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**"Echoes of the First Nations: A Gamified Didactic Unit on Native American Heritage
for 4th Year E.S.O. Students"**

Autor: **Óscar Salgado Madruga**

Tutora: **Natalia Barranco Izquierdo**

Departamento de Didáctica de la Lengua y la Literatura

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Abstract

This master's thesis presents a gamified teaching unit for 4th year of Compulsory Secondary Education (ESO) students titled *Echoes of the First Nations*. Through eight sessions, it aims to foster narrative learning, critical intercultural reflection, and an approach to the cultures of Native American peoples within the English as a Foreign Language classroom. Students will engage in the unit by embodying the role of tribal members, such as the Sioux or the Mohawk. They will be exposed to dynamics that promote communicative competence, empathy, and social awareness, while working with the Sustainable Development Goals (SDGs). Aligned with the national curriculum and current legislation, this proposal seeks not only to facilitate language acquisition, but also to transform the classroom into a space for cultural visibility, critical thinking, and ethical learning.

Key words: gamification, Native American, SDGs, totem, tribe.

Resumen

El presente trabajo del fin de Máster presenta una unidad didáctica gamificada para alumnado de 4º curso de Educación Secundaria Obligatoria (ESO) titulada *Echoes of the First Nations*. A través de ocho sesiones, se buscará fomentar el aprendizaje narrativo, la reflexión intercultural crítica y el acercamiento a las culturas de los pueblos Nativo-americanos dentro del aula de inglés como lengua extranjera. Los estudiantes participarán en la unidad encarnando el rol de miembros de tribus, como los Sioux o los Mohawk. La clase entrará en contacto con dinámicas que promueven la competencia comunicativa, la empatía, la conciencia social y trabajarán los Objetivos de Desarrollo Sostenible (ODS). Alineada con el currículo nacional y la legislación vigente, esta propuesta no solo busca facilitar la adquisición de la lengua, sino también convertir el aula en un espacio de visibilidad cultural, pensamiento crítico y aprendizaje ético.

Palabras clave: gamificación, nativo-americano, ODS, tótem, tribu.

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To my parents and closest friends.
Thank you for not letting go of my hand and believing in me,
even when I was my biggest detractor.
I would have never made it this far without you.

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1. Introduction

In the last decades, several different pedagogical approaches have deemed important to integrate culture into foreign language education. The importance of integrating culture in these lessons has been recognized, not only as mere complementary aspects, but as a core element that helps in developing the communicative competence of learners. Within this thesis, the didactic unit titled *Echoes of the First Nations* does focus on the visibility and critical understanding of the Native American cultures. This unit offers an alternative to standardized content that usually appears dominant in English as a Foreign Language (EFL) classrooms.

The identities of these communities are shaped thanks to a system of shared meanings, practices and values; this is what culture is understood as here. It encapsulates both tangible elements, like monuments or artistic works, and intangible dimensions that relate to collective memory, ethical frameworks and historical or religious narratives. The unit looks forward to fostering engagement with Native American culture on both mentioned levels. This is achieved by combining historical content and symbolic expression via a narrative in the classroom in which students get divided into “tribes” and work together in different activities looking to obtain points (represented by Orbeez within totems made by them). These totems and visual representations of progress act symbolically as representations of both achievement and collective identity.

The origin of this didactic unit can be traced back to the internship period during the practicum of the author of this thesis. A student saw the author wearing a polo shirt with the logo of the *Washington Redskins* (now *Washington Commanders*) and asked about the team being rebranded and the reasoning behind removing Native American symbology or mentions from the public eye. This organically led to students discussing and posing questions that concerned tribal names, cultural appropriation, and Native American identity. This moment of genuine interest revealed an opportunity to explore more meaningful and underrepresented cultural topics through the lens of language learning.

Moving onto the general and specific aims of this proposal, there are several which are as follows:

- Exploring the pedagogical potential of integrating underrepresented cultural content into the EFL classroom., Native American cultures specifically.

- Promoting students' intercultural competence and critical thinking through a reflective exploration of identity, resistance, and historical invisibility.
- Helping students engage actively in the learning process through gamification, cooperative learning, and symbolic classroom systems centred around tribes and totems.
- Looking to foster meaningful language production in English across all communicative skills: reading, writing, listening, and speaking.
- Seamlessly introducing subject contents within the lessons, with materials adapted and related to the topics of the unit, thus making the learning process more engaging and dynamic.

This work is mainly structured in two main sections. The first encompasses the theoretical framework, in which key concepts like gamification, intercultural competence, student motivation or narrative-based learning are explored. The second part is the methodological framework, in which the didactic and methodological justifications are made and the current legal and curricular guidelines as well as the unit's context are explored. This second part does also include the didactic unit, its 8-session-long design and how it would be implemented within the Spanish-school-calendar-year for a regular group of 4th year ESO group.

This unit does focus in-depth into one single theme: Native American cultures. This is, unlike other curricular programs, which make a distribution of several different cultural events all throughout the academic year. This more compact distribution does allow for a more immersive program, allowing students to engage more critically with the content and offering them space to interact, create and learn about the topics treated more meaningfully. Despite this unit not having been implemented yet as of today, the experience of the author in teaching and working with teenagers as well as the one during the implementation of a unit during his practicum period have posed valuable in the creation of this one. This unit has been carefully designed to provide a flexible, motivating, and socially relevant learning experience that can be adapted for different topics and groups in the future.

Thus, *Echoes of the First Nations* is conceived not only as a unit for developing linguistic competence, but also as a pedagogical tool to help shape responsible, curious, and globally conscious learners.

2. Theoretical framework

The first section of this work provides the fundamentals and theoretical basis that support the didactic unit *Echoes of the First Nations*. Key ideas are here brought together from various disciplines, like cultural studies, language pedagogy or educational psychology. This is made so to justify the methodological choices made and the learning objectives within the proposal. The embracing of intercultural competence, student motivation, critical reflection, and social awareness is achieved thanks to the way this unit is built, as its main base is understanding that language education must go beyond grammar and vocabulary acquisition.

The unit aims to foster personal and ethical growth on the learners, not only their linguistic growth. This is all achieved thanks to the exploration of approaches such as gamification, cooperative and narrative-based learning strategies. This framework does also include references to the Sustainable Development Goals (SDGs). These goals promote equity, inclusion or global citizenship for and in education, all of which are reflected in the design of the unit, as well as in its content. Moreover, students do receive constant feedback in the lessons, as the teacher evaluates the usage of subject contents within activities as well as in written and oral tasks. These techniques do help the students undergo a process of meaningful learning.

The following subsections present each of these theoretical pillars in detail, showing how they contribute to a holistic and engaging learning experience in the EFL classroom:

2.1 Teaching English through Culture: Critical and Reflective Approaches

The role played by culture in EFL education is pivotal, as it does not only act as a source of authentic content, but also as a way to help students in developing their intercultural dialogue, critical thinking and empathic capacities. Cultural instruction in EFL contexts has traditionally focused on superficial, mainstream or stereotypical elements, such as food, monuments or the famous celebrities at the time that we related to English-speaking countries. Taking a different approach, like the one proposed in this thesis, aims to reduce the limited or idealized representations presented by common learning materials. This approach also looks to avoid the neglect of the complexity, diversity, history and conflict that the different cultural identities do emanate.

In order to address this limitation, the importance of intercultural communicative competence has been increasingly emphasized not only in EFL education, but in modern language education as a whole. Byram (1997) states that this concept does highlight the importance of the ability to interact in appropriate and effective ways with people from different cultural backgrounds. According to Byram, language learners should not only develop their linguistic knowledge, but also attitudes of openness and curiosity, knowledge of other cultural practices and perspectives, and skills of interpretation, comparison, and critical cultural awareness. This leads to the conclusion that culture is not an unmovable set of static facts but a dynamic and contested terrain where values, meanings, and identities are constantly changing and being negotiated.

On a similar note, Risager (2007) does argue that cultures are not confined by national borders and must be understood in their plural, fluid, and interconnected forms, thus advocating for a transitional paradigm in the teaching of culture. This is a particularly relevant perspective when it comes into contact with cultures that have been historically marginalized or distorted, like the Native American communities. These have often been undergoing a filtration through colonial narratives or commercial stereotypes, hence leading to a loss of identity or their disappearance from the public eye.

A reflective and critical stance is used in this unit to approach culture. Students are encouraged to question dominant narratives and examine issues such as invisibility and problem solving as Native Americans, submerging into and adopting these cultures. Learners are also encouraged to consider how historical events continue to shape the present and how current-day events and situations do differ from those that Native American communities had to face on a day-to-day basis. The content of the lessons within the unit is not only limited to curiosities, facts and historical events and characters, but also includes discussions and dynamics that involve identity and representation. It is through this progress that students grow more ethically sensitive, develop global awareness and expand their cultural knowledge.

Lastly, the integration of culture in this way does help students understand that language is not a neutral tool, but a social practice embedded in contexts of power, memory, and belonging. English learners of the 21st century ought to understand that this awareness is as important in their EFL development as grammatical accuracy or lexical range are.

2.2 Gamification in the Secondary Classroom

Gamification is understood as the incorporation of game-design elements into non-game contexts. It has become increasingly popular and influential in educational environments for the past decade. According to Deterding et al. (2011), in language learning, and in this case EFL, this process is not meant to turn lessons into games. On the contrary, gamification uses principles like competition, progress, narrative and reward as prompts to promote the enhancement of emotion, motivation and participation. The didactic unit that acts as cornerstone of this thesis is deeply shaped by this approach, as it aims to turn the EFL classroom dynamics into challenges that prove to be meaningful to students.

There is a rationale behind the usage of gamification. This lies in its ability to tap into intrinsic and extrinsic motivational drivers. According to Kapp (2012), environments that have been gamified effectively are able to foster and generate emotional involvement, are able to increase effort, attention and attention spans from students as well as promoting perseverance. These instances do stand out specially when students are provided clear goals, instant or constant feedback and their sense of autonomy is reinforced during the lessons. Gamification can prove to be especially effective in secondary education, as students' motivation and morale do often vary. Correct implementation of gamified dynamics can provide welcomed and needed boosts to classroom dynamics as well as to academic engagement.

Gamification in this unit has been structured in a very specific way, following a symbolic narrative. Students are grouped into “tribes” in the first session, in groups that have been made by the teacher beforehand, looking to disband disruptive groupings and with a mixture of abilities and knowledge, balancing all groups. This will enable proper scaffolding and teamwork within the team, providing all members a chance to help in various activities with different requirements and contexts. These “tribes” look to gain points by successfully completing tasks, behaving correctly or participating in activities. These point-based system is represented with Orbeez (small transparent and coloured gelatine-like spheres) that are scooped with a larger or smaller container depending on the score into “totems” that represent the different tribes. These totems are crafted by the groups from plastic cylinder-like containers provided by the teacher at the start of the unit. They also provide constant visual feedback and progress as well as symbolic markers of group identity and progress. This system draws on the principle of visible learning, making achievement concrete and shared. It also encourages

students to take pride in their group's development, reinforcing a sense of belonging and collective purpose.

The view on gamification for this unit is driven by the understanding that motivation in educational contexts is not only achieved by having extrinsic rewards as the ultimate prize. Higher levels of motivation can be reached if students manage to engage meaningfully with activities and also if positive classroom dynamics are introduced. This all aligns with what Deci and Ryan (2000) propose, as the authors believe that, as students feel more autonomous and achieve higher levels of competency and relatedness, their intrinsic motivation rises accordingly. These elements can be seen in *Echoes of the First Nations* as well as stable teams or the assignation of shared goals, which also foster students' involvement and proper scaffolding and student agency within these groupings. It is also worth noting that allowing students to be able to constantly see their progress, whether it is by progress indicators, like the totem-Orbeez system or by getting constant feedback by the teacher, students' sense of contribution and achievement is reinforced, thus creating a positive loop. These dynamics, if carried out and implemented correctly could feasibly expand across sessions, ultimately keeping students engaged and interested with the content through the whole unit.

Furthermore, the basis of flow theory as conceived by Csikszentmihalyi (1990) appear to run at the same pace as the gamified system implemented in *Echoes of the First Nations*. The design of the tasks and the way that goals are established do allow for students to enter a deeper state of focus and enjoyment. This is done so by allowing them to dive deep and maintain a state of concentration and immersion in the tasks when they are balanced in the challenge and skill requirements, as well as when goals are shown and explained clearly to them. These positive states are ultimately enhanced by the teacher providing feedback to students on a regular basis through the unit. The coordination and reflecting required to overcome the challenges presented as the unit unfolds do grow increasingly difficult, proves that the implemented scaffolded progression within it, as well as the progressive integration of more complex cultural and linguistic elements provide an ideal atmosphere for concentration and commitment to grow and be sustained. The correct implementation of these elements ends up ultimately helping out the learning experience and the feelings of shared success, collaboration and classroom culture.

This structure has a design that fosters healthy competition and positive interdependence. Even though recognition may seem to be the main prize that teams compete for, with the passing of the sessions, elements like collaboration, role distribution and shared reflection prove to be key

parts of the dynamics. Teams do advance forward as a unit, if members try to work on their own or a team comes on the verge of disbanding, these will prove detrimental to their overall ranking. A dual dynamic like this does help students develop not only linguistic and cognitive skills but also social and emotional competencies that are key to holistic education.

Importantly, gamification in this unit is not used as a superficial reward mechanism. It is embedded in the very structure of the learning process and aligned with curricular objectives and ethical considerations. The narrative elements and symbolic systems are not only motivational tools but also gateways into deeper cultural content. The tribal theme is treated with respect, and its use is framed by critical reflection on appropriation, identity, and historical memory. In this way, the gamified classroom becomes a space where learning is not only enjoyable but also conscious and responsible.

It is worth noting that gamification is used in this unit not as a superficial mechanism but embedded into the very structure of the learning process, as well as aligned with curricular objectives and ethical considerations. The symbolic systems and narrative elements are not only used as mere motivational tools, but also as gateways into deeper cultural content. All tokens and examples used in the activities and in the oral or written tasks have a cultural relation with Native American communities. The tribal theme is treated with respect, and its use is framed by critical reflection on appropriation, identity, and historical memory. In this way, the gamified classroom becomes a space where learning is not only enjoyable but also conscious and responsible.

To sum up, gamification in *Echoes of the First Nations* does serve a motivational purpose, looking to enhance participation, and support cooperative learning. It is at the same time that it serves to reinforce the thematic content of the unit. It does allow students to engage with English in an active and symbolic way, thus helping in the transformation of the classroom into a meaningful and memorable learning environment.

2.3 Narrative and Symbolic Systems in Learning

A crucial role within human cognition and learning, as well as the unit is narrative. According to Brunner (1996), primarily through storytelling is how individuals do make sense of the world around them. Narratives do provide a structure for organizing experience, thus

creating coherence across events. Narration does also prove important in fostering engagement with content. It is in educational contexts that narrative-based approaches have shown to bring in significant benefits regarding ethical reflection, memory retention and student motivation. Once students encounter learning tasks that are embedded a story-like structured dynamic, they prove to be more likely to engage with them, understand them and, more importantly, remember what they have learned, thus helping them apply such concepts in the following stages. Students have also shown improved capabilities in identifying with the values embedded in the process when a narrative-like environment is provided for activities.

In the didactic unit *Echoes of the First Nations*, narrative is not regarded as a tool to promote engagement, but as an essential element within the instructional design. The entire learning process is projected as a symbolic journey in which students become tribes and face different predicaments while posing as such. Every session is seen as a challenge or an event within the narrative arc that students must undergo during the time span the unit lasts for. All these steps on the journey have their progress represented via the Orbeez inside the totems. These totems do act as symbolic artifacts within the classroom too, serving as a shared representation of effort, identity, and collaboration; all while giving visual shape to the story, as every totem is customized as per the identity of each tribe.

Engagement is not the only element that benefits from the symbolic framework of the gamified system, as engagement is another key element that sees itself improved thanks to it. Knowledge can be expected to be transferred and retained in a meaningful manner under the context and conditions given in this unit. This is achieved due to the learners undergoing this process experiencing, using and being provided a constant and set influx of symbolic elements and references. These include tokens, visual elements or metaphors or concepts such as those of “tribes”. Sweller et al. (2011) do argue that learning efficiency, performance and working memory are improved by instructional designs which minimize extraneous cognitive load and are backed up by structures schemas. The inclusion of various forms of content within a symbolic universe that begins and ends inside the classroom, this unit does help students contextualize new input and establish connections between language, culture and values.

The emotional and cognitive dimensions of learning are enhanced thanks to the usage of totems as symbolic systems. These symbols do also serve as powerful anchors for meaning. This only grows in importance once students see their totems being filled with Orbeez. This process allows a visual representation of their academic progress, their engagement with values like

teamwork, responsibility, and perseverance to be present in the classroom. Additionally, this symbology does connect directly to the cultural content embedded within the unit, as these symbols that represent their tribes do provide room for reflection upon the weight and role they carried in Native American societies and traditions.

Narrative structures also provide a flexible and inclusive framework for differentiation. The fact that the sessions within the unit are not isolated, but that they are all encompassed within the same frame and follow the same conductive thread, helps in the engagement and in the development of activities. As students get to access the learning experience at various levels, they can then contribute meaningfully along the journey they traverse in the unit. They get emotionally invested by the narrative, which then derives into them being driven into the underlying story, thus ultimately leading to all students being able to analyse and create in the activities educational and cultural context acquired within the passing of the lessons.

A key aspect of implementing gamification inside a Secondary Education environment does foster the creation of some very positive learning spaces for teenagers. A safe space is enabled for students to explore language and experiment with it, all while making mistakes, taking risks, and receiving feedback on a regular without them feeling threatened. The internalization and acquisition of linguistic patterns and fluency in the L2 over time are gained due to the students undergoing a process of repetition of structures carefully embedded within the games and collaborative challenges presented to them. VanPatten and Benati (2015) do address the importance of meaningful input and output opportunities. These must be provided repeatedly by communicative tasks, as they have proven to be essential in the development of linguistic competences. The idea of learning being a process of exploration and construction instead of not just mere reproduction is reinforced by pedagogical environments like the one.

In *Echoes of the First Nations*, narrative and symbolic tools are not decorative features. These elements function as structuring devices that shape the learning environment and embody its values. By threading together language tasks and a culturally meaningful and emotionally resonant narrative, this didactic unit strongly supports holistic learning. The process of undergoing this kind of unit is made an authentic, memorable and relevant experience, which can prove transformative for students, answering their questions on why these nations are now out of the public eye and have been relegated to somewhat forgotten and adulterated contexts.

2.4 Cooperative Learning and Student Engagement

Cooperative learning has been widely recognized as an effective methodology for fostering student engagement, social cohesion, and academic achievement. Having its roots in socio-constructivist theory, cooperative learning sees learning as a fundamentally social process. Within this process and thanks to the interaction with others, is where knowledge is constructed. Vygotsky (1978) made clear emphasis on the importance that mediated learning has on the Zone of Proximal Development. The author argues that students can reach higher levels of understanding if their peers and teachers support them. Environments that foster cooperative learning have the structural integrity to promote this kind of interaction, creating the ideal settings for students to learn not only from the teacher, as it is typically done, but also from each other.

Johnson and Johnson (1994) have identified five essential elements that define cooperative learning: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small-group skills, and group processing. These elements are present in *Echoes of the First Nations* through team-based tasks, collective goals, shared reflection, and roles within each tribe. By working together, students develop not only their linguistic abilities but also their capacity to collaborate, listen, negotiate meaning, and resolve conflicts constructively.

Throughout the unit, cooperative learning is implemented via a stable group structure. Learners are divided into “tribes” in the first session, in which they will remain until the last lesson. These groups have been previously designed and created by the teacher, looking to make them balanced and to split possible disruptive pairings that may be detrimental for the development of the unit. These groups are created in such a way that the interdisciplinary abilities of the member allow for sequential scaffolding to unfold through the sessions. This careful group-designing and consistency helps the students in building trust and developing shared structures over time. Most of the activities within the unit do require collaboration, like solving challenges, designing or creating visual artistic elements or collectively doing writing activity. The inclusion of these tasks does ensure the active participation of all members of the group, as well as learning being experienced as a collective process and not as an individual journey.

Cooperative dynamics are enhanced by the gamified framework. This is done so by linking the success of each group to their collaboration and mutual support. While the accumulation of

Orbeez introduces a competitive element, it is the ways of earning them and the criteria behind it that promote teamwork, creativity and communication. Abiding to activity or classroom rules, being respectful to each other and active participation and teamwork will likely lead to a rise in Orbeez totals; while disruptive behaviours or lack of respect will see team totals not increasing or even going down with the deduction of Orbeez scoops from the totems. The balance established between cooperation and competition is key in keeping students motivated all while fostering a positive climate in the classroom.

Moreover, inclusion is also supported by cooperative learning. Hand-picking the teams prior to the unit is key to enable inclusion. It is normal at these stages that students present various sets of skills, with some excelling in what others are not prone. Having groups with varied strengths allows for students to take leadership or contribute artistically while other others help by filling-in for them once decisions have been mediated and the group has been organised. This approach strengthens the value of having a group with a diverse range of abilities while equity within the learning process.

Furthermore, what García López (2013) describes as educational responsibility is promoted by this design. The author argues that there is a framework where, inside of an expanded learning ecosystem, every learner plays an important role. Said ecosystem encourages values like inclusion and cooperation to be put into play, as students receive different roles within balanced different groups, with the weight of responsibility shifting from one member to another depending on the activity. Peer scaffolding is experienced too due to the aforementioned factors as well as when conflicts are faced and resolved or when meaning are negotiated. Multicultural and heterogeneous classrooms are optimal environments for these classroom dynamics to develop, as diversity, instead of as a challenge, can be seen as a pedagogical asset. Cooperative is hence transformed into an instrument for both language practice and the construction of socially just and democratic spaces.

Through cooperative learning, the unit not only addresses curricular objectives related to communication and interaction but also cultivates social and emotional skills that are essential for life beyond the classroom. It positions the EFL classroom as a space where students learn to work together, solve problems, and grow both academically and personally.

2.5 The SDGs in the Foreign Language Classroom

In recent years the importance and integration of Sustainable Development Goals (SDGs) has grown significantly. It is in the context of developing global citizenship and promoting inclusive, equitable, and reflective learning that SDGs have been implemented more strongly. The 2030 Agenda for Sustainable Development does encompass 17 different interconnected goals. Adopted by the United Nations in 2015, the SDGs outlined within the Agenda do aim to address impending global challenges, like poverty, climate change or inequality. It is amid these 17 that three stand out the most, as they are implemented within this unit. These are SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions).

LOMLOE explicitly calls for the integration of transversal themes such as sustainability, interculturality, and social justice into all areas of the curriculum, including foreign language education. An EFL classrooms does not only now become a space in which the communicative competence can be developed, but also one in which ethical issues can be explored, in which diverse perspective can be understood and one in which students can reflect critically on global realities. In *Echoes of the First Nations*, it is this broader objective that acts as a frame for Native American cultures. These communities are not presented as folkloric or static, as they may usually be portrayed nowadays, but as dynamic and living. This unit invites students to take a broader and deeper look at these cultures, aiming to help them understand how or why these communities have been historically silenced or have their voices distorted.

Incorporating the SDGs into the classroom is, aside from a curricular obligation, an ideal pedagogical opportunity too. Following what is stated by UNESCO (2017), the integration of the Sustainable Development Goals into education does help in developing key global competitiveness like empathy, active citizenship or critical thinking. It is this alignment that permits the transformation of classrooms into spaces for learners to explore different dimensions of global challenges, like the social, economic or environmental ones. It is in foreign language education that the SDGs are providers of authentic contexts for promoting ethical awareness and communication. *Echoes of the First Nations* makes use of this sewing where communication and awareness intersects, by ensuring that learners go beyond acquiring linguistic context, helping them reflect on the ways language can represent, silence or distort identities of nations or communities in real-life contexts.

Students can engage with the ethical dimensions of language representation thanks to the exploration of topics like invisibilisation, historical resilience or cultural appropriation. Enabling discussions between students about these topics is an appropriate way to foster critical awareness as well as helping in getting closer to the educational purposes of the SDGs. An example of these practices would be analysing how Native American stories have been omitted or rewritten in more dominant narratives. These types of activities do help learners to reflect and understand the broader mechanisms of exclusion and inequity. Making the connection between local learning and global issues ultimately results in an alignment with the learning ways that SDGs promote.

The values promoted by SDG 10 are supported by the collaborative and inclusive structure that the unit does have. This means that, as students work within an environment in which teams are well-balanced and are mixed-ability ones, they will get to experience equity first-hand. Furthermore, if the students can recognize team totems as elements of the progress the team makes and not as individual competitive indicators, equity will be perfectly put into practice. These two factors serve to reinforce the idea that learning is a shared process and that diversity strengthens collective outcomes, as they work from session 1 through session 8 as a team.

SDG 16, which emphasizes the promotion of peace, justice, and strong institutions, is addressed through the respectful treatment of cultural content and the emphasis on dialogue, empathy, and cooperation. Students are not only asked to learn about another culture but also to examine their own role in constructing meaning, asking questions about fairness, representation, and identity.

Regarding the inclusion of SDG-based content from a pedagogical standpoint, does prove this dynamic to align with critical educational approaches, all of which make emphasis on reflection, transformation or agency. Andreotti (2006) makes a case for distinction between two types of global education: soft and critical. The author advocates for approaches that power structures into question and looks to challenge dominant narratives. The way in which this unit does explore invisibilisation, appropriation and historical silencing does serve as an example for such critical engagement, thus fostering the interest of students on reflecting not only what but how and why they are taught, what they learn and whose stories they are told and how. A correct guidance on this process is essential for students to be able to eventually engage critically with cultural content. This is managed by the unit developing not only globally conscious individuals, but also conscious English users.

In sum, the didactic unit aligns with the spirit of the SDGs by linking language learning with ethical engagement, cultural sensitivity, and global awareness. It turns the classroom into a space where English becomes a tool for dialogue, inclusion, and transformation—preparing students to participate actively and responsibly in a diverse and interconnected world.

The theoretical framework sustaining *Echoes of the First Nations* brings together a constellation of approaches that reimagine the EFL classroom as a site of inquiry, creativity, and transformation. It moves beyond static notions of language and culture, drawing instead on pedagogies that value narrative, collaboration, symbolic meaning, and ethical engagement. Each theoretical strand, whether gamification, interculturality, or critical reflection, contributes to a learning experience where students are not only acquiring a language but also navigating identities, histories, and global challenges. These foundations are not ornamental; they give the unit its structure, intention, and impact. The next section outlines how this pedagogical vision is firmly supported by the legal and curricular frameworks of the Spanish education system.

3. Methodological framework

This part of the thesis dives into the foundations of the didactic unit *Echoes of the First Nations*. It is mandatory to overview the methodological, didactic and curricular justifications that underpin the design of the unit, as they serve to contextualize it. It is also important to analyse the rationale behind the design of the didactic unit, as well as its structure, content and pedagogical structures.

The unit's shape follows an approach which encapsulates a combination of gamification, cooperative work, narrative-based learning as well as critical cultural reflection. In addition, this unit's proposal is framed within the current legislation and national regulations. This does ensure that the unit does not fall short in meeting the requirements of the current educational policy, as well as actively contributing to the development of key competencies.

The appendixes that follow serve to address the educational context in which the unit is meant to be carried out, the didactic and methodological reasoning behind its design, as well as the curricular foundation regarding education, all within the frame of the current Spanish legislation.

3.1 Context

The didactic unit *Echoes of the First Nations* originated during the author's teaching practicum. It was sparked by students' interest in the erasure and disappearance from the public scene of North American sports teams that featured imagery or names linked to Native American cultures. This interest served as the foundation for the development of the unit, shaping both its design and the values it seeks to convey.

The context in which *Echoes of the First Nations* is intended to be implemented is the same as where the idea was first conceived: the second cycle of secondary education, specifically in a 4th year ESO group. This group consists of 20 students, is mixed in gender, and is quite heterogeneous in terms of skills and abilities not only in English, but across all subjects. It is a non-bilingual group with a wide range of proficiency levels in English, with some students demonstrating advanced command for their stage of education, while others remain at or below the expected threshold for this academic year.

The classroom where the unit will be carried out is the same space where the regular English as a Foreign Language lessons are taught. This classroom meets the standard conditions for a 4th year ESO room in a secondary school. It contains 20 individual desks with their corresponding chairs, the teacher's desk and chair, a digital whiteboard equipped with speakers, a projector with internet connection, and a traditional chalkboard. The room is spacious enough to allow desks to be rearranged into group stations in the corners, where most of the unit's activities will take place, as the unit emphasises teamwork and collaborative learning. The central area, left free of furniture, also accommodates the needs of the unit, making it suitable for the implementation of Total Physical Response (TPR) style activities.

The educational institution in which this classroom is located is a public secondary school in Castilla y León, Spain. The school offers education from 1st year ESO through 2nd year Bachillerato (Grade 7 through Grade 12). and also hosts intermediate and advanced vocational training programmes. The student body is diverse, including learners not only from the local neighbourhood but also from surrounding towns and villages. Additionally, there is a presence of students from immigrant backgrounds, including those from North Africa, Eastern Europe, and Latin America. Given the ethnic and curricular diversity of the school population, implementing a didactic unit that promotes values such as cooperation, respect, teamwork, and cultural exploration appears to be particularly well-suited to this environment.

A structure of 8 sessions of 50 minutes each over the course of two weeks aligns with current regulations and legislation regarding the 4th year ESO curriculum in English as a Foreign Language. This framework also supports the integration of a narrative-based sequence in which events develop through a common thread and culminate in a final session that brings together all the learning progress achieved throughout the unit. In *Echoes of the First Nations*, teams are rewarded not only at the end of the unit, but for each small achievement along the way, thus fostering the demonstration and application of acquired knowledge as well as positive behaviours that support the classroom atmosphere and the integration of values and Sustainable Development Goals addressed throughout the entire unit.

3.2 Justification

The proposed didactic unit effectively responds to the observed educational context as well as to broader pedagogical demands. This is evident from the outset, as its origin lies in a genuine concern raised by the students themselves. It addresses the questions and issues relevant to learners at this stage and fosters critical engagement with cultural topics that are often overlooked in foreign language classrooms. Given that textbooks and typical foreign language activities, especially in English, tend to focus on mainstream topics such as food, culture, and holidays, rich and historically significant subjects like Native American cultures are frequently relegated to the background and left unexplored. This unit emerges from a genuine and spontaneous interest, not one planted, nurtured, and grown through teacher-driven input. That interest becomes the narrative thread and central theme of a structured learning sequence that promotes awareness, collaboration, and motivation through a carefully integrated methodology.

From a pedagogical perspective, the unit demonstrates a commitment to student-centred learning by combining multiple key elements, such as gamification, cooperative work, and narrative dynamics. These strategies are specifically designed to stimulate emotional engagement, group cohesion, and sustained attention. At the same time, the content has been crafted in a way that appeals to students' interests, making them more inclined to explore the history and representation of Native American cultures. Moreover, this content encourages students to approach that exploration through the lens of social justice and interculturality, linking these themes to the civic and ethical dimensions of the curriculum. Students are also encouraged to reflect on diversity, marginalisation, and the role of language in shaping cultural understanding through the introduction of various dynamics and curricular content within the flow of the unit.

The structure of the unit also supports the implementation of inclusive education. This begins from the very first moment with the intentional creation of student groups. These groups are formed manually by the teacher prior to the unit's launch, ensuring internal heterogeneity and balance across teams. This promotes collaboration, equitable task distribution, and shared responsibilities. The fact that the unit's activities require a broad range of skills, knowledge, and approaches to challenges supports organic and self-sustaining collaboration, cooperation, and scaffolding within each group, preventing internal collapse, overload, or unfair task division within the "tribes."

Alongside this, formative and continuous assessment methods are embedded throughout the didactic unit, helping to promote autonomy and enabling students to monitor their progress in both content acquisition and the development of cultural values throughout the unit. This is reinforced by the teacher's ongoing feedback on activities, submissions, and classroom behaviours, allowing students to assess their own learning process and understand which areas they are improving in and which require further attention in order to achieve proficiency in the subject.

In addition to its methodological relevance, the unit is firmly grounded within the Spanish legal and curricular framework. It aligns with the key competences and cross-curricular elements defined by the LOMLOE and is supported by the official documents governing secondary education, including Royal Decree 217/2022, Decree 39/2022, and Decree 40/2022 of Castilla y León. These regulations provide educational legitimacy to the proposal and confirm its alignment with current teaching priorities. The following subsections provide a detailed description of the didactic, methodological, and curricular reasons that justify the design and implementation of the unit.

3.2.1. Didactic & Methodological justification

The unit **Echoes of the First Nations** has been designed as a pedagogical response to students' demonstrated interest in cultural identity and representation, sparked by a real classroom interaction. Its structure draws on active methodologies that prioritize student engagement, agency, and reflection. The unit employs gamification to sustain motivation and participation through a classroom dynamic where students belong to tribes, earn Orbeez as symbolic points, and visually track their collective progress via the construction of a totem. This system, while rooted in playful mechanics, serves a deeper purpose by reinforcing group identity, effort, and cooperative achievement.

Methodologically, the unit is built upon a combination of narrative-based learning, task-based activities, and cooperative strategies. Each session contributes to a broader storyline, promoting coherence and emotional investment. Tasks are designed to develop all four language skills—reading, writing, listening, and speaking—through meaningful and culturally relevant content. The activities are varied in format and

modality, allowing students to express themselves creatively while remaining anchored in the communicative goals of the English classroom.

Inclusion is a key consideration throughout the unit. Activities are differentiated and offer multiple entry points so that students with diverse abilities and learning profiles can participate equitably. Group roles, visual supports, and multimodal resources are integrated to ensure accessibility and engagement. This approach aligns with the principles of Universal Design for Learning, promoting flexible paths to knowledge acquisition, expression, and involvement.

Formative assessment and co-assessment are integral to the methodology. Students are provided with clear evaluation criteria through rubrics and checklists, and they engage in peer feedback and self-reflection tasks that promote metacognition and responsibility. The evaluation process is not limited to product but also values process, collaboration, and effort. Overall, the unit aims to create a motivating and meaningful learning experience that empowers students to become both competent language users and critically aware individuals.

3.2.2. Curricular justification

The unit Echoes of the First Nations is fully aligned with the legal and curricular framework that regulates Compulsory Secondary Education (ESO) in Spain. At the national level, the unit responds to the guidelines established in *Real Decreto 217/2022, de 29 de Marzo*, which sets out the structure and minimum teaching requirements for ESO. This decree highlights the importance of competence-based, inclusive, and cross-curricular education that promotes meaningful learning and ethical development. It also encourages the integration of transversal elements such as sustainability, gender equality, democratic values, and human rights into all subject areas, including foreign languages.

At the regional level, the proposal adheres to the provisions set by *Decreto 39/2022*, which implements the national curriculum in Castilla y León. This document specifies that students in 4th year of ESO receive four weekly sessions of English, making it feasible to carry out extended, project-based units like the one proposed. The decree

also defines the competences, evaluation criteria, and basic knowledge that must be addressed in the subject. The unit has been designed to ensure full alignment with these curricular elements.

The design of the unit also reflects the principles of *LOMLOE*, which promotes a methodological shift towards active, student-centred learning. The unit directly supports the development of key competences such as linguistic communication (*CCL*), personal and social awareness (*CPSAA*), civic competence (*CCEC*), digital competence (*CD*), and entrepreneurial spirit (*CE*). These are addressed through varied classroom practices including cooperative tasks, written production, reflective discussions, and student-led presentations.

Additionally, the unit incorporates several transversal elements, particularly those related to cultural diversity, inclusion, and sustainability. It aligns with the Sustainable Development Goals, specifically SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions), by encouraging students to critically engage with issues of representation, historical erasure, and intercultural respect.

Finally, the unit also considers the regional curriculum detailed in *Decreto 40/2022*, which outlines the specific competences, learning objectives, and evaluation descriptors for English as a Foreign Language. All the content, tasks, and assessment tools in the unit have been selected and designed in coherence with these requirements, ensuring both pedagogical innovation and curricular validity.

3.3. Attention to Diversity

Echoes of the First Nations is a didactic unit specifically designed strongly targeting accessibility and inclusion. Given the nature of the topics treated in the sessions as well as the heterogeneous nature of the 4th ESO classroom in which it will be developed, catering to diversity must be ensured. This is achieved with a process that begins long before the unit is put into practice. The teacher that is in charge of designing the whole program for the unit must do some research on the class group beforehand. A didactic unit, even more if it gamified, must ensure that every learner gets equal and fair chances at learning and permeating from the

contents and activities within the unit, regardless of their background, learning needs or abilities. Providing equitable chances that foster active participation and meaningful engagement with the content is the main key for the process to unfold correctly.

Moving onto the *Universal Design for Learning* (UDL) principles, it is to be said that they are fully included in this unit. The UDL is a pedagogical framework that was developed by CAST (2018) and fosters teaching approaches flexible in nature as to accommodate learner variability. UDL revolves around three basic principles, which are: providing multiple means of representation, expression and engagement. These three equate to three variables of learning respectively: the what, the how and the why of learning. Said principles appear encased within many forms of and modalities of input across *Echoes of the First Nations*, like oral stories, kinaesthetic dynamics or visual symbology. They also happen to emerge in a variety of forms of output, such as written or oral production, performances or artistic creations. Finally, the principles manifest themselves as motivational strategies inside the unit, with gamification and symbolic systems posing as the main representations. Choices like these do guarantee that students that exhibit a wide range of cognitive styles, language abilities or neurodiverse profiles are able to access, process and demonstrate learning in a variety of different way.

This unit has been designed attending to recent perspectives on inclusive education. Booth & Ainscow (2011) argue that, when framed inside of educational contexts, these views present an understanding of diversity as a norm instead of as an exception. This is why, after using these principles as guidelines, custom heterogeneous and balances groups have been purposely designed for the unit. These groups' structures attempt to balance the strengths of their members, as well as they look to ensure and encourage socio-emotional growth in competencies like empathy, active listening or mutual respect.

Making symbolic expression and cooperative learning the two main pillars of the unit further responds to differentiated instruction approaches (Tomlinson, 2014). These approaches make a case for accommodating a range of readiness levels, interests and learning profiles. These would be achieved by introducing different design patterns for different tasks. These tasks are scaffolded in a way in which they allow multiple levels of both interpretation and complexity. These distinctions give learners the chance to meaningfully contribute in different learning situations, activities and contexts, thus allowing them to experience success and active learning.

Catering to diversity is present all across the unit, as all activities have dynamics to be implemented while they are being carried out in order to englobe, include and ensure the learning and acquisition of contents for all students. Specific educational needs are then considered both when designing the unit and when putting it into practice. Written and oral instructions do consistently feed from and support each other, allowing for students to dive into activities being fully prepared, regardless of their educational needs. Key vocabulary is always emphasized, as well as the key elements within activities, thus ensuring that learners do always understand and keep the main target or objective of the activity clear. Kinaesthetic activities have been designed in a way and have alternative participation modes or adaptations to them that foster the total involvement of students with physical or learning disabilities. The scoring system does also attend to diversity, as it, as well as the collaborative dynamics do promote a sense of belonging and collective identity, hence inviting students into feeling comfortable when in groups, even if they have not made them themselves, all while minimizing the risk of exclusion. These factors all then converge into one main objective, which is making emphasis on the social nature of learning.

It can then be stated that inclusion is not an add-on in this unit, but a core feature of its pedagogical structure. As it is strongly rooted in UDL principles, inclusive education theory and differentiated instruction, *Echoes of the First Nations* presents a space in which learners are encouraged and invited to grow in different areas, such as linguistically or personally, as well as to safely thrive and reflect during the learning process.

4. Teaching Proposal

This teaching unit consists of eight sessions designed for a group of 4th year ESO students. It is structured in such a way that these eight sessions will be distributed over two weeks, with four sessions each week. By having four sessions per week, students will be able to complete the unit naturally, ideally starting on a Monday and finishing on a Friday, thus aligning with the beginning and end of the school week.

The decision to structure it in this manner also responds to the author's experience during the teaching practicum in both the English Studies degree and the one during current master's, of which this dissertation constitutes the final project.

Students tend to respond positively to extrinsic motivation provided by the teacher through didactic units of this sort, and having a common thread connecting the different sessions eventually transforms into intrinsic motivation. Students are constantly seeking to earn points and move ahead on the overall scoreboard, while simultaneously improving various personal skills such as attention, classroom behaviour, interest in the subject, and specific competencies related to written and oral production, such as handwriting or pronunciation.

Each session in this teaching unit is planned to last 50 minutes. All of them will include three activities and will always begin with a review of the scoreboard, which will be carried out at the start of the session. During this review, the number of Orbeez in each team's totem will be compared.

This didactic unit is situated within the second part of the second term of the academic year for 4th year ESO. The rationale for this placement is that, at this point, students are already familiar with one another and the teacher knows the group well. When forming the teams, the teacher will have sufficient knowledge to organise students based on their proficiency levels and interpersonal relationships, in order to create groups that are as homogeneous as possible and that maintain a similar level across teams. Moreover, since students have already established bonds throughout the course, they will be more capable of working together. In addition, introducing a gamified unit such as this one in the middle of the standard teaching routine may contribute to an increase in student motivation for the second part of the school year, as this unit is placed roughly at the midpoint of the academic calendar.

All sessions , except for the last one will take place in a standard 4th year ESO classroom equipped with a digital whiteboard, a projector, speakers, a traditional blackboard, and individual desks and chairs that can be rearranged or grouped throughout the room. The last session will, ideally, take place in an open and wider space like the school playground or gym.

The classroom will accommodate a group of between 20 and 24 students, allowing for teams of 5 to 6 members. Ideally, this distribution ensures that all teams have the same number of participants and that none are excessively large. This setup facilitates the proper execution of all activities within the physical space of the classroom.

Each session will include six learning indicators, two per activity. These learning indicators will be assessed at the end of each session through a series of rubrics. The teacher will determine whether students have met the indicators successfully, partially, or not at all.

There will be certain activities in which subject content will be assessed either orally or in writing. These activities must be handed in to the teacher, who, in addition to applying the rubrics as in any standard session, will return the corrected exercises during the following class. This will allow students to see whether they are effectively assimilating the content taught in class and identify areas for improvement. In this way, aside from the rubric-based assessment, the teacher also has an additional tool to evaluate the students' level and degree of understanding regarding the new content introduced throughout the didactic unit.

Six custom achievement indicators have been designed for every session, at a rate of two per activity. These indicators attempt to present situations or feats that students are meant to fulfil in the duration of the activity. The indicators as well as the progress of the students on each of them will be assessed at the end of the session by the teacher by making use of a rubric that includes all the indicators for the session. These rubrics also include four levels in which the students can land depending on their performance in class. These categories are: “excellent”, “good”, “acceptable” and “room for improvement”. The teacher will always supervise the activities, specially hovering over the groups when the groups engage in production-based activities, taking notes that could help reflecting on the latter assessment processes. For more details on the rubrics or on the indicators, see the following annexes: annexes 42 to 49 for the rubrics and session charts for the indicators.

In certain activities the students will not only be assessed via the previously mentioned grids, but they will undergo written and oral evaluation. The production from the written exercises and the scripts from the oral ones are to be handed in to the teacher. These will serve, in conjunction with the rubrics, to evaluate the proficiency of the subjects during the session. Moreover, these productions, when corrected, marked and given back to the students in the following sessions act as visual feedback elements for the students to also be able to keep track of their progress. It is this way that students enter a positive cycle of formative assessment, immediate feedback and student autonomy, hence improving learning outcomes and supporting differentiated instruction. This way of evaluating is also positive for the teacher, as at this point, they are able to judge the level of understanding that students have of the new contents introduced in the unit, enabling possible adaptations in the upcoming activities if needed.

Formative assessment significantly enhances student learning when it is embedded in classroom practice, providing learners with a clearer sense of their own progress as per Black and William (1998). More recent work by the same two authors (Black and William, 2009) emphasises the importance of assessments being not only used as measurement tools, but instead to foster learning by using dialogic feedback, peer interaction and responsive teaching strategies.

The structure of this evaluation system is not separate from the didactic unit but embedded within it. What follows is a detailed account of the eight sessions that make up *Echoes of the First Nations*, where each activity has been carefully designed to integrate linguistic content, cultural objectives, and collaborative assessment opportunities in a coherent, inclusive, and engaging learning sequence.

4.1 – Session 1

The first session, titled *Welcome to the Tribe*, will likely be the most chaotic of all and will serve as an introduction to the didactic unit. Like all other sessions, it will include three activities: the didactic unit explanation; *Team Sorting & Tribe Naming*; and finally, *Totem Workshop*.

In the initial activities, students are introduced to the unit with the support of a digital presentation through which the teacher will guide the explanation and introduce the entire point system using Orbeez and Scoops. During the second activity, students will be divided into four teams: the Cherokee, the Navajo, the Sioux, and the Mohawk. Each of these represents a region of what is now the United States: the Sioux, the Northwest; the Mohawk, the Northeast; the Navajo, the Southwest; and the Cherokee, the Southeast.

In the third and final activity of this introductory session, students, already assigned to their teams and seated in one of the corners of the classroom, where they will have grouped their desks in what will become the general classroom arrangement for most of the sessions. At this moment, teams will receive an empty, transparent plastic cylinder. The teacher will project onto the screen the traits of each team, displaying their names, geographical location, representative colours, associated symbol, and the animal linked to each tribe. Students must decorate their cylinder to best reflect the spirit of their tribe, thus creating a totem that will serve as a container for the points earned throughout the various sessions.

To lay the groundwork for the unit, the teacher will circulate among the desks and observe the progress of each group. Those who use the L2, work as a team, treat each other respectfully, and demonstrate originality in the creation of their totem will receive the first Scoops inside their totems at the end of the session, establishing the foundations of the competition to unfold over the following two weeks.

For the assessment of this session, the teacher will use the previously established learning indicators, which will allow them to determine whether students have met certain objectives. The indicators for this session evaluate whether the participants have taken an active and formative role in the introduction of the unit; whether they understand and are able to follow oral instructions in the L2, using language appropriate to their level or whether they are able to communicate respectfully, avoid disruption, and move in an orderly manner to their assigned spaces in the classroom during the formation of the predefined groups.

4.2 – Session 2

For the second session, the 50 minutes will again be divided into three activities. The first will be a review of the current scores, accompanied by a digital presentation that serves as a recap, along with a brief discussion on what students may have gathered from session 1 to session 2 about their assigned tribes.

The second activity is called *Mystic Symbols*, during which a series of images will be projected onto the digital whiteboard. Each team will receive three flashcards labelled *Tribal Tool*, *Spiritual Object*, and *Nature Symbol*, respectively. Once an image is shown on the screen, the tribes will have to raise one of the three flashcards after the teacher counts to three, trying to match the object to the correct category. If they guess correctly, they will receive a small scoop. The team with the most points at the end of the activity will receive three large scoops, the second-place team will receive two large scoops, and the team with the fewest points will receive one large scoop.

The third activity consists of a short debate in which teams will have to defend their position against the others. Each group will receive a situation related to Native American communities, printed on one of three flashcards. An example of such a situation might be: “After the rains, a river has formed near your camp. Do you prefer to cross it in order to trade, or take advantage of the resources it offers?” Participants must defend one position while the other groups attempt to counter their arguments. Teams that successfully defend their case will earn one large scoop. However, if the other two teams manage to rebut and counter the argument effectively, they will each earn two small scoops.

This session will make heavy use of the totem-based point system so that students become fully familiar with how it works from the beginning. Even though the rate at which points are earned may slow down slightly in the following sessions, students will already have a clear understanding of how this new system functions within the unit.

The teacher will evaluate the engagement with and participation of students in the activities as well as their proficiency and how much the L2 was used during the lesson via an assessment rubric like the one in annex 43.

4.3 – Session 3

Session 3, like the previous ones, will be divided into three activities, though these include a particular feature, this will be the first time that oral and written activities are assessed outside the standard rubric used throughout the sessions. The first activity is called *Echoes from the Past*, in which students will group themselves into their four tribal teams and receive four flashcards from the teacher, each labelled with a different quality: *Patience*, *Wisdom*, *Courage*, and *Generosity*. Students will listen to four short stories, each of which is connected to one of the qualities on the flashcards.

After each story is played, students will count to three and then raise the flashcard they believe corresponds to the story's central value. Each correct answer will earn the team a small scoop, and the winning team will receive one large scoop.

The second activity marks the first time curricular content is introduced in the unit. The teacher will deliver a slideshow presentation used to introduce and explain the *Present Perfect*. This particular tense was selected for inclusion in the unit due to consistent feedback from students during the author's teaching placements in both the undergraduate English Studies degree and the current Master's practicum. Students in 4th year ESO often report that this is the tense they find most difficult to understand. This is frequently due to its complex structure, which involves auxiliary verbs, and the confusing nature of its name, although it contains the word *Present*, it actually refers to past actions. While this may be conceptually coherent in English, it tends to be confusing for students whose mother tongue is Spanish.

After this presentation, which will also include clarification on how to distinguish between *Past Simple* and *Present Perfect* in both meaning and structure, students will be given transcripts of the stories they listened to earlier in the session. They will be asked to extract examples of *Present Perfect* and *Past Simple* from the text. Once completed, a group representative will bring the annotated transcript to the teacher's desk, with the group's name clearly written at the top of the page. The first team to submit all the examples correctly will earn a large scoop, while the first team to submit their sheet, regardless of whether all answers are correct, will earn a small scoop. The evaluation rubric for this session is the same as the one in annex 44.

4.4 – Session 4

Session 4 will once again be divided into three activities. The first will involve a review of the current totem scoreboard, along with a short activity featuring a digital presentation of eight slides. This presentation will include various symbols related to Native American cultures, such as a spider web, a buffalo skull, or a crow. Teams will take turns speaking, hypothesising about the possible meanings of each symbol. Teams will be required to use the Past *Simple* and the *Present Perfect*, and if they do so naturally, without the teacher having to remind them, they will earn a small scoop.

The second activity will again be a collaborative task in which students must work in teams. Each team will select two of the symbols presented earlier, with the team at the top of the totem ranking choosing first and the fourth-place team choosing last. Based on the two objects selected from the earlier presentation, teams will create a short narrative of less than one minute using the verb tenses studied. One team representative will read it aloud in front of the class.

For the third and final activity, each team will receive three flashcards, each featuring the logo of one of the other teams. They must then vote on which story they believe was the best, with the condition that teams cannot vote for themselves. The team with the most votes will receive four small scoops, the second team will receive three, the third will receive two, and the last will receive one. Additionally, this will be the first activity in which a special prize is awarded, and members of the winning team will each receive a *Tribal Writing Feather*, which can be found in annex 21.

The evaluation of this session will not only include the rubric presented in annex 45 but will also collect the short stories written by the students. These will be graded and given back on the following session.

4.5 – Session 5

Session 5 marks the beginning of the second week of activities within the unit. This session follows the same structure as the previous ones, with three activities. The first involves a review of the current totem scores and a brief exercise to revise and consolidate the Present

Perfect. This first activity is quite simple, consisting of 10 sentences projected on the board, each divided into segments and not yet conjugated. Students must form the correct 10 sentences using the Present Perfect.

They will complete the task individually, and the first student to submit their answers will earn 4 small scoops for their team, the second will receive 3, the third 2, and the fourth 1. It is possible for all four to belong to the same team, allowing that team to earn a total of 10 scoops, which could significantly shift the scores. Each correct answer will also earn a mini scoop, while each incorrect one will result in a deduction. If a student submits more than 5 incorrect answers, their team's totem may have scoops deducted.

The second activity will be the longest of the session and the first Total Physical Response (TPR) style activity in the unit. Students will move their desks to the sides of the classroom, leaving an open space in the centre, where the teacher will place a series of hoops in a rough X shape. A diagram of the setup can be found in Annex 26. Teams will line up at the ends of the hoop paths, and only one member from each team will enter the circuit at a time. All students will jump from hoop to hoop simultaneously until two of them meet and face off in a rock, paper, scissors duel.

The winner will have the opportunity to answer a grammar or unit-related question first. If they answer correctly, they will advance while the other returns to their base. If they answer incorrectly, the second student may respond. If neither answers correctly, both are eliminated from the round, but if the second student gets it right, the first, even if they won the rock, paper, scissors duel, must return to their base.

Once the winners of the first round reach the centre, they will repeat the dynamic. The final winner, who answers correctly, will earn a large scoop for their team. Winning a duel also earns a small scoop.

The final activity of this session is called *Warrior's Rest*. In it, students will sit in a circle in the centre of the classroom, functioning as a kind of cool-down activity. With a bonfire visual and calming tribal music playing in the background, students will speak with the teacher about the activities they enjoyed most, those they liked least, and reflect on the first half of the unit. This

will allow the teacher to identify weaknesses and areas for improvement in the unit, as well as its strengths, and adjust upcoming sessions if needed to ensure maximum student engagement.

This session assessment is not only done by using the rubric in annex 46, but also by collecting the sentences that the students have made in the first activity. Every single student will hand them in after correcting them in class. This way, the teacher can assess the progress of all the students and also see if there are any fundamental gaps in the knowledge of any of the students. This will help the teacher see if they need to adjust the pacing of the lessons and make more emphasis on the subject contents that students may deem more difficult.

4.6 – Session 6

Session 6 will once again introduce curricular content into the unit. It will be divided into three activities, the first of which is titled *The Forest of Models*. This activity aims to explain to students the use of modal verbs and their possible combination with the verb tense previously studied in earlier sessions. The inclusion of a curricular element such as modal verbs within this unit can be highly beneficial, as the hypothetical situations students will be placed in once they begin roleplaying as Native American tribes can provide a wide range of contexts in which to observe the proper use of modal verbs. These may include giving advice, issuing commands, or expressing possibilities.

The second of the three activities proposed for this session is called *Rhythmic Riddles*. In this activity, students will be presented with three piles of slips of paper, each pile containing as many slips as there are students in the classroom. One by one, students will approach the piles and select one slip from each, ending up with three slips each. These slips represent a subject, a modal verb, and a predicate. Students must then correctly assemble the sentence from the slips they have received. What makes this dynamic interesting is that modal verbs may be repeated, since there are fewer modal verbs than students in the class, while the remaining elements are entirely random. Therefore, students must try to create the most concise and grammatically correct sentences possible based on the combinations they receive. This can result in a chaotic yet highly enjoyable game, and it will allow the teacher to assess whether students have genuinely grasped the function and meaning of the modal verbs taught.

At the end of the activity, groups will present their *Riddle Creations* to the rest of the class. These riddles will not be discarded, as students will be required to use at least three of the ones created during the session for Activity 3. In this final activity, students must choreograph a dance composed of four steps, with a specific goal, such as calling for rain, seeking peace, searching for food, or ensuring a good harvest. The dance must incorporate the modal verb sentences, the team's name, the purpose of the dance, and conclude with a war chant title that gives meaning and identity to the group.

4.7 – Session 7

Session 7 is the final regular session before the concluding session of the unit. Like all the others, it is divided into three activities. The first is a review of the totem scores and a brief rundown of modal verbs, conducted through a quiz that incorporates a whiteboard-based dynamic.

In this activity, the teacher will present 10 slides, one after another. Each slide will display an image and a sentence with a blank space where a modal verb must be inserted. Based on the context, students, working in teams, will raise their whiteboards on the count of three and reveal the modal they believe completes the sentence. If the answer is correct, the team will receive one scoop. Incorrect answers will not result in any points, but no scoops will be deducted from the totems in this activity. At the end, the team with the highest score in the quiz will earn one large scoop.

In the second activity, students will clear the central area of the classroom and stand in their designated station corners. The teacher will pose a series of questions, primarily focused on modal verbs, although some questions may address verb tenses or unit-related vocabulary. Students will write their answers on a slip of paper and run to hand it to the teacher. The first student to submit a correct answer will earn two small scoops for their team, and the second student to submit a correct answer will receive one small scoop. This means that even if the first and second students reach the teacher before the third and fourth, if their answers are incorrect, the points may go to those who answered later but correctly.

In cases involving students with specific educational needs, they will form a human chain to the centre of the classroom. All students will pass the slip of paper with the answer along the chain, from the writer at the desk to the person nearest the teacher in the centre. After each round, students will rotate roles so that everyone takes turns writing, delivering, and acting as the link closest to the teacher.

The final activity will require teams to call upon their ancestors and the historical leaders of their respective tribes. They must write a short letter requesting guidance, advice, and strength to win the game in the final session. The letter should also reflect on how they have felt as members of their tribe and what they have experienced throughout the didactic unit.

4.8 – Session 8

For the eighth session, students will begin in the classroom, although they will not remain there for long. A very brief review of the current scores will be conducted, and students will be instructed to proceed in an orderly manner to the schoolyard. If weather conditions, lack of available space, or overlapping activities prevent the use of the schoolyard, the session will take place in a large indoor space such as the gymnasium or assembly hall. The teacher will intentionally be the last person to leave the classroom, placing four objects on the teacher's desk to serve as tokens representing each of the teams.

Once all students are in the yard, calm, and attentive, the teacher will explain the rules of the final game. It will resemble a treasure hunt, in which students must always move in groups and search the area for a series of clues in a numerical order predetermined by the teacher. The first team will begin with clue 1 of 8, the second team with clue 3 of 8, the third with clue 5 of 8, and the fourth with clue 7 of 8. This staggered arrangement ensures that teams are always two clues apart from one another, avoiding overlap and maintaining smooth gameplay, especially when teams need to interact with the teacher.

The teacher will position themselves at a point in the yard where they do not interfere with the activity. Students, in their teams, will search for their assigned clues. When a team finds the clue number corresponding to their sequence, they must bring it to the teacher and explain where they found it. This allows the teacher to confirm that students are not collecting clues randomly and are following the intended path. Upon confirming the location, the teacher will

consult a pre-prepared question sheet and ask the team a question related to the unit. These may cover Native American symbolism, grammar, vocabulary, or recall of classroom activities and routines. Any content covered during the unit may appear in this final quiz.

Once the students answer the question correctly, they will receive a puzzle piece, one of eight. On one side, the completed puzzle will depict an image representing their tribe. On the reverse side, an instruction will tell them to “go to the place where it all began.” The first team to complete their puzzle will return to the classroom to collect their team token, thus becoming the winners of the final game.

The winners will receive 8 large scoops, the second-place team will earn 6, the third will receive 4, and the fourth will get 2. No small scoops will be used for this final game, only large ones.

The final activity of the didactic unit will consist of the overall tally of team points and a prize ceremony. During this ceremony, all teams and their members will receive a sheet of stickers featuring elements from the unit, such as a bow and arrows, a buffalo skull, a campfire, a crow, or a solar spiral. Each member of the winning team will also receive a miniature generic totem as a symbolic reward, crowning them as champions of the tribal unit.

The teacher will then require students, upon returning from the weekend, that is, at the beginning of the following week in the first session, to submit a written composition in which they have been transported back to the present day and are no longer part of a Native American tribe.

Using modern technology, students will write a WhatsApp message to their best friend describing what the experience was like and how they lived for two weeks as members of a Native American tribe. In the message, they must explain the entire process and use the verb tenses studied throughout the unit. The task must be formatted as a WhatsApp conversation and submitted to the teacher during the first session of the following week.

In this way, the teacher will be able to assess whether students have successfully acquired, retained, and appropriately used the content covered during the didactic unit.

5. Conclusions

The introduction of gamified dynamics into an environment such as a 4th year E.S.O. classroom is as risky as it is complex. This does not mean, however, that a well-implemented set of such sessions cannot bring numerous benefits or successfully engage students in a didactic unit of this kind. It can therefore be inferred that, when planning to introduce a gamified dynamic into the English as a Foreign Language classroom, it is essential to understand the group, the dynamics within the classroom and among students, as well as to have strong mastery of the subject matter and the thematic content being integrated.

Echoes of the First Nations demonstrates how the EFL classroom can be transformed into a space for ethical dialogue, creative expression, and intercultural reflection. Choosing a theme such as Native American communities and implementing it effectively—while also embedding curricular content—presents a challenge worth undertaking. Exposing students to historically marginalised cultures that can be truly eye-opening is something that, in all likelihood, could not be achieved in any other way. The inclusion of this cultural perspective, combined with cooperative work, symbolic systems and narrative structure, enhances students' communicative competence while simultaneously promoting empathy, critical thinking, and global awareness.

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8. Annexes

ANNEX 1 - GENERAL DIDACTIC UNIT CHART

Period: E.S.O.	Level/Year 4 th (NON-BILINGUAL)	Timing: 400 Minutes (8 sessions OF 50 minutes each)
Stage objectives		
a, c, e, f, g, i, l		
Key competencies	Specific competencies	
CCL (Linguistic competence) CP (Personal & Social Skills) STEM (Scientific-Technical-Mathematical) CD (Digital Competence) CPSAA (Learning to Learn) CC (Civic Competence) CCEC (Cultural Awareness and Expression)	1. Oral and written expression. 2. Oral and written comprehension. 3. L2 interaction. 4. Mediation. 5. Use of English. 6. Intercultural appreciation.	
Contents	Evaluation criteria	
A. Linguistic and structural contents B. Sociolinguistic and functional uses C. Sociocultural and intercultural reflection	1. Oral and written expression. – (1.1 – 1.2 – 1.3 – 1.4) 2. Oral and written comprehension. – (2.1 -2.2 – 2.3 – 2.4 – 2.5 – 2.6) 3. L2 interaction. – (3.1 – 3.2) 4. Mediation. – (4.1 – 4.2 -4.3 – 4.4) 5. Use of English. – (5.1 – 5.2 – 5.3) 6. Intercultural appreciation. – (6.1 – 6.2 – 6.3)	

Learning situation(s)				
1. Introducing classroom rituals, identity-building, and the totem scoring system through cooperative team formation and symbolic art tasks. 2. Developing present simple and continuous through flashcards, tribal symbols, and grammar-based argumentation tasks. 3. Practicing present perfect and past simple through storytelling, listening comprehension, and grammar-focused presentations. 4. Applying narrative structures and past tenses to create, present, and evaluate collaborative stories with cultural reflection. 5. Reinforcing present perfect through Total Physical Response (TPR) activities, movement-based grammar practice, and cooldown reflection. 6. Exploring modal verbs through cooperative games, role-based challenges, and grammar application in contextual tasks. 7. Consolidating learning through creative writing, grammar reviews, and tribe-based preparation for the final challenge. 8. Assessing content and teamwork through a cooperative gymkhana, final scores, and symbolic closure of the unit.				
Activities per session				
<u>Session 1:</u> <u>Activity 1:</u> Unit explanation, Totem System & Score Explanation (Orbeez scoops System). <u>Activity 2:</u> Team Sorting & Tribe Naming Ceremony. <u>Activity 3:</u> “Totem Workshop” (Totem creation, art & Identity activity).	<u>Session 2:</u> <u>Activity 1:</u> Totem scores review + Intro - Reflecting on the unit’s values & symbology. <u>Activity 2:</u> “Mystic symbols” (Flashcards activity). <u>Activity 3:</u> “Taking a stance” (Present simple & continuous activity).	<u>Session 3:</u> <u>Activity 1:</u> Totem scores review + “Echoes from the past” (listening activity with flashcards). <u>Activity 2:</u> Ancient scripts (Presentation about Present Perfect & Past simple). <u>Activity 3:</u> “Grammar in Legends” (reading activity).	<u>Session 4:</u> <u>Activity 1:</u> Totem scores review + “Tribal clues” (PP & PS game with visual cues). <u>Activity 2:</u> “Build your story” (PP & PS story creation & reading). <u>Activity 3:</u> “Cast your vote” (voting for the best story).	
<u>Session 5:</u> <u>Activity 1:</u> Totem scores review + PP revision <u>Activity 2:</u> “East River Crossing” (TPR activity). <u>Activity 3:</u> “Warrior’s rest” (Cooldown activity & reflection).	<u>Session 6:</u> <u>Activity 1:</u> Totem scores review + “The Forest of Modals” (Presentation on modal verbs) <u>Activity 2:</u> “Rhythmic Riddles” (Usage of modals activity). <u>Activity 3:</u> “Dancing rituals” (Implementation of modals closing activity).	<u>Session 7:</u> <u>Activity 1:</u> Totem scores review + “Tribal test” (brief modals review). <u>Activity 2:</u> “The Native Race” (Cooperative TPR game) <u>Activity 3:</u> “A letter to the ancestors” (Writing activity & preparation for final task).	<u>Session 8:</u> <u>Activity 1:</u> Totem scores review + Final activity explanation. <u>Activity 2:</u> “Find your spirit” (Gymkhana). <u>Activity 3:</u> Final Totem scores + Prize Award Ceremony.	

Attention/catering to diversity

This unit is designed to foster inclusion and engagement for all learners. If students with dyslexia or other learning needs are present:

- All written input and materials will be read aloud, clearly and repetitively (students will be asked to do so as well, not only the teacher. This will allow for students to practice their pronunciation and also prevent them from drifting off from the lesson if they are not actively involved at that point)..
- Key vocabulary will be displayed throughout the sessions and colour-coded (keywords/structures will be highlighted and written in bold/underlined to make them visual and eye-catching for the students, thus making them easier to understand and remember).
- Sentence-building games will use sentence strips with tactile and visual aids (in case there is any student that may need them).
- Students will work in mixed-ability teams to ensure peer support and scaffolding (teams will be made by the teacher before the sessions, thus ensuring peer support and scaffolding).
- Evaluation will consider oral production, creativity, collaboration and effort beyond traditional testing.
- Any activity that may involve TPR dynamics can be adapted in order to cater to special needs in case any

ANNEX 2 - SESSION 1 CHART

<u>SESSION 1</u>	
Specific competencies	Achievement indicators
1. Oral and written expression. 2. Oral and written comprehension. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 2.1.1 The student actively participates in the introduction of the unit, demonstrating global understanding of the gamified dynamic and its objectives. 2 - 2.5.1 The student understands and follows oral instructions in L2 during the presentation, showing attentive and receptive behaviour. 3 - 3.2.1 The student interacts orally in L2 during the team sorting process, using basic interpersonal communication expressions. 4 - 5.1.1 The student collaborates respectfully with peers during team formation and tribe naming, showing an inclusive attitude. 5 - 4.2.1 The student creatively applies assigned cultural symbols to visually represent their tribe's identity through the totem design. 6 - 5.2.1 The student uses the foreign language in group interactions while designing the totem, showing cooperation and respect for others' ideas.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Vocabulary related to indigenous symbolism (animals, nature, roles). - Describing values and identity through symbolic elements. - Expressing preferences and ideas in group settings. - Introduction to basic structures in context (I am, we believe, we protect...). - Oral production in descriptive contexts.	<u>Activity 1:</u> <u>Welcome to the Tribe</u> (Introduction to the unit and objectives).
<u>Cross-curricular contents:</u> - Oral and written communication.	<u>Activity 2:</u> <u>Sorting Ceremony</u> (Team division and tribe naming).

- Visual and symbolic thinking. - Intercultural reflection. - Education in values and cooperation. - Inclusion, identity and teamwork. - Mutual respect in cooperative dynamics. - Artistic expression and creativity through totem design.	<u>Activity 3:</u> <u>Totem Workshop</u> (Totem creation with visual-symbolic identity).
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ANNEX 3 - ACTIVITY 1.1 CHART

<u>SESSION 1 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Welcome to the tribe	Introductory activity.	10 Minutes
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes.		Regular chalkboard Electronic board PowerPoint/Canva presentation.
Linguistic input		
— Hello everyone! Or should we say... Welcome to the Tribe! From now on, you are not just students — you are members of a tribe. And this class? This is your territory. *pause for students to settle and focus* — Over the next few sessions, we will explore cultures full of animals, symbols, nature and meanings. Each group will build their own identity. But before we go further, let's begin by discovering who you are as a group. *project slide: "Who are we as a tribe?"* — Every tribe has a name... a purpose... values they believe in. What do you care about? What do you believe in? Are you strong like a bear? Wise like an owl? Loyal like a wolf? Peaceful like a deer? *pause for reaction and attention* --- OK, now we are going to check out this brief presentation in which we are going to settle the rules and fundamentals of this unit for the next couple of weeks! *Presentation is displayed and explained, with the point system and tribe-centred style of work broken down for students to understand* — So... now that we know everything there is to it... are the tribes ready to rise?		

ANNEX 4 - ACTIVITY 1.2 CHART

<u>SESSION 1 - ACTIVITY 2</u>		
Title / Name	Type	Timing
Sorting ceremony.	Team sorting & naming activity.	5-10 Minutes.
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes. Once the team sorting has finished, students will group themselves into the teams made by the teacher and will create a collective desk by joining three or four desks on each corner of the classroom, seating around them until the end of the lesson.		Regular chalkboard Electronic board PowerPoint/Canva presentation.
Linguistic input		
— Now that we’ve entered the world of tribes... it’s time to find out where each of you belongs. *pause for suspense* — A new slide is projected showing the four tribe names: Cherokee, Sioux, Mohawk, and Navajo. — These are the four great tribes of our classroom. Each one of you will now be assigned to one of them. *students are called by small groups and directed to their assigned tribe corners; teacher points as names are announced* --- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. This is also a very important moment because some chaos may ensue as some students are likely to forget what team they belong to.* — These will be your people — your tribe — for the rest of the unit. You will work together, compete together, grow together. — Each tribe now gathers in a circle at their station. Take a moment to introduce yourselves if needed and look around. This is your team.		

ANNEX 5 - ACTIVITY 1.3 CHART

<u>SESSION 1 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Totem Workshop.	Handcrafting, creativity and teamwork activity.	30-35 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. Then, the students will re-arrange the desks back to their original disposition.		Regular chalkboard Electronic board PowerPoint/Canva presentation. Empty plastic cylinders. Orbeez. One big scoop and one small scoop. Handcrafting materials (Crayons, glue, scissors...).
Linguistic input		
— The tribes have been made... Now it is time to give your group a symbol. Something that shows who you are. *slide with tribe names, colors, animals, objects and directions remains projected on the board* — On the screen, you can see the key elements of your tribe: The two colors you represent, your region, your guiding animal, and a sacred object or symbol linked to your identity. — Each tribe is now given a clear plastic cylinder. This is your totem. It will represent your tribe for the rest of the unit. *pause for attention* — Students are asked to stay at their team stations and begin decorating the totem using the materials provided.		

Be sure to include:

- Your two official colors
- The animal that protects your tribe
- The symbolic element shown
- Your tribe's name, clearly written

- You are invited to be creative, but respectful. Totems are more than decoration; they will hold your Orbeez. These Orbeez represent the points you earn during the unit.
- After each activity, your team will receive either a big scoop or a small scoop of Orbeez — depending on how you've performed.

pause for clarity

— In this first session, small scoops can also be awarded for:

- Using English while working together
- Showing respect and tolerance
- Collaborating effectively as a team
- Showing creative and symbolic thinking

— The time begins now. You have around 25 minutes. When you finish, bring your totem to the front of the class.

— Let the crafting begin. Let your totem tell the story of your tribe.

The totems are then presented to the rest of the class and stored on a shelf or a safe space where only the teacher can tamper with them but they can be seen at all times and where they will remain for the rest of the unit. Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom and look up some more information about their tribes.

ANNEX 6 - SESSION 1 MATERIALS

QR CODE TO UNIT PRESENTATION – ACTIVITY 1.1



TRIBE DIVISION CUE SLIDE – ACTIVITY 1.2



BASIC EMPTY CLOSED TOTEM – ACTIVITY 1.3	BASIC EMPTY OPEN TOTEM – ACTIVITY 1.3	
		
FINAL EMPTY OPEN TOTEM – ACTIVITY 1.3	FINAL FILLED OPEN TOTEM – ACTIVITY 1.3	SCORING SCOOPS – ACTIVITY 1.3
		

ANNEX 7 - SESSION 2 CHART

<u>SESSION 2</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 5.1.1 The student reflects on the cultural values of their assigned tribe and participates respectfully in the group discussion. 2 - 2.1.1 The student identifies the main ideas of the oral recap presentation and responds with relevant contributions. 3 - 2.5.1 The student accurately follows oral instructions during the symbolic classification activity. 4 - 1.2.1 The student interprets symbolic visual elements and classifies them using appropriate terms in English. 5 - 1.1.1 The student expresses a clear position in the debate, using present simple and continuous structures. 6 - 3.1.1 The student defends and contrasts ideas with others using coherent oral arguments in a structured exchange.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Vocabulary related to symbolism, values, and cultural identity. - Present simple and continuous tense structures. - Expressing ideas and preferences orally and in writing. - Cultural comparison and interpretation through visuals. - Grammar practice in structured oral exchanges.	<u>Activity 1:</u> Totem scores review + Intro: Reflecting on the unit's values & symbology. (Introductory activity).
	<u>Activity 2:</u> <u>Mystic Symbols</u> (Reaction + Prior knowledge activity).
	<u>Activity 3:</u> <u>Taking a Stance</u> (Present Simple & Continuous review activity).
<u>Cross-curricular contents:</u> - Oral and written communication. - Intercultural reflection and cultural comparison. - Visual and symbolic literacy. - Education in identity, values, and mutual respect. Collaboration and empathy in cooperative tasks. - Symbol analysis and artistic expression.	

ANNEX 8 - ACTIVITY 2.1 CHART

<u>SESSION 2 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + Intro: Reflecting on the unit's values & symbology.	Introductory activity.	15 Minutes
Classroom management		Resources
Students will be asked to re-arrange the classroom setup into the team stations used in previous sessions. They will create a collective desk by joining three or four desks on their already assigned corner of the classroom. Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard. Electronic board. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop.
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive so they are in the right mood for working*. --- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * --- Lovely! Let's now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let's see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have:		

Teacher aligns all totems so students can compare how much their totems are filled compared to the rest.

- *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez!

- *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez!

- The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez!

- And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!

But remember! Everything can change!

--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us!

*Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. *

Project the recap slide on the screen.

— Now, let's reflect a bit. Think back to yesterday... What symbols did your tribe choose? What do they mean?

Pause for silent reflection or quick team whispers.

— On the screen, you'll see animals, colours, objects, and regions. Let's look at them again.

Go through a few examples together.

— What animal protects your tribe? What values does it represent?

— What do your colours say about your group's spirit?

— What region is your tribe from? North? South? East? West?

— Symbols are not just decoration; they tell a story. They hold meaning.

— Take 2 minutes now and talk in your group: What do your totem and symbols represent? Why do you think your tribe was assigned those traits?

Give students a couple of minutes to talk. Circulate and listen.

— Alright, now I want **one volunteer per team** to share **one idea** about what they discovered or discussed.

Let teams briefly share reflections. Acknowledge each response encouragingly.

— Great! This shows that our tribes are starting to connect with their identity , not just to win, but to understand.

— Are you ready to dive into today's first challenge?

ANNEX 9 - ACTIVITY 2.2 CHART

<u>SESSION 2 - ACTIVITY 2</u>		
Title / Name	Type	Timing
Mystic Symbols.	(Reaction + Prior knowledge activity).	15-20 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard. Electronic board. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Flashcards (three sets, one per team).
Linguistic input		
— Alright, brave tribes. Now it's time for your first challenge of the day. — In front of you, each group has three flashcards. Let's check them together: *Hold up each one and speak clearly.* — This one says: Tribal Tool. These are objects used for survival or craftsmanship. — This one says: Spiritual Object. These are sacred, magical or symbolic. — And this one says: Nature Symbol. These are animals, plants, or natural elements with meaning. — In a moment, I will show you a series of mysterious images on the board. Each one represents something from Native American cultures. — After I count to three, your team must raise the card that matches what you think the image represents. *Demonstrate with a quick example on the screen.* — For example: If I show a dreamcatcher... would you raise Tribal Tool, Spiritual Object, or Nature Symbol?		

Pause. React to answers. Smile and nod.

— Let's see who's ready! For each correct answer, your tribe will receive a small scoop.

— The team with the most correct answers at the end gets three big scoops. Second place gets two big scoops, and third place... still gets one big scoop! Because effort matters too!

— Now, hands ready... eyes on the screen... and let's begin.

Start projecting the images. After each one:

— 3... 2... 1... Show your card!

Pause to check answers and give reactions:

— Interesting choice! Let's see if that's correct...

Continue the game rhythmically and keep energy high.

— Well done, tribes. You are learning to read the symbols — just like the elders of old times. These signs tell us more than words.

— Let's get ready for the next trial. This one will test your strategy and your words!

ANNEX 10 - ACTIVITY 2.3 CHART

<u>SESSION 2 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Taking a Stance.	Present Simple & Continuous review activity.	15-20 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. Then, the students will re-arrange the desks back to their original disposition.		Regular chalkboard. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Flashcards (three sets, one per team).
Linguistic input		
— Well done, tribes. You’ve proven your wisdom with the Mystic Symbols. — But now... something has happened. There’s a situation near your camp. *Hold up one flashcard per team and deliver with suspense.* — Each tribe has received a message... a dilemma that needs your decision. — You must choose: what will your tribe do? And more importantly — why? — Read your flashcard carefully with your group. You have 3 minutes to decide what your position is and prepare your defense. — Use Present Simple for general facts or customs. — Use Present Continuous if you describe what you are doing at the moment. *Give examples on the board or verbally:* — For example: We trade with other tribes because we believe in peace — Or: We are using the river to fish while it is full		

- Think fast, speak clearly, and defend your choice as a tribe.
- After each tribe shares their stance, the other tribes may challenge the decision.
- If you defend your case well, your tribe will earn one large scoop
- If the opposing tribes successfully refute your argument, each of them earns two small scoops
- Remember: Respect is key. No interrupting, no mocking. Debate is not a fight. It's a path to wisdom.
- You have 3 minutes. Start planning now. Use English. Think as a tribe

Allow time. Monitor and support as needed.

- Alright, time's up. Tribe by tribe, please share your decision and explain your reasoning
- [Team name], you go first. What did your elders decide?

Let each team speak, then allow reactions from others. Encourage use of L2, and reward clarity, structure, and logic

- Powerful words. Strong reasoning. Now let's see if your position holds
- The Great Spirits of the Orbeez will now reward the tribe that showed the greatest wisdom
- And with that... today's tribal council ends. You've proven you can stand, speak, and listen
- Return your desks to the original position and take a final moment to reflect. What did you learn about decision-making? About your tribe? About yourselves?

Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom and look up some more information about their tribes.

ANNEX 11 - SESSION 2 MATERIALS

QR CODE TO REFLECTION PRESENTATION – ACTIVITY 2.1	QR CODE TO TRIBAL OBJECTS PRESENTATION – ACTIVITY 1.1
	
FLASHCARDS – ACTIVITY 2.2	DEBATE FLASHCARDS – ACTIVITY 2.3
	

ANNEX 12 - SESSION 3 CHART

<u>SESSION 3</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 2.1.1 The student identifies the main idea of each oral narrative and matches it with the appropriate value-based flashcard. 2 - 5.1.1 The student interprets cultural values conveyed through oral stories and collaborates respectfully during team decision-making. 3 - 1.1.1 The student understands a guided presentation about grammatical contrast and contributes with examples during group discussion. 4 - 1.2.1 The student identifies and distinguishes Present Perfect and Past Simple structures from written transcripts accurately. 5 - 4.2.1 The student applies grammar rules to extract and classify examples in context-based group work. 6 - 3.1.1 The student communicates clearly and efficiently while submitting and reporting team results using appropriate expressions.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Listening comprehension of cultural stories or testimonies. - Grammar focus on present perfect and past simple. - Oral and written responses to structured input. - Narrative understanding: sequence, character, and setting. - Grammar recognition and use in reading texts.	<u>Activity 1:</u> Totem scores review + “Echoes from the past” (Listening activity with flashcards).
	<u>Activity 2:</u> <u>Ancient scripts</u> (Presentation about Present Perfect & Past simple).
	<u>Activity 3:</u>
<u>Cross-curricular contents:</u> - Oral and written communication. - Intercultural awareness through historical narrative.	

- Grammar learning through storytelling. - Empathy and understanding of historical memory. - Sequential and symbolic thinking.	<u>Grammar in Legends</u> (Reading activity).
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ANNEX 13 - ACTIVITY 3.1 CHART

<u>SESSION 3 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + “Echoes from the past”	Introductory activity.	10 Minutes.
Classroom management		Resources
Students will be asked to re-arrange the classroom setup into the team stations used in previous sessions. They will create a collective desk by joining three or four desks on their already assigned corner of the classroom. Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Electronic board & speakers. Audio files. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Flashcards (three sets, one per team).
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive so they are in the right mood for working*. --- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * --- Lovely! Let’s now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let’s see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have:		

Teacher aligns all totems so students can compare how much their totems are filled compared to the rest.

- *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez!

- *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez!

- The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez!

- And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!

But remember! Everything can change!

--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us!

*Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. *

— Each story is connected to a powerful quality: Patience, Wisdom, Courage, and Generosity

Show the flashcards with the values written on them

— When you hear a story, your tribe must choose which value it represents. At the end of the story, I'll countdown: 3, 2, 1... and you'll raise the flashcard that matches the story

Model clearly with your tone and gestures

— If you get it right, your tribe earns one small scoop. At the end, the tribe with the most correct answers wins one big scoop

— Listen carefully. The voices of the ancestors are about to speak

Begin audio playback or storytelling. After each story:

— 3... 2... 1... Show your flashcard

Check answers and give light commentary if appropriate

— Alright. Ready for the next? Let's continue

After the last story is played and answered

— These stories are not just about old times. They speak to how we live and work together as tribes

— You listened with respect. You thought as a team. Let's carry that spirit forward into the next challenge

ANNEX 14 - ACTIVITY 3.2 CHART

<u>SESSION 3 - ACTIVITY 2</u>		
Title / Name	Type	Timing
Ancient Scripts.	Verbal tenses review.	25-30 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard. Electronic board. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper)
Linguistic input		
— We have just heard the stories of the ancestors. Now it's time to uncover the grammar hidden within them — Today we focus on two powerful tenses: Present Perfect and Past Simple — Present Perfect is used when we talk about experiences or actions that affect the present. For example: We have walked many miles. Or: She has spoken to the chief — Past Simple is used when something happened at a specific time in the past. Like: They built the shelter yesterday. Or: I danced at the fire last night — Pay close attention now. We will review the rules, structure, and meaning. You'll see examples and you can ask questions if you need to — Let's look at the form: Subject + have or has + past participle → Present Perfect Subject + verb in past form → Past Simple *Explain with slides or examples on the board* — Now that you know the difference, it's time for your tribe to work		

Distribute the transcripts

— These are the written versions of the stories you just heard

With your tribe, look through the text and highlight examples of Present Perfect and Past Simple

— Use blue for Present Perfect. Use red for Past Simple

— When you finish, choose one member of your team to bring me your paper

— If your team is the first to finish with all correct answers, you'll earn one big scoop

If you're the first to finish but make some mistakes, you still get one small scoop

— You have 10 minutes. Read carefully. Discuss. Choose your verbs wisely...

Pause to create tension

— Begin now!

ANNEX 15 - ACTIVITY 3.3 CHART

<u>SESSION 3 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Grammar in Legends.	Reading activity.	10-15 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. Then, the students will re-arrange the desks back to their original disposition.		Regular chalkboard. Electronic board. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Four papers per team (16 total) with transcriptions of the audios from the 1st activity and an answer sheet per team (four total).
Linguistic input		
— You’ve listened, discussed, and highlighted the grammar in your stories. Now it’s time to organize that knowledge clearly — In front of you, you have the transcripts and an answer sheet. Work as a tribe to extract and list the verbs you identified earlier — You must separate them into two columns: One for Present Perfect and one for Past Simple — For example: Present Perfect → have seen, has spoken Past Simple → built, danced — Check your verb forms carefully. Ask yourselves: Is this action linked to now? Or is it clearly in the past? — This is about accuracy, not speed. You don’t have to rush, just make sure your answers are correct. — When your list is complete, bring it to me. I’ll check it and confirm if it’s complete and well organized — The team with all correct answers earns one big scoop — Organize your ideas, check your verbs, and speak as a team. You’ve got 10 minutes...go for it! *Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom*		

ANNEX 16 - SESSION 3 MATERIALS

QR CODE TO AUDIO 1 – ACTIVITY 3.1	QR CODE TO AUDIO 2 – ACTIVITY 3.1
	
QR CODE TO AUDIO 3 – ACTIVITY 3.1	QR CODE TO AUDIO 4 – ACTIVITY 3.1
	

FLASHCARDS FOR AUDIOS – ACTIVITY 3.1



QR CODE PP PRESENTATION – ACTIVITY 3.1



ANSWER SHEET – ACTIVITY 3.3

	PAST SIMPLE	PRESENT PERFECT
AUDIO 1	1-	1-
	2-	2-
(Fill in the quality)	3-	3-
AUDIO 2	1-	1-
	2-	2-
(Fill in the quality)	3-	3-
AUDIO 3	1-	1-
	2-	2-
(Fill in the quality)	3-	3-
AUDIO 4	1-	1-
	2-	2-
(Fill in the quality)	3-	3-

ANSWER KEY – ACTIVITY 3.3

	PAST SIMPLE	PRESENT PERFECT
AUDIO 1	1- He sat	1- He has remembered
<u>Wisdom</u>	2- He studied	2- He has helped
(Fill in the quality)	3- He followed	3- He has become
AUDIO 2	1- She crossed	1- She has never turned
<u>Courage</u>	2- She faced	2- She has stood
(Fill in the quality)	3- She climbed	3- She has protected
AUDIO 3	1- He brought	1- He has cared
<u>Patience</u>	2- He waited	2- He has protected
(Fill in the quality)	3- Seasons passed	3- They have told
AUDIO 4	1- She cut	1- She has given
<u>Generosity</u>	2- She cooked	2- She has shared
(Fill in the quality)	3- She walked	3- She has never kept

TRANSCRIPT AUDIO 1 (WISDOM) – ACTIVITY 3.3	TRANSCRIPT AUDIO 2 (COURAGE) – ACTIVITY 3.3
A long time ago, in a village close to the mountains, there was a child who rarely spoke. While others played or ran, he sat near the fire and listened to the stories told by the elders. He studied the stars every night and drew them in the sand with a stick. He followed the oldest member of the tribe on long walks and asked questions only when he truly needed to understand. Since then, he has remembered every word of those stories. He has helped others make difficult decisions, and he has become someone people go to when they don't know what to do. His advice has never been loud, but it has always been right. Some say he has never looked for power, but power has always found him through knowledge, silence, and time.	Many winters ago, when the river froze earlier than expected, a young girl heard that a hunter was missing on the other side. While others hesitated, she crossed the ice alone, without waiting for permission. She faced the cold, the wind, and the fear that she might not return. She climbed through the snow and called out until her voice disappeared. That day, she found him and brought him back. Since then, she has never turned away from danger. She has stood between her people and wild beasts. She has protected her tribe more than once, even when she was afraid. People say she was never the strongest, but she was always the one who moved forward when no one else would.
TRANSCRIPT AUDIO 3 (PATIENCE) – ACTIVITY 3.3	TRANSCRIPT AUDIO 4 (GENEROSITY) – ACTIVITY 3.3
There was once a boy who planted a small tree near his tent. Others laughed and said it would never grow in that dry land. But every morning, he brought water from the river, even when the sun was strong or the path was muddy. He waited. He watched. He believed. Seasons passed. He has cared for that tree every day. He has protected it from wind, animals, and careless feet. And now, after many years, it has become the tallest tree in the camp. People have gathered under its shade, and they have told stories about the boy who never rushed. His patience has changed the land more than any storm ever could.	Long ago, during a harsh winter, an old woman noticed that some children in the tribe had no blankets. She cut her own in half and gave the pieces away without saying a word. She cooked with what little she had and left bowls at the doors of those who were sick. She walked from tent to tent, not asking, just helping. Since that time, she has given everything she could, even when no one asked. She has shared her food, her time, and her care with anyone in need. Her people have never forgotten these acts. They say she has never kept more than she needed, and yet, she has always had enough. Her generosity has warmed more hearts than the fire ever could.

ANNEX 17 - SESSION 4 CHART

<u>SESSION 4</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 4.2.1 The student uses Past Simple and Present Perfect structures naturally when hypothesising about symbolic meanings. 2 - 5.2.1 The student collaborates respectfully and takes turns speaking while exploring symbolic interpretations in group work. 3 - 1.1.1 The student contributes to the creation of a coherent short story using the studied verb tenses in a contextualised narrative. 4 - 2.4.1 The student reads the group's story aloud fluently and clearly, with appropriate pronunciation and pacing. 5 - 3.1.1 The student justifies their group's vote by referring to storytelling elements and using L2 in a structured oral exchange. 6 - 5.1.1 The student demonstrates fairness and intercultural awareness when evaluating and voting on the work of other teams.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Use of visual prompts for narrative production. - Application of past simple and present perfect in storytelling. - Development of short written narratives. - Use of connectors and temporal markers in narrative writing. - Oral reading strategies and peer feedback. - Basic argumentative structures for expressing preferences.	<u>Activity 1:</u> Totem scores review + <u>Tribal clues</u> (PP & PS game with visual cues).
	<u>Activity 2:</u> <u>Build your story</u> (PP & PS story creation & reading).

<u>Cross-curricular contents:</u> - Oral and written communication. - Intercultural awareness through collaborative storytelling. - Democratic participation and decision-making. - Respect and inclusion in cooperative literary tasks. - Creativity and self-expression through narrative writing.	<u>Activity 3:</u> <u>Cast your vote</u> (voting for the best story).
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ANNEX 18 - ACTIVITY 4.1 CHART

<u>SESSION 4 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + Tribal clues	Introductory activity.	10-15 Minutes
Classroom management		Resources
Students will be asked to re-arrange the classroom setup into the team stations used in previous sessions. They will create a collective desk by joining three or four desks on their already assigned corner of the classroom. Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard. Electronic board. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop.
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive, so they are in the right mood for working*. --- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * --- Lovely! Let's now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let's see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have: *Teacher aligns all totems so students can compare how much their totems are filled compared to the rest*.		

- *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez!
- *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez!
- The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez!
- And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!

But remember! Everything can change!

--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us!

*Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. *

— Today we'll work with symbols once again. But this time, you'll use your words to interpret their meaning

Project a series of images (spider web, buffalo skull, crow, etc.)

— Each symbol you see carries a possible story or message. Your task is to look at it, talk in your group, and guess what it could represent.

— You must also use grammar correctly when sharing your ideas. Try to use Present Perfect and Past Simple naturally in your sentences.

— For example:

We have seen this symbol in a legend before. It represented death because it was a skull.

Or: They used to paint it on the rocks when they needed protection

— Each team will take turns speaking. You'll have one minute per symbol

— If your team uses the verb tenses correctly without being reminded, you'll earn one small scoop

— Let's begin with the first image. What could it mean? Discuss with your group and be ready to share!

ANNEX 19 - ACTIVITY 4.2 CHART

<u>SESSION 4 - ACTIVITY 2</u>		
Title / Name	Type	Timing
Build your story	Writing and reading activity.	25-30 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard. Electronic board. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper)
Linguistic input		
— Now that you've explored the meanings of the symbols. It's time to use them in your own story — Each tribe will choose two symbols from the ones we just saw. We'll go in order, starting with the team that has the most Orbeez — These two symbols will be the core of your story. Together, you must write a short narrative using both Present Perfect and Past Simple — The story should be no longer than one minute when read aloud. And it must include at least one sentence with each tense — For example: We have always respected the crow because it has guided our ancestors Last night, we placed its feather on the entrance to protect the tribe — One of you will read the story aloud when it's finished. Make sure the pronunciation is clear and the grammar correct		

- You have 15 to 20 minutes. One writes, one reviews grammar, one rehearses reading, one gives ideas — work together
- When you're ready, raise your hand and I'll come check
- The team with the most complete and creative story will earn four small scoops. And each member will receive a Tribal Writing Feather
- Begin your story now. Let the symbols speak through your words

ANNEX 20 - ACTIVITY 4.3 CHART

<u>SESSION 4 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Cast your vote.	Closing activity.	5-10 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. Then, the students will re-arrange the desks back to their original disposition.		Regular chalkboard. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop.
Linguistic input		
— The stories have been told. Now it's time to decide which one stood out the most — Each tribe will receive three flashcards, one for each of the other teams. You cannot vote for your own tribe — Talk together and choose the story that impressed you the most. You must also explain why — For example: We vote for the Cherokee because their story was emotional and used both tenses correctly Or: We vote for the Sioux because their ideas were creative and clear — You have two minutes to decide. Then I will come to collect your vote and hear your reason — After all votes are collected, we will count them together and announce the winner — The tribe with the most votes earns four small scoops. And each member receives a Tribal Writing Feather. — Remember, this is not only about winning: it's about recognizing each other's effort and creativity — Choose wisely and vote with respect *Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom*		

ANNEX 21 - SESSION 4 MATERIALS

QR TO PRESENTATION ON CLUES – ACTIVITY 4.1	FLASHCARDS WITH TEAM LOGOS – ACTIVITY 4.3	TRIBAL WRITING FEATHER – ACTIVITY 4.3
		

ANNEX 22 - SESSION 5 CHART

<u>SESSION 5</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 4.2.1 The student constructs grammatically accurate Present Perfect sentences from segmented prompts. 2 - 2.3.1 The student completes written tasks individually, demonstrating autonomy and responsibility in grammar practice. 3 - 2.5.1 The student understands and reacts to oral instructions during a movement-based challenge activity. 4 - 1.4.1 The student responds accurately to grammar or content-related questions in a dynamic and competitive context. 5 - 5.1.1 The student reflects on their experience in the first half of the unit, expressing preferences respectfully in L2. 6 - 5.2.1 The student listens actively and contributes constructively to a reflective group dialogue in a calm environment.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Reinforcement of present perfect through movement-based grammar practice. - Grammar accuracy in oral production during cooperative activities. - Understanding and execution of oral instructions. - Use of reflective expressions linked to activity review. - Vocabulary related to emotions, effort, and group work.	<u>Activity 1:</u> Totem scores review + PP revision
	<u>Activity 2:</u> <u>East River Crossing</u> (TPR activity).
<u>Cross-curricular contents:</u> - Oral communication and active listening. - Physical expression as a learning tool.	<u>Activity 3:</u>

- Teamwork and mutual support in task resolution. - Emotional awareness and self-assessment. - Respect, empathy, and inclusion through shared movement-based learning.	<u>Warrior's rest</u> (Cooldown activity & reflection).
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ANNEX 23 - ACTIVITY 5.1 CHART

<u>SESSION 5 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + PP revision.	Introductory & warm-up activity.	15 Minutes.
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes.		Regular chalkboard Electronic board PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive so they are in the right mood for working*. --- Lovely! Let's now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let's see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have: *Teacher aligns all totems so students can compare how much their totems are filled compared to the rest*. - *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez! - *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez! - The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez! - And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!		

But remember! Everything can change!

— Today we're going to sharpen our grammar

You will see ten sentences — but they are incomplete

— Each sentence is broken into parts, and your job is to rebuild them using the Present Perfect

— For example:

You / visit / the sacred mountain → You have visited the sacred mountain

— Work individually. No team help for this task, as this is your personal challenge

— When you finish, bring me your sheet

— The first four students to finish correctly will earn:

4 small scoops for 1st

3 for 2nd

2 for 3rd

1 for 4th

— In addition, for every correct sentence, your tribe will earn a mini scoop

But... for every mistake, a scoop will be removed from your totem

— If a student submits more than five incorrect answers, their team may lose scoops

— So be careful and accurate. Focus on structure: have or has plus the past participle

— You have 10 to 12 minutes. Begin now

ANNEX 24 - ACTIVITY 5.2 CHART

<u>SESSION 5 - ACTIVITY 2</u>		
Title / Name	Type	Timing
East River Crossing.	TPR activity.	30 Minutes.
Classroom management		Resources
Students will be asked to re-arrange the classroom setup by moving the desks and chairs to the sides, clearing as much room as possible in the middle of the classroom. A set of at least 15 hoops will be placed in the middle open space creating a kind of X-shaped symmetrical pattern that has its corners at every team's station (see annex for visual from-above-view representation).		Hoops. Set of questions for the teacher to ask. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop.
Linguistic input		
--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * — The river is rising, and only the fastest and wisest will cross it — In the middle of the classroom, you see a path made of hoops. Each tribe will line up at their station — One warrior per tribe enters at a time. You will jump forward until you meet someone from another tribe — When you meet, play rock, paper, scissors. The winner gets the first chance to answer a grammar or unit-related question — If they answer correctly, they move forward. If not, the other student can try to steal the scoop — If both are wrong, both return to their base. — Questions will cover Present Perfect, Past Simple, vocabulary, and content from the unit — Winning a duel earns one small scoop. Winning the final round earns one big scoop — Listen to instructions, take turns, and play fair. Be quick but be clear. Speak in English as much as possible — Get to your stations. The river crossing begins now		

ANNEX 25 - ACTIVITY 5.3 CHART

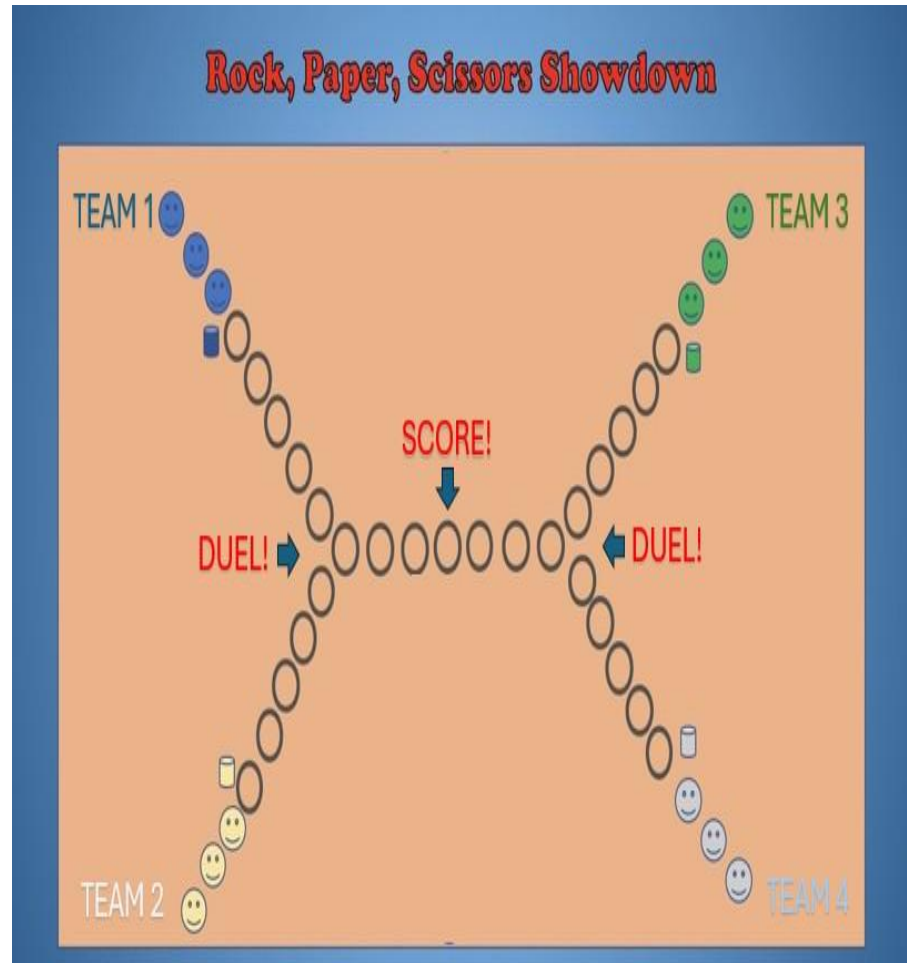
<u>SESSION 5 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Warrior 's rest.	Cooldown & closing activity.	5 Minutes.
Classroom management		Resources
The teacher will pick-up the hoops and then students will gather in a circle in the middle of the classroom while a bonfire is protected on the electronic board. Then, the students will re-arrange the desks back to their original disposition.		Electronic board. Gif of a lit bonfire.
Linguistic input		
— Sit in a circle in the center of the classroom. Look at the bonfire on the screen and listen to the music — This is a moment to reflect. You’ve completed half the journey — One by one, if you wish, share something with the group You can say: I liked... I didn’t enjoy... I have learned... — Speak in English. You can pass if you prefer to listen — When someone speaks, we all listen in silence — This is not a test. It’s a moment of truth and respect — Let’s begin. Who would like to share first? *Let the conversation flow, guiding gently if needed* — Thank you for your words. You’ve spoken as warriors and listened as tribes — Let’s reset the room in silence. The journey continues tomorrow *Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom*		

ANNEX 26 - SESSION 5 MATERIALS

QR FOR PP PRACTICE – ACTIVITY 5.1



HOOPS LAYOUT – ACTIVITY 5.3



ANNEX 27 - SESSION 6 CHART

<u>SESSION 6</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 1.1.1 The student understands explanations about modal verbs and their contextual use alongside past tenses. 2 - 4.2.1 The student constructs grammatically correct and meaningful sentences using random modal verb combinations. 3 - 2.6.1 The student selects relevant content from class-generated materials and applies it appropriately in a new task. 4 - 5.2.1 The student cooperates respectfully with peers to create a multimodal group performance. 5 - 1.3.1 The student integrates verbal content into a choreographed presentation that reflects the group's goal. 6 - 4.3.1 The student uses language creatively to express identity, intention, and meaning through performance.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Recognition and use of modal verbs for ability, advice, and obligation. - Application of modals in guided speaking and writing tasks. - Simulation and roleplay activities using language in context. - Peer collaboration in grammar exploration and explanation. - Grammar-based decision-making and reflection.	<u>Activity 1:</u> Totem scores review + <u>The Forest of Modals</u> (Presentation on modal verbs)
	<u>Activity 2:</u> <u>Rhythmic Riddles</u> (Usage of modals activity).
	<u>Activity 3:</u>
<u>Cross-curricular contents:</u> - Ethical reasoning through language-based scenarios. - Cooperation, leadership, and accountability in group settings.	

- Communication strategies for expressing possibility, necessity, and opinion. - Peer learning and self-regulation in grammar activities. - Development of autonomy and critical thinking through simulation.	Dancing rituals (Implementation of modals in TPR & closing activity).
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ANNEX 28 - ACTIVITY 6.1 CHART

<u>SESSION 6 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + The Forest of Modals.	Introductory activity.	15-20 Minutes.
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes.		Regular chalkboard Electronic board PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive so they are in the right mood for working*. --- Lovely! Let's now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let's see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have: *Teacher aligns all totems so students can compare how much their totems are filled compared to the rest*. - *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez! - *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez! - The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez!		

- And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!

But remember! Everything can change!

— Today we enter a new part of our journey: modal verbs

— These are words that help us give advice, express obligation, show possibility, or talk about ability

— Some of them are: can, should, must, might, could

— We always use them with the base form of the verb

For example:

She must listen

We can speak

They might arrive late

— Let's review a few together and talk about what they mean

Use slides or write on the board with examples

— Can you think of when you would say “You must...” to someone in your tribe? What about “You should...” or “You might...”?

— Think about advice, danger, rules, or suggestions

— Take notes. Ask questions if you're unsure. We will use these words in the next activity to create your own sentences and rituals

— Let's begin the forest of modals now

ANNEX 29 - ACTIVITY 6.2 CHART

<u>SESSION 6 - ACTIVITY 2</u>		
Title / Name	Type	Timing
Rhythmic Riddles.	Writing & reading activity.	15-20 Minutes.
Classroom management		Resources
Students will be asked to re-arrange the classroom setup into the team stations used in previous sessions. They will create a collective desk by joining three or four desks on their already assigned corner of the classroom. Students will remain gathered around their team stations, one on each corner of the classroom until the end of the activity. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Electronic board PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Sheets of paper with broken-up riddles on them. Writing materials (pen & paper).
Linguistic input		
--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * — In this activity, each of you will come to the front and pick one slip from each of the three piles — One slip will be a subject One will be a modal verb One will be a predicate — Your job is to build a full sentence with what you get — For example: Subject: The eagle Modal: must		

Predicate: protect the camp

→ The eagle must protect the camp

— Some combinations may sound strange — but that's part of the game

Your sentence must still be grammatically correct

— If your sentence is correct, your team earns one small scoop

If it's also creative or funny, and everyone reacts, you get an extra scoop

— Speak clearly and use English. Say your sentence out loud when it's your turn

— After everyone has gone, your team will keep the best sentences for the next activity

— Let's begin the rhythm of riddles. Who will go first?

ANNEX 30 - ACTIVITY 6.3 CHART

<u>SESSION 6 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Dancing rituals.	TPR & Closing activity	10-15 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the activity. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. They will take turns going into the middle of the classroom, where the space has been cleared to perform their dances, chants and war cries. Then, the students will re-arrange the desks back to their original disposition.		Electronic board & speakers. Any images & sounds teams would like in the background for their dances & chants. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
— Now that you've created your modal sentences. It's time to turn them into movement, sound, and story — Your tribe will create a short ritual dance with four movements. It should have a clear purpose: to ask for rain, peace, food, protection, or something your tribe needs — Your performance must include: 1. Your tribe's name 2. Your goal (why you are dancing) 3. At least three of the sentences you created in the last activity 4. A final war chant title — a strong name for your ritual — For example: We are the Mohawk We must protect the forest		

We might need more water
We can call the spirits
This is... The Dance of Thunder

- Use your bodies, your voices, your creativity. You can clap, jump, chant, whisper, always as long as you are respectful and clear
- You have 10 to 15 minutes to prepare. Then, each tribe will perform one at a time in the center
- Speak loud and clear. Move with purpose. Show what your tribe believes in
- Begin now. Let the dance begin.

Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom

SAMPLE LITE PRESENTATION ON MODALS – ACTIVITY 6.1	BROKEN-UP SENTENCES – ACTIVITY 6.2								
MODAL VERBS MADE EASY ENGLISH CLASS • HIGH SCHOOL The Basics Modal verbs are auxiliary verbs that are used to express permission, ability, advice, possibility, and obligation.  How to Use Modal Verbs Use the base form of the main verb after the modal verb. <i>I can swim.</i> <i>You should call her.</i> Examples <table><tr><td>can She can speak French.</td><td>I should see a doctor.</td></tr><tr><td>should He <i>should</i> see a doctor.</td><td>doctor</td></tr><tr><td>might It <i>might</i> rain later.</td><td>I have to go now.</td></tr><tr><td>have to I have to go now.</td><td>You must listen to me</td></tr></table> Things to Remember Modal verbs do not change their form according to the subject. 	can She can speak French.	I should see a doctor.	should He <i>should</i> see a doctor.	doctor	might It <i>might</i> rain later.	I have to go now.	have to I have to go now.	You must listen to me	
can She can speak French.	I should see a doctor.								
should He <i>should</i> see a doctor.	doctor								
might It <i>might</i> rain later.	I have to go now.								
have to I have to go now.	You must listen to me								

ANNEX 32 - SESSION 7 CHART

<u>SESSION 7</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 2.1.1 The student understands contextual clues and selects appropriate modal verbs during the team quiz. 2 - 5.2.1 The student collaborates with their team to produce responses and participate actively in competitive dynamics. 3 - 2.6.1 The student formulates accurate written answers under time pressure, demonstrating mastery of unit content. 4 - 1.3.1 The student adapts their role and contributes fairly within a cooperative relay system adapted to individual needs. 5 - 4.4.1 The student expresses reflections and intentions in writing using appropriate vocabulary and grammar. 6 - 5.1.1 The student reflects on their emotional experience and sense of belonging to the tribe in a written letter.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Writing short reflective texts with cohesion and clarity. - Revision and accurate use of past tenses, present perfect, and modal verbs. - Peer feedback and self-assessment in written production. - Planning and preparation strategies for a final group task. - Grammar review through cooperative games and activities.	<u>Activity 1:</u> Totem scores review + <u>Tribal test</u> (brief modals review).
	<u>Activity 2:</u> <u>The Native Race</u> (Cooperative TPR game).
	<u>Activity 3:</u>
<u>Cross-curricular contents:</u> - Personal reflection and metacognition. - Constructive communication and peer support.	

- Strategic planning and goal setting. - Respect and responsibility in written expression. - Group cohesion and decision-making ahead of collaborative assessment.	<u>A letter to the ancestors</u> (Writing activity & preparation for final task)
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ANNEX 33 - ACTIVITY 7.1 CHART

<u>SESSION 7 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + The Tribal Test.	Introductory activity.	10 Minutes.
Classroom management		Resources
Students will be asked to re-arrange the classroom setup into the team stations used in previous sessions. They will create a collective desk by joining three or four desks on their already assigned corner of the classroom. Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering.		Regular chalkboard Electronic board PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
--- Hello, hello everyone! Good morning and happy *day of the week*! How are you guys feeling today? Good? *Pause so students can answer. Showing interest in the students and having a brief chat before the lesson starts is always positive so they are in the right mood for working*. --- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us! *Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. * --- Lovely! Let's now check how the scoreboard is doing! *Teacher heads to the place the totems are placed at* Nice... Let's see how much your totems are filled today! Yesterday we had some changes in the Orbeez-race! Well, we have had *number of lessons that have passed* session already, and at this point we have:		

Teacher aligns all totems so students can compare how much their totems are filled compared to the rest.

- *Team name* lead with *points to the level of Orbeez within the totem* these much Orbeez!
- *Team name* are looking to take the lead! They are in second place with *points to the level of Orbeez within the totem* these much Orbeez!
- The lower half of the table finds *Team name* in third place with *points to the level of Orbeez within the totem* these much Orbeez!
- And with *points to the level of Orbeez within the totem* these much Orbeez, the *Team name* find themselves in last place!

But remember! Everything can change!

--- Alright, now we are going to move our desks and chairs to the corners, making the stations to work in groups like we have already done in other sessions! Please, do not drag them and do not make too much noise, remember that there are people having class or exam underneath us and, in the classrooms, next to us!

*Brief moments for students to re-arrange the classroom. Making more emphasis on them keeping things not too noisy. *

— You will now face a fast challenge to review what we've learned about modal verbs

— I will show you ten slides. Each one has a sentence with a missing modal and an image to give you a clue

— With your tribe, discuss the correct modal verb to complete the sentence

— Then, on the count of three, raise your whiteboard with your answer. Only one chance per question

— A correct answer earns your team one scoop. At the end, the team with the most correct answers gets one big scoop

— Think quickly, write clearly, and work together

— Let's begin with the first slide. Be ready to show your answer when I say three... two... one... go!

ANNEX 34 - ACTIVITY 7.2 CHART

<u>SESSION 7 - ACTIVITY 2</u>		
Title / Name	Type	Timing
The native race.	Cooperative TPR activity.	20 Minutes.
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. They will then have to move around the cleared centre part of the classroom. If there is any students to which catering to diversity applies, the students will form human chains from their bases to the middle of the classroom where the teacher will stand. They will be rotating in these chains, changing spots every round, being at least once in every spot of the chain.		Regular chalkboard Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
— This is a race of minds and movement. You will work as a team to answer grammar and vocabulary questions under pressure — I will read a question aloud. One student per tribe will write the answer on a slip of paper and run to give it to me — If the answer is correct and you are the first to arrive, your tribe gets two small scoops. If you are second but also correct, your tribe gets one small scoop — If the answer is wrong, I'll return the slip and you must try again — If your tribe includes someone with specific needs, you will form a human chain. One writes, one passes, one delivers... and you rotate roles after each round — Stay organized, be quick, and support each other. Listen carefully to each question and work together to win the scoops. Let's begin the native race. First question coming now...!		

ANNEX 35 - ACTIVITY 7.3 CHART

<u>SESSION 7 - ACTIVITY 3</u>		
Title / Name	Type	Timing
A letter to the ancestors.	Writing and reading activity	20 Minutes
Classroom management		Resources
Students will remain gathered around their team stations, one on each corner of the classroom until the end of the session. They will work in those groups for the rest of the unit and in that place of the classroom when activities require gathering. Then, the students will re-arrange the desks back to their original disposition.		Regular chalkboard Electronic board & speakers. Tribal music audio files as background ambient music. Gifs or images of Native American tribes for background ambience. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
— Now it's time to reflect and speak from your tribe's heart — Each of you will write a letter to your ancestors This letter should explain what your tribe has done, what you feel, and what you ask for in the final challenge — Your letter must include: 1. A greeting to the ancestors 2. A short description of what you have done as a tribe 3. At least two modal verbs 4. One Present Perfect sentence 5. A final request for strength, wisdom, or guidance		

— For example:

Dear Ancestors,

We are the Cherokee tribe. We have completed many tasks together.

We must stay united. We might need your help to win.

Please give us courage and power in the last trial

— You can write individually or as a group, but all members must agree on the final message

— Soft music will play while you write. You have 15 to 20 minutes

— When you finish, fold your letter and place it inside your totem. The ancestors will receive your message tonight

— Begin writing now. Speak with truth and pride.

Then students are asked to get the furniture back to its original places without making much noise before leaving the classroom

ANNEX 36 - SESSION 7 MATERIALS

QR TO SENTENCES TO BE FILLED WITH MODALS – ACTIVITY 7.1	WHITEBOARD EXAMPLES – ACTIVITY 7.1
	

ANNEX 37 - SESSION 8 CHART

<u>SESSION 8</u>	
Specific competencies	Achievement indicators
1. Oral and written comprehension. 2. Oral and written expression. 3. L2 interaction. 4. Use of English. 5. Intercultural appreciation.	1 - 2.5.1 The student follows complex oral instructions related to the rules and flow of the final team challenge. 2 - 1.4.1 The student responds correctly to content-based questions, demonstrating retention and application of unit knowledge. 3 - 5.2.1 The student cooperates within their team during the treasure hunt, maintaining group cohesion and mutual respect. 4 - 2.6.1 The student describes the location of clues clearly and accurately when interacting with the teacher. 5 - 5.1.1 The student demonstrates sportsmanship and respect for all teams during the final ceremony. 6 - 4.3.1 The student expresses their group identity and connection to the unit through symbolic elements and celebration.
Contents (Subject & Cross-curricular)	Activities / Tasks for session
<u>Subject Contents</u> - Application of vocabulary and grammar in authentic, gamified contexts. - Oral and written comprehension under dynamic, timed conditions. - Group problem-solving and strategic task completion. - Functional language for reflection, evaluation, and closure. - Integration of content from previous sessions in a cumulative assessment.	<u>Activity 1:</u> Totem scores review + Final activity explanation.
	<u>Activity 2:</u> <u>Find your spirit</u> (Gymkhana).
	<u>Activity 3:</u>
<u>Cross-curricular contents:</u> - Collaboration, strategy, and leadership in high-engagement scenarios. - Reflective thinking and emotional awareness through	

symbolic closure. - Real-world communication skills under pressure. - Celebration of group identity and shared achievement. - Reinforcement of values such as respect, effort, and resilience.	Final Totem scores + Prize Award Ceremony.
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ANNEX 38 - ACTIVITY 8.1 CHART

<u>SESSION 8 - ACTIVITY 1</u>		
Title / Name	Type	Timing
Totem scores review + Final activity explanation.	Introductory activity.	5 Minutes.
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes.		Regular chalkboard Electronic board & speakers. PowerPoint/Canva presentation. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Writing materials (pen & paper).
Linguistic input		
— Today is the final challenge. You will face the last great trial of this unit — It is called Find Your Spirit — Each tribe will start with a different clue number: 1, 3, 5, or 7. You must find the next clue in order: 1 to 2 to 3 and so on, until you complete all eight — When you find a clue, bring it to me and tell me exactly where it was. Then I will ask you a question about grammar, vocabulary, symbols, or past activities — If you answer correctly, I will give you one puzzle piece. Each correct answer = one piece — When you collect all eight puzzle pieces, assemble them. The back will reveal a message telling you where to go next — The first team to complete their puzzle and return to the classroom will win the game. But every team that finishes earns respect and honour. — Work as a group. Speak in English. Stay focused — Let's go outside in silence and prepare for the final trial		

ANNEX 39 - ACTIVITY 8.2 CHART

<u>SESSION 8 - ACTIVITY 2</u>		
Title / Name	Type	Timing
“Find your spirit”	Gymkhana	35 Minutes.
Classroom management		Resources
This activity will be held (ideally) in an open space like a playground. A gym, in case there is rain or not an available playground will serve too. Students will move freely around the playground, always into groups. The teacher will stay in a spot all the time, where students, after finding clues scattered all around the open place, will have to go to and perform a trial. After gathering the final clue and solving the puzzle, students will have to head back to the classroom. In there an item representing each team will await. These items will have been settled by the teacher, as they leave last after the students, hence not letting them know what the game finale is.		Clues around the playground/gym. Answer key sheet for the teacher. Puzzle pieces. Tribal items. Writing materials (pen & paper).
Linguistic input		
— You are now in the sacred grounds of the final trial — Scattered around this space are eight hidden clues marked with numbers. Follow them in the correct order, as assigned to your tribe — Do not take clues out of order. Always bring the correct one to me first — When you find a clue, come to me and tell me where exactly you found it. Then I will ask your tribe a question related to what we’ve done in this unit — If your tribe answers correctly, I will give you one puzzle piece. There are eight pieces in total — When you complete your puzzle, flip it over. The back will tell you where to go for the final step — When you reach the final place and collect your tribe’s token, return to the classroom together — Work as a group. Stay calm. Move quickly but with care. Let the final gymkhana begin. Go find your spirit		

ANNEX 40 - ACTIVITY 8.3 CHART

<u>SESSION 8 - ACTIVITY 3</u>		
Title / Name	Type	Timing
Final Totem scores + Prize Award Ceremony.	Closing activity.	10 Minutes.
Classroom management		Resources
Students will remain seated in their regular classroom disposition. It is not mandatory that they have to separate their desks in case the classroom is sorted into pairs or threes. They will only stand up to the front of the class after their team's name is called.		Electronic board & speakers. Tribal music audio files as background ambient music. Gifs or images of Native American tribes for background ambience. Totems used as vessels for their scores. Orbeez. One big scoop and one small scoop. Prize totems. Prize stickers.
Linguistic input		
— You have returned from your journey You found the clues, answered the questions, and completed the puzzle — Now, we will count the final scoops and see which tribe has earned the most — All tribes have completed the challenge with honour. You've shown teamwork, creativity, and strength — One by one, come forward to receive your sticker sheet with symbols from our unit. Each team is called, each student receives their reward — And now, the winning tribe will receive one final gift: a miniature totem. It represents your path, your unity, and your voice — You are all part of something bigger now. This classroom has become a circle of stories, language, and respect. — On Monday, your last task: write a WhatsApp message to your best friend Tell them what it was like to live as part of a Native American tribe What you did, what you learned, and how you felt Use Present Perfect and Past Simple — For now, celebrate. You've completed Echoes of the First Nations!!!		

ANNEX 41 - SESSION 8 MATERIALS

TEAM PUZZLE (FRONT) – ACTIVITY 8.2	TEAM PUZZLE (BACK) – ACTIVITY 8.2
	
TEAM CLUES – ACTIVITY 8.2	TEAM TOKENS IDEA - ACTIVITY 8.2
	

ACCTIVITY QUESTIONS (EXAMPLES) - ACTIVITY 8.2	FINAL PRIZES – ACTIVITY 8.3
1- [Hiding place #1] Q: How do you form the present perfect tense? A: Subject + have/has + verb 3rd column. 2- [Hiding place #2] Q: What are the names of the four tribes? A: Navajo – Cherokee – Mohawk – Sioux. 3- [Hiding place #3] Q: What other tense have we learnt apart from the present perfect? A: The past simple. 4- [Hiding place #4] Q: List at least 6 modals and their uses. A: Can – Ability; Could – Possibility; Should – Advice... 5- [Hiding place #5] Q: What did we do first? The East-River-Crossing or the Rhythmic Riddles? A: The East-River-Crossing. 6- [Hiding place #6] Q: Give me the four animals and objects that relate to each tribe. A: Wolf, raven, eagle, rattlesnake, medicine wheel, solar spiral, feather and seven-point star.	 

ANNEX 42 - SESSION 1 ASSESSMENT RUBRIC

Session 1	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	2.1.1	Engages fully with the explanation, asks questions, and summarizes the key points accurately.	Pays attention and shows understanding with minor lapses in focus or detail.	Follows the explanation but misses the main point or key ideas.	Appears disengaged or confused, asks for repetition or misses instructions.
	2.5.1	Follows all instructions immediately and correctly without support.	Follows most instructions with minor clarifications.	Needs repetition or teacher modeling to follow instructions.	Does not follow instructions or needs constant support.
Activity 2	3.2.1	Communicates clearly and voluntarily in L2 using appropriate expressions.	Participates using simple but correct phrases with minor hesitation.	Communicates using limited vocabulary and shows difficulty forming expressions.	Avoids speaking in L2 or uses only isolated words or gestures.
	5.1.1	Contributes ideas respectfully, listens actively, and encourages participation from others.	Collaborates well, respects others' turns and supports team decisions.	Participates but may interrupt or dominate without encouraging others.	Shows reluctance to cooperate or behaves disruptively.
Activity 3	4.2.1	Designs a highly creative totem with accurate symbolic elements that reflect the tribe's traits.	Applies relevant symbols clearly with some creative input.	Applies basic symbols with little personalization or cultural connection.	Uses unrelated symbols or shows minimal effort in the design.
	5.2.1	Engages actively in group discussions in L2, building on others' ideas and using respectful language.	Uses L2 appropriately with minor lapses and contributes to group interaction.	Uses L1 frequently or contributes little to the group exchange.	Avoids communication or shows lack of respect for others' contributions.

ANNEX 43 - SESSION 2 ASSESSMENT RUBRIC

Session 2	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	5.1.1	Shares thoughtful reflections on tribal identity and listens to peers with empathy and interest.	Contributes relevant ideas and listens respectfully.	Shares basic reflections but lacks connection with others' input.	Does not participate or shows disregard for others' ideas.
	2.1.1	Understands the recap content fully and responds with relevant comments.	Understands most ideas with occasional need for repetition.	Needs support to grasp main points of the recap.	Struggles to understand or remain attentive.
Activity 2	2.5.1	Follows all game instructions quickly and accurately without prompting.	Follows most instructions with minor errors.	Needs repetition or reminders to participate correctly.	Does not follow instructions and needs constant support.
	1.2.1	Accurately identifies and categorizes images using appropriate symbolic vocabulary in L2.	Matches images correctly with minor vocabulary or timing issues.	Relies on peers or shows hesitation when choosing.	Fails to engage or selects randomly without understanding.
Activity 3	1.1.1	Expresses clear, well-structured arguments using correct tense forms and persuasive language.	Defends a position clearly with minor grammar errors.	Uses basic structures to state opinion, though lacks clarity.	Struggles to form coherent ideas or misuses tenses.
	3.1.1	Engages in structured debate, presenting and defending ideas clearly in L2.	Presents basic arguments and responds to others with clarity.	Participates with some hesitation or lack of structure.	Avoids speaking or struggles to construct ideas coherently.

ANNEX 44 - SESSION 3 ASSESSMENT RUBRIC

Session 3	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	2.1.1	Accurately identifies the main idea of each story and matches it confidently with the correct value.	Understands most ideas and selects mostly accurate flashcards.	Needs help identifying the central idea or misinterprets values.	Shows difficulty understanding the story or selects randomly.
	5.1.1	Shows cultural awareness and listens actively to peers, reaching respectful agreements.	Collaborates well and respects others' opinions during group decisions.	Participates with minimal engagement or dominates decisions.	Disregards peer input or refuses to engage.
Activity 2	1.1.1	Demonstrates clear understanding of tense differences and contributes accurate examples during the discussion.	Understands basic concepts and contributes with minor errors.	Struggles to follow the explanation or gives limited input.	Shows confusion or avoids participation in the group discussion.
	1.2.1	Correctly extracts and classifies all relevant verb forms with precision from transcripts.	Identifies most verbs correctly with minor mistakes.	Extracts only basic or incomplete examples.	Misidentifies or misses the majority of relevant verb forms.
Activity 3	4.2.1	Applies grammar rules correctly and consistently in a contextualized task.	Applies most grammar rules with few mistakes.	Demonstrates limited accuracy or confuses some rules.	Makes frequent errors or struggles to apply the grammar rules.
	3.1.1	Reports team results clearly using structured and appropriate L2 expressions.	Communicates the results with minor issues in clarity or grammar.	Shares results but lacks clarity or structure.	Avoids speaking or provides unclear or incomplete responses.

ANNEX 45 - SESSION 4 ASSESSMENT RUBRIC

Session 4	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	4.2.1	Uses both tenses accurately and spontaneously when describing symbolic meanings.	Uses tenses mostly correctly with minor prompting.	Uses basic forms or mixes up structures inconsistently.	Avoids using L2 or shows no attempt to apply the tenses.
	5.2.1	Works actively with teammates, sharing turns and listening respectfully.	Participates in the group work with some support.	Shows limited collaboration or interrupts others.	Does not cooperate or disrupts the group process.
Activity 2	1.1.1	Writes a creative and coherent story using appropriate tenses and vocabulary.	Contributes to a story that is generally clear but contains some errors.	Suggests ideas but with limited structure or accuracy.	Contributes little or makes the story unclear or incomplete.
	2.4.1	Reads the story aloud fluently, clearly, and with accurate pronunciation.	Delivers the reading with minor lapses in fluency or clarity.	Reads with frequent pauses or mispronunciations.	Struggles to read the story or avoids speaking.
Activity 3	3.1.1	Justifies vote with clear, well-structured reasoning in L2.	Gives a valid justification with minor issues in expression.	Expresses a basic opinion with limited structure.	Gives no reason or struggles to communicate in L2.
	5.1.1	Votes fairly and reflects on the quality of others' work with respect and awareness.	Participates in the voting process with consideration.	Votes without clear reasoning or group agreement.	Votes arbitrarily or with bias, disregarding the criteria.

ANNEX 46 - SESSION 5 ASSESSMENT RUBRIC

Session 5	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	4.2.1	Builds all 10 Present Perfect sentences correctly without assistance.	Makes 1–2 minor errors but shows clear understanding.	Constructs some correct sentences but struggles with structure.	Makes several errors or shows little understanding of the tense.
	2.3.1	Works independently and submits promptly with full accuracy.	Submits with some support or minor issues.	Needs reminders or support to complete the task.	Does not complete the task or shows lack of effort.
Activity 2	2.5.1	Follows all oral instructions in the game clearly and without hesitation.	Understands most instructions with minimal clarification.	Needs repetition or observation to follow the dynamics.	Struggles to follow instructions or delays the activity.
	1.4.1	Answers questions quickly and accurately, showing command of the content.	Answers with minor errors or hesitation.	Attempts to answer but needs prompting or rephrasing.	Does not respond or provides irrelevant answers.
Activity 3	5.1.1	Shares thoughtful and respectful reflections using clear language in L2.	Expresses opinions appropriately with minor issues.	Shares basic ideas with limited vocabulary or clarity.	Does not reflect or uses L1 despite prompts.
	5.2.1	Listens attentively to others and adds constructive comments to the group dialogue.	Participates respectfully with limited contributions.	Participates passively or occasionally interrupts.	Does not engage or disrupts the calm group setting.

ANNEX 47 - SESSION 6 ASSESSMENT RUBRIC

Session 6	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	1.1.1	Understands all modal verb uses and applies them accurately in contextual examples.	Understands the general use and applies them with minor errors.	Shows partial understanding or confuses some uses.	Does not grasp the function or misuses modal verbs repeatedly.
	4.2.1	Constructs complete and correct sentences despite random combinations, showing flexibility.	Creates mostly accurate sentences with small structural errors.	Forms basic but understandable sentences with support.	Fails to construct coherent or grammatically correct sentences.
Activity 2	2.6.1	Selects and reuses class-generated content effectively and meaningfully in the final task.	Reuses content appropriately but with limited relevance.	Uses materials with minimal adaptation or unclear connection.	Does not incorporate previous content or misuses it.
	5.2.1	Participates actively, encouraging others and integrating ideas into a unified group performance.	Collaborates with peers and shows positive group attitude.	Cooperates passively or inconsistently.	Avoids collaboration or disrupts group cohesion.
Activity 3	1.3.1	Integrates grammar, meaning, movement, and performance fluently and clearly.	Expresses ideas through performance with some coherence.	Performs basic choreography with limited connection to content.	Shows unclear purpose or lacks verbal/movement integration.
	4.3.1	Uses language creatively to reflect group identity and purpose through structured performance.	Conveys a clear message with minor creative or structural flaws.	Communicates a basic idea with limited originality.	Shows little creative input or fails to communicate purpose.

ANNEX 48 - SESSION 7 ASSESSMENT RUBRIC

Session 7	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	2.1.1	Selects the correct modal verb in all quiz rounds using contextual understanding.	Makes 1–2 mistakes but shows clear comprehension.	Chooses correct modals with help or some hesitation.	Struggles to select appropriate modals or guesses.
	5.2.1	Works constructively with peers, helping maintain team focus and rhythm.	Collaborates positively with minor disruptions.	Participates but inconsistently or passively.	Avoids participation or interrupts team efforts.
Activity 2	2.6.1	Writes accurate answers under pressure using correct grammar and vocabulary.	Answers correctly with minor delays or errors.	Needs support or time extensions to complete answers.	Provides incomplete or incorrect responses.
	1.3.1	Rotates through roles responsibly and ensures the flow of communication is maintained.	Adapts roles with occasional confusion.	Participates with some difficulty in transitions.	Refuses roles or blocks the team's communication chain.
Activity 3	4.4.1	Writes a letter with clear structure, grammar accuracy, and appropriate tone.	Expresses ideas clearly with minor grammar issues.	Conveys the message but with limited structure or errors.	Writes a disorganized or unclear letter with major mistakes.
	5.1.1	Shares a personal and thoughtful reflection about their tribe experience.	Reflects on the activity with sincerity and relevant details.	Expresses basic opinions with little elaboration.	Offers vague or disconnected reflections, or none at all.

ANNEX 49 - SESSION 8 ASSESSMENT RUBRIC

Session 8	Achievement Indicator	Excellent	Good	Acceptable	Room for Improvement
Activity 1	2.5.1	Follows all instructions precisely and engages with the game confidently.	Understands most steps with minor clarifications.	Needs reminders or support to stay on track.	Shows confusion or disrupts the flow of the game.
	1.4.1	Answers quiz questions accurately and quickly, demonstrating strong retention.	Answers correctly with some hesitation or support.	Attempts responses with partial accuracy.	Does not recall or apply unit content effectively.
Activity 2	5.2.1	Works seamlessly within the team, sharing tasks and decisions respectfully.	Participates actively but may rely on stronger peers.	Collaborates inconsistently or passively.	Refuses to cooperate or creates conflict.
	2.6.1	Explains clue locations clearly using precise language.	Communicates location with some support or minor confusion.	Gives incomplete or vague descriptions.	Cannot explain location or needs prompting.
Activity 3	5.1.1	Congratulates peers and celebrates outcomes with a positive attitude.	Accepts results respectfully and applauds others.	Participates in the ceremony with minimal engagement.	Displays frustration, disinterest, or disrespect.
	4.3.1	Uses symbolic language and visual elements to express group identity and closure.	Shows connection to the theme with some creativity.	Participates with simple but relevant contributions.	Does not engage with the symbolic or thematic aspect.