

Master's Dissertation/
Trabajo Fin de Máster

INCLUSIVE EDUCATION AND CLIL. COOPERATIVE DIDACTIC PROPOSAL FOR EARLY CHILDHOOD

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July, 2021

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ABSTRACT

The main objective of the school is to promote the development sensory, motor, affective, cognitive, social and moral of boys and girls, that is, to promote their integral development, to achieve an active, autonomous, critical and responsible participation in the society of which they are part. The stage of early childhood education is of vital importance to achieve this objective, since at the earliest ages the foundations of all subsequent development are formed.

To achieve this objective, the school, in all its educational stages, must promote an inclusive education. Inclusive education favors the integral development of students, starting from their particularities and concrete needs and achieving an integral development of the person, to the maximum of their possibilities. In this same line, cooperative learning is a didactic method that favors the inclusion and integral development of students.

On the other hand, the CLIL method, in addition to providing the teaching-learning of both language and content, helps to develop the necessary skills to be able to generate one's own learning and knowledge.

This CLIL didactic proposal has been designed for a class of 3th kindergarten. Through it, it is intended to promote the knowledge and development of the five senses. For this, based on the diversity that we currently find in the classrooms, and the different needs that students show, a set of cooperative, recreational, varied and

attractive activities has been designed, aimed at achieving objectives that have as main purpose sensory stimulation and inclusion of all children in the class.

Keywords: CLIL, inclusive education, cooperative work and sensory development.

(I) Explanatory note: In this work a non-sexist use of language is intended. The reference to people or groups in the masculine gender, due to the economy of language, should be understood as an unmarked grammatical gender. When appropriate, the mention in feminine gender will be equally valid.

1. JUSTIFICATION

The development of the senses in early childhood education is fundamental, since, through them, children begin to contact the world and get to know the environment. In addition, from the sensations and perceptions, the higher processes of knowledge, intelligence and language are formed. For these reasons, it is convenient to stimulate and exercise the senses, in order to improve the intellectual world of the students.

Sensory stimulation becomes even more important when our objective is to promote the integral development of a child with difficulties or specific needs for educational support, due to the many advantages that this stimulation provides: cognitive, motor, social, sensory, etc. It also enhances certain functions such as logic, knowledge, language, mathematics, artistic development, emotions, intuitive thinking, etc.

This CLIL didactic proposal whose central theme is about the five senses, also aims to promote and enhance their development, favor the inclusion of all students through a cooperative work methodology.

Thanks to cooperative learning, shared goals are achieved. And, in addition, this methodology favors the exchange of ideas and knowledge, facilitates innovation, enhances communication and increases productivity and the value of the achievements and results obtained, among other benefits.

On the other hand, cooperative work is ideal to promote peer learning. We can use this methodology so that students with greater cognitive abilities can help students with more learning difficulties. But also, students with a functional disability (such as a deaf-mute or blind boy or girl ...) can help other classmates to carry out different activities that require sensory skills that they have more developed. For example, blind people develop more other senses (such as the sense of hearing or touch) to compensate for their difficulties.

These are the main reasons for the design of the teaching unit that follows.

2. BACKGROUND

2.1. CLIL

Marsh & Langé (2000) define CLIL as an educational approach in which a second language is used for teaching and learning both the content of the different subjects and that language.

This dual approach, integrates what Coyle (2007) call the 4 Cs; content (topic), communication (language learning and use), cognition (learning and thinking processes) and culture (intercultural global understanding and citizenship).

Based on this, Coyle et al. (2010) report that the effectiveness of CLIL is achieved through:

- The progression in knowledge, skills and understanding of the content.
- Participation in associated cognitive processing.
- Interaction in the communicative context.
- The development of appropriate linguistic skills and knowledge.
- The acquisition of an increasingly deep intercultural awareness.

On the other hand, Pérez Cañado (2013) mentions some advantages of CLIL:

- Increase the presence of the foreign language in the curriculum. This leads to an increase in the linguistic competence and the improvement of specific linguistic terminology.

- Offers the opportunity to learn the content of the different subjects from different perspectives.
- Provides a meaningful learning context.
- Promotes development communication skills, problem solving, pragmatic, interpersonal and risk-taking.
- Is applicable at all educational levels.
- Improves student motivation by the methodologies used for the teaching-learning process (cooperative learning).
- Favors social inclusion, because it gives all students, regardless of their socioeconomic level, the opportunity to learn a second language in a meaningful way.
- Promotes intercultural learning and facilitates the acquisition of intercultural communication skills.
- Prepares students for their development to interact in a global context, for future studies and / or working life.

In this line, Mehisto et al. (2008), point out some aspects necessary for CLIL practice. These are summarized in the following: ensure a reliable teaching environment, promote active and cooperative learning through work in group, starting from the students' previous knowledge and their scaffolding, attending to diversity, developing critical thinking and creative and encourage communication and cooperation among others.

In this way CLIL involves an update of the didactics used in the classroom and the diversification of methodologies and ways of pedagogy practice (Perez Cañado, 2013).

Mehisto (2012), points out among the criteria for the development of quality CLIL materials, promote cooperative learning, include self-assessment, peer-to-peer assessment and other formative assessments, favor the development of learning skills and autonomy of the student, promote critical thinking and help make learning meaningful.

Coyle et al. (2010) claim that CLIL favors collaborative work for tasks or projects. This encourages autonomous learning of students. In turn, they emphasize the need to develop strategies for understanding and monitoring to create a process of linguistic immersion in the classroom thanks to the use of the foreign language. To do this, the information must be repeated, visual elements used, continuous assessment carried out that checks the assimilation of content during the process, anticipating vocabulary and structure, etc.

Finally, CLIL requires pedagogical adaptation, especially in the initial stages. Therefore, CLIL teachers design and adapt the materials to suit their students (Ball & Lindsay, 2010).

Almodóvar & Gómez (2017) designed a methodological proposal for the creation of bilingual materials (CLIL) in Early Childhood Education. The aspects to take into account in the design of any material according to the proposal of these

authors are the following: it has to make the learning process and objectives visible to children; It must facilitate the students' acquisition of vocabulary, as well as basic structures and expressions; it must promote the development of learning skills and student autonomy; It must offer the possibility of self-assessment, as well as peer assessment and / or other types of formative assessment; and, finally, it must include all students and encourage critical thinking.

2.2. Inclusive education

Society has always been diverse but the care that has been provided from school has been different (Lumby & Morrison, 2010). In some historical moments there have been people, such as Vittorino Da Feltre or María Montessori, who have tried to understand the difference and attend to it to give the same opportunities. However, in general terms, society has tried to isolate the difference (Sánchez & Lázaro, 2011).

The turning point in the educational treatment of difference occurred as a result of the publication of the Warnock Report (1978). This report reflects on the term "special educational need" and, in Spain, it was assumed that "educational integration" appeared as a formula of care for those students who were different from a medical diagnosis of their abilities based on the International Classification of Deficiencies, Disabilities and Handicaps (ICIDH, 1980) on deficit, disability and handicap.

Thus arises the model of "educational integration" so that all people, had the personal characteristics they had, could access the school curriculum. The educational integration model attended to female students and students diagnosed with special educational needs in schools or in separate classrooms, known as support classrooms, in the ordinary school (Biedma & Moya, 2015) where some teachings were given and carried out different activities to those of the students without diagnosis (Ortega & Puigdemívol, 2004). These students, despite being in the same school, were not cared for in the same way as their peers. Moreover, they did not even share the same spaces, so these practices were incoherent with theoretical approaches due to an incorrect interpretation of diversity (González, 2008).

A few years later, in 1994, the concept of inclusion appeared in Salamanca with the UNESCO declaration. We can define "educational inclusion" as:

a process of addressing and responding to the diversity of the needs of all students through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It implies changes and modifications in approaches, structures, strategies, with a vision that includes all children of the appropriate age group and the conviction that it is the responsibility of the regular system to educate all children (Unesco, 2005, p.13).

Inclusive education is an educational model that was born to serve equally and provide a comprehensive education to all male and female students, whatever their characteristics, but above all to those most vulnerable or at greater risk of social exclusion (Echeita & Ainscow, 2011).

Diversity is a characteristic of society and the school must recognize it and not omit it (López Melero, 2005). That is why while integration tries to guarantee the right to educate people diagnosed with a disability in ordinary schools, inclusion aims to provide quality education to all people (Blanco, 2008).

According to Alegre (2000), the variety of responses of students to the same teaching in the classroom constitutes the basis of what we understand by diversity within the school environment. For its part, the school has to face this diversity taking as a starting point the reality that we find in all schools, all of them made up of heterogeneous groups of students. This supposes: accept diversity to develop the basic abilities and skills of all students, respecting their personal characteristics and socio-cultural references; admit the variety of learning processes and rhythms, as well as the variety of outcomes, to compensate where necessary; assume diversity to promote a collective wealth of it.

Children's classrooms are a reflection of the wide diversity that characterizes today's society. This diversity implies different interests, motivations, learning rhythms and behaviors in the classrooms, and gives rise to specific needs that require differentiated and personalized pedagogical proposals (Balongo & Mérida, 2016).

In this same line, Santos Guerra (2002), provides some of the keys to end the prevailing and apparent homogeneity of today's schools. These are, making the school project and the curriculum more flexible and diversifying, using innovative

methodologies in teaching practice and promoting cooperative work between teachers and students.

Santos Guerra (2002) continues to note the characteristics that an organization sensitive to diversity must have. These must be extended to all intercultural schools and are summarized in the following:

- Flexibility: essential to be open to possible reorganizations and to adapt education to the diversity of aptitudes, interests, expectations and needs of students, as well as to the changes experienced by students and society.

- Permeability: it is necessary for the school to open up to the environment in order to respond to diversity. It means maintaining an open dialogue between society and the school.

- Creativity: understood as innovative, inclusive, enriching educational practices, based on experimentation, play and collective work, allowing a margin for error and leaving behind the repetition of the same educational model.

- Collegiality: since an inclusive school requires a cooperative approach, where everyone learns together and from each other. This methodology multiplies the effectiveness of learning and includes, not only teachers and students, but the entire educational community.

Ainscow, et al. (2006) indicate that Inclusive Education is a process to eliminate the barriers that limit the presence, learning and participation of a student in the daily activities and tasks of the school. This process pays special attention to

those students who are most vulnerable or at risk of exclusion. This definition points out three key principles: Presence, Participation and Progress.

In this line, Muntaner (2013) points out that the way to develop inclusive processes happens, not only because the students are present in the school and in the classroom, but also because they participate in the same activity that takes place in it and that, in addition, This participation and development leads him to progress, to obtain results, to learn to the best of his ability.

On the other hand, all students have the right to receive a quality, equitable and inclusive education. This means for schools and for reference communities, the need to get involved in continuous collaborative reflection-action processes to improve and achieve these goals (Arnaiz et al., 2018).

Lledó & Arnaiz (2010) indicate that teacher training as well as their attitude are two fundamental factors that determine the success of attention to diversity or its failure.

According to Santos et al. (2013), we cannot ignore the need to urgently improve teacher training to face the challenges posed by increasing diversity in the classroom.

This diversity has made teachers often feel overwhelmed by the heterogeneity existing in the classes and by the demand to provide adequate attention to all the needs of their students (Muñoz et al., 2016).

Likewise, Lledó & Arnaiz (2010) review research that shows that updating teacher training is a determining factor in achieving inclusive education.

Finally, according to González-Gómez & González-López (2019), the inclusive characteristics of a teaching-learning situation have to be the following:

- Guarantee the presence of the students by providing resources and support during the different activities.
- Encourage the participation of all students through shared help and simultaneous participation.
- Facilitate the progress of the students by correcting their mistakes between classmates.

2.3. Cooperative learning.

Cooperative learning, (a useful tool to respond to the difference), has provoked high expectations regarding the resolution of educational problems such as improving performance, motivation, interpersonal relationships, developing thinking skills, and increasing collaboration skills (López & Acuña, 2011).

Cooperative learning is a methodology in which students join efforts and share resources to improve their own learning and also the learning of other team members (Johnson et al., 2008). This methodology is based on working in pairs or small groups (usually heterogeneous) and it requires five decisive characteristics to promote success in group work (Johnson & Johnson, 1999): positive interdependence (of goals, but also resources and roles); promotive interaction

(helping, supporting and encouraging behaviors within the group); individual accountability (so each person contributes to the work); social skills; and group processing (with students themselves being able to identify the behaviors manifested during group work, and relating them, positively or negatively, with the achievements).

Cooperative learning improves learning (Slavin, 1995; Crandall, 1994) and has been one of the most recommended teaching methods since the 1980s (Ghaith, 2018; Surian & Damini, 2014); because it has the potential to positively affect student academic achievement and social interactions (Baloche & Brody, 2017; Keremati & Gillies, 2021). In addition, it improves self-control, empathy (Rivera-Pérez et al., 2021a) and the emotional intelligence of students (Rivera-Pérez et al., 2021b.)

Pérez Cañado (2013) affirms that the methodologies associated with CLIL, such as cooperative learning, are inherently more motivating for students.

Researchers point out that cooperative base groups last longer than formal and informal cooperative learning and improve the quality and quantity learning. Each member of a cooperative group is assigned a role to ensure that interaction and skill development, such as leadership, decision making, trust-building, communication, and conflict management, actually happens (Johnson & Johnson, 2006).

Slavin (2014), develops a cohesive model of the relationships between the important variables involved in the functioning of cooperative learning from four perspectives: motivational, social cohesion, evolutionary and cognitive elaboration.

Their study shows that cooperative practice in the classroom fundamentally favors the motivational perspective, which highlights the use of group objectives and individual responsibility for the success of the group. But in addition, there are other conditions in which the methods, derived from the four theoretical perspectives mentioned above, contribute to the increase in performance. For example, cohesion explains how students will participate in homework and help each other learn because they identify with the group and want others to be successful.

On the other hand, research studies suggest that each participant is assigned a role to check if all the participants understand the task. Many quasi-experimental studies with control and experimental groups (Borman et al., 2007; Calhoon et al., 2007) have also shown that cooperative peer-mediated learning has positive effects.

Peer-assisted learning (Topping, & Ehly, 1998) implies that students consciously help others to learn and, by doing so, they themselves learn more effectively too. Different studies have shown the efficacy of Peer-assisted learning interventions to influence academic results (Cohen, et al., 1982; Cook, et al., 1985; Johnson, et al., 1981; Mathes, et al., 2001; Rohrbeck, et al., 2003).

The meta-analysis of Ginsburg-Block et al. (2006) examined the effect of Peer-assisted learning on self-concept and academic outcomes. The evidences of this study showed that the self-concept of the students is positively correlated with academic results. Furthermore, Peer-assisted learning interventions that focus on academic aspects also affect social aspects, such as self-concept. One of the techniques is Peer tutoring (Thurston & Topping, 2007). This technique is the

acquisition of knowledge and skills through help and support between peers of a similar level or who have been paired. Research on peer tutoring has found achievement benefits for both the student tutor and the tutored student (Tymms, et al., 2011).

The teaching task consists in prepare the sequence of exercises and the necessary complementary materials that allow the students to carry out the specific functions. In these teaching styles there is interaction between students because they share the teaching process. Collaboration between students is established between the division of the roles of participant (student with the role of tutor) and evaluator (student with role of tutor). This strategy facilitates greater participation, which leads to more consolidation of basic skills. In particular, this can happen to the student with the role of tutor since they have to prepare and deliver the teaching to the student with the role of participant (Thurston & Topping, 2007).

In early childhood education, Okur's study (2016) determined that cooperative learning develops a series of social skills in students, even in those students who have specific difficulties in communication and in the most introverted ones. It also favors the development of the sense of responsibility and motivation of the students.

Another quasi-experimental study conducted by Olivares-García et al. (2016) in the early childhood education stage determined that the use of cooperative techniques favors a climate of dialogue and interaction in the classroom and a globalized and investigative learning approach that facilitates the development of communicative competence.

3. DIDACTIC PROPOSAL

This CLIL cooperative didactic proposal it is designed for a class of 3th kindergarten and is made up of 6 sessions, one dedicated to working on each sense in a more particular way and a final session.

The methodological guidelines on which this educational proposal is based are those established in the ORDER of August 5, 2008, by which develops the Curriculum corresponding to Education Children in Andalusia:

- Global approach and meaningful learning.
- Attention to diversity.
- The game, a privileged instrument of educational intervention.
- Children's activity, observation and experimentation.
- The configuration of the environment: Framework of educational work.
- Spaces and materials: Support for action, interaction and communication.
- The time in early childhood education.
- Early childhood education, a shared task.

The timing of the sessions will be flexible and will depend on the evolution of the students. Due to the globalizing and integrating nature of this educational proposal, we will be able to work in parallel with the content students of the three areas that make up the infant education curriculum. In addition, this didactic proposal facilitates the introduction of other transversal themes such as the importance of a balanced diet, recycling, co-education, etc.

The structure of this didactic unit is based on the proposal by Llull and Fernández (2016) for the design of CLIL teaching units. In the same way, the designed activities meet the criteria proposed by Llull and Fernández (2016). They allow the student to interact with other students and with the teacher in a comfortable context; They are related to the cognitive, motor and affective abilities of interpersonal relationships and social integration; They are designed to achieve the intended objectives and content; They allow the expression of knowledge in different ways; They are flexible to the different levels of development of the students and are evaluable by teachers and students.

On the other hand, the materials designed for this CLIL unit are based on the main criteria for selection and development of materials proposed by Tomlinson (expose students to the language in authentic use, provide students with opportunities to use the target language to achieve communicative purposes, promote interaction and intellectually demanding activities, promote multicultural awareness, provide opportunities for feedback on results ...). In addition to this, the ten criteria established by Mehisto (2012) have been taken into account for the development of quality CLIL materials (promoting the development of learning skills and student autonomy, including self-assessment, peer-to-peer and other formative assessments, encourage cooperative learning, encourage critical thinking, help make learning meaningful ...).

According to Tomlinson (2003), the materials are generally of 4 types: informative and instructive, experimental materials, elicitative and exploratory materials. This teaching unit includes different materials of each type.

In addition, adapted texts will be introduced, using the linguistic adaptation procedures described by Echevarria, et al. (2007) & Bentley (2010): use simpler syntactic structures, paraphrase (use synonyms, cognates, etc.), eliminate details unnecessary and reduce the length of sentences.

A graphic organizer will also be developed for each section. These graphic organizers will be used to connect knowledge and ideas presented, to understand and remember information, to select, transfer, and categorize information, to produce oral and written language, and to think creatively, as indicated by Bentley (2010).

Finally, I believe that the variety of activities and materials, the cooperative methodology and the assessment designed will help students to acquire knowledge and to develop skills and abilities in a simple and effective way.

3.1. General objectives

The general objectives of this CLIL cooperative didactic proposal are the following:

- To reinforce the development of students by favoring the integration of the sensory information they receive, helping them in their learning and in their relationship with the environment.

- To develop in children the ability to structure the information received through the senses.
- To achieve good psychomotor development: fine and gross motor skills, coordination, language, socialization and autonomy.
- To improve the cognitive and relationship skills of students.
- To identify the five senses and locate the corresponding organs to better understand one's own body.
- To encourage experimentation and identification of sensations through the five senses to obtain information from the environment.
- To enhance the expression of feelings in a coherent way and with the appropriate language.

3.2. Key competences

The key competences that we will develop throughout this didactic proposal are the following:

Communicative competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizenship competence, entrepreneurship competence, cultural awareness and expression competence.

3.3. Initial session

To introduce students to this topic, we will take an excursion to the closest natural environment for children to explore the environment using their senses. The students will observe the vegetation, insects, etc., they will listen to the sounds of the environment, they will smell the flowers, they will observe their colors, they will touch the sand and they will play with it ... In addition, we will bring some fruits to have breakfast outdoors.

Then, in class, we will hold an assembly in which we will discuss all these aspects related to the senses and thus begin this CLIL didactic proposal, starting from the students' previous knowledge, their needs and their interests.

SESSION 1: "Sight"
OBJECTIVES
- To recognize the sense organs. - To differentiate between primary and secondary colors. - To sharpen the sense of sight. - To develop attention and concentration. - To exercise visual memory. - To develop eye-hand coordination. - To perfect breath control.

- To strengthen the oral muscles. - To enhance the capacity for observation and visual attention. - To recognize the criteria that a series follows. - To develop logical thinking. - To reflect on sighted people and empathize with them. - To knowledge of the importance of the sense of sight.	
CONTENTS	- Senses: sight, taste, touch, hearing and smell. - Sense organs: eyes, nose, mouth, ears and hands. - Primary colors: red, yellow and blue. - Secondary colors: green, orange and purple.
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects: • Ask and answer (to the teacher and among classmates). • Give your opinion and justify it. • Reach agreements and state reasons for agreements or disagreements. • Describe the five senses.	

- Understand the instructions to follow to carry out activities and tasks.

➤ LANGUAGE FOR LEARNING

- Vocabulary: blind, organ, sense, primary colors, secondary colors, sight, taste, touch, hearing, smell, eyes, nose, mouth, ears, hands, flowers, butterflies, soap bubbles, red, yellow, blue, green, orange and purple.
- Structures / Functions:
 - With my..... I can
 - tastes/ feels
 - Your organ is...
 - We perceive...
 - Is it? Yes, it is. No it isn't.
 - What can you see in the picture?
 - It's your turn!
 - Be quiet, please!
 - Are you ready?
 - Close your eyes.
 - I see with my...
 - Time is up!

- Language skills: listening (through the explanations of other students and the teacher, through viewing videos ...) and speaking (through descriptive speeches, explanations and debates).
- Cognitive:
 - Identification and classification of organs with the five senses.
 - Differentiation and classification of primary and secondary colors.

ACTIVITIES

1. We will identify the sense organs in the flashcards and we will talk about what each of them allows us to do. Finally, we will conclude this activity by referring to the importance of using the sense of sight in some everyday situations. This will also allow us to work on empathy towards blind people, who are forced to develop more other senses to compensate for the difficulties they have to face.
2. Light table experiments:
 - The classroom will be dark. To do this, we will close the blinds and turn off all the lights. Next, the children will be positioned around the light table. We will begin by working the colors with sheets of cellophane paper, one of each primary color (red, yellow and blue). The sheets will be presented one by one on the light table and the children will identify their colors. Then, by superposition of the sheets we will discover the new secondary colors (orange, green

and purple) that we will achieve by mixing the primaries.

- Divided into groups of 4 students, we will observe the effect of light on the leaves and feathers, and we will a composition with them on the light table. Following the principles of peer tutoring, the student with greater cognitive ability will act as a tutor and will help the student in the group with less cognitive ability or a specific need for educational support.
3. We will play at blowing soap bubbles to promote visual attention to them.
We will try to capture them.
 4. We will divide the children into groups of 4 students. The teacher will place eight objects on a table and leave them in view for about 60 seconds. Next, the teacher will hide an object without the students seeing what it is. Finally, the students will have to discover what the missing object is.
 5. Make necklaces with pierced pieces of different shapes and sizes, with cords of different thicknesses and textures to string them.
 6. Make a puzzle. There will be puzzles of different difficulties. Some can be done individually and others in groups or in pairs.

COMPLEMENTARY ACTIVITIES

1. View videos, cartoons, stories, etc. Their content will be based on the preferences, interests and needs of the students.

2. Flashcards to find the differences between two pictures with different levels of difficulty. 3. Imitation game in pairs: "the mirror". One student will face another. One member of the pair will begin to move and the partner has to imitate all the movements. The roles are then exchanged. 4. Card game: memory. 5. Transfers, serializations and games with hydrogel beads.	
MATERIALS AND RESOURCES	Flashcards, light table, cellophane paper, sheets, pens, object to make bubbles, water, soap, puzzles, objects, card game, cords, videos, hydrogel beads, teaching cards and perforated pieces of different shapes and sizes.
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.
ASSESSMENT CRITERIA	
- Identify and relate the sense organs. - Difference between primary and secondary colors. - Shows attention and concentration during the development of the different activities.	

- Improves visual memory. - Use eye-hand coordination effectively. - Control your breathing. - Serialize objects properly by following the instructions.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be used.

SESSION 2: "Hearing"	
OBJECTIVES	
- To sharpen the sense of hearing. - To discriminate the sound of musical instruments. - To sing a song playing different musical instruments. - To identify natural sounds, made with the body, etc. - To orient yourself to the place where the sounds come from. - To differentiate pleasant sounds, such as music, and unpleasant ones, such as noise. - To develop creativity and imagination. - To express emotions through music.	

- To develop eye-hand coordination. - To discriminate sound-silence. - To develop auditory attention. - To distinguish between loud and quiet sounds.	
CONTENTS	- Musical instruments. - Natural sounds. - Silence. - Body sounds. - Nice and unpleasant sounds. - Loud and quiet sounds.
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects: • Ask and answer (to the teacher and among classmates). • Give your opinion and justify it. • Reach agreements and state reasons for agreements or disagreements. • Describe the sense of hearing.	

- Understand the instructions to follow to carry out activities and tasks.

➤ LANGUAGE FOR LEARNING

- Vocabulary: deaf-mute, sense of hearing, ears, musical instruments, natural sounds, silence, body sounds, pleasant and unpleasant sounds, loud sounds, silent sounds, music, noise, orchestra, drum, triangle, cymbals, maracas, rice, lentils, chickpeas, sadness, joy, emotions, song, sing, listen ...
- Structures / Functions:
 - With my..... I can
 - feels
 - Your organ is...
 - We perceive...
 - Is it? Yes, it is. No it isn't.
 - It's your turn!
 - Silence, please!
 - Are you ready?
 - I listen with my...
- Language skills: listening (through other student's explanations) and

speaking (through descriptive discourses, explanations and debates).

- Cultural:

- Know types of music taking into account the country of origin of the students.
- Get to know the best known musicians and orchestras from different countries.

- Cognitive:

- Identification and classification of sounds.
- Differentiation and classification of musical instruments.

ACTIVITIES

1. With our eyes closed, we will listen to different sounds: of animals, of spring, of the street, of everyday objects, sounds produced with the body (palms) ... The students will have to identify the different sounds they hear.
2. We will make instruments with recycled materials, such as balloons with stones inside, bottles with chickpeas, rice, lentils, etc. and we will make them sound, trying to make the students, blindfolded, orient themselves towards the place where these sounds come from.
3. The students divided into groups and distributed throughout the class will play different musical instruments (drum, bells, cymbals ...) while a student with closed eyes will have to recognize what instrument it is and

go towards the sound source. This type of activity favors the inclusion of students with visual disabilities, since they have a more developed sense of hearing and can help other classmates to carry out this activity.

4. We will divide the class into groups and assign each member an instrument. Each group must represent an invented melody that conveys different sensations: joy, sadness ...
5. On continuous paper (folio or cardboard), the children will draw with crayons while the music plays. When they cease, they will stop painting. When the music plays again, they will continue drawing ... And so on until a melody is finished.
6. We will do a listening, where students must distinguish between loud and quiet sounds.

COMPLEMENTARY ACTIVITIES

1. Listen and sing songs. They will be selected based on the preferences of the students but also according to their level of development and skills. If, in addition, its content is related to the five senses, learning will be even more significant.
2. Record the children's broadcasts to later listen to and comment on them, as well as our own voice and that of people they know (family, friends, etc.).
3. Tell simple stories, using different onomatopoeias, sounds known to

children, etc., motivating them to express their emotions. 4. Listen to different sounds in the environment and reinforce their verbal and gestural discrimination.	
MATERIALS AND RESOURCES	Musical instruments, legumes, recycled material, CD player, papers, colors and recorder.
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.
ASSESSMENT CRITERIA	
- Distinguish the sound of different musical instruments. - Sing a song while playing different musical instruments. - Differentiate natural sounds, made with the body, etc. - It is oriented towards the place where the sounds come from. - Identify pleasant and unpleasant sounds. - Express emotions through music. - Improves hand-eye coordination. - Discriminate between silence and sound. - Distinguish between high and low sounds.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be

	used.
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SESSION 3: "Taste"	
OBJECTIVES	
- To discriminate different flavors: salty, sweet, bitter and acid. - To stimulate the sense of taste. - To identify and describe foods by their taste. - To identify different kitchen utensils (strainer, mixer, etc.). - To know various local and international recipes.	
CONTENTS	- Sense of taste. - Flavors: salty, sweet, bitter and acid. - Kitchen utensils (strainer, mixer, etc.). - Local and international recipes.
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects: • Ask and answer (to the teacher and among classmates). • Give your opinion and justify it.	

- Reach agreements and state reasons for agreements or disagreements.
- Describe the sense of taste.
- Understand the instructions to follow to carry out activities and tasks.

➤ LANGUAGE FOR LEARNING

- Vocabulary: taste, mouth, salty, sweet, bitter, acid, strainer, mixer, recipes, food, fruit, healthy diet, eat, cook, kitchen, dishes, glasses, spoon, fork, chocolate, candy, caramel popcorn, salted popcorn, salted almonds, oranges, lemons, coffee, juices, apron, etc.
- Structures / Functions:
 - I like/ I don't like.
 - Do you like...?
 - With my..... I can
 - tastes/ feels
 - Is it? Yes, it is. No it isn't.
 - It's your turn!
 - Are you ready?
 - Close your eyes.
 - Well done!

- Your organ is...
 - We perceive...
 - Time's up! / Pencils down.
- Language skills: listening (through other student's explanations) and speaking (through descriptive discourses, explanations and debates).
 - Cultural:
 - Knowledge and appreciation of different local and international recipes.
 - Cognitive:
 - Identification and classification of flavors.
 - Differentiation and classification of food.

ACTIVITIES

1. We will divide the class into groups of 4 or 5 students. Each team will have foods of different flavors: salty (salted popcorn, salted almonds ...), sweet (chocolate, candy, caramel popcorn, etc.), acid (oranges, lemons ...) and bitter (dark chocolate, coffee ...). We will cover the eyes of the students and they will begin to taste the different foods. Each member of the group will have to guess what food they have tasted and what it tastes like.
2. We will bring different fruits to class. Next we will discriminate its colors, smells and touch. Finally we will make juices with the fruits and we will

taste them. 3. In pairs, a member of the couple will taste a food and will have to explain to their partner what it tastes like, what color, smell and shape it is ... You can give your partner as many clues as you want but without saying the name. The couple will have to guess what food it is. 4. Preparation and tasting of typical local and international recipes.	
COMPLEMENTARY ACTIVITIES	
1. Make a poster in group of a balanced diet with images cut out of magazines, advertising brochures ... 2. Prepare and taste fruit salads, discriminating their flavors.	
MATERIALS AND RESOURCES	Food (dark chocolate, coffee, salted popcorn, salted almonds, chocolate, candy, caramel popcorn, etc.), fruits (oranges, lemons, grapes, strawberries, melon, watermelon, etc.), kitchen utensils (mixer, juice blender...), cutlery, glasses, kitchen paper, tissue, magazines, advertising brochures...
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.
ASSESSMENT CRITERIA	

- Distinguish different flavors: salty, sweet, bitter and acid. - Identify and adequately describe food by its taste. - Recognize different kitchen utensils (strainer, mixer, etc.). - Know and respect various local and international recipes.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be used.

SESSION 4: "Touch"	
OBJECTIVES	
- To develop the sense of touch. - To discriminate objects by touch. - To differentiate different textures. - To experience sensations through touch.	
CONTENTS	- Sense of touch. - Textures: smooth, rough ...
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects:	

- Ask and answer (to the teacher and among classmates).
- Give your opinion and justify it.
- Reach agreements and state reasons for agreements or disagreements.
- Describe the sense of touch.
- Understand the instructions to follow to carry out activities and tasks.

➤ LANGUAGE FOR LEARNING

- Vocabulary: touch, textures, smooth, rough, grass, sand, stones, earth, rice, salt, flour, gels, dough, gentle, teddy, sticky, etc.
- Structures / Functions:
 - With my..... I can
 - feels
 - Your organ is...
 - We perceive...
 - Is it? Yes, it is. No it isn't.
 - It's your turn!
 - Are you ready?
 - Close your eyes.

• Time's up! / Pencils down. • Kudos to you! - Language skills: listening (through other student's explanations) and speaking (through descriptive discourses, explanations and debates). - Cognitive: • Identification and classification of textures. • Differentiation and classification of objects by their touch.
ACTIVITIES
1. Walk on different textures (grass, sand, stones, etc.). 2. We will play with hydrogel pearls. We will put them in water and we will experience their change in texture, we will make transfers, classifications ... 3. We will use products of different textures such as earth, rice, salt, flour, gels or dough. We will fill several boxes with them. Students will discover the different textures through touch. 4. We will create a poster by painting with our hands. 5. We will divide the children into pairs. One member of the pair will draw a letter, a number or a word on the partner's back. The other will have to guess. Then the student who guessed will write about the other.
COMPLEMENTARY ACTIVITIES

1. In pairs we will play to perform small massages and caresses. 2. Play with play dough. 3. Blind chicken game. All students will position themselves in a circle. Blindfolded, a student must walk around until the song ends. He or she must guess by touch who is your closest companion. 4. Paint over different textures.	
MATERIALS AND RESOURCES	Textures, plasticine, hydrogel beads, water, boxes, scarf, play dough, cardstock, finger paints, rice, salt, flour, gels, dough ...
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.
ASSESSMENT CRITERIA	
- Discriminate objects by their touch. - Differentiate different textures. - Experience different sensations through touch.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be used.

SESSION 5: "Smell"	
OBJECTIVES	
- To develop the sense of smell. - To identify different fragrances. - To recognize smells and perfumes. - To describe pleasant and unpleasant odors. - To remember situations or environments due to characteristic odors.	
CONTENTS	- Sense of smell. - Pleasant and unpleasant odors.
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects: • Ask and answer (to the teacher and among classmates). • Give your opinion and justify it. • Reach agreements and state reasons for agreements or disagreements. • Describe the sense of smell. • Understand the instructions to follow to carry out activities and	

tasks.

➤ LANGUAGE FOR LEARNING

- Vocabulary: smell, fragrances, strawberry, orange, tangerine, aromatic herbs, rosemary, lavender, pleasant and unpleasant odors, air freshener, incense, etc.
- Structures / Functions:
 - With my..... I can
 - feels
 - Your organ is...
 - We perceive...
 - Is it? Yes, it is. No it isn't.
 - It's your turn!
 - Are you ready?
 - I like / I do not like it
 - I smell with my nose
 - Get a move on!
 - Kudos to you!
- Language skills: listening (through other student's explanations) and speaking (through descriptive discourses, explanations and debates).

- Cultural:
 - Identification of characteristic odors with certain situations, holidays and environments. For example, incense-Easter.
- Cognitive:
 - Identification and classification of smells.
 - Differentiation and classification between pleasant and unpleasant odors.

ACTIVITIES

1. We will place different colored papers on the floor. Each of these papers will be infused with a particular scent. For example, a purple colored paper can have a grape scent, an orange colored paper can be accompanied by an orange or tangerine fragrance, a red colored paper can smell like strawberry, and so on. Then we will hide the papers around the class and ask the students to look for them by smell in the shortest possible time.
2. In groups of 4 or 5 students we will make some scented bags. First, we will select a piece of fabric and make our bag. Next we will provide each group with an aromatic herb such as thyme, rosemary or lavender, among others. We will let them touch, smell and investigate them, developing their senses. Next, we will add them to a container (we can mix them or add them individually) and we will let the children mix them, pressing to get a more intense smell. Finally, we will fill the cloth bag with our aromatic

herbs. And they would be ready to perfume any corner of the class.

3. We will divide the class into four groups of 5 students. Each one will have to think of a pleasant and an unpleasant smell and write them individually. Then they will put them in common with their group and finally they will be discussed among the whole class, making a poster with everyone's contributions.
4. For this game we will use colorless plasticine. We will make four different balls and impregnate each of them with different essences. Students must identify what it smells like. As you squash and shape the playdough, the smell will increase until you can recognize what it is. While they find out, we will ask them what sensations the smell causes them, what it reminds them of, if they like it or not ...
5. We will make pairs of bottles. Each pair of bottles will be filled with water and a few drops of different essential oils with particular scents will be added: lemon, orange, cinnamon, lavender ... The activity will consist of guessing what the bottles smell like and which ones smell the same to put them together forming couples.

COMPLEMENTARY ACTIVITIES

1. We will relate the smells with different situations and environments known to the students. For example, Christmas, summer holidays on the beach or in the forest, Easter, grandparents' house, school ... On a tray, we will

put different objects or foods that evoke those memories. Incense for Easter, typical Christmas sweets, school air freshener, etc. The idea is to spend some time smelling the objects and learning to differentiate those characteristic smells. Finally, in assembly, we will ask the students what emotions remembering these smells has caused them. 2. We will make homemade perfumes with our favorite scents. For them we will need a wooden bite. We will add a part of distilled water and three parts of ethyl alcohol. We will add aromatic herbs such as lavender, rosemary, jasmine flowers ... Finally we will mix everything and pack it in recycled cans. Finally, we will cover our bottles with small balloons and our perfume will be ready.	
MATERIALS AND RESOURCES	Perfumes, fragrances, wooden mortars, distilled water, ethyl alcohol, aromatic herbs (such as lavender, rosemary, jasmine flowers, etc.), recycled cans, small balloons, scissors, cloth, aromatic herbs, lemon, coffee, chocolate, milk, air freshener, Christmas sweets and incense.
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.

ASSESSMENT CRITERIA	
- Identify different fragrances. - Recognizes smells and perfumes. - Describe examples of pleasant and unpleasant odors. - Relates characteristic odors with certain situations and environments.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be used.

SESSION 6: "Gymkhana of the senses" (final session)	
OBJECTIVES	
- To exercise visual memory. - To develop visual attention. - To discriminate different sounds. - To differentiate smells. - To recognize different flavors. - To identify different textures. - To sharpen the five senses.	
CONTENTS	- The five senses: sight, taste, touch, hearing,

	and smell. - Textures: smooth, rough... - Flavors: sweet, sour, salty and bitter. - Sounds: natural, produced by the body... - Musical instruments. - Pleasant and unpleasant odors.
LANGUAGE CONTENTS	
➤ LANGUAGE OF LEARNING - Discursive aspects: • Ask and answer (to the teacher and among classmates). • Give your opinion and justify it. • Reach agreements and state reasons for agreements or disagreements. • Describe the five senses. • Understand the instructions to follow to carry out activities and tasks. ➤ LANGUAGE FOR LEARNING - Vocabulary: sight, taste, touch, hearing, smell, senses, smooth, rough, salty, sweet, pleasant and unpleasant odors, musical instruments, natural	

sounds, bitter, acid and visual memory.

- Structures / Functions:

- My favorite fruit is...
- My favorite flavor is ...
- Get a move on!
- Time is up.
- Your organ is...
- We perceive...
- feels
- Is it? Yes, it is. No it isn't.
- It's your turn!
- Are you ready?
- I like / I do not like it

- Language skills: listening (through other student's explanations) and speaking (through descriptive discourses, explanations and debates).

- Cognitive:

- Identification and classification of smells.
- Classification of foods according to their taste: sweet, sour, salty and bitter.

- Discrimination of flavors of local and international recipes.
- Distinction between musical instruments.

ACTIVITIES

1. We will divide the class into 5 groups of 4 or 5 students. Each group will represent a sense and must complete a task related to a sense in order to receive the clues that allow them to complete this gymkhana successfully and win the final reward.

- Sight Sense Task: Game “change of clothes”. One student in the group should look carefully at how his classmates are dressed. This child will have to leave class while one of his classmates changes his shirt, shoe or any other object with a partner. Finally, the student will return to class and will have to carefully observe the classmates in their group again to guess who has changed clothes or accessories and what clothes or accessories have been. When all group members have successfully performed this task once, the group will have earned the first clue that will lead to the final reward.
- Task of the sense of hearing: Each member of the group will hear a sound. These may be natural sounds, sounds produced by the body, sounds of musical instruments, etc. Each student in this group will have to guess what sound it is. Once they have

recognized the five sounds they will win the next clue to reach the final reward.

- Taste task: We will cover the eyes of the students in the group and they will begin to taste different foods with different flavors. Each member of the group will have to guess what food they have tasted and what it tastes like. If everyone is correct, they will receive the necessary clue for the final group reward.
- Task of the sense of smell: We will blindfold the group members. Next, we will pass through the nose of each student different foods that have characteristic odors, such as lemon, coffee, chocolate, milk ... The objective of this activity is to check if they are able to recognize the smells without seeing with their eyes what we offer them to smell.

When they are right they will have obtained the corresponding clue for the final reward.

- Task of the sense of touch: We will put objects of different textures in a box, such as a scourer, a stuffed animal, sandpaper, etc. Each member of the group will have to put their hand into the box and guess what object they are touching and how its texture is (smooth, rough ...)

When each member of the party has performed this task properly, they will get the last clue for the final reward.

Each track obtained will correspond to a card with an image and a phrase. All students, collaboratively, should put them in order to form a message that will lead to their final reward. “A colorful cake of your favorite fruits smells great in the kitchen and looks delicious. Do you want to activate your sense of taste by eating it? Go ahead and enjoy it”.	
COMPLEMENTARY ACTIVITIES	
1. The teacher will write several keywords about each of the senses. In groups of 4 or 5 students, each member must construct a sentence with one of these words and then the show the rest of the group to correct it, expand it, clarify it ... Each group will choose a group of words about one of the senses. When the groups have all the phrases ready, they will put them together. Next, each group will make a mural with the phrases created and with magazine clippings, drawings ... related to the meaning assigned to it. Finally, the five senses will be represented in class thanks to the contribution of each group.	
MATERIALS AND RESOURCES	CD player, lemon, coffee, chocolate, milk, honey, salty popcorn, grapefruit, scourer, a stuffed animal, sandpaper, box, fruits, kitchen utensils, cards.
METHODOLOGY:	It will be global, active and participatory, based on the needs and interests of the students, thus guaranteeing

	meaningful learning and using the game as the main activity. In addition, we will opt for collaborative learning.
ASSESSMENT CRITERIA	
- Remember missing objects or changes thanks to visual memory. - Observe carefully and accurately describe the changes that occur in their environment. - Discriminate different sounds. - Difference smells. - Recognize different flavors. - Identify different textures and objects through touch.	
ASSESSMENT:	It will be global, continuous and formative. For this, direct observation, anecdotes and productions will be used.

4. ASSESSMENT

Assessment is defined as the process used to quantify the level of knowledge or skills acquired by a student (Adom, Adu-Mensah & Atsu, 2020). Within it, we can distinguish different types of assessment, such as the initial assessment, formative assessment and final assessment.

First, Llorent & Álamo (2019) define the initial assessment as the one that is carried out at the beginning of the teaching and learning process. The objective is to know the previous knowledge that the students have at the beginning of a didactic unit, and thus be able to determine the objectives to be worked on with a more realistic vision. In addition, with this assessment, teachers can detect deficiencies of the students with the purpose to improve them.

Secondly, formative assessment is a continuous assessment of the teaching and learning process. To carry it out, information must be collected continuously and systematically. The teacher will be able to make decisions during the process in order to solve the difficulties that arise during the development of the didactic unit (Llorent & Álamo, 2019).

Thirdly, the summative assessment assesses the final product of the teaching and learning process. Its main objective is to know if the student has achieved the proposed objectives (Llorent & Álamo, 2019).

On the other hand, numerous authors and researches highlight the importance of the involvement of students in the assessment processes due to the multiple

advantages that it entails in improving learning and in the acquisition of certain personal, academic and / or professional skills. Among them, the following stand out:

- (1) Improves learning.
- (2) Improves personal autonomy, self-regulation and processes of learn to learn.
- (3) Develops the capacity for critical analysis and self-criticism.
- (4) It is a fundamental process in the formation of responsible and in the development of a democratic education.
- (5) It is usually very useful in improving the classroom climate and in solving coexistence problems in the classroom and / or in the school.
- (6) In some cases, it is also a matter of coherence with the educational convictions of the teaching staff and with their own curricular projects or from the school (López, 2017, p. 41).

Given these definitions, and being aware of their importance, the assessment process and the content and language assessment instruments designed for this didactic proposal are detailed more specifically below.

4.1. Assessment process

4.1.1. *Initial assessment activities*

- Assembly: encourages expression, communication and socialization, helping and motivating children to participate and express their experiences and emotions to other classmates and the teacher. In this way, it contributes to reinforcing values such as companionship, solidarity and empathy. We will carry out different assemblies with general and specific questions about our didactic unit in group interaction.
- Brainstorming: it is a group work tool that facilitates generating new ideas on a certain topic. The use of Brainstorming in class will also facilitate us to collect new ideas from students about the five senses, about people with a sensory disability, etc., solve problems, generate innovative solutions, etc.
- Flashcards: They contain words and images to gain knowledge by memorizing their content by spaced review of the set of cards. In this didactic unit we will use them to introduce the five senses and know their organs.
- Assumptions game "What if..." (Example: What if we lose some sense?). We will use this initial game to collect different reflections of the students about people with a sensory disability and about the importance of the senses to interact with the environment and with others.

4.1.2. *Formative assessment activities*

- Light table experiments. It is an educational resource that manages to capture the attention of children. It is a surface with a light base that allows them to experiment in a sensory way by making their own artistic creations. In it we will differentiate primary and secondary colors, sizes, shapes ...
- Discussions. It is a very useful pedagogical strategy, as it is highly motivating, creates awareness of participation, responsibility, respect for the ideas of others and for the turn of participation; generates a sense of identity with some proposals and of disagreement with others. In addition, it helps to strengthen thoughts and favors the development of communicative competence. Different debates will be held throughout the development of the unit to check the degree of development of communicative competence and the degree of acquisition of the specific content of the unit.
- Google Forms self-evaluating questionnaire on the contents worked so far. (The student can check their mistakes after their completion). This instrument will have pictograms to make it easier for students to understand. However, we would also need the help of families to do it at home with their children, with parents being

responsible for reading the questions and response options to the students.

- Activities and tasks. The different activities and tasks that make up the sessions of this didactic unit will allow the teacher to know the degree of development of the different competences and the acquisition or not of the contents worked on.

4.1.3. *Summative assessment activities:*

- Graphic organizers (scheme). Is a visual representation of insights that presents information by highlighting the most important aspects of a concept or topic within an outline using tags.
- Dictionary with the vocabulary acquired during the unit. The teacher will write down and read the words that are being worked on during the unit and each student will contribute to the elaboration of a class group dictionary by looking for images (with the help of families) in magazines, digital, etc., that represent each concept studied.
- Portfolio. Folder that gathers all the works carried out by a student. For example, the pages with the tasks of finding differences in images as well as any other individual or complementary task carried out by the student.

- Prepare individually a "mini book" with "My senses". Individually, the student will create a small album with images related to the five senses. This material will be part of each student's Portfolio.
- Create in group a poster and a presentation what we have learnt with the help of the teacher.
-

4.2. Assessment rubrics

Below are some examples of rubrics designed both for teacher assessment of students and for student self-assessment.

4.2.1. Content

1- Unsatisfactory 2- Almost satisfactory 3- Satisfactory 4- Good
5- Excellent

CRITERIA					
Recognize the sense organs.					
Discriminate different flavors: salty, sweet, bitter and acid.					
Recognize smells and perfumes.					
Discriminate the sound of musical instruments: drum, triangle, cymbals, maracas, guitar, piano, etc.					
Differentiate different textures.					

Identify natural sounds, animal sounds, sounds made with the body, etc.					
Orient yourself to the place where the sounds come from.					
Differentiate pleasant sounds, such as music, and unpleasant ones, such as noise.					
Improves visual memory.					
Sharpen your senses.					
Responds appropriately to sensory input.					

4.2.2. *Language*

1- Unsatisfactory 2- Almost satisfactory 3- Satisfactory 4- Good

5- Excellent

CRITERIA					
Responds very well orally to messages related to five senses.					
Responds promptly to oral directions in L2.					
Understands and uses the vocabulary of the unit appropriately.					
Is able to communicate efficiently with the other members of the group.					
Pronounce words related to the unit correctly and precisely.					

4.2.3. Cooperation

1- Unsatisfactory 2- Almost satisfactory 3- Satisfactory 4- Good
5- Excellent

CRITERIA					
Works correctly in a cooperative group, respecting their classmates and accepting others' ideas and opinions.					
Performs well as a group member, showing initiative, organising task completion, and supporting all other group members.					
Search and suggest solutions to problems.					
It brings creativity and innovation to the group.					
Share responsibility for homework equally with peers.					

4.2.4. Self assessment

To complete this assessment instrument, an adult (teacher or parents) will read each item to the children and the student will paste a sticker of a face (sad, smiling or happy) in the box corresponding to the achievement of the indicator.

	No, I need to study more ☹	Yes, I can ☺	Yes, I can do this very well ☺
I can identify different sounds.			

I can recognize salty, sweet, sour and bitter flavors.			
I can differentiate different smells.			
I can discriminate different textures.			
I know the primary and secondary colors.			
I know the organs of the five senses.			
I can describe examples of pleasant and unpleasant odors.			
I know various local and international recipes.			
I can discriminate objects by their touch.			

5. CONCLUSION

UNESCO (2017) believes that education is a human right for everyone, throughout life, and that access to education must be accompanied by its quality.

Schools, in their goal of promoting a comprehensive education, must promote different dimensions of learning including cognitive, social and emotional competencies (Creemers & Kyriades, 2010).

This cooperative didactic proposal emphasizes the importance of sensory education in the early childhood classroom. Through the senses, the brain can build new learning. The senses make cognitive learning possible, but also affective, emotional and social learning, that is, they allow the integral development of the child. Through these sessions we intend the integral development of the students and their inclusion in the classroom.

In addition, it allows students to reflect and make them aware of the need to have each sense and to empathize with those people who lack any of them.

Finally, this proposal aims to develop a comprehensive and inclusive education, which is a basic objective of current educational systems (OECD, 2015).

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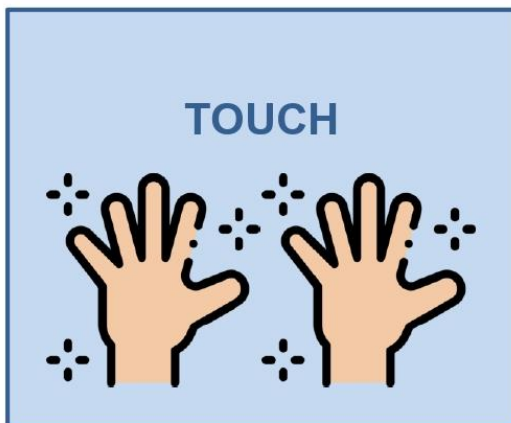
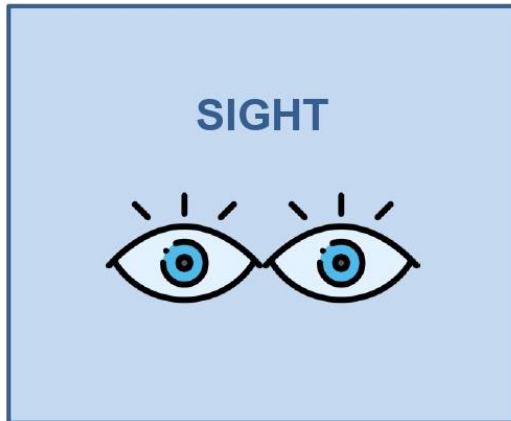
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7. APPENDICES

7.1. Flashcards of the senses



7.2. Graphic organizer of the senses

