Centro de Estudios de Postgrado
Máster Interuniversitario en Enseñanza Bilingüe y AICLE

UNIVERSIDAD DE JAÉN

UNIVERSIDAD DE CÓRDOBA

Master's Dissertation/
Trabajo Fin de Máster

CLIL AND MINDFULNESS IN PRIMARY EDUCATION. HOW TO MANAGE A CONSCIOUS CLASSROOM.

Student: Bonilla Cuéllar, Rosa

Supervisor: Dr. Fernando D. Rubio Alcalá
Department: English Philology

July, 2019

MIEB
MASTER INTERUNIVERSITARIO EN ENSEÑANZA BILINGÜE Y AICLE

INDEX OF CONTENTS

1. ABSTRACT

This Master's Dissertation (MD) deals with the important role of mindfulness within the CLIL classroom as a way to improve the climate, the teaching practice and the coexistence at Primary School, and also in order to prevent scholar failure and to increase motivation around learning L2 through CLIL. After a theoretical framework has been devised, a lesson plan for 4th grade of Primary has been designed to implement whenever needed.

Keywords: mindfulness, CLIL, Primary Education, innovative methodology, scholar stress reduction.

RESUMEN

El siguiente trabajo de Fin de Máster (TFM) resalta la importancia de mejorar el clima de aula, la práctica docente y la coexistencia/convivencia en el centro educativo mediante la implementación de prácticas de *mindfulness* durante algunas sesiones escolares en CLIL. En primer lugar, tras una breve introducción, se explica un marco teórico que hace alusión a los aspectos más representativos de la gestión consciente del aula. En segundo lugar, se describe una propuesta didáctica para el alumnado de 4º de Educación Primaria.

Palabras clave: mindfulness, CLIL, Educación Primaria, metodología innovadora, disminución estrés escolar.

2. PLAN FOR ELABORATION MA DISSERTATION

TIMING	
APRIL	PLAN
22ND -29TH	- Analysis of failure in CLIL subjects in the second cycle (3rd and 4th grade) in which I am teaching. - Analysis of motivation during CLIL classroom through direct observation -Elaboration of abstract and keywords -Elaboration of the Introduction - Elaboration of the classroom as an experiential scenario.
MAY	
1ST -5TH	- Revision of literature connected to Mindfulness techniques to reduce stress and negative emotions in CLIL sessions. -Elaboration of the part: Conscious management of the classroom.
6TH -12TH	-Elaboration of: The self-observation
13TH -19TH	-Elaboration of the section: Breathing. - Elaboration of the section: Relaxation.
20TH -26TH	- Elaboration of the section: Visualization.
27TH -31ST	- Elaboration of the section: Voice and speech. - Elaboration of the section: Sensory awareness.
JUNE	
3RD -9TH	- Elaboration of the section: Posture.
10TH -16TH	- Elaboration of the section: Energy and movement.
17TH -23RD	-Elaboration of a didactic proposal including mindfulness techniques: Mindful or mind full? A didactic proposal in CLIL classroom for Primary Education.
24TH -30TH	-Elaboration of a reflective teaching tool for a flexible and diverse evaluation of the fulfilment of the unit.
JULY	-Revision and further modifications before submit the final paper
10TH-12TH	-Submit on digital platform

3. INTRODUCTION

Teachers are often immersed in stressful situations in the classroom that cause them to lose temper, which moves away the harmony and flow that could benefit the teaching process. Moreover, perceptions of failure, frustration, confusion, stress and even, sometimes, depression may arise. When negative feelings are not properly dealt with they can become entrenched and ultimately end up lowering the quality of work of the entire educational community.

The intention of this work is to improve the climate of the classroom, the teaching practice and, ultimately, the coexistence in the educational centre by introducing mindfulness techniques. It is based on a holistic approach, conceiving the classroom as an experiential scenario full of human experiences, for which special interest is given to the conscious self-observation of sensations, emotions, feelings, both of the teacher and the student. In addition, it is intended to design a didactic proposal on mindfulness in the CLIL classroom for Primary education. A tool called *a mindful teaching diary has* been designed to provide support for a better reflective teaching practice while learning/teaching through CLIL.

4. METHODOLOGY

The main steps to elaborate the following MA dissertation have been listed below:

- Analysis of failure in CLIL subjects in the second cycle (3rd and 4th grade) in which I am teaching.
- Analysis of motivation during CLIL classroom through direct observation.
- Revision of literature connected to Mindfulness techniques to reduce stress and negative emotions in CLIL sessions.
- Elaboration of a didactic proposal including mindfulness techniques.
- Elaboration of a reflective teaching tool for a flexible and diverse evaluation of the fulfilment of the unit.

5. THEORETICAL FRAMEWORK

5.1. THE CLASSROOM AS AN EXPERIENTIAL SCENARIO

According to López González (2011), a class, qualitatively and quantitatively, is much more than the sum of the factors or elements that intervene in it. That is what makes it possible for it to always be a *new class*. In fact, if we ask ourselves which factor is the most essential for a class to exist, it will be difficult for us to find it because there are many possibilities: the teaching profile, the ratio of students, the content, the place of learning…When observing those factors one realizes that the class functions as a whole, so that it is possible to approach as holistically and systemically as possible.

What we call class is basically an exchange of human experiences, so it is interesting to take into account the experiential factors that influence it. These refer to the degree of personal meaning of that experience, both for the teacher and for the student. And it must be kept in mind that all human experience has a psycho-corporal dimension.

The experience of learners and teachers is usually evaluated cognitively. There are few holistic or experiential approaches that give relevance to the experience and the body, conceiving the class as a whole. If the teacher does not take

these aspects into account, s/he will be raising, without being conscious, a strategic learning or, at best, superficial, but very far from being significant for the student.

So, we can say that what a teacher does in his/her classroom has a lot to do with emotional management. The teacher must take into account the emotional competences of the subjects who "live" in it, both those of intrapersonal level (self-knowledge, self-esteem, self-control, self-motivation…) and interpersonal skills (empathy, assertiveness...). To manage the classroom in an optimal way, the teacher constantly and daily repairs a multitude of factors: mobility of children, language, voice tone, gestures, distractions, needs, answers, material, contents…Without wanting to, the teacher loses his/her own space to "give it up" to the adverse stimuli that become negative sensations, emotions and thoughts. If instead of taking a time of self-awareness to return to calm, we remain "hooked" to what happens in the classroom and the discomfort continues.

One effective strategy to avoid that is to create and develop the emotional perspective. It is just about learning to see and feel things from another place. For this we must take distance (not indifference) and learn to clear a space. Only then does it generate a feeling of being safe in our inner space enjoying depth and focus. According to Bishop, Lau, Shapiro, Carlson, Anderson, Carmody (2004), *Full Consciousness* can be a key piece to distinguish between those people who paying attention to their emotional states they manage to gain greater clarity about them and finally, they manage to integrate them and even be able to give a different answer.

5.2. CONSCIOUS MANAGEMENT OF THE CLASSROOM

The conscious management of the classroom is the ability to organize, prepare, lead and control the group of learners through mindfulness. It is the healthy and flexible balance between the self-observation of oneself while the class occurs and the observation of the environment, that is, the group and the classroom. A good class is the result of these two skills.

Among the set of skills and abilities required by a teacher to manage the reality of the classroom (cognitive, curricular, methodological, psycho-pedagogical, psychological...) are ultimately some crucial ones such as communication, empathy, self-control and group dynamics. These could be reduced in consciousness and control, depending on whether the teacher is with himself or with the class, are specified in two groups:

1. Self-awareness and self-control (teacher and students).
2. Group awareness and control (by the teacher).

Both abilities depend on the psycho-corporal consciousness, which captures the present and continuously returns us to the here-now.

According to a psycho-corporal approach from López González (2011), three types of factors are involved in the teacher's communication with the class-group:

1. *Perceptive factors*. They include the perception of oneself at a mental, corporal and emotional level on which the psycho-corporal consciousness in general will depend. Likewise, it includes the quality and quantity of perception of the students and the perception of the environment.

2. *Empathetic factors.* Empathy is an interpersonal skill that consists in putting oneself in the place of the other. It is the ability to get "in touch" with others and feel what they feel.

3. *Non-verbal factors*. It would include bodily and telepathic factors:
-The corporal factors refer to the conscious or unconscious reading that our interlocutor makes of us: gestures, postures, tone of voice, appearance and other bodily features.

-The telepathic factors would encompass the set of elements that escape our consciousness and study, among which would be the magnetic or energetic

dimension. We know of the existence of a certain "body synchronicity" between individuals during their communication. We begin to investigate the effects that the presence of other people has on us.

The factors above suggest to teachers to "put their attention" on various elements when managing the group-class and thereby obtain an appropriate classroom climate:

-*External elements*. They refer to those aspects unrelated to our preparation of the class, the state of mind or academic level of the students: shape, decoration, location of the classroom, odour, environmental noise, furniture (ergonomics), events and day of the week.

-*Group energy*. It implies learning to observe the background energy that groups have, both in general and at a given time (nervousness, passivity, boredom, drowsiness, briskness). For Gross (1998), the difficulty to regulate emotions finds its maximum exponent among those who try to avoid facing their emotional states as well as those who are trapped by their emotions and experience it recurrently.

-*General and subdynamic dynamics.* Starting from the observation of the background energy of a group, two types of dynamics that interfere in the optimal management of the classroom could be analysed: those established among the students and those generated by the teacher with their attitudes and proposals.

Although personal relationships are decisive in dynamics, so are the types of teacher proposals. In the first place, a group sociogram should be done to see their roles, leaderships, groups and subgroups. If we cannot do it, at least we should pay attention and analyse the matter deeply. In the second instance, it would be necessary to reflect on the form of our didactic-methodological proposals.

Finally, the psycho-corporal consciousness of the teacher is the ability of the teacher to realize the relationship that exists between him/her and what happens in the classroom, how it affects him/her and how to manage it. That implies mental (head), emotional (heart) and corporal (body) factors that determine their degree of well-being and their way of being in class.

These three psycho-corporal registers (sensation, emotion and thought) interact with a series of variables (cries, individual needs, space, movement, material, time, curriculum, diversity...) whose management will determine our subjective well-being as teachers in the classroom. Moriana and Herruzo (2004) establish that greater self-awareness and a higher level of self-control and self-efficacy can exert a protective factor in the face of the stress that teachers may suffer.

Therefore, a teacher with a degree of psycho-physical awareness will be one who is aware of their feelings, emotions and thoughts. Knowing them regularly will help docent adapt to each new situation to maintain optimal group management and not to fall into exhaustion.

Developing the psycho-corporal awareness could help teachers to realize how they react to what happen in the classroom. It can also lead them to transform some rigid attitudes and automated responses which are not working at all.
When we are aware of what we are doing, thinking or feeling, we are putting in practice mindfulness.

According to Vallejo (2007), one of the positive aspects of this type of practice is to emphasize the importance of the inadequacy of the effort to eliminate negative emotions such as anxiety, unhappiness, pain… because these types of emotions have an adaptive value and provide valid information about the need to resume our behaviour according to our needs and values.

5.3. THE SELF-OBSERVATION

According to Allwright (1988), observation is a procedure that allows us to record the events of the classroom in such a way that they can be studied later in detail.

The self-observation of a teacher is his/her ability to feel and observe himself/herself during his/her teaching practice. It is the psycho-corporal activity of being alert to one's own thoughts, feelings and actions. The task of self-observation becomes a kind of systematic self-regulation of the interactions between the teacher and the class group.

Self-observation should be exercised and, if possible, with body immobility. It does not mean that it cannot develop in movement and in any circumstance of daily life. The more we train the self-observation, the easier it will be to do during the teaching practice. Some aspects to take into account when self-observing:

-Self-observation as if one was not the person one observes, that is, objectively.
-Do it without rigidity, with a certain passivity and confidence.
-Do not moralize or judge findings during self-observation.
-Begin by focusing on specific points (breathing, back…), to gradually move to a more global self-observation.
-Accept willingly the difficulty that this requires.
-Systematize without obsessing.
-Accept the distractions.
-Practice inside and outside the classroom and integrate it into one's own personal reality.

There are three focuses of attention and each of them includes various elements that deserve to be observed:
-Body: breathing, sensations, posture, energy, gestures and movements, voice.
-Head: general state of mind, headache, freshness, mental clarity, tension, thickness, frequency, dynamism, thought tendency.
-Heart: emotions and feelings.

The observation of what surrounds us is another facet of mindfulness. In the same way that we observe our own sensations, thoughts and emotions, we can fix our attention on all the details of the classroom without judging.

5.4. BREATHING

Conscious breathing consists in paying attention to one's own breathing, observing it without changing anything. This analysis increases the ability to concentrate on what we are doing. It helps us to make real, deep and serene contact with ourselves, something that generates calm and well-being. Some psychological studies have revealed that conscious breathing practice can be an effective non-pharmacological intervention for emotion enhancement, anxiety and stress reduction (Stromberg) A 1-day breathing exercise was found to relieve the emotional exhaustion induced by job burnout (Salyers et al., 2011)

The four phases of the respiratory cycle are:
-Inspiration: Introduction of air into the lungs.
-Inspiratory apnea: Small instants after having full lungs in which no respiratory movement is made.
-Expiration: Expulsion of air from the lungs.
-Expiratory apnea. Natural and respiratory stop.

If there was an *equation* of the respiratory cycle it would be more or less like this:

Cycle = Inspiration (X) + Inspiration apnea (1/4X) + Expiration (2X) + Expiration apnea (1/2X)

Figure 1: Equation of the respiratory cycle

Expiration should be twice as long as inspiration and expiratory apnea half of it. The post-inspiratory pause is almost imperceptible; besides, it is not usually as important as expiratory apnea (please, see Figure 2)

A CORRECT CONSCIOUS BREATHING
Slow and long. Conscious and controlled. Complete (clavicular, thoracic, abdominal and lumbar). Rhythmic

PHASE OF BREATHING	DURATION
Inspiration	Shorter than expiration. (x)
Expiration	Double that inspiration (2x).
Expiration apnea	Half that inspiration. (1/ 2x)
Inspiration apnea	A quarter of the inspiration (1 / 4x).

Figure 2: Correct conscious breathing

There is a close relationship between breathing and mental activity. The way we breathe reflects fears, insecurities, uncertainties and doubts. Breathing is something like an emotional thermometer of what goes on inside. The importance of breathing consciously to achieve personal well-being has been the subject of study and work by many traditions throughout the history of humanity. Since Ancient times in Egypt, China, Japan, India or Tibet, therapies and breathing-based exercises were used.

5.5. RELAXATION

A person who knows how to rest will develop their duties and activities with greater responsibility and efficiency, and also enjoys much more. It should be noted that the ultimate goal of relaxation is to focus. Things do not change around us but we learn to live in repose and everything seems different.

Many people have heard of Jacobson's Progressive Relaxation Method (1925) or Schultz's Autogenic Method (1950). During relaxation, the parasympathetic nervous system is stimulated (Schreiber, 2004), which is responsible for the physiological "brake" thus allowing feelings of well-being.

Progressive Muscle Relaxation is known as the act of combining the tension of one or several muscles, or body member and their relaxation during a specific period of time. The pioneer of this model was Jacobson (1925) of which today there are several adaptations. The phases are listed as it follows:

-Selection of the muscle or muscle group and application of for 6 or 8 seconds.
-Stop doing tension and wait a few seconds (10-15).

-Repetition, if necessary, or movement to another muscle and performance of the same operation.

In the following table, all the corporal zones that can be relaxed progressively are shown:

ZONE	SUBZONES
Head	Masseter.
Neck	Sternocleidomastoid, trapezius.
Trunk	Deltoids, abdominals, pectorals, back.
Arms	Fingers, wrist, biceps, triceps.
Legs	Gluteus, calf muscle, quadriceps.

Figure 3: Corporal zones for progressive relaxation

Autogenic method aims to generate gravity and heat in different parts of the body through the control of our thoughts in order to relax. Focusing on certain parts of the body allows the field of attention to be reduced, and in this way the mind's capacity for suggestion is increased, freeing the person from emotional tensions, which often have effects on the physical body.

All in all, CLIL students will be feeling better in classroom after including a simple relaxation routine before each CLIL session or whenever necessary. This means to implement ten minutes per day in the journey. The following Table can be very useful in order to guide the practice of pupils at first:

Zone	Relaxation Exercises (1 minute)	Place	Times per day	Difficulties
Arms	Stretch your arm putting your fist very hard.			
Shoulders	Raise both shoulders up.			
Back	Throw your arms back, clasping your hands.			
Abdominals	Tighten your stomach.			
Legs	Stretch the leg with the tip			

	of the foot forward.			
Eyes	Press both eyes tightly.			
Lips	Put your lips together and squeeze them tightly.			
Forehead	Wrinkle your forehead (as if you were angry).			
Cheeks	Place your mouth as if to blow.			
Ears	Try to raise them up.			
Neck	Clench your teeth very hard.			

Figure 4: Relaxation procedure

5.6. VISUALIZATION

The great characters of the history of humanity such as Socrates, Gandhi, Martin Luther King, Teresa of Calcutta…had in their minds a very clear idea of the world they wanted.

Visualization is the ability to mentally represent any object, setting or experience integrating the will and the imagination. It is simply a matter of creating a clear image of what we have chosen and modulating it clearly according to our interests. As Achterberg (1985) says, it is the process by which thought uses the senses for some purpose.

Visualization is one of the most useful and easy methods to relax or meditate. For this reason, it is very advisable to implement this kind of technique in a CLIL session. It can be used indistinctly with all the senses: sight, smell, taste, touch and hearing.

The visualization can be classified from different points of view and forms:

a. Body visualization (interior and exterior).

b. Creative visualization (scenes and landscapes).
c. Display of objects and images.
d. Personal display (personal situations).

Moreover, it is convenient to mention that there are two large groups of visualizations depending on who the actor is:

1. Associated: it allows us to feel and see in first person (very indicated to "anchor" successful experiences)
2. Dissociated: it allows us to see ourselves. We are observers (indicated for experiences of failure)

According to Payne (2005), visualization can be classified using the following criteria:
1. With only one sense.
2. With a symbol.
3. With a metaphor.
4. Colour of the visualization.
5. Guided visualization.

All in all, there is a wide range of benefits when using visualization, especially in the acquisition of a second language (Amutio, 2006; Payne, 2005; Jung, 1963; Assagioli, 1976; Ferrucci, 1982; Kermani, 1990). In the following chart, some tips for a good visualization in the CLIL scenario are shown:

1. Be silent.
2. Visualize seated and in a comfortable position, with the spine straight and the hands in the lap.
3. Make the introduction of centering (deep breathing)
4. Specify the objective and the object to be visualized.
5. Create a first idea as clear as possible.
6. Concentrate relaxedly on some detail.
7. "Give volume" one by one to all sensory channels: sight (form, colour); touch

(sensations, temperature, ...), ear (voices, sounds, ...), smell (general odour, particular smells), taste (mouth sensations, dry mouth, salivation, ...)
8. Begin to observe the feeling of well-being of the body (long silence).
9. Do not make mental effort. The relaxed mouth and eyes are a sign of a correct visualization.

Figure 5: Tips for visualization practice in a CLIL context

5.7. VOICE AND SPEECH

The own voice is one of the common elements in several relaxation methods. It is a psychophysical, expressive and therapeutic resource to be used during the lesson.

Autogenic training of Schultz proposes the ability to create moods, sensations or emotions in ourselves. Through the word, it can also be created different states of consciousness, among which is relaxation. I find particularly useful the usage of positive affirmations in the CLIL session:

Positive classroom affirmations	
I am important	I trust myself
I am powerful	I am enough
I am doing my best	I am happy
I am focused	I am perfect as I am
I live in the present, all is good.	I am unique

Figure 6: Positive classroom affirmations

It is a verbal resource to transform negative experiences. It is about writing a positive phrase to be used like a *mantra.* A mantra is an oral repetition of a sound, syllable, word or phrase with the aim of improving our psychophysical state. Mantras have been known for many years in different cultures of the planet.

5.8. SENSORY AWARENESS

In the history of Western thought, there has been a certain detriment of the senses in favour of reason. However, from the hand of authors like W. James, A. Damasio, D. Goleman or H. Gardner… a gap is being made in the scientific world to the human experience, that is, to the emotional dimension.

Sensory awareness is the general ability of a person to perceive and realize that perception. Sensory activities develop and foster the child's curiosity and help to recognize and identify the world around them. In the 1940s, Charlotte Selver (1901-2003) introduced this practice in the United States.

Advantages of sensory stimulation
-It fosters positive relationships between equals and with adults.
-It causes exploration, interaction, movement and communication.
-It improves coordination and concentration.
-It stimulates logical thinking.
-It promotes non-verbal communication.
-It favours the personal and social situation of the child, improving and developing both his physical and emotional well-being.

Figure 7: Advantages of sensory stimulation

5.9. POSTURE

Posture is the determined placement of all body parts at a specific time. A healthy posture is to adopt the disposition that suits every part of the body in a given situation with the corresponding adjustment of the tension and position with respect to the axes and body planes and the gravity.

The corporal use, understood as Mathias Alexander (Barlow, 1986), is the set of postural and dynamic actions that each person does on their own body. Posture is our way of being in the world. The relaxation of a learner depends on the position (the spine is the foundation of every posture).

The body posture of children in the early stages of life is crucial for the acquisition of new knowledge. A good idea to implement good posture habits during the CLIL session is to have a clock with different Yoga postures.

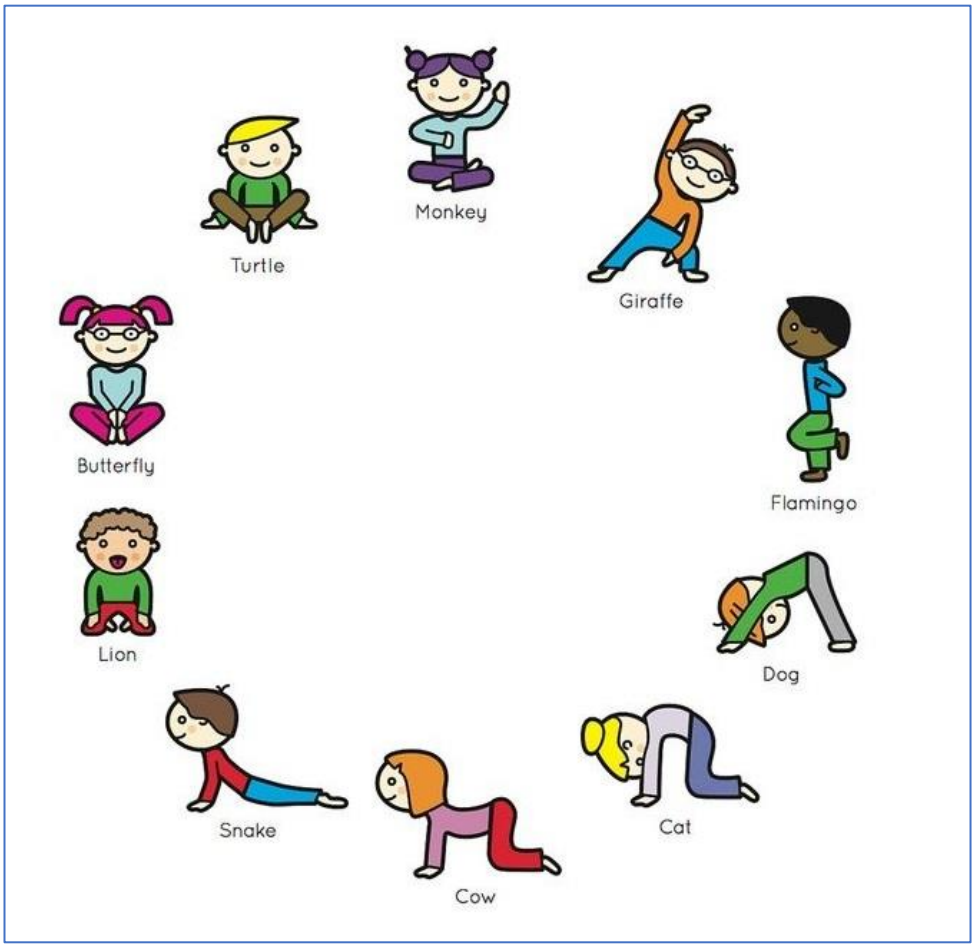


Figure 8: Yoga postures for the CLIL classroom

5.10. ENERGY AND MOVEMENT

It is called conscious movement to the human capacity to move with the suitable muscular tone. It has two great characteristics: slowness and fluidity. Although dance, musical performance or other artistic-manual activities also use conscious movement, there are several methods that work as an essential element. Among them we find Tai Chi, which is an oriental discipline of millenarian origin that was born as a result of personal defense. There are currents that describe it as a set of movements that imitates nature. Tai chi consists in the slow and fluid execution of a table or series of movements in the most fluid way possible.

Another analogous activity is Qi Gong, which consists of performing simple movements that they also keep, as in Tai Chi, various forms and levels of which it is known the one of t*he exercises of the silk.*

As well, a new discipline that harmonizes energy and movement called Aikido that take advantage of the energy and movement of the opponent to defeat her/him, that is, to combine forces of the two opponents through the consciousness of movement.

It is important to take very seriously the thousands of movements we make throughout the day at school. Therefore, it is necessary to be aware of these daily movements: writing, reading, talking, climbing stairs, etc. In this way, the dance, the race or any sport can be seen as the greatest expressions of the importance that the movement has in all cultures. From an anthropological point of view, the movement is inherent to the human being and has a deep meaning.

The ten golden rules of conscious movement in the CLIL classroom are:
1. The head is hanging or suspended from a thread.
2. Shoulders and arms fallen and light.
3. Body and back straight, chest relaxed.
4. Relaxed belly.
5. Divide the weight of the body between one foot and the other.
6. The mind directs physical movement.
7. Combine movement, energy and breathing.
8. The trunk and limbs move in a harmonious and balanced way forming a whole.
9. Rhythmic and continuous movement, at a very slow and uniform speed.
10. Within the movement, tranquillity, within the tranquillity, movement.

Figure 9: conscious movement in the CLIL classroom according to L. González

According to RAE, energy means force. Orientals call "ki", which means vital energy. This has been researched and studied for thousands of years in the East under the premise that everything is energy and everything is vibration.

In the West this energy has been called bioenergy (Lowen, 1980), for example. One of these discoveries is the famous fact that this energy can be photographed. Dr. Seymon O. Kirlian invented in 1939 what is now known as Kyrlian camera, which is able to capture the magnetic fields of the human body.

Acupuncture is one of the disciplines that work most with body energy. In fact, the O.M.S (1978) published a report in which the effectiveness of acupuncture is recognized as a medical practice. Also, in the year 2000, the British Medical Association also recognized the positive effects of this discipline and included the backache between pathologies susceptible to be treated with acupuncture (Servan-Schreiber, 2003).

As Blay (1988) argues, there is an intimate relationship between relaxation and energy. We all have different blockages of energy in our body. A blockage of energy is an obstruction of the free circulation of energy. It is essential to teach the youngest children to deal with emotional blocks, taking advantage of their value in moments of impact. Unlocking will allow them to be free and will provide them with an adequate emotional balance, which will lead them to well-being.

How to overcome an emotional block in the CLIL classroom?
-Remember your virtues.
-Remove negative thoughts. Write them in a piece of paper and throw away.
-Breathe
- Change the focus. Divert your attention.
-Share your feelings with a friend or a teacher
-Smile and say one powerful affirmation: I am enough, I am important…

Figure 10: how to overcome an emotional block?

6. MINDFULL OR MIND FULL? A DIDACTIC PROPOSAL IN CLIL CLASSROOM FOR PRIMARY EDUCATION.

6.1. NORMATIVE APPROACH

An essential point for the process of teaching CLIL is the legislation, since it marks the curriculum for the stage: the Primary education.

Thus, the European Union has established educational objectives in the strategic framework of Education and Training 2020 (MECD, 2015) for European cooperation in the field of education and training. The primary objective is to continue supporting the development of education systems in the member states. These systems must provide all citizens with the means to exploit their potential, guarantee sustainable economic prosperity and employability.

This framework should focus the efforts of public administrations to improve school results and the educational level of citizens. In response to the European framework, state and regional legislation has been established that is applicable to the intervention proposal.

The legislation that is applied for the concretion and development of the competency curriculum in Primary Education is:

- *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (BOE 10-12-2013, Texto consolidado, 23-03-2018).*
- *Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía ((BOJA 12-07-2011).*
- *Ley 17/2007, de 10 de diciembre, de Educación de Andalucía. (BOJA 26-12-2007)*
- *Decreto 328/2010, de 13 de julio, por el que se aprueba el Reglamento Orgánico de las escuelas infantiles de segundo grado, de los colegios de*

educación primaria, de los colegios de educación infantil y primaria, y de los centros públicos específicos de educación especial. (BOJA 16-07-2010)

-Instrucciones de 7 de junio de 2018 de la Dirección General de Innovación y Formación del Profesorado sobre la organización y funcionamiento de la enseñanza bilingüe para el curso 2018-2019.

-Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Primaria en la Comunidad Autónoma de Andalucía.

6.2. CONTEXTUALIZATION AND OBJECTIVES.

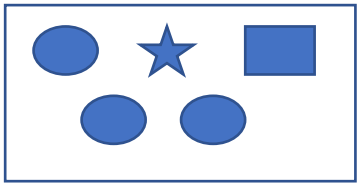
The following unit is designed for a CLIL classroom context in the second cycle of Primary (4th grade). This proposal tries to enrich the whole sequence by implementing some techniques of mindfulness in order to reduce stress and improve results and the process of learning itself.

In the first place, the unit is connected to Natural Science, a bilingual subject. In each session there will be devoted and explained each technique in order to clarify when and how to implement the “mindful” routines.

I normally include in the context a heterogeneous group of pupils, classified by personal, psychological and cognitive characteristics:

KIND OF LEARNERS	STREGNTHS	NUMBER
Medium level of competence	-Hard-working, able to cooperate.	14
High level of competence	-Talented, well-organized, charismatic leader, good interpersonal skills.	8
Low level of competence	-Open to receive help, different capabilities of learning (ASD…)	3

The table above is very useful in order to organize cooperative structures. A group should include the following members in order to guarantee a good balance when learning:



The learner with different capabilities should be between two learners able to give help in order to be supported when necessary.

In the second place, the main objectives of this unit are mentioned below:

- Recognise and classify vertebrates: mammals, birds, reptiles, fish and amphibians.
- Practise postures of YOGA connected to vertebrate animals (mindful objective)
- Identify and describe characteristics related to vital functions about vertebrate animals.
- Use keys and guides to identify animals.
- Observe animals directly or indirectly, using suitable instruments and audiovisual and technological resources.
- Find information on the characteristics of animals and how they live.
- Observe animals in their habitats and auto-observe our own emotions (mindful objective)
- Learn how to regulate behaviour through relaxation and positive affirmations taking as reference wild animals (mindful objective)
- Learn to overcome an emotional blockage (mindful objective)

6.3. KEY COMPETENCES.

Mathematical competence and basic competences in science and technology.

This unit contributes substantially to the basic competence in science and technology since many of the learnings that it integrates are totally focused on the interaction of the human being with the world around learners. The competition is built through the appropriation of concepts and skills that allow interpreting the next physical world, as well as the approach to certain features of the method with which builds scientific knowledge: know how to define problems, estimate possible solutions, develop strategies, design small investigations, analyse results and communicate them.

This unit, on the other hand, helps students to build a knowledge of reality that, based on their own experiences, perceptions and representations, be progressively more objective and shared, in addition to providing the necessary tools to understand, explain and act in that reality. It also contributes significantly to education for sustainability, developing skills and competencies that promote the responsible use of natural resources, the conservation of natural diversity, rational consumption, protection of individual health and collective, the equitable distribution of wealth and global and intergenerational solidarity.

The unit offers the possibility to use mathematical tools in meaningful contexts of use, such as: reading maps; understanding and completion of scales; reading, representation, interpretation and communication of graphics; use of units of measurement, etc., thus contributing to the development of mathematical competence.

Competence in linguistic communication

The unit contributes substantially to this competition because information appears as an essential element of a good part of learnings. The information is presented in different codes, formats and languages and therefore requires

different procedures for its understanding. Reading a map, interpreting a graph or observing a phenomenon requires differentiated search, selection, organization and interpretation procedures that are a priority learning objective in the area. Students must progressively differentiate between the language that makes the communication between people and the one that uses science to explain the facts and phenomena. Both oral and written, graphic or symbolic language will be used, the specific vocabulary used by the area being important, as well as the contribution of the unit to the significant increase in the richness of the specific vocabulary, to the extent that, in the exchanges communicative, the clarity, exposure, rigor in the use of the terms, the structuring of the discourse, the syntax..., this competence will be developed in this way.

Learning to learn

In this unit to contribute to the development of the competence to learn to learn, it should be oriented so as to favour the development of techniques to learn, to organize, memorize and retrieve information, such as summaries, diagrams or mental maps that are especially useful in the learning processes of this area. On the other hand, the reflection on what has been learned, how and the effort telling it, orally and in writing, will contribute to the development of this competence.

Digital competence

The unit explicitly includes the contents that lead to digital literacy, knowledge whose application will contribute to the development of the digital competence The basic use of the computer, the use of a word processor and the guided search on the Internet, contribute decisive to the development of this competence. ICTs are a quick and easy access to information about the environment, being also a attractive, motivating and facilitating tool of learning, because it allows to approach living beings to experience.

Sense of initiative and entrepreneurial spirit

This unit of Natural Sciences includes contents directly related to the development of the sense of personal initiative when teaching make decisions from the knowledge of oneself, both in the school setting and in the planning of autonomous and creative leisure activities. The planning and management of work projects, either individually or as a team, contribute to the development of this competence, since they involve transforming ideas into actions, facing problems and learning from mistakes, calculating and taking risks, choosing with one's own criteria, being persevering and responsible, being creative and enterprising, maintaining motivation, being critical and maintaining self-esteem and also compelling dispose of social skills of relationship and project leadership. In this way, project work or problem-based learning will make the student acquire all these skills.

Specific intrapersonal skills such as relaxation, self-control, inner motivation, auto-observation, positive affirmation to build greater self-concept, breathing will be trained along the whole unit.

Awareness and cultural expression

This competence, with respect to the area of Natural Sciences, requires the knowledge that allows access to the different manifestations of cultural heritage in the technological and environmental areas of Andalusia.

6.4. CONTENTS.

Blocks

BLOCK 1: "INITIATION TO SCIENTIFIC ACTIVITY"

1.3. Development of the scientific method.

1.4. Development of skills in the management of different sources to search and contrast information.

1.5. Curiosity for reading scientific texts suitable for the cycle.

1.6. Curiosity for directly and indirectly observing natural phenomena, experimenting and proposing possible hypotheses

1.7. Curiosity for using the appropriate terms to express orally and in writing the results of experiments or experiences.

1.8. Interest in taking care of the presentation of papers on paper or in digital format, keeping basic guidelines.

1.11. Responsible participation in group tasks, making decisions, contributing ideas and respecting those of their peers. Development of empathy

1.13. Development of scientific thought.

BLOCK 3: "THE LIVING THINGS"

3.1. Observation of different life forms of the environment.

3.2. Classification of living and inert beings following simple scientific criteria.

3.3. Classification of the animals according to their basic characteristics.

3.4. Classification of plants according to their basic characteristics, and recognition of their parts.

3.5. Identification of the vital functions of nutrition, relationship and reproduction of animals and plants.

3.6. Classification of animals and plants in relation to vital functions.

3.8. Direct observation of living beings, with appropriate instruments and through the use of audiovisual and technological means.

3.9. Observation and description of different landscapes: interaction of the human being with nature

3.10. Identification of the relationships between the elements of the ecosystems, deterioration and regeneration factors.

3.13. Interest in the observation and rigorous study of all living beings.

3.14. Development of habits of respect and care towards living beings.

Specific contents of the unit

- Direct and indirect observation of animals using suitable instruments and audiovisual and technological resources.
- Vertebrate animals: nutrition, interaction and reproduction. Classifying vertebrates based on vital functions.
- Identification of animals using a key.
- Demonstration an interest in observing and studying all living things.
- Introduction to scientific activity. Using different sources of information (direct, indirect). Individual and group work.
- Using information and communications technology (ICT)
- Postures of Yoga connected to vertebrate animals.
- Observation of the animals in the habitats and auto-observation of our own emotions.
- Learning of how to regulate behaviour through relaxation and positive affirmations taking as reference wild animals.
- Learning about how to overcome an emotional blockage.

6.5. INTERDISCIPLINARY AND CROSS-CURRICULAR ISSUES.

According to Gardner (2005), there is no one single kind of intelligence. There are multiple types. In this unit all the multiple intelligences are taken into account and treated in this specific way:

-Verbal linguistic-intelligence: individual reading, acquiring and using new vocabulary, making up and telling stories or comics, word-based games (crosswords, letter soups…)

-Logical-mathematical intelligence: logical reasoning, creating sequences, usage of graphs and visual organizers.

-Visual-spatial intelligence: reading and interpreting images, creating murals, building mind maps, puzzles.

-Musical intelligence: composing simple songs or raps related to the topic.

-Naturalistic intelligence: simulating natural phenomena, creation of projects related to the environment, creating natural labs, using scientific instruments.

-Bodily-kinaesthetic: inventing models, hands- on activities that involve handling or experimenting with objects.

-Interpersonal intelligence: conflict-solving dynamics, role-playing games, using cooperative learning techniques to work as structured groups.

-Intrapersonal intelligence: self-assessment and metacognition exercises; keeping a personal diary or journal; mindfulness techniques and routines.

According to the legal regulations of Andalusia, reading for comprehension, oral and written expression, audiovisual communication, information and communication technologies, entrepreneurial spirit and civic and constitutional education will work in all areas, regardless of the specific treatment that they receive in some of the areas of the stage.

6.6. TIMING.

For the development of this unit the work will be distributed in ten sessions approximately.

6.7. METHODOLOGY AND ACTIVITIES

In this unit, the development of the ability to search for information and contrast it using different sources of information, as well as the management of information and communication technologies to search for information and to represent the results obtained by using graphics, images, tables, etc. will be extremely important.

The knowledge and use of keys and simple guidelines to classify living things and non-living things, taking into account their characteristics and the relationships established between them will be essential for the proper functioning of ecosystems.

At the same time, the knowledge of the organs, devices and systems that intervene in their vital functions is developed, establishing comparisons between the different life cycles of each organism. This will allow developing values of defense and respect for the environment, highlighting collective behaviour that improves the quality of life.

The tasks to be done to work these aspects will be among other small investigations to be able to follow the classification guidelines between the different animals (vertebrates, invertebrates, birds, mammals, reptiles, fish, amphibians ...) The tasks to be carried out to deal with these aspects will be, among others, campaigns to raise awareness and awaken the spirit for the defense, respect and recovery of the ecological balance; development of guidelines that contribute to an improvement of the environment, use of instruments to observe positive or negative behaviors of the human being in the environment…

Learners should already be familiar with certain content, concepts and procedures such as:

- The connection between certain physical features and models of animals' behaviour and the environment where they live (water or land): different limbs designed for flying, swimming, walking or crawling together with different body covering types.
- Using basic instruments such as a magnifying glass.
- Recognising the main functions of animals: they are born, they grow and die.
- The distinction between viviparous and oviparous animals.
- Recognising carnivores, omnivores and herbivores.

- Characteristics related to the vital functions of animals (what they eat, how they are born, how they move…) that make it possible to classify them into groups.
- The difference between domestic and wild animals.

The distribution of the sequence of sessions is organised as follows:

PRESENTATION	CONTENTS	SKILLS	REVIEW	FINAL TASK
1 session	4 sessions	1 session	1 session	2 sessions

Session 1: VERTEBRATES ARE IN PEACE

Number of session	1
Cognitive Processes	Analyse Decide Understand To reason
Scenarios	Classroom
Arrangements	Individual Big group
Exercises, activities and tasks	WARM UP. 15' - To find out the previous knowledge that the students have about the contents of this unit, it is possible to propose the projection in the PDI of the diagnostic activity (appendix 0). What do we remember about vertebrates? Realization of the Self-evaluation (appendix 1). What do you know about vertebrate animals? -Mindful break: conscious attention (appendix 2) DURING THE LESSON. 20' -It can be interesting to present images of tigers, dogs, bears

	and hyenas and observe differences and similarities (appendix 3) - As an initiation to palaeontology, it is suggested to formulate the following question, which may lead to a brief debate: When an animal dies, which parts do you think are better maintained? Why? If it is considered opportune, it can be explained what a fossil is: a petrified rest of an ancient living being that is in a terrestrial layer. - To start the contents treated in the unit, the following questions can be asked: Are all the animals that appear in the illustration (appendix 4) vertebrate? How is an invertebrate animal different from a vertebrate animal? WRAP UP. 5' -Drawing of the favourite vertebrate animal naming some of its characteristics.

Session 2: MAMMALS ARE FOCUSED.

Number of session	2
Cognitive Processes	Analyse Understand Value/judge To reason Decide
Scenarios	Classroom
Arrangements	Individual Big group Small groups
Exercises, activities and tasks	WARM UP. 15' -It is proposed to address the contents of this section based on the previous knowledge of students regarding the classification

	of vertebrates. Students will be asked to try to discover the intruders among the group of mammals in the image (appendix 5) - It can be suggested to the students that, as they identify the intruders, they point out the characteristics by which these animals are not mammals. - It is also recommended to name all the animals present in the image and indicate how their skin, mouth and limbs are. - Students can add other details they know: in what environment they live, what they eat… <u>- Mindful break: Postures of YOGA (only mammals)</u> DURING THE LESSON. 20' - Some of the students will have pets. Small debate about the most common: dog, cat, rabbit, hamster, turtle, bird, fish ... and determine which of them are mammals and how they feed. - In small groups, it is proposed to practice mime and imitation games that represent the different types of feeding of mammals. One of the students imitates the behaviour of a mammal when feeding and the rest must guess what animal it is and what type of feeding it has. WRAP UP. 5' - Final reflection. We meditate on the belonging of human beings to the group of mammals. What characteristics do we share? We have hair, four limbs (two of them do not help us to move), teeth and lips. In addition, our reproduction is viviparous and we breathe by lungs. As for food, human beings are omnivores.

Session 3: BIRDS ARE FREE

Number of session	3
Cognitive Processes	Analyze Understand Value/Judge To reason Decide
Scenarios	Classroom
Arrangements	Individual Big group Pairs
Exercises, activities and tasks	WARM UP. 15' - As an initiation to the study of birds, an observation work is proposed. Students should observe for a week the different birds and other birds in their environment, note their name (if they know it) and make a drawing or photograph of at least two of those birds, which will include a detail of their natural habitat. Next, a gallery of images will be prepared in teams of 4-5 learners, which will be accompanied by any additional information they consider appropriate: size, feeding, feathers… - Mindful break: Positive classroom affirmations related to the flight of a bird (appendix 6) DURING THE LESSON. 20' - The feathers are one of the most peculiar characteristics of birds. It is advisable to bring a bird feather and a magnifying glass to the classroom to observe in detail how it is formed, as well as pictures of feathers of different birds and different parts of the body. It is suggested to analyse their colour and shape, check their lightness by letting them fall and blowing on them and check their resistance to water (impermeability).

	- After reading the text (appendix 7) and to reinforce understanding with the analysis of the images, it can be asked: Do all birds have wings? Do all the birds fly? Why do you think some can fly and others cannot? - Pair group: Observe the peaks of the birds and explain the differences between the peaks of the hummingbird, the vulture and the blue tit related to the type of feeding. WRAP UP. 5' -Final reflection. Thinking about how beneficial birds are. Insectivorous birds can consume 2.5 kg of insects per year; birds that eat seeds contribute to its dissemination; domestic birds provide us with meat, eggs and feathers ... It is proposed to pose the following question: What would happen if there were no vultures?

Session 4: REPTILES AND FISHES ARE FLOWING

Number of session	4
Cognitive Processes	Analyse Understand Value Reason Create Decide
Scenarios	Classroom
Arrangements	Individual. Big group
Exercises, activities and tasks	WARM UP. 15' - It may be interesting to bring a terrarium, an aquarium or both to the classroom. If students have pets such as turtles or fish,

	they can participate by providing photographs and details about their customs and care. - Mindful break: turtle`s technique (appendix 8) DURING THE LESSON. 20' - Surely the students will have seen some reptiles, like lizards. We can suggest to the students to investigate where they are placed (sunny areas with little noise). - It is important to encourage students to respect the customs of animals and to observe them without interfering with their way of life. If it is possible to have a living animal, such as a turtle, it is proposed to draw it and indicate its different parts (scales, legs, carapace, head, tail ...). - It may be interesting to bring to the classroom fish scales, easy to get in a fish shop (the ones that are appropriate for their size is those of the sardine) It can be seen with a magnifying glass to appreciate its texture. It can be seen the difference between the scales of the fish and those of the reptiles. Another interesting observation are the gills. They can be seen with the naked eye by opening the gills. They can also be seen with a magnifying glass. They have a bright red colour. WRAP UP. 5' - It is indicated that the protected species are those animals or plants whose capture, damage and even transport are prohibited by regulations or laws. And how its disappearance can affect the living beings of that environment. They can investigate some species and explain it in class the next day.

Session 5: AMPHIBIANS BREATHE CALMLY

Number of session	5

Cognitive Processes	Analyse Understand Value Reason Create Decide
Scenarios	Classroom
Arrangements	Individual Big group Pairs.
Exercises, activities and tasks	WARM UP. 15' - It is proposed to remember how the skin of mammals, birds, reptiles and fish is before speaking of the skin of amphibians. It is convenient to show photographs and, if possible, samples of hair, feathers and scales. We observe a new kind of skin in amphibians: moist and smooth. - The amphibian that best known students is the frog. It can be exposed some habits of these amphibians. When do the frogs sing? During reproduction, the male tries to attract the females with his croaking. When do they leave? On summer nights it is common to see frogs and toads on roads. - Mindful break: breathe as a frog: https://www.youtube.com/watch?v=vbOBEoFjHEw DURING THE LESSON. 20' - The images of a reptile and an amphibian will be projected to find the differences and share in pairs. -The lizard has dry skin with scales; the colour of its skin is brown and it develops in a terrestrial environment. The salamander has bare and moist skin, black and yellow and lives in a semi-aquatic environment. - The language of amphibians is long, shrinking and sticky; they

	use it to capture the food. We can simulate its operation with a cord to which we stick tape on one end. We throw it quickly on a pile of paper and we'll see how many stick. - Amphibians have cutaneous respiration: oxygen passes directly through the skin to the blood vessels. This also allows them to breathe in the water. - It is proposed to take photographs of the different stages through which the tadpole passes until it becomes an adult frog. The images will be given disordered and the groups will have to order the different phases in the correct way. WRAP UP. 5' - Final reflection. It is indicated that amphibians serve as indicators of water quality and feed on various types of insects, thereby helping to control pests. However, many amphibians are in danger of extinction due to the degradation of waters, climate change and the introduction of invasive species. Students can investigate that fact at home and bring results the next session.

Session 6 LET'S BUILD SCIENCE!

Number of session	6
Cognitive Processes	Analyse Understand Value Reason Create Decide
Scenarios	Classroom Park of Science (Granada)

Arrangements	Individual Pairs Big group
Exercises, activities and tasks	WARM UP. - With this session it is intended that students understand that the study of the natural environment involves many methods of observation. All of them are equally important to obtain complete information of the place where we live. - They can be told that there are biologists dedicated to the study of animal behaviour, ethologists. The work and study carried out by these people has not only provided much information about the relationship function in animals, but has made it possible to apply this knowledge to agriculture and livestock. For example, deciphering the social behaviour of bees has been fundamental for the development of beekeeping. - Mindful break: contemplative walk before entering to the Science Park (appendix 9) DURING THE LESSON. A complete scholar journey in the reservoir called Biodomo. - *Biodomo* means *house of life.* Now, every pair of student can write down notes about what they have discovered or review about the vertebrates animals: behaviour, features, sing... The notes can be mind- maps, visual organisers, drawings, acrostics, recordings… WRAP UP. - Final closing. A group discussion in which students who have pets share their experiences in relation to the body language of their animals or what they have observed during the visit to the animal reservoir.

Session 7 ORGANIZE YOUR IDEAS

Number of session	7
Cognitive Processes	Analyse Understand Value Reason Create Decide
Scenarios	Classroom
Arrangements	Individual work Big group Group work
Exercises, activities and tasks	WARM UP. 15' It will be explained the cooperative structure: rotation paper. - Mindful break: progressive relaxation (figure 4) DURING THE LESSON. 20' - To remember the characteristics of the different groups of vertebrate animals and insist on the differences between them, students will complete a visual organizer in groups. - It is suggested to propose to the students that they elaborate alternative schemes to organize what they have learned: The animals can have…The form can be a song, a panel... taking in consideration the multiple intelligence approach. WRAP UP. 5' - Resolutions of possible doubts during the exhibitions of the different groups of learners.

Session 8: READING NATURE

Number of session	8
Cognitive Processes	Analyse Understand Value Reason Create Decide
Scenarios	Library
Arrangements	Individual work Group work
Exercises, activities and tasks	WARM UP. 15' Students are told that today we are going to investigate curious vertebrates. For this we will go to the library to read some scientific texts by groups - Mindful break: visualization with a symbol: a book (Adapted from Payne, 2005) DURING THE LESSON. 20' -Pose the following question: In which group we include this animal? a) It has hair, it must be a mammal. b) It has a beak, it must be a bird. c) It lays eggs, it can be a bird, or a reptile, or an amphibian, or a fish. d) The young feed on their mother's milk, it must be a mammal. Free answer. The platypus lacks gills and breathes through lungs. It only coincides with fish and birds that reproduce by eggs. It has neither feathers nor wings. Its beak is special because it has a

	mouth underneath that has some aspect in common with that of mammals. Their legs resemble those of some birds and reptiles. Also the type of poison that the male has in the legs is a characteristic of some reptiles. Once the eggs come out, you have to incubate them for 10 more days. It lacks placenta, then the offspring do not feed on the mother inside. The platypus is considered to belong to the group of mammals because it produces milk that the young suck and because their skin is covered with hair. -In groups, activities of reading (appendix 10) Following the cooperative learning structure: think-ink-pair-share. 1. Teacher poses a question related to the lesson 2. Students have sufficient time to think and ink (could be writing or drawing depending on course content) 3. Students pair to discuss responses 4. Students share their responses with the team or the whole classroom. WRAP UP. 5' - Self-evaluation of the work in groups (appendix 11)

Session 9 and 10 DO YOU REMEMBER?

Number of session	9-10
Cognitive Processes	Analyse Understand Value Reason Decide
Scenarios	Classroom

Arrangements	Individual work Big group
Exercises, activities and tasks	WARM UP. 15' - Through reading, we will continue to investigate and deepen the life and customs of vertebrates animals. <u>- Mindful break: take 10 breaths.</u> Try taking 10 deep breaths together. Ask your learners to close their eyes or look down at the floor and put their hand on their belly. Ask them to breath in so deeply that the air fills their belly. Show them how to breathe out slowly. If 10 breaths are too many, start with five and work your way up together with practice. DURING THE LESSON. 20' - It is used some scientific texts to provide students with interesting facts related to vertebrates. At the same time, with the questions, topics are suggested to investigate and deepen. A wall magazine will be made in a visible part of the classroom. In it, students can post their answers to the questions in this section or add other data of interest they have discovered. -Reading of the magazine wall. WRAP UP. 5' - Sharing ideas to improve further investigations and presentation of results. - It is convenient to transmit to the students the importance of protecting and respecting all the animals that surround us, from our pets to the animals that we cannot see. While some are especially beautiful and attract the attention of the majority of students, it is important to make them see that they all play a unique and irreplaceable role in the natural environment in which they live.

	WARM UP. 15’ - Before taking the test, learners will be calm and in peace through a game of mindfulness. - Mindful break: silence game (Montessori) The teacher asks children to be as quiet as possible, not only with their voices but also with their bodies by keeping very still. Sometimes the teacher use a little hourglass timer (one minute is good to start with), and a child tries to remain still and quiet until all of the sand runs out. DURING THE LESSON. 20’ - Test. WRAP UP. 5’ - Mindful activity: How are you? (Appendix 12)

6.8. MATERIALS AND RESOURCES.

Session 1

- Appendix 0.
-Appendix 1.
- Appendix 2.
-Appendix 3 and 4.

Session 2

- Appendix 5.

Session 3

- Appendix 6.
- Appendix 7.

Session 4

- Appendix 8.

Session 5

- Photographs of the different stages through which the tadpole passes until it becomes an adult frog.

Session 6

- Appendix 9.

Session 7

- Visual organizer.

Session 8

- Appendix 10.
- Appendix 11.

Session 9 and 10

- Scientific texts.
-Test and appendix 12.

Other *mindful resources:*

- *STOP, BREATHE AND THINK*
https://www.stopbreathethink.com/educators/#yellow-section

6.9. ATTENTION TO DIVERSITY.

According to the Order of July 25, 2008, which regulates the attention to the diversity of students attending basic education in public educational centres of Andalusia, the teaching staff will take into account in the programming of the contents and activities the various school situations and the specific characteristics of the students they attend.

- The attention to students who present specific needs for educational support will ordinarily be carried out within their own group. When such attention requires a different time or space, it will be done without involving discrimination or exclusion of these students.
- Flexible groupings for the attention to students in a specific group. This measure will be temporal and open. It should facilitate the integration of students in their regular group and, in any case, will mean discrimination for students most in need of support.
- Unfolding of groups in the areas and instrumental subjects, with the purpose of reinforcing their teaching.
- Support in ordinary groups through a second teacher in the classroom, preferably to reinforce the basic instrumental learning in the cases of the students that present a significant gap in their level of learning.
- Flexible model of weekly school schedule, which will be followed to respond to the specific educational needs of the student.
- Reinforcement programs are programs of motivating activities that seek alternatives to the curricular program of instrumental subjects. These activities must respond to the interests of students and the connection with their social and cultural environment.
- The reinforcement programs for the recovery of learning not acquired will include the set of activities programmed to carry out the follow-up, the advice and the personalized attention to the students with areas or pending matters of previous courses, as well as the strategies and evaluation criteria.
- Students who do not promote the course will follow a specific personalized plan, aimed at overcoming the difficulties detected in the previous course.

- The curricular adaptation is a measure of modification of the elements of the curriculum, in order to respond to the students with specific needs for educational support. Curriculum adaptation programs are directed to students of primary education or compulsory secondary education that is in any of the situations:

a) Students with special educational needs.
b) Students who join the system late educational.
c) Students with severe learning difficulties.
d) Students with educational compensation needs.
e) Students with high intellectual abilities.

General measures of attention to diversity are considered:

- Early detection and immediate intervention with students who present difficulties in its development and learning, as well as the one high intellectual abilities, especially in the first levels educational.
- The definition of criteria for the flexible organization of both spaces and times as of the personal and material resources to respond to the educational needs of students.
- The adaptation of the didactic programs to the needs of the students.
- The realization of personalized follow-up action and tutorial sessions.
- Educational reinforcement activities in order to improve the key competences of the students.
- Activities to deepen contents and specific strategies of teaching and learning that allow the students to develop their ability and motivation.
- Split of groups in the areas and instrumental subjects, with the purpose of reinforcing their teaching.
- The offer of optional subjects according to the needs of student learning.
- Reinforcement programs for the recovery of non-acquired learning.
- Specific plans customized for students who do not promote course.
- Programs for the Improvement of Learning and Performance. *PMAR.*

-The didactic programs will include methodologies and evaluation procedures and instruments that present greater possibilities of adapting to different learning rhythms and styles of the students.

-Use of alternative assessment methods to written tests.

-Adaptations in written tests are adaptations of format:

- Certain students can require an adaptation of a written test to a format that best fits their needs. Thus, some of these adaptations could be the following:

  - Conducting the test using a computer.
  - Presentation of questions in a sequenced and separate way (by example, a control of 10 questions can be presented in two parts of 5 questions each or even could be done with a question on each folio until arriving at 10).
  - Different presentation of the statements.
  - Exams in Braille or with expanded text (font size, typeface, thickness...).
  - Selection of relevant and essential aspects of the content that is intended that the student learns.
  - Substitution of the written test by an oral test or an interview.
  - Reading of the questions by the teacher.
  - Supervision of the exam during its realization (so as not to leave questions without answer, for example).

- Adaptation of time.

<u>Specific measures of attention to diversity are considered:</u>

AAC	ADAPTATIONS OF ACCESS
ACNS	NON-SIGNIFICANT ACI. Responsible Tutor / a in collaboration with counsellor.
ACS	SIGNIFICANT AC. Teacher responsible together with *PT.*
PE	*SPECIFIC PROGRAM Teacher responsible PT / AL.*
ACAI	CURRICULAR ADAPTATION FOR HIGH CAPACITY STUDENTS.

	Responsible tutor in collaboration with reference counsellor.
EXTRAORDINARY PERMANENCE	ONLY FOR NEE. It is the decision of the teaching team heard the family, the procedure is filed in the student's file. The documentation is sent to the Inspection service that authorizes the permanence.
FLEXIBILIZATION	For gifted students.

6.10. EVALUATION

The evaluation in Andalusia is regulated by the order of November 4th, 2015, which establishes the evaluation of the process of learning of Primary Education students in the Autonomous Community of Andalusia.

According to the second article, the evaluation should be continuous because it is immersed in the teaching and learning process of the students in order to detect the difficulties at the moment, in which they may occur, find out their causes and, consequently, adopt the necessary measures that allow continuing the learning process. In addition, the evaluation will be global to take into account the progress of the students in all the areas of the curriculum.

RUBRIC FOR EVALUATION					
Indicators and competences	Evaluation tools	Domain level			
		1 In the process of acquisition	2 Appropriate	3 Advanced	4 Excellent
CN.2.1.1.[1] (CMCT, CCL, CD).	Observation scale Portfolio				

[1] CN.2.1.1. Obtains and contrasts information from different sources, to hypothesize natural phenomena observed directly and indirectly and communicates orally and in writing in a clear, clean and orderly manner, using images and graphic supports to expose the conclusions obtained.

CN.2.1.3.[2] (CSYC, SIEP).	Observation scale				
CN.2.3.2.[3] (CMCT, CAA).	Observation Scale Oral presentation Test				
CN.2.4.1.[4] (CMCT, CSYC).	Observation scale Portfolio				

Domain levels description

CN.2.1.1.

Level 1. It is difficult for her/him to obtain and contrast information from different sources, to hypothesize natural phenomena observed directly and indirectly and communicate orally and in writing in a clear, clean and orderly manner, using images and graphic supports to expose the conclusions obtained.

Level 2. Sometimes s/he manages to obtain and contrast information from different sources, to hypothesize natural phenomena observed directly and indirectly and communicate orally and in writing in a clear, clean and orderly manner, using images and graphic supports to expose the conclusions obtained.

Level 3. S/he usually manages to obtain and contrast information from different sources, to raise hypotheses about natural phenomena observed directly and indirectly and communicate orally and in writing in a clear, clean and orderly manner, using images and graphic supports to expose the conclusions obtained.

[2] CN.2.1.3.Use strategies to perform work individually and as a team, showing skills for the peaceful resolution of conflicts.

[3] CN.2.3.2. Knows and exemplifies the functioning of the organs, devices and systems of living beings, confirming the existence of life in extreme conditions and comparing vital cycles between living organisms.

[4] CN.2.4.1. Shows behaviours that are active in the conservation, respect and care of living beings and their habitat.

Level 4. S/he always manages to obtain and contrast information from different sources, to hypothesize natural phenomena observed directly and indirectly and communicate orally and in writing in a clear, clean and orderly manner, using images and graphic supports to expose the conclusions obtained.

CN.2.1.3.

Level 1. S/he has a hard time using strategies to perform work individually and as a team, showing skills for the peaceful resolution of conflicts.

Level 2. On some occasions, s/he manages to use strategies to carry out work individually and as a team, showing skills for the peaceful resolution of conflicts.

Level 3. S/he usually manages to use strategies to perform work individually and as a team, showing skills for the peaceful resolution of conflicts.

Level 4. S/he always manages to use strategies to carry out work individually and as a team, showing skills for the peaceful resolution of conflicts.

CN.2.3.2.

Level 1. It is very difficult for her/him to know and to exemplify the functioning of the organs, devices and systems of living beings, confirming the existence of life in extreme conditions and comparing vital cycles between living organisms.

Level 2. Sometimes s/he manages to know and exemplify the functioning of the organs, devices and systems of living beings, confirming the existence of life in extreme conditions and comparing vital cycles between living organisms.

Level 3. S/he generally manages to know and to exemplify the operation of the organs, apparatuses and systems of the living beings, verifying the existence of life in extreme conditions and comparing vital cycles between living organisms.

Level 4. S/he always manages to know and exemplify the functioning of the organs, devices and systems of living beings, confirming the existence of life in extreme conditions and comparing vital cycles between living organisms.

CN.2.4.1.

Level 1. S/he has a hard time showing behaviours that are active in the conservation, respect and care of living beings and their habitat.

Level 2. On some occasions, s/he shows behaviours that are active in the conservation, respect and care of living beings and their habitat.

Level 3.S/he generally manages to show behaviours that are active in the conservation, respect and care of living beings and their habitat.

Level 4. S/he always manages to show behaviours that are active in the conservation, respect and care of living beings and their habitat.

Standards of evaluation

STD.1.1. S/he searches, selects and organizes concrete and relevant information, analyses it, obtains conclusions, communicates its experience, reflects on the process followed and communicates it orally and in writing.

STD.1.2. S/he uses means of observation.

STD.1.3. S/he consults and uses written documents, images and graphics.

STD.1.4. S/he develops appropriate strategies to access the information of the texts of scientific character.

STD.2.1. S/he manifests autonomy in the planning and execution of actions and tasks and has initiative in making decisions.

STD.3.1. S/he uses appropriately the vocabulary corresponding to each of the content blocks.

STD.3.2. S/he exposes orally in a clear and orderly manner contents related to the area manifesting the compression of oral texts and / or writings.

STD.4.4. S/he presents the work in an orderly, clear and clean way, on paper or digital format.

STD.4.5. S/he uses strategies to perform work individually and in teams, showing skills for the peaceful resolution of conflicts.

STD.4.6. S/he knows and respects the rules of use and safety of instruments and materials.

7. MINDFUL TEACHING DIARY.

EVALUATION OF THE DEVELOPMENT OF THE PROCESS OF TEACHING					
Express the degree of agreement with the following issues (being 5 strongly agree and 1 totally disagree)	**1**	**2**	**3**	**4**	**5**
1. The scenarios selected to carry out the activities were adequate.					
2. The transition between the different scenarios was ordered and the adaptation of the students was adequate.					
3. The scenarios used had the necessary resources to carry out the activities.					
4. The students knew the activities they would have to carry out in each scenario, as well as the resources they would have to use and had received sufficient guidance on the most appropriate behaviour.					
5. The arrangement of students allowed cooperation and attention to special educational needs.					
6. The teaching methods used to facilitate learning were adequate.					
7. The methods used standardized resources.					
8. The methods used included own resources elaborated or adapted by the teacher					
9. Both teachers and students adequately performed the "roles" provided by the methodology of teaching in each of the scenarios.					
10. The estimated time for the completion of the task(s) has been sufficient					
11. The management of the scenarios, the resources of and the use of the methodologies allowed that most of the established time was an effective time					
12. The achievements of the students in each of the activities, as well as the final product of the task were used as a source of information of the acquired learning.					
13. The student incorporated their achievements into their individual portfolio					
14. The routines of mindfulness were positive for building a positive atmosphere in the CLIL classroom.					

8. REFERENCES

- ALLWRIGHT, D. (1988) Observation in the language classroom. Londres: Longman.
- BAROJA, V (1996) Unidades didácticas para Primaria. IV. Barcelona: Inde.
- BISHOP, S. LAU, M., SHAPIRO, S., CARLSON, L., ANDERSON, N.D. CARMODY, J. ET AL. (2004). Mindfulness: a proposed operational definition. Clinical Psychology: Science and Practice, Vol. 11, N°3; (2004) p. 230-241.
- GARDNER, H. (2005) Inteligencias múltiples: la teoría en la práctica. Barcelona: Paidós.
- GARDNER, H. (2009) Las cinco mentes del futuro. Barcelona: Paidós.
- GROSS, JOHN. The emerging field of emotion regulation: An integrative review. Review of General Psychology, Vol. 2; 1998. p. 271-299.
-KABAT-ZINN, J. Y DAVIDSON, R. J. (2013) El poder curativo de la meditación. Barcelona: Kairós.
-KAISER GREENLAND, S. (2010) The mindful child. New York: the free Press.
-LÓPEZ GONZÁLEZ, L. (2011). Relajación en el aula. Recursos para la educación emocional. Madrid: Wolters Kluwer.
-LÓPEZ GONZÁLEZ, L. (2017). El maestro atento. Gestión consciente del aula. Bilbao: Desclée de Browuer.
--LÓPEZ GONZÁLEZ, L. (2011). Gestión consciente del aula. En M. Álvarez y R. Bisquerra (Coords.), Manual de Orientación y Tutoría. Madrid: Wolters Kluwer.
- LÓPEZ GONZÁLEZ, L. (2010). Programa TREVA. Riart, J. i Martorell, A. (Coords.). L'estrès laboral docent. Barcelona: ISEP.
- MORIANA, J. A. y HERRUZO, J. (2004). Estrés y burnout en profesores. International Journal of Clinical and Health Psychology, 4(3), 597-621.
- SALYERS M. P., HUDSON C., MORSE G., ROLLINS A. L., MONROE-DEVITA M., WILSON C., ET AL. (2011). BREATHE: a pilot study of a one-day retreat to reduce burnout among mental health professionals. Indianapolis. Springer.
- STROMBERG S. E., RUSSELL M. E., CARLSON C. R. (2015). Diaphragmatic breathing and its effectiveness for the management of motion sickness. Aerosp. Med. Hum. Perform. 86 452–457.

- TOBÍAS, F. Y LÓPEZ GONZÁLEZ, L. (2012b). Mindfulness y estrés docente. En J. Riart, N. Arís y A. Martorell (Comp.), Formación para la prevención y terapias preventivas del estrés en el mundo educativo (pp. 205-222). Barcelona: ISEP.
- VALLEJO, M. A. El mindfulness y la "tercera generación de terapias psicológicas". Consejo General de Colegios Oficiales de Psicólogos. Infocop, Revista de Psicología, Nº 33; 2007. p. 1-2.

9. APPENDICES

Appendix 0-Diagnosis activity

TRUE OR FALSE?

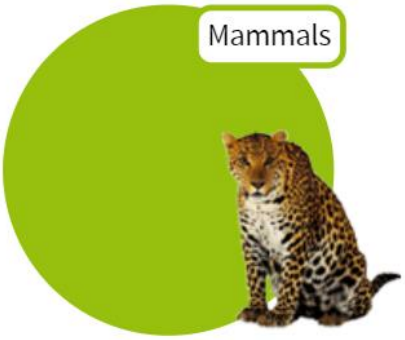
1. Vertebrates animals have bones.
2. Invertebrates animals have bones.
3. A bear is omnivore.
4. A lion is herbivore.
5. A cow is carnivore.
6. A cat is full of feathers.
7. A parrot is furry.
8. A fish is full of scales
9. The eagle is a mammal.
10. Turtle is an amphibian.

Appendix 1

Self-evaluation

Let’s check what you know about vertebrates!

What I am cover with? Match



With scales

With bare skin

With fur

With scales

With feathers

Appendix 2-Conscious attention

Mindfulness routine

What is missing?

In this game, conscious attention is developed. Ten objects are presented and the teacher gives a few seconds to observe them. We ask the students to close their eyes. The teacher removes some objects and the students must guess which objects have been removed.

What is it sounding?

Students are presented with various instruments or objects that sound. The teacher asks the students to close their eyes. Students will guess what instrument has sounded.
Another variant is to guess which place in the class the sound comes from.

Appendix 3 and 4-PHOTOGRAPHS

Appendix 5- Which one is the intruder?

Appendix 6- Positive classroom affirmations related to birds

I am FREE like a bird

My mind can fly like a swallow

I am BRAVE like a vulture

I am FAST like an ostrich

I am DELICATE like a hummingbird

I am WISE like an owl

I am HARD-WORKING like a blue tit

I am POWERFUL like an eagle

Appendix 7-Text about birds

Sorry, I can’t fly!

The **ostrich** is a non-flying bird apart from being the largest bird that exists today. In fact, although most do not usually exceed **two meters** in height, there have been cases of specimens that have reached almost three meters in height, a size not insignificant. This bird that does not fly usually weighs about **180 kg** and, although today it is only found in **Africa,** it is thought that it could also be found in the Arabian peninsula. There are four species of ostriches, which are distributed in different regions of Africa.

One of the curiosities of this bird is that, in addition to **lacking teeth**, it also has a poor mobility in the language. This causes to eat food almost in the same state in which you find it. Although it is considered an **herbivorous animal**, it is known that they can also feed on carrion if they have the chance.

Appendix 8- Mindfulness routine

The turtle's technique

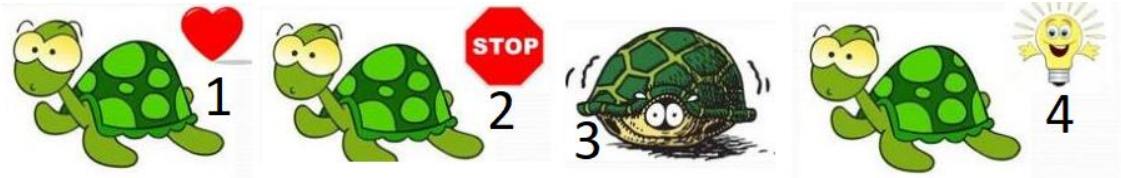
This technique uses the analogy of the turtle that folds back into its shell when it feels threatened. In the same way, the child is taught to retreat within the imaginary shell when s/he may feel threatened, when students cannot control their impulses and emotions before environmental stimuli.

The child is taught to respond to the keyword "turtle", shrinking, closing his body, putting his head in his arms.

After the child has learned to respond to the turtle, s/he is taught to relax his muscles while doing the turtle. Relaxation is incompatible with the elevation of the tension of the muscles needed to show a disruptive / aggressive behaviour and, therefore, decreases the probability of occurrence of violence.

The mastery of the technique of self-control can also encourage the self-esteem of children for various reasons:

1. Students are learning to control their own behaviours without having an external agent to do so.
2. They are no longer perceived as "inadequate" and receive positive feedback from the teacher.
3. They have more mature feelings because they are using solution of problems, instead of giving free rein to their impulses.



Appendix 9- Contemplative walk

In this activity, students are invited to take a small "contemplative" walk, that is, in silence and alone, about five minutes. They have to bring paper and a pen to make a list of all those things that catch their attention.
Once the exercise has been carried out, all the annotated elements of the list are classified into three groups:

1. Auditory channel. Those things that you have written down related to the sense of hearing.
2. Visual channel. Those things that you have listed in reference to the sense of sight.
3. Kinaesthetic channel. Those things that have noticed related to the sense of touch, smell or taste.

Make the count in every group.
-In which group is there the highest percentage of perceptions? From what channel is there a greater predominance?

Appendix 10-Reading texts

Did you know that?

A giraffe has an incredible neck. It is much longer than our own. But our body has more bones!

-How do we call animals with bones?

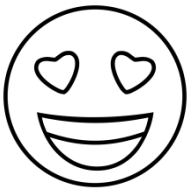
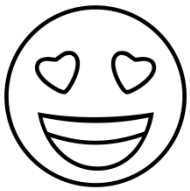
The largest lizard in the world is the Komodo dragon. It can grow up to 3 metres and weight up to 70 kilos. It is a good swimmer and it can even climb trees!

-Are reptiles oviparous or viviparous?

When a clownfish is born, it is male. However, it develops into female as it grows so that it can reproduce.

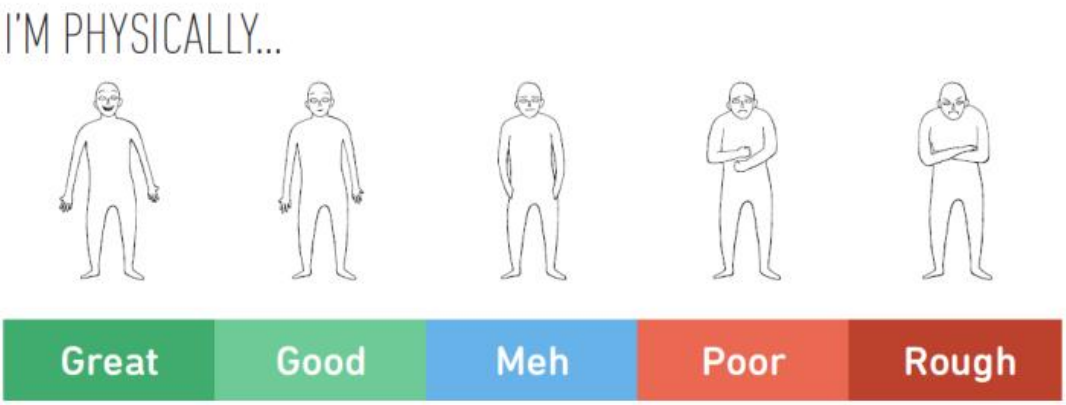
*How do fish breathe?

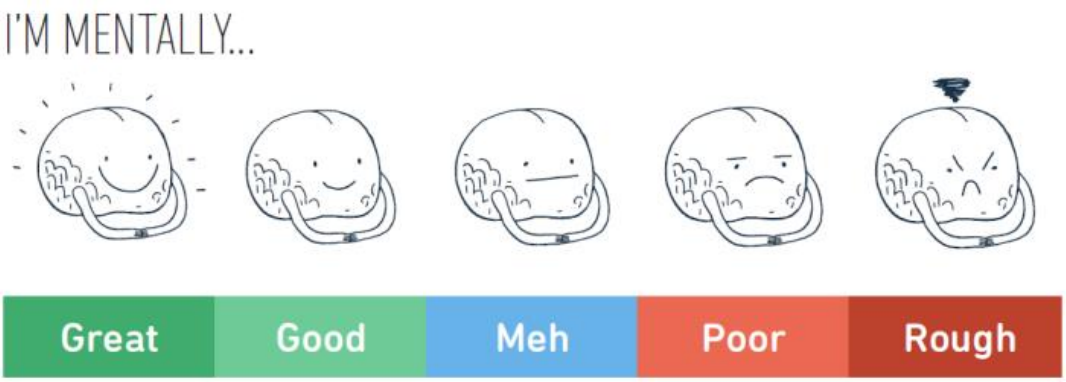
Appendix 11-Group work rubric for self-evaluation.

My classmate says…		I guess…
	I tried my best. I stayed on task. I share my work and I participated so much.	
	I worked hard. I needed a few reminders to stay on the task. I helped my group but I could have done better.	
	I did not try my best. I did not stay on task. I did not help my group. I will try harder next time.	

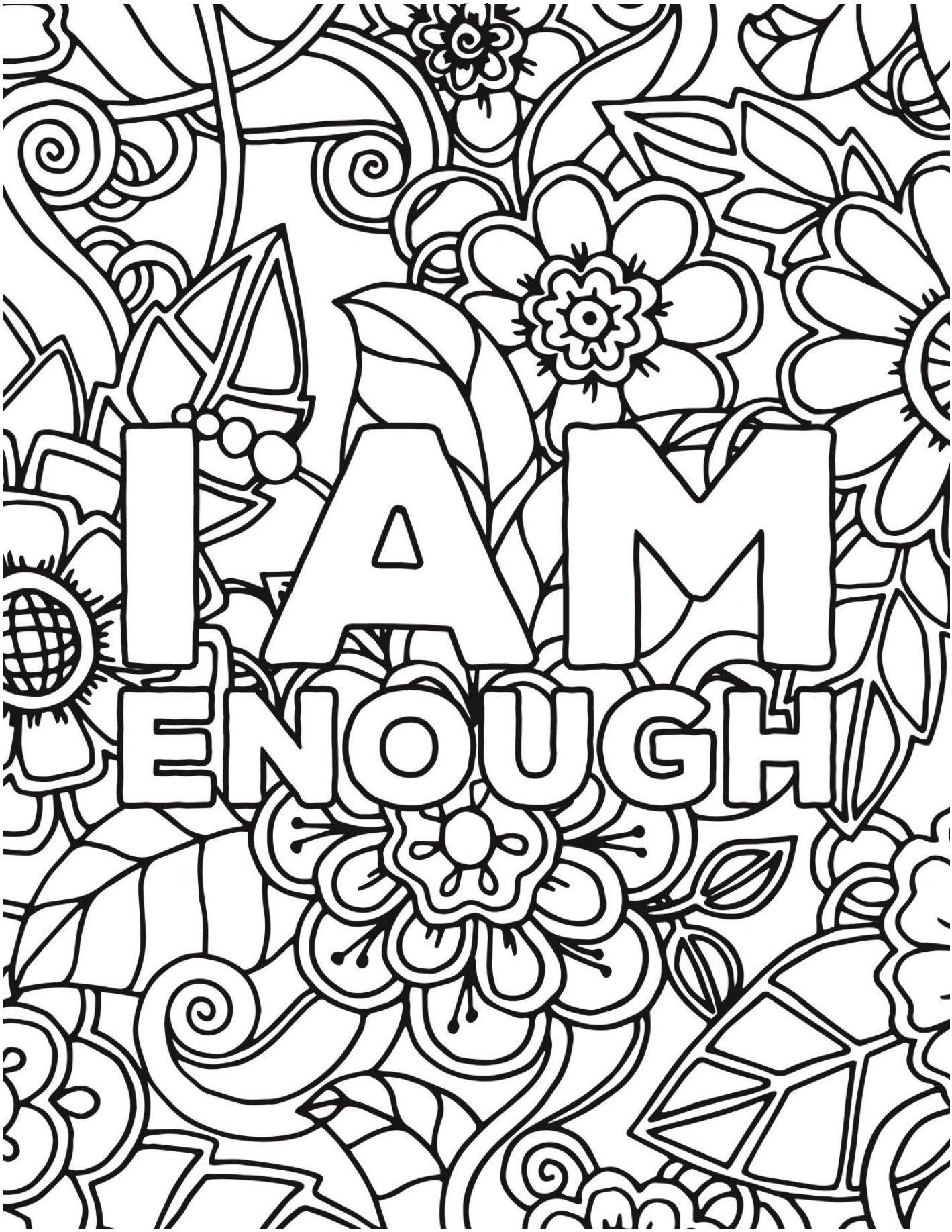
Appendix 12-Mindful routine

How are you?





Colour and relax!


I AM
ENOUGH