



Universidad Internacional de La Rioja
Faculty of Education

Primary Teacher Degree
Ecosocial Awareness through Project-
Based Learning in the fifth grade of
Primary Education

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Abstract

This degree essay has been suggested as a teaching unit shared with a foreign school that focuses on eco-social awareness and is primarily based on three aspects: social, economic, and sustainable development. Furthermore, using technology in this lesson plan is essential to help students better understand different realities outside of the classroom or their more comfortable surroundings and develop their understanding of what it means to be a global citizen. By dividing this FDE into two parts—the objectives and the theoretical framework that defines it, and on the other hand, the didactic unit itself is composed, which includes the contents, methodology, activities, calendar, resources, and evaluation—students will be able to work on issues related to the seventeen objectives listed by UNESCO in its 2030 Agenda, including integration, inclusion, and universality. A part of the conclusions that evaluate the variety of defined goals and the acquired skills comes at the end of this essay.

Keywords: (Maximum 5 keywords) Ecosocial Awareness, Project-Based Learning, Competence Approach, Global Citizenship, Sustainability

Greetings

Without the support of my husband, who encouraged me in this adventure and believed in me and my two children, who recognized the sacrifice their mother was making, none of this FDE would make sense. As a family, an economic and personal sacrifice has been made to reach this moment and now it is my turn to return the result.

I have learned from this FDE that attitude and passion are fundamental, and I am grateful for having reached the goal, showing that anything is possible at any age.

I am grateful for the unconditional support of all my friends and family who helped me, put up with my moments of whining and weakness, and reminded me that they always trusted me.

I, therefore, conclude my FDE by repeating what I teach my pupils: believe in yourself and make an effort... ALWAYS

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1. Introduction

The educational reality embodied at the beginning of this 21st century has been transformed over the years by the widespread use of technology both inside and outside the classroom, so the education system is currently taking into account this new approach to giving way to a new generation whose digital competence is the order of the day. Additionally, in accordance with the European Recommendations, students at the end of their stage in Primary Education should have mastered key competencies related to the challenges to which they may be exposed as citizens, encompassing among them being able to establish an attitude of responsibility against the deterioration of the environment, to be linked to collective projects so that they can develop empathy, critical reflection and the ability to understand and detect situations of inequality. Therefore, the students of this 21st century should not be a container of contents or mere spectators.

Through the study of social sciences, which prepares children to be democratic citizens capable of relating in all contexts with equality and respect for others and the environment, they are expected to engage in citizenship responsibly and actively. Teachers can assist students in doing this by providing them with resources and taking them outside of the classroom so they can learn about various realities and interact with different cultures at the same time. As a result, using digital tools opens up the classroom and creates a more open environment where students can learn about responsibility, social commitment, acceptance of cultural diversity, and promoting democratic values. When considering and organizing an academic year, a teacher must have sufficient knowledge about and management of the active approaches he can use in the classroom as well as the profiles of their pupils.

As a result of the foregoing, it can be concluded that the personal motivation for implementing this didactic proposal in the classroom is based on the reality that, in the world in which we live, educating for global citizenship is an urgent necessity due to the multidimensional crisis that we are facing, not only in the degradation of the environment and the extraction of materials but also in the face of the climate change that we are constantly experiencing.

This generation of students is more aware than any other of the mass human migrations brought on by armed conflicts or natural disasters, and sadly, media manipulation has the maximum impact in classrooms because it encourages "having more" rather than "being more" or fosters having a social recognition on social media. As a result of this, the project attempts to promote social and environmental responsibility, cultural diversity, and global citizenship.

One of the drawbacks of the use of technology today is that it is not used to address other realities and scenarios. In addition, students do not employ the spoken communication skills they have learned in a foreign language in their daily lives.

This didactic proposal is driven by the goal of forging cohesive relations with a foreign school using the project-based learning methodology since it very specifically strengthens the eco-social approach based on the pursuit of solutions to particular challenges. Together, the students are dedicated to enhancing their living environment and learning additional skills in the social sciences, natural sciences, values, foreign languages, and ITC with this perspective.

Project-based learning is a cutting-edge methodology in which groups of students work cooperatively to complete tasks that positively affect them and give them permanent learning. This approach is a more efficient way to encourage collaboration between academic disciplines and students' creativity.

2. Objectives of the work

2.1 GENERAL OBJECTIVE

Provide a didactic plan for the fifth year of primary education that integrates eco-social awareness with a constructivist approach and teaches students the necessary skills to be responsible global citizens and committed to the environment.

2.2 SPECIFIC OBJECTIVES

- Describe and show how sustainable urban development works in a city.
- Build eco-social responsibility in the student's awareness.
- Identify and recognize the traits of a just and egalitarian society.

3. Theoretical Framework

The many modifications carried out by Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May on Education, include educational inclusion; application of the universal design of learning and emphasis on the integral formation of students which must concentrate on the acquisition of the competences set by the European Union and by UNESCO for the decade 2020-2030. (LOMLOE). The Act also mentions the use of methodological alternatives to ensure students' educational preparation by fostering responsible consumption across the curriculum, sustainable development, gender equality and civic engagement in a democratic environment.

In order for students to complete their important projects as outlined in Annex II of the Primary Education Areas, where the main goal is for children to transform the world in which they live according to sustainable and ethical principles based on democratic values, new methodologies that help meet the challenges of the 21st century must be actively sought out. (LOMLOE, P. 26)

3.1. Constructivism and active methodologies

To properly develop both professionally and socially, it is imperative that our students move from a teaching model focused on the teacher's exposure to a more open and student-centred model. Currently, traditional teaching strategies do not allow us to respond to the training needs of students of the 21st century. We need to reconsider the teaching and learning process and the responsibilities that both students and teachers play, as Quiroz and Castillo (2017) argue.

Learning theories that involve the use of active methodologies are indispensable tools to be able to transfer teaching to the student and where the role of the teacher is facilitator and guide. By focusing on the student, the teacher also acquires skills to create learning environments that encourage reflection, collaboration, analysis, and criticism.

These same authors clarify that all strategies, methods, and techniques that are used by teachers in the teaching process learning in the form of activities that are not so focused on

the content and promote the active participation of the student are what we know as active methodologies. The implementation in the school of these same, is of crucial importance for the students to stop being passive, to be able to develop their capacities and to use the higher order thoughts of the Bloom Taxonomy, either create, evaluate, or analyse according to what established by Espejo and Sarmiento (2017).

Bloom's taxonomy pyramid strongly emphasises the production and assessment of knowledge at various stages of learning-related cognitive activities. These three authors discuss three elements that active methodologies have in common, such as the requirement that students make their own decisions and participate in the actions that these decisions generated, as well they should also create knowledge and finally, the more cooperation and collaboration is established between teachers and students are established, the more learning will improve.

With the aid of Bloom's taxonomy, one can help students acquire the critical thinking abilities necessary for the 21st century as well as the creative thinking necessary for them to put their opinions and ideas into action, recognize them in others, pose inquiries, and be receptive to different viewpoints (Akpur, 2020). According to Pujawan's research (2022), Bloom's taxonomy is a reference framework for the instructor that aids in carrying out all classroom activities and improves students' scientific literacy and creative thinking abilities.

Alternatively, authors like Fidalgo-Blanco, A. Sein-Echaluce & García-Peñalvo (2019) emphasize that cooperation between students in the implementation of activities, as well as reflection and decision-making in common, are objectives of all active methodologies in which the inclusion of the student in the classroom is a priority through working groups where, according to many authors, among them, John Dewey has shown that learning is most effective when *learning by doing* and involving the student in. This conclusion has also been reached by other authors such as Kolb, who claimed that to circle learning to be successful, the cornerstone should be the good and continuous predisposition of the student to learn.

By the research done by Saif Husam Mohammed and Laszlo Kinyo (2020), learning may be characterized as a real-world experience and teachers should teach their pupils how to learn through pertinent and meaningful experiences. As we already know, learning is an ongoing process that is closely related to the everyday events that pupils have and the constructivist

methodology enables pupils to acquire substantial knowledge. This strategy is founded on Vygotsky's study, which presents constructivism from a social standpoint similar to Piaget's, who is portraying it from the cognitive perspective where knowledge is the creation of a unique mind.

This method, therefore, emphasizes the exterior character of knowledge in which the learner interprets events around him logically and sensibly. Piaget took a keen interest in how age, educational level and psychological development all affected the teaching and learning process.

Constructivist theories evaluate whether the teacher facilitates or merely conveys the knowledge within the teaching and learning process. This allows the teacher to reflect on his or her role in the educational process. According to the constructivist method, the addition of factors like social interaction and the environment and the formation of new knowledge is linked to prior knowledge that the learner already possesses.

3.2. Project-based learning

The constructivist theory provides the theoretical foundation for project-based learning, which is then expressed in the works of numerous authors, many of whom were psychologists and educators, such as John Dewey, Jean Piaget, Jerome Bruner, Lev Vygotsky, and William Kilpatrick.

According to Knoll (2012), the latter author gave the project-based approach its ultimate meaning, emphasizing progressive learning and promoting it globally. In addition to being based on experience, Kilpatrick saw education as a philosophy that covered a considerably wider range of ideas than had previously been recognized.

In order for students to work freely and find solutions like true experts, the author compared the project to either a laboratory experiment or an inquiry carried out by a lawyer. Furthermore, Kilpatrick fostered a more democratic, independent, and accountable view of education as opposed to the arbitrary application of punishment.

Project-based learning has therefore evolved over the last few decades into both a crucial strategy for learning skills and a student-centred approach whose activities are grounded in

active learning. Students' motivation and active learning have been shown to be closely related by researchers in the cognitive sciences. Barron and Darling-Hammond (2008) define it as a pedagogy that entails finishing difficult tasks with a tangible end result, such as a public presentation, an event, or a product. For them, learning is built on problem-solving or coming up with solutions, thus students must develop their knowledge in this area.

Wenger (1998) asserts that PBL is concentrated on creating voluntary communities of practice among educators, students, and others outside the classroom setting, creating a network of knowledge and collaboration as well as knowledge sharing.

Both the problem-based learning approach and project-based learning are closely related. They rely on the central tenet that students must work both individually and together to research topics that both personally and practically interest them. This type of work encourages the development of critical understanding, skills, attitudes, and knowledge.

PBL encourages ongoing investigation, introspection, the capacity for producing high-calibre work, and the final elaboration or presentation of a project. There are four stages in this methodology:

- a) Initiation: is based on creating and identifying its central concept. This first stage is where the basic three questions- why, for whom, and what- are addressed. To determine the requirements of the pupils, the teacher gathers data via observations, surveys, questionnaires, and classroom interviews. The project and work will be guided by all information gathered.
- b) Planning: The tasks, actions, and resources to be considered are all laid out in this second phase. Setting a timeframe for work completion is crucial.
- c) Implementation: In this phase, groups of students will do research and produce a final product.
- d) Closure: this is the point at which the audience can see the product.

Regarding this approach, it is best to work with secondary topics that allow for group work given that the teacher must make sure the issue being researched is appropriate and engaging for the entire class.

Dewey contends that the teacher must be a part of a community in which he selects the potential influences that might have an effect on the kid and works to manage those effects. PBL requires an interdisciplinary character and long-term nature, meaning the experience lasts for weeks, months, or even years. As a result, it calls for lessons from various subjects to be connected and focused on the student who manages his own time while working in collaborative groups. The teacher facilitates the work by encouraging students to think critically so they can accomplish the project's goal and assess the students' learning.

3.3. Eco-social awareness

Global education is far removed from one of the world's major issues, which is environmental harm across the board, whether caused by large populations leaving their homes or by climatic shifts like the unchecked destruction of the natural world.

Education should not be disconnected from this reality and therefore, the role of the teacher in the classroom is important for the student to be aware of the reality that surrounds him according to Díaz-Salazar (2017). This author urges us to transform education ecologically, incorporating a more ecological pedagogy to train more active students and to carry out actions to that end in their daily life.

According to Diaz-Salazar, education should not be divorced from reality, and thus the role of the teacher in the classroom is critical for the student to be aware of the reality that surrounds him (2017). As stated by him, it urges us to transform education by incorporating a more ecological pedagogy to train more active students and to carry out actions to that end in their daily lives (2017).

In his essay "My Pedagogical Creed", John Dewey stated the social character of the school, where the classroom should be considered as a training classroom to prepare students to live in society rather than a jail where the teacher imposes his ideas. Dewey suggests connections between education and society as well as democracy, psychology, and philosophy. There is no society without education, according to the author, and vice versa, because the true education of the child is based as much on the stimulation of his skills as the society or the companions around him and influence without forgetting the family bond given that the student is instilled with ethical principles and values in the family.

The curriculum is important to Dewey as long as it considers the social aspects of the child's life and bases its creed on important aspects such as the student's need for movement and relating it to action and experience. Furthermore, it emphasizes the use of images to support teaching, the observation of the teacher in the classroom to include in its curricular programming all aspects that can help the student in some way, and finally, it considers emotions.

Bernstein describes himself as a reformer of his time, emphasizing feminist studies in health, art, and science. He was one step ahead of his time, as his theory has held up better than ever over time.

Among other things, his work suggests that education must be contextualized to meet the historical, economic, social, and political demands of the country in question and that the school's passive role should be transformed into an active one. Dewey defined school as a place for students to practice their social integration. This didactic proposal contains relevant terms such as global citizenship, sustainable development, education for peace, and environmental education, all of which are included in the Council of Europe Charter.

The Charter of the Council of Europe on Education for Democratic Citizenship and Human Rights Education calls on Member States to provide education in formal education programs at both the infant and primary levels, as well as secondary and vocational training, in which students not only acquire skills or knowledge but also have the means to exercise their responsibilities and rights in a democratic state of society, while also promoting fundamental freedoms, culture, and the protection of human rights.

One of the recommendations made to the Member States is to promote intercultural dialogue, social cohesion, diversity and equality between men and women in the classroom. According to Priestley, Biesta, and Mannion (2010), the concept of global citizenship is divided into three distinct areas: education for citizenship, environmental education, and development education. According to Santisteban and Pagès (2007), citizenship education is a global issue, so organizations and meetings between countries have proliferated to address this educational issue. Between 1997 and 2001, global research was conducted testing the

civic and political knowledge of young students, and the results were concerning because they were unaware of many of the institutions in their country or the news, they received about politics came primarily from television.

Besalú (2002) also emphasizes the interculturality of schools, whether or not they have students from other countries, because students must be prepared for multiculturalism in the society in which we live. One of the goals of this intercultural education should be education in attitudes, norms, and values, as well as the suppression of social and racist prejudices. To accomplish this, resources and activities should be oriented toward the use of narrative pedagogy, peer discussion and debate, role-playing, or newspaper reading.

According to Besalu (2007), educators should be the driving force behind school change and serve as a model for the wider community by enabling access to the outside world in our classrooms and incorporating initiatives that address cultural diversity and the realities it contains.

In Saramago's literary work, the author makes reference to the reality that individuals today identify more with the numbering of a credit card than with their names. Many young people still struggle with social skills, losing manners and ideals, according to Julián Abad (2001), hence it is critical to teach them about citizenship. It is therefore clear that many students lack citizenship principles as shown by a poll of more than two thousand adolescents who indicated that they were aware of and valued constitutional ideas but did not identify strongly with active citizenship. It appears that the school has forgotten that the child is only a future man as Ana Maria Matute said.

Since some countries are already adhering to the 2030 Agenda issued by the UN General Assembly in 2015, the educational community needs to reposition itself anew towards a critical approach and provide all tools available to promote global citizenship and mobilize awareness, according to Rodriguez Muñoz (2019).

It should not be forgotten that the UN approved the 2030 Agenda in 2015 as a new road for all members of today's society to follow and includes an action plan with seventeen

sustainable development goals connected to the areas of society, environmental sustainability, and the economy.

In response to COVID-19, the school cannot ignore these UN recommendations because, among other things, one of the objectives is to prioritize promoting high-quality education in the classroom. This is because, when schools were closed, more than 1600 million children lost physical access to the classroom, and more than 369 million children had to look for other forms of support when school canteens were shut down.

In addition to achieving gender equality as a necessary foundation for future progress as a society, our students should be aware of the need to continue moving toward more affordable, sustainable, and clean energy. This awareness should support the necessary steps to educate students about the creation of sustainable communities and cities, such as using public transportation or walking. Instructors must encourage appropriate usage and consumption so that students may produce more and better work with fewer resources.

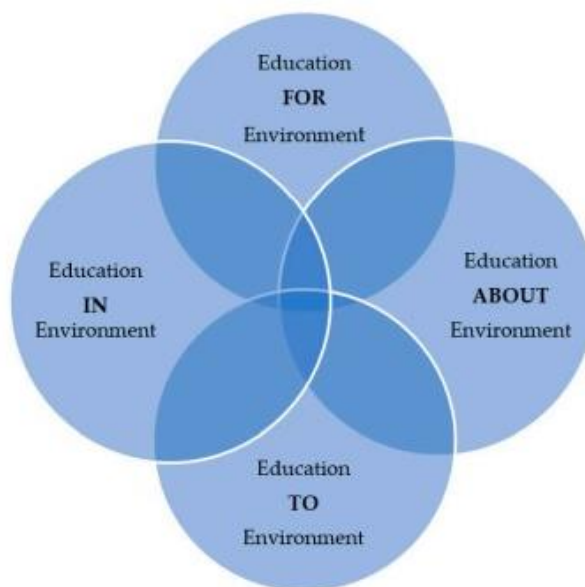
The International Commission on Education for the 21st Century's report to UNESCO emphasizes the urgent need to create an educated society where curiosity, enjoyment, and the capacity to learn are ingrained; a society in which a person may both educate and be taught. In addition, it was suggested that education restore four important elements:

- a) Learning to coexist: adapting to social changes and understanding the connection to nature and the ecosystem.
- b) Learning to do: teaching students how to contribute to society while they are in school.
- c) Learning to be self-aware and understanding oneself.
- d) Learning to know: Acquainting yourself with a diverse culture and embracing it as a foundation for the rest of your life.

Environmental education is a component of Eco-social education as well. More than two hundred years ago, one of the earliest environmental endeavours was the rescue of numerous endangered species. Since then, environmental preservation has expanded to include acid rain and climate change. The article by Boca and Saraçlı (2019) claims that due to the efforts of numerous organizations, government agencies, and academic institutions as well as recent

scientific research, it has been possible to define a responsibility towards the environment that protects us but it requires that we also protect it. However, there is only 1% of volunteering overall, with Europe, for instance, rising to 4% according to the European Commission. These authors propose a four-part environmental education program:

Figure 1: *Education for sustainable development.*



Source: <https://doi.org/10.3390/su11061553>

As educators, it is our duty to spread knowledge of the environment by including numerous activities that foster a love of the natural world in our daily work. Educating people about the environment is another important part, and schools may set an example by installing solar panels. The third component is teaching children about the environment so that they can protect it and provide it with a brighter future and inspiring them to voice their ideas or opinions.

As stated by Sauv  (2017), the teacher must assist the pupil in developing their own environmental identity, realizing their affiliation with the way of life, and giving their existence in the world purpose through a personal commitment. To accomplish the desired goal—becoming aware of the environment in which they live and acting in a way that is consistent with that awareness—the interaction between the citizen and/or student and the environment must be taken into consideration. Self-improvement could be viewed as a societal and personal objective.

For several years, the term "sustainability" has been a buzzword in scientific articles, particularly those concerning the environment. As claimed by Powers, Rinkel, and Kumar (2021): "sustainability indicates that a system can be maintained and renewed within a normal balance of lifecycles, not becoming depleted or extinct" (p. 3). Thinking only of this definition would be a mistake if we did not also consider the economy, culture, and society, as they all contribute to sustainability. To move towards a more sustainable world, we as teachers must provide new generations with a more comprehensive understanding of social and environmental education.

Several international delegations (youth organizations, local and regional governments, and the European Commission) met in Dublin last year to discuss Global Citizenship Education commitments for the year 2050. Quality global education aims to increase knowledge of different cultures, including minorities, improve understanding of historical and geopolitical relationships, as well as wars and oppression, and inspire people to take social action at the local, national, and global levels.

As educators, we must seize the opportunity to be a part of this transformative change in the classroom so that our students can critically reflect on the world and their place in it.

4. Contextualization

4.1. Features of the surroundings

The school is located in the municipality's new area of Tres Cantos, twenty-two kilometres north of Madrid which is considered a commuter and a business city due to its proximity to the capital. It is surrounded by new residential buildings that form its perimeter. One of the three urban parks, with an area of 45 hectares, is less than 1.5 kilometres away and serves as the municipality's main green lung including an artificial lake. An auditorium with an autochthony forest, family library, theatre, exhibitions, and an amphitheatre is located less than a kilometre to the west. All of this is bounded by 30 kilometres of bike lanes and 15 kilometres of streams.

4.2. Description of the centre

The school is a bilingual subsidized centre and the first to incorporate Chinese into its curriculum. The school consists of two annexe buildings with a sports centre, an indoor swimming pool, three patios, one of them covered, as well as a children's playground and ping pong tables and it houses more than 1,500 students from kindergarten to high school. The educational project of the school is based on developing critical thinkers, as well as comprehensive training based on values and independence, in addition to training students in English language mastery through their own projects.

4.3. Characteristics of the student's

The educational intervention that is exposed is aimed at students in the fifth grade of primary education of 10 and 11 years and it is a heterogeneous group. It is made up of 13 boys and 12 girls who are characterized by their good conduct in general and respect for the educational community. The characteristics of the families belonging to the school are middle and upper middle class both economically and sociocultural, there being no cases of families in marginal situations or problems of violence or social uprooting. The atmosphere that breathes in the school is one of good harmony and where there is much emphasis on values such as respect for classmates and equality.

5. Project of Intervention

5.1. Introduction

This didactic unit is titled "BE AWARE" and it proposes activities related to eco-social awareness. This topic was chosen by European regulations and UNESCO in order to provide students with tools to understand and be active agents of change capable of assisting society in growing more sustainably and democratically.

5.2. Justification

The goal of this proposal is to raise ecosocial awareness in fifth-grade students and incorporate ecosocial content into the curriculum to contribute to the student's overall development and prepare them to participate in active and democratic citizenship. According to the UNESCO International Bureau's Key Drivers of Curricular Change in the Twenty-First Century, the curriculum of the twenty-first century should focus on the seventeen goals of the 2030 Agenda, making this change mandatory rather than optional. Students are encouraged not only to work on issues such as sustainable urban development, gender equality, and climate change but also to recognize the importance of learning another language to achieve the European Union's commitment that by 2020, all European areas will gradually incorporate the teaching of two languages. As a result, it is critical that students must achieve it in this didactic unit, which is to make our students aware of existing globalization and the diversity of other cultures in other countries, in addition to working on the most social aspects of the curriculum.

5.3. Legal references

Part of the work as teachers are how to apply educational laws in our day to day, therefore, the following laws have been taken into account when writing this didactic unit starting from the most general perspective to the most specific.

➤ **State level:**

- Organic Law 2/2006 of May 3rd, on Education.
- Organic Law 3/2020 of December 29th which modifies Organic Law 2/2006, of May 3, on Education.

➤ **Autonomic level:**

- Royal Decree 157/2022 of March 1st, which supports the organization and minimum teaching of Primary Education.
- DECREE 61/2022, of July 13, of the Governing Council, which establishes the organization and curriculum of the Primary Education stage for the Community of Madrid.

5.4. Objectives of the project

General Objective:

- GO: Acquire knowledge of the Sustainable Development Goals to be more active, respectful, and responsible people in the world in which they live.

Specific Objectives:

- SO1: Investigate and explain responsible consumption
- SO2: Promote sustainable urban development in the school and care for the environment.
- SO3: Discuss the environmental impact and the ecological footprint
- SO4: Identify the interdependence between economies, countries, and population
- SO5: Describe the impact that social inequality can have on society and the economy in general.

The following table relates the objectives with the competencies to be acquired.

Table 1: *Objectives and Competencies*

| OBJECTIVES | COMPETENCIES | | | | | | | |
|------------|--------------|----|------|----|-------|----|----|-----|
| | LC | PC | STEM | DC | PSLLC | CC | EC | CAE |
| GO | | X | X | X | X | X | X | X |
| SO1 | | X | X | X | | X | | |
| SO2 | | X | X | X | | X | X | X |
| SO3 | | X | | X | | X | X | |
| SO4 | | X | X | X | X | X | | X |
| SO5 | | X | X | X | | X | X | X |

Source: Self-made

5.5. Contents

Currently, the Royal Decree lists the contents as basic knowledge that is nothing more than the knowledge, skills, and attitudes of a subject whose learning is essential for the acquisition

of specific competencies. In this didactic unit, the following sections will be worked on within the ecosocial awareness block:

- Climate change: eco-responsibility.
- Green Economy: ecodependence and interdependence.
- Sustainable development. Human activity in space and the exploitation of resources.
- Urban Agenda. Sustainable urban development. The city is a space for coexistence.
- economy. The influence of markets (goods, finances, and labour) in the life of citizens.

5.6. Methodology

As RD157/2022 indicates in the Exit Profile section, the key competencies have been linked to the challenges of the 21st century as well as the Sustainable Development Goals of the 2030 Agenda, therefore, as teachers, we must expand and work the ecosocial awareness block in such a way that we provide them with meaningful activities based on real problems of daily life based on these challenges that they will encounter throughout their lives, such as the development of a responsible attitude and awareness regarding the environment, responsible consumption, a critical, empathetic and proactive spirit, analysing and taking advantage of all kinds of opportunities offered by today's society, such as culture in the digital age, as well as cooperation and coexistence between open and changing societies. In this way, the classroom must be a window open to the outside, an opportunity that we must take advantage of through digital resources such as secure online platforms such as Zoom or Google Hangout to be able to work collaboratively with other schools, value cultural diversity, feeling part of a collective project and enrich yourself on a personal and global level. The methodology used in this didactic unit is based on project-based learning together with the fact that we work collaboratively with a foreign English school, managing to create significant experiences in an online learning environment. One of the keys for the implementation of this methodology to be successful is to keep our students connected, engaged, and motivated in learning, using the best strategies, dynamics and providing them with a voice and providing them with support and resources so that learning is meaningful. In addition, Bloom's taxonomy has been taken into account in the classroom for several reasons: firstly, at the teacher level, because it facilitates the design of activities and the evaluation of the knowledge acquired by the students. From lower-order cognitive processes

such as: remembering, understanding, or applying, to higher-order processes that are analysing, evaluating, and creating.

The use of PBL, somewhat different from the traditional ones, involves adapting some rules that regulate work in the classroom as well as attitude within the team, the use of audiovisual resources in class or attention to classmates' presentations. The work of the teacher here is essential both to maintain motivation among students as well as a guide to solving conflicts or adapting student learning. Therefore, his work is more supportive than his own traditional teacher. In this methodology, students assume an active role. The teacher must take into account students with specific educational support needs, increasing their integration or performing adapted exercises. The evaluation will be continuous, collecting the data after each session to relate them to their final grade, for this reason, self-assessment is important within this methodology, in this way, the students reflect on their own learning.

The main characteristics of this methodology embodied in this didactic unit are based on learning to learn, that is, the students are the ones who grow and evolve with the proposed activities since it is not a mere presentation by the teacher, but they must investigate and think as part of their day to day and future. Students cooperate in an international environment, promoting collaboration and social skills on the part of the teacher. For this didactic unit to be fruitful, it is important to have a working relationship and trust in the other teacher on the other side of the screen, since at all times they will collaborate together so that this proposal can be carried out using technology and Collaborative tools, such as Google Docs or Zoho to share documents online, Google Slides with the Pear Deck Chrome extension providing interactivity to online presentations as well as Padlet, Flip. Both schools work collaboratively through the Edmodo platform, which allows the entire educational community to interact in a private environment since it is only accessed by invitation, creating a distance class for uploading content, assessment tests or chats to communicate with the students.

5.7. Activities

This section describes the twelve fifty-minute sessions that comprise the didactic unit "BE AWARE!". The student's output profile is included in each of the activities, which ranges from the general and specific objectives to the specific competencies that are worked on, the

evaluation criteria and operational descriptors, the activity in detail and how it will be evaluated, the necessary material, and measures of diversity attention. The specific competencies are represented by acronyms; for clarification, see ([annexe A](#)).

Table 2. *Activities and sessions*

| ACTIVITIES | SESSIONS | | | | | | | | | | | |
|----------------------------------|----------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 The impact | X | | | | | | | | | | | |
| 2 Metrominute | | X | X | | | | | | | | | |
| 3 I'm responsible | | | | X | X | | | | | | | |
| 4 Globingo | | | | | | X | | | | | | |
| 5 Smarties | | | | | | | X | | | | | |
| 6 Are you a big foot? | | | | | | | | X | | | | |
| 7 All roads lead to...the ocean! | | | | | | | | | X | X | | |
| 8 The wisdom of crowds | | | | | | | | | | | X | X |

Table 3. Activity 1

| ACTIVITY 1: THE IMPACT | | | |
|--|--|--|-----------------------------------|
| JUSTIFICATION | | | |
| <ul style="list-style-type: none"> Rethink how we deliver functionality to the market and consider the entire life cycle of the products created. Recognize the existence of an alternative to the linear economy, in which we redesign the way we produce goods and services in more sustainable and regenerative ways. | | | |
| ASSESSMENT CRITERIA | | | |
| <p>1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content.</p> <p>5.3 Value, protect and show attitudes of conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability.</p> <p>6.1 Promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the planet, based on the analysis of human intervention in the environment.</p> <p>6.2 Participate with an entrepreneurial attitude in the search, contrast, and evaluation of proposals to face ecosocial problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment.</p> | | | |
| GENERAL OBJECTIVE | | | |
| <ul style="list-style-type: none"> Develop teamwork habits and a critical spirit. | | | |
| SPECIFIC OBJECTIVES | | | |
| <ul style="list-style-type: none"> Discuss the environmental impact of everyday objects. Summarize the broad concepts of environmental impact. | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS | |
| <ul style="list-style-type: none"> SOCIETIES AND TERRITORIES: ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: The green economy | 1, 5, 6 | STEM1, STEM2, STEM5, DC1, DC3, PC1, PSLLC4, CC2, CC3, CC4, EC1 | |
| DESCRIPTION | | | |
| <p>A previous brainstorming is carried out on the concept of environmental impact.</p> <p><u>First session:</u></p> <p>a) 10 min: The teacher describes the Google Classroom game in which each choice they make affects their future. First, they will play and answer 9 questions on the Platform created by “the European Union for Youth” in pairs, sharing a screen. ” (annexe 1)</p> <p>b) 25 min: The students are divided into groups of four from each school and told which two daily products they must compare. They will spend 20 minutes researching the various environmental impacts of each of the products. (5 min): Each group develops an argument and takes a stance on the product's environmental impact. For instance, compare cow's milk to almond milk, a car to a bicycle, sticky tape to glue, and a pen to a pencil.</p> <p>c) 15 min: The groups from each school debate which product is better or worse for the environment and attempt to persuade the opposing team (10 min). Following the conclusion, (5 min) each group reflects on the conclusions reached together and the benefits of managing a circular economy via the PADLET collaborative wall (annexe 2)</p> | | | |
| MATERIALS | Internet access / Scrap paper / Pen or pencil | SPACE/ GROUPING | Classroom/ Pairs & Groups of four |
| DIDACTIC RESOURCES | “It is up to you” https://visitors-centre.jrc.ec.europa.eu/tools/JRC-Engage-Final/?lang=en PADLET digital tool https://padlet.com/conselleira2020/the-impact-z5q7viesabb0q9at | | |
| KEY CENTURY CHALLENGES | One of the 17 sustainable development goals' challenges for the twenty-first century is to ensure the establishment of a circular economy in which everything is transformed. | | |
| TRANSVERSALITY | The circular economy's work in the area of Plastic Education exemplifies the transversality. | | |
| ASSESSMENT TOOLS | An evaluation rubric (table 17) related to the understanding, explanation and interpretation of arguments is used taking into account the diversity. | | |

Table 4. Learning Activity 1

| | |
|----------------------|---|
| LEARNING SITUATIONS: | Redesign the product with the worst impact in order to be part of the circular economy through the management of the 3 R's: recycle & recover, reuse, and reduce. |
|----------------------|---|

Table 5. Activity 2

| ACTIVITY 2: METROMINUTE | | | |
|---|--|---|---------------------------|
| JUSTIFICATION | | | |
| <ul style="list-style-type: none"> Promote the decarbonization of the school environment and healthy lifestyle habits, as well as foster greater knowledge of the immediate environment and appropriate lifestyles. Work is carried out transversally together with the area of Mathematics and Physical Education. | | | |
| GENERAL OBJECTIVES | | | |
| <ul style="list-style-type: none"> Develop daily habits of healthy autonomous active mobility | | | |
| SPECIFIC OBJECTIVES | | | |
| <ul style="list-style-type: none"> Design a map between various points of interest and the average times to walk it takes from each school to them to promote sustainable development in the school. | | | |
| ASSESSMENT CRITERIA | | | |
| 1.1 Use digital resources by the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content. 5.3 Value, protect and show attitudes to conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability. | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS | |
| <ul style="list-style-type: none"> SOCIETIES AND TERRITORIES: ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: The Urban Agenda. Sustainable urban development. The city as a space for coexistence. | 1, 5 | STEM1, STEM2, STEM4, STEM5, DC1, CC4, EC1 | |
| DESCRIPTION | | | |
| Previously, a survey is conducted to determine how teachers and students access the school and to raise awareness of the lack of active mobility. Faced with this difficult situation, it is proposed to create a metro map based on distances walked, with each school and the most important points of interest in the city serving as the main points of reference and taking into account average times. <u>First session:</u> (50 min) The teacher explains the activity to be completed: the goal is to create the Metrominute map (annexe3) of the other class using the digital tool Google Maps. To accomplish this, specific tasks are assigned to groups of three students: The first student will take notes on the most important points of interest and monuments, reaching an agreement on how many to include, while the other two students will use the Google Maps application to measure distances and record times. If there is time, the final map with metro lines is created using the digital tool Canva. <u>Second session:</u> (50 min) Finish the first session's design with the help of classmates from the other class. Once the maps are completed, a vote will be held to determine which one will be displayed in large size at the school's entrance. | | | |
| MATERIALS | Internet access/ scrap paper/ pencil | SPACE/ GROUPING | Classroom/ group of three |
| DIDACTIC RESOURCES | Google Maps Canva digital tool | | |
| KEY CENTURY CHALLENGES | Goal 11 of UNESCO's 2030 Agenda states that cities must be sustainable and encourage citizens' active mobility. | | |
| TRANSVERSALITY | There is a crossover with the field of mathematics. Families are encouraged to walk the different sections with their children over the weekend to verify the distances. | | |
| ASSESSMENT TOOLS | Peer assessment is carried out using the "2 stars and a wish" technique (annexe 4): students indicate to their classmates who have drawn up the metro map two things they liked about the work they have done and one thing they liked | | |

Table 6. Learning Activity 2

| | |
|----------------------|--|
| LEARNING SITUATIONS: | Create a video based on a script written by the students that discuss the advantages of the Metrominute map and publish it on the school web news. |
|----------------------|--|

Table 7. Activity 3

| ACTIVITY 3: I AM RESPONSIBLE! | | | |
|---|---|--|---------------------|
| JUSTIFICATION | | | |
| The Social Sciences area's social and environmental awareness block is being worked on to promote sustainable practices in line with UNESCO's Sustainable Development Goals and to ensure that students have the necessary information and knowledge for a harmonious lifestyle with nature. | | | |
| GENERAL OBJECTIVES | | | |
| <ul style="list-style-type: none"> • Raise awareness about the importance of responsible consumption. • Take a more critical and responsible approach to consumption, questioning who and how our consumer goods were created. | | | |
| SPECIFIC OBJECTIVES | | | |
| <ul style="list-style-type: none"> • Use a Webquest to learn about responsible consumption. • Define what responsible consumption means • Create a video about responsible consumption. | | | |
| ASSESSMENT CRITERIA | | | |
| <p>1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content.</p> <p>2.2 Search, select and compare information from different safe and reliable sources, using the criteria of reliability of sources, acquiring basic scientific vocabulary, and using it in research related to the natural, social, and cultural environment.</p> <p>2.5 Communicate the results of the investigations adapting the message and the format to the audience to which it is addressed, using scientific language, and explaining the steps followed.</p> <p>6.2 Participate in the search, contrast, and evaluation of proposals to face social and environmental problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment.</p> | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS | |
| <ul style="list-style-type: none"> • SOCIETIES AND TERRITORIES: • ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: The Sustainable Development Goals. Nº 12: Responsible production and consumption. | 1, 2, 6 | PC1, PC2, PC3, STEM2, STEM4, DC1, DC2, DC3, DC4, DC5, CC4, CCAE4 | |
| DESCRIPTION | | | |
| <p>A video on responsible consumption is shown in each class. Brainstorming.</p> <p>First session The teacher explains the activity, which is based on a Webquest (annexe 5) with information embedded in each of its sections and two tasks to be completed. Each student accesses the Webquest and thoroughly examines it to determine what is required before beginning to work in pairs across both classes. The first task is to search for information on responsible consumption using the various web pages added to the resources section. Each pair must download the worksheet (annexe6) from Google Docs and complete each section of the sheet collaboratively.</p> <p>Second session: Once the information has been summarized, the second task is to be completed. The students reflect in pairs on responsible consumption, its benefits, and possible improvements that we could make in our daily lives using the digital tool, Flip. A student uses the app to record his response, while a classmate films it with his iPad camera. Then all that's left is to add it to Flip (annexe 7) as an attached video. Teachers post and share the videos on the classroom blog</p> | | | |
| MATERIALS | Internet access Digital tablet Worksheet | SPACE/ GROUPING | Classroom/ Pairs |
| DIDACTIC RESOURCES | https://www.youtube.com/watch?v=fAf32-9wHhc Webquest digital tool: : https://sites.google.com/view/iamresponsible/introduction Flip digital tool /Classroom Blog | | |
| KEY CENTURY CHALLENGES | One of the 17 sustainable development goals promoted by UNESCO and the challenge of the 21st century is to ensure responsible consumption at a global level as well as to establish efficient use of natural resources. | | |
| TRANSVERSALITY | Recycling activities are transversal with the Artistic Education subject. | | |
| ASSESSMENT TOOLS | An evaluation rubric (table 17) related to the understanding, explanation and interpretation of arguments is used. | | |

Table 8. Learning activity 3

| | |
|----------------------|--|
| LEARNING SITUATIONS: | Develop an awareness campaign in the Baccalaureate stage |
|----------------------|--|

Table 9. Activity 4

| ACTIVITY 4: GLOBINGO | | | |
|--|--|--|------------------------|
| JUSTIFICATION | | | |
| All countries and citizens are currently eco-dependent because many of the resources we use in our daily lives come from nature, and interdependent because we are all connected in some way, from the food we eat to the clothes we wear. It is critical that our students understand how to interpret both concepts through constructivist-based activities. | | | |
| GENERAL OBJECTIVES | | | |
| <ul style="list-style-type: none"> Recognize the economic and social processes associated with globalization. | | | |
| SPECIFIC OBJECTIVES | | | |
| <ul style="list-style-type: none"> Determine the interdependence of economies, countries, and populations. Differentiate between the terms ecodependent and interdependent. | | | |
| ASSESSMENT CRITERIA | | | |
| 1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content. | | | |
| 4.1 Promote attitudes that foster emotional and social well-being, managing one's own emotions and respecting those of others, fostering healthy affective relationships and reflecting on the uses of technology and free time. | | | |
| 5.3 Value, protect and show attitudes of conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability. | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS | |
| <ul style="list-style-type: none"> SOCIETIES AND TERRITORIES: ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: Ecodependence, Interdependence and interrelation between people, societies, and the natural environment. | 1, 4, 5 | STEM1, STEM2, STEM4, STEM5, DC1, DC2, DC3, DC4, DC5, PSLC3, CC4. | |
| DESCRIPTION | | | |
| <p><u>First session:</u> In order to understand the concepts of globalization and interdependence of society, the video is displayed (2 min).</p> <p>Next, each teacher explains the concepts of globalization, interdependence and ecodependence with practical examples. Then, both classes are involved in a playful activity through the dynamics of concentric circles but adapted to online groups. The dynamic is based on each circle, in this case, a class, rotating their chair asking their classmates questions from a worksheet (annexe 8) and completing different questions related to globalization that appear in a Bingo in a limited time. Whoever has asked all the questions to different classmates from the other class and has them written down will win.</p> <p>Next, the students review the clothing labels and, based on their origin, they will mark them with a pin on the class world map. Group reflection on promoting the local economy.</p> | | | |
| MATERIALS | Internet access / Pen or pencil / Worksheet/ pins | SPACE/ GROUPING | Classroom/ whole group |
| DIDACTIC RESOURCES | https://www.youtube.com/watch?v=cqTS7AXKdcg Globingo worksheet/ World map | | |
| KEY CENTURY CHALLENGES | UNESCO's goal number 11 in its 2030 agenda establishes that cities must be sustainable and promote the active mobility of their citizens. | | |
| TRANSVERSALITY | Globalization is worked on in the area of natural sciences and in Arts. | | |
| ASSESSMENT TOOLS | The participation in the dynamics of concentric circles as well as in the elaboration of the joint world map and in the final reflection are evaluated through the direct observation of the students (scale from 1 to 10) | | |

Table 10. Activity 5

| ACTIVITY 5: SMARTIES | | |
|---|--|--|
| JUSTIFICATION | | |
| The rise in global economic inequality is causing social concern, particularly in the aftermath of the pandemic. In society, not everyone has the same opportunities based on their social status. | | |
| GENERAL OBJECTIVES | | |
| <ul style="list-style-type: none"> Understand the various types of inequality in society, including racial inequality, wealth inequality, gender inequality, geographic inequality, and educational inequality. | | |
| SPECIFIC OBJECTIVES | | |
| <ul style="list-style-type: none"> Describe the effects of social inequality on society and the economy as a whole. Debate and reflect on inequalities | | |
| ASSESSMENT CRITERIA | | |
| <p>1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content.</p> <p>8.1 Analyse the geographical, historical, and cultural processes that have shaped today's society, valuing ethnocultural or affective-sexual diversity and social cohesion and showing empathy and respect for other cultures and gender equality.</p> <p>8.2. Promote gender attitudes and non-sexist behaviours, analysing and contrasting different models in our society.</p> | | |
| STUDENT EXIT PROFILE | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS |
| <ul style="list-style-type: none"> SOCIETIES AND TERRITORIES AND ECO-SOCIAL ENVIRONMENTAL AWARENESS: Economic activity and wealth distribution: social and regional inequality in the world. | 1, 8 | STEM4, DC3 CC4, PC3, PSLLC3, CC2, CC3, CAEC1 |
| DESCRIPTION | | |
| <p><u>First session:</u> The teacher shares an image (annexe 9) in which some Smarties candies appear. Students are told that we have a box of Smarties in both classes and that they are going to be distributed randomly. First, four will be distributed to the boys and one to the girls.</p> <p><u>We analyse:</u> What is the reason for the dissatisfaction with the class? It is proposed to distribute them all to a class, then according to nationalities, based on their academic grades. What conclusions are drawn from these distributions? What choice would the students have made? What would happen if we don't hand out any and the adults have the most Smarties?</p> <p><u>We apply:</u> What examples could you find in today's society?</p> <p><u>We evaluate:</u> Do you agree with the distributions? How would you prioritize?</p> <p><u>We create:</u> How would you improve the distribution?</p> <p>Students record their ideas and solutions in the form of Post-it notes through Stormboard</p> | | |
| MATERIALS | Internet access/ Electronic tablet | SPACE/ GROUPING Classroom/ Whole group |
| DIDACTIC RESOURCES | Online tool for brainstorming: Stormboard. (annexe 10) | |
| KEY CENTURY CHALLENGES | One of the challenges of this century is to identify situations of inequality and develop feelings of empathy, realizing that all citizens have the same rights. | |
| TRANSVERSALITY | This unit is worked on in the Values area. | |
| ASSESSMENT TOOLS | An evaluation rubric (table 17) related to the understanding, explanation and interpretation of arguments is used | |

Table 11. Activity 6

| ACTIVITY 6: ARE YOU A BIG FOOT? | |
|--|--|
| JUSTIFICATION | |
| As responsible citizens, students must understand that the personal decisions we make in our daily lives have an impact on the environment. | |
| GENERAL OBJECTIVES | |
| <ul style="list-style-type: none"> Determine the environmental impact of one or more decisions. Develop a critical mindset in advance of the activity's results. | |
| SPECIFIC OBJECTIVES | |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Check the ecological footprint of each student • Compare the impacts generated on the planet • Create our new ecological footprint. | | |
| ASSESSMENT CRITERIA | | |
| 1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content. | | |
| 5.3 Value, protect and show attitudes to conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability. | | |
| 6.1 Promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the planet, based on the analysis of human intervention in the environment. | | |
| 6.2 Participate with an entrepreneurial attitude in the search, contrast, and evaluation of proposals to face eco-social problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment. | | |
| STUDENT EXIT PROFILE | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS |
| <ul style="list-style-type: none"> • SOCIETIES AND TERRITORIES: • ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: The ecological footprint | 1, 5, 6 | STEM1,STEM2, STEM4, STEM5, DC3, CC4, EC1 |
| DESCRIPTION | | |
| <p><u>First session:</u> The teacher shares an interactive Google Slides presentation including the Pear Deck (annexe 11) extension with the following embedded link Students use <i>an Ecological Footprint Calculator</i> to analyse their personal contribution to carbon dioxide levels in the atmosphere (annexe 12). Each student can get a badge every time they recycle or reduce energy consumption in addition to becoming aware of their personal footprint on planet Earth.</p> <p>Then, on the next slide, they work collaboratively with both classes reflecting on and comparing the result of the game. The different contributions will be read aloud.</p> <p>Next, a template in the shape of a foot is given in which they will paint and write how they can reduce their ecological footprint in a personal way. Once they are all together on the mural, a photo of each class will be taken and they will be published together in each of the classroom blogs.</p> | | |
| MATERIALS | Internet Access / Electronic tablet Pen or pencil/ worksheet | SPACE/ GROUPING Classroom/ Individual and the whole group |
| DIDACTIC RESOURCES | Footer template in paper format (annexe 13) http://www.footprintcalculator.org/home/en Google Slides presentation (+ Pear Deck extension for interactivity and collaborative work) | |
| KEY CENTURY CHALLENGES | Goal 13 of UNESCO's 2030 Agenda establishes climate action to increase resilience to climate change by providing scientific data and climate information services. | |
| TRANSVERSALITY | It is achieved in the area of mathematics or artistic education | |
| ASSESSMENT TOOLS | They self-evaluate through a class diary (annexe 14) | |

Table 12. Activity 7

| |
|--|
| ACTIVITY 7: ALL ROADS LEAD TO...THE OCEAN! |
| JUSTIFICATION |
| As citizens of the twenty-first century, students must be educated in sustainability and environmental awareness, particularly in light of the climate change that they are already experiencing. As a result, it is critical that they understand that their attitudes lead to demonstrating that every little detail matters. 90% of the excess heat caused by climate change is absorbed by the oceans. |
| GENERAL OBJECTIVES |
| <ul style="list-style-type: none"> • Raise awareness among students about caring for the planet and the personal actions that are carried out. |
| SPECIFIC OBJECTIVES |
| <ul style="list-style-type: none"> • Recognize the importance of caring for rivers and their mouths in the oceans. • Create an infographic |

| ASSESSMENT CRITERIA | | | |
|---|--|-----------------|---------------------------------------|
| <p>1.1 Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content.</p> <p>5.3 Value, protect and show attitudes of conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability.</p> <p>6.1 Promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the planet, based on the analysis of human intervention in the environment.</p> <p>6.2 Participate with an entrepreneurial attitude in the search, contrast, and evaluation of proposals to face ecosocial problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment.</p> | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | | OPERATIVE DESCRIPTORS |
| <ul style="list-style-type: none"> SOCIETIES AND TERRITORIES: ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: Climate change from local to global: causes and consequences. | 1, 5, 6 | | STEM1, STEM2, STEM4, STEM5, DC1, CC4. |
| DESCRIPTION | | | |
| <p>First session: Prediction: The teacher in each class emphasizes the importance of climate change by using a Google Maps link to the South Pacific Island of Henderson Island (between New Zealand and Chile), which is saved in Google Classroom and accessible to students.</p> <p>Before seeing the images, everyone predicts what will happen and what they think about the island they will visit virtually. After the brainstorming session, you travel to the island to see the dirt. It is explained to them that this remote island is covered in more than 38 million pieces of plastic, over 670 items per square meter. Access to the National Geographic video created to raise awareness about the state of the oceans.</p> <p>Second session: To bring the students closer to their closest reality, both classes will work with River-Runner-global to see how everything that falls into the river closest to the school ends up in the ocean. The creation of an infographic on Canva with potential solutions to avoid sea pollution will be explained in several Secondary Education classes.</p> | | | |
| MATERIALS | Internet access. | SPACE/ GROUPING | Classroom/ pairs |
| DIDACTIC RESOURCES | <p>1.-https://earth.google.com/web/@-24.35087292,-128.30628002,10.27891731a,0d,60y,347.29632488h,84.19629897t,0r/data=lhoK Fkx4encxNWFRCrHFDmUHKcm5EQUraQWcQAg</p> <p>2.- https://www.nationalgeographic.com/science/article/henderson-island-pitcairn-trash-plastic-pollution</p> <p>3. https://river-runner-global.samlearner.com/</p> <p>Canva digital tool</p> | | |
| KEY CENTURY CHALLENGES | One of the main challenges of this century is to face climate change and limit the increase in global average temperature to a level clearly below 2°C. | | |
| TRANSVERSALITY | <p>A previous session for the Spanish school in the English subject class to learn and work on the vocabulary of this activity, such as foam fragments, aluminium cans, plastic tongs, trash pickers and disposable safety gloves.</p> <p>Creation of a vertical garden in the school in the area of Knowledge of the Natural Environment.</p> | | |
| ASSESSMENT TOOLS | A rubric (table 18) is used to evaluate the design, vocabulary, and main ideas of the information and direct observation | | |

Table 13. Activity 8

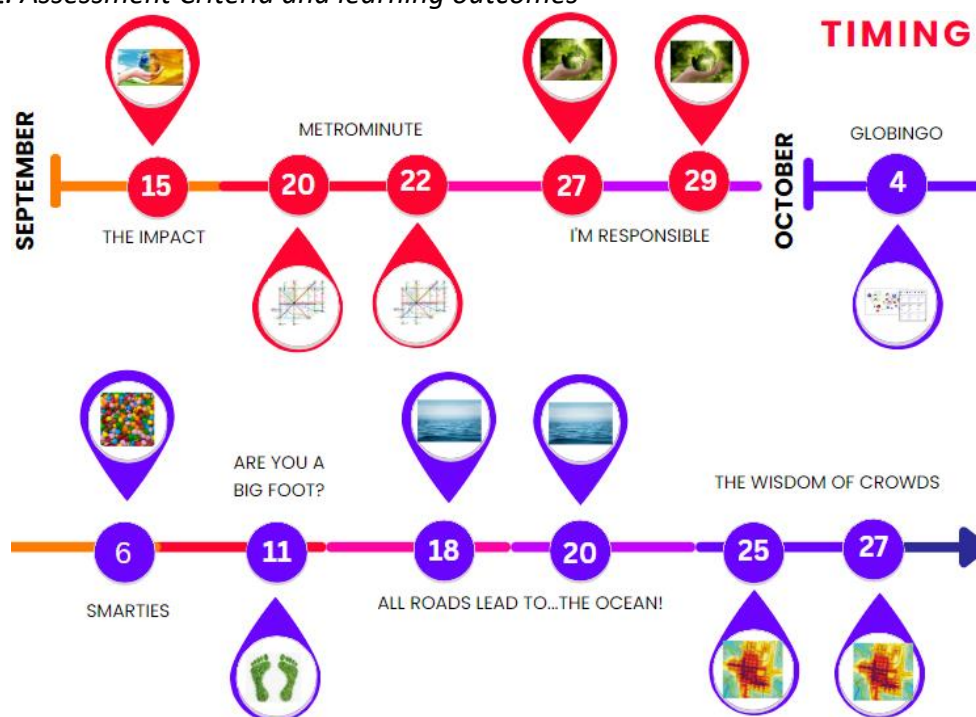
| ACTIVITY 8: THE WISDOM OF CROWDS | | | |
|--|---|--|---------------------------|
| JUSTIFICATION | | | |
| Students must understand the importance of living in an environment free of greenhouse effect emissions, as well as naturalized spaces that regulate microclimates, as one of the goals to be considered between now and 2030. | | | |
| GENERAL OBJECTIVES | | | |
| <ul style="list-style-type: none"> • Identify the problem of global warming in cities • Interpret the collected data | | | |
| SPECIFIC OBJECTIVES | | | |
| <ul style="list-style-type: none"> • Measure temperatures in different areas of both cities • Analyse the collected data and reflect on it • Propose solutions. | | | |
| ASSESSMENT CRITERIA | | | |
| <p>1.1 Use digital resources by the needs of the educational context safely and efficiently, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content.</p> <p>2.3 Design and carry out guided experiments, when required by the investigation, using different inquiry techniques and models, safely using the appropriate instruments and devices, making precise observations and measurements, and recording them correctly.</p> <p>6.1 Participate with an entrepreneurial attitude in the search, contrast, and evaluation of proposals to face eco-social problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment.</p> | | | |
| STUDENT EXIT PROFILE | | | |
| BLOCK/ BASIC KNOWLEDGE | SPECIFIC COMPETENCES | OPERATIVE DESCRIPTORS | |
| <ul style="list-style-type: none"> • SOCIETIES AND TERRITORIES: • ECO-SOCIAL AND ENVIRONMENTAL AWARENESS: Sustainable development. | 1, 2, 6 | PC1, PC2, PC3, STEM2, STEM4, DC1, DC2, DC3, DC4, DC5, CC4, CCAE4 | |
| DESCRIPTION | | | |
| <p>Given the problem of the annual increase in carbon dioxide worldwide, we wonder if small cities also contribute to this increment.</p> <p><u>First session:</u> For this, a school outing to different areas of both cities is proposed to take the environmental temperature with a checklist that takes into account the existence of wooded areas, asphalt, cement, grass, time, and the temperature reached.</p> <p><u>Second session:</u> Once the data has been collected, in both classes, they are recorded in an Excel table working with the data from the other class in groups of three. The S-I-T dynamic is worked on by having students identify what they find surprising, interesting, and worrying about the data collected (annexe 15); One Surprising fact or idea / One Interesting fact or idea / One Troubling fact or idea.</p> <p>Through Google Maps, the studied area of the other class is printed, exchanged the tables, and coloured according to the temperature reached: red, orange, yellow (annexe 16)</p> <p>* Family permits for a school outing.</p> | | | |
| MATERIALS | temperature gauges. pencil, eraser, a sheet of paper, colour pencils | SPACE/ GROUPING | Classroom/ Group of three |
| DIDACTIC RESOURCES | Ms Excel, Google Maps | | |
| KEY CENTURY CHALLENGES | One of the main challenges of this century is to face climate change and limit the increase in global average temperature to a level clearly below 2°C. | | |
| TRANSVERSALITY | According to the area of physical education, as well as the area of Plastic Education, Mathematics and Knowledge of the Natural Environment. | | |
| ASSESSMENT TOOLS | The activity is evaluated with a checklist to verify compliance with the proposed tasks | | |

Table 14. Learning Activity 4

| | |
|----------------------|--|
| LEARNING SITUATIONS: | Creation of an avatar of the future with the VOKI digital tool to send a message to humanity regarding the sustainability of cities. |
|----------------------|--|

5.8. Timing and Schedule

Figure 2. Assessment Criteria and learning outcomes



Source: Self-made

5.9. Attention to Diversity

In the development of this didactic unit, the three essential elements of universal learning design have been taken into account: what, why and how. Various forms of representation (through different ways of presenting the information), involvement (both working individually, in pairs in small groups), as well as action and expression (how they express themselves both orally or in writing) have been provided. Aside from individual considerations for each student in the group of 25, the focus on diversity includes a student with mild dyslexia and two students with ADHD. Students in all three cases sit close to the teacher to ensure that the activities are understood. In the first case of dyslexia, the worksheets are anticipated so that she can underline them with colours, offering her roles where she feels more comfortable, and the content to be evaluated is reduced. Rest periods are required for the two ADHD students on occasion, and they will be in charge of activities that allow them to rest. Some instructions will be carried out in sections. Small groups or pair work have been designed to reduce distractions and allow students to devote more time to activities with fewer interruptions.

5.10. Assessment system

The summative evaluation includes the following qualification criteria to be taken into account, according to the table:

Table 15. *Assessment Criteria and learning outcomes*

| ASSESSMENT CRITERIA | LEARNING OUTCOMES | QUALIFICATION CRITERIA |
|---|--|------------------------|
| Use digital resources in accordance with the needs of the educational context in a safe and efficient way, searching for information, communicating, and working individually, as a team and in a network, reworking and creating simple digital content. | The student interacts through digital technologies | Levels 1 to 4 |
| Search, select and compare information from different safe and reliable sources, using the criteria of reliability of sources, acquiring basic scientific vocabulary, and using it in research related to the natural, social, and cultural environment. | The student shares and manages information | Levels 1 to 4 |
| Communicate the results of the investigations adapting the message and the format to the audience to which it is addressed, using scientific language, and explaining the steps followed. | The student collaborates through digital technologies and create content | Levels 1 to 4 |
| Promote attitudes that foster emotional and social well-being, managing one's own emotions and respecting those of others, fostering healthy affective relationships and reflecting on the uses of technology and free time. | The student analyzes the social context using the knowledge acquired | Scale from 1 to 10 |
| Value, protect and show attitudes of conservation and improvement of the natural and cultural heritage through proposals and actions that reflect commitments and behaviours in favour of sustainability | The student identifies the main characteristics of the sustainability | Levels 1 to 4 |
| 6.1 Promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the planet, based on the analysis of human intervention in the environment. | The student applies the knowledge acquired to promote sustainability | Levels 1 to 4 |
| Participate in the search, contrast, and evaluation of proposals to face social and environmental problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment. | The student knows how to interpret human intervention in the environment | Levels 1 to 4 |
| Analyse the geographical, historical, and cultural processes that have shaped today's society, valuing ethnocultural or affective-sexual diversity and social cohesion and showing empathy and respect for other cultures and gender equality. | The student recognizes the inequalities of today's society | Scale from 1 to 10 |
| Promote gender attitudes and non-sexist behaviours, analysing and contrasting different models in our society. | The student understands the global interconnectedness of society | Scale from 1 to 10 |

Source: Self-made

5.10.1. Assessment criteria

Table 16. *Relationship between: evaluation criteria with the objectives, competencies, and activities.*

| ASSESSMENT CRITERIA | Objective | Learning outcome | Activity |
|---------------------|-----------|---|--------------|
| Criterion 1.1 | O1 | LC3, STEM4, DC1, DC2, DC4, DC5, PSLLC4 | All |
| Criterion 2.2 | O2 | LC1, CL2, CL3, STEM2, STEM4, DC1, DC2, CC4 | 3 |
| Criterion 2.3 | O2 | LC1, CL2, CL3, STEM2, STEM4, DC1, DC2, CC4 | 8 |
| Criterion 2.5 | O2 | LC1, CL2, CL3, STEM2, STEM4, DC1, DC2, CC4 | 3 |
| Criterion 4.1 | O4 | STEM5, PSLLC1, PSLLC2, PSLLC3, CC3 | 4 |
| Criterion 5.3 | O5 | STEM1, STEM2, STEM5, DC1, CC4, EC1, CAE1 | 1, 2,4, 6, 7 |
| Criterion 6.1 | O6 | LC5, STEM2,STEM5, PSLLC4, CC1, CC3, CC4,EC1 | 1, 6, 7, 8 |
| Criterion 6.2 | O6 | LC5, STEM2,STEM5, PSLLC4, CC1, CC3, CC4,EC1 | 1, 3, 6, 7 |
| Criterion 8.1 | O8 | PC3, PSLL3, CC1, CC2, CC3, CAE1 | 5 |
| Criterion 8.2 | O8 | PC3, PSLL3, CC1, CC2, CC3, CAE1 | 5 |

5.10.2. Assessment tools

An initial evaluation is performed at the beginning of the didactic unit to determine where to begin, and several formative evaluations are performed throughout it, using evaluation instruments such as rubrics, checklists, and constant direct observation of the teacher or self-evaluation. These tools used to evaluate students are diverse, including two evaluation rubrics attached in this same epigraph (see below) , which are used in several activities as well: peer evaluation and direct observation, digital tools such as Flip, Padlet, and Stormboard, where they synthesize the information learned.

Table 17. *Evaluation rubric*

| EVALUATION RUBRIC | | | | |
|--|--|--|--|--|
| CATEGORY | 4 EXCELLENT | 3 GOOD | 2 FAIR | 1 NEEDS TO IMPROVE |
| ORGANIZATION | The speech is very organized sequentially. The main ideas are shown first, and then the secondary ones | The speech is quite organized sequentially. The main ideas are normally shown first, and then the secondary ones | The speech is organized but in the logical order. First the main ideas and then the rest | The speech is not organized sequentially. The main ideas are not shown first, and then the secondary ones. |
| VOCABULARY | The student uses a wide range of vocabulary and there isn't repetition | The student uses quite a wide range of vocabulary and there isn't a lot of repetition | The student uses some new vocabulary and a few expressions | The student tends to repeat words all the time. |
| TEAMWORK | Each student has a defined role and knows what to say without repetition | Each student has a role and knows what to say with some repetitions | Each student has a role but they mix some information | Each student has a non-defined role and they omit some information |
| ATTENTION TO DIVERSITY | 4 EXCELLENT | 3 GOOD | 2 FAIR | 1 NEEDS TO IMPROVE |
| The student makes an effort to concentrate and understand the content | The student manages autonomously to concentrate and understand the content | The student manages to concentrate briefly and understands the content | The student strives and achieves brief moments of concentration, but no understanding | The student cannot concentrate or understand the content |
| Participate in activities that involve learning by doing | The student participates actively and autonomously | The student participates in a way but with help. active role | The student participates but with difficulty | The student does not participate, passive role |

Source: *Self-made*

Table 18. Evaluation rubric of an infographic

| EVALUATION RUBRIC OF AN INFOGRAPHIC | | | | |
|---|---|---|---|---|
| CATEGORY | 4 | 3 | 2 | 1 |
| ORGANIZATION | An infographic's typical elements are present (title, body, sources, and credits), and there is a perfect balance between the text and the image. | All the typical elements of an infographic are present (title, body, sources, and credits), and the visual and textual information are quite well-balanced. | Some of the characteristic elements of an infographic are missing (title, body, sources, or credits) and/or there is not a good balance between visual and textual information. | It only presents one or two of the typical elements of an infographic (title, body, sources, or credits) and/or the visual and textual information is not balanced. |
| DESIGN | The information is distributed in a very attractive visual way, the colour combination is harmonious, and the typography used is legible and appropriate. | The information is distributed in a very attractive visual way, the colour combination is appropriate and the typography used is legible and appropriate. | The information is distributed in a visually unattractive way, the colours are not combined in a very harmonious way and/or the typography is not the most appropriate. | The information is distributed in a visually unattractive way, the colours are not harmoniously combined and/or the typography used is inappropriate and difficult to read. |
| CONTENT | In the infographic, each and every one of the key concepts and ideas of the subject is very clearly collected. | In the infographics, all or most of the key ideas of the subject appear quite clearly. | The infographic does not include all the key ideas of the topic, but the most relevant ones do. | The infographic does not reflect most of the fundamental ideas of the subject. |
| VISUAL ELEMENTS | All the images used have a CC license, have perfect dimensions, and clearly support the message to be conveyed. | All the images used have a CC license, and adequate dimensions and clearly support the message to be conveyed. | Not all images used are CC licensed. In addition, some of them do not have the appropriate dimensions and/or do not clearly support the message that is to be conveyed. | Most of the images do not have a CC license, do not have adequate dimensions, and do not fit the message that is to be conveyed. |
| LINGUISTIC CORRECTION | There are no spelling, morphosyntactic, or punctuation errors. | One or two spelling, morphosyntactic, or punctuation errors appear. | Three or four spelling, morphosyntactic, or punctuation errors appear. | Five or more spelling, morphosyntactic, or punctuation errors appear. |
| ATTENTION TO DIVERSITY | 4 | 3 | 2 | 1 |
| The student makes an effort to concentrate and understand the activity | It is managed autonomously to concentrate and understand the content | manages to concentrate briefly and understands the content | strives and achieves brief moments of concentration, but no understanding | Cannot concentrate or understand the content |
| Participate in activities that involve learning by doing | Participate actively and autonomously | Participate in a way but with help. active role | Participate but with difficulty | Not participate. passive role |

Source: Self-made

6. Conclusions

The Social Sciences is one of the pillars of our modern society and as such is deeply connected to environmental and social challenges. In schools, however, sometimes the content is presented abstractly, lacking a more practical context and for this reason, this FDE has been developed, which promotes the use of the PBL methodology worked with a foreign school as a new way to learn Social Sciences in a more significant, direct, and relevant way for the day-to-day life of students and the challenges of the real world such as the sustainable development goals promoted by UNESCO through the 2030 Agenda. In this way, helps students become more respectful and responsible citizens of the world in which they live. The general objective of acquiring knowledge about the sustainable development objectives has been achieved through the 8 proposed activities based on the project-based learning methodology since they significantly deepen each of the specific objectives that are discussed below and students acquire an active, participative, and autonomous role.

The first objective proposed aims to investigate and explain responsible consumption through two sessions in one activity: "I'm responsible" in which a brainstorming session is previously carried out and a video is viewed, then the students work in pairs with a Webquest to investigate and define what consumption is. responsible and then end up reflecting on it in a video created with Flip.

The second of the objectives takes place in the promotion of sustainable urban development through two activities such as "The wisdom of crowds", "All Rivers and "Metrominute". Both analyse and promote solutions to this great global challenge at the school level. We can all contribute, including families, since they are involved, for example, in the verification of the data obtained in the Metrominuto, verifying that the data obtained is indeed correct. To this end, two activities have been developed with four sessions in total, through which a remote island in the Pacific Ocean is predicted and virtually visited, a National Geographic video is viewed, and work is done closer to our reality by virtually throwing away a container. to the nearest river and waiting for what happens when doing so and an infographic is created in Canva to provide solutions in this regard and explaining it to ESO students. With the

Metrominuto activity, we work virtually with Google Maps to create a walking metro map of the other school through Canva.

The third objective focuses on the debate on the environmental impact and the ecological footprint that we leave in the world through our actions, to do so through three activities such as: "Are you a big foot?", "The impact", "All rivers lead to...the ocean!". They summarize and discuss concepts such as environmental impact through government websites such as "The European Union for Youth" where, working in pairs, new questions on this matter are answered and the reflections are reflected on a collaborative wall. Regarding the ecological footprint, we work with an interactive presentation with an ecological footprint calculator.

Both the fourth and fifth objectives, work with two activities such as: "Globingo" and "Smarties" through a dynamic of concentric circles, with a Bingo, a world map, the concepts of ecodependence of a country and globalization. On the other hand, social injustices are discussed by reflecting on them through Stormboard.

Therefore, once the fulfilment of the proposed objectives has been analysed, it can be affirmed that this didactic unit focuses on learning the ecosocial awareness block starting from a classroom open to the outside through a project-based methodology where the role of the student as an active person of the same.

7. Final considerations

It's difficult to express how much this TFG has meant to me. It has enabled me to find and bookmark over 250 websites containing documentation, bibliographies, authors, and information.

On a personal level, I would never have imagined returning to university after such a long time to pursue a degree. It has been a family, personal, and financial endeavour in which I have cried with joy for the honours received as well as with emotion over the students' reaction to my dismissal from the classroom. I've grown personally and challenged myself, always striving for excellence in all of the tasks that have been assigned to me, from a simple forum to research on topics about which I've gained a deeper understanding.

Since the first moment I stepped into the classroom, I have tried to be the best version of myself with a smile, and I have put into practice all of the significant learning that I have been acquiring. My backpack is overflowing with information, and I eagerly await the chance to participate in academic life in any capacity. I am aware that I am in the early stages of my teaching career, and that one of the beacons that guide me as well as bring passion to the classroom, spread my effort, and believe in the students is my ongoing education.

This didactic unit was inspired by my personal interest in using technology not only as another tool in the classroom but also as a window to the outside world to learn about other realities and cultural differences. Students are the protagonists of their learning, as we all know, and as a future teacher, I must demonstrate curiosity, a desire to learn, and creativity by designing activities based on Bloom's taxonomy and project-based learning that allow students to investigate what they want to learn and, in general, give them wings to fly.

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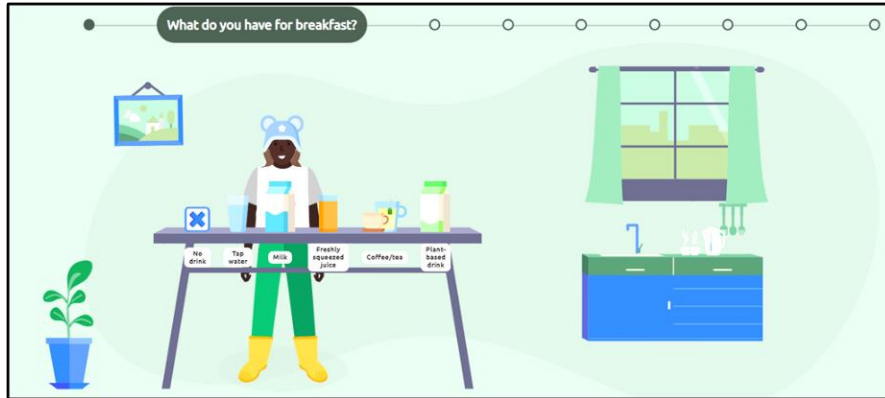
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9. Annexes

annexe 1 :It's up to you



annexe 2: Padlet

maría barca • 1m
The impact!
Made with good vibes

If everyone in the world switched from dairy milk to soy, it would save half a billion hectares of land (an area the size of the European Union and India combined), almost a billion tons of greenhouse gases, and an amount of water equivalent to everyone in the world not showering or bathing for a year.

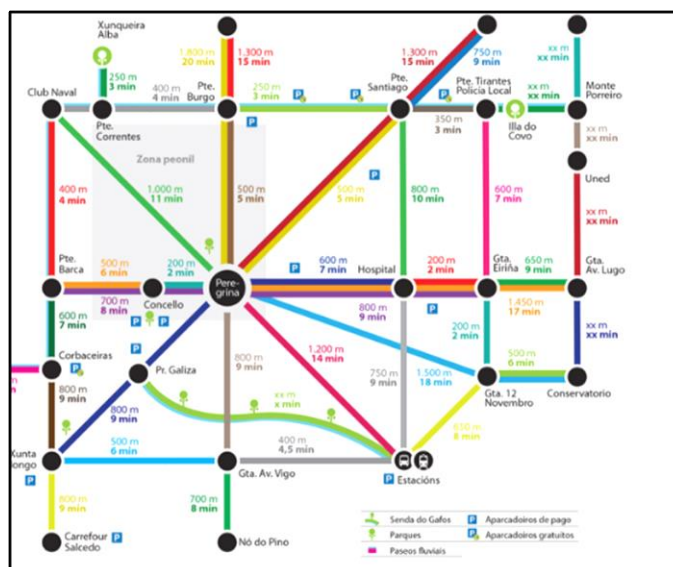
Almond milk has lower greenhouse gas emissions but requires more water

Environmental impact of plant milks

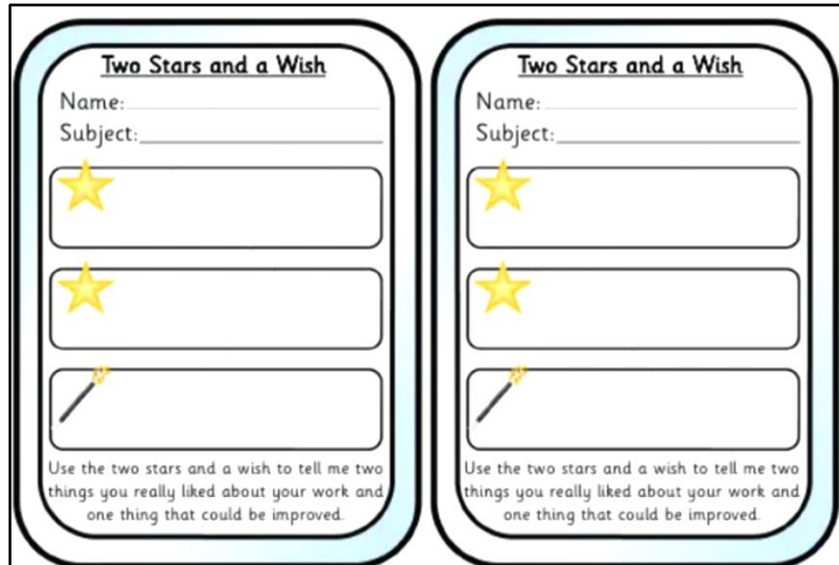
| Popularity | GHG emissions |
|-------------|---------------|
| Yogurt | 100g |
| Milk | 100g |
| Almond milk | 100g |
| Soy milk | 100g |

| Water use | Land use |
|-------------|----------|
| Yogurt | 100g |
| Milk | 100g |
| Almond milk | 100g |
| Soy milk | 100g |

annexe 3: Metrominute



annexe 4: Two stars and 1 wish



Two Stars and a Wish

Name: _____
Subject: _____

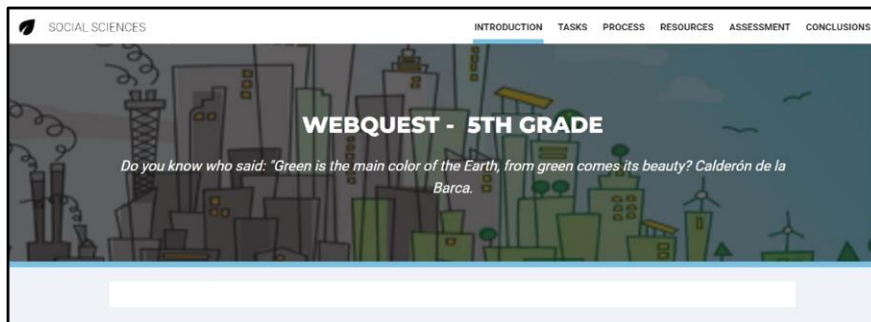
★

★

✏️

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

annexe 5: Webquest

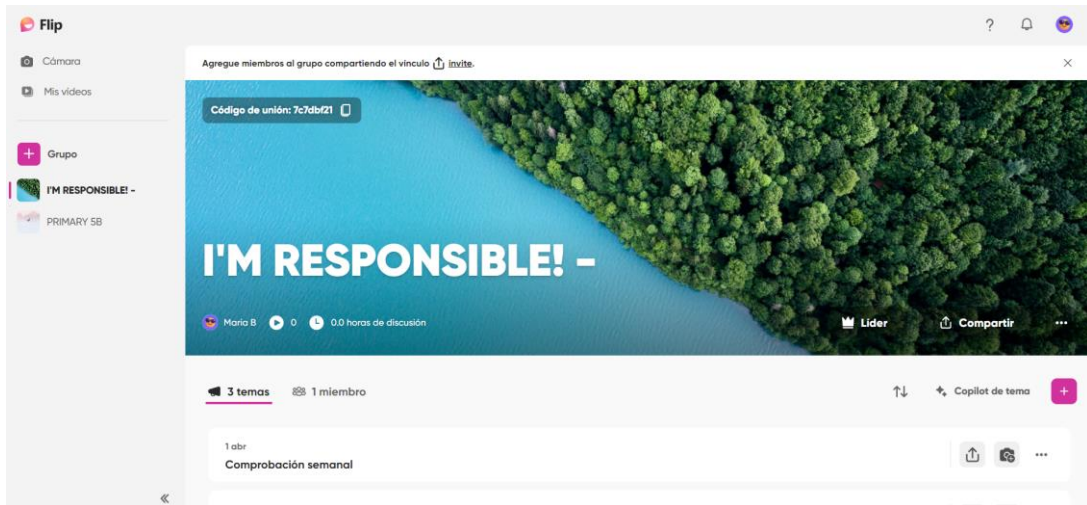


annexe 6: Worksheet



Worksheet 1: What does responsible consumption mean?

| | |
|---|--|
| Website | |
| Brief content | |
| Definition | |
| How would you recommend a friend to be a more responsible consumer? | |

annexe 7: Flip



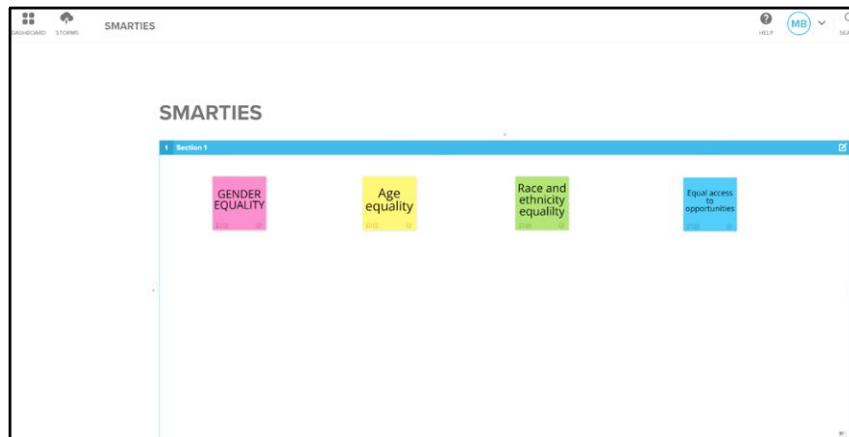
annexe 8: Globingo

| G L  B I N G  ! | | |
|---|---|--|
| <p>Can speak 2 or more languages</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Has eaten something from a country overseas this week</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Has travelled outside their home country</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> |
| <p>Is wearing something that was made in Asia</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Has a relative in another country</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Can say 'hello' in 3 languages</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> |
| <p>Has a friend from a different country</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Can name 3 or more capital cities</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> | <p>Supports a sports team overseas</p> <p>.....</p> <p>Name:</p> <p>Answer:</p> |

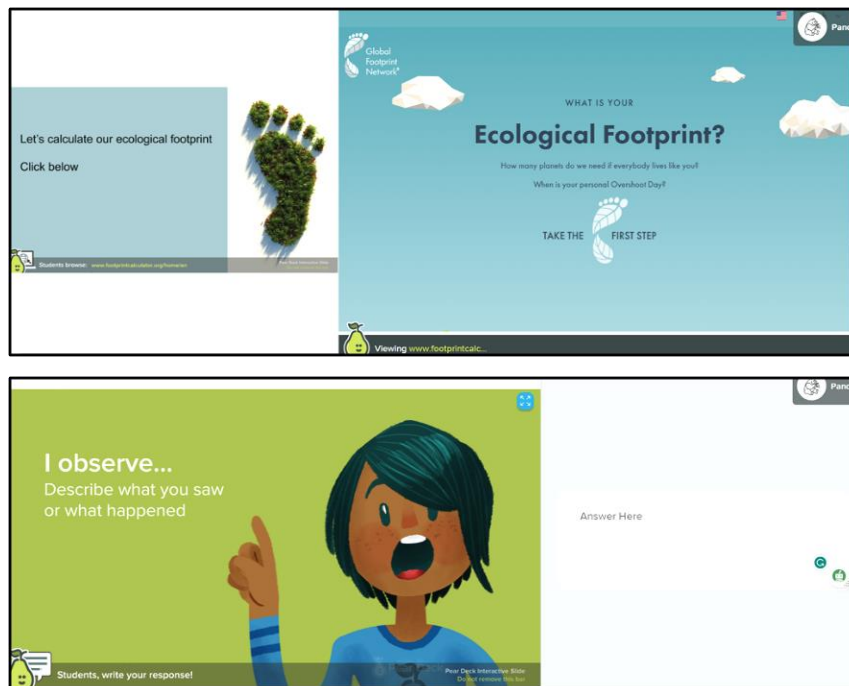
annexe 9: Smarties



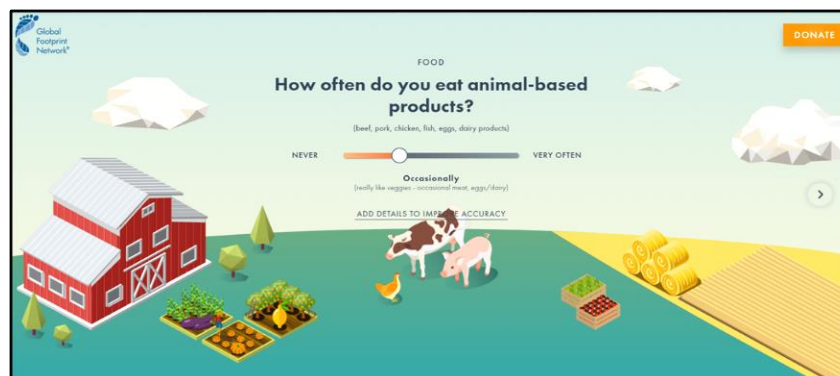
annexe 10: Stormboard



annexe 11: Google Slides + Pear Deck



annexe 12 Global Footprint Network



annexe 13: Ecological Footprint

Ecological Footprints Activity

Use an online ecological footprint calculator to calculate the effect of your lifestyle on the environment.

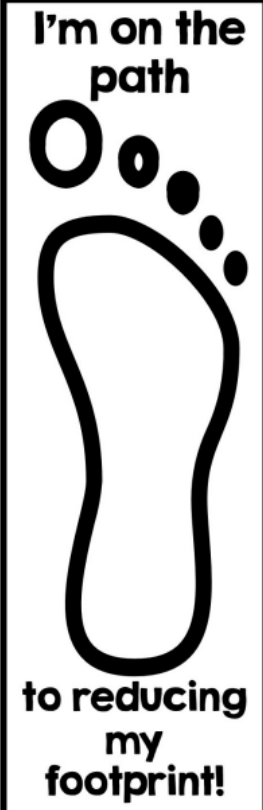
1. What are some things you do well? (Ex: recycling, composting, ride-sharing, etc.)

2. What are some things you'd like to improve upon?

3. Are there some improvements you'd like to make that are out of your control? How can you affect change in these areas?

On the footprint to the right, **draw** some ways you'd like to reduce your ecological footprint this year. If you want, you can **cut out** the rectangle and use it as a bookmark to remind yourself of the goals you've set.

I'm on the path



to reducing my footprint!

annexe 14: Daily Journal

Name _____ Date _____

MY DAILY JOURNAL

I felt



What I learnt today in this lesson:

What I found challenging:

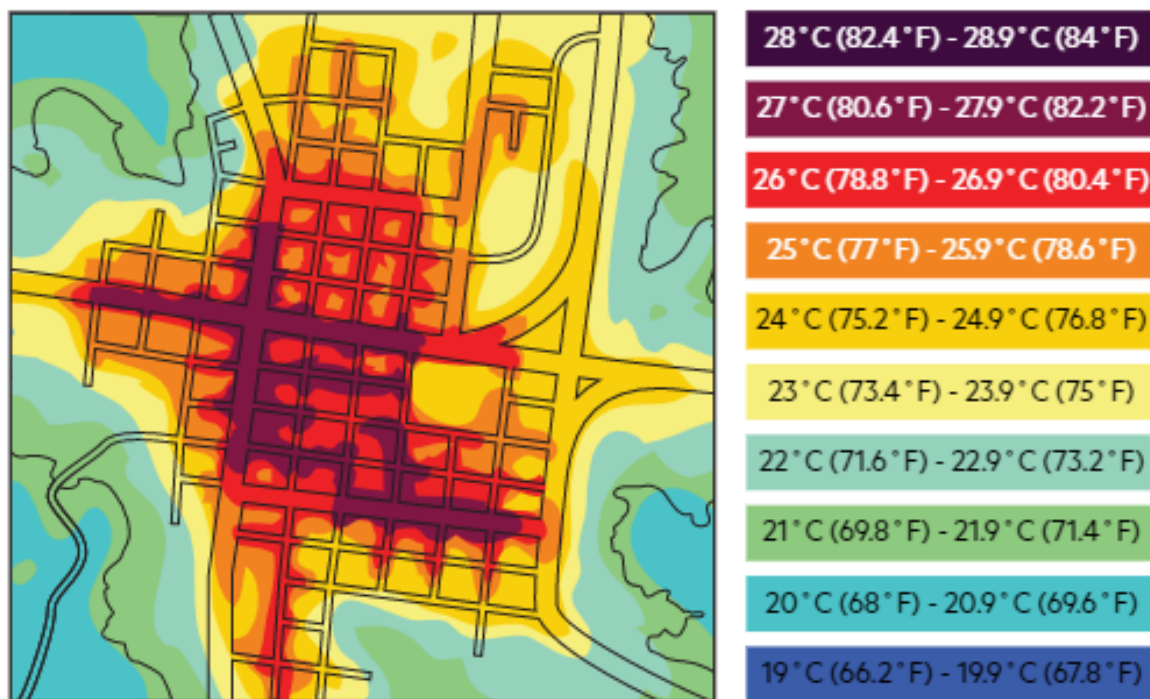
The best thing about this lesson:

Today I helped

annexe 15: S-I-T

| Name _____ | | |
|------------|-------------|-----------|
| S-I-T | | |
| Surprising | Interesting | Troubling |
| | | |

annexe 16.: Urban Heat Island



annexe A: Specific competencies and their meaning

| SPECIFIC COMPETENCIES | MEANING |
|-----------------------|--|
| SPECIFIC COMPETENCE 1 | Use digital devices and resources safely, responsibly, and efficiently, to search for information, communicate and work individually, in teams and a network and reprocess and create digital content according to the digital needs of the educational context. |
| SPECIFIC COMPETENCE 2 | Ask and answer simple scientific questions, using different techniques, instruments, and models typical of scientific thought, to interpret and explain facts and phenomena that occur in the natural, social, and cultural environment. |
| SPECIFIC COMPETENCE 4 | Know and become aware of one's own body, as well as one's own and other's emotions and feelings, applying scientific knowledge, to develop healthy habits and to achieve physical, emotional, and social well-being. |
| SPECIFIC COMPETENCE 5 | Identify the characteristics of the different elements or systems of the natural, social, and cultural environment, analyse their organization and properties, and establish relationships between them, to recognize the value of cultural and natural heritage, preserve it, improve it and take action to its responsible use. |
| SPECIFIC COMPETENCE 6 | <ul style="list-style-type: none"> • Promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the planet, based on the analysis of human intervention in the environment. • Participate with an entrepreneurial attitude in the search, contrast, and evaluation of proposals to face eco-social problems, seek solutions and act for their resolution, based on the analysis of the causes and consequences of human intervention in the environment. |
| SPECIFIC COMPETENCE 8 | Recognize and value diversity and gender equality, showing empathy and respect for other cultures and reflecting on ethical issues, to contribute to the individual and collective well-being of a society in continuous transformation and to the achievement of the values of European integration. |