International University of La Rioja

Faculty of Education

Primary Teacher Degree

Traditions and heritage in La Bureba in a bilingual environment. A proposal for the third cycle of Primary Education.

MD presented by: Rodrigo Ortiz Trespaderne	
Type of work: didactic unit	
Area: Social Sciences	
Director/a: Isabel Lasala	
Date: 28/12/2021	

Abstract

This Final Degree Project that has been developed can be fitted within the area of Social Sciences. Its main objective is to design a proposal for a didactic intervention to be carried out in the 6th year of a Primary Education classroom. The essay focuses on the different traditions that La Bureba has. That way, the students will feel connected with the region they live in. To achieve this, a theoretical framework has been created, in which the importance of teaching history and traditions is discussed. Furthermore, information related to rural depopulation, Content and Language Integrated Learning, and gamification methodology will be examined and debated in that part. Next, a contextualization part has been created, in which aspects of the school, the classroom, and the students whom we will carry out our project are detailed.

The didactic intervention proposal, entitled "Traditions and heritage in la Bureba," is detailed below. After that, the conclusions are detailed, analyzing whether the objectives we set at the beginning of the project have been achieved or not. Finally, the final considerations are stated, explaining the importance of the TFG for teachers and scrutinizing its aspects with a SWOT analysis.

Key words: Social Sciences, Traditions, heritage, Content Integrated Learning, regional history.

Table of contents

1. Introduction 3
2. Objectives of the work 4
3. Theoretical Framework 5
3.1. Education and historical heritage 5
3.1.1. The importance of teaching History and traditions 5
3.1.2. Rural depopulation 6
3.2. Content and Language Integrated Learning 8
3.3. Gamification in the learning process 10
4. Contextualization 12
4.1. Features of the surroundings 13
4.2. Description of the center 13
4.3. Characteristics of the students 14
5. Project of Intervention 15
5.1. Introduction 15
5.2. Justification 15
5.3. Legal references 16
5.4. Objectives of the project 17
5.5. Contents 18
5.6. Methodology 20
5.7. Activities 21
5.8. Timing and Schedule 29
5.9. Attention to Diversity 31
5.10. Assessment system 31
5.10.1. Assessment criteria 32
5.10.2. Assessment tools 33
6. Conclusions 33
7. Final considerations 35
8. Bibliographic References 36
9. Annexes 37

1. Introduction

Nowadays, depopulation is a complex problem that society does not know precisely how to tackle. Rural areas do not offer many job opportunities, so people go to cities, which can provide services that smaller towns or villages do not have. That way, there is an inevitable rural exodus, which leads to the depopulation of rural areas, and therefore, the disappearance of villages. This situation also leads to a loss of the cultural heir and historical traditions, which cannot be accepted. If society forgets its history, it will be doomed to failure.

In this way, the rationale for creating this project is to show students that living outside of a city can be exciting and fun despite not having the same resources. Thus, they will be able to study and understand their roots, where they come from, the history of the place they live in, to create a feeling of connection with that place and prevent the rural environment from becoming depopulated. Thusly, this project will be developed around a specific location called "la Bureba," a region in the North of Burgos where I have always lived.

As it will be explained later, the didactic unit designed will be global. While the students carry out the proposed activities, they will be developing and training different skills, like competence in linguistic communication (in this case, mainly in English), social and civic competence, or cultural one. Therefore, we will try to work from an interdisciplinary perspective, using different subjects to get the project's aims.

In the first part of the thesis, we will find a theoretical section that will introduce us to the ideas on which the work is based, the methodology we will use the type of evaluation, or how it is intended to achieve meaningful learning in the students.

After reviewing the theoretical part, we will develop the didactic unit, which will be carried out over two weeks. It will be divided into competencies to help the teachers, so they can create an appropriate schedule that allows the classes to be dynamic and enjoyable. Still, in

practice, all sessions require skills from multiple areas, so they are interrelated. Some of the activities that will be carried out have been put into practice in real live. That gives us a real perspective of what teaching is, and provides us with meaningful learning towards our feature teaching practice.

Finally, we will find all the worksheets and materials necessary to develop the didactic unit and the bibliographic references used for its preparation.

2. Objectives of the work

General objective

The main objective of this thesis is to develop a didactic unit on the traditions and history of "La Bureba" that can be carried out in the third cycle of primary education, so the students can learn more about the region's traditions and history, trying to fight rural depopulation.

Specific objectives

In order to achieve the general objective previously mentioned, a series of specific goals are established for its correct achievement:

- Revise the bibliography about social sciences and traditions didactics.
- Revise the bibliography about Content Integrated Learning and gamification to use it in the didactic unit's creation.
- Design activities to fight depopulation by showing our students that there are many things to be done in small towns or villages and many events that can take place in them.
- Use a global approach for the didactic unit design so it covers different intelligences.
- Design a participatory and active methodology in the design of the didactic unit, to make the students protagonists of their learning.

- Design activities that will create bounding ties between the students and the region, so they feel well living there, and therefore, once they grow up, they might feel La Bureba is an excellent place to live in.

3. Theoretical Framework

Education is based on a continuous interaction amongst family, the school, and obviously, the students. Therefore, in this didactic intervention, we will need the implication of these agents. With this project, we will foster some skills that will be helpful for our students in the future, like autonomy when having to make decisions, conflict resolution skills, team-working, or getting to know themselves, which means being conscious of their abilities and their potential.

This thesis focuses on an intervention proposal based on a didactic unit of social sciences aimed at students in the third cycle of primary school (specifically fifth grade). We intend to show the rural area's tremendous cultural and didactic offerings, history, and traditions.

3.1. Education and historical heritage

It is very important that, in our primary education, we are taught about the history of the place we live in. Not only on a national level, but also on a more local one, since we must preserve all the remains from the past. Of course, this “education on history” on a national level this will be fostered from many organisms like the government (both from the country and the Autonomous Communities). Therefore, as teachers we need to pay special attention to the local level; to the local history and traditions that can be more easily forgotten.

3.1.1. The importance of teaching History and traditions

The importance of History in the Primary Education classroom lies in its value as an instrument to know the world that surrounds us, understand the culture of which we are part, and understand how we integrate ourselves into that reality (Ávila, Cruz and Díez, 2008).

According to Prats (2001), the study of History seeks:

- Understanding of the present: if students analyze and assess the problems around them, they will learn to evaluate the real influence of events happening in their time, not only in their country but also in others. That way, they will develop a feeling of citizenship and belonging to a particular society, preparing them for adult life.
- Understanding of cultural roots and common heritage while awakening interest in the past. It is essential to know where we come from and what has been done to avoid repeating the same mistakes.
- Developing intellectual faculties: the skills needed to work with History are fundamental in any field of knowledge, so studying History will enrich other curriculum areas.
- Acquiring certain attitudes: with the analysis of specific realities that have happened in the past, History enables the promotion of some aspects that will be beneficial for the students throughout their lives.

Regarding the traditions, if we close our eyes and remember special days in our villages like Christmas or the village's festivities, we will notice that a feeling of comfort and well-being invades us. That's because we feel tied to something invisible, something that forges a strong bond with our roots. This legacy that we pass on from generation to generation is one of the most effective ways of transmitting values to children. Therefore, it would be interesting to work these traditions through play, which is inherent to children and part of their essence. Consequently, this way of transmitting traditions will favor cognitive, social, affective, and communicative development in our students. In addition, the typical games foster a feeling of belonging to the group, transmit family and cultural values, and boost imagination and creativity.

3.1.2. Rural depopulation

Nowadays, and especially in the Autonomous Community where the proposal will be developed, rural depopulation has become an important issue. But, first of all, we should know what rural depopulation (or rural exodus) is. We can define it as the migration of

young people from the countryside to the city. According to Pinilla and Saéz (2016), it can also be defined as a demographic phenomenon which takes place in specific territories, resulting in a decrease inhabitants 'number in a territory. It usually happens because there are better working opportunities in bigger cities, and therefore, better chances of personal development and fulfillment. It also can be related to the lack of services in the rural areas and educative and cultural institutions.

The consequences of this phenomenon are multiple. On the one hand, the countryside experiences a depopulation process. Given that the main protagonists of this population movement are young people, there is a gradual demographic aging. Consequently, the loss of population of certain characteristics would end up generating important imbalances. This means, for example, that we can find a lot of old people in villages and small towns, and no younger people to look after them. The consequences of the rural exodus are also noticeable in the cities. The possibility of obtaining a job or accessing non-existent services in the countryside multiplies the urban population. Therefore, there is an overcrowding in the cities that leads to prohibitive renting prices, extreme pollution and extreme consumerism of the resources…

However, there is still hope. The coronavirus crisis generated gratitude towards the rural world since ranchers, farmers and transporters supported the supply chain. (Campo Vidal, 2022) In addition, many people moved to the rural areas, looking for more extensive and cheaper places to live. That way, it could be stated that there has been an abandonment of the rural world and a vast deep demographic decline. Still, there is also a growing hope for recovery, with thousands of people working to reverse the situation.

As a result of these facts, the creation of this didactic unit has been conceived. It is considered essential to teach our students the benefits of living in the countryside and preserving the ancient traditions that have been going on during centuries. It is not about hating all the new advances and saying that living in a city is wrong. It's about showing

children they can develop their adult lives happily in a non-urban environment while paying homage to local traditions. In fact, ideally, students will develop certain bounding with the region and its traditions that will make them profusely celebrate the different festivities while feeling nostalgic of what they studied.

3.2. Content and Language Integrated Learning

Content and Language Integrated Learning (or CLIL) consists on an educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood and Marsh, 2010). This means that this method focuses on the language and the content, and they are both interrelated. According to Marsh (1994), CLIL consists on teaching a non-linguistic subject through an additional language. That means that, by using the language as a mean of communication, our students will learn the content of the subject (in our case, Social Sciences), and at the same time they will be learning and practicing a non-mother tongue language.

However, we can't implement this methodology without a prior planning, even if it is pretty flexible. If we want our CLIL project to be successful, we need to take into account four elements (Coyle, 2002):

- Content: it refers to what we are teaching, the knowledge we are working with.
- Communication: it's based in the language we are using. The language is used as a communicative tool. The author talks about three different types of languages inside the CLIL:
  - Language of learning: it is the one related to the content we are seeing, like key words, for example.
  - Language for learning: it is the one the students use to relate with each other. When they talk to each other in a foreign language in the classroom they are using it.
  - Language through learning: accessory language that appears with the daily work in the classroom.

- Cognition: through CLIL the students build their own knowledge. This means that they will work with varied skills that will be developed. For this to happen, the teacher should involve the students actively in the teaching-learning process, so they can create their own learning. To achieve this, it will be interesting to foster team work so the students can develop their own problem solving skills, working cooperatively in the groups. Therefore, in this case the teacher has a fundamental role as a facilitator of the knowledge and a moderator in the classroom and the student is the main character of the process.
- Culture: with this type of methodology, students will see different perspectives and ways of understanding the world. This will not only foster respectful attitudes towards the others, but also develop an intercultural awareness and global citizenship feeling.

As we have previously indicated, there is not a unique model of CLIL, which allows us to create our project with a more free approach, taking into account our students' needs and other elements related to the classroom. However, we can differentiate between two different types of CLIL (Coyle, 2010):

- Soft CLIL: when we learning the language is taught with the content, for example if we create a CLIL project in an English class.
- Hard CLIL: when the content and the language are taught at the same time, meaning it would be a subject completely in English. In our case, we'll be using this kind of CLIL.

As well, the authors present three different models of implementing the CLIL in the classroom:

- Model 1: building confidence and introducing key concepts

This model is based on the theme or subject we are working with. It involves classroom communication in the foreign language, but the teaching might be in the students' mother tongue to be a support for the key concepts.

- Model 2: development of key concepts and learner autonomy

This model is indicated for Social Sciences subject, and it implies translanguaging learning, which means that the students and the teacher will be switching from the mother tongue to the CLIL one. The key concepts in this case are provided both in mother tongue and in CLIL language. The learning is based on a complete subject, and the evaluation of ideas will be in the mother tongue.

- Model 3: preparation of a long-term CLIL program

This model consists in an interdisciplinary project involving several subjects where the students are totally immersed in the CLIL environment. The entire project will be carried out in the CLIL language.

As we have seen, our project will be carried out with the model two structure, since it is indicated for Social Sciences projects and I think it's the most adequate one for our students and their features.

3.3. Gamification in the learning process

Gamification can be defined as the use of elements of games in non-playful environments to increase the participation and motivation of the participants (Kapp, 2012). Although in its origins gamification was mainly aimed at working with videogames (in the educative world), gamification goes beyond that. In fact, we are already using this methodology by using specific elements in our teaching, such as a reward system or presenting some exercises as challenges.

But, how can we implement gamification in our project? First of all, we need to take into consideration that the key elements we need for this methodology to be successful are (Kapp, 2012):

- **Challenge**: we need to explain to the "players" what kind of challenge they need to overcome. Overcoming the challenge will imply obtaining a measurable result, well-defined from the beginning and desired by the students.

- **Rules**: we will need some rules so the "players" can follow and interact, taking them into account.
- **Interaction and emotional reaction**: the "players" will interact amongst them. With the activity, they will experiment an emotional response.
- **Quantifiable result:** With the activity's development, we will see if the players have been able to fulfill and achieve the objective.

Furthermore, suppose we want gamification to work in the classroom (that means in formal education). In that case, we will need to study and define the game elements that we can apply in an educational context (Hunter and Werbach, 2015). We can divide them into:

- **Dynamics**: they lead the way and indicate the direction and evolution of the game. They do not specifically determine what has to be created but guide and condition the use and appearance of the mechanics and components. These dynamics are emotions, narrative, progression, relationships, and constraints. (Hunter and Werbach, 2015).
- **Mechanics:** they are the basic processes that guide the action to engage the player. They are the elements that are used to implement the dynamics that have been mentioned. The most common mechanics are challenges, competition, cooperation, opportunities, feedback, rewards, resource acquisition, transactions, and shifts (Hunter & Werbach, 2015).
- **Components** are directly related to mechanics as they are resources that transform the mechanics we want to apply into reality. An example of a component will be giving the "players" points or rewards to foster personal development. We need to remark that some authors (Teixes, 2015; Kapp, 2012) state that the aesthetic is an essential component, so we will try to create an adequate one for our project.

By themselves, the mechanics and the components are insufficient to create a successful playful learning experience (Kapp, 2012). Consequently, we need to understand gamification

as a whole to ensure engagement. In this sense, the teacher will have a fundamental role, managing and regulating the elements of the project.

Teixes (2015) suggests there are four types of players:

- Murderers (they want to win no matter how, really competitive).
- Achievers (they are not very worried about winning; they want to do the tasks correctly and get the rewards).
- Socializers (who seek the social part of the game, want to connect with the other players).
- Explorers (who are stimulated by the part of the game environment).

If we want gamification to work in our classroom, it is vital to know the different types of players and the social roles that each player develops within the group class (Aranda y Caldera, 2018).

To conclude, we can say that gamification is not about underplaying education. In fact, it's all about enhancing it. We will use games elements to do this. We also need to indicate that, to use gamification successfully, we need to plan it, observe it, and change its possible weak points. That means that before implementing this methodology in the classroom, we need to carry out correct prior planning; during the potential activities, we need to observe if they are working well in the class; and once we've finished, we need to see if the methodology has worked.

4. Contextualization

To create a proper proposal with activities that will provide meaningful learning to our students, we need to take into consideration the context that surrounds them, meaning that we need to study the environment in which they are embedded, including the school, and their own features, since they will also influence the teaching-learning process.

4.1. Features of the surroundings

The center in which the didactic proposal will be carried out is called Mencía de Velasco, and it is a public center located in Briviesca, a small town located half an hour away from Burgos.

There are not many young families with children in this area since fewer and fewer kids are being born in rural areas. This school was created to satisfy the neighborhood's educational needs back in the nineties. The district has green places near the school and two sports centers next to it. Some families use to cooperate with the school. In general, the socio-economic level the children's parents have is good, so we can look for reinforcement materials when needed.

4.2. Description of the center

As we said, the center is public, and therefore, it depends on the Ministry of Education and the Ministry of Education of Castilla y León. It has the same building for early childhood education and primary education. That way, the school is divided into two floors:

- The first floor, which contains the principal's office, the school secretary, a meeting room, the teachers' room, two washrooms, and several early childhood education classrooms, as well as some of the primary school ones.
- The second floor, which has the rest of the primary school classes, two washrooms, the library, and an ITC room, where the students can work with technological resources.

In addition, the school possesses two different playgrounds, one for students who are between three and five years old, which has swings and slides, and another one for students who are between five and twelve years old, which has baskets and

porter's lodges. The school also has a sports center in which the students can carry out Physical Education activities.

4.3. Characteristics of the students

This project is directed to primary school students, more precisely, towards those who are between 11 and 12 years old, who are in the 6th year. In the Spanish curriculum, it is stated that students in that year must study their cultural heritage and traditions, so that's why it has been decided to do this intervention about that particular subject. These students will have a series of features that will allow us to create more precisely activities aimed for them:

- They have a high degree of abstraction and objectivity: this means we can work more complex and abstract concepts than the ones we could work with younger students.
- Their attention span is more significant, which allows them to remain focused.
- They can analyze the changes that society has been through, understanding that many aspects were totally different before and over the years those aspects have completely changed.
- They can relate what they are learning with external situations from their reality, meaning that if we are learning information about the different traditions, they would be able later to take an active part in them, contributing to their preservation.

In any case, all the activities are suitable for the student's age. Not only because they are all designed to keep them interested and motivated, but also because they aim to provide them with meaningful learning that they can use in the following years of their learning life.

In our case, we have a classroom of twenty five students, ten of them are girls and fifteen of them are boys. There is one of them who have been diagnosed with ADHD, so we might have to vary some aspects of certain activities in order to adapt them for that student.

5. Project of Intervention

5.1. Introduction

The proposed project of intervention is an interdisciplinary project designed to be applied in the sixth year of primary education and is entitled “Traditions and heritage in la Bureba." It will take fourteen sessions to complete this project (divided in seven activities, some of them will take more than one session), and since it’s something that connect the children with the place they live in, it could be used in the following years with different students.

5.2. Justification

"The more you know about the past, the better prepared you are for the future." - Theodore Roosevelt (1858-1919).This quote from the American president perfectly represents the importance we need to give to history and traditions. If society wants to face the future correctly, the wisest approach is to look towards the past first. That way, we will be able to avoid mistakes that have been previously done, and therefore, we will be able to learn.
In addition, we also need to talk about the preservation of traditions. We must carefully take care of these traditions from the past, especially in places with few populations, since if we don't do that, these traditions will end up disappearing. Consequently, that would represent a terrible loss of cultural value. Hence, we need to take action and raise awareness in all sectors of society, including young children.

These contents are closely related to the subject of Social Sciences and the historical heritage and culture. In consequence, we will work according to the Royal Decree 126/2014", from February 28th , by which the basic curriculum of Primary Education is

established, and Decree 26/2016 , from July 21st , which is about the primary education curriculum in an autonomic level (in this case, for Castilla y León). More specifically, we will be using the content in the fourth block (traces of time), with which students will develop the curiosity to know how human life was in the past, valuing the importance that the remains have for the knowledge and study of history and as a cultural heritage that must be cared for and bequeathed. As well, the students learn to have an attitude of respect for their environment and culture, appreciating the cultural heritage.

As we can see, these contents are related to developing the children's feeling of belonging towards a specific community and the need to preserve and value the history, culture and traditions of that community.

Consequently, we will coherently work this didactic unit with the content and language integrated learning methodology, so we will use English as a vehicular language to manage the content. Therefore, we will work from an interdisciplinary perspective since this topic does not only correspond to a single curriculum area.

Consequently, in this teaching unit, we will first explain the targeted class in which we will use it, next we will state the objectives and the competencies we will work on. Then we will explain the content and the different methodologies that we will use with this teaching unit, and the diverse activities we could carry out in the classroom. After that, I will specify the resources we will use, and finally, we will point out how we will carry out the assessment part.

5.3. Legal references

As a teacher, it is necessary to know what the educational legislation on History in the Autonomous Community of Castilla y Leon (and in a national context) states since it is where the didactic intervention proposal will be framed.

Therefore, the educational legislation to take into account in a public center in Castilla y León is the following one:

- **State level:**

  - Organic Law 2/2006, of May 3rd, on Education.

- Organic Law 8/2013, of December 9th, for the improvement of educational quality.

- Royal Decree 126/2007, of February 28th, which establishes the basic curriculum for the Primary Education.

- Order ECD / 65/2015, of January 21st, which describes the relationships between competencies, content and evaluation criteria of the Primary Education, and High School.

At the state level, Organic Law 8/2013 establishes Social Sciences as a main subject of the Primary Education stage and Royal Decree 126/2014 establishes the content blocks of the subject, with block number 4 being "The footprints of time", intended for the teaching of history.

- **Autonomic level:**

  - Decree 26/2016, of July 21st, which establishes the curriculum and regulates the implementation, evaluation and development of Primary Education in the Community of Castilla y León.

  - Educational Order/1951/2007, of November 29th, which regulates evaluation in primary education in Castilla y León.

5.4. Objectives of the project

As we have previously seen, the study of a people's history and traditions is essential for the integral development of children and for creating boundaries with the place they come from. Therefore, the main objective that this project of intervention seeks to achieve is to acquire the knowledge, values and attitudes necessary to protect, respect and appreciate the historical and cultural heritage of and traditions of the region "La Bureba".

In order to achieve that general objective, we can set some specific objectives:

- To know more about La Bureba's traditions and the history behind them.

- To reflect on the causes of depopulation in rural areas and create a debate whether it's better to live in a city or a rural area and why.
- To review the region's history and learn more about specific periods of the past.
- To use creativity and teamwork as tools to overcome different challenges.
- To understand different social science concepts like depopulation, birth rate, immigration using manipulative resources.

5.5. Contents

The didactic contents that we will work with this project have been taken from the Royal Decree 126/2007, of February 28th, and the Decree 26/2016, of July 21st. We can divide them into:

- **Conceptual contents:**

  - Historical and cultural heritage.

  - Historical sources and their classification. Testimonies and legacies of the past.

- **Procedural contents:**

  - Search and analysis of information obtained from unconventional sources.

  - Development of civic habits and coexistence behaviors.

  - Development of curiosity to know how people lived in the past, valuing the importance of the remains for the knowledge and study of History.

- **Attitudinal contents:**

  - To value and respect our traditions and history.

  - To be interested on traditions, local history and cultural heritage.

  - To recognize the need for the conservation of traditions to achieve an improvement for the knowledge of the past.

  - To develop attitudes of teamwork, cooperation and collaboration.

In addition, incorporating transversal contents to the curriculum allows those learnings that are considered essential, from an integrative approach and oriented to applying the

acquired knowledge. The transversal contents are directly linked to the key competencies. They are those behaviors that our students must have incorporated in their lives to achieve personal fulfillment, have a good adult life, and develop lifelong learning.

With our teaching unit, we will be working on the following competencies, which are specified in the 10th article of Real Decreto 126/2014:

- Competence in linguistic communication. It refers to the ability to use language, express ideas and interact with other people orally or in writing. In our case, thanks to the CLIL approach, which we have previously been talking about, our students will constantly bee communicating amongst themselves in English, and therefore, we will be fostering the practice of this competence.
- Digital competence. It involves the safe and critical use of ICT to obtain, analyze, produce and exchange information. In our case, our students will create different products using ICT tools to show them to the rest of the students.
- Learn to learn competence. It implies that the student develops their ability to start learning and persist in it, organize their tasks and time, and work individually or collaboratively to achieve a goal. In our case students will develop this competence by organizing their time correctly when carrying out the tasks they need to do.
- Social and civic skills. They refer to the capacities to relate to people and participate in an active, participatory and democratic way in social and civic life. In our case, we might say this is one of the most important competences to develop, since the students will be working in order to feel they belong in a society, so they realize it's fundamental to preserve the traditions and history that compose it.
- Sense of initiative and entrepreneurial spirit. It involves the skills needed to turn ideas into action, such as creativity or the ability to take risks and plan and manage projects. In our case, our students will need to be creative to successfully carry out the different activities we are going to do. In additions, we will take into account if they take the initiative and have a good spirit when facing a challenge.
- Consciousness and cultural expressions. It refers to the ability to appreciate the importance of expression through music, plastic and performing arts or literature. In

our case, our students will carry out different activities in which they will be able to express themselves, customizing them. This competence will be also fostered when our students will be exposed to certain traditional songs or cultural expressions.

5.6. Methodology

This project combines different methodologies that inspire pupils to study the different contents of the teaching unit. We want to achieve a meaningful learning process for our students so they retain the information they learn.

Among those methodologies, we can name:

- Content Integrated Learning: as we have previously indicated, we will use English as a vehicular language, and that is what CLIL is about, teaching a non-linguistic subject through an additional language. Therefore, this methodology seeks two objectives: on the one hand to learn the content of the subject we are studying, and on the other hand to practice and learn the language. That way, the students will be practicing a foreign language without even realizing.
- Gamification: games are necessary for social, moral and emotional development in children, and therefore, linguistic one. Presenting activities as games will be regarded by students as a really motivational activity, and they will learn the content of the field without realizing they are working.

  However, not every single type of game can be used in the classroom, we need to explain the children the rules and what will they learn from the game. That way, they will link the content learnt in the classroom with the real life.
- Topic-based approach: n integrative method that involves the inclusion of the student in a natural situation or problem that requires solution or verification. We can prepare different experiments with daily objects, so students will probably be excited about this part, since sometimes school is seen as boring, with no connection to reality. This way, we can teach them that what they are learning has a purpose, and they will see how useful it is.
- Challenge based learning: Challenge Based Learning involves the student in a real problem linked to its context. This type of methodology takes advantage of students'

interest and increases their motivation, and it directly involves students during the development, implementation, and evaluation of the process. It also develops competencies and skills we will and have been working with (like collaboration, communication, ICT competencies, critical thinking, creativity...).

- Cooperative learning: cooperative learning is based on taking advantage of the diversity of ideas, opinions, skills, and abilities to get a common goal. It is way more than grouping tables and chairs or asking questions to the whole class. Traditionally cooperative learning has been seen as a problematic method because children get together and then lose focus. Still, given the potential heterogeneity of the classroom, it becomes an adequate learning resource, and the development of the students' potential is enhanced.

5.7. Activities

Table 1: “El día de la O”.

<table>
<tr><td colspan="5">Activity 1: El día de la O.</td></tr>
<tr><td colspan="2">Competences</td><td colspan="3">Objectives</td></tr>
<tr><td colspan="2">▪ Social and civic skills
▪ Consciousness and cultural expressions.
▪ Competence in linguistic communication.</td><td colspan="3">▪ To know more about the origins of this day.
▪ To create a lantern to commemorate this tradition.
▪ To learn the lyrics of the song so they can sing it afterwards.</td></tr>
<tr><td colspan="5">Description of the activity</td></tr>
<tr><td colspan="5">Tradition: The “Día de la O” is a really important tradition in Briviesca’s history. It is on December 18th, and it celebrates the arrival of Christmas time. That day, the whole town performs a procession, carrying candles and singing a traditional song: La O song.
Therefore, in order to learn more about this tradition we will carry out three activities:

Task one: we will ask our students if they know anything about that tradition to link their previous knowledge with the new content. Then we will do a storytelling session, explaining them the origins of this day (people started lighting candles in our village one hundred years ago to celebrate that the Virgin Mary was pregnant, from there the name of Día de la O). This first activity will last around 30 minutes.

Task two: with the teacher’s help, the students will create a cardboard lantern so they can set a candle on the 18th of December. This task won’t be done in just one session, so they will probably need several days to get it done. There is a picture of the lantern’s design in the annex 1.

Task three: the teacher will play the song with the lyrics in the whiteboard so the students get used to it and learn those lyrics for the 18th of December. You can see the lyrics in the annex 2. After having practiced, we will give our students a worksheet with the lyrics of the song, but some words are missing. They will have to complete them with the right words. After this, they will have to take notes on their notebooks about the most relevant aspects of this tradition, because they will be helpful for the last activity. This third task will take around 60 minutes.</td></tr>
<tr><td>Materials</td><td>Timing</td><td>Place</td><td>Grouping</td><td>Assessment</td></tr>
<tr><td>- Stationery.
- Whiteboard.
-Notebooks.</td><td>-Task 1: 30 minutes
-Task 2: several days.
-Task 3: 60 minutes</td><td>Classroom.</td><td>-</td><td>Based on observation.</td></tr>
</table>

Source: self- elaboration.

Table 2: rural pride

<table>
<tr><td colspan="5">Activity 2: rural pride.</td></tr>
<tr><td colspan="2">Competences</td><td colspan="3">Objectives</td></tr>
<tr><td colspan="2">▪ Social and Civic competences.
▪ Digital competence.
▪ Consciousness and cultural expressions.
▪ Competence in linguistic communication</td><td colspan="3">▪ To reflect about depopulation and its causes.
▪ To foster a debate to see our students' points of views about living in villages.
▪ To investigate more about traditional musical instruments.</td></tr>
<tr><td colspan="5">Description of the activity</td></tr>
<tr><td colspan="5">Task one: we will play the video "Orgullo rural" to our students. Once they have watched it, we will talk about its lyrics and their meaning. This will lead us to talk about the depopulation of the villages, and, at this point, we will create a debate. We will divide the class into two teams, and each one will have to defend a different posture. The first team will state that living in a village is better, and the other team will defend that living in a city is better as well. Even if they don't share that opinion, they will have to provide points of view to support their team, always respecting the other one. The winners of the debate will be those who provide best arguments and answer better to the other team. This task will take around one hour.

Task two: we will invite Uxía López and Elia Tralará to our classroom. They are musicians and actresses who have a performance called "Orgullo Rural", in which they narrate the story of a little girl in a small village. All the performance is accompanied by music played with traditional instruments, so it will be very interesting if they could play us some part of their performance and talk with us about the rural life, the depopulation, and the traditional instruments to play music. This activity will last around one hour.

Task three: our students will have to investigate more about a traditional musical instrument they like and create a PowerPoint to later present it in front of the classroom. This presentation needs to explain the story of the instrument, its features, if somebody in their family can play it…</td></tr>
<tr><td>Materials</td><td>Timing</td><td>Place</td><td>Grouping</td><td>Assessment</td></tr>
<tr><td>- Interactive whiteboard.
-Musical instruments.</td><td>-Task one: 60 minutes.
-Task two: 60 minutes.</td><td>-Classroom.
-At home.</td><td>- Two groups (for the first task).</td><td>We'll grade student's oral skills.</td></tr>
</table>

Source: self- elaboration.

Table 3: Santa Casilda's escape room

Activity 3: Santa Casilda's escape room.	
Competences	**Objectives**
▪ Social and Civic Competences. ▪ Competence in linguistic communication. ▪ Sense of initiative and entrepreneurial spirit.	▪ To review the tradition of Santa Casilda and its history. ▪ To learn more about that period of time. ▪ To work on pieces of vocabulary previously studied in the classroom. ▪ To foster teamwork to overcome the different challenges.
Description of the activity	
Task one: we will ask the students what they know about the story of Santa Casilda. With that information we will see how much they really know and how much they need to learn. After that we will go to the "Hospitalillo" (see annex 3), which is a place that belongs to Briviesca's council. There we have prepared an Escape Room with "Teatro Virovesca", in which students will have to overcome the different challenges to free the prisoners. First, they are introduced to Casilda's history with a little performance in which the children can see how Casilda wants to give the Christian prisoners some food and her father doesn't let her. Then she asks the children to solve the different escape room parts to find the key to free the prisoners. First they need to order some animal's pictures in order to find where the next clue is. They will have to form the word "chest", and that is exactly where the next clue will be. Once they find the chest (it will be hidden in some way, with many other objects) they will have to open it, but they will find a new obstacle: it is closed with a padlock. In order to open it, they will be given a "riddle", in which they will be provided with an image of Toledo's flag and the name of Casilda, and they will have to guess that the solution is Toledo. Once this is guessed, they will have to interpret the code to open the lock with a guide of letters and numbers. Inside the chest you will find two elements: a symbol (which you will have to use later) and a geometric shape that will resemble a Santa Casilda tear. At that time, the participants will be told that they should tell the narrator how to fold the rug underneath according to the geometric shape they have found (hexagonal shape). That carpet has several symbols underneath. When they fold it correctly, they will see which of these symbols matches one that will be on the wall, and this will help them access a new room. Once they enter this room, the participants will find a flute piper. In that same room, there will be on the floor a "puzzle" of a painting of Santa Casilda, with the	

pieces in disarray. When the piper is not playing, the lights will go out, and a geometric shape will appear on the puzzle (made with fluorescent paint in the dark), which the participants must order using their feet. When they have finished ordering all the pieces, the piper will give them another symbol and two templates. In one of them the place of the game is represented (Hospitalillo cloister), in which there will be several symbols drawn. The other template will be completely black and will have three squares cut out. The participants will have to join the templates, making two of the three cut-out squares show the two symbols that they have previously obtained. By superimposing one template on another, matching these symbols, they will find an empty square of symbols, which will indicate where the key is located. This way, the participants will follow the narrator, who will open the door, and the prisoners will come out of it. This will indicate that they have successfully completed the activity, for which they will be given a small gift. More images of the activity can be found in annexes 4, 5, 6, 7, 8 and 9.

Materials	**Timing**	**Place**	**Grouping**	**Assessment**
-	30 minutes each group	Hospitalillo	Groups of five students	We'll grade logical skills and knowledge about Santa Casilda.

Source: self- elaboration

Table 4: "va taba!"

<table>
<tr><td colspan="5">Activity 4: Va taba!</td></tr>
<tr><td colspan="2">Competences</td><td colspan="3">Objectives</td></tr>
<tr><td colspan="2">▪ Social and Civic Competences.
▪ Competence in linguistic communication.
▪ Sense of initiative and entrepreneurial spirit.</td><td colspan="3">▪ To understand how does the taba work and study where it comes from.
▪ To obtain information from non-ordinary sources.
▪ To use student's imagination to create a story.</td></tr>
<tr><td colspan="5">Description of the activity</td></tr>
<tr><td colspan="5">Task one: we will explain to our students what a "taba" is, which is a bone from a lamb's knee and how it is used to play. In May 9th, every bar from Briviesca becomes a casino for a day, where you can play. The mechanics of the game consist of throwing the taba into the air. When it falls on the table, it can do it in four different positions: two standing and two lying down. In these last two, nobody wins and the game continues. Of the standing positions, if the concave position of the taba ("carne") comes out, which is also sealed so that it is easier to recognize, the one who has 'bought' the taba wins, and if it falls on the other side ("culo"), those who bet win, in which case carne comes out, the buyer keeps pulling until he finally takes out "culo", in this way, and the more "carne" he takes out, the greater it will be the amount of money you earn. We will answer questions and talk about possible experiences.

Task two: the students will have to look for more information regarding this tradition, but not from sources like the internet, but from sources like their grandparents and relatives. We are not only looking for the tradition itself, but also for the experiences these relatives might have regarding this tradition. Once the students have collected this information, they will share it orally with all of us in the classroom.

Task three: with all the information the students have shared in the classroom, they will have to invent a two sheets of paper long story, including at least one of the experiences they have listened from their classmates. We will collect all the stories in the "Taba book".</td></tr>
<tr><td>Materials</td><td>Timing</td><td>Place</td><td>Grouping</td><td>Assessment</td></tr>
<tr><td></td><td>Task one: 40 minutes
Task two: -
Task three: 45 minutes</td><td>Classroom.</td><td>-</td><td>We'll grade ability to get information and creativity.</td></tr>
</table>

Source: self- elaboration.

Table 5: population and depopulation

<table>
<tr><td colspan="5">Activity 5: population and depopulation</td></tr>
<tr><td colspan="2">Competences</td><td colspan="3">Objectives</td></tr>
<tr><td colspan="2">▪ Social and Civic Competences.
▪ Competence in linguistic communication.
▪ Sense of initiative and entrepreneurial spirit</td><td colspan="3">▪ To understand social science concepts like birth rate, immigration or population pyramid.
▪ To experiment real life activities through the model of their town.
▪ To participate in group activities adopting responsible behavior, constructive and supportive.</td></tr>
<tr><td colspan="5">Description of the activity</td></tr>
<tr><td colspan="5">Task one: since the students of the sixth year need to work on concepts like birth rate, census, civil registry, population pyramid, emigration, etc., we decided it would be interesting to play as if the students are old. In teams of five people, they would make a model of a town. They need to give it a name, register the inhabitants (fictitious, of course), looked for a relationship with other groups that provided their services, the latter being the municipalities to which they belonged, ...
Afterwards, we prepare some cards, which indicate what would happen to you as a citizen on the day of the game. This way, it said: "Congratulations, you are going to be a father / mother" or "this summer you are getting married", "you are changing your residence because the one you are in does not allow pets", among other options.
Real census and civil registry documents will be brought to the classroom. On game day, each selected a card, read it, and walked over to record all changes.
Two students in the registry and another two in the council handed the forms to the citizens, sealed and took note of the births, deaths, etc. Thus we saw the natural growth, positive or negative and the real growth counting on the citizens who had emigrated. Birth and death rates were also calculated. That way, we expect our students to understand and realize about the problem of the rural world: there are many people leaving and not that many coming.</td></tr>
<tr><td>Materials</td><td>Timing</td><td>Place</td><td>Grouping</td><td>Assessment</td></tr>
<tr><td>-</td><td>Several sessions</td><td>Classroom.</td><td>Groups of five students.</td><td>Ability to handle data and carry out the game correctly.</td></tr>
</table>

Source: self- elaboration

Table 6: Briviesca is a party

<table>
<tr><td colspan="5">Activity 6: Briviesca is a party!</td></tr>
<tr><td colspan="2">Competences</td><td colspan="3">Objectives</td></tr>
<tr><td colspan="2">▪ Social and Civic Competences.
▪ Consciousness and cultural expressions</td><td colspan="3">▪ To know more about Briviesca's festivities and their typical activities.
▪ To find more information about the different festivities' leaflets and see how their design has changed over the years.
▪ To create their own pictures for the festivities leaflet so they can use it afterwards for the contest.</td></tr>
<tr><td colspan="5">Description of the activity</td></tr>
<tr><td colspan="5">Task one: in the classroom, we will talk about Briviesca's festivities, which take place in August (from the 12th until the 17th). The students will talk about the different activities that can be carried out in this period of time, what they know about them, what are the "peñas", etc. In addition, they will have to look for more information at home, asking their relatives about past festivities, different activities that they could do that are not done nowadays… Also, if they had any festivity's leaflet, they would be encouraged to bring it to the classroom, so we can all take a look at it to develop the next activity.

Task two: once they have collected the information, we'll share it with the rest of the classroom. If the students found festivity's leaflets, we'll show them the front page, indicating that what they need to do next is to create their own image related to all the contents we have been talking about in the classroom, including everything they want related to the festivities.</td></tr>
<tr><td>Materials</td><td>Timing</td><td>Place</td><td>Grouping</td><td>Assessment</td></tr>
<tr><td>Stationery</td><td>60 minutes</td><td>Classroom.</td><td>-</td><td>We'll grade creativity and ability to get information.</td></tr>
</table>

Source: self- elaboration.

Table 7: lapbook

Activity 7: lapbook				
Competences		**Objectives**		
▪ Social and Civic Competences. ▪ Competence in linguistic communication.		▪ To create a lapbook in which all the information studied is gathered and can be consulted anytime. ▪ To create a final product that the students can customize and personalize using their foreign language.		
Description of the activity				
In this session we will create with our students a lapbook that will contain all the information we have seen through the didactic unit. It will have the basic information regarding the traditions we have seen, including lyrics of the songs, different pictures and pieces of information that are key to understand the historical context and meaning of the traditions.				
Materials	**Timing**	**Place**	**Grouping**	**Assessment**
Stationery	Several sessions	Classroom.	-	We'll grade students' abilities to present information in an ordered and correct way.

Source: self- elaboration

5.8. Timing and Schedule

The project will take place in the first two weeks of April, which are known as "cultural weeks". We will use English sessions (three hours per week) and Social Sciences sessions (two and a half hours per week) to carry it out. That way, in the 6th year's schedule, our project would fit the following way:

Table 8: first week schedule

FIRST WEEK (April 4th - April 8th)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Spanish Language	Maths	ICT	Maths	Spanish Language
Maths	English (session 3)	Music	Physical Education	English (session 6).
Social Sciences (session 1)	Natural Sciences	Maths	Spanish Language	Maths
Playtime	Playtime	Playtime	Playtime	Playtime
Religion/Ethics	Physical Education	Social Sciences (session 4)	Natural Sciences	Natural Sciences
English (session 2)	Spanish Language	Arts	English (session 5).	Social Sciences (session 7)

Source: self- elaboration

Table 9: second week schedule

SECOND WEEK (April 11th - April 15th)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Spanish Language	Maths	ICT	Maths	Spanish Language
Maths	English (session 10)	Music	Physical Education	English (session 13).
Social Sciences (session 8)	Natural Sciences	Maths	Spanish Language	Maths
Playtime	Playtime	Playtime	Playtime	Playtime
Religion/Ethics	Physical Education	Social Sciences (session 11)	Natural Sciences	Natural Sciences
English (session 9)	Spanish Language	Arts	English (session 12).	Social Sciences (session 14)

Source: self- elaboration

5.9. Attention to Diversity

As we have said before, in our classroom, we have a student that has been diagnosed with ADHD. However, this doesn't imply that the child has curricular problems since he can follow the classroom's level and do the exercises the rest of their classmates do.

Nevertheless, to help this student, the teacher will pay special attention to him, helping in individual activities. In addition, we will place him next to the teacher, so he doesn't get distracted, and there will be a student next to him to help in case he gets lost. Furthermore, the instructions we will provide him will also be more fractioned, meaning that we will tell him what to do little by little.

5.10. Assessment system

The assessment of the students will be divided into three parts:

- **Initial evaluation**: we will start our teaching unit with brainstorming in which we will pose the questions "what do you know about Briviesca's traditions? Have you ever taken part in any of them? Can you explain the characteristics of each one of them?" Students will answer these questions with their previous knowledge, and that way, we will know the starting point of our students. Also, with the initial evaluation, we will be linking their prior knowledge with the one about to be acquired, so we will definitely be fostering meaningful learning.
- **Formative evaluation**: while the students are carrying out the different activities, the teacher will provide them with feedback to successfully achieve the goals aimed for the various exercises. This type of evaluation is based on the observation of the teacher, who will enhance the students' learning process by providing pieces of advice and tips related to possible problems the students might have. With this part we will also value the students' behavior, participation and attitude during the activities, and it would weight 20% of the final mark.
- **Summative evaluation**: the first assessment tool we will use in this stage of the evaluation process will be co-evaluation. When we finish our didactic unit, students

will summarize the essential information related to the topic in class with their lap books. Once they finish, they will have to look at their classmates' summaries, correcting information if necessary. Also, students will write down three different questions in their notebooks (related to the content). Then, they will have to answer them to notice if they need to study more or are doing well. We can consider this form of auto evaluation, fostering key competencies like learning to learn.

Another part of the assessment would consist of a rubric (see annex 10), in which we would evaluate different parts of the students' learning process, like the participation and interest, the understanding of the topic, the presentation of the activities, or how the students have used the learning techniques explained in the classroom. This "continuous evaluation" would weigh 60% of the assignment's final mark.

5.10.1. Assessment criteria

The evaluation criteria and learning outcomes will be defined from the Decreto 26/2016, from July 21st:

Table 10: assessment criteria and learning outcomes

Assessment criteria	Learning outcomes
To develop curiosity to know artistic manifestation and cultural representative of each historical period of the Contemporary Age.	They identify, value and respect the heritage historical, cultural and artistic, recognizing the need for its conservation and improve for knowledge of the past.
To develop curiosity to know the human life forms in the past, valuing the importance of Historical rests for knowledge and study of the History.	They respect the historical remains and value them as a heritage of everyone and recognize the value they bring us for the knowledge of the past.
To value the foreign language as an instrument of communication with	They understand the essential information in simple and short conversations in which

other people and as a learning tool.	participates that they deal with familiar issues
To make themselves understood in brief interventions and simple, even if there are obvious frequent initial hesitations, repetitions and the pauses.	They make short and simple presentations previously prepared on everyday topics or of their interest.

Source: self- elaboration

5.10.2. Assessment tools

As we have explained before, the assessment tools that we will use during this project will be observation, coevaluation and a rubric. We can say the evaluation based on observation takes place when the teacher sees and collects information about the learning process the students are carrying out. That way, the teacher will be able to check that the process is correct and the students are following the right steps to achieve a meaningful learning. This goal is common to the coevaluation, which takes place when the students work together and assess the others' assignments. As well, the rubric seeks to evaluate the different processes and attitudes the children show while we are developing our project. This is important because it will let us know what aspects our students excel at, and which ones they still need to improve.

6. Conclusions

After writing the project, we will analyze the achievement of the objectives proposed at the beginning of our creation.

Concerning the first specific objective, which was "to revise the bibliography about social sciences and traditions didactics," it can be said that it has been fulfilled since

much work has been done to find theories of different authors, taking them into account when creating the didactic unit.

Regarding the second specific objective, which was "to revise the bibliography about Content Integrated Learning and gamification to use it in the didactic unit's creation," we can also say it has been fulfilled since different information about those topics has been found and used in the creation of the project.

With respect to the third and the sixth specific objectives, which were “to design activities to fight depopulation by showing our students that there are many things to be done in small towns or villages and many events that can take place in them," and "to design activities that will create bounding ties between the students and the region, so they feel well living there, and therefore, once they grow up, they might feel La Bureba is an excellent place to live in," it can be said that it has been accomplished since we have created many activities that prove that rural life is as valid as the urban one, and it hides precious traditions that hopefully will attach the students with their roots and therefore, attract them in the future to develop their lives here.

With reference to the fourth specific objective, which was "to use a global approach for the didactic unit design, so it covers different types of intelligence," it can be said that it has been accomplished since we have seen throughout the didactic unit that many key competencies and subjects are covered with the project.

Last but not least, the fifth specific objective was "to use a participatory and active methodology in the design of the didactic unit, to make the students protagonists of their learning." We can indicate that it has also been fulfilled since this project set the students in the spotlight, providing them with entertaining and active activities that will motivate them and make them eager to learn more.

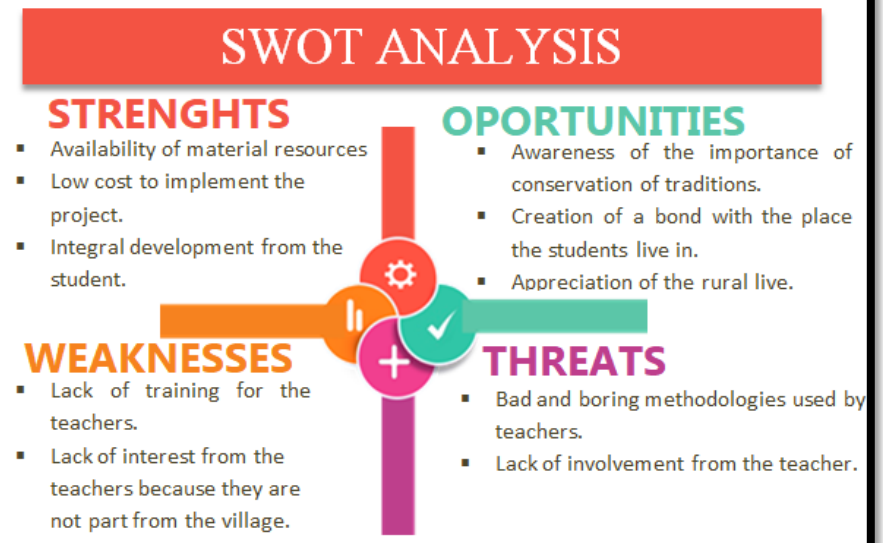
Once all the specific objectives have been analyzed, it can be said that the general aim, which was " to develop a didactic unit on the traditions and history of "La Bureba" that could be carried out in the third cycle of early childhood education, so the students can learn more about the region's traditions and history, trying to fight rural depopulation," has been fulfilled, since we have created a series of activities that promote meaningful, constructive, cooperative and patrimonial learning, where the students will learn more about their region and traditions.

7. Final considerations

Considering all the work done during these years, we can state that the final project represents all the knowledge teachers have acquired while studying for their degrees. This way, future teachers can convey and portray everything they have learned in these years, using all their resources to create an original and valuable didactic intervention that could be used in an authentic context.

While creating this project, we have found positive and negative aspects of it. It is essential to reflex on it to improve it in the future, so therefore, a SWOT analysis has been created with that specific aim.

Figure 1: swot analysis



Source: self-elaboration

8. Bibliographic References

Aranda Romo, M., & Caldera Montes, J. (2018). Gamificar el aula como estrategia para fomentar habilidades socioemocionales. Revista educarnos, (31), 41-66.

Ávila, S.M., Cruz, A. y Díez, M.C. (2008). *Didáctica de las Ciencias Sociales, Currículo Escolar y Formación del Profesorado. La didáctica de las Ciencias Sociales en los nuevos planes de estudio.* Jaén: Universidad de Jaén.

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Clevedon/New York/Ontario: Multilingual matters.

Coyle, D. (2002). Relevance of CLIL to the European Commission's Language Learning Objectives. In D. Marsh (ed.), CLIL/EMILE: The European Dimension – Actions, Trends and Foresight Potential (pp. 27-28). Jyväskylä: UniCOM, Continuing Education Centre.

Coyle, D. (2006). Developing CLIL: Towards a theory of practice. APAC Monographs, 6, 5-29.

Coyle, D. Hood & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, UK: Cambridge University Press.

Decreto 26/2016, de 21 de julio, por el que se establece el currículo y se regula la implantación, evaluación y desarrollo de la Educación Primaria en la Comunidad de Castilla y León. Recovered on January 1st from https://www.educa.jcyl.es/es/resumenbocyl/decreto-26-2016-21-julio-establece-curriculo-regula-implant

Gamify (n.d) *What is gamification?* Recovered on December 12th from https://www.gamify.com/what-is-gamification

Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education (Illustrated ed.). Pfeiffer.

Pearson English (25/07/2018). What is Content and Language Integrated Learning? Recovered on December 4th from https://www.english.com/blog/content-and-language-integrated-learning/

Prats, J. (2001). *Enseñar Historia: Notas para una didáctica renovadora.* Mérida: Junta de Extremadura

Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria. Recovered on January 1st from https://www.boe.es/buscar/pdf/2014/BOE-A-2014-2222-consolidado.pdf

Rubistar (n.d). Recovered on December 27th from http://rubistar.4teachers.org/index.php

Teixes, F., & Argilés, F. T. (2015). Gamificación: motivar jugando. UOC.

Universidad Internacional de la Rioja. (2014). *Unit 2: Teaching-learning foreign languages*. Unpublished material.

Vidal, M. C. (2022). La España despoblada: crónicas de emigración, abandono y esperanza. SAGESSE SL.

Werbach, K., & Hunter, D. (2012). *For the win: How game thinking can revolutionize your business*. Philadelphia: Wharton Digital Press.

9. Annexes

Annex 1: día de la O lantern

Source: self- elaboration

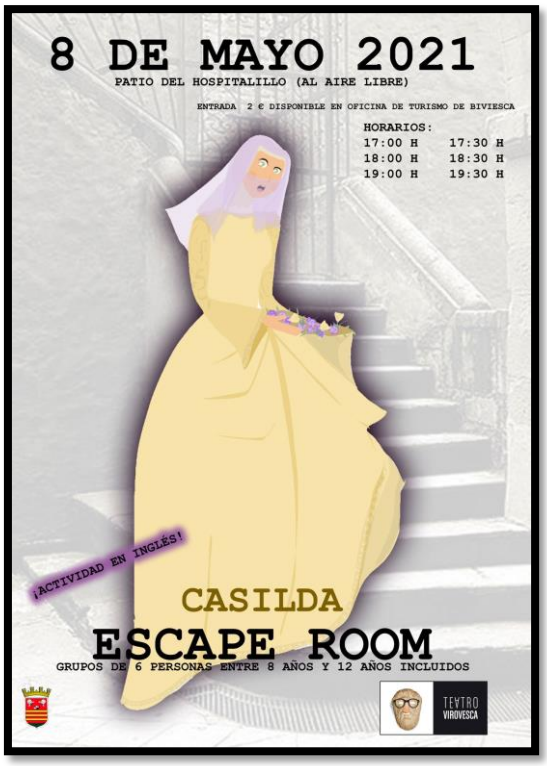
Annex 2: la O song

Source: Ayuntamiento de Briviesca

Annex 3: el Hospitallilo

Source: https://www.verpueblos.com/castilla+y+leon/burgos/briviesca/foto/1364285/

Annex 4: escape's room poster

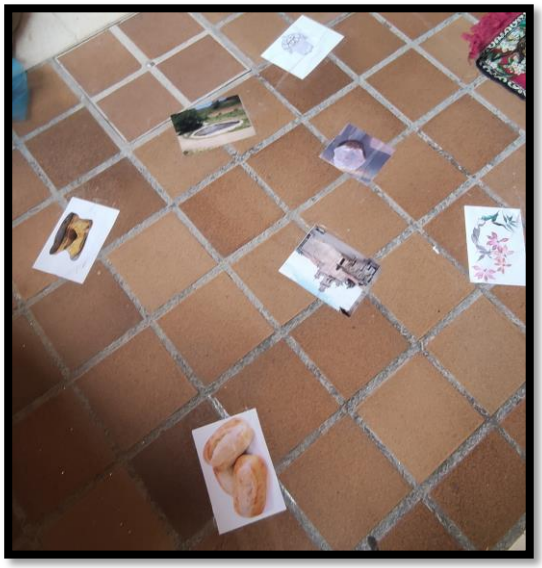


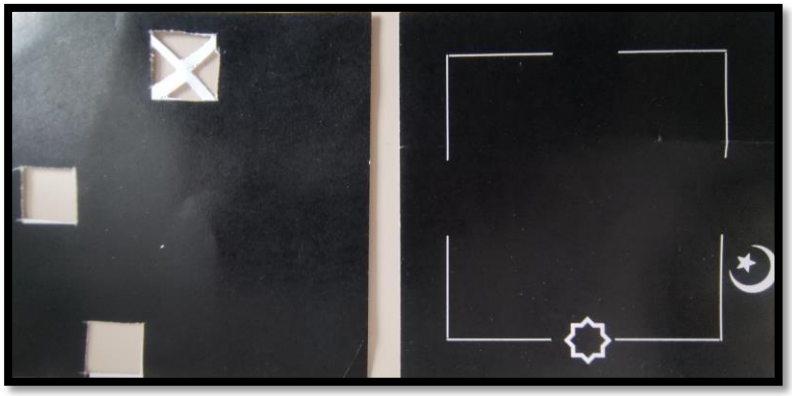
Source: self-elaboration

Annexes 5 and 6: escape's room actors (Teatro Virovesca)

Source: self-elaboration

Annexes 7, 8 and 9: escape's room procedures





Source: self-elaboration

Annex 10: rubric

CATEGORY	4	3	2	1
Participation and interest	The student was interested and focused on the activity and he/she were very participative.	The student was focused on the activty and participated correctly.	The student was sometimes distracted, but he/she did not interrupt their classmates.	The student was constantly distracted and interrupted his/her classmates.
Understanding of the topic	The student showed an excellent understanding of the topic and portrayed it in the activities very well.	The student showed a good understanding of the topic and portrayed it in the activities.	The student showed some understanding of the topic but he/she could not explain it very clear.	The student showed no understanding of the topic.
Presentation of the activities	The student handed in all the activities in a clear and organized way. He/she exceeded the expectations.	The student handed in all the activities and achieved the objectives of the activities.	The student handed in most of the activities and achieved most of the objetives of the activities.	The student handed in some of the activities and achieved some of the objetives of the activities.
Behaviour	The student almost never displayed a disruptive behaviour during class.	The student rarely displayed a disruptive behaviour during class.	The student ocasionally displayed a disruptive behaviour during class.	The student frequently displayed a disruptive behaviour during class.

Source: self-elaboration