

**INTERNSHIP AT BILINGUALISM FOR PEACE PROGRAM OF THE
UNIVERSITY OF CORDOBA**

**THE INTEGRATION OF 21ST CENTURY SKILLS AND INTERCULTURALITY
IN AN EFL CLASSROOM AT LA RIBERA SCHOOL: CREATIVITY, RESPECT
AND PEACE**

INTERNSHIP FINAL REPORT

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MONTERÍA - CÓRDOBA**

2023

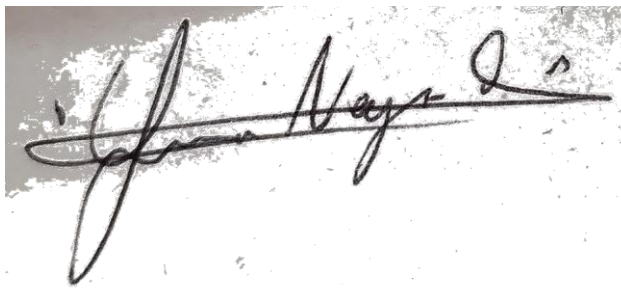
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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER**

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MONTERÍA - CÓRDOBA
2023**

ACKNOWLEDGMENTS

I would like to express my deep gratitude to God for granting me the opportunity to reach this point and successfully complete this process and for allowing me to document it in this final report. Additionally, I am grateful to my mother for her unwavering support and guidance from the beginning, her belief in my abilities, and her encouragement of my efforts, without her, I would not be where I am today, and I am proud to be her daughter.

Furthermore, I would like to extend my sincere gratitude to my colleague, Angie Urbíñez, for working alongside me, providing invaluable assistance, and collaborating with me to achieve all of the proposed objectives. I am also grateful to my childhood friends: Jorledis, Fabian, Brayan, Eliana, Elvia, Hernando and Estefanía, for always believing in me and offering their unwavering support. I wish them all the best in their personal and professional lives.

I cannot forget to express my gratitude to my loyal companion, my rabbit “Snow”, for being with me every step of the way, through every correction, and every moment of progress. Although Snow is no longer with me, I will always carry him in my heart and cherish his memory forever.

Finally, I would like to thank my advisor Yurisan Tordecilla for her expert guidance, advice, and recommendations that not only helped me become a better professional but also a better person.

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ABSTRACT

This final report provides a detailed and comprehensive account of my professional internship experience at La Ribera Educational Institution. As the supervisor of the Beginner level within the Bilingualism for Peace program, my primary objective was to facilitate the development of essential 21st century skills in students, including effective communication, creative thinking, and value acquisition. Additionally, the internship aimed to provide students with meaningful learning experiences that could be applied in real-life contexts, thereby promoting conflict resolution and innovative solutions. To achieve these goals, I employed a task-based learning approach and incorporated principles of interculturality to develop essential societal values such as respect and peace. Furthermore, the unit was restructured to foster collaboration and proposed as the base unit for future levels.

This report provides a detailed account of the context in which the internship was conducted, the methodologies and strategies employed, the results, conclusions, recommendations, and the limitations and implications experienced throughout the professional process.

Keywords: Task-based learning, 21st Century Skills, Creativity, Bilingualism for Peace program, interculturality.

INTRODUCTION

The University of Cordoba provides an undergraduate work placement program as one of its degree options, which allows students to gain practical experience in a real-world context and apply the knowledge acquired during their academic studies. Since the beginning, I have been keen to participate in this program in order to put into practice all the strategies learned throughout my academic career and acquire enriching experiences that will contribute to my personal and professional growth.

This is why, I opted for the Bilingualism for Peace program, a part of the work placement program offerings since 2017, which is specifically designed and targeted to students from public schools who do not have sufficient financial means to afford an English course at the language centers within the same facilities. The program is implemented in five schools in Monteria: El Sabanal, Aguas Negras, Cristobal Colon, La Ribera, and Camilo Torres, where children aged between 7 and 12 can reap the benefits of not only low-cost English classes but also the enrichment of their values and the development of their personality.

I had the opportunity to work at La Ribera School, an institution located in the urban area of Monteria, on 9th avenue, across the Sinu River. This school offers two academic sessions, one in the morning and one in the afternoon, for primary and high school students ranging from transition grade to eleventh grade, respectively.

Regarding the school's educational resources, it has access to books provided by the Bilingualism program, two computer labs with projectors and televisions, a library, and a stable internet connection, the school has enough classrooms for activities, a spacious outdoor area for accommodating students and organizing field trips, a friendly staff always

ready to help and lend materials, teachers attentive to management, and respectful parents. Furthermore, I always received help and support from the school principal.

Concerning me, I was in charge of beginner-level children who were starting in the program and ranged in age from 7 to 10 years old. It is worth noting that the program is divided into 5 levels: beginners, low elementary, elementary, intermediate and conversation, which is the final level and marks the end of the process.

As it relates to my work, it was divided into two sessions, one in the morning with a total of 31 children between 7 and 9 years old, and one in the afternoon with a group of 15 students between 8 and 10 years old. Both sessions started at 7:30 am and ended at 11:30 am, and from 1:30 pm to 5:00 pm on Saturdays and in some cases, due to the contingency of the previous educational strike that affected the schedules of the University of Cordoba, some dates were not met because the students went on vacation. Therefore, I had to make up for them with three virtual sessions of two hours and two hours of homework on Mondays, Wednesdays, and Fridays from 9 to 11, and a session from 3 to 5, in order to reach the required hours of the program and successfully complete it. It is necessary to comply with a total of 16 Saturdays. The majority of these children come from conditions of violence, low-income families, lack of resources, social problems such as dysfunctional families, neighborhoods surrounding the school, children with free time who engage in unproductive activities, with diverse cultures, religions, contexts, perspectives, and preferences.

In addition to teaching classes, it was part of my administrative duties, which were important to complete my required hours for the program. I was in charge of supervising payments, organizing receipts, planning didactic units and lesson plans, where on this occasion I had

the opportunity to propose a new didactic unit based on the suggested curriculum, the Common European Framework, and the students' needs as a guide for the next levels and adaptable for future interns and practicums. I also managed books, held meetings with parents, organized extracurricular activities, among other tasks.

During my observation, I noticed that children were not effectively utilizing their creativity. Rather than seeking creative solutions to problems, they often limited themselves to obvious and conventional options. Additionally, in their school work, many seemed to follow a predictable and routine approach, displaying little originality or critical thinking. Moreover, I observed that many children appeared to be afraid of taking creative risks, further limiting their ability to explore new ideas and perspectives. In summary, it appeared that the lack of use of creativity was limiting their ability to develop crucial skills for their personal and academic growth.

Besides, I was able to analyze that the children were not effectively managing a peaceful and respectful environment in the classroom. Often, they were shouting, arguing, and creating a disruptive atmosphere in the academic space. They frequently interrupted one another, did not actively listen to each other, and judged each other for any reason, generating a lot of tension. Additionally, I observed that many children struggled to develop interpersonal skills and preferred to work alone, avoiding any communication with their peers. Consequently, those who formed groups often gathered with friends they knew before, creating a barrier of exclusion and resulting in some cases in social isolation. As a consequence, mutual aid and empathy among classmates were not being generated. It was clear that these factors were hindering the development of basic interpersonal skills necessary for optimal personal and

academic growth. In conclusion, the lack of a peaceful and respectful environment was preventing the children from developing crucial social skills.

Taking into account the problems previously mentioned, I decided to work with TBL along interculturality. In particular, task-based learning is a high-profile approach that has been developed from the communicative language teaching framework established during the 1980s. The TBL methodology proposes that the main unit for designing a language program and planning individual lessons should be a meaningful task rather than focusing on specific linguistic features such as grammar structures and vocabulary. Ellis (2003) pointed out that the ultimate goal of the task is to promote language use that has a direct or indirect resemblance to how language is used in the real world. The TBL methodology focuses on problem-solving and meaningful tasks to promote practical and authentic use of the language, which can help students develop effective communication skills and foster the development of creative thinking.

Moreover, based on Byram (1997), who defines Intercultural Competence not only as the ability of knowledge of self but also the knowledge of others to interpret and relate with the world; in addition, the ability to find out and valuing other's beliefs, values, and actions. In summary, Intercultural Competence is a crucial skill that allows us to interact and communicate effectively with people from different cultures and perspectives, creating spaces for dialogue, peace, and harmony in the classroom.

Based on the previous information, my objective is to facilitate the development of essential 21st century skills in students, such as effective communication, creative thinking, and value acquisition, through the incorporation of intercultural principles and a focus on experiential

learning. At the same time, I aim to promote conflict resolution and innovative solutions by emphasizing values such as respect and peace. The document also aims to showcase the results of the approach and detail the strategies employed. The structure of this internship report comprises six chapters. Chapter one provides an introduction, which includes the general purpose of the internship, the context of the internship, and its main objectives. Chapter two presents the theoretical framework, which describes the pedagogies and teaching strategies employed. Chapter three details the methodologies utilized in the classroom, as well as the administrative duties performed during the internship. Chapter four narrates the experience, outlining the knowledge and skills I gained as a teacher throughout the process, the impact of the experience on my professional development, and the changes observed in the students. Chapter five presents the conclusions and recommendations derived from this process. Finally, the last chapter discusses the limitations and implications for professional development.

1. PEDAGOGIES APPLIED FOR TEACHING

The aim of the following chapter is to describe the key principles of the pedagogical approach that I employed during my internship at La Ribera School through the Bilingualism for Peace program.

1.1 TASK BASED-LEARNING

For a long time, I have noticed that students have a passive role in their own knowledge creation, limiting themselves to repeating established and structured patterns without giving themselves the opportunity to explore, investigate, and create new ones based on their own experiences and realities, while exploring and offering creative solutions to their answers. That is why I wanted to include the use of Task-Based Learning (TBL) in my teaching model in schools. TBL is a task-based method that goes beyond focusing solely on specific vocabulary and grammar skills, providing students with the opportunity to generate their own skills and knowledge.

Van den Branden (2006) agrees with the fact that task-based lessons are student-centered, which means students take the main part in the learning process. Learners are autonomous to negotiate course content or to choose linguistic forms when performing a task.

It can be inferred that, involving students in the learning process and allowing them greater autonomy in approaching their tasks offers them the opportunity to develop critical thinking, problem-solving skills, and creativity. Moreover, by considering them as active participants, teamwork and collaboration are encouraged, leading to meaningful and lasting learning outcomes.

On the other hand, based on my previous experience, providing students with a real context based on their own experiences will facilitate better acquisition and meaningful learning, where they can put it into practice, and create solutions in their own reality, without the need to create an imaginary scenario, that is why in my model students created based on what they had in sight, their daily, familiar and everyday life style

According to Richards and Rodgers (2001, p. 236), “Instructional materials play an important role in TBL because it is dependent on a sufficient supply of appropriate classroom tasks”. Since language instruction begins with providing learners with tasks, the instructional material that consists of tasks is very important to give the context of learning for students. The material can be either pedagogic (meant to classroom use) or authentic (used in real life). However, authentic tasks are more favored as they train the learners with real world activities and skills.

It can be inferred from the previous quote that authentic tasks used in TBLT foster students' creativity by allowing them to apply the language they are learning in real and challenging situations. Authentic tasks may require students to think outside the box, solve problems, and find creative solutions. By doing so, students can develop critical thinking and creativity, which can be beneficial for their personal and professional development.

In the same vein, in order to carry out this model, it was necessary for me to rely on authors who could provide me with help to create an effective and proven template. That is why, I used the task-based model outlined by Willis (1996, p. 38), which uses the format of Pre-Task, Task Cycle, and Language Focus. This model can be appreciated in the following graph.

Figure 1. Task-based lesson plan model

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis		Practice
Students examine then discuss.		Teacher conducts practice of new words.

Note: Adapted from (Willis, 1996, p.38)

Based on the previous information, it can be inferred that the Task-Based Learning model used in my experience consists of three important stages: first, where I introduce students to the topic through the most appropriate approach and motivate them for the task, always using a guided model to give them a clear idea of what they will achieve at the end. I activate existing or prior knowledge, explore the topic and possible contributions to it, highlighting useful but not definitive phrases and words, as more may arise as they progress. All activities are carried out in groups or pairs to develop real-world skills, as a facilitator, I take on the responsibility of providing input and support to students as they plan and carry out their tasks produce, and present their results, and in turn draw their own conclusions. Finally, students enter a stage of analysis and practice of all the linguistic features that arise from the previously performed task.

Below is an example of how I adapted my Lesson Plan # 7 "I share my emotions and respect others "according to the proposed model.

PRE-TASK

Figure 2. Seventh Lesson plan "I share my emotions and respect others"

Warm-up

1.To start the class,and contextualize my students I will take the students for a walk in the school and play detective to find out emotions that the people around them are showing, students can keep a detective diary or notebook, drawing the emotions they see, or using emotion stickers or images given by the teacher. When returning to the classroom the children will share all the emotions they perceived and what think about it

CYCLE-TASK

Figure 3. Seventh Lesson Plan "I share my emotions and respect others"

Core activities

2.Then I will create a table of emotions on the board where together we will analyze all the emotions that they have experienced in their life with your respective drawing and how and why they have experienced them For this, each one will have to come up to the board and write on which day of the week they experienced something and how they felt (they can choose several days, even all five)."

3.Following this we will play the bingo of emotions in groups: in the traditional bingo style where they must put a piece of paper for each emotion and whoever wins will have a sweet

Then, with the help of cards, the students should draw one and act out that emotion, where the rest of the classmates should guess it, and then give them a small piece of advice to combat that emotion if it is necessary

LANGUAGE FOCUS

Figure 4. Seventh Lesson Plan "I share my emotions and respect others"

Closure
5.The students will perform a previously explained muppet where they will dramatize the emotion of their muppet and what they would do to help him.
Pepita is sad because she is sick What does she recommend? go to the doctor
Final task
The students kept an emotions diary for a week, each day they must write down the emotions they experienced and the situations that triggered them. After the week, I will go through the journals and discuss with the students how emotions can affect their well-being and how they can learn to deal with it. (start in class)

As can be observed, the previous lesson plan followed the established model adapted to real situations of the students, and was concerned not only with the form but also with the needs of the students, their own experiences, their life situations, and their conclusions based on them, leading to a final reflection on how that situation affects their environment and that of others and what can be done to solve it.

1.2 21ST CENTURY SKILLS

21st century skills refer to all those useful capabilities that students develop and need to succeed in the current and real world, which aid them in facing society and solving challenges.

The 21st century learners are smarter, dynamic and more informed. The learners today are flooded with information and options. They have connections with the people around the globe and they have access to the better contents (Perlman, 2010). Along with this scenario, they also have greater challenges to face to adjust in this century of globalization.

The quote highlights that current students have unprecedented access to information and global connections, which makes them more active and communicative, but they also face

significant challenges in an increasingly globalized world, this allows them to create strategies that are appropriate and tangible to them and their surroundings.

Therefore, the integration of these skills in a classroom will develop positive attitudes in students to face the world, find solutions, respect and accept differences, and above all create scenarios of peace. As was the case in my experience, the students gained confidence in attitudes such as sharing with their peers, overcoming fear, and taking risks.

The world today is increasingly complex and fast-changing. So, the role of education is to prepare the citizens who are smarter, more creative, and more capable for leading, managing, collaborating and networking with productive people around the world (Pearlman, 2006) to cope with those multidimensional problems today.

According to the previous information, the quote highlights the importance of education in developing skills and abilities in students that allow them to face current challenges and carry out their role as citizens of the world effectively, this allows for the construction of a more empathetic, collaborative, and conscious human being, the creation of a more capable of thinking about others and providing them with help.

In addition to all this, the implementation of these skills in an EFL classroom will pave the way for the option of creating autonomous and effective learning in which students create their own purposes. In my own process, students created their own learning paths, practiced and made mistakes, generating their own views and ways of achieving a goal.

Smith (1999) opines that knowledge is best produced through exposure to the diverse source and mind sets (p.123), the role of teacher should be changed from authoritative to a facilitator, collaborator, manager, role model and co-learner who can create the learning environment

encouraging the learners to work independently so they can construct the knowledge on their own.

In conclusion, the above quote highlights the importance of a more collaborative and student-centered approach in the teaching and learning process, and the need for teachers to act as guides and moderator rather than authoritative figures, based on my experience where I acted as a helper rather than an absolute knower of truth, and the students started from their prior knowledge, to include new information and thus form a broad and structured range of learning.

1.3 CREATIVITY

From my perspective, creativity is everything that involves thinking with originality and putting it into action. That is why, throughout my experience, I sought to encourage students to put it into practice, whether it was answering a question or designing a brochure, poster, or puppet. It requires thinking about an idea, choosing a form, texture, color, image, letter, and appropriate fonts. Even creating a drawing from a word is a creative process. Therefore, it was essential in all my classes, which helped me move from students sitting statically in a chair to students in movement and transformation, capable of expressing themselves through art or their own tools.

Creative thinking for Howard (2008) is a complex cognitive process that involves the ability to move appropriately and easily between an array of thinking modes mainly analytical and generative. “These two terms emphasize the difference between the thought processes we use for critical evaluation or interpretation of an outcome and those we use to generate it in the first place” (p.8).

The quote suggests that to be creative, one needs to be able to alternate between these two modes of thinking and apply them appropriately and effectively. The ability to switch between these modes of thinking can help people develop new perspectives, find new solutions, and generate innovative thoughts in different fields and situations. To be creative, one needs an idea and to turn it into something tangible and practical.

Analyzing all of this, it is important to highlight that if we want to develop and shape a creative student, our goal as teachers is also to be creative ourselves, in order to offer them something new. Being teachers who are capable of acting according to a problem and not just seeing one path, but experimenting with many and arriving at the appropriate one, promoting new attitudes, trying to make mistakes and correcting them, proposing without fear of failure because that is part of the risk, and thus creating models that students can rely on. This will provide them with a foundation to become creative individuals.

Creative teaching is the process leading to creative learning through the implementation of new methods, tools and content which stimulate learners' creative potential. For Horng et al (2005) creative learners need creative teachers: "only when teachers are willing to create, will students feel unrestrained and encouraged to be creative in the class", (p.355).

The quote emphasizes the importance of teachers being role models for students, and that their attitude and commitment to fostering innovation may be critical to cultivating creative thinking in students. By creating a safe and comfortable environment for creative exploration where students feel motivated to explore new ideas and approaches, teachers can help develop valuable skills that can be applied to all aspects of their lives.

1.4 INTERCULTURALITY

Based on my observations, interculturality is a broad yet necessary concept in our society, especially in classrooms where we encounter students with diverse cultural, religious, and ideological backgrounds every day. A society that is diverse should be promoted in all areas of education. This requires promoting intercultural education, which includes teaching and learning about different cultures and promoting the integration of cultural diversity in everyday life, work, and population. Interculturality is crucial to building a more just, equitable, diverse, and globally connected society. In addition, according to Byram et al. (2002), Sánchez-Torres (2014), Roman et al. (2015) and Yongying (2019), the teacher should be able to develop communicative competence and at the same time intercultural communicative competence. For this reason, they should mediate between the different cultures inside the classroom, prepare students to interact with others under interculturality principles, and foster curiosity among students.

The cited authors suggest that teachers should mediate between the different cultures presented in the classroom, prepare students to interact with people from different cultural backgrounds, and foster curiosity among them. This would help to create an intercultural sensitive learning environment that respects and values cultural diversity.

However, to develop this skill in our students, it is important to focus on the role of the teacher, who must be able to create pleasant spaces and make students feel that being different is okay, and not see it as a problem but as an opportunity to generate positive aspects.

As claimed by Bryam et al. (2002), Chlopek (2008) and Gómez (2011) point out that teachers' role is creating a safe environment where students feel safe to participate without

being judged or stereotyped. These authors claim that teachers must do that in order to teach and live interculturality in the class and it can be possible working on preconceptions and raising awareness about the positive side and benefits of the difference. Actually, one of the aims of intercultural teaching is changing beliefs based on stereotypes.

Based on my experience and what the authors contribute, I was able to put this into practice and create spacious environments for my students, where being or having a difference was okay, and not a reason to create prejudices based on appearances, as can be seen below.

Figure 5. Third lesson "I accept and respect the differences"

To start the class, I want to contextualize the students, for this I will take 3 flashcards with different (family) and members of the family, and I will ask them a couple of questions
What do you see in the picture?
Who do you recognize?
Could you describe them?
in order to activate knowledge
After that I will take my own family photo and I will start to tell you a little about my family and its members and characteristics

Including that with this, I also seek to explain to the children that there are many different families (with father but without mother) (with grandmother but without mother) and it's okay, it's our family and it's okay to have a different family

I also have a different family!

Based on the previous information, the objective of interculturality is to reduce stereotypes created in society. In the example, we can see how this is sought by introducing different types of families adapted to the needs and realities of the students, where we find many dysfunctional families made up of different members, and we change the idea that all families have the same commonly known members: mom, dad, and children. Instead, we embrace diversity and acceptance, creating students who are aware that outside the classroom there

are differences, not everyone is the same, and that it is not wrong to have them; on the contrary, they are a tool to instill a plethora of values and create spaces of peace and respect, as proposed by the cited authors.

In summary, the theoretical framework for the integration of 21st-century skills and interculturality focuses on developing skills that enable effective integration of different cultures and ways of life. This includes social, emotional, and cultural skills such as creativity, critical thinking, collaboration, effective communication, peace, respect, and empathy.

2. METHODOLOGIES

The proper application of methodology in the classroom is essential for achieving success and meeting the desired learning objectives. Therefore, in each lesson I taught during my internship, I aimed to encourage students to take an active role in their own learning and to engage with real and tangible contexts. I sought to develop not only their linguistic skills but also their creative abilities, providing opportunities for students to use their innovation and exploration to create their own meaningful learning experiences. This was made possible by teaching students between the ages of 7 and 10, an age range where these skills can be successfully developed and nurtured. In addition to this, my main goal was to nurture essential values in the students and reinforce those that were lacking, through the medium of a second language.

Throughout my academic career, I have always opted to learn and teach through creativity, creating our own ways of acquiring knowledge through imagination, Fardini (2014) and García (2019) suggest that the role of the teacher has evolved to that of a learning experience

designer, and that creativity is crucial in this process to provide students with authentic learning experiences that cannot be achieved through traditional textbooks. In other words, the teacher must be creative in designing learning activities that are relevant and realistic, and that engage students in ways that go beyond the limitations of a textbook. During my internship, I had the opportunity to put this into practice and define my style as a dynamic and idea-filled teacher. I always aimed to make students feel free to create, propose, and innovate through their own abilities, so they could feel confident and capable of correcting weaknesses and strengthening them. In doing so, they were able to create interpersonal relationships, effective communication, and achieve those primary values that I wanted to reach. Students shared different ideas, tastes, opinions, and realities with each other.

To achieve my goal of creating a positive and supportive learning environment, I always started my classes by contextualizing the content to my students through their own experiences or environment. This helped to make the material tangible and real. Additionally, I identified their prior knowledge by asking them what they knew about the topic, whether they had learned it in school or home. This allowed me to focus on areas that needed more attention.

To apply this knowledge to their own experiences, I used a variety of tools, such as videos, songs, images, field trips, materials brought from home, ICTs, materials design for me, and games. After this activation process, I aimed to deepen their understanding by writing down the necessary vocabulary through drawings or specific characteristics that would be easy to remember. For example, I wrote the names of family members to help them remember.

Because some children did not know how to draw them, I chose to include their names instead.

Each class consisted of two fundamental activities: an individual task and a group activity to analyze behavior in both settings and reinforce the values I wanted to achieve. In the individual task, they were required to use their knowledge, while in the group task, they needed to solve problems, find solutions, share ideas, identify differences, and include respect, group work, collaboration, creativity, and imagination. This helped to develop important social and emotional skills, such as empathy, cooperation, and conflict resolution, which are essential for success in both academic and real-world settings.

To ensure that each class was productive, I always aimed to end it with a product and a question. I provided a model to guide the students and based each class on a real and tangible context that the students could identify with, without having to invent a situation. After explaining the step-by-step process to create a product, its purpose, and how to achieve it, we socialized the product by sharing it with the group and reflecting on a general question. This was an opportunity to reinforce the value I wanted to achieve that day, which was always respect. However, each class aimed to teach a different aspect of respect, such as respect towards oneself, respect towards others and diversity, respect towards the environment, and respect towards emotions and personal space.

On the other hand, I had the opportunity to develop this methodology in two scenarios: face-to-face and three virtual classes, in which the support of didactic and interactive platforms allowed me to carry out a successful process, reinforce proposed topics, and create spaces for those students who needed extracurricular help, where I followed the same sequence as a

face-to-face class, with the difference that I had the support of ICTs and fundamental digital tools.

Overall, my teaching approach is centered around fostering creativity, contextualization, activation of prior knowledge, and the development of key social and emotional skills such as collaboration, empathy, effective communication, self-awareness, emotional regulation and creativity. I achieve this by utilizing a diverse range of tools and activities.

In order to create a positive and supportive learning environment, I employed a range of strategies, including encouraging students to share their opinions and perspectives, providing constructive feedback, and promoting collaboration and active participation. Additionally, I sought to foster interpersonal relationships among students and between students and teachers by utilizing various activities and tools, such as organizing team-building activities, facilitating group discussions, and hosting social events outside of class. Additionally, I made sure to be available to students and to create an environment in which they felt comfortable approaching me with any questions or issues they may have had. This helped to foster trust and openness in the class, which in turn contributed to a more positive and enriching learning experience. This was essential for establishing a safe and supportive environment where students felt comfortable sharing their ideas, asking questions, and expressing their opinions. By fostering positive interpersonal relationships, I aimed to promote effective communication, empathy, cooperation, and conflict resolution skills.

2.1 DUTIES CHART

The internship was conducted every Saturday from March 25th, 2023 to June 10th, 2023.

However, there was a break on April 8th, 2023, due to the Easter week holiday, which

resulted in the cancellation of all activities on that day. Nonetheless, the remaining Saturdays proceeded as usual. Regarding my administrative responsibilities, I was tasked with planning and developing teaching units, conducting meetings with parents, as well as other trainees, preparing and coordinating special activities, such as Children's Day, managing program books, materials, and other duties, which will be outlined in the following chart.

Figure 6. Duties chart

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.						Class
8:00 a.m.					Revision and organization of activities	Class
9:00 a.m.	Research, data collection and writing		Research, data collection and writing		Revision and organization of activities	Class
10:00 a.m.	Research, data collection and writing		Research, data collection and writing		Revision and organization of activities	Class
11:00 a.m.	Research, data collection and writing				Revision and organization of activities	Class
12:00 p.m.						
1:00 p.m.						Class
2:00 p.m.						Class
3:00 p.m.		Lesson planning		Advisory		Class
4:00 p.m.		Lesson planning		Advisory	organization of materials	Class
5:00 p.m.		Lesson planning			Organization of materials	Class
6:00 p.m.						

	Other schedules/meetings (Not frequent):
•	Organization of students lists and grades.
•	Collecting documents and information from other interns/practitioners.
•	Organization and meeting with students' parents.
•	Meeting with other interns.
	Organization of cultural events with practitioners

3. RESULTS

To begin with, this experience was a challenge for me, starting with the correct choice of a method that would have an impact on my students and generate positive outcomes both for them and for me. Therefore, after observing and analyzing what I was facing, I decided to divide my goals to achieve, in the end, a connection between English and my students' growth as enriched human beings in principles. I had the opportunity to have students from different regions, countries, cultures, traditions, tastes, habits, and beliefs, and taking this as an opportunity was the reason why I chose to include 21st-century skills and interculturality through two fundamental values: peace and respect, using task-based learning. This chapter aims to present all those proposed results and outcomes achieved by my students, my professional and personal transformation, and all those improvements that I was able to identify in my process.

In my fifth lesson plan called "I preserve and respect the environment," I can say that the students achieved the proposed skills, where they had the opportunity to put into practice the value of respect for their environment and nature, and in this way, help preserve it by analyzing the importance of having a protected and respected environment through creativity, conflict resolution, teamwork, collaboration, and empathy, as can be seen in the following image.

Figure 7. Fifth Lesson plan (See Appendix #1)



3.1 ETHNOGRAPHIC NARRATIVES

In this episode, the teacher asked the students to create a poster with positive actions that they practice to take care of the environment, as well as those that are not good for its preservation. To do so, they can use drawings, letters, and sentences to complete the task while the teacher guide and monitor their work.

This interaction (transcript 1) illustrates the time in which Sol (pseudonym) Pepe (pseudonym) Lia (pseudonym) Carla (pseudonym) Marie (pseudonym) sharing all those actions that they perform daily and would recommend to others to take care of their environment.

Transcript 1. I preserve and respect the environment

Turns	Students / teacher	Transcption 1
1	T	(How do you protect and respect the environment and the surroundings around you?) ((The use of hands to point to plants and surroundings outside the classroom that represent nature))
2	P	Yo reciclo? (in English Pepe, please) = I recycle, plant a tree

3	S	I save water (wrong pronunciation) I plant a tree
4	L	Teacher Como se dice vidrio en ingles? (glass) I recycle glass (the teacher writes the word on the board))
5	M	I don't djujebhgd garbjdj xxx (I do not burn garbage, Marie) ((use of hands to represent fire and some sheets of paper to represent garbage))

While I was finishing explaining the activity, the students represented by the initials of their pseudonyms (M, P, L, S, C) shared and worked on it. Each one of them presented their own habits to take care of the environment, some with wrong pronunciation, and others using Spanish, or mixing both. The goal of this activity was not only to use structured English, but also to analyze differences, different styles and points of view, different ways of carrying out and representing a requested task, and how through a question they are capable of generating solutions based on their environment and their own application in their daily lives.

In the following image, it can be observed how, through a question, the students generated a range of alternatives to provide answers through their ability to create their own knowledge.

As can be seen below.

Figure 8. Fifth Lesson plan (See Appendix #1)



Transcript 2. I preserve and respect the environment

This interaction (transcript 2) illustrates the time in which Charly (pseudonym) Sofi (pseudonym) they are generating a proposal and constructing it through their own style and confidence, where collaborative work is being fostered. The students are asking each other for suggestions to carry out their task and present it.

Turns	Students	Transcription
1	C	To take care of the planet, I plant trees.
2	S	Yo dibuje a tree, mira

Here, it can be observed how the students are their own guide and begin to see themselves as a support system, which was the main objective I set out to achieve, as these students did not create interpersonal bonds with their peers and worked individually and separately. In this image, a union and collaboration are being fostered, where Sofi is helping Charly understand the context and generate a response based on his own answer, thus creating their own result. Finally, it can be appreciated how the students captured all the gathered knowledge and ideas in their own artistic creations and proposals to answer the question: "How do you preserve and respect the environment?"

Figure 9. Fifth Lesson plan (See Appendix #1)



Figure 10. Fifth Lesson plan (See Appendix #1)



As a result of this process, I was finally able to achieve everything I wanted to accomplish in them from the beginning. Through the use of English, I was able to develop their creative abilities and encourage teamwork and cooperation, which led to spaces of peace and respect. Above all, I was able to generate reflection in them about the importance of caring for and respecting the environment, reinforcing the value of respect for differences, their surroundings, nature, and all that it encompasses. In this way, they were able to achieve a more humane development.

On the other hand, in my seventh lesson plan titled "I share my emotions and respect others," I aimed to have a positive impact on the students and their emotions and how they can affect the development of a harmonious environment. At the beginning, the students exhibited negative attitudes towards their classmates, judging each other, shouting, responding with bad words, nicknames, and even physical violence in some cases. For this reason, I chose to include topics where they could identify the importance of individual and mutual respect, and how a disrespectful environment can bring negative results.

Figure 11. Seventh Lesson Plan “I share my emotion and respect others” (see appendix #2)



In this activity, I asked the students how they felt throughout the week, how those feelings affected the people around them, and what caused those feelings. This way, we created a pleasant and safe environment for them to express their fears, difficulties, and how to put them into practice both at home, in the community, and within the classroom.

Transcript 3. Video “I share my emotions and respect others” (See appendix 3)

Turns	Students /teacher	Transcript 3
1	T	((the teacher choose two different students to ask)) How do you feel on the week? ((use different faces and fingers to represent feelings (happy, sad, finger up good))
2	S1	Happy = S? profe
3	T	Why happy ((the teacher opens their arms to indicate a question))
4	S1	Porque gane un examen ?
5	T	((the teacher walks around the classroom)

6	T	Happy because she won an exam And you S2? ((the teacher points to the other student))
7	S2	XXX The teacher repeats the question
8	T	How do you feel on Tuesday?
9	T	Sad
10	S2	

Here, it can be observed how the students have changed and now have an attitude of respect towards the emotions of their classmates and their reasons. They respect each other's turn and generate their own attitudes, which helped improve a harmonious, calm, yet safe environment where their emotions were valid and never judged. Additionally, it's okay to feel good, and it's okay to feel bad. It's part of being human and, in this way, creating more autonomous and empathetic students.

As for my professional growth, as I mentioned earlier, it was a challenge to design a lesson plan aimed at social and interpersonal purposes. Taking my students to develop new skills and exploring them was extremely rewarding, and I can see my progress by comparing the first lesson plan I designed for my first Saturday and all the changes I was able to implement, which I see and feel as a great professional transformation.

First lesson “my objects of the classroom (See appendix 4)

First lesson “Designing my ideal learning environment” (see appendix 5)

In the initial lesson plan titled 'My objects of the classroom,' I lacked a clear focus for my planning, and I based it solely on vocabulary acquisition. My objective was for the students

to acquire a large number of words. Additionally, the activities lacked direction, and there was a mix of themes and aspects that prevented me from reaching a clear point. As a result, my students became confused about what I expected from them and what they could expect from me, leading to conflicts in the classroom. Through this process, I have come to realize that my lesson plan lacked a clear axis or impact, and that my focus at the time was on teaching English as a second language without a clear direction.

In the second lesson plan titled "Designing my ideal learning environment," there were notable changes. I found the purpose behind my design and even added a different title for it. I adapted activities and resources based on obtaining 21st-century skills, intercultural understanding, and values. I explored the reason why and how I wanted to achieve what I set out to do. I focused my lesson on the needs of my students, rather than the form, and ultimately generated in them creative skills, values, and conflict resolution abilities. So much so that I had the opportunity to design and propose a new unit for beginners' level, which could be adapted by new interns and practitioners according to their students' context.

Unit plan proposed by me (see appendix 6)

In the same vein, I feel that I have become a teacher with less fear of taking risks and improving. Although it was a good result, 7 out of 46 students did not achieve the necessary competencies. This helps me reflect on why this happened. These were students to whom I provided personalized and extracurricular tutoring, yet they still did not achieve the objectives compared to the others. They were not able to satisfactorily respond to proposed problems and provide a relevant solution. Of those 7, 3 withdrew from the program due to factors in which the students were involved, such as violence, school dropout, family and

economic problems. However, as a teacher, I am also mindful of all the personal recommendations to improve for those who did not reach the proposed goals, and to generate solutions for the future. For instance, I must ensure that the objectives are clearly established from the beginning, so that students know what is expected of them and have the necessary tools to succeed. I consider this to have been a weak point in this instance. Furthermore, I need to reflect on my teaching methods and consider if I should make adjustments that will help me better present information and interact with students. It is possible that I am not communicating effectively or facilitating understanding in the best way possible. Additionally, I should consider alternative evaluation methods that allow students to demonstrate their learning more effectively and at their own pace. Ultimately, it is always important to take into account those students who did not achieve the objectives, as this is where we can reflect and consider how to improve in the future. This does not make us bad teachers; on the contrary, it helps us evaluate ourselves and apply better strategies.

Similarly, those students who did not achieve the proposed objectives do not necessarily mean that they did not go through a good learning process. Therefore, it helps me to create strategies to support and motivate them in the future. For example, I can assist them in establishing specific and achievable goals for the future, to focus on the errors they made and correct them. I can also provide them with constructive and specific feedback, so they can understand in which areas they need to improve and how to do it. Additionally, I can provide them with additional resources, such as complementary readings and websites, to continue learning and reinforcing the material outside the classroom. This way, I can motivate them to continue and encourage their interest in the course.

Despite all these difficulties, I am now a more creative teacher, with greater imagination and more contributions to put into practice in the educational field. Above all, by integrating values in my students, mine were reinforced, and I can now say that they are more empathetic, respectful, and capable human beings who are innovative.

4. CONCLUSIONS AND RECOMMENDATIONS

This internship was a great and valuable opportunity for me. I gained more teaching experience while putting into practice everything I learned during my degree. I improved in necessary areas and was able to experience a real and tangible teaching context with a classroom full of real students. I explored myself as a teacher, found and adapted new strategies, put my creativity into practice, and improved it at the same time. I felt free to design based on the needs and preferences of the students. I learned from my mistakes, corrected many of them along the way, and still have some to work on. But most importantly, I grew professionally.

In this internship, my goal was to develop 21st-century skills, such as creativity, through fundamental values in society, such as respect and peace. Additionally, I focused on providing students with meaningful topics that they could experience and put into practice in their real contexts, reflect upon, and create solutions. To do so, I used task-based learning along with principles of interculturality. I must express that at the beginning, I felt scared and a little frustrated because it was challenging and new to me. However, after reading and researching contributions from other authors on the topic, I felt more comfortable and at ease while planning and applying it, and thus achieving excellent classes where students were free to explore and propose new things.

It was rewarding for me to see changes not only in the students but also in the parents, where a community was created, and despite not knowing each other, they forged friendships and environments of respect. More than once, they offered help regardless of color, religion, or

beliefs, simply lending a hand to those in need. Therefore, the change was at a general level and it was taken beyond the classroom, which was my goal from the beginning.

I recommend to all my undergraduate classmates to take the internship as a degree option, especially in Bilingualism for Peace, as it is a platform that gives you the freedom to explore and propose based on the needs and contexts in which you will develop. In this way, we can get to know our weaknesses and strengths in a real and tangible educational context, which will prepare us to face challenges and provide a good education to our future students when we leave the program.

Limitations

In all processes, there are challenges and difficulties that we may encounter in our experience. As teachers, our job is to face these in the best way possible and take them as an opportunity for growth. During my internship, I experienced several challenges that at times made the teaching and learning process difficult. One of the difficulties I encountered was having a large population of students in the same class, adapting activities to all of them based on their needs and ensuring that everyone understood them correctly. A larger number of students requires more effort. Additionally, there were moments when students did not have the best attitude towards the process. However, instead of seeing it as a limitation, it was a great opportunity to develop the proposal. I encountered restless, disorderly, poorly behaved students with bad language and bad behavior, as well as others who did not respond to the activities and preferred to do other things. Furthermore, since it was a project, it had to respect a sequence, and in some cases, there were students who missed many Saturday classes and fell behind the others. In this sense, I had to carefully manage the timing, review the necessary

topics, and level everyone. Finally, the school had good infrastructure and necessary materials, but there was a construction project that somehow affected the children's playtime, and I had to be more careful since they worked on Saturdays, ensuring that no student approached the construction area for fear of a dangerous fall or injury. Despite all these limitations, it was a great opportunity to overcome obstacles, learn, discover new strategies, and aspects that I did not know before.

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6. APPENDICES

APPENDICES 1. Fifth lesson plan “I preserve and respect the environment”

TASK	LEARNING OUTCOMES	LESSON TEACHING POINTS
Question "What are you doing to preserve the environment?"	knowing Understands short sentences in English about the environment, supported by images.	Vocabulary in context about environment (Tree,garbage,plastic,sun,pollution,earth)
Task "At the end of the class, the students will make posters alluding to the ways in which they are helping to take care of the environment and how others can contribute to its preservation and respect, and they will put them up around the school as a way of raising awareness."	Doing Names in English elements of the environment that surrounds them.	3 R Re-use Recycle Actions to take care the environment close the tap turn off lights if not in use recycle
Warm-up 1. To start the class and	Being Take actions to take care of their	do not throw garbage into the river do not cut down the trees

<p>contextualize the students, I will take them outside the classroom to recognize all the vocabulary that they can perceive from nature (trees, garbage cans, the sun, plastic bottles) then, we will return to the classroom and share everything that they saw outside (they can take notes) and together we will write the vocabulary and analyze if it was clean or not, if they saw it healthy and what they think about it.</p> <p>Core activities</p> <p>2. Then, through an educational video, the children will observe the rule of the three Rs and some actions to take care of the planet, while they do so, in a worksheet based on the video, they</p>	<p>environment, such as throwing garbage in the bin or recycling.</p> <p>Learn</p> <p>Work in collaboration with others to care for the environment</p>	<p>do not burn garbage</p> <p>to reuse</p> <p>grammar</p> <p>do not</p> <p>intercultural</p> <p>"To learn to respect the environment around them and create awareness, through negative and positive actions for its preservation."</p> <p>Time</p>
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<p>will circle the actions that are not good for the planet in red and those that are good for the planet in green.</p> <p>https://www.youtube.com/watch?v=TjnNOCbuoCA</p> <p>3. Later, we will all share those actions and draw them in the notebook as a form of basic vocabulary.</p> <p>4. During the break this will be put into practice, the group of children made up of 5 who have the greatest number of recycled materials will win the competition and also a gift, in addition to the one who shares the most with their classmates from the other levels, actions to help the planet.</p> <p>5."Next, in the same groups, students will creatively create</p>	<p>Resources/Materials</p> <p>Flashcards</p> <p>Slides</p> <p>Paper</p> <p>Colors</p> <p>Markers</p> <p>Glue</p> <p>Picture</p> <p>Board</p> <p>Worksheets</p> <p>Tape</p> <p>Gifts</p> <p>Speaker</p> <p>Movie</p> <p>Visual aids</p>	<p>4 hrs</p>
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<p>posters that raise awareness among others about those actions that help preserve and respect the planet, and they will put them up around the school. Then, they will present and explain their posters as a way to generate awareness. How do you preserve and respect the environment?</p> <p>Closure</p> <p>6. Upon reaching an agreement with the students, this day will be like a movie: for this, they will see one based on the theme seen.</p>	<p>https://www.youtube.com/watch?v=UmRagFzDpk</p>	
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ASSESSMENT:

As a homework, the student with the help of his family must take a photo of himself / herself doing an action to take care of the environment and also send a brief description

in a voice note through WhatsApp "I love the planet, that's why I take care of it by planting a tree "

Until Friday at 12

APPENDIX 2. Seventh lesson plan “I share my emotion and respect others”

TASK	LEARNING	LESSON TEACHING
Question	OUTCOMES	POINTS
How do you feel?	knowing	
Task	Identifies vocabulary	Adjectives to express
The students kept an	and very simple	emotions:
emotions diary for a week,	phrases used to talk	Happy, excited, surprised
each day they must write	about emotions and mood.	sad, scared, tired
down the emotions they	Doing	Grammar
experienced and the	Expresses their mood	Are you...?
situations that triggered	with previously studied	Yes, I am / No, I'm not
them.	phrases.	How are you?
After the week, I will go	Being	How do you feel?
through the journals and	Recognizes that their	English in Practice
discuss with the students	mood can influence	How do you feel today?
how	their behavior.	I feel happy
emotions can affect their	Learn	How are you today?
well-being and how they can	Respects others'	I am happy
learn to deal with it.	space.	Sociolinguistic/
Warm-up	Is ok has different	Intercultural
1. To start the class,and	emotions	Recognizing their own and

<p>contextualize my students I will take the students for a walk in the school and play detective to find out emotions that the people around them are showing, students can keep a detective diary or notebook, drawing the emotions they see, or using emotion stickers or images given by the teacher. When returning to the classroom the children will share all the emotions they perceived and what think about it</p> <p>Core activities</p> <p>2. Then I will create a table of emotions on the board where together we will analyze all the emotions that they have experienced in</p>	<p>Recognize the importance of communicating our emotions</p> <p>Resources/Materials</p> <p>Cardboard</p> <p>Flashcards</p> <p>Speaker</p> <p>Music</p> <p>Paper</p> <p>Colors</p> <p>Markers</p> <p>Glue</p> <p>Picture</p> <p>Mask costume</p> <p>Board</p> <p>Notebook</p> <p>Bingo</p> <p>Timeline</p> <p>Muppets</p> <p>Diary</p>	<p>others' emotions</p> <p>Establishing positive relationships.</p> <p>Expressions</p> <p>I am... (happy)</p> <p>I feel... (sad)</p>
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<p>their life with your respective drawing and how and why they have experienced them</p> <p>For this, each one will have to come up to the board and write on which day of the week they experienced something and how they felt (they can choose several days, even all five)."</p> <p>3.Following this we will play the bingo of emotions in groups: in the traditional bingo style where they must put a piece of paper for each emotion and whoever wins will have a sweet</p> <p>Then, with the help of cards, the students should draw one and act out that emotion, where the rest of the</p>		
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<p>classmates should guess it, and then give them a small piece of advice to combat that emotion if it is necessary</p> <p>Closure</p> <p>5. The students will perform a previously explained muppet where they will dramatize the emotion of their muppet and what they would do to help him.</p> <p>Final task</p> <p>The students kept an emotions diary for a week, each day they must write down the emotions they experienced and the situations that triggered them.</p> <p>After the week, I will go through the journals and</p>		
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<p>discuss with the students</p> <p>how</p> <p>emotions can affect their</p> <p>well-being and how they can</p> <p>learn to deal with it. (start in</p> <p>class)</p>		
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ASSESSMENT:

The students kept an emotions diary for a week, each day they must write down the emotions they experienced and the situations that triggered them. After the week, I will go through the journals and discuss with the students how emotions can affect their well-being and how they can learn to deal with it.

APPENDIX 3. Transcript 3 video “I share my emotions and respect others

<https://youtube.com/shorts/0l4sh4-fC9s?feature=share>

APPENDIX 4. First lesson plan “first lesson “my objects of the classroom

TASK	LEARNING	LESSON TEACHING
Question	OUTCOMES	POINTS
What is your dream classroom?	*Students will be able to make simple sentences about classroom object in oral and written form	* Classroom objects(book,desk,pen,pencil,eraser,rule glue , teacher) Relationships (teacher,classmates,friend)
At the end of the class students create their own poster in recyclable material with their dream classroom.	*Students will be able to identify differences in the classroom	Grammar How many/how much There is there are
Warm-up I will take these ten minutes so that students get in context with the class, for this, I will take a short video called “is ok to be different ”in		

<p>which the students will recognize the importance to be different in the society, in the classroom and learn to respect these differences.</p> <p>After that, I will ask them random questions about the video, about their classmates, for this, I will use with respect some students, for example: one student with glasses, one short, one tall, one with different opinion and I will teach that is perfect to be human and has differences.</p>	<p>Resources/Materials</p> <p>https://www.youtube.com/watch?v=C1iXrIeoC6c</p> <p>video beam</p> <p>tree</p> <p>color paper</p> <p>colors</p> <p>glue</p> <p>Dictionary</p> <p>my own poster</p> <p>flashcards</p> <p>fish</p> <p>rod</p> <p>magnet</p> <p>clicks</p> <p>ball</p> <p>images</p> <p>pictures</p> <p>Tape</p> <p>Scissors</p> <p>Sheets</p>	
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<p>To end the activity, I will bring the “tree of respect” a tree without branches on bond paper, where each student will write their name in a color paper : I am Andres, I am different, I am perfect while they stick it they will say this aloud, and the branches will be the students and their differences.</p> <p>Core activities</p> <p>#1</p> <p>To start the topic, I will bring my own product, to give the students a clear idea about what they will do at the end.</p> <p>Then, with the help of the classroom and flash</p>		
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<p>cards, we will recognize</p> <p>all the objects</p> <p>that are in it, for</p> <p>example: in the</p> <p>classroom there are 30</p> <p>chairs, how many</p> <p>erasers have in the</p> <p>classroom?, with</p> <p>the flashcard, my help</p> <p>and your answers</p> <p>identify the objects from</p> <p>the classroom</p> <p>#2</p> <p>Following this, we will</p> <p>meet at a round table,</p> <p>where there will be a</p> <p>lake with different</p> <p>objects from the</p> <p>classroom</p> <p>(fish) which will have a</p> <p>click inserted, and with a</p> <p>magnet added to a pump</p>		
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<p>stick, they will imagine that they are fishing, the object they take out must create a simple sentence; in the classroom there is one teacher; if the student does not know the classmates will help him. The students will be chosen by means of a rotating ball with the famous piripon</p> <p>note: there will be 20 objects for everyone to participate and fish</p> <p>Closure</p> <p>Previously, the students were asked for magazines, glue, scissors and sheets, where I will ask them to</p>		
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<p>build the classroom of their dreams, what they think should go in it in this way: in my dream classroom there is three teacher , there is one board, there are fifty computers , recreate through images and write it down. If they don't know something, I will help them.</p> <p>#2</p> <p>Finally, the students arrived with their posters around the room and in the shape of a carousel, they all line up with me, they will go from position to position to listen to everyone, work</p>		
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and I will ask the following: what is your dream classroom?		
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APPENDIX 5. First lesson “designing my ideal learning environment”

TASK	LEARNING OUTCOMES	LESSON TEACHING POINTS
<p>Question</p> <p>What is your dream classroom?</p> <p>Task</p> <p>At the end of class, students will create their own poster using recyclable materials, in</p>	<p>Knowing:</p> <p>* Students will be able to make simple sentences about classroom objects in oral and written form</p> <p>Doing:</p> <p>*Students will be able to describe their own classroom</p>	<p>* Classroom objects(book,desk,pen,pencil,eraser,rule r,glue , teacher)</p> <p>Relationships (teacher,classmates,friend)</p> <p>Grammar</p> <p>How many</p>

<p>which they will describe their ideal classroom, where they can feel free and comfortable to build an optimal learning environment.</p> <p>Warm-up</p> <p>To start the class I will take a simple game called "find the differences, where the students will have a classroom with 5 differences and in group of two they will find them and share , with the aim of activating prior knowledge and collaborative work</p>	<p>Being:</p> <p>*Students will be able to describe their own classroom</p> <p>Learn :</p> <p>Respect decisions and opinions from others, also they learn to work in groups</p> <p>Respect decisions and opinions from others, also they learn to work in groups</p> <p>Resources/Materials</p> <p>Dictionary</p> <p>my own poster</p> <p>flashcards</p> <p>fish</p> <p>rod</p> <p>magnet</p> <p>clicks</p> <p>ball</p> <p>images</p>	<p>There is there are</p> <p>Intercultural</p> <p>Recognize the importance of being in a comfortable environment for optimal learning, respecting the creations and opinions of others.</p>
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<p>Core activities</p> <p>#1</p> <p>To start the topic, I will bring my own product, to give the students a clear idea about what they will do at the end. then, with the help of the classroom and flash cards, we will recognize all the objects that are in it, for example: in the classroom there are 30 chairs, how many erasers have in the classroom?, with the flashcard, my help and their answers identify</p>	<p>pictures</p> <p>Glue</p> <p>Scissors</p> <p>Sheets</p> <p>Tape</p>	
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<p>the objects from the classroom</p> <p>#2</p> <p>Following this, we will meet at a round table, where there will be a lake with different objects from the classroom</p> <p>(fish) which will have a click inserted, and with a magnet added to a pump stick, they will imagine that they are fishing, the object they take out must create a simple sentence "in the classroom there is one teacher" or ask some questions "how many rules are there in the</p>		
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<p>classroom” if the student does not know the classmates will help him. The students will be chosen by means of a rotating ball with the famous POTATO HOT"</p> <p>note: there will be 20 objects for everyone to participate and fish</p> <p>“Through flashcards they assimilated the vocabulary”</p> <p>Closure</p> <p>Previously, the students were asked for magazines, glue, scissors and sheets, where I</p>		
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<p>will ask them to build the classroom of their dreams, the classroom where they will feel comfortable and safe, as they imagine it. What they think should go in it in this way: in my dream classroom there is three teacher , there is one board, there are fifty computers ,recreate through images and write it down. If they don't know something, I will help them.</p> <p>#2</p> <p>Finally, the students arrived with their</p>		
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<p>posters around the room and in the shape of a carousel. They all lined up with me, they would go from position to position to listen to everyone's work and I would ask the following:</p> <p>what is your dream classroom? and why?</p>		
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APPENDIX 6. Unit plan proposed by me

<https://docs.google.com/document/d/1EwEX6TG6AiQcEFrZgBIOYU98B2TQtL1u/edit?usp=sharing&ouid=106865324586044319076&rtpof=true&sd=true>

APPENDIX 7. More evidences of fifth lesson plan “I preserve and respect the environment”





APPENDIX 8. More evidences of Seventh Lesson Plan “I share my emotion and respect others”



APPENDIX 9. Celebration of special day (children's day) I am different, are you different?



APPENDIX 10. Evidence of virtual classes

