – It constitutes the central axis of the teaching unit, as all four skills (writing, listening, speaking, and reading) are worked on through reading comprehension tasks, short writing exercises, watching a video, or oral participation.
- CP (Competencia Plurilingüe) - This unit promotes teamwork and student autonomy through a project-based approach and local action proposals.
- CC (Competencia Ciudadana) - Through the SDGs and the environmental approach, students acquire the skills to act as responsible citizens by reflecting on real issues in their environment.
- CE (Competencia Emprendedora) - This proposal is innovative and creative, encouraging critical thinking among students so that they can take initiative, assume risks, solve problems, etc.

Other competencies have been worked on, albeit to a lesser extent, including STEM (Competencia matemática y competencia en Ciencia, tecnología e ingeniería), CD (Competencia digital), CPSAA (Competencia personal, social y de aprender a aprender), and CCEC (Competencia en conciencia y expresión culturales).

### 3.3. Lesson plan

General chart of the didactic unit

Stage: Bachillerato	Level/grade: 1º	Time: 6 sessions of 50 minutes			
<b>Stage objectives</b> b) Recognize the natural heritage of the Community of Castile and León as a source of wealth and opportunity for rural development, protecting and improving it, and appreciating its value and diversity.		<b>Contents</b> <ul style="list-style-type: none"> <li>A. Communication               <ul style="list-style-type: none"> <li>- A.2, A.4, A.6, A.9, A.10</li> </ul> </li> <li>B. Plurilingualism               <ul style="list-style-type: none"> <li>- B.1, B.3</li> </ul> </li> <li>C. Interculturality               <ul style="list-style-type: none"> <li>- C.1, C.7</li> </ul> </li> </ul>			
<b>Key competences</b> <ul style="list-style-type: none"> <li>a) Competence in linguistic communication</li> <li>b) Plurilingual competence</li> <li>d) Digital competence</li> <li>e) Personal, social, and learning to learn competence</li> <li>f) Citizenship competence</li> </ul>		<b>Specific competences</b> 1, 2, 3, 4, 5, 6			
<b>Activities per session</b>					
<u>Session 1: Welcome to Picos de Europa</u>	<u>Session 2: Meet the endangered ones</u>	<u>Session 3: Exploring the SDGs</u>	<u>Session 4: Views, likes, and change</u>	<u>Session 5: Let's get creative</u>	<u>Session 6: Presentations and reflection</u>
1. Testing ourselves! 2. How much do you think you know? 3. What's the plan? 4. Choose your species	1. Short reading 2. Vocabulary builder 3. Research sheet 4. Recap	1. Do we recall anything from the session? 2. SDGs 13 & 15 3. Connect it with your province 4. Exit ticket	1. A rock from the top 2. What can we do? 3. Our first script 4. Pairs' correction	1. Let's look at a model 2. Writing our article 3. Design time	1. Let's rehearse 2. Oral presentations 3. Gallery walk: The voice of the peaks 4. Individual reflection

### 3.3.1. Session planning

SESSION 1: Welcome to Picos de Europa		
Activities	Specific competences	Evaluation criteria (EC)
<p>1. Testing ourselves!</p> <p>2. How much do you think you know?</p> <p>3. What's the plan?</p> <p>4. Choose your species</p>	1, 2, 3, 6	EC1.1 EC2.1 EC3.1 EC6.1 EC6.2
<b>Timing:</b> 50 minutes	<b>Contents</b> <p>A. Communication</p> <ul style="list-style-type: none"> <li>- A.2, A.4, A.6, A.10</li> </ul> <p>B. Plurilingualism</p> <ul style="list-style-type: none"> <li>- B.1, B.3</li> </ul> <p>C. Interculturality</p> <ul style="list-style-type: none"> <li>- C.1, C.7</li> </ul>	<b>Achievement indicators</b> <p><u>Regarding activity 1</u></p> <p>1.1.1. Students identify the teacher's questions and respond accurately and appropriately.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>6.1.1 Students identify the cultural and ecological elements of León's natural environment that are shared in the quiz and reflection.</p> <p><u>Regarding activity 2</u></p> <p>1.1.1. Students identify the teacher's questions and respond accurately and appropriately.</p> <p>2.1.1 Students are able to contribute to the conversation with relevant ideas using vocabulary</p>

		<p>related to the syllabus appropriate to their level.</p> <p><u>Regarding activity 3</u></p> <p>1.1.2 Students are able to understand complex oral instructions from the teacher.</p> <p>6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process.</p> <p><u>Regarding activity 4</u></p> <p>1.1.3 Students understand and track the information retrieved from digital/analog sources</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>6.1.2 The students show interest in learning about the local biodiversity and how it relates to their surroundings</p>
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Activity 1, session 1		
<b>Title:</b> Testing ourselves!	<b>Type:</b> Warm-up activity	<b>Time:</b> 10 minutes

<p><b>Classroom management:</b></p> <p>Individual while doing the quiz, at the end, the discussion will be held as a whole class</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Computer and projector</li> <li>- Mobile phones</li> <li>- Quiz previously created</li> </ul>
<p><b>Development:</b></p> <p>The whole class is required to have mobile phones for this activity; if some people do not have one, they can group in pairs. Their task is to answer the true/false questions that will be shown on the screen. Before the start of the activity, the teacher will be in charge of asking them some open questions to engage the students. Those can be:</p> <ul style="list-style-type: none"> <li>- How much do you know about Picos de Europa?</li> <li>- Would you know where to locate it?</li> <li>- Does anyone know any species that inhabit that territory?</li> <li>- Does anyone want to share something about the place?</li> </ul> <p>Once the quiz is done, the whole class can share their thoughts.</p>	

Activity 2, session 1		
<p><b>Title:</b></p> <p>How much do you think you know about Picos de Europa?</p>	<p><b>Type:</b></p> <p>Introductory activity</p>	<p><b>Time:</b></p> <p>15 minutes</p>
<p><b>Classroom management:</b></p> <p>Whole class</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Blackboard and chalk</li> <li>- Computer and projector</li> <li>- PowerPoint presentation dealing with SDGs 13 and 15</li> </ul>	

**Development:**

The first part of this activity consists of brainstorming among the students. Through two simple questions, the teacher will try to see how much the students know about the species that inhabit Picos de Europa. The teacher will write down the students' answers on the blackboard so that everyone has an overall picture of the answers. The questions can be:

- What animals and plants can you find in Picos de Europa?
- Why do species become endangered?

Once brainstorming is finished, through a PowerPoint, SDGs 13 and 15 related to Climate Action and Life on Land, respectively, will be introduced. In this way, new vocabulary is introduced.

**Activity 3, session 1**

<b>Title:</b> What's the plan?	<b>Type:</b> Introduction of the final product	<b>Time:</b> 10 minutes
<b>Classroom management:</b> Whole class	<b>Resources:</b> <ul style="list-style-type: none"><li>- Computer and projector</li><li>- PowerPoint presentation of the final project instructions</li></ul>	

**Development:**

This activity will be dedicated to the presentation and explanation of the final project that will be worked on at the end of the didactic unit. The teacher should explain that this consists of a group newspaper; for this, each group will be in charge of an autochthonous species of Picos de Europa.

In the project, they should include information about the species and a suggestion for local protection on a double sheet, as if it were a page of the newspaper.

**Activity 4, session 1**

<b>Title:</b> Choose your species	<b>Type:</b> Extension activity	<b>Time:</b> 15 minutes
<b>Classroom management:</b>  In groups	<b>Resources:</b>  <ul style="list-style-type: none"><li>- Mobile phones, computers, etc.</li><li>- List of the arranged groups *</li><li>- List of the autochthonous species (See appendices)</li></ul> <p>*The teacher should bring these lists thought out and prepared in advance. The choice of the groups is up to the teacher as he/she must know how each student works individually and what kind of species may interest them.</p>	

**Development:**

This activity will be dedicated to grouping the students and deciding on which species each group will carry out the final project. The teacher will announce the participants in each group, and students will be provided with a list of three species each, either animals or plants, trying not to repeat any of the options, so that they can choose freely and no species will be repeated.

During the rest of the period, the students will have to use their cell phones to search for superficial information about the possible target species. Once chosen, they will communicate it to the teacher.

**SESSION 2: Meet the endangered ones**

Activities	Specific competences	Evaluation criteria (EC)
1. Short reading 2. Vocabulary builder 3. Research sheet 4. Recap	1, 2, 3, 4, 6	EC1.1 EC2.1 EC3.1 EC4.1 EC6.1
<b>Timing:</b> 50 minutes	<b>Contents</b> A. Communication - A.2, A.4, A.6, A.9, A.10 B. Plurilingualism - B.1, B.3 C. Interculturality - C.1, C.7	<b>Achievement indicators</b> <u>Regarding activity 1</u> 1.1.3 Students understand and track the information retrieved from digital/analog sources. 4.1.1 Students are able to build shared knowledge through their choices. 6.2.2 Students use techniques such as underlining to

	<p>compile key concepts and ideas for a better understanding of the text.</p> <p><u>Regarding activity 2</u></p> <p>1.1.3 Students understand and track the information retrieved from digital/analog sources</p> <p>2.1.2 Students are able to write a short text that is coherent and consistent, using the vocabulary they have learned.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>4.1.2 Students are able to rephrase information from the text to create a summary.</p> <p>6.1.2 The students show interest in learning about the local biodiversity and how it relates to their surroundings</p> <p><u>Regarding activity 3</u></p> <p>1.1.3 Students understand and track the information retrieved from digital/analog sources</p> <p><u>Regarding activity 4</u></p> <p>3.1.1. Students share their thoughts, respecting each</p>
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		other's turn to speak and their classmates.
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<b>Activity 1, session 2</b>		
<b>Title:</b> Short reading	<b>Type:</b> Warm-up, introductory activity	<b>Time:</b> 10 minutes
<b>Classroom management:</b>  In groups		<b>Resources:</b> <ul style="list-style-type: none"> <li>- Highlighters</li> <li>- Real news printed (See appendices)</li> </ul>
<b>Development:</b>		
<p>Students will be organized and seated with the partners with whom they will do the final project. In this activity, each group will be given a piece of news about Picos de Europa (each student will receive a copy), and their task will be to highlight information, curiosities, or vocabulary that has caught their attention.</p>		

<b>Activity 2, session 2</b>		
<b>Title:</b> Vocabulary builder	<b>Type:</b> Reinforcement activity	<b>Time:</b> 15 minutes

<b>Classroom management:</b>  In groups	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Sheets of paper</li> <li>- Pen // something to write</li> </ul>
<b>Development:</b>	
<p>With the information they have gathered from the previous activity, students will share their results. They should then create a list of new vocabulary that they think might be useful or interesting to use in their final project. Once they have collected all this vocabulary, they should choose at least 3 words to include in a brief summary of the newspaper article.</p> <p>The teacher's work will be essential in this activity since he/she will be in charge of passing through the groups, solving doubts about the new vocabulary. In addition, he/she will oversee listening to the students' summaries, so it is indispensable that he/she has worked on the news beforehand.</p>	

<b>Activity 3, session 2</b>		
<b>Title:</b>  Research sheet	<b>Type:</b>  Extension activity	<b>Time:</b>  12 minutes
<b>Classroom management:</b>  In groups	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Computers or mobile phones with internet access</li> <li>- Research worksheets</li> </ul>	

**Development:**

The teacher distributes research worksheets to all groups, who must do research on the data requested in the photocopy. They will have to compile a small bibliography of reliable sources.

In addition, students can use this time to ask the teacher any questions they may have.

**Activity 4, session 2**

<b>Title:</b> Recap	<b>Type:</b> Wrap-up activity	<b>Time:</b> 8 minutes
<b>Classroom management:</b> In groups		<b>Resources:</b> -

**Development:**

For one minute per group, students will share their progress and results with the rest of their classmates. They can ask questions, ask for advice, see the organization of their peers, or simply share information.

SESSION 3: Exploring the SDGs		
Activities	Specific competences	Evaluation criteria
<ol style="list-style-type: none"> <li>1. Do we recall anything from session 1?</li> <li>2. SDGs 13 &amp; 15</li> <li>3. Connect it with your province</li> <li>4. Exit ticket</li> </ol>	1, 2, 3, 6	EC1.1 EC2.1 EC3.1 EC6.1 EC6.2
<b>Timing:</b> 50 minutes	<b>Contents</b> <ul style="list-style-type: none"> <li>A. Communication           <ul style="list-style-type: none"> <li>- A.2, A.4, A.6, A.9, A.10</li> </ul> </li> <li>B. Plurilingualism           <ul style="list-style-type: none"> <li>- B.1, B.3</li> </ul> </li> <li>C. Interculturality           <ul style="list-style-type: none"> <li>- C.1, C.7</li> </ul> </li> </ul>	<b>Achievement indicators</b> <p><u>Regarding activity 1</u></p> <p>1.1.1. Students identify the teacher's questions and respond accurately and appropriately</p> <p><u>Regarding activity 2</u></p> <p>1.1.3 Students understand and track the information retrieved from digital/analog sources</p> <p>2.1.1 Students are able to contribute to the conversation with relevant ideas using vocabulary related to the syllabus appropriate to their level.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>6.1.2 The students show interest in learning about the local biodiversity and how it relates to their surroundings</p> <p><u>Regarding activity 3</u></p>

		<p>1.1.1. Students identify the teacher's questions and respond accurately and appropriately.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p><u>Regarding activity 4</u></p> <p>2.1.2 Students are able to write a short text that is coherent and consistent, using the vocabulary they have learned.</p> <p>6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process.</p>
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Activity 1, session 3		
<b>Title:</b> Do we recall anything from session 1?	<b>Type:</b> Recap activity	<b>Time:</b> 10 minutes
<b>Classroom management:</b>  Individual (In pairs if some students do not have a mobile phone)		<b>Resources:</b> <ul style="list-style-type: none"> <li>- Kahoot with recap questions regarding session 1</li> <li>- Mobile phones with Internet access</li> <li>- Computer and projector</li> </ul>

**Development:**

This session will consist of a Kahoot aimed at activating the students' previous knowledge of SGDs from session 1.

**Activity 2, session 3**

<b>Title:</b> SDGs 13 & 15	<b>Type:</b> Extension activity	<b>Time:</b> 15 minutes
<b>Classroom management:</b>  The reading will be done individually, while the comprehension questions will be answered as a group.	<b>Resources:</b>  <ul style="list-style-type: none"><li>- Lecture sheets dealing with SDGs</li><li>- Comprehension questions of the lecture</li></ul>	

**Development:**

This session will consist of reading explanatory texts about the SDGs. These readings will be done aloud in the classroom, and once finished, students will be divided into random groups where they will answer comprehension questions about the texts they have read.

<b>Activity 3, session 3</b>		
<b>Title:</b> Connect it with your province	<b>Type:</b> Reinforcement activity	<b>Time:</b> 10 minutes
<b>Classroom management:</b> The whole class		<b>Resources:</b> -
<b>Development:</b>		
<p>This activity will consist of a guided discussion in which the teacher will ask open-ended questions to relate the SDGs to each student's local environment. Some of the questions that can guide the discussion are:</p> <ul style="list-style-type: none"> <li>- Do you know of any environmental problems in your province?</li> <li>- Does it affect animals, plants, or people?</li> <li>- Has any plan been implemented to alleviate these problems?</li> <li>- Could SDGs 13 and 15 be implemented in your province?</li> </ul> <p>If time permits, students should write a short sentence reflecting their contributions. For example: In my province, SDGs should be important because...</p>		

<b>Activity 4, session 3</b>		
<b>Title:</b> Exit ticket	<b>Type:</b> Wrap-up activity	<b>Time:</b> 15 minutes

<b>Classroom management:</b>  In groups	<b>Resources:</b>  -
<b>Development:</b>  The rest of the session will be used by students to connect what they have learned about the SDGs with their final project. They should return to their working groups and jointly come up with a short paragraph on how their chosen animal relates to SDGs 13 and 15.  The teacher's task is to walk around among the students, answering questions and making minor corrections to their writing and grammar if necessary.	

SESSION 4: Views, likes, and change		
Activities	Specific competences	Evaluation criteria
1. A rock from the top 2. What can we do? 3. Our first script 4. Pairs' correction	1, 2, 3, 4, 5	EC1.1 EC2.1 EC3.1 EC4.1 EC5.3
Timing: 50 minutes	<b>Contents</b> A. Communication - A.2, A.4, A.6, A.9, A.10 B. Plurilingualism - B.1, B.3 C. Interculturality - C.1, C.7	<b>Achievement indicators</b> <u>Regarding activity 1</u> 1.1.1. Students identify the teacher's questions and respond accurately and appropriately. 1.1.2. Students are able to understand complex oral

	<p>instructions from the teacher.</p> <p>2.1.1 Students are able to contribute to the conversation with relevant ideas using vocabulary related to the syllabus appropriate to their level.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p>	<p><u>Regarding activity 2</u></p> <p>2.1.2 Students are able to write a short text that is coherent and consistent, using the vocabulary they have learned.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p><u>Regarding activity 3</u></p> <p>2.1.2 Students are able to write a short text that is coherent and consistent, using the vocabulary they have learned.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p>
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		<p>4.1.3 Students demonstrate the ability to anticipate the need to adjust data from different sources (probably in Spanish) to produce the newspaper's content in English.</p> <p>5.3.1 Students are able to organize themselves in a clear and structured way to develop the final project</p> <p><u>Regarding activity 4</u></p> <p>1.1.3 Students understand and track the information retrieved from digital/analog sources</p> <p>5.3.2 Students participate in the co-evaluation of their classmates' writing, using a rubric as a guide.</p>
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<b>Activity 1, session 4</b>		
<b>Title:</b> A rock from the top	<b>Type:</b> Warm-up activity	<b>Time:</b> 10 minutes
<b>Classroom management:</b>  The whole class		<b>Resources:</b> <ul style="list-style-type: none"> <li>- Computer and projector</li> <li>- Link to the video that is going to be played (See appendices)</li> </ul>

**Development:**

For this activity, the teacher will show a recent news story directly affecting Picos de Europa. First, the headline of the news story will be shown, followed by a video describing the situation, and finally, the newspaper article will be read aloud. After this, the teacher will lead a discussion on the topic, asking open-ended questions to elicit opinions. The questions can be:

- Would you be able to describe the video? What is happening there?
- Does it constitute a problem for the environment?
- What area of nature can be affected? Maybe animals, plants, people...?

**Activity 2, session 4**

<b>Title:</b> What can we do?	<b>Type:</b> Introductory activity	<b>Time:</b> 15 minutes
<b>Classroom management:</b> In groups		<b>Resources:</b> -

**Development:**

Students will be organized in random groups. In this activity, each group will be given a piece of paper containing some sample sentences dealing with conditionals. Some examples can be:

- If tourists throw less rubbish, the trails will stay cleaner

Taking this sentence as an example, the members of the group should brainstorm before elaborating a short paragraph of about 50 words using the conditional structure. The topic should be related to the newspaper they have just seen.

<b>Activity 3, session 4</b>		
<b>Title:</b> Our first script	<b>Type:</b> Extension activity	<b>Time:</b> 20 minutes
<b>Classroom management:</b>  In groups		<b>Resources:</b>  -
<p><b>Development:</b></p> <p>Students will be organized and seated with the partners with whom they will do the final project. The students should provide a written production of the first draft of their proposal for the conservation of the endangered animals they have chosen in the previous sessions. This preliminary sketch should include:</p> <ul style="list-style-type: none"> <li>- Description of the problem the animal faces.</li> <li>- Possible solutions to the issues using the conditional structures.</li> </ul>		

<b>Activity 4, session 4</b>		
<b>Title:</b> Pairs' correction	<b>Type:</b> Wrap-up activity	<b>Time:</b> 5 minutes
<b>Classroom management:</b>  In groups		<b>Resources:</b>  - Computer and projector - Evaluation rubric (See appendices)

**Development:**

For this activity, the teacher will show a very brief rubric evaluation. The prompts can be:

- Is the problem clear?
- Can the solutions be applied?
- Did they use conditional structures? Are they correct?

Each group should exchange its writing with another one. Using the rubric as guidance, they will briefly comment on their peers' production.

**SESSION 5: Let's get creative**

<b>Activities</b>	<b>Specific competences</b>	<b>Evaluation criteria</b>
1. Let's look at a model 2. Writing our article 3. Design time	1, 2, 3, 6	EC1.1 EC6.2 EC2.1 EC5.3 EC6.2
<b>Timing:</b> 50 minutes	<b>Contents</b> A. Communication - A.2, A.4, A.6, A.9, A.10 B. Plurilingualism - B.1, B.3 C. Interculturality - C.1	<b>Achievement indicators</b> <u>Regarding activity 1</u> 1.1.2 Students are able to understand complex oral instructions from the teacher. 6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process. <u>Regarding activity 2</u> 2.1.2 Students are able to write a short text that is

		<p>coherent and consistent, using the vocabulary they have learned.</p> <p>5.3.1 Students are able to organize themselves in a clear and structured way to develop the final project</p> <p>6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process.</p> <p><u>Regarding activity 3</u></p> <p>2.1.3 Students choose and structure visual elements appropriately for the communicative purpose of the final project</p> <p>5.1.1 Students plan the layout of their newspaper page through cooperation and task distribution, making collective decisions.</p> <p>5.2.1 Students use the foreign language to organize themselves, demonstrating the communicative value of the project.</p>
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### Activity 1, session 5

<b>Title:</b> Let's look at a model	<b>Type:</b> Warm-up introductory	<b>Time:</b> 15 minutes
<b>Classroom management:</b>  The whole class		<b>Resources:</b>  - Example of a newspaper page - Computer and projector
<b>Development:</b>  In this activity, the teacher will show a model of what the page that students design for their final project should look like. They will analyze together the parts that make up a newspaper article so that students have a clear structure of what the teacher will require of them.		

<b>Activity 2, session 5</b>		
<b>Title:</b> Writing our article	<b>Type:</b> Extension activity	<b>Time:</b> 20 minutes
<b>Classroom management:</b>  In groups		Resources:  -

**Development:**

This activity will be a full writing session, during which students, grouped again for the final assignment, will begin writing the main body of their paper. They should include:

- An introduction to the species
- The problems faced by that species
- The possible solution they came up with in session 4
- A final conclusion

The teacher's task is to move around the classroom, answering questions and making slight corrections to writing and grammar if necessary.

**Activity 3, session 5**

<b>Title:</b> Design time	<b>Type:</b> Extension activity	<b>Time:</b> 15 minutes
<b>Classroom management:</b> In groups	<b>Resources:</b> - Mobile phones or computers	

**Development:**

In the last 15 minutes of the session, students will begin to organize their newspaper page. They can use their cell phones or computers to search for ideas on Canva, images, examples of local newspapers, etc.

The design must follow the teacher's instructions.

<b>SESSION 6:</b> Presentations and reflection		
<b>Activities</b>	<b>Specific competences</b>	<b>Evaluation criteria</b>
<ol style="list-style-type: none"> <li>1. Let's rehearse</li> <li>2. Oral presentations</li> <li>3. Gallery walk: The voice of the peaks</li> <li>4. Individual reflection</li> </ol>	1, 2, 3, 5, 6	EC1.1 EC2.1 EC3.1 EC5.3 EC6.2
<b>Timing:</b> 50 minutes	<b>Contents</b> <ul style="list-style-type: none"> <li>A. Communication <ul style="list-style-type: none"> <li>- A.2, A.4</li> </ul> </li> <li>B. Plurilingualism <ul style="list-style-type: none"> <li>- B.1, B.3</li> </ul> </li> <li>C. Interculturality <ul style="list-style-type: none"> <li>- C.1</li> </ul> </li> </ul>	<b>Achievement indicators</b> <p><u>Regarding activity 1</u></p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p><u>Regarding activity 2</u></p> <p>2.1.4 Students are able to produce coherent, cohesive oral discourse, incorporating the vocabulary learned during the sessions.</p> <p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process.</p> <p><u>Regarding activity 3</u></p>

		<p>3.1.1. Students share their thoughts, respecting each other's turn to speak and their classmates.</p> <p>5.3.2 Students participate in the co-evaluation of their classmates' writing, using a rubric as a guide.</p> <p><u>Regarding activity 4</u></p> <p>1.1.1. Students identify the teacher's questions and respond accurately and appropriately.</p> <p>5.3.2 Students participate in the co-evaluation of their classmates' writing, using a rubric as a guide</p> <p>6.2.1 Students understand the relationship between the final project and protecting the natural environment as part of their learning process.</p>
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<b>Activity 1, session 6</b>		
<b>Title:</b>	<b>Type:</b>	<b>Time:</b>
Let's rehearse	Warm-up	5 minutes

<b>Classroom management:</b>  In groups	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Material or notes prepared by each group.</li> <li>- Papers containing the name of every group; the draw can also be done through a web page that allows for the randomness of the results.</li> </ul>
<b>Development:</b>  Students will have 5 minutes to review their notes for the presentation if required. During this time, the teacher will randomly draw the order of the groups for the presentation. This drawing of lots can be done by means of written papers with the names of each group. They will then be placed in a bag or container, and the teacher will ask for a volunteer from each group. The order in which the papers are drawn will mark the order in which the presentations will begin.  Once the draw is done, the oral presentations can start.	

<b>Activity 2, session 6</b>		
<b>Title:</b>  Oral presentations	<b>Type:</b>  Final product	<b>Time:</b>  30 minutes (4 minutes per project)
<b>Classroom management:</b>  In groups	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Material, notes, and final projects prepared by each group.</li> <li>- Evaluation rubrics (See appendices)</li> </ul>	

**Development:**

Once the order of the presentations has been left to fate, the students will have to present their newspaper pages. During this time, the teacher will be in charge of evaluating the students through an evaluation rubric (see appendices).

Students should be attentive and take notes as well, as they will then be asked to leave comments on their classmates' projects.

**Activity 3, session 6**

<b>Title:</b>	<b>Type:</b>	<b>Time:</b>
Gallery walk: The Voice of the Peaks	Peer feedback	10 minutes
<b>Classroom management:</b>		<b>Resources:</b>
In groups		<ul style="list-style-type: none"><li>- Projects presented by the students.</li><li>- Post-its</li><li>- Projector and computer or mobile phone to play music (See appendices).</li></ul>

**Development:**

Once each group has presented its project, the teacher will be in charge of displaying them throughout the classroom, recreating an art gallery. When everyone has finished, this activity can begin.

Students will be given post-its and should walk around the classroom observing their classmates' projects. With their observations and the notes they have taken, they should write comments on the post-its and attach them to each sheet of the newspaper. Comments will be provided anonymously.

Throughout the session the teacher will play quiet and pleasant songs to help create a respectful and calm atmosphere of an art gallery.

<b>Activity 4, session 6</b>		
<b>Title:</b> Individual reflection	<b>Type:</b> Individual reflection	<b>Time:</b> 5 minutes
<b>Classroom management:</b>  In groups		<b>Resources:</b> <ul style="list-style-type: none"><li>- Students must bring their phones; if they cannot bring them to class, they should communicate this to the teacher.</li><li>- Digital forms (See appendices)</li><li>- Printed forms, in case some students cannot use their mobile phones (See appendices)</li></ul>

### **Development:**

The teacher will send the link for the metacognitive task to the students through the virtual campus. This consists of a survey asking about different aspects of the work process and the teacher's explanation of the contents.

Once all students have completed the survey, the class and the session will be considered finished.

#### **3.3.2. Attention to diversity**

Attention to diversity is a fundamental pedagogical principle as established in the Spanish education system. This law proposes “[adopting] the relevant organizational, methodological, and curricular measures [...] guaranteeing in all cases the rights of children and facilitating access to the support that students require” (LOMLOE, 2020, art. 4, p.122882). According to the Universal Design for Learning (UDL), “Learners differ in the ways they perceive and make meaning of information” (CAST, 2024a). Therefore, the activities established include multiple forms of adaptations so that students can construct meaning according to their circumstances. In this sense, this teaching unit promotes inclusive and flexible activities that allow all types of students to participate.

Firstly, flexible teams are established. This means that the organization of students varies, whether it be creating pairs, large homogeneous, or small heterogeneous teams. They not only improve cooperation but are also particularly appropriate for progressive exercise work (Antoni Zabala & Laia Arnau, 2011).

Secondly, the activities are organized to present different levels of complexity. That is, depending on the needs of certain students, each student can specialize in their strengths. For example, this proposal involves creating a newspaper, and each student can take on the role that best suits them, whether it be writing, research, design, etc., which encourages participation within the working group. Furthermore, this dynamic prevents activities from becoming monopolized by the dominant cognitive style. Spaces are created for students to

recognize their identity, thereby fostering a sense of respect and belonging to the group (CAST, 2024b).

Thirdly, the materials employed throughout the activities, such as PowerPoint presentations, projections, or photocopies, can all be adapted to the needs of the students as required. If there are any vision problems, the fonts and colors can be adapted to accommodate color blindness, and all activities can be followed orally, so if anyone requires it, the materials will be read aloud.

Finally, for those students who may have problems with conceptualization, abstraction, or disinterest in issues that are not related to their reality or experiences, this teaching unit may be particularly stimulating and accessible for them. Teachers can employ different strategies when communicating the contents of the didactic unit, allowing them to use visual imagery, checklists, or music, as recommended in the DUA's guidelines (CAST, 2024c).

### **3.3.3. Assessment tools and criteria**

As stipulated in the LOMLOE, the evaluation of the teaching unit is conceived as an inclusive, continuous, and formative process (LOMLOE, 2020). This allows for improvement in the quality of the teaching-learning system by fostering critical thinking among students through reflection.

In this didactic unit, various assessment tools are proposed to assess not only the final product but also the students' learning process. These include:

Firstly, the teacher should directly observe students. The teacher's goal is to assess student progress, not just the final assignment. Therefore, collecting notes on participation, understanding of content, interaction with classmates, etc, is necessary.

Secondly, different types of rubrics have been used both to evaluate the students' final work, i.e., the newspaper page, and to gather information on the students' progress. Among the different rubrics, we find some reading comprehension questions in activity 2 of session 3 ("SDG 13 & 15"). For activity 4 in session 4 ("Pair's correction"), a rubric has been designed so that students can evaluate their peers. Meanwhile, in activity 2 of session 6 ("Oral presentations"),

i.e., the final presentation of the projects, the rubric will be used by the teacher to evaluate the students. Grammar usage, correct vocabulary, content, coherence, consistency, and creativity will be factors to consider. As a final source of information, in activity 4 session 6 (“Individual reflection”), the teacher will use a form to obtain feedback from students and to ensure that they have retained the information.

Concerning the assessment criteria, these have been set out in the general table for each session (Section 3.3.1, Session planning). However, it should be noted that they have been drawn up under the recommendations of the Council of the European Union on key competences for learning. This text emphasizes the importance of assessing communication, personal, social, and awareness skills, and not just the final product (Publications Office of the European Union, 2018).

#### **4. CONCLUSION**

According to the general objectives stated in this master’s thesis, this teaching unit aims to enhance students’ understanding of sustainable development and current environmental challenges in Spain, as well as to promote the learning and use of the English language. Under Organic Law 3/2020, of December 29, which amends Organic Law 2/2006, of May 3, on Education, and the competences established in DECREE 40/2022, of September 29, which structures the organization and curriculum of upper secondary education in the Community of Castile and León, a six-session teaching unit has been developed to achieve this goal. Additionally, the natural and cultural environment of Picos de Europa has been selected as the central focus guiding the development of this paper, along with an active and participatory methodology rooted in project-based learning (PBL). By reinforcing their sense of local and national identity through critical thinking and ethical reflection, this proposal contributes to the formation of responsible citizens who are committed to sustainability. This methodological approach seeks to foster students’ involvement by making the teaching-learning process significantly more meaningful for them. Thus, English language teaching is seen as a tool for teaching environmental awareness and developing critical thinking, rather than a goal.

The combination of linguistic content with Sustainable Development Goals (SDGs) endows the teaching proposal with both an educational and a global character. SDGs 13 (Climate Action) and 15 (Life on Land) were addressed throughout the sessions, either

directly, as in session 3, or more implicitly, as in activity 1 of session 4, “A rock from the top”. Therefore, the interdisciplinary approach offered by the SDGs helps students develop eco-social and cultural awareness through the intermediate activities proposed and the final task. This capstone project, which focuses on creating a newspaper page about an endangered endemic species and its respective conservation proposal, endeavors to motivate students through a meaningful product. Although this proposal has not been implemented in the classroom, it is hoped that this creation will promote the development of the intercultural, social, and ecological skills as well as to equip students for the challenges of the twenty-first century.

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## 6. APPENDICES

Session 1. Activity 4. List of autochthonous species

### **GROUP 1**

Brown bear  
Iberian wolf  
Cantabrian chamois

### **GROUP 2**

Bearded vulture  
Golden eagle  
Griffon vulture

### **GROUP 3**

Capercaillie  
Black woodpecker  
European nightjar

### **GROUP 4**

Long-tailed salamander  
Iberian frog  
green-black lizard

### **GROUP 5**

Iberian desman  
Cabrera's shrew  
European hedgehog

Session 2. Activity 1. Links to real news printed

<https://4vultures.org/blog/bearded-vulture-fledges-in-picosa-de-europa-for-the-first-time-in-decades/>

<https://www.earthtouchnews.com/conservation/endangered/viral-outbreak-threatens-the-survival-of-amphibians-in-spain/>

<https://www.boundless.co.uk/news-competitions/motoring/picos-de-europa-road-trip>

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Session 4. Activity 1. Link to the video that is going to be played

<https://www.tiktok.com/@thedailystar/video/7506106183971900694>

Session 4. Activity 4. Evaluation rubric

***“Pair’s correction”***

- Is the problem clear?
  
- Can the solutions be applied?
  
- Did they use conditional structures? Are they correct?

Session 6. Activity 2. Evaluation rubric

Criteria	Excellent (4)	Very good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Grammar usage</b>	The students make use of varied grammatical structures accurately and without errors.	The students make use of appropriate structures with few errors.	The students make use of several grammatical errors that hinder comprehension.	Students make numerous grammatical errors that hinder comprehension of the message.
<b>Correct vocabulary</b>	The students make use of a wide range of vocabulary that is accurate and relevant to the topic in a natural way.	The students use appropriate language with some repetition or minor inaccuracies.	The students use limited or imprecise vocabulary.	Students make inappropriate or very limited use of vocabulary, many lexical errors.
<b>Content</b>	The information is comprehensive, relevant, and well researched.	The information is adequate.	The information contains significant gaps, it is superficial.	The information is scarce, irrelevant, or incorrect.
<b>Coherence</b>	The ideas are perfectly organized, with a clear logical structure.	The ideas are organized with a logical structure.	The organization is unclear.	Lack of organization; ideas do not follow a comprehensible order.
<b>Consistency</b>	The speech maintains a clear style, tone, and thematic focus.	The speech maintains a good style, tone, and thematic focus.	The speech contains unexpected twists that hinder its comprehension.	Inconsistent in tone or style; the message is contradictory.
<b>Creativity</b>	The presentation is original, attractive, and demonstrates creative thinking.	The presentation incorporates certain innovative or creative components that enhance the content.	The presentation is traditional, with little innovation.	The presentation is monotonous, repetitive, and lacking in creative elements.

### Session 6. Activity 3. Link to the playlist

<https://open.spotify.com/playlist/7wNAX1CiV р2Er81ai6iv1X?si=f1295ba4eafb438d&pt=72f7560d05d333137936468cf00e6cde>

### Session 6. Activity 4. Link to the digital form

<https://docs.google.com/forms/d/e/1FAIpQLSea5a0K4IPcfgAT0NHXjMZ1lT5gXN4VLJEq6DFd3CTti4-Lkw/viewform?usp=header>

## Session 6. Activity 4. Printed version of the digital form

*"The voice of the peaks"*

**What did you think of this project? Please answer the questions honestly, the answers will not be shared.**

Aroa López Martínez

Universidad de Valladolid. Curso 2024/2025

Máster Universitario en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas. Trabajo Fin de Máster Lenguas Extranjeras (Inglés)

1. What was the most difficult part of the project for you?
  
2. What did you enjoy most about the project?
  
3. Which skill do you think you improved the most?  
 Speaking  
 Reading  
 Writing  
 Listening
4. What species did your group work on?
  
5. Was your group well-organised? Why or why not?
  
6. Did everyone in your group contribute equally?
  
7. What was the most interesting thing you discovered?
  
8. Write down three new words you learned during the project.
  
9. Identify: Which of these are SDGs (Sustainable Development Goals)?  
 Climate Action  
 Recycling  
 Life on Land  
 Zero Travel  
 Global connections
10. What would you like to learn next in English class?
  
11. Write down any suggestions for improvement for the teacher. It can be related to the way of explaining the contents, instructions, organization, etc.