

Trabajo Fin de Máster

“Enhancing ESL Teaching in 4th of ESO: a Unit Plan Proposal based on the Action-Oriented Approach”

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Abstract

This dissertation is born from the deficiencies observed during my school placement at *Sagrado Corazón de Jesús* school in Zaragoza, Spain, where I taught English as a Second Language (ESL) to 4th of ESO (*Educación Secundaria Obligatoria*) students. The study aims to address the insufficiencies and the misalignment between these practices and our current curricular frame , by proposing a unit plan mainly based on the Action-Oriented Approach to language teaching (AOA) and on the Agency by Design (AbD) research initiative.

In my initial analysis, I identified several inadequacies, including a disregard for goals such as communicative, plurilingual, digital, learning-to-learn and civic competences, among other shortcomings. These findings revealed a significant gap between the students' linguistic competences and the desired learning outcomes defined by the Aragonese curriculum.

Drawing from the Action-Oriented Approach, which promotes the integration of language use in meaningful and real contexts, the proposed unit plan aims to enhance language acquisition, foster learner engagement, and align instruction with the requirements of European, regional and national educational guidelines. This unit makes use of the AOA to emphasize the active participation of learners in purposeful communication tasks and meaningful language use, enabling them to acquire the necessary communicative competence to become social agents. The proposal is also imbued with the principles of AbD and the Maker Movement, to emphasize the value of becoming *maker empowered* while crafting the final product of the project.

The unit plan is grounded on a learning situation that challenges students to help solve a real problem. It consists of a series of interconnected lessons to achieve the final goal, integrating the four modes of communication (reception, production, interaction, mediation) inspired by the needs and interests of the 4th of ESO students. Each lesson incorporates authentic materials, real tasks, and opportunities for collaborative learning. Furthermore, continuous, formative and summative assessments are provided and designed to monitor progress and evaluate the attainment of the learning objectives, both by the teacher and the learners themselves.

Resumen

Esta disertación nace de las deficiencias observadas durante mi período de prácticas en el colegio Sagrado Corazón de Jesús de Zaragoza, España, donde impartí clases de inglés como segunda lengua (ESL) a alumnos de 4º de ESO (Educación Secundaria Obligatoria). El estudio pretende abordar estas insuficiencias, desalineadas de las leyes autonómicas y nacionales españolas de educación, proponiendo una unidad didáctica basada principalmente en el Enfoque Orientado a la Acción (EOA) en la enseñanza de lenguas y, en cierta medida, en la iniciativa investigativa de la Agencia por Diseño (ApD).

A través de un análisis inicial de necesidades, se identificaron deficiencias en áreas como competencias en comunicación lingüística, plurilingüe, digital, de aprender a aprender, ciudadana y alineación con los estándares educativos. Estos hallazgos revelaron una brecha significativa entre las competencias lingüísticas de los estudiantes y los resultados de aprendizaje definidos por el currículo aragonés.

A partir del enfoque orientado a la acción, que promueve la integración del uso del lenguaje en contextos significativos y de la vida real, el plan de unidad propuesto tiene como objetivo mejorar la adquisición del lenguaje, fomentar la participación del estudiante y alinearse con los requisitos de las directrices educativas europeas, regionales y nacionales. Esta unidad hace uso del EOA para enfatizar la participación activa de los estudiantes en tareas de comunicación con propósito y uso significativo del lenguaje, permitiéndoles adquirir la competencia comunicativa necesaria para convertirse en agentes sociales. La propuesta también está imbuida de los principios de ApD y el *Movimiento Creador*, para enfatizar el valor de empoderarse como creadores mientras se elabora el producto final del proyecto.

El plan de la unidad se basa en una situación de aprendizaje que plantea un desafío para ayudar a resolver un problema real. Consta de una serie de lecciones interconectadas para conseguir un objetivo, integrando los cuatro modos de comunicación (recepción, producción, interacción, mediación) inspiradas en las necesidades e intereses de los alumnos de 4º de la ESO. Cada lección incorpora

materiales auténticos, tareas reales y oportunidades para el aprendizaje colaborativo. Además, se proporcionan evaluaciones continuas, formativas y sumativas, diseñadas para monitorear el progreso y evaluar el logro de los objetivos de aprendizaje, tanto por parte del docente como de los propios alumnos.

1. Introduction, Purpose and aims of the Dissertation

Over the past four decades, language teaching and learning has witnessed a significant evolution, continuing its departure from traditional models such as grammar-based methods and the Presentation, Practice, and Production (PPP) model.

The focus of teaching and learning English as a second language has shifted towards more communicative and learner-centered approaches, with the emergence of the communicative approach, task-based teaching and learning (TBTL), and culminating in the Action-Oriented Approach (AOA). The latter, to a significant degree, has been incorporated by the national Spanish (2020, 2022) and regional Aragonese (2022) curricula as a basis and rationale for their teaching requirements. This follows the mandates of the Council of Europe in its Common European Framework of Reference for languages (2001, 2018), henceforth CEFR.

Said framework provides a common basis for describing language proficiency levels and assessing language skills. The CEFR was first developed in 2001 by the Council of Europe and subsequently revised in 2018. It is used as a reference tool for language teaching, learning, and assessment across Europe and in many other countries around the world.

Building upon the document, a Companion for the CEFR was developed and released in 2020 to simplify its *descriptors*. These help governments, teaching authorities and educators implement the guidelines within the original framework.

The Spanish national curriculum, in its constitutional law regulating education, *Ley Orgánica 3/2020, de 29 de diciembre*, incorporates the CEFR principles. To supplement this, the national government established a list of minimum requirements and other key elements for secondary education in a Royal decree: *Real Decreto 217/2022, de 29 de marzo*.

The competence for education is shared between the national and regional Spanish governments. Consequently, the Aragonese authorities passed an education law establishing the specificities of the teaching and evaluation for secondary education in the region: *Orden ECD/1172/2022, de 2 de agosto*.

All aforementioned legislation is currently in effect and this dissertation complies with it, as it is demonstrated in following sections. It does so by having the contents and materials of the lessons be driven and inspired by the descriptors and competences provided by the law.

Regarding the theory and methodology, this paper is based on the latest proven approaches to language teaching and learning, particularly the Action-Oriented Approach (AOA) and Willis' view of TBLT, with an Agency by Design undertone.

As mentioned above, teaching English as a second language has experienced a significant shift over the last few decades. The communicative approach, TBLT and the AOA have emerged as prominent approaches to language education. They prioritize meaningful communication, learner autonomy and even social *agency*, and the integration of holistic competences in authentic contexts.

The communicative approach has been a pivotal shift in language teaching, emphasizing the importance of meaningful communication and authentic language use in real-life or at least life-like contexts. Unlike traditional methods that prioritized rote memorization and discrete grammar rules, the communicative approach emphasizes the development of communicative competence, including linguistic and sociolinguistic discourse, and strategic competences. Learners engage in interactive activities, role-plays, and simulations to promote fluency, negotiation of meaning, and cultural awareness, as well as activities that focus on form.

Building on the communicative approach, task-based language teaching focuses on the completion of meaningful and purposeful tasks as the central unit of instruction. Students engage in *realistic* tasks, such as problem-solving activities, information gaps, and collaborative projects, which require the use of language to achieve communicative goals. This approach promotes learner autonomy, critical thinking, and the integration of language skills in an authentic and contextualized manner.

Furthermore, it can be argued that the culmination of these developments is the Action-Oriented Approach (AOA), which emerged as a response to the need for language teaching to align with real-world language use. The AOA places a strong

emphasis on language use in action-oriented tasks that reflect learners' needs, interests, and contexts. Learners are encouraged to engage in authentic and purposeful communication, demonstrating their ability to accomplish communicative goals. The AOA also integrates the development of plurilingual and intercultural competences, recognizing the diverse linguistic repertoires and cultural backgrounds of learners.

Moreover, AOA learners become active participants in their language learning journey, taking on roles and responsibilities similar or even equal to those encountered outside the classroom. This approach fosters learner *agency* rather than mere autonomy, motivation, and the development of practical language skills that can be applied in a wide range of real-life scenarios.

During my practice period in *Sagrado Corazon de Jesus, Zaragoza*, I sat and taught a number of 4th of ESO ESL classes. This allowed me to collect observational data which I mostly gathered in my *Memoria de Practicum*, a report on my findings (vid. Appendix 1 Assignments used as evidence of the necessity of improvement).

I was given access to the physical book that was utilized during the lessons. It followed the Cambridge program for the A2 level (vid. Appendix 1). The students used an identical digital version of the textbook on their issued iPads.

I also attended a few meetings with middle management staff of the English department, who were kind enough to inform me of their methodology, student and teacher roles, compliance with the Law, et cetera. I was even allowed to teach a couple of classes, which enabled me to gather further data and use it for my assessment.

Further details and findings of my placement period are presented and analyzed in the following section. I use them as the basis and *raison d'être* of my unit proposal.

During this practice time, I found important deviations between the material and how it was used, and the CEFR directives and the national and regional curricula. In this paper I focus on five key competences from the exit profile for students of secondary education, namely: Linguistic communication competence; Plurilingual competence, Digital competence; Personal, social and learning-to-learn competence; and Civic competence.

In order to provide concrete and detailed criticism, as well as solutions to the shortcomings I found in the aforementioned competences, I will lean on several of their *operative descriptors*. These are found in the Aragonese curriculum, stem from the CEFR, and help focus the teaching process and make the evaluation of the competences fairer and more precise.

The way in which I provide a solution to these deficiencies is a unit proposal. It consists of eight lessons and adheres to the action-oriented approach. It also complies with the Spanish national, regional and European legal framework. Since it is a workable unit, any ESL teacher should be able to implement it, provided he or she makes the necessary adaptations to their teaching environment, i.e. their students' needs, their material limitations, school policies, and any other variables that may influence the teaching process.

Each action-oriented lesson consists of tasks with an underlying common theme or goal which unites them all towards an end result or product at the end of the unit. The activities will be communicative and will foster student communication and cooperation. The students will work in groups and have the necessary scaffolding and tools, such as various organizers and rubrics.

Learning in this proposal is a heuristic process, where the student is a social agent solving a real problem and contributing to the betterment of society as well as to their own individual development.

2. Justification, theoretical and curricular framework, methodological design

Justification

I will begin this section by briefly recounting the interactions during my practice period that allowed me to collect my justification data.

Guillermo Dieste, director of secondary education at *Sagrado Corazón*, who used to be an educator, informed us of the importance of learning throughout our lives. He was referring to us as teachers, acquiring our master's degree, but I observed that it was related to the learning-to-learn and lifelong learning that the CEFR and our national and regional laws promote and encourage.

Mr. Dieste showed us to the library and we got assigned a USB stick and we were given the Wi-Fi password. Once more, this showed me that the school had embraced the digital competence that is required from us as educators. They did not neglect the use of technology.

The school has an exit profile of the student of *bachillerato* that embodies the principles from the CEFR as well as their own moral compass with Judeo-Christian principles, since the school operates under a Catholic foundation. We were also given the school program for attention to diversity which again complies with the aforementioned laws.

Belén Fuentes, my tutor during my practice period, informed me of the class dynamics, different kinds of students that she has in her grade, and the lessons I could attend with her. She also provided us with some programmatic documents pertaining to fourth of ESO, asking us to be discreet since it is sensitive information for the school. In them, I found the contents of each unit, the legal objectives and those specific to the English subject, which had been agreed upon by the teaching staff and herself. Understandably, we were not privy to them, so I cannot publish them here.

During the first lesson that I attended, which lasted less than an hour, forty minutes were used to teach and learn, and the ten remaining were lost or spent in various distractions and class management routines. This happened in every lesson and this is why this unit assigns a maximum of forty-five net minutes to each of the eight lessons. I noticed an over-dependence on electronic equipment, such as the Apple TV.

Its use was often counterproductive because while it was being loaded the students would become restless and impatient. I later found out that some of them had figured out how to hack and interfere with the Apple TV, using their phones as remote controls to turn it on and off.

In an effort to collect more data, I quickly interviewed a few of the students. I found them to have a high level of English, to be quite bored with class dynamics, and rather unimpressed with the use of Information and Communication Technologies. This has influenced the tasks in my unit plan, in my view making them more engaging and relatable to the students' lives and interests. I have attempted to do this by addressing real-life problems that affect them, and allowing them to be social agents in order to solve those issues.

Continuing with the digital competence, Alberto Fontana, from the Mathematics department, gave us a mini lecture on *cooperative learning*. He explained to us the introduction of the iPad as a learning tool from 5th of primary to 4th of secondary (the focus group of my unit), with plans to move it up until the end of *bachillerato*. He told us that it had been especially effective and positive in second and 4th of secondary.

The implementation of the iPad gave me valuable data about the state of teaching in the school. Mr. Fontana told me that they had done it in two stages. They started phase one using the iPads to promote cooperative work, and they did so pairing the students. The second phase brought to light an array of problems which still plague the school today: a few of the teachers were against the idea of using an iPad and not a traditional textbook or other printed media. This surprised me because we are obliged by law to introduce ICTs in our classrooms (Aragonese Curriculum for ESO). We were told that contrasted data with other schools showed that around twenty percent of teachers accepted the new digital tools, whereas another twenty percent were in opposition. The sixty percent remaining declared themselves indifferent.

I was told that, in theory, teachers were supposed to design cooperative tasks for the students, but that they were incapable of enforcing this to the letter; that the student roles were virtually impossible to implement. I respectfully disagree with this statement, which I find vague and confusing. Making students agents in their own linguistic development requires a paradigm change in ESL dynamics, but it is feasible.

I was informed of the challenges they had encountered in trying to apply the law. They said the students end up learning their new roles, but that it takes a long time and huge effort on everyone's part. They said that *peer assessment* had to be forced onto the students, who resisted it enormously. They could only hold the students' attention for ten minutes, and if the teacher did not give them an exercise to do, they lost them. This made me think that the teachers were still unofficially following the old PPP method of presenting the students with some sort of grammar structure at the beginning of the class. Then, if the students actually paid attention for longer, the teacher would continue his or her presentation for who knows how long. I aim to remedy this in my lessons by getting the students engaged in a pre-task from the very beginning.

Furthermore, I was told that the students with a higher level, especially the older ones, hate "this cooperative system". They do not see how it may benefit them, because "they do not think in the long run". I intend to alleviate this in my unit by giving the students an underlying problem to solve (a final goal to achieve), letting them find their way to their own solutions in groups, while having the teacher and the provided scaffolding material as support (vid. Appendix 6 Material).

Another impediment for their teachers was that they found individual assessment in cooperative work to be very complex. The 4th year ESO English tutor told me that in cooperative work, all rigor control and precision are lost but, in the exam, rigor is required, which is unfair". While I agree with the statement that evaluation is one of the challenges of cooperative work in a classroom, there are a few things that they could have done to mitigate this and I propose them here. One of them is having to showcase and present their work to the whole class, making them subject to individual *accountability*, which is one of the basis of AOA and our education laws.

Moreover, I was told that the shadow of the university access exams (EBAU) was always looming over the teacher and the students in this grade. The pressure of the parents to adhere to whatever the students are going to find in said exams is tremendous. This effect is often referred to as *washback*. I may fall short of providing a proper solution to this in this paper due to its size constraints, but I can draw from my

own years of experience as a teacher. Whenever a student presents me with this issue I always say that if you focus on learning effectively you will be able to handle and overcome any test that you may encounter. It is better to have a deep working knowledge of the subject matter than to prepare for a specific exam.

Moreover, they had an array of problems that had to do with ICTs. These are technological tools that are used to manage and communicate information. In the school, they used iPads linked to an Apple TV device and projected onto a white screen. I was told that the majority of the teachers were not prepared to use this technology, and I could see the teacher struggle every single time she had to set up the system. At the best of times it always takes around five minutes to get it going plus however long the teacher has to spend to manage and calm down the students; at the worst of times, she could not get it to work at all, which led to the class becoming almost unruly, since they rely almost completely on their iPads.

As a final note, Alberto Fontana informed us that the school was starting to implement project-based language teaching and learning, as well as an introduction of design routines and design thinking. While that might have been true, I did not see any evidence to support it. Given the complexity of PBLT and their aforementioned struggles, I doubt they will be able to implement it.

What I did find, however, was a chosen material that, by itself, did not comply with our education laws (vid. Appendix 1). As can be seen in the appendices, the unit that I chose as an example represents a clear iteration of a grammar-based method thinly veiled as a communicative endeavor. The activities often give the students the grammar they have to use before starting to speak. An example of this is exercises 7 and 8 on page 80: "Sentences with *if*". In activity seven, the students individually are asked to listen and repeat what they hear in a recording. There is little to no cognitive engagement. In exercise eight, students have to, again individually, fill in the gaps in a series of sentences which use the particle *if*. This is not communication, this is merely practice. There are no students speaking to one other, there are no strategies deployed, nor negotiation of meaning or inference. This is how the unit generally operates.

There are some instances, like exercise 3 on page 78, where they pair the students and they have to find out something they did not know about each other, but they are few and far between. Generally, the activities are unrelatable, individualistic and detached from the students' reality and interests: very few fourteen-year-olds are thinking about *keeping fit*, which is the theme of the unit. The exercises are based on the traditional four skills of language acquisition: listening, speaking, reading and writing. These have been proven to fall short of how people actually use and learn a language and have been replaced by the more comprehensive *modes of communication*: comprehension, production, interaction and mediation.

I believe these findings justify the creation of this paper's unit proposal and support its contents, which provide a workable teaching alternative that adheres to the Spanish laws of education and the action-oriented approach to language teaching and learning.

Theoretical and Curricular Framework, Methodological Design

As mentioned in the introduction, the unit proposed in this paper adheres to the Communicative Language approach to language Teaching -which does not align with the materials and methodologies I encountered during my practice period-, Willis' model of Task-Based Language Teaching and Learning, the driving principles of the Action-Oriented Approach, and the conclusions of the Agency by Design research.

According to Richards (2001, 2006), Communicative Language Teaching (CLT) is essentially a set of principles which provides opportunities for learners to engage in authentic, purposeful, and interactive language use. It attributes the acquisition of communicative competence to providing opportunities for students to practice communicating through their classroom materials. CLT encourages learners to focus on conveying meaning and understanding, rather than merely acquiring grammatical structures.

In order to do this, activities ought to be developed to enable students to practice communicating in different ways according to their language proficiency level,

which is referred to as their *interlanguage* or individual state of second-language development. These activities are referred to as *tasks* and make communication possible in the classroom.

One of the most popular iterations of CLT is task-based language teaching (TBLT), which started to be developed in the 1980s using 14-year-old students, like the ones this proposal is aimed at. It was conceived in opposition to the aforementioned PPP method, which is still present in schools in one form or another, despite being ostracized by the scientific community. To understand CLT, TBT and AOA, we must accept that PPP fails to accomplish language acquisition.

One of the shortcomings of said method is the lack of authentic and meaningful language use. Its activities focus on isolated language items, disconnected from real-life contexts, thus hindering genuine communication.

There is also insufficient learner engagement, since the teacher plays a central role and learners have few opportunities for strategizing, creating, and critical thinking. Learner autonomy –let alone agency– and ownership of the learning process are quite limited.

The PPP method overemphasizes *accuracy*, prioritizing it over fluency and creating an environment where learners focus on trying to produce correct language forms rather than effective communication. Also, this system does not provide sufficient exposure to authentic language input or opportunities for learners to interact with speakers of the target language outside the classroom. This is particularly evident in 4th of ESO, when they start to participate in exchange programs with English-speaking countries.

Conversely, the initial principles in the communicative approach were the communication principle, the task principle and the meaningfulness principle (Richards and Rogers 2001). These implied that activities that involve real communication promote learning, as does using language to carry out meaningful tasks.

As CLT evolved, it incorporated SLA principles and theories, such as Krashen's Natural Approach (1983) and other comprehension-based theories. Krashen defended

his theory based purely on learning through exposure to copious amounts of adequate input, which had to be natural and contextual. Said input contains positive evidence of how to use structures. According to him, the student acquires the necessary knowledge on structures automatically, through subconscious formulation of hypotheses, without having to produce utterances.

The following interactionist theories (Long 1983) corroborated the importance of input, but posited that interaction has a series of benefits, such as facilitating comprehension because of the negotiation of meaning that takes place.

Indeed, during production many processes take place which facilitate acquisition: hypotheses are tested and reformulated (trial and error); the speaker gets indirect feedback when the meaning does not come across (clarification requests); fluency is developed; and, if we accept the cognitive view that there is explicit and implicit knowledge (Rebuschat and Williams, 2009), the latter is automatized through the communicative practice.

Everything mentioned above responds to the explanation of the natural learning of language, which is similar to how we acquire the first language (L1) in a natural environment. This is the essence of the communicative approach: learning a language by using it.

The communicative approach was based on a series of scientific discoveries which led to developments that exposed how we think we learn, how language is and therefore how we should teach it, i.e. the basis of learning.

In the 1990s, an evolution of the communicative approach appeared, a sort of postcommunicative or communicative 2.0 approach. These theories of learning tell us that an attention to form is also necessary.

Furthermore, cognitive theories discovered that users have processing or attention limitations. Due to these, we must choose where to focus our attention while communicating. Those theories revealed that we tend to focus on processing *meaning* and not *form*, semantic versus syntactic processing. This implies that if us teachers do not employ techniques that bring attention to form, the learners will continue to use incorrect structures that will probably fossilize. Their *interlanguage* will not advance.

Also in the 1990s, task-based learning and teaching came to fruition. Jane Willis' model (1996, 2007) was and arguably still is the most commonly used: *pre-task*, *task*, *post-task*. This dissertation's didactic proposal is partially based on it.

In the pre-task phase, the teacher shows the model of the product he or she expects the students to create. The task is explained with the involvement of the learners in thinking dynamics such as brainstorming, asking them what they will need in order to accomplish their goal. Here, some structures may appear and, as long as they are used immediately after and for a meaningful purpose, it is acceptable to show and explain them to the students without regressing to PPP routines.

Within the task phase there are two sub-phases. In the first one, the students work cooperatively by themselves, in the case of this proposal in pairs or small groups of four. They are assigned and assume roles, e.g. one student being the leader and the other the scribe taking notes. These roles can and should be reversed after the task is completed. This dynamic constitutes unplanned interaction, unrehearsed and spontaneous, which has strong and weak points in itself, like the overuse of the L1. The key is that in those moments the learners are transferring meaning: it is pure communication.

The second substage is referred to as the *report*. In it, the students report their work back to the whole class. They recount what they have done, often in written form. This phase is different because now the teacher is listening, taking notes. The student has chosen structures and faced the proposed problem, and he or she wants to showcase it well.

Merrill Swain (1998, 2000) explains that the report sub-stage, like in sport, pushes you to stretch their L2 resources. In this case, it reinforces the correct structures, the attention is naturally drawn to *form*. Students are more conscious of their mistakes. This is invaluable in a model that is mainly focused on meaning.

While they are reporting, the students produce *comprehensible output*, which makes learners perceive new forms or gaps between what they can and cannot express properly. This production requires more precision and accuracy, as well as further

elaboration, since it is going to be presented to an audience in a more formal environment.

Indeed, right after the task, In the post-task phase there are two steps (substages): Analysis (where problems are reflected on, the teacher presents/discusses errors that have arisen in the task and report phase, structures are presented to compare, etc.) and Practi , where these forms are practiced in a controlled manner.

Building on this, the sociocultural perspective posed the idea of language being essentially social, thus emphasizing interaction, learning in performance –tasks–, collaboration and cooperation. Meaning-based perspectives and social linguistics motivated functionalism –function drives form– negotiation of meaning, rich input, authentic materials and the role of affect and emotion, as well as language identity in the language learning process.

Moreover, after rejecting the PPP method, the question arises as to which activities are compatible with CLT. The answer is an unlimited number, so long as they engage learners in communication, promote negotiations of meaning, communicative processes such as sharing information or closing information or opinion gaps, and they use language for a purpose.

In communicative language teaching authentic materials are used in order to promote communication because they are more complex and attractive; more relevant and meaningful, and promote the enhancement of rich input. There is still a need to focus on form particularly in written output (Sharwood-Smith 1993), however some authors, like Long (2015) contend that input should be elaborated because it's more appropriate than genuine or simplified input, especially for beginner and intermediate students. The action-oriented approach rejects this premise.

It must be taken into account that CLT is an approach, not a method. That is, principles and theories about language learning. It is not prescriptive and allows for the educator to elaborate his or her own context-sensitive pedagogy. This will depend on diversity of learners, contexts and purposes (Brown 2007).

However, there have been critics to this communicative approach (Kumaravadivelu 2006) who stated that CLT over emphasizes speaking and listening and it is not as effective as it claims to be.

The Action-Oriented approach and the CERF

The action-oriented approach shares a communicative perspective on language and language acquisition but there are key differences between them.

The Action-Oriented Approach on which this paper is based goes back to 2001, when the CEFR was passed. It provided education entities in the EU –and beyond– with common reference levels and illustrative descriptor scales for curriculum planning, teaching and assessment (Biggs 2003). They did away with the four traditional language skills and introduced the more scientifically accurate *modes of communication* (vid. supra). They described the learner as a *social agent* who develops strategies and competences *in action*. The CEFR prescribed an action-oriented approach to language pedagogy focused on *tasks*. They also redefined and presented the *plurilingual* competence as opposed to the more traditional multilingual one.

Multilingual competence refers to an individual's ability to use and understand multiple languages. It indicates proficiency in two or more languages and the capacity to switch between them as needed. Multilingual competence acknowledges the acquisition and mastery of separate language systems.

On the other hand, plurilingual competence goes beyond mere multilingualism. It refers to an individual's ability to draw on and interconnect their linguistic resources across different languages. It emphasizes the holistic and interconnected nature of language skills and recognizes that languages are not isolated entities, but rather part of a broader linguistic repertoire.

In plurilingual competence, languages are seen as complementary and mutually enriching rather than isolated systems. It includes the ability to navigate and *mediate* between languages, as well as the cultural and intercultural understanding that comes with language use.

While multilingual competence focuses on proficiency in individual languages, plurilingual competence emphasizes the integration and interaction of languages within an individual's linguistic repertoire. Plurilingual individuals are capable of leveraging their diverse language skills to communicate effectively in various linguistic and cultural contexts.

The early use of the CEFR was somewhat limited to its scales and descriptors. The CEFR divides language proficiency into six levels: A1, A2, B1, B2, C1, and C2. Each level represents a specific set of language skills and abilities that learners should demonstrate. The framework described these levels in terms of communicative competences. It also incorporates other aspects such as grammar, vocabulary, and cultural understanding.

The CEFR provides detailed *descriptors* for each level, outlining what learners *can do* and understand at each stage of their language learning journey. These descriptors serve as guidelines for curriculum development, course design, and assessment practices in language teaching. They help educators set learning objectives, design learning activities, and assess learners' progress in a standardized and transparent manner.

Spain has incorporated the CEFR to its legislative corpus, ensuring that its instruction aligns with EU standards and that its learners' achievements can be compared and understood within a broader context. The framework promotes a *learner-centered* and *communicative* approach to language teaching, focusing on the practical application of communicative competence in real-life situations.

National governments and teaching authorities made a reductionist use of the avant-garde concepts in the CEFR –we mentioned multilingualism vs. plurilingualism. The focus was on *autonomy* rather than agency, which adheres to the CLT approach but falls short of AOA standards of student action and involvement.

Indeed, a key difference between CLT and AOA is the focus of the latter on student agency, self-regulation, and the mobilization and further development of competencies and strategies through the completion of tasks (North 2022).

Mediation -synthesizing, paraphrasing, interpreting- and tasks are also an issue of contention between the two approaches. Tasks in CLT are often too individualistic and unreal compared to AOA exercises. In the best of cases, the former are realistic, but do not represent real problems or issues that the target students have or will have to face outside the classroom. They do not usually encounter those situations, and therefore cannot be true agents in them, but rather assume *roles*.

The CEFR *Companion* volume, developed between 2014 and 2016, passed in 2018 and reviewed in 2020 provides a user-friendly version of the CEFR. By doing this, it places the AOA in a stronger position, particularly by updating and extending the descriptors for the competences. It underlines the concept that the CEFR and its companion favor a salient feature approach to language teaching and learning, as opposed to a systematic one. The open nature of its descriptors ensures that it is a reference system, not an applicable standard.

The aim of the AOA comes from Europe's Human Rights organization, the Council of Europe. Its goal is to educate EU citizens to live and learn in multicultural and multilingual societies, and to develop professionals capable of sustained cooperative work in second languages (Puren 2009 in North 2020).

Other differences between CLT and AOA include (Piccardo 2014) the teaching of language now in the classroom, not referring to some future hypothetical need or scenario. Also, the freedom of maneuverability of the agent learner. The organization of the classroom activities with an underlying theme or in a coherent scenario, similar to project-based learning: the students have a mission to accomplish. There is an apparent loss of control and dilution of the teacher, but he or she is vital in providing the mediation and scaffolding for the students to succeed.

In AOA, the teaching and learning are driven by action in terms of curriculum and course plan compliance, and enactment in the class. It involves planning backwards from the students' real-life communicative needs, aligned with the proper teaching and assessment, using descriptors to create concrete goals and specific tasks or scenarios.

Furthermore, at a more detailed classroom level, this implies an adoption of affordances, agency and tasks. *Affordances* are opportunities or callings for action

(Dreyfuss, Kelly 2007). They go beyond mere possibilities, like in CLT, but only work if they are relevant to the student and perceived by him or her. So, instead of providing rich input (vid. supra), the teacher should expose the social agent learners to an abundance of affordances which will elicit language use and communication (Piccardo, North 2019).

Regarding agency, it is a complex and dynamic system influenced by many components, such as affect –interests, predilections, desires, relationship with the teacher–, motivation and self-regulation (Mercer 2019). It has a social, environmental and individual aspect.

What a social agent learner *can mean* is determined by the affordances of a specific scenario: the meaning and the action potentials (Van Lier 2004). It is therefore context-sensitive, and as Larsen-Freeman (2019) points out, develops through iteration and co-adaptation to other agent learners.

In order to distinguish between autonomy and agency, we must consider the four core characteristics that constitute the latter (Bandura 1989, 2001, 2008, 2018). The first one is *intentionality*: a plan of action which is adjusted as the task is being carried out, in light of new input. The second one is *forethought*, which is linked to the intention of predicting the outcome and possible challenges to overcome. Another one is the *self-regulatory* process, which can be viewed as checking one's progress and that of one's team as the plan is carried out. The last one is *self-reflection*, when the plan and process are contrasted against the achievement of the goal set. These can be distilled down to *forethought*, *self-reactiveness* and *self-reflectiveness*, but it is semantics; what is important is the ideas behind them.

The AOA is impregnated by the agency theory, integrating it into collaborative work. Concrete goals presented using CEFR descriptors in specific tasks work better than generic ones. An iterative process of course-correction with feedforward –keeping the goals in sight– and feedback –to identify weak points– gives way to experiences of success and that, in turn, to self-belief and motivation. This mechanism throughout the whole process, not just at the end in a specific stage.

In AOA, the classroom is an environment for real language use. Therefore, tasks become as far removed as possible from controlled exercises, as opposed to what can happen in TBT. Tasks in AOA must have the following characteristics (Hunter et al. 2019 in North 2020): action has purpose and real-life application; there is a clearly communicated goal to be achieved that results in a product or outcome; learners process authentic texts and real-life experiences; learners exercise agency in an authentic social context; there are conditions and constraints which elicit creativity and critical thinking; learners work cooperatively contributing to their partners' progress; learners draw upon existing and developing competences; learners make choices and think and act strategically.

This might look very similar to TBLT, but in AOA the tasks are richer and provide an abundance of affordances, which entices learner agency. They can be viewed as student-run projects; they are the social agents, and the teacher elicits progress reports and provides support. TBLT tasks are usually more constrained and structured, making students play roles and choosing from limited options. In AOA tasks give learners the chance to engage in action to produce an artifact. Whilst developing this product, they mediate and use their plurilanguage competence to communicate, co-construct meaning and achieve new language acquisition.

Tasks in AOA typically require more time and lessons than in TBLT. There is no role-playing, but rather role-enactment (Piccardo and North 2019). The social agents are themselves and act accordingly, planning and communicating their opinions in a real scenario.

The AOA theoretical framework mentioned above ties in with the Aragonese curriculum, which states that the desired learning model is action-oriented, especially in secondary education. It refers to the learner as an agent. It no longer talks about student autonomy, but rather student agency; as in real life. Therefore, all activities must have a social component. They must be based in daily matters, the 21st century challenges, or something important that is happening in the learners' lives.

Building on what was mentioned in the introduction, the achievement of the competences and goals set in the LOMLOE for secondary education is linked to the acquisition and development of key competences gathered in the *exit profile* of the

Aragonese curriculum. This paper focuses on linguistic communicative competence; plurilingual competence, digital competence; personal, social and learning-to-learn competence; and civic competence. Each of them is developed through *operative descriptors* that allow their practical implementation in the lessons.

A key aspect of the exit profile is *mainstreaming*. The acquisition of each key competence contributes to that of the rest. There is no hierarchy amongst them and they relate to all subjects equally, not only ESL.

The operative descriptors, along with the stage objectives, allow for the concretion of the specific competences of each subject. The evaluation of the latter permits the assessment of the degree of acquisition of the key competences in the exit profile.

The linguistic communicative competence (CCL) entails the conscious mobilization of knowledge, skills and attitudes to understand, interpret and critically assess different kinds of messages to communicate and cooperate with others, avoiding being manipulated or misinformed. The exit profile of the Aragonese curriculum assigns five descriptors to this competence: CCL1-CCL5.

The plurilingual competence (PC) explained above is grounded pragmatically through three descriptors: PC1-PC3. It can also be found in the exit profile.

The digital competence (CD) implies the safe, healthy, critical, sustainable and responsible use of digital tools in learning and social interactions. It includes information literacy, media education, creation of digital content, cybersecurity, intellectual property and computational and critical thinking. It has five descriptors: CD1 to CD5.

The personal, social and learning-to-learn competence (CPSAA) entails knowing and accepting oneself, and wanting to grow constantly; managing time and information effectively; collaborating constructively; maintaining resilience and managing lifelong learning. It promotes the capacity of dealing with complexity and the unknown; to identify antisocial conducts and developing strategies to deal with them; to contribute to personal and proximal physical, mental and emotional well-being, developing abilities to take care of oneself and those around responsibly; to conduct one's life

minding the future; as well as expressing empathy and dealing with conflict in a nurturing and integrative context. The can-do's at the end of secondary education regarding this competence are reflected in its five descriptors, CPSAA1-CPSAA5.

The civic competence (CC) contributes to a responsible social life, based on the comprehension of social, economic, judicial and political structures; as well as a conscious acceptance of a democratic culture based on the respect for human rights, a critical reflexion on the great ethical problems of our time, and the development of a sustainable lifestyle. There are four descriptors that help ground the ideas of this competence: CC1-CC4.

Other instructional models informing current teaching

The Maker Movement is a cultural phenomenon that celebrates shared experimentation, iterative learning, and discovery through connected communities that build together, while always emphasizing creativity over criticism (Singh 2018). Maker-centered learning has become very popular in recent years among young people and adolescents, and since this proposal is aimed at fourteen-year-olds and involves the making of a product, I found it very appropriate.

A group of Harvard investigators led by Shari Tishman and Edward Clapp (2012-2020) launched the Agency by Design initiative to investigate the pedagogies of maker-centered learning. They identified what they coined as *maker empowerment*, a sensitivity to the design of objects and systems. This encompasses the ability to think critically about what we use and why, as well as affecting our world for the better through design, creation, redesign, tinkering and hacking. This can be applied to the subject matter of this proposal: What are the main characteristics of the best designs and campaigns? How can we tweak and improve them?

Tishman and Clapp assigned three core capacities to AbD: looking closely, exploring complexity and finding opportunity. They also developed a suite of thinking routines and education resources readily available on the Harvard Project Zero webpage, developed by researchers in Oakland and California, which are now being implemented by teachers all over the world.

Agency by Design's capacities are clearly compatible with the Aragonese Curriculum and its driving Action-Oriented principles of social agency, real use of the second language, positively affecting other people's lives and work for public good, among others.

To work inclusion and diversity into my design I have used different kinds of strategies and activities. I have adapted the input utilizing different modalities to facilitate the students' comprehension at all levels in the classroom.

Adhering to the principles and recommendations of Universal Design for Learning (DUA), diverse methods of presenting information have been implemented. Versatile digital tools have been employed to adjust the font size, convert written text into audio (for individuals with visual impairments), amplify audio volume, adjust speech speed, and generate subtitles (for those with hearing impairments). Additionally, flexible groupings have been established, fostering collaboration among students with similar proficiency levels to enhance and further engage in collaborative work.

3. Critical analysis and discussion of the didactic proposal

As mentioned in previous sections, in order to amend the deficiencies I detected during my practice period in Sagrado Corazón de Jesús, I propose the following didactic unit. I will explain the plan, as well as how and why it complies with the CEFR, the Spanish and Aragonese curricula, and the guiding principles of the Action-oriented Approach and the Agency by Design initiative.

The **learning situation** that provides the opportunities for learning is as follows:

Introduction and Context.

The school has a long-standing tradition of sending fourth of ESO students to the south of the United Kingdom to live with a native family and attend English classes in different schools, as part of a student exchange program. In turn, British students come to Zaragoza and are likewise tutored by the school. Since these exchanges take place in the summer and involve teenagers, problems of alcohol consumption have arisen both in Spain and the UK.

Students meet after class and stay in nearby parks to party and drink alcohol, thus violating British and Spanish laws and constituting a real problem that ought to be solved. Furthermore, this uncivic conduct has prompted parents to complain and the survival of the exchange program is on the line.

The principal of Sagrado Corazón high school has spoken to the headmaster of this year's partnering British school, and they have reached an agreement. They will involve the students themselves in solving the situation.

The principal requires the assistance of thirteen to fourteen-year old students in designing an awareness campaign for the exchange British students that come to Zaragoza in the summer. The foreign students will plaster their highschool with the posters that the Spanish students make for them. In turn, an analogous campaign in Spanish will be designed by the British students, and their posters will be put up in the Sagrado Corazón school of Zaragoza.

This way, students from both countries will better their own lives through the research and making of the project, will help improve the quality of life of others by creating a deterrent for premature alcohol consumption, and they will contribute to solving a civic problem.

This campaign will help with the creation and distribution of posters that will be printed on site, but that must also work as social media posts to make them an effective alcohol usage deterrent. It has been considered that delivering this content in English will have a strong impact on the ESL students' language acquisition.

Raising awareness is the goal of the campaign, which will act as a marketing scheme. The students are encouraged to research, learn and inform one another about successful campaigns, including sports and technology ones, in order to make the posters as effective as possible. The principal has made it very clear that the important thing is that the students make this project drawing from their own views and experience, and that the goal is making the problem visible to help alleviate it.

In order to achieve this and simultaneously comply with the laws and the curricula, the ESL teacher has decided to implement the following eight-lesson unit based on the Action-oriented Approach, the Aragonese Curriculum and the Agency by Design movement.

The focus will be set on marketing campaigns during some of the research stages, due to the potentially disturbing nature of some awareness campaigns that deal with addiction and substance abuse. Their traits are essentially the same.

As previously mentioned, even though classes are theoretically allotted more time, each lesson consists of forty-five usable minutes, since my collected evidence suggests that any more time would be unrealistic.

The **learning aims** of this unit are detailed in the appendices (vid. Appendix 2).

Curricular elements involved

Key Competences.

These key competences align with the various skills and knowledge areas covered in the didactic unit, promoting a holistic development of students' abilities in linguistic, digital, social, and cultural contexts.

Competence in Linguistic Communication: Comprehension and production of oral and written texts during the analysis of information related to teenage alcohol consumption. Interaction with peers in small group collaborative activities. Mediation skills in negotiating ideas and perspectives during group discussions.

Plurilingual Competence: Comparison of language use in the context of social networks in English and other languages within the linguistic repertoire of the students. Utilization of communication strategies in English and cross-linguistically during collaborative learning and communication.

Mathematical Competence: Interpretation of graphs related to statistics or information depicting the consequences of teenage alcohol consumption.

Digital Competence: Use of digital tools, such as Canva and online research platforms, for information search, collaborative design, and the creation of the awareness campaign. Reflection on responsible and effective use of digital tools, particularly in the context of social networks.

Personal, Social, and Learning to Learn Competence: Task planning and organization throughout the various stages of the awareness campaign design. Learning from mistakes and iterative improvement during the planning, production, and presentation of the campaign.

Civic Competence: Understanding the consequences and risks of teenage alcohol consumption, including criminal attitudes and activities related to social networks. Cultivating empathy towards potential victims of alcohol-related issues.

Competence in Cultural Awareness and Expression: Creative design of a written or dramatized story as part of the awareness campaign, expressing cultural awareness and fostering creativity in communication.

Specific competences

Through the proposed learning situation all specific competencies are developed: CE.LEI.1, CE.LEI.2, CE.LEI.3, CE.LEI.4, CE.LEI.5, CE.LEI.6.

Basic knowledge

A. Communication:

Self-Confidence and Initiative: Encouraging self-confidence and recognizing errors as integral to the learning process.

Communication Strategies: Planning, executing, controlling, and repairing understanding, production, and co-production of oral, written, and multimodal texts.

Mediation Activities: Knowledge, skills, and attitudes for mediation activities, such as explaining graphs, in everyday situations.

Communicative Functions: Application of communicative functions related to the task, including describing routines, asking and giving information about preferences, expressing opinions, giving advice, narrating events, and reformulating.

Text Models: Understanding models of informative text (infographic), literary text (story), and oral presentation in English.

Linguistic Units: Grasping commonly used linguistic units and meanings associated with these units.

Vocabulary: Building vocabulary related to leisure, information technologies, communication, and everyday life.

Language Patterns: Recognizing commonly used sound, accent, rhythmic, and intonation patterns in English, along with meanings and communicative intentions associated with these patterns.

Spelling Conventions: Applying commonly used spelling conventions in English.

Conversational Strategies: Understanding commonly used conventions and conversational strategies in English.

Learning Resources: Utilizing learning resources and strategies for searching and selecting information, including dictionaries, digital and computer resources.

Respect for Intellectual Property: Practicing respect for intellectual property and copyright on consulted sources and used content.

Analog and Digital Tools: Using commonly used analog and digital tools for oral, written, and multimodal comprehension, production, and co-production, including web applications for creating digital texts (e.g., Canva).

B. *Multilingualism*:

Communication Strategies: Applying strategies and techniques to respond effectively and fluently to specific communicative needs in English.

Comparative Linguistics: Utilizing strategies to identify, organize, retain, recover, and creatively use linguistic units through the comparison of English and other languages within the linguistic repertoire.

Self-Assessment: Employing strategies and tools for self-assessment (checklists), co-assessment (rubrics), and self-repair.

Metalanguage: Exchanging ideas about communication, language, learning, and communication tools using expressions and specific vocabulary in English (metalanguage).

C. *Multiculturalism:*

Interpersonal and International Communication: Recognizing the role of English as a means of interpersonal and international communication, a source of information, and a participation tool in the classroom.

Cultural Patterns: Understanding cultural patterns commonly used in communication through social networks in English.

Strategies Against Discrimination: Applying strategies for the detection and action against discriminatory uses of verbal and non-verbal language in English.

Evaluation criteria

In this learning situation the evaluation criteria applied are: CE.LEI.1.1., CE.LEI.1.2 and CE.LEI.1.3.; CE.LEI.2.1., CE.LEI.2.2. and CE.LEI.2.3.; CE.LEI.3.1. and CE.LEI.3.2.; CE.LEI.4.1. and CE.LEI.4.2. (vid. Appendix 4 Evaluation Criteria).

Connections to other subjects

The didactic unit focused on creating an awareness campaign against teenage alcohol consumption connects to other subjects like so:

Technology and Digital Literacy: The tasks in this learning unit closely link to the subject of Technology and Digitalization. Vocabulary related to social networks and the use of technologies for research is incorporated. Additionally, the promotion of digital tools, such as Canva and Padlet, for information search and the creation of the final product (infographic) aligns with the goals of technology education.

Education in Civic and Ethical Values: There is a strong connection with the subject of Education in Civic and Ethical Values. The unit fosters the ethics of taking action to help solve a social problem in the community.

Mathematics: The unit has connections with the subject of Mathematics. Tasks involve interpreting statistics and percentages related to alcohol use. Students are also

expected to express data in statistical terms, contributing to mathematical literacy and application.

Spanish Language and Literature: The subject of Spanish Language and Literature is present in the proposed tasks. Oral and written expression, interaction, and comprehension of oral and written texts in English are worked on. This cross-disciplinary approach enhances language skills within the context of creating an awareness campaign, emphasizing communication effectiveness.

These connections underscore the interdisciplinary nature of the unit, integrating language learning with technology, ethical values, mathematics, and linguistic skills. This holistic approach enhances students' understanding and application of knowledge across various subjects.

Attention to individual differences.

In alignment with the principles of Universal Design for Learning (DUA), this didactic unit is committed to addressing individual differences and ensuring an inclusive learning environment. Various strategies and tools will be employed to accommodate diverse learning needs:

Multimodal Information Presentation: Recognizing that students have different learning preferences, multiple forms of information presentation will be provided. Text-based information will be complemented with visuals, graphics, and audio elements to cater to diverse learning styles.

Flexible Digital Tools for Accessibility: Flexible digital tools will be integrated to enhance accessibility. These tools will allow adaptation of font sizes for visual comfort. For students with visual impairments, written text can be transformed into audio, providing an alternative mode of comprehension. Additionally, features such as volume adjustment, speech speed modification, and subtitle generation will be available to address potential hearing difficulties.

Flexible Groupings: To account for varying proficiency levels and individual learning needs, flexible groupings will be implemented throughout the unit. Students will be grouped based on their language proficiency and collaborative dynamics, ensuring that support is readily available between peers of similar levels. This approach aims to reinforce understanding among students with similar language abilities and provides opportunities for expansion as they progress, fostering a collaborative and inter-level learning environment.

By incorporating these strategies, the unit seeks to create a learning experience that is accessible, inclusive, and responsive to the diverse needs of all students. This approach not only addresses individual differences but also promotes a supportive and collaborative classroom culture.

Recommendations for formative evaluation

In assessing the learning outcomes of this didactic unit focused on creating an awareness campaign against teenage alcohol consumption, the following recommendations are made to ensure a comprehensive and inclusive evaluation process:

- Clear Evaluation Criteria and Rubrics: Develop clear and transparent evaluation criteria aligned with the learning objectives. Rubrics will be provided to students from the outset, offering a detailed understanding of what is expected and how their work will be assessed.

- Diverse Assessment Tasks: Embrace the principles of Universal Design for Learning (UDL) by incorporating various types of assessment tasks. Evaluation will not be limited to a single format but will include a range of tasks, such as direct observation, oral presentations, and written submissions. This approach acknowledges diverse learning styles and provides students with varied opportunities to demonstrate their understanding and skills.

- Continuous Monitoring and General Understanding: Ensure continuous monitoring of students' progress and general understanding through different

techniques. Employ methods such as direct observation during group work, oral presentations, and written reflections. This multifaceted approach allows for a holistic evaluation of students' engagement and comprehension throughout the entire unit.

- **Interactive Techniques for Immediate Feedback:** Utilize interactive techniques to obtain immediate feedback and assess real-time understanding. The use of mini whiteboards is recommended as an effective tool for gauging the simultaneous response of all students. This approach promotes active participation and allows for quick identification of any misconceptions or areas that may require further clarification.

- **Attention to Form Section for Grammatical Accuracy:** Introduce an analysis section where students can focus on form, grammatical structures, and language accuracy. This dedicated section provides an opportunity for students to refine their language use, and for the teacher to address specific grammatical points, enhancing the overall language proficiency aspect of the unit.

Amplification proposal

The Teenage Alcohol Awareness Campaign learning situation can be adapted and expanded to accommodate the varying competencies of students. As suggestions for enrichment, particularly for high-performance groups or 4th ESO students, the following proposals are made to enhance the depth and scope of the unit:

- **In-Depth Exploration of Alcohol-Related Issues:** For high-performance groups or advanced students, delve into a more detailed examination of alcohol-related issues. Explore real situations that occurred in educational centers, highlighting the consequences and proposing viable solutions. This expanded approach adds complexity and encourages students to critically analyze the multifaceted aspects of teenage alcohol consumption.

- **School-Level and International Surveys:** Conduct a comprehensive survey within the school to investigate the use of alcohol among different age groups. Extend this research by collaborating with other European schools through an international

eTwinning project. Compare and analyze the survey results to identify variations in habits across different cultures. This not only broadens the scope of the project but also fosters international collaboration and cultural understanding.

- Debates on Prevention Proposals: Utilize the survey results to facilitate debates on prevention proposals among young people. Engage students in discussions at local, national, or even international levels. Encourage them to formulate and communicate their suggestions through formal channels, such as emails, to official regional organizations (City Council, CIPAJ) and potentially to higher authorities like the European Union. This extension empowers students to actively contribute to discussions on preventive measures on a larger scale.

- Focus on Lexicon and Discursive Genres: Expand the unit's focus to include an exploration of lexicon, communication styles, and new discursive genres related to alcohol consumption. Students can engage in creating comics that incorporate these linguistic elements. This not only enhances their language skills but also encourages creative expression and critical thinking about how language shapes perceptions and attitudes towards teenage alcohol use.

By incorporating these amplification proposals, the didactic unit becomes a platform for students to explore, discuss, and actively contribute to the awareness campaign at various levels, allowing for a more nuanced understanding and impactful engagement with the issue of teenage alcohol consumption.

Description of the unit.

LESSON 1: INTRODUCTION TO THE PROBLEM AND THE CAMPAIGN.

Objective: to introduce the topic of alcohol consumption, discuss its impact on teenagers, and present the overall project goal.

1. **PRE-TASK** (15 minutes): Brainstorming session in small groups (from 2 to 4) - What do they know about the effects of alcohol on teenagers?

The following is a detailed brainstorming session that provides a structured yet dynamic environment for students to engage with the topic, fostering collaboration and ensuring that a variety of perspectives are considered as they begin to explore the impact of alcohol on teenagers. It can be done keeping track of every minute or in a more relaxed fashion, depending on the class dynamics. The same applies to the rest of the subsections of the didactic unit.

1.1. Setting the Stage (5 mins):

- Begin the session by discussing the importance of understanding the effects of alcohol consumption on teenagers.
- Emphasize that every idea is valuable, and the goal is to collectively gather insights.

2.1. Activate Prior Knowledge (5 mins):

- Prompt students with open-ended questions such as:
- "What do you already know about the impact of alcohol on teenagers?"
- "Have you heard or seen any stories related to this topic?"

3.1. Group Formation (2 mins):

- Form small groups of 3-4 students. Aim for diversity in each group, ensuring a mix of personalities and perspectives.

4.1. Idea Generation (3 mins):

- Provide each group with a large sheet of paper and markers.
- Instruct them to brainstorm and jot down any thoughts, facts, or personal experiences related to the impact of alcohol on teenagers.

5.1. Encourage Discussion (5 mins):

- Facilitate group discussions by encouraging students to share their ideas with each other.
- Prompt questions like: "Which effects do you find most concerning?" and "Are there any misconceptions or stereotypes about teenage drinking that we should address?"

6.1. Capturing Ideas (2 mins):

- Circulate among the groups, ensuring that all ideas are being captured on the sheets.
- Encourage students to build on each other's ideas and challenge assumptions.

7.1. Whole-Class Sharing (3 mins):

- Invite each group to share one or two key insights from their brainstorming session.
- Encourage other groups to ask questions or offer additional perspectives.

8.1. Summarizing Insights (2 mins):

- Summarize the collective insights on the board or a shared document.
- Highlight common themes and differences among the groups.

2. **TASK** (20 mins): Watch a short video on the consequences of teenage alcohol consumption. Discuss the emotional and cognitive impact.

The following detailed task structure allows students to delve into the topic through multimedia exploration, fostering communication, and providing a foundation for the upcoming campaign project.

2.1. Introduction and Context Setting (5 mins):

- Recap the insights gathered during the brainstorming session.
- Briefly introduce the task: Analyzing the impact of alcohol on teenagers through a multimedia exploration. Hand out the table “Before we begin” and have the students fill it in, so that they focus and know what they have to do (vid. Appendix 6 Material, Lesson 1).

2.2. Multimedia Exploration Stations (10 mins):

- Set up multimedia stations around the classroom, each focusing on a different aspect of the impact of alcohol on teenagers (e.g., physical health, mental health, academic performance).
- Tell the students to research short articles, video clips, and infographics related to each aspect and provide them with a few proven websites (vid. Appendix 6: Materials).
- Divide students into small groups and assign each group to a station.

2.3. Guided Exploration (5 mins per station):

- Instruct each group to spend about 5 minutes at their assigned station.
- Encourage students to actively engage with the materials, take notes, and discuss their observations within their groups, thus encouraging mediation.

2.4. Group Discussion and Reflection (10 mins):

- Bring the groups back together for a whole-class discussion.
- Each group shares key insights, observations, and questions from their station.
- Encourage cross-group discussion by prompting questions like: "Did you notice any patterns or connections between the different impacts?" and "Were there any surprises or new information you learned?"
- The students should arrive at a few or all of the consequences of underage drinking organized in the table “Negative effects of alcohol in teenagers” (vid. Appendix 6 Materials, Lesson 1).

2.5. Class Synthesis (5 mins):

- Summarize the collective observations on the board or a shared document.
- Discuss the complexity of the issue and the interconnected nature of its various impacts.
- Transition into the importance of addressing these impacts through an awareness campaign.

2.6. Transition to Campaign Project (5 mins):

- Introduce the overarching goal: Designing an awareness campaign against alcohol consumption among teenagers.
- Emphasize that understanding the diverse impacts is crucial for creating a comprehensive and effective campaign.

3. **POST-TASK** (10 mins): Focus on form. These steps constitute a focused and efficient post-task session, concentrating on essential grammar and form correction.

3.1. Group Reflection (3 mins):

- Briefly discuss the most impactful findings. Use language structures like simple past tense to describe observations and present perfect for experiences. Example: "We *saw* that the effects of alcohol *are* serious."

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as comparative adjectives (e.g., more surprising, less concerning) and modals (e.g., could, should) for expressing possibility and advice.

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on present simple and present continuous to describe ongoing actions. Example: "Teenagers often *drink* without realizing the consequences. They *are learning* about the impacts now."

LESSON 2: ANALYZING SUCCESSFUL CAMPAIGNS.

Objective: Understand the characteristics of successful marketing campaigns.

Materials: Students should infer at least a few of the traits in table “Traits of successful campaigns” (vid. Appendix 6 Materials, Lesson 2). There are also three tables with the traits of the Nike, Apple and Coca-Cola campaigns that can be used as organizers for the students by removing the descriptions of the traits. This way, the teacher guides the students in their research, making them follow steps towards a goal.

1. **PRE-TASK** (15 mins): Exposure to examples of successful marketing campaigns in small groups. Identify common elements.

1.1. Introduction and Group Formation (5 mins):

- Begin by introducing the task of exploring iconic ad campaigns.
- Briefly explain the significance of Nike’s “Just Do It,” Apple’s “Get a Mac,” and Coca-Cola’s Christmas campaigns.
- Form small groups of four students each.

1.2. Online Ad Exploration (6 mins):

- Assign each group one of the campaigns to research.
- Instruct students to use their own mobile phones or assigned iPads to search and watch ads related to their assigned campaign.
- Emphasize the freedom to use their preferred browsers or applications for the search. Suggest YouTube for those undecided or lost.

1.3. Group Discussion and Initial Findings (4 mins):

- Encourage groups to discuss their initial findings and impressions of the ads.
- Emphasize key aspects like messaging, visuals, and overall impact.
- Prompt students to take brief notes on their observations to prepare for the upcoming analysis.

This pre-task structure allows students to actively engage with iconic ad campaigns, explore online content, and prepare for the subsequent analysis in the main task.

2. **TASK** (20 mins): Identifying success traits. What made these campaigns effective?

2.1. Group Analysis Using Online Platforms (10 mins):

- Form small groups and assign each group a successful awareness campaign.
- Instruct students to conduct their analysis using online platforms or tools like Google Slides or Padlet.
- Collaboratively compile key information on target audience, messaging, visuals, and overall impact.

2.2. Group Presentation (5 mins):

- Each group presents their analysis using the online platform chosen.
- Emphasize clarity and effective use of visuals in the online presentation.

2.3. Whole-Class Discussion and Reflection (5 mins):

- Facilitate a brief discussion after each online presentation.
- Encourage students to reflect on common themes and patterns observed across different successful campaigns.
- Discuss how these insights can be applied to their own awareness campaign against teenage alcohol consumption.

Integrating an online platform enhances the task by introducing technology for collaborative analysis and presentation. This not only aligns with the contemporary use of ICT but also provides students with an opportunity to develop digital literacy skills.

3. **POST-TASK** (10 mins): Class discussion - Summarize key characteristics for a successful campaign. Grammar and Form Correction.

3.1. Group Reflection (3 mins):

- Discuss insights using language structures like comparative adjectives (e.g., "The most effective campaigns were more memorable") and past simple tense for summarizing observations (e.g., "We *saw* that successful campaigns *used* emotional appeal").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as the use of adverbs for expressing opinions (e.g., "I *personally think* emotional appeal is important") and forming questions in the past simple (e.g., "Did you notice any common elements?").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on expressing agreement or disagreement using simple sentence structures (e.g., "I *agree* that emotions *are* powerful in campaigns").

LESSON 3: TARGET AUDIENCE ANALYSIS.

Objective: Identify the target audience and tailor the campaign to their needs.

Materials: I have provided a table that can be used as an organizer for the students to research the traits of teenagers as a target demographic for the campaign (vid. Appendix 6 Materials, Lesson 3). It can also be used as an assessment tool for the teacher and the students, to check that they have the necessary information to do the tasks.

1. **PRE-TASK** (15 mins): In small groups, discuss and list characteristics of teenagers. Exploring Teenager Perspectives with ICTs.

1.1. Introduction to Target Audience Using Online Surveys (5 mins):

- Start by introducing the concept of target audience and its significance in advertising.

- Discuss the general characteristics of teenagers and their relevance to the awareness campaign.

- Introduce the use of online surveys for gathering information.

1.2. Online Survey Implementation (7 mins):

- Instruct students to use online survey tools (e.g., Google Forms or SurveyMonkey) to create a brief questionnaire about teenage perspectives on alcohol consumption.

- Allocate time for each group to design and share their survey with classmates.

- Encourage groups to use a mix of multiple-choice questions and open-ended prompts.

1.3. Group Sharing and Compilation Using a Collaborative Document (3 mins):

- Each group shares the link to their online survey in a collaborative document (e.g., Google Docs).

- Classmates take a few minutes to complete surveys created by other groups.

- Emphasize the importance of gathering diverse perspectives.

This pre-task structure incorporates ICT tools by introducing online surveys for data collection and collaborative documents for sharing and compiling information. It not only enhances communication and mediation, but also prepares students for the target audience analysis in the main task.

2. **TASK** (20 mins): Analyze how these characteristics should influence the campaign message. Creating Teenager Profiles and Online Survey Analysis.

2.1. Teenager Profiles Creation (8 mins):

- Remind students of the pre-task where they explored teenager perspectives.

- Instruct each small group to create detailed profiles of their target audience, teenagers, based on the characteristics discussed.

- Encourage the use of a shared online document (e.g. Google Docs) for collaborative profile creation.

2.2. Online Survey Analysis and Data Summary (7 mins):

- Remind students about the online surveys they created in the pre-task.
- Ask each group to review and summarize key findings from their surveys.
- Use simple data representation methods, like lists or tables within the online survey platform.

2.3. Group Presentation and Reflection (5 mins):

- Each group presents a brief summary of their target audience profiles and key survey findings.
- Emphasize the integration of data-driven insights into their profiles.
- Facilitate a brief class discussion for reflections on commonalities, differences, and the potential impact on the design of the awareness campaign.

ICT Integration: During the Online Survey Analysis (Step 2), students can use the simple data representation features provided by the chosen survey platform, such as creating lists or tables within Google Forms or Padlet.

This simplified use of ICTs ensures that students can effectively collaborate on the online document and use basic data representation tools within the survey platform, making the technology aspect more accessible while achieving the learning objectives of the task.

3. **POST-TASK** (10 mins): Share findings and discuss as a class. Grammar and Form Correction.

3.1. Group Reflection (3 mins):

- Discuss reflections using language structures for expressing preferences (e.g., "We *prefer* to focus on the academic impact") and present simple tense for stating facts (e.g., "Teenagers *often face* academic challenges due to alcohol").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as using conjunctions (e.g., "We *used 'and'* to connect different characteristics") and forming sentences with quantifiers (e.g., "A significant number of teenagers *may* struggle academically").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on using prepositions to describe relationships (e.g., "Teenagers *with* academic challenges") and forming questions to gather information (e.g., "What other characteristics *did* you consider in your analysis?").

LESSON 4: CREATIVE REFLEXION AND ANALYSIS.

Objective: Encourage creative thinking and reflection through alternative activities.

Materials: During the Creative Element Selection and Planning (Step 1) and Storyboard Creation (Step 2), encourage students to use an online collaborative tool, such as Google Slides or Padlet, for visual planning and documentation. This allows real-time mediation and easy sharing of ideas among group members.

1. **PRE-TASK** (15 mins): Exploring Creative Campaigns with a Callback.

1.1. Callback to Previous Campaigns (5 mins):

- Begin by recalling the campaigns analyzed in Lesson 2—Nike's "Just Do It," Apple's "Get a Mac," and Coca-Cola's Christmas campaigns.

- Discuss the creative elements that stood out in these campaigns and ask students to recall specific examples.

- Relate the success of these campaigns to the creativity demonstrated.

1.2. Small Group Brainstorming (5 mins):

- Divide students into small groups of four.
- Instruct each group to brainstorm and list creative elements they found effective in the recalled Nike, Apple, and Coca-Cola campaigns.
- Encourage the use of ICT by having groups note down their ideas on a shared online document (e.g., Google Docs).

1.3. In-Group Mediation Activity (5 mins):

- Within each group, assign a mediator whose role is to facilitate discussion and ensure every member's input is considered.
- Mediators guide the discussion on creative elements, ensuring everyone has a chance to share their thoughts.
- Groups work collaboratively to refine and prioritize their list of creative elements based on the mediated discussion.

During the Small Group Brainstorming (Step 2), encourage students to use a shared online document, such as Google Docs, to collaboratively list their creative ideas. This allows real-time collaboration and easy sharing of ideas among group members.

This pre-task structure maintains the contextual introduction to creative campaigns with a callback and enhances collaboration within small groups through an in-group mediation activity. The use of an ICT tool continues to support collaborative note-taking during the brainstorming process.

2. **TASK** (20 mins): Collaborative Creative Campaign Planning.

2.1. Creative Element Selection and Planning (8 mins):

- Begin by reminding students of the creative elements they brainstormed in the pre-task, specifically focusing on the callback campaigns (Nike, Apple, Coca-Cola).
- Instruct each small group to select three key creative elements that they believe will be effective in their awareness campaign against teenage alcohol consumption.

- Encourage the use of an online collaborative tool (e.g., Google Slides or Padlet) for groups to visually plan and document their selected creative elements.

2.2. Storyboard Creation (7 mins):

- Ask each group to create a simple storyboard illustrating how they intend to incorporate the selected creative elements into their awareness campaign.

- Utilize an online storyboard tool or templates within the chosen collaborative tool for ease of visualization.

- Emphasize the importance of conveying a clear and impactful message through the storyboard.

2.3. Group Presentation and Reflection (5 mins):

- Allocate time for each group to present their selected creative elements and share their storyboard with the class.

- Encourage brief reflections from each group on the reasoning behind their choices and the intended impact of their creative approach.

- Facilitate a class-wide discussion on commonalities and unique perspectives among the groups.

This task structure engages students in collaborative planning, leveraging ICT tools for visual representation and enhancing the creative process. The presentation and reflection steps foster a shared understanding of various creative approaches among the entire class.

3. **POST-TASK** (10 mins): Group presentations - Share the creative outputs (drawings, poems, short paragraphs) inspired by the media. Grammar and form correction.

3.1. Group Reflection (3 mins):

- Discuss insights using language structures like reported speech (e.g., "They said that...") and modal verbs for expressing opinions (e.g., "I think it *can* influence...").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as past continuous (e.g., "While we were discussing...") and comparative forms for creativity (e.g., more creative, less original).

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on imperative forms for giving suggestions and directions. Example: "When creating a slogan, remember to *use* powerful words and *make* it memorable."

LESSON 5: CREATING A SLOGAN.

Objective: Develop critical thinking skills by creating a catchy and impactful slogan.

Materials: Similarly to previous lessons, I have included four tables (Appendix 6 Material, Lesson 5), and all of them can be used as organizers and checklists. One of them showcases the five traits of a successful slogan, and the other three are those traits applied to Nike's, Apple's and Coca-Cola's campaigns.

1. **PRE-TASK** (15 mins): Understanding Copywriting with Slogan Analysis.

1.1. Introduction to Copywriting with Slogan Recall (5 mins):

- Begin by revisiting the slogans of Nike, Apple, and Coca-Cola from previous lessons.

- Discuss how these slogans effectively communicate brand messages and evoke emotions.

- Introduce the concept of copywriting as a crucial element in crafting memorable slogans and messages.

1.2. Group Analysis of Copywriting Samples (5 mins):

- Divide students into small groups of four.

- Each extracts the copywriting samples from the previously seen advertisements from Nike, Apple, and Coca-Cola.

- Instruct groups to analyze the samples, focusing on language use, persuasive techniques, and the overall impact of the copy.

1.3. Group Discussion and ICT Analysis with Slogan Integration (5 mins):

- Encourage groups to discuss their analysis, integrating insights from the Nike, Apple, and Coca-Cola slogans.

- Have groups use a shared online document (e.g., Google Docs) for collaborative note-taking, emphasizing concise and clear communication.

- Prompt groups to identify common elements that contribute to the effectiveness of slogans in the analyzed samples.

During the Group Discussion and ICT Analysis with Slogan Integration (Step 3), encourage students to use a shared online document, such as Google Docs, for collaborative note-taking. This allows real-time collaboration and easy sharing of ideas among group members.

This pre-task structure seamlessly integrates insights from the previous slogans, emphasizing their role in effective copywriting and providing students with a foundation for analyzing and creating impactful copy.

2. **TASK** (20 mins): Creating Impactful Slogans with Mentimeter.

2.1. Slogan Brainstorming and Planning with Mentimeter (8 mins):

- Begin by reminding students of the copywriting samples and slogans analyzed in the pre-task, including those from Nike, Apple, and Coca-Cola.

- Instruct each small group to use Mentimeter to collaboratively brainstorm and plan three impactful slogans for their awareness campaign against teenage alcohol consumption.

- Encourage students to enter their slogan ideas into a shared Mentimeter presentation.

2.2. Peer Review and Refinement with Mentimeter (7 mins):

- Ask each group to share their Mentimeter presentation with another group for peer review.
- Utilize Mentimeter's interactive features for efficient exchange of ideas and feedback.
- Encourage constructive feedback on clarity, creativity, and potential impact directly within the Mentimeter presentation.

2.3. Group Presentation and Reflection (5 mins):

- Allocate time for each group to present their final selection of slogans to the class using Mentimeter.
- Emphasize the rationale behind their choices and how they align with the characteristics of effective slogans discussed in the pre-task.
- Facilitate a brief class-wide reflection on commonalities and the diversity of approaches observed.

During the Slogan Brainstorming and Planning (Step 1) and Peer Review and Refinement (Step 2), encourage students to use Mentimeter for collaborative slogan development and peer feedback. This facilitates real-time collaboration and efficient interaction.

This task structure leverages Mentimeter as the ICT tool for collaborative slogan development and peer feedback, providing an interactive and engaging experience for students. The presentation and reflection steps continue to promote a shared understanding of effective slogans among the entire class.

3. **POST-TASK** (10 mins): Present and discuss the slogans. Choose the most effective ones. Grammar and Form Correction.

3.1. Group Reflection (3 mins):

- Discuss reflections using language structures for expressing preferences (e.g., "I *prefer* slogans that...") and gerunds for talking about likes and dislikes (e.g., "I enjoyed *creating* slogans because...").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as adverb placement (e.g., "I find it most surprising") and future forms (e.g., "We *will choose* the most effective ones").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on conditional sentences (e.g., "If the slogan is memorable, it *will* have a lasting impact") and using adjectives to describe impact (e.g., "The campaign *is* important because it raises *awareness*").

LESSON 6: ICT TOOLS FOR RESEARCH.

Objective: Introduce free ICT tools for research and information gathering.

Materials: Similarly to previous lessons, I provide a table (Appendix 6 Material, Lesson 6) that can be used as an organizer and a checklist. The table showcases the characteristics and uses of Padlet.

1. **PRE-TASK** (15 mins): Exploring ICT Tools for Research.

1.1. Introduction to ICT Tools (5 mins):

- Begin by discussing the significance of ICT tools in conducting research.
- Introduce the concept of collaborative research and the benefits of using online tools.
- Mention the focus on Padlet as an ICT tool for collaborative research.

1.2. Padlet Demonstration and Exploration (5 mins):

- Provide a brief demonstration of Padlet's features, emphasizing its user-friendly interface and collaborative nature.
- Instruct students to explore Padlet individually, navigating through sample boards and understanding how to post and organize information.
- Allocate time for students to familiarize themselves with the basic functions of Padlet.

1.3. Group Collaboration on Padlet (5 mins):

- Divide students into small groups of four.
- Assign each group a specific research topic related to the awareness campaign against teenage alcohol consumption.
- Instruct groups to collaboratively use Padlet to post initial thoughts, questions, and ideas about their assigned research topic.

During the Padlet Demonstration and Exploration (Step 2) and Group Collaboration on Padlet (Step 3), students utilize Padlet for understanding its features and engaging in collaborative research. Padlet provides a virtual space where groups can seamlessly post and organize their thoughts.

This pre-task structure introduces students to the potential of Padlet as an ICT tool for collaborative research. It ensures that students understand the basics of Padlet and prepares them for the research-focused task in the main lesson.

2. **TASK** (20 mins): Collaborative Research using Padlet.

2.1. Research Planning and Padlet Setup (7 mins):

- Begin by recalling the pre-task, emphasizing the use of Padlet for collaborative research.
- Instruct each small group to access Padlet and set up a collaborative board for their research topic related to the awareness campaign against teenage alcohol consumption.

- Allocate time for groups to plan their research approach, defining key areas they want to explore on their Padlet board.

2.2. Collaborative Research on Padlet (8 mins):

- Guide groups to collaboratively conduct research on their assigned topic using Padlet.

- Encourage them to post relevant information, links, images, or any findings related to their research area.

- Emphasize the collaborative nature of Padlet, allowing real-time interaction and contributions from all group members.

2.3. Peer Review and Reflection (5 mins):

- Ask each group to explore another group's Padlet board, reviewing the information posted.

- Instruct groups to provide constructive feedback on the content, organization, and any additional insights.

- Allocate time for each group to reflect on the feedback received and make adjustments to their Padlet board accordingly.

Throughout the task, students use Padlet for collaborative research, creating boards, posting information, and interacting with their peers in real-time. Padlet's user-friendly interface supports efficient collaboration and information sharing.

This task structure ensures that students actively engage in collaborative research using Padlet. The incorporation of peer review and reflection promotes critical thinking and allows for improvements based on feedback, contributing to the overall effectiveness of the research process.

3. **POST-TASK** (10 mins): Share findings and discuss the importance of accurate information. Grammar and form correction.

3.1. Group Reflection (3 mins):

- Discuss reflections using language structures for expressing opinions about the research process (e.g., "We *believe* using online sources *is* effective") and past simple tense for summarizing research steps (e.g., "First, we *searched* for statistics").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as using modals for expressing possibility (e.g., "We *could find* reliable sources online") and forming sentences with time adverbs (e.g., "After that, we *immediately checked* the information").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on using comparative forms for evaluating sources (e.g., "This database *is more reliable* than the others") and forming questions for effective research (e.g., "What information *did* you find most useful?").

LESSON 7: CANVA POSTER DESIGN.

Objective: Learn to use Canva for designing the awareness campaign poster.

Materials: I have designed a scaffolding table with ten of the most likely challenges that the students may encounter when using Canva to create an anti-alcohol awareness campaign (vid. Appendix 6, Lesson 7). I recommend the teacher hand it out at the beginning of the lesson, but it can be withheld if the students are already proficient in its use.

1. **PRE-TASK** (15 mins): Understanding Canva for Poster Design.

1.1. Introduction to Canva and Poster Design (5 mins):

- Begin by introducing Canva as an online design tool for creating posters.
- Discuss the importance of effective poster design in conveying messages visually.

- Highlight key features of Canva relevant to poster design, such as templates, text options, and image integration.

1.2. Canva Demonstration and Exploration (5 mins):

- Conduct a brief demonstration of basic poster design functions within Canva.
- Instruct students to explore Canva individually, navigating through templates and experimenting with simple design elements.
- Allocate time for students to familiarize themselves with Canva's tools and features.

1.3. Individual Poster Concept Planning (5 mins):

- Ask each student to think about the key elements they want to include in their awareness campaign poster against teenage alcohol consumption.
- Instruct them to jot down initial ideas and sketch a rough concept for their poster.
- Emphasize the importance of considering visual hierarchy, color choices, and the overall impact of the design.

This pre-task structure introduces students to Canva and sets the foundation for the poster design task in the main lesson. It ensures that students have a basic understanding of Canva's capabilities and encourages them to start thinking about the visual elements they want to incorporate into their posters.

2. **TASK** (20 mins): Collaborative Awareness Campaign Posters with Canva.

2.1. Group Planning and Role Assignment in Canva (7 mins):

- Begin by recalling the pre-task, emphasizing the collaborative use of Canva for poster design.
- Instruct each small group of four students to access Canva and choose a suitable poster template for their awareness campaign against teenage alcohol consumption.

- Allocate time for groups to plan the layout, assign specific roles (e.g., designer, content creator, visual coordinator, and editor), and decide on key visual elements for their posters.

2.2. Collaborative Poster Design in Canva (8 mins):

- Guide groups to collaboratively design their awareness campaign posters using Canva, with each member focusing on their assigned role.

- Encourage them to incorporate the principles discussed in the pre-task, ensuring a clear distribution of responsibilities among group members.

- Emphasize the use of Canva's features for real-time collaboration, allowing each role to contribute to the overall design.

2.3. Peer Review and Reflection within Groups (5 mins):

- Ask each group to collectively review and discuss their Canva poster design.

- Instruct group members to provide constructive feedback on the visual impact, clarity of message, and overall design within their group.

- Allocate time for groups to reflect on the feedback received and make collaborative adjustments to their posters in Canva.

Throughout the task, students use Canva for collaborative planning, designing, and peer review within their small groups. Canva's collaborative features support efficient poster creation and real-time feedback.

This task structure ensures that students work collaboratively in small groups, each with assigned roles, fostering a division of responsibilities as well as mediation and communication. The inclusion of peer review within groups promotes constructive feedback and collaborative refinement, contributing to the overall quality of the products.

3. **POST-TASK** (10 mins): Group presentations of poster drafts. Peer feedback. Grammar and form correction.

3.1. Group Reflection (3 mins):

- Discuss reflections using language structures for expressing preferences about the design process (e.g., "We *prefer* using Canva for its simplicity") and past simple tense for summarizing design steps (e.g., "First, we *selected* a template").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as using adjectives to describe design elements (e.g., "We chose a *bold color* to grab attention") and forming sentences with imperatives for giving design instructions (e.g., "Make sure the text *is* readable").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on using connectors for sequence (e.g., "Next, we *added* relevant images") and forming questions for feedback on the design (e.g., "What *do* you think about our color choice?").

LESSON 8: FINALIZING THE CAMPAIGN.

Objective: Review and finalize the campaign elements.

Materials: All the materials used in previous lessons.

1. **PRE-TASK** (15 mins): Planning the Campaign Conclusion.

1.1. Recap and Reflection on Previous Lessons (5 mins):

- Begin by recapping the key concepts and activities covered in the previous lessons, emphasizing the stages of the awareness campaign against teenage alcohol consumption.

- Facilitate a brief class discussion for students to reflect on the lessons learned and the collaborative aspects of the campaign design process.

1.2. Campaign Evaluation and Feedback (5 mins):

- Introduce the importance of evaluating the effectiveness of the awareness campaign.
- Discuss criteria for evaluating the success of the campaign, considering factors such as clarity of message, visual impact, and potential reach among the target audience.
- Allocate time for students to share their thoughts on what might make the campaign successful.

1.3. Group Planning for Campaign Conclusion (5 mins):

- Divide students into their small groups of four, the same groups they worked with during the campaign design tasks.
- Instruct each group to plan the conclusion of their campaign, considering how they will present their posters and key messages to the class.
- Emphasize the need for creativity in the conclusion, encouraging groups to think about engaging elements such as a brief presentation, Q&A session, or interactive components.

This pre-task structure prepares students for the finalization of their awareness campaign, guiding them to reflect on the process, evaluate the campaign's success criteria, and plan an engaging conclusion for presentation to their peers in the upcoming lesson.

2. **TASK** (20 mins): Presenting and Concluding the Awareness Campaign.

2.1. Group Presentation Planning (7 mins):

- Begin by recalling the pre-task, emphasizing the planning of the campaign conclusion.
- Instruct each small group of four students to plan how they will present their awareness campaign to the class.

- Allocate time for groups to decide on the order of presentations, determine key points to highlight, and assign roles within the group for the presentation.

2.2. Group Presentations (8 mins):

- Guide each group to present their awareness campaign to the class.
- Encourage groups to creatively showcase their posters, explain the key messages, and share insights into their design process.
- Allocate a strict time limit for each presentation to ensure all groups have an equal opportunity.

2.3. Class Reflection and Feedback (5 mins):

- Facilitate a brief class discussion after all groups have presented.
- Ask students to reflect on the various campaigns presented, highlighting elements they found effective or impactful.
- Encourage constructive feedback, focusing on what worked well in each campaign and potential areas for improvement.

This task structure ensures that students actively participate in the conclusion of the awareness campaign by planning and delivering presentations, forcing them to focus on form and accuracy. The inclusion of a class reflection and feedback session promotes a shared understanding of successful campaign elements and allows for peer learning.

3. **POST-TASK** (10 mins): Class discussion on the overall learning experience. Grammar and Form Correction.

3.1. Group Reflection (3 mins):

- Discuss reflections using language structures for summarizing experiences (e.g., "Throughout the campaign, we *learned* that...") and using past perfect to talk about completed actions before others (e.g., "We *had researched* various campaigns before finalizing our slogan").

3.2. Teacher-Guided Grammar Correction (4 mins):

- Address common errors and reinforce language structures such as present perfect for accomplishments (e.g., "We *have created* an impactful poster") and using connectors for sequencing ideas (e.g., "First, we brainstormed. Then, we designed our poster").

3.3. Interactive Correction Practice (3 mins):

- Provide sentences for correction focusing on using possessive forms (e.g., "Our poster effectively conveys the message") and using linking words for coherence (e.g., "Additionally, our slogan complements the visual elements in the poster").

Additional Notes:

- Throughout the unit, it could be useful to encourage students to document their progress, ideas, and reflections in a campaign journal.

- Use free ICT tools such as Google Docs or Padlet for collaborative documentation.

- Emphasize the importance of grammar and language accuracy during the post-task phase.

4. Conclusions

In the pursuit of addressing deficiencies identified in the teaching practices and compliance with educational frameworks, specifically the ECFR, Spanish national law of education (LOMLOE), and the Aragonese Curriculum for Secondary Education (ESO), this thesis has proposed a didactic unit rooted in innovative and scientifically proven pedagogical approaches. The primary challenges centered on the absence of effective communication strategies and the neglect of the four modes of communication: reception, production, interaction, and mediation.

Addressing Communication Deficiencies:

The deficiencies identified in communication strategies underscored a crucial need for a paradigm shift in language teaching. The Action-oriented Approach emerged as a powerful framework to bridge the gap. By integrating real-world, problem-solving tasks into language learning, students are engaged in meaningful communication. The didactic unit, inspired by task-based teaching, aligns with this approach, offering a dynamic and authentic language learning experience. This shift from a traditional model not only enhances language proficiency but also equips students with practical communication skills essential for their future endeavors.

Attention to Diversity. Catering to Varied Learning Capacities:

In addition to addressing communication deficiencies, the proposed unit places a strong emphasis on attention to diversity. Recognizing that students possess different levels of comprehension and capacity, the unit provides varied forms of input to ensure inclusivity. Recommendations for students with high levels of performance offer additional challenges, creating a supportive learning environment that caters to a spectrum of learners.

Empowering Learners through Agency by Design:

To further enrich the didactic unit, principles from the Agency by Design research initiative, nestled within the Maker Movement, were seamlessly integrated. This approach positions students not only as language learners but as creators with agency in their educational journey. By placing the problem of underage alcohol consumption at the heart of the unit, students are compelled to apply language skills in a purposeful

manner. The creation of an awareness campaign, specifically a poster, allows them to explore their creative capacities while addressing a pertinent societal issue.

Linking to Curriculum and Global Challenges:

The didactic unit's focus on underage alcohol consumption provides a direct connection to the Aragonese Curriculum, emphasizing the integration of real-world issues into the learning process. Moreover, it aligns with the Common European Framework of Reference for Languages (CEFR), encouraging students to navigate various communication modes in practical contexts. By addressing the 2030 agenda's "21st century challenges" the unit transcends traditional language learning, preparing students to be active, informed social agents capable of contributing meaningfully to broader societal concerns.

Promoting Multimodal Communication:

The incorporation of the four modes of communication—reception, production, interaction, and mediation—pervades every aspect of the didactic unit. Students not only consume information related to the issue but also produce language in the creation of their campaign, interact through collaborative group work, and mediate by conveying a message to their peers and the wider community. This multifaceted approach not only adheres to educational frameworks but also equips students with a holistic set of language skills applicable in diverse contexts.

Challenges and Potential Weak Points:

While the didactic unit holds promise for transformative language learning, it is vital to acknowledge the challenges and potential weak points associated with its implementation. Educator adaptation and retraining, classroom management complexities, balancing rigor and creativity, and resource availability are areas that require careful consideration. Addressing these challenges proactively ensures the successful execution of the proposed unit and its integration into language teaching practices.

Looking Ahead:

As we conclude, it is pertinent to recognize the transformative potential of this didactic unit. By embracing the Action-oriented Approach and integrating Maker Movement principles, we move beyond the conventional boundaries of language teaching. The focus on a real-world issue not only propels language learning to new heights but also instills a sense of responsibility and agency in our students. This proposal invites educators to consider innovative approaches that go beyond linguistic competence, aiming to nurture communicatively competent and socially aware global citizens. The didactic unit serves as a testament to the dynamic intersection of language teaching, societal issues, and the ever-evolving landscape of education.

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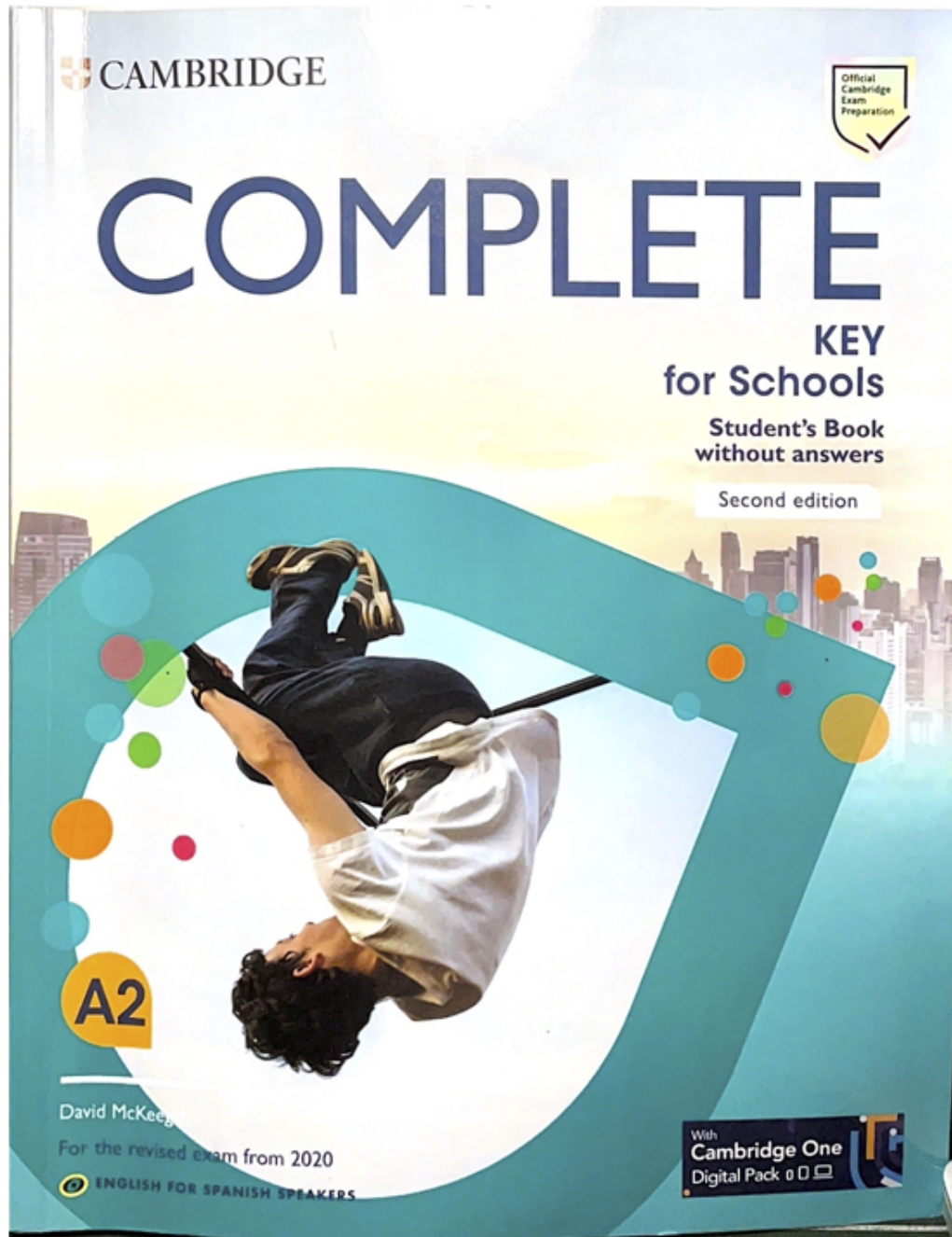
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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement



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I like to keep fit



Starting off

1 Work in pairs. Match the sentences (1-5) with the photos (A-E). Do you think the sentences are true or false?

- 1 A healthy teenager needs about 60 minutes of exercise every day.
- 2 Eight hours sleep per night is enough for most teenagers.
- 3 Being healthy can help you get good marks at school.
- 4 Washing your hands is important if you want to stay healthy.
- 5 Fast food is never healthy

2 Listen to the interview and check.



3 Work in pairs.

- 1 Are you a healthy person?
- 2 What unhealthy things do you do?
- 3 What do you do to keep fit?

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Reading Part 3

1 Look at the photo.

- 1 Where are the people?
- 2 What are they doing?
- 3 What does a personal trainer do?

• If you don't understand a word, try to guess its meaning from the words around it.

• Read each of the three options carefully. Then decide which ones are wrong, and why.

Exam advice

2 Read the article about a personal trainer. For each question, choose the correct answer.



19-year-old Martha Larsen has been a personal trainer for over a year. When she was younger, she wanted to be a footballer, but she broke her leg at the age of 16, and a football career was not possible anymore. 'I was sad at first,' she says. 'So my mum and dad suggested I join a gym. I grew to love that, and soon I was helping others get started.'

Before long, people were coming to Martha for help. Now she has over 40 students – some more than twice her age! She believes she offers something other trainers do not. 'With me, it's not just about getting fitter,' she says. As well as making her students train very hard, she helps them think about what they eat. 'Eating healthily is so important. If I do my job well, my students will sleep, work and play better.'

WHAT ADVICE WOULD MARTHA GIVE SOMEONE WHO WANTS TO GET FIT?

'The most important thing is not to wait until you can pay for a personal trainer. The time to begin is now. Start slowly with short runs, and go further each day. Soon you'll be ready for the gym.'

Martha still lives with her parents, but she doesn't want to stay there for too long. 'A lot of personal trainers dream of moving to Hollywood and getting rich by training the stars,' she says. 'I'll be happy if I make enough money to buy my own flat. I don't need to change.'



- Martha became a personal trainer because
 - she could no longer be a football player.
 - she went to the gym when she was very young.
 - she knew other personal trainers.
- What does Martha believe makes her different from other personal trainers?
 - She makes her students do more difficult exercises.
 - She has students who are much older than her.
 - She gives her students advice about food.
- What advice does Martha give to someone who wants to get fit?
 - join a gym
 - find a trainer
 - start immediately
- What does Martha hope to do in the future?
 - Get her own place to live.
 - Move to another country.
 - Train famous people.
- What is the writer doing in this article?
 - giving advice about choosing a personal trainer
 - describing the life of a personal trainer
 - explaining how to become a personal trainer

- Would you like a personal trainer to help you? Why? What would you like them to help you with?

Grammar

First conditional

▶ Page 125 Grammar reference
First conditional

- Look at these sentences. Are they talking about the present or the future?

- If I do my job well, my students will sleep, work and play better.
- I'll be happy if I make enough money to buy my own flat.

- Listen and complete the conversation between Martha Larsen and the journalist who interviewed her.

Journalist: Thank you for the interview, Martha. That was very interesting.

Martha: You're welcome.

Journalist: So, could you be my personal trainer? I need to get fit.

Martha: If you (1) me to be your personal trainer, I (2) be very happy to help you.

Journalist: I should tell you I'm very lazy, and I don't like to work too hard.

Martha: Ha ha! You (3) get fit if you (4) work hard!

Journalist: Oh well, never mind!

I like to keep fit

3 The sentences in Exercises 1 and 2 are often called the first conditional. Complete the rules with *present* or *possible*.

Rules

- 1 We use the first conditional to talk about what will happen in situations.
- 2 We form the first conditional with *if* + the tense, and *will* (or *won't*) + infinitive.

4 Match each sentence beginning (1-6) with its ending (a-e).

- 1 If you don't exercise,
 - 2 You'll be tired tomorrow
 - 3 What will Sam do
 - 4 If I eat too much cake,
 - 5 She won't let us eat
 - 6 If you go running in the rain,
- a if he doesn't go to school today?
 - b you'll get wet.
 - c if we don't wash our hands.
 - d I'll feel sick.
 - e you won't get fit.
 - f if you don't go to bed now.

5 Exam candidates often make mistakes with the first conditional. Correct the mistake in each sentence.

- 1 If I ~~won't~~ keep exercising, I won't get fit. *don't*
- 2 You like the class if you come.
- 3 If the weather is cool, will be very good.
- 4 I'll happy if you can come.
- 5 If someone want to call me, they will.
- 6 I think you feel better if you will eat better.

6 Complete the sentences so they are true for you.

- 1 If I drink lots of cola tonight,
- 2 I'll be very happy if
- 3 My parents will be pleased if
- 4 If I get up too early tomorrow,
- 5 If the weather is good this weekend,
- 6 If I don't do my homework tonight,

7 **/P/ Sentences with *if***
Listen and repeat Martha's sentences. Notice the pause after the comma.

- If you want me to be your personal trainer, I'll be happy to help you.
- You won't get fit if you don't work hard.

8 Complete these *if* clauses with your own words.

- If I meet my favourite film star,
- If I miss the bus,
- If it rains,
- If the teacher leaves the class early,

9 Work in pairs. Practise saying the sentences.

Vocabulary

Parts of the body

1 Match the words from the box with body parts A-L in the photos.

- arm back eye finger foot hand head
leg mouth neck nose stomach



2 Which parts of the body are most important for these activities?

- running
- throwing and catching
- reading
- eating

3 Work in pairs. Student A think of a body part. Student B try to guess what it is by asking questions.

Do you use them for running?

No.

Do you use it for eating?

Yes!

Listening Part 4

- Listen to the whole item before you choose your answer.
- Remember – you are listening for the main idea of the communication.

Exam advice

1 Before listening, match questions 1–5 with pictures A–E.

2 For these questions, choose the correct answer. Then listen and check again.

- 1 You will hear a girl leaving a message about a football match. Why is she unhappy?
 - A She didn't play well.
 - B Her team lost.
 - C She was hurt.
- 2 You will hear a father talking to his daughter. Where have they been?
 - A in a hospital
 - B in a café
 - C on a bus
- 3 You will hear a mother talking to her son about school. Which subject is he getting better at?
 - A history
 - B Spanish
 - C maths
- 4 You will hear a mother talking to her son. What does the boy offer to do?
 - A make dinner
 - B go shopping
 - C clean the house
- 5 You will hear a boy leaving a message. Why does he want a lift home?
 - A His head hurts.
 - B His legs are tired.
 - C He has a temperature.



Grammar

something, anything, nothing, etc.

► Page 126 Grammar reference
something, anything, nothing, etc.

1 Work in pairs.

- 1 What can help you concentrate in class?
- 2 What things can make it difficult to concentrate?

concentrate /kɒnsəntreɪt/ verb
to think very hard about the thing you are doing and nothing else
Be quiet – I'm trying to **concentrate**.

I like to keep fit

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- 2 Read the article. What is unusual about the school?

A teacher in Australia has found a way for her students to keep fit and concentrate – and they don't have to do anything. They just have to sit at their desks! Instead of sitting on chairs, everyone in Miss Gray's class sits on large, soft exercise balls.

Nothing like this has been tried in classrooms before – but Miss Gray thinks it works. The students study better.

'Someone told me about these balls years ago. It is something I have wanted to try for a long time,' says Miss Gray. 'The students are happy, the parents are happy – everyone loves the new exercise balls! No one wants to sit on those boring old chairs now.'

Do you know anyone who uses one of these balls to sit on?

Write and let us know!



- 3 Complete the table with the underlined pronouns.

positive statements	negative statements
everyone	

- 4 Match the words (1–3) to the meanings (a–c).

- 1 everyone, everything
- 2 someone/anyone, something/anything
- 3 no one, nothing

- a not all, or it doesn't matter which
- b all
- c none

- 5 Exam candidates often make mistakes with *any-, some-, no-* pronouns. Correct the mistake in each sentence.

- 1 I'll find anyone to help you. *SOMEONE*
- 2 We are going to get some to eat and drink.
- 3 We don't have to bring any thing with us.
- 4 I only paid 100 euros for everythings.
- 5 I love my room because I have all I like there.

Vocabulary
What's the matter?

- 1 Match the phrases (1–7) with the pictures (A–G).

- 1 I feel sick. *A*
- 2 I've got a temperature.
- 3 I've got a cold.
- 4 I've got toothache.
- 5 My leg hurts.
- 6 I've got a headache.
- 7 I've got a broken arm.



- 2 Complete the sentences with words from the box.

drink down go (x2) nothing rest take

- 1 an aspirin.
- 2 Lie in bed for a while.
- 3 to the dentist.
- 4 There's you can do, except rest.
- 5 some water.
- 6 to the doctor.
- 7 You need to

- 3 Work in pairs. Give each other advice about the problems from Exercise 1.

What's the matter?

Go to the doctor.

I feel sick.

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- Listen carefully to what your partner says and try to respond to their questions.
- Talk to your partner, not the examiner!

Exam advice

1 Do you like these healthy activities? Say why or why not.



2 Listen to two students talking about the pictures. Complete the questions they ask each other.

- 1 Do you eat a lot of vegetables?
- 2 What you?
- 3 How do you sleep for?
- 4 you ever go running?
- 5 not?
- 6 What do you about that?
- 7 you cycling?
- 8 What ?
- 9 ?

3 Work in pairs. Ask and answer the questions from Exercise 2. Don't forget to ask follow-up questions.

What about you?

Why/Why not?

What do you think about...?

Writing Part 6

▶ Page 139 Writing bank
Writing Part 6

- Always check your work when you have finished.

Exam advice

1 Underline the questions in this email from a friend.

Hi Mario,
Yes, I would love to come for a run in the park with you. What time shall we meet at your house? How are we going to get to the park? What will we do if it rains?
Gina

2 Read the replies and answer the questions.

- 1 Who wrote under 25 words?
- 2 Who didn't include all three pieces of information?
- 3 Who made the most spelling mistakes?
- 4 Who needs to check their grammar?
- 5 Who didn't start their message correctly?
- 6 Who will get the best mark?

Hi Gina,
Thanks for the message. Let's meet in 2 o'clock at my house tomorrow. If it will rain, we will go to the café near the park.
Mario

Hello Gina,
I'm glad you can come. We'll meet at 1.30 at my house. We can walk to the park because it's not far. We'll stay inside and play games if it rains.
Best wishes
Tony

Let's meet at my haus 1 o'clock. We can run to the park. If it rains, we will to take the buse
Stefan

3 Work in pairs. Correct the mistakes in Mario's and Stefan's emails.

4 Write your own email to Gina.

I like to keep fit



QR code to the document “Memoria Practicum I” by Francisco Rubio Castillo.

[Memoria Practicum I.pdf](#)

Google Drive link to the aforementioned document.

Appendix 2 Title and learning aims of the Unit

Title of the Unit:

"Project SoberSpeak: A Teenage Alcohol Awareness Campaign".

Learning Aims:

These objectives encompass language proficiency, visual literacy, communication skills, digital communication, and critical thinking skills, aligning with the specific focus and activities outlined in this didactic unit.

- Language Proficiency and Analysis: Extract and analyze main ideas, detailed information, and general implications from oral, written, and multimodal texts related to the characteristics and possibilities of creating an awareness campaign.

- Visual Literacy: Interpret and explain visual elements, including graphs, in the context of designing effective awareness campaign posters.

- Communication Skills: Describe and discuss the use of language and visual elements in the context of social networks during the collaborative creation of the awareness campaign.

- Communication Strategies: Establish interaction in communicative situations using communication strategies, such as requesting clarifications, within the small group collaboration for campaign design.

- Multilingual Comparison: Compare the language and visual conventions used in the awareness campaign creation in English with other languages in the students' linguistic repertoire.

- Digital Communication: Create a dialogue using the conventions of social networks and digital tools during the collaborative design of the awareness campaign.

- Audio-Visual Comprehension: Understand general information and relevant details presented in videos about the impact of alcohol consumption among teenagers.

- Information Literacy: Search, select, and contrast accurate information about the consequences of irresponsible alcohol use or related cybercrimes.

- Creative Expression: Create a narrative, written or dramatized (video), to convey the message of the awareness campaign against teenage alcohol consumption.

- Collaborative Design and Infographic Creation: Interact collaboratively to create an infographic using digital tools or analog methods to visually represent information about the consequences of teenage alcohol consumption.

- Language Production and Review: Plan, review, and correct oral and written productions throughout the various stages of the awareness campaign design.

Appendix 3 Contents of the Unit

Didactic Unit: "Project SoberSpeak: A Teenage Alcohol Awareness Campaign"

LESSON 1. INTRODUCTION TO THE PROBLEM AND THE CAMPAIGN.

Pre-task (15 minutes): Brainstorming Session in Small Groups.

In the initial stage, the importance of comprehending the effects of alcohol on teenagers is discussed. This sets the tone for a collaborative exploration where every idea is deemed valuable.

Following this, students are prompted to activate their prior knowledge with open-ended questions like, "What do you already know about the impact of alcohol on teenagers?" and "Have you heard or seen any stories related to this topic?"

Small groups of 3-4 students are then formed, ensuring diversity in each group, and each group is provided with paper and markers for idea generation. They are instructed to brainstorm and jot down thoughts, facts, or personal experiences related to the impact of alcohol on teenagers.

Facilitated group discussions encourage students to share their ideas, address misconceptions, and express concerns about the effects of teenage drinking. The teacher circulates among the groups, ensuring all ideas are captured, and encourages students to build on each other's thoughts while challenging assumptions.

The session concludes with whole-class sharing, where each group presents key insights, followed by questions and additional perspectives from other groups. The teacher summarizes collective insights on the board, highlighting common themes and differences among the groups.

Task (20 min): Multimedia Exploration of Teenage Alcohol Consumption Consequences.

In this task, students actively engage in a multimedia exploration, setting the stage for the subsequent awareness campaign project.

In the initial phase (5 mins), the teacher recaps insights gathered during the previous brainstorming session. The task is introduced, focusing on the analysis of alcohol's impact on teenagers through multimedia exploration.

The classroom is organized into multimedia exploration stations (10 mins), each centering on a specific aspect of alcohol's influence, such as physical health, mental health, or academic performance. Students, assigned to small groups, conduct research using short articles, video clips, and infographics from provided websites.

Guided exploration follows (5 mins per station), where groups spend designated time at each station. Active engagement, note-taking, and group discussions are encouraged, fostering mediation among students.

The subsequent group discussion and reflection segment (10 mins) brings together insights, observations, and questions from each station. Cross-group discussions are facilitated, prompting reflections on patterns or connections between different impacts.

In the class synthesis phase (5 mins), the teacher summarizes collective observations on the board, emphasizing the complexity and interconnected nature of alcohol's impacts.

The final segment (5 mins) transitions to the overarching goal: designing an awareness campaign against teenage alcohol consumption. Students are reminded of the importance of comprehending diverse impacts for a comprehensive and effective campaign.

Post-task of Lesson 1 (10 minutes): Grammar Focus for Effective Correction

In this focused post-task session, the emphasis is on essential grammar and form correction.

In the initial step (3 mins), students engage in group reflection, discussing impactful findings using language structures like simple past tense for observations and present perfect for experiences. For instance, students might say, "We saw that the effects of alcohol are serious."

The subsequent teacher-guided grammar correction phase (4 mins) addresses common errors and reinforces language structures. Topics include comparative

adjectives (e.g., more surprising, less concerning) and modals (e.g., could, should) for expressing possibilities and advice.

The session concludes with interactive correction practice (3 mins), where students correct sentences focusing on present simple and present continuous to describe ongoing actions. An example sentence might be, "Teenagers often drink without realizing the consequences. They are learning about the impacts now."

LESSON 2. ANALYZING SUCCESSFUL CAMPAIGNS.

Pre-task of Lesson 2 (15 minutes): Exploring Successful Marketing Campaigns

In this pre-task session, students delve into examples of successful marketing campaigns in small groups, with a focus on identifying common elements.

The session begins with an introduction and group formation (5 mins). The teacher outlines the task, highlighting the exploration of iconic ad campaigns such as Nike's "Just Do It," Apple's "Get a Mac," and Coca-Cola's Christmas campaigns. Small groups, each comprising four students, are formed to facilitate collaborative exploration.

Moving on to the online ad exploration phase (6 mins), each group is assigned one of the campaigns for research. Students use their mobile phones or assigned iPads to search and watch ads related to their assigned campaign. The flexibility to use preferred browsers or applications is emphasized, with a suggestion of YouTube for those undecided.

The session concludes with a group discussion and initial findings (4 mins). Groups engage in discussions about their initial findings and impressions of the ads, focusing on key aspects such as messaging, visuals, and overall impact. Students are encouraged to take brief notes on their observations, preparing for the upcoming in-depth analysis in the main task.

This pre-task structure actively involves students in exploring iconic ad campaigns, immersing them in online content, and laying the foundation for a comprehensive analysis in the main task.

Task of Lesson 2 (20 minutes): Analyzing Success Traits of Awareness Campaigns.

In this task, students shift their focus to identifying the success traits that contributed to the effectiveness of selected campaigns. The task comprises three stages:

In the initial stage (Group Analysis Using Online Platforms - 10 mins), small groups are formed, each assigned a successful awareness campaign. Students employ online platforms such as Google Slides or Padlet to collaboratively analyze key elements, including target audience, messaging, visuals, and overall impact.

Following this, in the Group Presentation phase (5 mins), each group delivers their analysis using the chosen online platform. Emphasis is placed on clear communication and effective use of visuals during the online presentation.

The task concludes with a Whole-Class Discussion and Reflection segment (5 mins). After each presentation, a brief discussion unfolds, encouraging students to reflect on common themes and patterns observed across various successful campaigns. Discussions extend to exploring how these insights can be applied to their ongoing project – the awareness campaign against teenage alcohol consumption.

Integrating online platforms not only aligns with contemporary ICT practices but also offers students an opportunity to enhance their digital literacy skills.

Post-TASK: Class Discussion and Grammar Correction.

This 10-minute post-task session seamlessly combines a class discussion to distill key characteristics for a successful campaign with a focus on grammar and form correction.

In the initial phase (Group Reflection - 3 mins), students engage in group discussions utilizing language structures such as comparative adjectives and past simple tense to articulate observations and summarize findings.

Following this, the Teacher-Guided Grammar Correction segment (4 mins) sees the teacher addressing common errors and reinforcing language structures. Emphasis

is placed on utilizing adverbs to express opinions and forming questions in the past simple tense.

The session concludes with Interactive Correction Practice (3 mins), where students actively participate in correction exercises centered on expressing agreement or disagreement using simple sentence structures.

This holistic approach ensures a comprehensive exploration of campaign characteristics while simultaneously refining grammar and language skills, reinforcing the core learnings from the main task.

LESSON 3. TARGET AUDIENCE ANALYSIS.

Pre-task: In small groups, discuss and list characteristics of teenagers. Exploring Teenager Perspectives with ICTs.

In this 15-minute pre-task, students engage in exploring the characteristics and perspectives of teenagers, laying the groundwork for the awareness campaign. The process unfolds through three key steps.

Commence by introducing the concept of a target audience in advertising, emphasizing its relevance to the awareness campaign and discussing general teenage characteristics. Simultaneously, introduce the utilization of online surveys as a tool for gathering pertinent information.

Following the introduction, guide students to implement online surveys using platforms like Google Forms or SurveyMonkey. Each group is assigned the task of creating a succinct questionnaire focusing on teenage perspectives regarding alcohol consumption. Students are encouraged to incorporate a mix of multiple-choice and open-ended questions.

The final step involves groups sharing their survey links within a collaborative document, such as Google Docs. Classmates actively participate by completing surveys crafted by other groups, ensuring a diverse collection of perspectives.

This pre-task strategically integrates ICT tools, utilizing online surveys and collaborative documents to enhance communication and mediation skills. Its purpose

extends beyond exploration, serving as a preparatory step for the subsequent target audience analysis in the main task.

Task: Analyze how these characteristics should influence the campaign message. Creating Teenager Profiles and Online Survey Analysis.

In this 20-minute task, students delve into the creation of teenager profiles and the analysis of online survey data, shaping the foundation for the ensuing campaign message. The task unfolds through three integral steps.

Commence with a reminder of the pre-task, prompting each small group to construct detailed profiles of their target audience—teenagers. The emphasis lies on integrating the characteristics explored in the pre-task into these collaborative profiles, utilizing shared online documents like Google Docs.

Proceed to the analysis of online survey data, where each group reviews and summarizes key findings. Utilize simple data representation methods within the online survey platform, such as lists or tables, enhancing comprehension and collaboration.

The final step involves group presentations, where each group delivers a concise summary of their target audience profiles and significant survey findings. The class engages in a brief reflection, discussing commonalities, differences, and the potential impact on the design of the awareness campaign.

ICT integration occurs during the Online Survey Analysis step, allowing students to leverage the features of the chosen survey platform for basic data representation. This streamlined use of ICTs ensures effective collaboration and data analysis, making technology accessible while meeting the learning objectives of the task.

Post-task: Share findings and discuss as a class. Grammar and Form Correction.

In the 10-minute post-task session, students engage in a comprehensive discussion by sharing and reflecting on their findings as a class. During the 3-minute group reflection, they express their preferences using language structures and present simple tenses to articulate facts about the impact of alcohol on teenagers. The

subsequent 4-minute teacher-guided grammar correction focuses on addressing common errors and reinforcing language structures, emphasizing the use of conjunctions and forming sentences with quantifiers. In the final 3-minute interactive correction practice, students work on sentences involving prepositions to describe relationships and formulate questions to gather information. This integrated approach enhances both content understanding and language proficiency.

LESSON 4. CREATIVE REFLEXION AND ANALYSIS.

Pre-task: Exploring Creative Campaigns with a Callback.

In the 15-minute pre-task session, students delve into creative campaign exploration with a callback to previous lessons. In the initial 5 minutes, they recall and discuss the creative elements of analyzed campaigns—Nike's "Just Do It," Apple's "Get a Mac," and Coca-Cola's Christmas campaigns.

The subsequent 5-minute small group brainstorming session involves dividing students into groups of four, where they use ICT, specifically a shared online document like Google Docs, to list effective creative elements from the aforementioned campaigns.

The final 5 minutes focus on an in-group mediation activity, with assigned mediators facilitating discussions to refine and prioritize the listed creative elements collaboratively. This pre-task structure combines contextual recall with enhanced collaboration, emphasizing the use of ICT for real-time group interaction.

Task: Collaborative Creative Campaign Planning.

In this 20-minute task, students build on pre-task insights by dedicating the initial 8 minutes to selecting three key creative elements, drawing inspiration from Nike, Apple, and Coca-Cola campaigns. The use of an online collaborative tool, like Google Slides, encourages real-time collaboration and aligns with modern digital practices.

The subsequent 7 minutes focus on storyboard creation, where each group visually translates their chosen creative elements into a narrative. Emphasis is placed

on the power of visual storytelling to effectively convey the campaign message. The deliberate integration of ICT tools not only supports collaboration but also prepares students for the digital demands of the modern world.

The final 5 minutes involve group presentations, fostering a shared understanding of diverse creative approaches. Students articulate the rationale behind their choices and reflect on the intended impact, cultivating critical thinking skills and promoting a culture of collaboration within the classroom. This task structure aims to achieve immediate learning objectives while instilling essential digital literacy skills.

Post-task: Group presentations - Share the creative outputs (drawings, poems, short paragraphs) inspired by the media. Grammar and form correction.

In this 10-minute post-task session, groups share creative outputs inspired by media, ranging from drawings and poems to short paragraphs. The emphasis is on diverse forms of expression, aligning with modern communication practices.

The initial 3 minutes involve group reflection, where students utilize reported speech and modal verbs to articulate insights. This promotes linguistic flexibility and encourages varied expression.

Following this, the teacher dedicates 4 minutes to grammar correction, addressing common errors and reinforcing language structures. Notably, the correction practice integrates past continuous and comparative forms, enhancing grammatical proficiency.

The final 3 minutes focus on interactive correction practice, emphasizing imperative forms for giving suggestions and directions. For instance, students correct sentences like "When creating a slogan, remember to use powerful words and make it memorable." This holistic approach ensures both creative expression and language refinement, contributing to well-rounded learning outcomes.

LESSON 5. CREATING A SLOGAN.

Pre-task: Understanding Copywriting with Slogan Analysis.

In this 15-minute pre-task session, students delve into the intricacies of copywriting through slogan analysis, building on lessons from Nike, Apple, and Coca-Cola campaigns.

Beginning with a 5-minute introduction, students revisit the aforementioned slogans, exploring how they adeptly convey brand messages and emotions. The session then progresses into a 5-minute group analysis task, where each small group extracts copywriting samples from the known advertisements, focusing on language use and persuasive techniques.

The final 5 minutes involve group discussions and ICT analysis, merging insights from the slogans into a shared online document (e.g., Google Docs). Emphasizing clarity, groups identify common elements contributing to slogan effectiveness.

This pre-task not only integrates prior knowledge but also fosters collaborative note-taking, setting the stage for students to analyze and craft impactful copy in the subsequent main task.

Task: Creating Impactful Slogans with Mentimeter.

In this 20-minute task, students leverage Mentimeter for collaborative slogan creation, peer review, and presentation, drawing inspiration from analyzed slogans of Nike, Apple, and Coca-Cola.

Starting with an 8-minute slogan brainstorming and planning session, each group uses Mentimeter to generate three impactful slogans for their anti-teenage alcohol consumption campaign. Slogan ideas are entered into a shared Mentimeter presentation for collaborative development.

The subsequent 7-minute phase involves peer review and refinement, as groups share their Mentimeter presentations for constructive feedback. Mentimeter's interactive features facilitate efficient exchange of ideas and critiques on clarity, creativity, and potential impact.

The final 5 minutes are dedicated to group presentations of selected slogans, emphasizing rationale and alignment with effective slogan characteristics discussed in the pre-task. A brief class-wide reflection encourages insights into commonalities and diverse approaches.

By integrating Mentimeter, an ICT tool, this task structure offers an interactive and engaging platform for collaborative slogan development, peer interaction, and shared understanding of effective slogans.

Post-task: Present and discuss the slogans. Choose the most effective ones.
Grammar and Form Correction.

In this 10-minute post-task, students engage in presenting and discussing slogans, culminating in the selection of the most effective ones for their anti-teenage alcohol consumption campaign.

Commencing with a 3-minute group reflection, discussions utilize language structures expressing preferences and gerunds for articulating likes and dislikes. Teacher-guided grammar correction, spanning 4 minutes, addresses common errors while reinforcing structures like adverb placement and future forms.

The final 3 minutes involve interactive correction practice, where students correct sentences focusing on conditional sentences and employing adjectives to describe impact. The session wraps up with an informed and grammatically reinforced understanding of the most effective slogans for the campaign.

LESSON 6. ICT TOOLS FOR RESEARCH.

Pre-task: Exploring ICT Tools for Research.

In this 15-minute pre-task session, students delve into the realm of Information and Communication Technology (ICT) tools for research, with a specific focus on Padlet.

The session kicks off with a 5-minute introduction to the significance of ICT tools in research, highlighting the collaborative nature of online tools and underscoring the relevance of Padlet. A 5-minute Padlet demonstration follows, elucidating its

user-friendly features and collaborative potential. Students are then granted 5 minutes to individually explore Padlet, navigating sample boards to grasp posting and organizational functions.

The final 5 minutes involve small group collaboration on Padlet, where each group tackles a research topic related to the campaign against teenage alcohol consumption. This pre-task cultivates an understanding of Padlet's utility for collaborative research and ensures students are well-prepared for the research-oriented main lesson.

Task: Collaborative Research using Padlet.

In this collaborative research session utilizing Padlet, students embark on a structured 20-minute exploration of their research topics related to the awareness campaign against teenage alcohol consumption.

The first 7 minutes involve recalling the pre-task and initiating Padlet setup, where each small group establishes a collaborative board. During this time, groups plan their research approach, defining key areas for exploration.

Following this, the subsequent 8 minutes are dedicated to collaborative research on Padlet. Groups actively engage with their assigned topics, posting relevant information, links, and images, fostering a dynamic and real-time collaborative environment.

The final 5 minutes are reserved for peer review and reflection. Each group explores another's Padlet board, offering constructive feedback on content and organization. Groups then reflect on received feedback, making adjustments to enhance the effectiveness of their Padlet board.

Throughout the task, Padlet serves as a user-friendly platform for collaborative research, promoting efficient information sharing and interaction among students. The incorporation of peer review and reflection further enriches the research process by fostering critical thinking and continuous improvement.

Post-task: Share findings and discuss the importance of accurate information. Grammar and form correction.

In this 10-minute post-task session, students engage in a comprehensive reflection and discussion on the importance of accurate information, accompanied by grammar and form correction.

During the initial 3 minutes, groups reflect on the research process, expressing opinions about its effectiveness using language structures like modals and past simple tense. For instance, students might share beliefs such as "We believe using online sources is effective" or summarize steps with statements like "First, we searched for statistics."

The subsequent 4 minutes involve teacher-guided grammar correction, addressing common errors and reinforcing language structures. This includes using modals to express possibility, such as "We could find reliable sources online," and forming sentences with time adverbs like "After that, we immediately checked the information."

The final 3 minutes focus on interactive correction practice. Students work on sentences that emphasize the use of comparative forms for evaluating sources, such as "This database is more reliable than the others," and forming questions for effective research, like "What information did you find most useful?"

Overall, this post-task session provides a well-rounded approach to sharing research findings, emphasizing the importance of accuracy, and incorporating grammar and form correction for language improvement.

LESSON 7. CANVA POSTER DESIGN.

Pre-task: Understanding Canva for Poster Design.

In this 15-minute pre-task session, students are introduced to Canva for poster design, laying the groundwork for the main lesson's design task.

The initial 5 minutes focus on an introduction to Canva and the significance of effective poster design. Key features of Canva related to poster creation, such as templates, text options, and image integration, are highlighted.

Following this, a 5-minute Canva demonstration and exploration session is conducted, where students individually navigate Canva, experimenting with templates and basic design elements. This allows them to familiarize themselves with Canva's tools and features.

The final 5 minutes are dedicated to individual poster concept planning. Each student is prompted to consider key elements for their awareness campaign poster against teenage alcohol consumption. They are instructed to jot down initial ideas and sketch a rough concept, with an emphasis on visual hierarchy, color choices, and overall design impact.

This pre-task structure ensures that students are acquainted with Canva and initiates their thought process for the upcoming poster design task, promoting a foundational understanding of design principles.

Task: Collaborative Awareness Campaign Posters with Canva.

In this 20-minute task, students engage in collaborative poster design using Canva for their awareness campaign against teenage alcohol consumption.

The first 7 minutes involve group planning and role assignment within Canva, building on the pre-task's emphasis on collaborative use. Each small group selects a suitable poster template, plans the layout, assigns specific roles (designer, content creator, visual coordinator, editor), and decides on key visual elements for their posters.

The subsequent 8 minutes are dedicated to collaborative poster design in Canva, with each group member focusing on their assigned role. Groups incorporate pre-task principles, ensuring a clear distribution of responsibilities. Emphasis is placed on real-time collaboration using Canva's features.

The final 5 minutes involve peer review and reflection within groups. Each group collectively reviews and discusses their Canva poster design. Group members provide constructive feedback on visual impact, message clarity, and overall design, with time allocated for collaborative adjustments based on the received feedback.

Throughout the task, Canva facilitates collaborative planning, design, and peer review. The structure promotes efficient poster creation, real-time feedback, and collaborative refinement, contributing to the overall quality of the posters.

Post-task: Group presentations of poster drafts. Peer feedback. Grammar and form correction.

In this 10-minute post-task session, students engage in group presentations of their poster drafts, followed by peer feedback and grammar/form correction.

The first 3 minutes involve a group reflection, where students discuss their preferences about the design process, utilizing language structures such as expressing preferences and using past simple tense to summarize design steps.

The subsequent 4 minutes are dedicated to teacher-guided grammar correction, addressing common errors and reinforcing language structures. Examples include using adjectives to describe design elements and forming sentences with imperatives for giving design instructions.

The final 3 minutes focus on interactive correction practice. Students receive sentences for correction, with a focus on using connectors for sequence and forming questions for feedback on the design. This session aims to refine language skills related to design discussions and instructions.

LESSON 8. FINALIZING THE CAMPAIGN.

Pre-task: Planning the Campaign Conclusion.

In this 15-minute pre-task, students focus on planning the conclusion of their awareness campaign against teenage alcohol consumption. The session begins with a 5-minute recap and reflection on previous lessons, emphasizing key concepts and

collaborative aspects. Following this, a 5-minute discussion introduces the evaluation of campaign effectiveness, discussing criteria such as message clarity, visual impact, and potential reach.

In the final 5 minutes, students, divided into small groups of four, plan the conclusion of their campaign. Emphasis is placed on creativity, prompting groups to consider engaging elements like brief presentations, Q&A sessions, or interactive components. This pre-task structure aims to prepare students for the concluding phase of their awareness campaign, guiding reflection, evaluation, and planning for an engaging presentation to their peers in the upcoming lesson.

Task: Presenting and Concluding the Awareness Campaign.

In this 20-minute task, students conclude their awareness campaign through group presentations, focusing on planning, presenting, and reflecting. Students recall the pre-task, emphasizing campaign conclusion planning. Each small group plans how to present their awareness campaign, deciding on presentation order, key highlights, and assigning roles.

During the 8-minute group presentations, groups showcase their campaigns, creatively presenting posters, explaining key messages, and sharing insights into the design process. Strict time limits are allocated to ensure equal opportunities for all groups.

After all presentations, a 5-minute brief class discussion ensues, where students reflect on various campaigns, highlighting effective elements and providing constructive feedback for improvement. This task structure actively engages students in planning and delivering presentations within the 20-minute timeframe, emphasizing form and accuracy. The reflection and feedback session promotes shared insights and peer learning regarding successful campaign elements.

Post-task: Class discussion on the overall learning experience. Grammar and Form Correction.

In this 10-minute post-task session, students participate in a class discussion on the overall learning experience, with a focus on grammar and form correction.

The first 3 minutes involve group reflection, where students discuss their experiences using language structures for summarizing campaign learnings and employing past perfect to describe completed actions before others.

The subsequent 4 minutes are dedicated to teacher-guided grammar correction, addressing common errors and reinforcing language structures. Examples include present perfect for accomplishments and using connectors to sequence ideas.

The final 3 minutes focus on interactive correction practice. Students receive sentences for correction, emphasizing possessive forms and linking words for coherence. Additionally, encouraging the use of ICT tools for collaborative documentation and underlining the importance of grammar and language accuracy during the post-task phase are essential notes for the teacher.

Appendix 4 Evaluation criteria of the Unit

The Aragonese Curriculum states clear criteria that is used in this proposal to evaluate the students' performance. They are the group of indicators that show the degree to which the students acquire the specific competences, in context and use.

A series of common criteria are established for the last two years of the stage (including 4th of ESO), since it takes time to produce a significant change towards the development of each of the specific competences.

The students are presented with the objectives and with what they have to be able to do, and the evaluation criteria are a reflection of those *can do's*. In order to do that, I designed trackers, organizers and other tools that can be used for the assessment of this unit (vid. Appendix 6 Materials). These could be modified and even replaced, so long as the expectations of performance and individual accountability are met.

The following are the evaluation criteria I selected for this unit proposal, taken from the Aragonese Curriculum, and the lessons from this proposal they best relate to:

CEI.LEI.1. Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs.

1.1. Extract and analyze the global meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics of personal relevance or public interest close to their experience expressed clearly and in standard language through various supports. Lessons 2, 3 and 4.

1.2. Interpret and evaluate the content and discursive features of progressively more complex texts typical of the areas of interpersonal relationships, social media and learning, as well as literary texts appropriate to the level of maturity of the students. Lessons 2, 3 and 4.

1.3. Select, organize and apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, the essential information and the most relevant details of the texts; inferring meanings and interpreting non-verbal elements; and search, select and manage accurate information. Lessons 2, 3 and 4.

In summary, these competences involve the ability to extract and analyze information from diverse texts, including oral, written, and multimodal forms, on topics relevant to personal or public interests. It includes interpreting and evaluating progressively complex texts related to interpersonal relationships, social media, learning, and literature. Additionally, students are expected to use appropriate strategies to understand general meanings, essential information, and relevant details in various communicative situations, as well as to infer meanings, interpret non-verbal elements, and manage accurate information.

CE.LEI.2. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, compensation or self-repair, to creatively, adequately and coherently express relevant messages and respond to specific communicative purposes.

2.1. Express orally simple, structured, understandable, coherent and appropriate texts to the communicative situation on everyday matters, of personal relevance or of public interest close to the experience of the students, in order to describe, narrate, argue and inform, in different media, using verbal and non-verbal resources, as well as planning, control, compensation and cooperation strategies. Lessons 1 to 8.

2.2. Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and adaptation to the proposed communicative situation, to the textual typology and to the analogue and digital tools used on everyday matters, of personal relevance or of public interest close to the experience of the students, respecting intellectual property and avoiding plagiarism. Lessons 5, 7 and 8.

2.3. Select, organize and apply knowledge and strategies to plan, produce, review and cooperate in the elaboration of coherent, cohesive and appropriate texts to the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using physical resources or people to whom the text is addressed. most appropriate digital devices depending on the task and needs of the potential interlocutor to whom the text is addressed. Lessons 5, 7 and 8.

In summary, these competencies involve the ability to express oneself orally in a clear, structured, and coherent manner on everyday or personally relevant topics, using various media and incorporating verbal and non-verbal resources. Additionally, students should be able to write and share medium-length texts with clarity, coherence, and correctness, adapting them to different communicative situations, textual types, and digital tools while respecting intellectual property. Furthermore, the competencies encompass the selection, organization, and application of knowledge and strategies to plan, produce, review, and collaborate on the creation of coherent and contextually appropriate texts, using suitable physical or digital resources depending on the task and the needs of the intended audience.

CE.LEI.3. Interact with other people with increasing autonomy, using cooperation strategies and using analog and digital resources, to respond to specific communicative purposes in exchanges that respect the rules of courtesy.

3.1. Plan, participate and actively collaborate, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the students' experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as as well as the different needs, ideas, concerns, initiatives and motivations of the interlocutors. Lessons 4, 5, 6 and 7.

3.2. Select, organize and use appropriate strategies to initiate, maintain and end communication, take and give the floor, request and formulate clarifications and explanations, reformulate, compare and contrast, summarize, collaborate, debate, solve problems and manage compromised situations. Lessons 1 to 8.

In summary, these competencies involve actively planning, participating, and collaborating in interactive situations using various media, focusing on everyday topics

relevant to personal or public interests. This includes demonstrating initiative, empathy, and respect for linguistic courtesy and digital etiquette, while also considering the diverse needs, ideas, concerns, initiatives, and motivations of interlocutors. Additionally, students should be able to select and employ strategies for effective communication, including initiating, maintaining, and concluding conversations, managing turn-taking, seeking clarifications, reformulating ideas, comparing and contrasting, summarizing, collaborating, debating, problem-solving, and handling compromised situations.

CE.LEI.4. Mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information in an effective, clear and responsible manner.

4.1. Infer and explain short and simple texts, concepts and communications in situations in which diversity is addressed, showing respect and empathy for the interlocutors and by the languages used, and participating in solving problems of intercomprehension and understanding in the environment, relying on various resources and supports. Lessons 4, 5, 7 and 8.

4.2. Apply strategies that help create bridges, facilitate communication and serve to explain and simplify texts, concepts and messages, and that are appropriate to the communicative intentions, contextual characteristics and textual typology, using physical or digital resources and supports depending on the needs of each moment. Lessons 1 to 8.

In summary, these competencies involve the ability to infer and explain short and simple texts, concepts, and communications, especially in situations that involve diversity, demonstrating respect and empathy for interlocutors and the languages used. This includes actively participating in problem-solving related to intercomprehension and understanding in the environment, utilizing various resources and supports. Additionally, students should apply strategies that create bridges, facilitate communication, and aid in explaining and simplifying texts, concepts, and messages, adapting these strategies to the communicative intentions, contextual characteristics, and textual typology. The use of physical or digital resources and support is contingent on the specific needs of each moment.

Appendix 5 Lesson plans

Day	Lesson	Duration	Subsection	Minutes
Day 1	Lesson 1: INTRODUCTION TO THE PROBLEM AND THE CAMPAIGN	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes
Day 2	Lesson 2: ANALYZING SUCCESSFUL CAMPAIGNS	45 minutes	Pre-task	10 minutes
			Task	25 minutes
			Post-task	10 minutes
Day 3	Lesson 3: TARGET AUDIENCE ANALYSIS	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes
Day 4	Lesson 4: CREATIVE REFLEXION AND ANALYSIS	45 minutes	Pre-task	10 minutes
			Task	25 minutes
			Post-task	10 minutes
Day 5	Lesson 5: CREATING A SLOGAN	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes
Day 6	Lesson 6: ICT TOOLS FOR RESEARCH	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes

Day 7	Lesson 7: CANVA POSTER DESIGN	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes
Day 8	Lesson 8: FINALIZING THE CAMPAIGN	45 minutes	Pre-task	15 minutes
			Task	20 minutes
			Post-task	10 minutes

Appendix 6 Material

Willis' lesson plan templates:

<http://www.willis-elt.co.uk/lesson-plans-2/>

Harvard project Zero: "The Maker Mind":

<https://pz.harvard.edu/resources/the-maker-mind-jen-ryan-tedx-talk>

Agency by Design thinking routines:

<http://www.agencybydesign.org/thinking-routines-tools-practices>

"Plan nacional sobre drogas":

<https://pnsd.sanidad.gob.es/ciudadanos/informacion/alcohol/menuAlcohol/jovenes.htm>

"Campaña prevención de consumo de alcohol en menores":

<https://www.sanidad.gob.es/campanas/campanas11/alcoholenmenoresnoesnormal/sabias.html>

FAD Juventud: "Cada vez que te emborrachas" campaign:

<https://fad.es/campana/emborrachas-vuelves-tonto/>

Elsevier anti-alcohol campaign:

<https://www.elsevier.es/es-revista-trastornos-adictivos-182-articulo-campana-prevencion-del-consumo-alcohol-13030757>

Powerful awareness campaigns:

<https://art-sheep.com/25-of-the-most-clever-and-powerful-social-awareness-campaigns/>

LESSON 1.

Table to check if the students have understood the didactic situation problem.

BEFORE WE BEGIN	
What is the problem to solve?	
What is the positive change we are looking for?	
How are we going to achieve that goal or solution?	

Students should be able to arrive at a few of these negative effects on teenagers:

Concern	Negative Effects of Alcohol in teenagers
1. Brain Development	The brain undergoes significant development during adolescence, and alcohol can interfere with this process. It may affect cognitive functions, learning, and memory.
2. Impaired Judgment	Alcohol can impair judgment and decision-making, leading to risky behaviors and poor choices.
3. Increased Risk of Addiction	Early alcohol use is associated with an increased risk of developing alcohol dependence or other substance abuse disorders later in life.
4. Physical Health	Teenagers may be more vulnerable to the physical effects of alcohol, such as liver damage, due to their developing bodies.
5. Emotional and Behavioral Issues	Alcohol use can contribute to emotional and behavioral issues, including mood swings, depression, and aggression.
6. Academic Performance	Alcohol use may negatively impact academic performance, as it can affect concentration, memory, and overall cognitive abilities.
7. Social Consequences	Alcohol use in teenagers can lead to social problems, strained relationships with family and peers, and social isolation.
8. Legal Consequences	Underage drinking is illegal in many places, and getting involved with alcohol at a young age can result in legal consequences.
9. Physical Safety	Alcohol impairs coordination and reflexes, increasing the risk of accidents and injuries, including motor vehicle accidents.

10. Long-term Effects	Early alcohol use has been associated with an increased risk of developing alcohol-related problems in adulthood.
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LESSON 2.

The best marketing campaigns of all time share several key characteristics that have contributed to their success. While each campaign is unique, they often exhibit the following traits, and the students should infer most of these from their research:

Trait	Description
1. Creativity	Memorable campaigns break new ground with innovative visuals, clever copywriting, and unexpected approaches.
2. Emotional Appeal	Successful campaigns evoke emotions such as humor, nostalgia, empathy, or excitement to build brand loyalty.
3. Relevance	The best campaigns are highly relevant, addressing the audience's needs, desires, and interests to establish a genuine connection.
4. Clear Messaging	Effective campaigns deliver a clear and concise message, highlighting the product or service's value and differentiation.
5. Consistency	Consistent branding and messaging across channels contribute to a strong, recognizable brand identity.
6. Audience Segmentation	Targeting specific audience segments ensures the marketing message reaches the right people with the most relevant content.
7. Engaging Storytelling	Iconic campaigns tell compelling stories that draw consumers in, making the brand's message more relatable and memorable.
8. Multichannel Approach	Great campaigns use various marketing channels, both digital and traditional, to reach a broader audience.
9. Innovation	Memorable campaigns incorporate innovative technology or trends, setting the brand apart and capturing attention.
10. Adaptability	A good campaign can adapt to changing circumstances or cultural shifts. It can remain effective even as market conditions evolve.

These are the reasons why Nike's "Just Do It" campaign was successful. Students are given this table with the "Description" section empty and they must fill it in.

Trait	Description
1. Creativity	"Just Do It" demonstrated creativity through a bold and inspiring slogan that broke new ground and stood out from the competition.

2. Emotional Appeal	The campaign's messaging, particularly the universal "Just Do It" slogan, evoked emotions, connecting with consumers on a personal level and fostering brand loyalty.
3. Relevance	Nike ensured the campaign's relevance by creating inclusive messaging that applied to individuals from various backgrounds, emphasizing personal achievements and empowerment.
4. Clear Messaging	The concise and powerful "Just Do It" slogan delivered a clear message, urging individuals to take action and overcome challenges, while reinforcing the brand's values and identity.
5. Consistency	Nike maintained consistent branding across products and marketing materials, reinforcing the iconic swoosh logo and the "Just Do It" slogan, contributing to a strong and recognizable brand identity.
6. Audience Segmentation	The campaign appealed to a broad audience by featuring diverse athletes and stories, showcasing a commitment to reaching different segments with relevant content.
7. Engaging Storytelling	Nike employed engaging storytelling in its advertisements, narrating compelling stories of athletes overcoming obstacles, creating an emotional connection and making the brand's message relatable and memorable.
8. Multichannel Approach	Utilizing a multichannel approach, Nike employed various marketing channels, both digital and traditional, ensuring the "Just Do It" message reached a wide and diverse audience globally.
9. Innovation	The campaign demonstrated innovation by adapting to cultural shifts and societal changes, staying relevant over time, and addressing current issues while embracing diversity and inclusivity.
10. Adaptability	"Just Do It" showcased adaptability by evolving with cultural shifts and societal changes, remaining relevant and effective over the years as market conditions evolved, contributing to its enduring legacy.

Same thing with Apple's "Get a Mac" campaign:

Trait	Description
1. Creativity	Apple's "Get a Mac" campaign demonstrated creativity through clever and humorous advertisements that broke new ground and differentiated the Mac from the competition.
2. Emotional Appeal	The campaign had emotional appeal by portraying the Mac as cool, reliable, and user-friendly, creating a connection with consumers and fostering positive sentiments toward the brand.
3. Relevance	Apple made the campaign highly relevant by addressing the pain points of PC users, emphasizing the Mac's superiority in terms of performance, design, and user experience.

4. Clear Messaging	The campaign delivered a clear message by contrasting the Mac and PC in a simple and understandable manner, effectively communicating the value proposition of the Mac and why consumers should choose it.
5. Consistency	Apple maintained consistent branding by featuring the same actors, setting, and visual style in each advertisement, contributing to a strong and recognizable brand identity for the Mac.
6. Audience Segmentation	The campaign targeted a specific audience segment by focusing on individuals who were considering purchasing a computer, effectively tailoring the message to potential Mac users.
7. Engaging Storytelling	Apple engaged consumers through storytelling by personifying the Mac and PC characters, creating relatable and memorable narratives that highlighted the Mac's advantages.
8. Multichannel Approach	Utilizing a multichannel approach, Apple employed various marketing channels, including television and online platforms, to reach a wide audience and reinforce the "Get a Mac" message.
9. Innovation	The campaign showcased innovation by presenting the Mac as a cutting-edge, forward-thinking product, setting it apart from traditional PCs and aligning with Apple's reputation for innovation.
10. Adaptability	"Get a Mac" demonstrated adaptability by evolving its messaging over time, incorporating new features and advancements in Mac technology, and remaining relevant in an ever-changing technological landscape.

And Coca-Cola's use of Santa Clause in their advertising:

Trait	Description
1. Creativity	Coca-Cola's use of Santa Claus demonstrated creativity by popularizing the modern image of Santa as a jolly, red-suited figure, contributing to a cultural icon recognized globally.
2. Emotional Appeal	The campaign had emotional appeal by associating the joy and warmth of the holiday season with Coca-Cola, creating a positive and festive connection with consumers.
3. Relevance	Coca-Cola's use of Santa remained relevant by aligning with the holiday season, becoming an integral part of Christmas celebrations, and reinforcing the association between Coke and festive occasions.
4. Clear Messaging	The messaging was clear as Coca-Cola's Santa Claus became synonymous with happiness, sharing, and festive cheer, conveying a simple yet powerful message associated with the brand.
5. Consistency	Coca-Cola maintained consistency by featuring a consistent portrayal of Santa Claus in its holiday campaigns, contributing to the establishment of a timeless and recognizable brand image during Christmas.

6. Audience Segmentation	The campaign effectively targeted a wide audience, leveraging the universally recognized figure of Santa Claus to appeal to diverse demographics and cultures during the holiday season.
7. Engaging Storytelling	Coca-Cola engaged consumers through storytelling by depicting Santa Claus in heartwarming narratives that emphasized the joy of sharing and the festive spirit, creating memorable and relatable holiday stories.
8. Multichannel Approach	Utilizing a multichannel approach, Coca-Cola employed various marketing channels such as print, television, and digital media to showcase its holiday campaigns, ensuring widespread visibility and impact.
9. Innovation	While rooted in tradition, Coca-Cola's use of Santa Claus demonstrated innovation by contributing to the modern image of Santa, adapting to cultural changes, and remaining a relevant and beloved holiday symbol.
10. Adaptability	Coca-Cola's use of Santa Claus showcased adaptability by evolving its campaigns over the decades, incorporating new elements, and staying in tune with the evolving preferences and expectations of consumers during the holidays.

LESSON 3.

These characteristics collectively define 14-year-old teenagers as a target demographic for an awareness campaign against alcohol consumption, emphasizing the need for education, positive influences, and support systems. Hollow out the “Description” section to use it as a research organizer for the students.

Characteristic	Description
1. Developmental Stage	At 14, teenagers are in the early stages of adolescence, experiencing significant physical, cognitive, and emotional development. This stage presents opportunities for education and influence.
2. Vulnerability to Peer Pressure	14-year-olds are often susceptible to peer influence, seeking acceptance and validation from their peers. Peer pressure plays a significant role in shaping their attitudes and behaviors.
3. Curiosity and Experimentation	Curiosity is a prevalent trait at this age, leading to experimentation. Awareness campaigns can leverage this curiosity to provide accurate information about the consequences of alcohol consumption.
4. Developing Identity	Teenagers are in the process of forming their identities, making it a crucial time to influence attitudes and behaviors. Anti-alcohol campaigns can contribute to a positive and health-conscious self-identity.

5. Limited Decision-Making Experience	At 14, individuals are still developing decision-making skills. Education on the risks associated with alcohol can empower them to make informed choices and resist potentially harmful behaviors.
6. Influence of Media and Peers	Media and peer influence are significant factors shaping teenage behavior. Awareness campaigns should consider addressing these influences and promoting positive alternatives to alcohol consumption.
7. Educational Environment	The educational environment plays a crucial role in a 14-year-old's life. Incorporating awareness campaigns into school settings can provide structured learning about the risks associated with alcohol consumption.
8. Family and Social Relationships	Family and social relationships have a considerable impact on teenagers. Awareness campaigns can involve parents, guardians, and community members to create a supportive environment that discourages underage drinking.
9. Limited Life Experience	Teenagers at 14 have limited life experience and may not fully grasp the long-term consequences of their actions. Awareness campaigns can bridge this gap by providing relatable scenarios and real-life consequences.
10. Peer Approval and Acceptance	The approval and acceptance of peers are crucial at this age. Effective awareness campaigns can focus on creating a cultural shift that makes choosing not to drink alcohol socially acceptable and even desirable among peers.

LESSON 4.

These are the online applications that are needed to complete the lesson:

Google Slides: <https://g.co/kgs/2tsX5q>

Padlet: <https://es.padlet.com/>

LESSON 5.

These characteristics define the key attributes that contribute to the success of a slogan in an awareness or marketing campaign, ensuring it effectively communicates the intended message and resonates with the audience.

Similarly to previous lessons, this can be used as an organizer and checklist for the teacher and students.

Characteristic	Description
1. Memorable	A successful slogan is memorable, making it easy for the target audience to recall and associate with the campaign's message. This characteristic enhances brand recognition and message retention.

2. Concise and Clear	Clarity and conciseness are crucial. A successful slogan conveys the campaign's message succinctly, ensuring that the audience quickly understands and retains the key idea or call-to-action.
3. Emotional Resonance	The best slogans evoke emotions, creating a connection with the audience. Emotional resonance makes the campaign memorable and fosters a positive association with the brand or cause.
4. Relevance to the Audience	A successful slogan is relevant to the target audience's needs, values, and interests. It speaks directly to them, addressing their concerns and motivations, which enhances its impact and effectiveness.
5. Consistency with Brand Identity	A successful slogan aligns with the overall brand identity or campaign theme. Consistency reinforces the brand message and helps build a strong, recognizable identity over time.

Applied to Nike's "Just Do It" campaign, these would be:

Characteristic	Description
1. Memorable	"Just Do It" is highly memorable, achieving iconic status in the world of marketing. Its simplicity and brevity make it easy for consumers to recall and associate with Nike's brand and ethos.
2. Concise and Clear	The slogan is concise and clear, delivering a powerful and direct call-to-action. It communicates a sense of urgency and empowerment, urging individuals to take action and pursue their goals.
3. Emotional Resonance	"Just Do It" creates emotional resonance by inspiring a sense of determination, motivation, and empowerment. It taps into the universal human desire to overcome challenges and achieve success.
4. Relevance to the Audience	The slogan is relevant to a broad audience, appealing to individuals seeking motivation and a can-do attitude. Its versatility allows it to resonate with athletes, fitness enthusiasts, and everyday consumers.
5. Consistency with Brand Identity	"Just Do It" aligns seamlessly with Nike's brand identity of athleticism, perseverance, and excellence. The slogan has become synonymous with Nike, reinforcing the brand's core values and messaging.

Applied to Apple's "Get a Mac" campaign, these would be:

Characteristic	Description
1. Memorable	"Get a Mac" is a memorable slogan, characterized by its simplicity and directness. It sticks in the minds of consumers, making it easy to recall and associate with Apple's line of computers.

2. Concise and Clear	The slogan is concise and clear, conveying a straightforward message to potential customers. It communicates the action (getting a Mac) and the brand's recommendation with clarity and brevity.
3. Emotional Resonance	"Get a Mac" resonates emotionally by positioning the Mac as a desirable and superior choice. It creates a positive association with the brand, emphasizing the benefits of choosing a Mac over other options.
4. Relevance to the Audience	The slogan is relevant to the target audience by addressing the needs and concerns of those in the market for a computer. It suggests a solution and provides a compelling reason to choose a Mac.
5. Consistency with Brand Identity	"Get a Mac" aligns with Apple's brand identity of simplicity, innovation, and excellence. The slogan reinforces Apple's message of offering high-quality, user-friendly products that stand out in the market.

Applied to Coca-Cola's "The Pause that Refreshes" campaign, these would be:

Characteristic	Description
1. Memorable	"The pause that refreshes" is a memorable slogan, contributing to Coca-Cola's long-standing association with refreshment and relaxation. Its timeless quality has made it an enduring part of the brand.
2. Concise and Clear	The slogan is concise and clear, succinctly expressing the idea of taking a break with a Coca-Cola for a refreshing moment. It conveys the brand's promise of providing a refreshing pause in daily life.
3. Emotional Resonance	The slogan creates emotional resonance by associating Coca-Cola with moments of relaxation and refreshment. It taps into the universal desire for a pause from the hustle and bustle of everyday life.
4. Relevance to the Audience	In the context of a Christmas campaign, the slogan is relevant by aligning with the festive season's themes of joy, togetherness, and moments of respite. It positions Coca-Cola as a holiday refreshment choice.
5. Consistency with Brand Identity	"The pause that refreshes" aligns with Coca-Cola's brand identity of providing a refreshing and enjoyable beverage experience. The slogan reinforces the brand's commitment to delivering moments of refreshment.

LESSON 6.

In a similar manner to previous lessons, this chart can be used as an organizer and a checklist for the students and the teacher.

These characteristics showcase how Padlet can be a valuable tool for researchers, enabling efficient collaboration, multimedia integration, and real-time data sharing in a secure and user-friendly environment.

Characteristic	Description for Padlet
1. User-Friendly Interface	Padlet features a user-friendly interface that allows for easy navigation and quick adaptation, making it accessible for users with varying levels of tech proficiency.
2. Versatile Collaboration Tools	The app provides versatile collaboration tools, enabling users to gather, organize, and share information collaboratively in real-time.
3. Customizable Layouts	Users can customize Padlet boards with different layouts, such as grid, stream, or freeform, facilitating flexibility in organizing and presenting research data.
4. Multimedia Integration	Padlet supports multimedia integration, allowing users to include text, images, videos, links, and other media types on their boards. This enhances the richness and depth of shared content.
5. Real-Time Updates	The platform allows for real-time updates, making it ideal for synchronous collaboration and ensuring that team members or researchers have access to the latest information instantly.
6. Accessibility and Sharing	Padlet offers easy accessibility and sharing options, allowing users to control board visibility, set permissions, and share boards with specific individuals or the public, as needed.
7. Integration with External Apps	Padlet integrates with various external apps and tools, enhancing its functionality by allowing users to embed content from platforms like Google Drive, YouTube, or other online resources.
8. Commenting and Discussion	Users can engage in discussions through comments, fostering collaboration, and providing a space for insights, questions, or feedback related to the gathered research data.
9. Real-Time Data Gathering	Padlet facilitates real-time data gathering by allowing users to input information directly onto boards during meetings, workshops, or research activities, streamlining the data collection process.
10. Secure and Private Sharing	The app prioritizes security and privacy, ensuring that users can share sensitive research data confidently within a secure environment, providing peace of mind during collaborative projects.

LESSON 7.

This table provides a concise overview of the challenges and their corresponding solutions for a 14-year-old using Canva to create an anti-alcohol awareness campaign.

Challenge	Solution
1. Complexity of Design Tools	<ul style="list-style-type: none"> - Challenge: The vast array of design tools in Canva may seem overwhelming. - Solution: Start with Canva's templates to gradually learn more complex features. Experiment with one element at a time.
2. Graphic Design Skills	<ul style="list-style-type: none"> - Challenge: The vast array of design tools in Canva may seem overwhelming. - Solution: Start with Canva's templates to gradually learn more complex features. Experiment with one element at a time.
3. Message Clarity	<ul style="list-style-type: none"> - Challenge: Ensuring the campaign message is clear and effectively conveyed through visuals. - Solution: Keep the message simple and direct. Use clear, easy-to-read fonts, and ensure that visuals support the intended message without unnecessary complexity.
4. Content Appropriateness	<ul style="list-style-type: none"> - Challenge: Creating age-appropriate content that resonates with the target audience. - Solution: Be mindful of age-appropriate imagery and language. Use Canva's library of royalty-free images and elements.
5. Adherence to Campaign Objectives	<ul style="list-style-type: none"> - Challenge: Ensuring that the design aligns with the campaign's goals and objectives. - Solution: Regularly refer back to the campaign objectives while designing. Seek feedback from teachers, peers, or mentors.
6. Legal and Ethical Considerations	<ul style="list-style-type: none"> - Challenge: Understanding and adhering to legal and ethical standards, such as copyright and privacy. - Solution: Use Canva's library of royalty-free images and elements to avoid copyright issues. Always respect privacy standards when using real-life stories or images.
7. Consistency	<ul style="list-style-type: none"> - Challenge: Maintaining consistency in branding, color schemes, and typography. - Solution: Create a style guide at the beginning of the project to maintain consistent branding throughout the campaign materials.
8. Resource Limitations	<ul style="list-style-type: none"> - Challenge: Limited access to high-quality images, fonts, or other design resources. - Solution: Explore Canva's free resources. There are plenty of high-quality images, fonts, and design elements available within the free version.
9. Feedback and Iteration	<ul style="list-style-type: none"> - Challenge: Accepting and incorporating feedback to improve designs. - Solution: Be open to feedback from peers, teachers, or mentors. Use Canva's collaborative features to share designs easily and incorporate suggestions.

10. Time Management	<ul style="list-style-type: none">- Challenge: Balancing schoolwork and other activities with the demands of a design project.- Solution: Set a realistic schedule for design work, balancing it with school and other activities. Break the project into smaller tasks to make it more manageable.
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LESSON 8.

All the materials used in previous lessons are implemented here to different degrees, depending on the students' needs. The ultimate goal is the presentation of the poster, the finalization of the campaign and the reflection on the students' performance.