

Master's Dissertation/
Trabajo Fin de Máster

Attention to diversity in CLIL: A didactic proposal for Primary Education with a student with ADHD.

Student: Arredondo Simón, Miriam
Supervisor: Dr. Pimentel Velázquez, Cynthia Yanin
Department: English Philology

February, 2024

Abstract

This Master's Dissertation examines the intersection of Content and Language Integrated Learning (CLIL) and attention to diversity, with a specific focus on Attention Deficit Hyperactivity Disorder (ADHD). The dissertation revolves around a didactic proposal titled "Attention to Diversity in CLIL: Didactic Proposal for the 4th grade of Primary Education with a student with ADHD" targeting the area of "Knowledge of the Natural, Social and Cultural Environment". The aim is to design a comprehensive didactic unit suitable for a 4th-grade class in Primary Education where there is a student with ADHD. The lessons and activities are carefully crafted to accommodate the specific needs of the student, providing an engaging learning experience that fosters knowledge and skill development.

Keywords: Attention to diversity, CLIL, ADHD, Didactic proposal, Knowledge of the natural, social and cultural environment, Foreign language, Task-based learning, Total Physical Response.

Resumen

Este Trabajo de Fin de Máster examina la intersección entre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y la atención a la diversidad, con un enfoque específico en el Trastorno por Déficit de Atención e Hiperactividad (TDAH). El estudio gira en torno a una propuesta didáctica titulada "Atención a la Diversidad en AICLE: Propuesta didáctica para 4º de Educación Primaria con un alumno con TDAH.", dirigida a la asignatura de Conocimiento del medio natural, social y cultural. Se trata de diseñar una unidad didáctica completa adecuada para una clase de 4º de Primaria donde hay un alumno con TDAH. Las lecciones y actividades están cuidadosamente diseñadas para adaptarse a las necesidades específicas del alumno, proporcionando una experiencia de aprendizaje atractiva que fomente el desarrollo de conocimientos y habilidades.

Palabras clave: Atención a la diversidad, AICLE, TDAH, Propuesta Didáctica, Conocimiento del medio natural, social y cultural, Lengua Extranjera, Aprendizaje basado en tareas, Respuesta Total Física.

CONTENTS

1. INTRODUCTION.....	6
2. THEORETICAL FRAMEWORK	7
2.1. Attention to diversity	7
2.1.1. Legislation related to attention to diversity	8
2.2. Inclusive education	10
2.2.1. Definition of Inclusive Education	10
2.2.2. History	11
2.2.3. Principles of Inclusive Education.....	12
2.2.4. Universal Design for Learning	13
2.3. Learning Difficulties	14
2.3.1. Definition of Learning Difficulties	14
2.3.2. Special Educational Needs	15
2.4. ADHD.....	16
2.4.1. Definition of ADHD.....	16
2.4.2. Origin of the disorder	18
2.4.3. Intervention for students with ADHD	18
2.4.4. Appropriate methodologies for ADHD students.....	21
2.5. CLIL	23
2.5.1. Definition of CLIL	23
2.5.2. Attention to diversity in CLIL.....	26
3. DIDACTIC PROPOSAL	27
3.1. Topic.....	27
3.2. Justification	27
3.3. Contextualization	28
3.4. Objectives.....	29
3.5. Basic knowledge	30
3.6. Competences	31
3.7. Methodology	33
3.9. Timing	34
3.10. Materials.....	35
3.11. Lesson plan.....	35
3. 12. Attention to diversity measures.....	43

3.12. Assessment.....	44
4. CONCLUSIONS.....	46
5. REFERENCES.....	48
6. ANNEXES	54

CONTENTS OF TABLES

Table 1. Stage objectives.....	30
Table 2. Basic Knowledge	31
Table 3. Specific competences	33
Table 4. Schedule of the didactic proposal	35
Table 5. Assessment criteria.....	45

1. INTRODUCTION

Content and Language Integrated Learning (CLIL) has been gaining importance in the last few years as an effective approach for teaching Language and Content simultaneously in the classroom. It has become an interesting topic for teachers and education researchers to explore, as it allows students to acquire certain language proficiency simultaneously as knowledge in different content subjects.

Secondly, attention to diversity is a very extended issue to be dealt with in schools nowadays. The educational community has evolved around inclusive values, which means that work must be directed towards the inclusion of every single one of our students, no matter which characteristics they present. The goal is to ensure they can achieve their full potential. Students with ADHD (Attention Deficit and Hyperactive Disorder) face many difficulties in the classroom.

Despite the increasing implementation of CLIL in the classroom and the prevalence of ADHD in the present, there is a lack of information on how to deal with ADHD students, particularly in CLIL settings. It is an issue that hasn't been explored enough. Combining CLIL and Attention to diversity, we are seeking to enhance the learning outcomes of students with ADHD.

This Master's Dissertation aims to contribute to this exposed issue in both knowledge and practical insights. With the design of a lesson plan focused on a student with ADHD, aiming to make a significant contribution, as well as bringing light to the importance of attention to diversity in education.

The general objective of this master's dissertation is to carry out a didactic proposal for learners with ADHD.

The specific objectives are the following:

1. To carry out a literature review on attention to diversity, specifically how it is dealt with in CLIL. To define the principles inclusive education stands for and how students with ADHD are included in CLIL settings.

2. To provide information about ADHD, its main characteristics, the learning difficulties that come with it, and how to make adaptations according to the needs of students with ADHD.
3. To design a CLIL lesson plan for students with ADHD in the 4th grade of Primary Education for the subject of “Knowledge of the Natural, Social and Cultural Environment”.

The structure of this Master’s Dissertation will be divided into two main parts. The first part corresponds to the theoretical framework which contains a literature review of the topic. Among the relevant concepts revolving around the topic, I will go through the implications of attention to diversity in the inclusive education approach, defining what the latest stands for and its principles. A definition of CLIL will be included, as well as the main learning difficulties that need to be addressed in the implementation of it. That being stated, a focus on ADHD will be made, explaining which are the learning difficulties students with ADHD deal with and how adaptations are made.

In the second part, the lesson plan proposed for the 4th grade of Primary Education, focusing on a student with ADHD, is developed. It is focused on the “Knowledge of the Natural, Social and Cultural Environment” subject in a CLIL setting.

2. THEORETICAL FRAMEWORK

2.1. Attention to diversity

Attention to diversity encompasses a wide range of characteristics, including learning difficulties, physical and mental disabilities, sensory impairments, cultural backgrounds, ethnicities, genders, sexual orientations, religions, and more. This diversity is a natural aspect of our society and has always existed, but recent developments in the concept of diversity have brought about new political implications. Advocates for human rights have pushed for changes in social institutions to better accommodate diverse populations. These changes have led to an increased awareness of diversity in society, particularly in the context of education (Ruíz, 2010).

As a result of this increased awareness, it has become crucial for educators to recognise that each student possesses unique characteristics that are inherent to their individual person.

This sensitivity to diversity has driven efforts within the education system to ensure that students from all backgrounds and with different characteristics are accommodated and supported in their learning trajectories.

Before delving into this topic further, it is important to reflect on what has brought about the need to consider attention to diversity in our society, particularly in our schools. The root of this need can be traced back to the cultural, social, gender, and personal differences that exist among individuals, and the fact that these differences can result in some students experiencing difficulties in learning when their diversity is not considered (Ruíz, 2010).

The principles of attention to diversity can be found in the need for Educational Systems of guaranteeing everyone the right to education (Dieterlen, 2001, as cited in Hontangas and Barrio de la Puente, 2010). To achieve that, it is necessary to acknowledge their needs, fight inequalities, and take on an open and modifiable educational model that permits access for all students, as well as acceptable educational outcomes (UNESCO, 1994).

The purpose of the actual society is to make the most out of coexistence between people who come from different countries, people with different capacities and needs, and all the differences that human beings might present. The goal is to live in a context where those differences are respected and used to enrich ourselves.

Attention to diversity seeks to provide a model of education where each pupil receives pedagogic help adjusted to their needs, regulating educational interventions to their individual characteristics. In other words, the objective is to adapt teaching to the different skills, interests, and needs of learners. The different ways in which human beings acquire, construct, organize, prioritize, and retain knowledge are in constant interaction with learning environments. That makes psycho-pedagogues consider individual differences as realities in constant change. As a result, in this change of mindset, in the 70s emerged attention to diversity, making states reform their educational systems (Hontangas and Barrio de la Puente, 2010).

2.1.1. Legislation related to attention to diversity

In Spain, the “Ley Moyano de 1857” enacted the creation of schools for deaf people. In 1914, “El Patronato Nacional de Anormales” was created with the purpose of protecting and guardianship people with sensory and intellectual disabilities. In the 20th century, appeared the

first intelligence test used to separate pupils in accordance with their intellectual capacity. The purpose of this method was the homogenization of students. But it was Marchesi (2002), who established a series of factors that brought about a new perspective on disabilities, leaving behind the old rigid model.

It was not until the 70s that more integrative and inclusive mentalities were introduced. This change was attributed mainly to two events. In the first place, the ratification of the “Ley General de Educación 14/1970, del 6 de Agosto” allowed special education to be joined to the ordinary education system. Thanks to this law, it was possible to create special education classrooms inside ordinary schools. The second event was the publication of Warnock’s report in Great Britain in 1981 (Ruíz, 2010). The report took the name of the president of the investigatory committee which aimed to analyze the systems of special education operating in the country. Among some remarkable advances that this report brought, it is worth highlighting the fact that it stopped mentioning deficient children who needed to receive special education in classrooms or centers specifically designed for them, as had been the practice up to that time. It began to speak about pupils with special educational needs, known as SEN. From this point onwards, special education began to be seen as, not only about students with disabilities, but encompassed a wide range of educational methods, materials and human resources to be provided to all students to help them achieve their academic and personal goals. Segregation was left behind and the way for integration in education was paved (Ruíz, 2010).

The changes that Warnock’s report made, started to sink in in Spain and the change of mentality showed in the following educational laws:

1. Law 13/1982, of April 7th, 1982, on the social integration of the handicapped. It conformed educational integration at four different levels. No integration in specific centers of special education, integration classrooms inside ordinary centers, and combined integration which alternated the previous and total integration in ordinary classrooms.

2. Royal Decree 334/1985, of March 6th, 1985, on the organisation of special education, which introduced the term SEN.

3. Organic Law 1/1990, of October 3rd, 1990, on the General Organization of the Educational System. This law incorporated the concept of students with special educational needs (SEN) to refer to a group of pupils who have learning difficulties that require specific

attention and educational resources. This law also provided the responsibility of regulating curricular and originative measures aimed to give responses to pupils' diversity.

4. Organic Law 2/2006, of May 3rd, 2006, on Education, gathers attention to diversity as a fundamental principle in secondary education. It also contemplates which students require different educational attention to reach the set objectives. Those students are the ones with special educational needs, specific learning difficulties, high capacities, late entrants to the educational system, and so on. Among the measures contemplated, we can find curriculum adaptations, integration of materials, flexible groupings, splitting of groups, optative subjects, and reinforcement programs, among others (González et al., 2009).

2.2. Inclusive education

2.2.1. Definition of Inclusive Education

The World Conference on Special Needs Education in Salamanca (1994), along with the Salamanca Statement and Framework for Action of Special Needs Education, established the policy agenda for inclusive education (UNESCO, 1994). Thanks to that, international policies started to acknowledge the important role of inclusive education for all learners. UNESCO (2008, p. 8) defines inclusive education as “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination”.

According to the American Association for Learning Disabilities (1993), inclusion is a practice or policy that entails providing all students with impairments, regardless of the grade of severity or their needs for specific services, with a complete education in a regular class in the school they are enrolled in. This definition puts the focus on the importance of placing students in regular classroom settings within their mainstream school, in accordance with the principles of integration. But inclusion goes further, its goal is to make sure all students have access to the same opportunities and resources as everyone else, and they have full capacity of participating in the educational process (Moliner, 2013). Its approach is to transform the entire education system to be able to provide an answer to the needs students might present (Richards and Armstrong, 2008, as cited in D'Alessio et al., 2010). Inclusive education is about transforming schooling. To do so, curriculum, assessment, pedagogy, and organization must be changed accordingly. That means, taking away all the obstacles that hold back pupils from

having an effective learning process (Ainscow and Booth, 2000, as cited in D'Alessio et al., 2010).

2.2.2. History

Integration was the first step towards creating a more diverse and equitable education. It referred to students who had been excluded from ordinary settings. Regardless of these efforts, integration was not enough to cater for students with disabilities.

Inclusive education, which focuses on providing equitable and quality education for everyone, has its origins in the 1970s with the enactment of the Education for All Handicapped Children Act in the United States (Esteve et al., 2010, as cited in Escarbajal et al., 2012). This law considered that all students with any deficiency could receive appropriate education in less restrictive environments, specifically in ordinary education. It also established the right to free education in the least segregated environment possible (Moliner, 2013).

However, some scholars attribute the origins of inclusive education to the Regular Education Initiative (REI) movement, which emerged in the 1980s with the purpose of including special education into the mainstream educational system to make sure that all pupils can access the same opportunities and resources (Jimenez et al., 2010, as cited in Escarbajal et al., 2012). The concept of inclusion began to replace the term integration. This change of concept states that integration only refers to integrating students into the schools where they had previously been excluded, while inclusion refers to those who are part of the educational community since the beginning (D'Alessio et al., 2010). The main objective of inclusion is not leaving anyone behind, physically and socially. Inclusive schools put focus on building a system that includes the needs of every single pupil (Moliner, 2013).

To guide inclusive practices in schools, there is a legislative framework that includes the Organic Law 2/2020, of December 29th, which modifies Organic Law 2/2006, of May 3rd, of Education (LOMLOE), and various national decrees and regulations that focus on diversity and aim to ensure that all students receive the necessary support to achieve success according to their specific needs. LOMLOE states the principles of providing quality education without exclusion and enabling all students to reach their full potential. It establishes the resources necessary to achieve inclusion in Title II under the name "Equity in Education".

2.2.3. Principles of Inclusive Education

The inclusive school can be summed up in the following principles (Stainback and Stainback, 1999, pp. 8-11):

- The school must acquire a philosophy that values diversity and promotes democratic principles, recognizing the right for all students to learn.
- Schools must accept all pupils from the neighborhood, area, or school district, regardless of their difficulties or personal characteristics.
- Teachers, parents and pupils must be involved in decision-making.
- The school should count with support networks. From specialists, to support teachers, colleagues, tutors, and so on, to be able to help when needed.
- The curriculum must be adapted when necessary, taking into account the needs of learners, instead of helping learners to adapt to the already planned curriculum.
- Keep flexibility when curriculum planning and strategies. The curriculum should be constantly reviewed and not closed.

The previous principles outline the Center of Studies of Inclusive Education's so-called "ten reasons for inclusion" formulated under three perspectives: inclusive education as a human right, as education of quality, and as a social sense (Moliner, 2013).

1. As a human right:

- All children have the right of learning together.
- Children shouldn't be devaluated, discriminated against, or excluded because of their learning difficulties or disabilities.
- There are no legitimate reasons for segregation. Children must remain together, which creates benefits for all.

2. As education of quality:

- Investigations prove that children work better in inclusive contexts.
- There is no education or care in a special school that could not be done in an ordinary school.
- Inclusive education is the most effective way of using education resources.

3. In a social sense:

- Segregation favors the adoption of prejudices, creating ignorant children.

- All children need an education that helps them to develop relationships and prepares them for life in normalized environments.
- Inclusion reduces fear of the unknown and helps to build friendships, respect, and comprehension.

2.2.4. Universal Design for Learning

The term Universal Design of Learning (UDL) was coined by the Center for Applied Special Technology, a nonprofit education research organization known by CAST (CAST, 2018). Its main objective is to provide a structure aimed to give access to everyone into the school setting, improving the teaching and learning processes in order to be inclusive. It is presented alongside some guidelines which serve as a tool for its implementation. These guidelines are useful for anyone who wants to implement the UDL into any learning environment, teachers, parents, educators, and so on. The main objective of these guidelines is to ensure that every child is able to access and develop their learning process, making them meaningful and challenging for them (CAST, 2018).

From the educational perspective, the UDL supplies a series of models and strategies that facilitate the approach to inclusive education, since it proposes ways of dealing with exclusion and marginalization that may exist in the classroom, providing different forms of access, representation, and participation in the learning process. That is why the UDL is a very interesting tool to take as a reference in inclusive education.

Paraphrasing Guzmán (2021), the UDL is an approach that makes possible a correct inclusion that provides access to education through principles to be followed to develop curricular models that provide equal opportunities. To achieve that, it aims to turn down any barrier that pupils might find when accessing to learning environments and their participation in those. Those barriers can be of different kinds: cognitive, sensory, affective, physical, among others.

The guidelines provided by the UDL can be classified into three categories, stated by CAST (2018) which suggests providing different engagement, representation, action and expression methods. In the first place, providing multiple means of engagement holds great importance because it means to provide options for engagement and sustaining effort. All students are not motivated in the same way, thus, as teachers, we have to use a variety of sources

to make sure all students can engage in the activities and tasks proposed in the classroom. It is crucial to take into account students' interests bearing in mind that not everyone will have the same ones and that those interests can vary over time. Through providing individual choice and autonomy we are favoring their engagement in class. An interest way of sustaining their effort and persistence will be fostering collaboration and community. To do so, it is useful to create cooperative learning groups with established goals, roles and responsibilities. The previous mentioned aspects are key to provide students with engagement means, but it will also be important to develop their abilities to regulate their emotions and motivations. In this way, teachers will provide strategies to develop self-assessment and reflection. For instance, offering charts to track their own behaviour and using activities that provide feedback that support their learning progress.

Moving on to providing multiple means of representation, we have to take into consideration that not all pupils get the information and understand it the same way that is presented to them. Here we are taking into account students how might present sensory disabilities and learning disabilities, for instance. Ones can perceive information though visual means and other through auditory means. That is why considering perception, language, symbols and comprehension is key to achieve meaningful learning for all students. Through perception, it is interesting to provide flexible content that can be accessible through different senses and does not depend on one single sense.

Finally, the UDL proposes multiple means of action and expression. This can be achieved through the proposal of different options for physical action, expression, and communication. Meaning that the format used to provide information to our students should vary and not stick to the same one. Materials used in the classroom need to be useful for all learners to interact. For instance, using keyboards, joysticks, voice, among others.

2.3. Learning Difficulties

2.3.1. Definition of Learning Difficulties

When delving into the depth of learning difficulties, the issue of defining them arises. A precise definition is absent, which would outline its contents and eliminate the connotations that have been attached to it. Some authors believe that learning difficulties occupy a space between general and special education. Others assert that it overlaps with special education since it encompasses most of the disorders addressed in special education. The term learning

difficulties is broad and includes a wide range of behaviours, from perceptual disorders to specific challenges in basic learning such as reading, writing, or arithmetic (Pérez Vallejo, 2010).

One of the most common definitions of learning difficulties is the one provided by Diygory (1978) as cited in Pérez Vallejo (2010), which posits that "learning difficulties include notions of brain damage, hyperactivity, mild forms of retardation, socio-emotional maladjustment, language difficulties, subtle forms of deafness, motor clumsiness and reading difficulties." (p. 2).

Conversely, Valett (1980), as cited in Pérez Vallejo (2010), presents an alternative view of learning difficulties in his definition, which involves problems related to deficits in six categories: "gross motor development, sensory-motor integration, perceptual-motor skills, language development, conceptual skills, and social skills." (p. 2).

Additionally, the definition of learning difficulties considers the discrepancy, as stated by Kira and Gallager (1983), as cited in Pérez Vallejo (2010) the difference between what an individual is capable of doing and what they do. Therefore, its definition concentrates on a psychological or neurological impairment in oral or written language, perceptual, cognitive, or motor learning. On the one hand, the impairment is evident in differences between child's behaviours and their achievements or between their demonstrated aptitude and academic performance. On the other hand, the child illustrates that they do not learn with methods and materials that are appropriate for their age and this is not due to profound mental retardation, emotional issues, or a lack of learning opportunities.

As Pérez Vallejo (2010) wonderfully stated, a distinction should be made between children with developmental delays and children with learning difficulties. The former is usually slower in all mental processes and lack the evolutive ability to confront learning according to their age. The latter is different from the others because that delay is not present in all cognitive skills, just in one or two, usually.

2.3.2. Special Educational Needs

A student is generally considered to have Special Educational Needs when they show greater difficulties compared to their peers in accessing and performing the learning

correspondent to their grade or age. Therefore, they require extraordinary and specialized support to compensate for these difficulties so that their learning is not limited. In this way, SEN encompasses various kinds of needs, from sensory, cognitive, physical and mental disabilities, to emotional, social, and learning difficulties. Even some authors state that this definition should cover those belonging to ethnic minorities or with families with low or at-risk socioeconomical conditions (López and Valenzuela, 2015).

The foundations of the SEN concept in education policy were laid at the World Conferences on Education for All in 1990 and on Special Needs Education in 1994 in conjunction with the Dakar Framework for Action in 2000. Later, the Salamanca Statement reaffirmed the fundamental right of children to access education and recognized that “each child has personal and unique characteristics, their own interests, determined abilities and specific learning needs” (López and Valenzuela, 2015, p. 42).

2.4. ADHD

2.4.1. Definition of ADHD

ADHD is a neurodevelopmental disorder of neurological origin that directly affects a child's behaviour. Symptoms usually appear at an early age. The symptoms that characterize this disorder are inattention, hyperactivity, and impulsivity, as well as various difficulties in executive functions. This leads to children who suffer from it having difficulties in paying attention, planning, organizing, and being consequent with their actions. In turn, processes related to motivation and reward are affected, as well as the capacity for introspection and self-awareness (Rusca and Cortez, 2020). As indicated by Barkley (1982), as cited in Expósito (2016), ADHD is chronic and cannot be attributed to mental retardation, deafness, blindness, or other major neurological deficits or emotional disturbances such as psychosis or autism.

In addition, ADHD is related to a malfunctioning of some parts of the brain, specifically the frontal lobe which function is regulating executive functions. This prevents children from guiding their own behaviour, having difficulties of self-control, and being unable to control their impulses (Bonet et al., 2007).

The diagnosis of ADHD, according to Castells (2006), is usually easier to detect at the age of 5-6 years. Making a diagnosis before this age is difficult because it is not possible to correctly identify whether the characteristics presented by children are due to typical behaviour

at this age or whether they are truly related to the disorder. The American Academy of Psychiatry, in the DSM-IV, sets out the following criteria for the diagnosis of ADHD. To be able to give a diagnosis, there has to be at least six out of nine symptoms in each domain or in both.

The criteria are divided into inattention, hyperactivity, and impulsivity:

1. Lack of attention

The child:

- Does not pay attention to details or makes mistakes due to carelessness in tasks.
- Shows difficulty maintaining attention in play activities.
- Is perceived as not listening when someone speaks to them directly.
- Shows difficulty following instructions and fails to complete tasks.
- Has organization problems, shown in tasks and activities.
- Tries to avoid tasks that require a high and sustained mental effort.
- Usually loses the material necessary to carry out tasks and activities.
- Is easily distracted by non-relevant stimuli.
- Easily forgets daily activities.

2. Hyperactivity

The child:

- Does not sit still and moves hands and feet excessively.
- When required to sit, gets up without justification.
- Inappropriate behaviour as he/she runs, jumps, or climbs in inappropriate situations.
- Difficulty in maintaining calmness for play or leisure activities.
- Acts as if he has a motor and is "always on the go".
- Difficulty remaining quiet and constantly talking.

3. Impulsivity

The child:

- Responds before the question is finished.
- Difficulty in taking turns to speak.
- Interrupts the activities of other classmates.

2.4.2. Origin of the disorder

The causes of this disorder are not very clear. As Sibón (2010) points out, the origin can be found in a series of factors of biological or environmental origin, meaning of external or family origin. Among the biological causes, a distinction can be made between those of genetic origin and those directly related to neurobiological dysfunctions. The most frequent causes are:

- Hereditary factors: it is difficult to determine to what degree this disorder is transmitted from parents to children as when the parents were young there were no means and resources to evaluate them. Despite this, it can be said that a child with hyperactivity today is more likely to have a child with the same characteristics than someone who is not hyperactive.
- Neurobiological factors: in searching for genes responsible for hyperactivity, differences have been found related to chemical transmitters, called noradrenaline and dopamine. The latter binds the basal ganglia and frontal cortex in the brain, which play an important role in ADHD. This deficiency in the release of these substances creates difficulty in maintaining adequate stimulation of neurons. Therefore, hyperactive children overreact more to sensory stimuli.

Environmental factors may also play an important role, that is to say, the human and social environment in which the child develops at home, at school, and in the street. The greatest influence comes from the family environment, so if the child is affected by the causes described above and the environment at home or at school is not suitable, the disorder will be accentuated. A conflictive environment can generate stress, anxiety, and anguish in the child (Sibón, 2010).

2.4.3. Intervention for students with ADHD

To better support the learning and overall development of pupils with ADHD, there are various interventions and treatments available. These interventions must be appropriately programmed and supported by teachers, parents, and students to ensure their success. The primary goal of these interventions is to alleviate the symptoms of the disorder, enabling the pupil to achieve their learning goals. While pharmacological treatments can aid in this effort, the focus should primarily be on therapeutic treatments, particularly behavioural or cognitive-behavioural interventions, as they are closely related to education.

According to Expósito (2016), there are four main types of interventions: behavioural, cognitive-behavioural, school-based, and family-based. These interventions can significantly

benefit pupils with ADHD, but it is important to tailor the approach to the individual's specific needs and circumstances. By employing a combination of these interventions and with the collaborative effort of all stakeholders involved, pupils with ADHD can thrive and reach their full potential in their academic and personal lives.

2.4.3.1. Behavioural intervention

Behavioral intervention takes into account Skinner's theory (1983), whose goal is to repeat positive behaviours and decrease negative ones. In working with students with ADHD using this methodology, associative learning is employed, meaning that behaviours must always be associated with a consequence. The objective is to help the student decrease impulsive behaviours. For the intervention to be successful, the school counsellor and the student's teachers must carry out an action plan that specifies the behaviours to be corrected and takes into account the student's particularities. It is advisable for reinforcements to be continuous and immediate at the beginning of the program, and gradually become intermittent as the student progresses.

2.4.3.2. Cognitive-behavioural intervention

Authors such as Miranda et al., (2007), as cited in Expósito (2016), developed this psychoeducational intervention to alleviate ADHD symptoms in students. This strategy is related to the skills and attitudes of students with ADHD. The aim is to enhance students' self-regulation, reducing the characteristics of ADHD at school and home.

The cognitive-behavioural methodology aims to increase self-regulation through the use of self-rewards and self-instructions (Meichenbaum and Goodman, 1971, as cited in Expósito, 2016). The objective of using these techniques is to teach students to use an inner language, or self-talk when working on tasks that require high levels of concentration and are thus challenging for them. To implement this technique, the teacher serves as a model for the students, demonstrating tasks while speaking aloud about what they are doing. The students then practice the same exercise, gradually adopting this strategy as part of their behaviour when faced with activities that require cognitive effort (Meichenbaum and Goodman, 1971, as cited in Expósito, 2016).

Through this methodology, students' self-esteem is reinforced, and they learn to stop blaming themselves for their mistakes. Additionally, it equips them with resources to use when

faced with problems (Expósito, 2013). By increasing self-regulation, students can better manage their behaviour and become more independent learners. This approach is especially beneficial for students with ADHD, who struggle with impulse control and self-motivation. With the necessary help, students can learn and develop strategies to overcome these challenges and achieve their academic goals.

2.4.3.3. School intervention

Students with ADHD may present certain problems in the classroom, so teachers must be well-informed about the disorder, its characteristics, and the measures they have to carry out to improve their students' symptoms. Among the measures and actions that teachers can carry out during lessons to help students with ADHD, as stated by Sibón (2010), it is crucial to adapt the demands to their capacity for attention and control. To this end, it is advisable to structure tasks in short periods, which will facilitate the child's execution of the task. Positive reinforcement is very important; therefore, the teacher should reinforce when the task is completed.

It may happen that the pupil continuously gets up from the seat in situations where he/she is required to remain seated. In this situation, teachers should make clear the rules of not getting up until the task is finished or raising their hand if they need to do so. Therefore, once the rule is established, if they break it, they should be ignored if they get up and go to the teacher when they have not finished the task. If they then go to their seat and remain seated working, you can go to their seat and reinforce this behavior. It is important to observe and allow him/her to take a break if it is felt that he/she has been working properly and needs to move.

When explanations are given in class, the pupil may become distracted and does not listen. To prevent this from happening, you can involve the learner in the explanation, for example by asking them to hand out material to their classmates. Frequently asking easy questions to motivate the learner to see that he/she is in control of the answer is useful to keep him/her motivated and attentive. If you notice that he/she loses the thread, the teacher can come to his/her table and put a hand on his/her shoulder while continuing the explanation.

We know that students with ADHD can easily become frustrated when they do not get the expected result in an exercise. To control this situation, it is important to show them that

there are alternatives when they get frustrated with a task, they can ask the teacher or a classmate for help.

In certain situations, students with this disorder may disturb their classmates by walking towards their desks or making jokes to make others laugh, for example. To mitigate these behaviours, positive reinforcement can be used, and the child can be offered some prominence in activities appropriate to the context so that he/she does not seek attention at inappropriate times (Sibón, 2010).

2.4.3.4. Family intervention

First of all, it is necessary for parents to accept their child's diagnosis to adopt a co-therapeutic role in their child's treatment. At this point, they must be informed about the characteristics of ADHD so that a person trained to do so can guide them in the process to let them know what situations they will encounter. This advice and accompaniment can be given by the psychopedagogue at the school or externally.

Parents are the ones who get to know and recognize their child's disruptive behaviour in the first place. It is responsibility of the family to provide the child with a proper environment with few distractions. It would be beneficial for parents whose children have ADHD to be trained in behaviour management so they will know how to act in terms of providing the appropriate reinforcement when children commit desired or inappropriate behaviour.

2.4.4. Appropriate methodologies for ADHD students

It is crucial to take into account the students with ADHD when choosing appropriate methodologies to develop in the English lessons. There are many challenges that ADHD students face on an everyday basis at school. They usually have a hard time interacting with their colleagues because they are not able to maintain attention and sometimes their impulsivity plays against their social interactions.

In addition, ADHD pupils tend to be visual learners, so it will be interesting to choose methodologies that offer different forms of representation of contents, for example through videos, posters, drawings, and so on.

Total Physical Response (TPR) by James Asher (1977) and Task-Based Learning (TBL) are suitable methodologies to use with ADHD students. Through these methodologies it is intended to meet the needs of learners with ADHD, giving them opportunities to engage in their learning process. Moreover, these methodologies will not only benefit ADHD pupils, but will contribute to the creation of an inclusive learning atmosphere, that will be beneficial for the whole class.

2.4.4.1. Total Physical Response (TPR)

The Total Physical Response (TPR) Method introduced by Asher (1977), focuses on integrating speech and action to facilitate language learning. According to Richards and Rodgers (2001), as cited in Turketi (2010), this method utilizes physical activity to enhance the language learning experience.

This method uses movements and gestures as a way to acquire new vocabulary, resulting in better language comprehension. TPR can result more engaging for ADHD learners, as it considers their need for techniques and ways of channeling their excess of energy, allowing them to do so but at the same time keeping them engaged in the lesson.

Moreover, TPR provides a fun atmosphere to the classroom, where students lower their anxiety and stress and feel engaged in the lesson at the same time. It is a method that shows useful information to the teachers, as they will be able to perceive the degree of knowledge students are acquiring by the observation of their movements corresponding to the verbal actions.

2.4.4.2. Task-based Approach

Task-Based approach takes into consideration that language learning can bring more benefits and result more effective when students engage in tasks that do not have any linguistic purpose but are aimed to solve real-life problems (Turketi, 2010).

Additionally, Turketi (2010), highlights that, in this method, tasks are used as vehicles for learning the second language. This method has many advantages for students with ADHD as it provides experimental learning experiences where they must be active and participative in order to solve them. Vocabulary and grammar are not taught implicitly so their motivation and involvement are increased.

As proposed by Ellis (2003), task-based learning can be divided into three stages: pre-task, while-task, and post-task. In the first stage, the “pre-task”, teachers must prepare students for the development of the next stage, the task. It is ideal to create a good atmosphere for the task development, increasing their interest about the topic, which will positively influence their engagement and motivation. Teachers can achieve this by introducing the topic in different ways that capture their attention, proposing brainstorming dynamics, among others. The “while task” part is focused on the development of the task, using the vocabulary, structures and knowledge that they acquire during the lessons. Pupils have to put all the knowledge acquired into the resolution of the task in order to achieve the final goal. Finally, during the “post-task” part, it is time to reflect on what has been learned during the lesson, they can use tools such as a journal.

2.5. CLIL

2.5.1. Definition of CLIL

The term CLIL as proposed by Marenzi et al., (2010) “refers to situations where subjects or part of subjects are taught through a foreign language with dual-focused aims, the learning of the content and the simultaneous learning of a foreign language” (p. 200). Nevertheless, the most often cited definition is the one provided by Marsh (2002), which states that “CLIL is a generic or umbrella term used to refer to a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (p. 58).

This definition encompasses the fact that CLIL has two main aims, the subject and the language. The focus put on these two aspects, comes together to mark that CLIL’s purpose is to combine these two aspects into learning content subjects and a foreign language, at the same time. It implies learning two at once, so the subject content is used to increase the time use of the second language. As Coyle et al., (2010) pointed out “CLIL is differentiated from bilingual education in the planned pedagogic integration of contextualized content, cognition, communication, and culture into teaching and learning practice” (p. 6).

The basis of CLIL can be found in the 4C’s framework that Coyle (2007) explained. This 4Cs framework is based on: “content (subject matter), communication (language learning and using cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship).” (p. 550). Other traditional forms of bilingual education focus on grammatical issues while CLIL emphasizes context communication.

CLIL divides skills into BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency). The first one refers to the everyday use of language which usually take two years to develop (Cummins, 1999). For example, the language teachers tend to ask pupils to be quiet, compliment them, divide them into groups, and so on. The last one, highlights the variety of language used with academic purposes, from five to seven years. In this case, an example of CALP would be the specialized languages teachers use to impart their classes. CLIL is set to target both BICS and CALP (Cummins, 1999).

When it comes to the advantages and benefits of CLIL, Pérez Cañado (2013) presents its merits divided into nine categories: “linguistic, content knowledge, learning, cognitive, teaching, orectic/volitional, social, cultural, and pragmatic dimensions.” (pp. 16-19). When referring to the linguistic dimension, the benefit that CLIL delivers is the increased presence of the foreign language in the curriculum, which leads to higher exposure to the language. In addition, this happens without damaging the L1, as it has been studied previously by other authors.

Within content knowledge, it has been proved that CLIL does not negatively influence content knowledge (Cummins, 1999, as cited in Pérez Cañado, 2013). Special care is put into the subject matter to develop competencies through different perspectives and show students specific subject terminology in the foreign language.

In terms of teaching dimension, CLIL can create conditions for learning to happen in naturalistic, implicit, and accidental language learning. Providing a context makes the experience more meaningful as students are being taught the FL with real communicative purposes instead of receiving enforced language learning.

As regards the cognitive dimension, CLIL is known for providing cognitive engagement, which creates better opportunities for language acquisition. It makes students’ cognitive development advance as it broadens their conceptual mapping resources while they develop a great set of skills being more risk-taking and proactive to problem solving.

On the teaching front, CLIL is commended for its capacity to be applicable at all educational levels. CLIL fits very well with cooperative learning which has been proven to

improve learning. Overall, this approach is suitable for new didactics and methodologies that enrich the teaching practice.

Moving on to the orectic/volitional terms, motivation is boosted and maintained, as well as the interests and confidence of students are enhanced in the L1 and FL because of the connection between the content studied and the language learned through it. This is also related to the fact that the methodologies used to implement CLIL, task-based learning, and cooperative learning, are inherently more motivating.

Socially, CLIL includes all students, no matter their economic or social background, they are offered the opportunity to learn other languages through this methodology. That being said, it can be stated that CLIL is an inclusive approach that fosters social inclusion and egalitarianism.

Among the benefits of CLIL, the cultural dimension plays an important role. Through CLIL students have the chance to build knowledge about other cultures while developing abilities to communicate in different cultural settings.

Lastly, on the pragmatic level, the fact that CLIL is a dual-focused approach, that enables students to be prepared for a globalized world and integrated into the EU, which will be very valuable for their future. The linguistic and cultural demands of this society are increasing and CLIL prepares students for that.

Once the benefits have been outlined, it is necessary to mention the assets of CLIL, even though they are not expressed that strongly. Some authors cited in Pérez Cañado (2013), point out those drawbacks. The first one is related to the newness of the approach, which makes teachers who take part in it find it difficult to navigate through it. They must use their prior knowledge and personal experience and that sometimes might lead to misconstrued perceptions or false myths about CLIL. In addition, another frequently mentioned challenge that requires special attention is the qualification of teachers, sometimes insufficient when it comes to the mastery of the target language. To tackle this problem, education authorities have not supplied enough support. Another pitfall of CLIL is the amount of work working with CLIL implies. It takes a lot of initiative and effort, just like collaboration among teachers, which is crucial when it comes to implementing this dual-focused approach. Content teachers and

language teachers should cooperate to guarantee a level of success. It is imperative to address another critical issue, the fact that students might show some difficulties when implementing CLIL. This new approach demands a greater cognitive challenge, so students might feel confused and overwhelmed at first.

2.5.2. Attention to diversity in CLIL

In CLIL programs, it is crucial to cater students with special learning needs, focusing on those at risk of marginalization. That is, taking into account the principles of inclusion and attention to diversity, basing the teaching practice on the premise that every single child has its own characteristics, interests, capacities, and learning needs and that it is the educational system the one who has to adapt to that diversity and not the other way around (Madrid and Pérez Cañado, 2018, p. 244).

But the question is, how is it possible to cater to diversity in CLIL programs? First, the lack of investigations in the field needs to be addressed. It is a reality that the exploration of practices and options for teachers to cater for diversity in CLIL contexts is not explored enough yet. In spite of this, Pérez Cañado (2018) provides a series of strategies to make inclusion and attention to diversity possible, taking into account current legislation and guidelines. Among these lines of action, we find splitting larger groups into smaller ones, doing flexible grouping for activities, and so on. Additionally, using methodologies centered on the student such as the multiple intelligence theory (Gardner, 1993), cooperative learning, task-based and project-based learning, among others. Ainscow (2001) and Arnaiz (2009), offer other proposals such as offering an inclusive curriculum, incorporating principles that allow access to all subjects and flexible methodologies, at the same time as providing the human support needed to reach certain goals.

3. DIDACTIC PROPOSAL

3.1. Topic

In the didactic unit proposed it is developed a learning situation called “A closer look into plants” which focuses on the acquisition of vocabulary and structures related to plants in the “Knowledge of the natural, social and cultural environment” subject, along with the elaboration of a final task. This final task is proposed to them in the first session, and they will be following the process and elaborating the final result thorough the sessions, with the objective to make a final presentation of their product in the last session. It is aimed for pupils from 4th course of Primary Education. The unit will be developed following a sequence of sessions in which different contents related to the topic will be covered. In the first place, pupils learn the definition of plants, which parts make up a plant and which structure they follow. Secondly, they will be instructed about the process of nutrition of plants, what the photosynthesis is and how they absorb other nutrients and minerals that are essential for their growth. Thirdly, they will learn about the two main types of reproduction plants have: sexual and asexual, in addition to learning how they adapt to the environment and help other species survive. Finally, pupils will study about the different types of plants and the categories they are divided into according to their characteristics and features.

3.2. Justification

This lesson plan has been designed for the pupils from 4th grade of Primary Education, specifically adapted to meet the needs of a student with ADHD in the same classroom context. “Knowledge of the natural, social and cultural environment” has been chosen because of the variety of interactive opportunities it offers, through observation and experimentation. With this kind of learning, it is aimed to increase the motivation and interest of students, specially the one with ADHD.

In the following sequence of activities, students will have the opportunity to follow the process of growth of their own plant. Through this experience students will develop different skills such as observation and critical thinking, as well as learning to take care of plants for their development. This topic holds great importance because of its value to promote environmental awareness. At the same time as it deals with the sustainable development goals, in concrete, with goal 15, life on land and goal 13, climate action.

Furthermore, group work will be encouraged along with collaborative learning. These methodologies will allow them to be more involved in their own learning process. Special attention will be placed on strengthening relationships between students, sharing ideas, and working together towards a common purpose, enriching their communication skills and relationships.

Students will be presented a final task, giving life to their own plant, with seeds and soil, keeping it alive and taking care of it applying their acquired knowledge about the needs of the plant for its development. They will have to record their observations and reflections in their journal, which they will present at the end of the unit.

It is intended that with this topic, students learn about the environment around them and become aware of how to take care of it. Especially for students with ADHD, this unit will help them to process valuable information about their environment, hence helping them to form a more complex concept of their surroundings and the importance of taking care of them.

3.3. Contextualization

To carry on with the lesson plan, it is important to know the context where it is planned to be implemented. This “Knowledge of the Natural, Social and Cultural Environment” lesson plan is aimed for the 4th grade of Primary Education, comprised of students around 9 and 10 years old. The school I took as a reference is in the city center of Granada, Andalusia. I chose this school because it is the one I did my internship in. It is a modern school, with many facilities that offer a wide catalogue of academic and extracurricular programs. The teaching staff of this school is composed by teachers who are highly trained and committed to education. Particularly creating engaging learning environment for their students.

One of the students in the class has ADHD. He was diagnosed recently, and presents some specific learning challenges. As it has been stated before, students with ADHD struggle to maintain their attention and focus during explanations and activities, which leads to difficulties keeping important information and completing the tasks. This didactic proposal has been designed with the aim to consider the specific needs of a pupil with ADHD, at the same time as providing a meaningful and engaging learning experience for all students in the class. This pupil was diagnosed with ADHD in the academic year of 2021-2022. The tutor had several meetings with the family, where they shared their concerns about his behaviours and learning

progress. They all agreed on deriving the child to a professional, where he was finally diagnosed with the disorder.

Some of the characteristics the student showed that caught the attention of parents and teachers were the following. In the first place, he was very nervous and agitated during lessons. He found it almost impossible to stay still and quiet when he was asked to work individually. It was very common for him to stand up and walk and run around the classroom, even going straight to his classmates' desks, and distracting them. Secondly, during teachers' explanations, they could find him losing attention and getting immersed in his own world playing with anything he found or drawing random things. On other occasions, he even interrupted the teacher's explanations, yelling things that had nothing to do with the lesson. Following a certain order, especially during the development of individual tasks was frustrating for him and could not manage to finish the task assigned. He would end up leaving activities unfinished or changing the correspondent order, which would lead to not respecting the established deadlines. In terms of interaction with his peers, he appeared to be impulsive for no apparent reason, attacking or insulting his classmates. It was perceived that he lacked emotional control as his unique response when he felt sad or frustrated was being aggressive and uncontrollable.

3.4. Objectives

According to our *Royal Decree 157/2022, of March 1st, which establishes the curriculum for Primary Education* (RD 157/2022, de 1 de Marzo, henceforth) objectives are the achievements students must have acquired when they finish Primary Education. They are connected to the acquisition of key competences.

In this didactic proposal, we will work on the following stage objectives proposed by our current legislation (Table 1).

Table 1

Stage objectives the didactic proposal will work on.

Stage objectives
b) To develop habits of individual and teamwork, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
d) To know, understand and respect the different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people on the basis of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.
f) To Acquire, in at least one foreign language, the basic communicative competence that allows them to express and understand simple messages and cope in everyday situations.
i) To develop basic technological competencies and to initiate in their use for learning, developing a critical spirit towards their operation and the messages that they receive and elaborate.

Note: extracted from RD 157/22, de 1 de marzo.

3.5. Basic knowledge

According to basic knowledge, we can find in Annex II of our *Order of May 30th, 2023, which develops the curriculum for Primary Education in Andalusia, and regulates certain aspects to address diversity and individual differences, establishes the organization of the evaluation process and states the transition among the educational stages* (O 30 de mayo, 2023, henceforth) organizes basic knowledge into three blocks: the first one corresponds to scientific culture, the second one to technology and digitalization and the third and last one, to societies and territories. We are going to expose basic knowledge in the area of “Knowledge of the Natural, Social and Cultural Environment”. In Table 2, the basic knowledge to be worked on in the didactic proposal is displayed.

Table 2

Basic knowledge the didactic proposal will work on.

Knowledge of the Natural, Social and Cultural Environment
A. Scientific culture
CMN.2.A.2.5. Characteristics of plants that allow their classification in relation to their adaptive capacity to the environment: obtaining energy, relationship with the environment and perpetuation of the species.
CM.2.A.2.3 The kingdoms of nature from a general and integrated perspective from the study and analysis of the characteristics of different ecosystems. The Biodiversity in Andalusia.
CMN.2.A.1.1. Inquiry procedures appropriate to the needs of the research (observation over time, identification and classification, search for patterns, creation of models, research through information search, experiments with control of variables, etc.).
CMN.2.A.1.4. Encouragement of curiosity, initiative and perseverance in the realization of different research, as well as in the reading of scientific informative texts.
B. Technology and Digitalization
CMN.2.B.1.2. Strategies for safe and efficient guided information searches on the Internet (assessment, discrimination, selection and organization).
CM.2.B.2.3 Simple cooperative techniques for teamwork and strategies for conflict management and promotion of empathetic and inclusive behaviours.
C. Societies and territories
CM.2.C.4.2. Ecosocial responsibility. Eco-dependence and interdependence between people, societies and the natural environment.

Note: extracted from O 30 de mayo, 2023.

3.6. Competences

Annex II of our Order of May 30th, 2023, states the curricular development for all the areas. Focusing on the area of “Knowledge of the natural, social and cultural environment” we can highlight the key competences and specific competences our didactic proposal will work on.

Students are aimed to acquire the following key competences:

- a) Competence in linguistic communication, through the use of the English language as a vehicle for the development of the lessons and task complementation.
- c) Mathematical competence and competence in science, technology and engineering, learning about science and using technologies to acquire information.
- d) Digital competence, using digital platforms to access to the contents and search information to acquire knowledge about the topic.
- e) Personal, social, and learning to learn competence, though cooperative learning and task complementation, which contributes to the development of individual learning skills.
- f) Citizenship competence, contributing directly to the students' ability to express themselves in social situations.
- h) Competence in cultural awareness and expression, though the knowledge about their surroundings and the importance of preserving them.

According to specific competences, those worked on in the didactic proposal are structured in Table 3.

Table 3

Specific competences the didactic proposal will focus on.

SPECIFIC COMPETENCES	
1. To Use digital devices and resources in a safe, responsible, and efficient manner, to search for information, communicate and work individually, in teams and in networks, and to rework and create digital content according to the digital needs of the educational context.	
Connection to the exit profile	CCL3, STEM4, CD1, CD2, CD3, CD4, CD5, CCEC4.
2. To Raise and give answers to simple scientific questions, using different techniques, instruments, and models of scientific thinking, to interpret and explain facts and phenomena that occur in the natural, social and cultural environment.	
Connection to the exit profile	CCL1, CCL2, CCL3, STEM2, STEM4, CD1, CD2, CC4.
5. To Identify the characteristics of the different elements or systems of the natural, social and cultural environment, analyzing their organization and properties, and establishing relationships between them, to recognize the value of cultural and natural heritage and take action for responsible use, conservation and improvement.	
Connection to the exit profile	STEM1, STEM2, STEM4, STEM5, CD1, CC4, CE1, CCEC1.
6. To Identify the causes and consequences of human intervention in the environment, from the social, economic, cultural, technological and environmental points of view, to improve the ability to deal with problems, seek solutions and act individually and cooperatively in their resolution, and to implement sustainable lifestyles and consistent with respect, care and protection of people and the planet.	
Connection to the exit profile	CCL5, STEM2, STEM5, CPSAA4, CC1, CC3, CC4, CE1.

Note: extracted from O May 30th, 2023. The specific competences are connected to the descriptors from the exit profile.

3.7. Methodology

In this CLIL lesson plan, two methods will be considered. In the first place, Total Physical Response will be used to keep students engaged in the topic of the unit, in a fun way.

In addition, TPR will help students with ADHD to free their movement impulses and be able to maintain their attention in the subject.

Moreover, a task-based approach will be followed. The intention behind the use of this approach is to make students engage the activities proposed with the aim of achieving specific goals, using the foreign language as a vehicle for communication. This way, they are not exclusively learning the language but learning the language is a result of the complementation of the task.

3.8. Transversality and interdisciplinarity

All elements of the curriculum contribute to fostering a holistic understanding of various subjects. It has a close and complementary relationship with the area of Social and Civic Values and Citizenship and Human Rights Education.

Specifically, the unit chosen focuses on the significance of preserving the natural environment, highlighting the vital role plants play in sustaining both humanity and nature. By exploring the characteristics and classification of plants, students gain awareness of their importance in environmental conservation and human well-being. Consequently, they develop a sense of responsibility towards their surroundings, fostering a mindset of active citizenship and environmental responsibility.

3.9. Timing

For the development of this didactic unit, six sessions will be needed, during three consecutive weeks. The first five sessions will be developed in the ordinary classroom, while the 5th session will take place in the botanical garden, where a visit will take place with the students as an extracurricular activity in which they will be able to observe first-hand the knowledge acquired. The schedule for the didactic unit is represented in Table 4 below.

Table 4*Schedule of the didactic proposal*

MAY 2024				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
4	5 SESSION 1	6	7	8 SESSION 2
9	10 SESSION 3	11	12	13 SESSION 4
14	15 SESSION 5 (Trip to botanical garden)	16	17	18 SESSION 6 International Day of the fascination for plants + Final Project Presentation

3.10. Materials

The different materials and resources used for the didactic unit will be mentioned in the following charts of each session. In addition, some materials can be found in the Appendixes.

3.11. Lesson plan

SESSION 1: Introduction and Presentation of the Final task.	
Objectives	- To understand the concept of plants, their parts, and structures. - To understand the germination process and engage in the process of germinating a seed. - To observe plant growth and keep record of it. - To exchange information and experiences with classmates .
Lesson plan	Pre-task

Start the lesson by asking students questions about the topic. “What do you know about plants?” “What do you think they need to grow?” “What can we do to take care of them?” This will help to activate their prior knowledge related to the topic and will let the teacher to know where the students start from. Collect all their ideas in a mural using the app “Wordwall”.

An introduction of the concept of plants will be made, explaining their parts and structures with a video:



Source: Youtube

While watching the video, they must write down in their notebooks words related to the plants’ parts, that appear on the video.

After watching the video, pupils are encouraged to point out new vocabulary they saw on the video. The teacher will clarify the meanings of those new words and concepts in the blackboard asking questions to students, so they all together find an accurate definition.

Then, the teacher will present students the concept of germination, showing the following video:



Source: Youtube

Firstly, before watching the video students will have to guess what germination is brainstorming their ideas. Then, they will see the video on mute to grasp their heads around the information. After that, a second reproduction of the video with the sound on will be done, where students will check if they were right about the germination process or not.

	It will serve as an introduction for the main task. Task In this part of the task, the class will be divided into smaller groups, ensuring that each group consists of students with diverse backgrounds, abilities, and learning styles. Each group will be assigned a specific seed to work with, such as lentil, pumpkin, bean, or sunflower. The teacher will provide each group with the necessary materials, including a plastic cup, cotton, and water bottles. The activity's purpose is that students germinate the seeds and observe the growth process of the seeds as they develop into plants. To start the germination process, students will be instructed to place a layer of cotton in the cup, followed by the seed, and then another layer of cotton on top. They will need to keep the cotton moist by watering it daily, providing the necessary conditions for the seeds to sprout and grow. Teacher explains learners that they will have to make an extra cup with the same conditions for an experiment in the following class. Throughout the germination process, students will be required to keep an observation journal (Annex I) where they have to record the growth of their plants, documenting observations of the changes. In the observation journal they will be required to draw the state of the plant, in order to capture the process visually too. In the last session, each group will present their plant's growth process to the class. They will explain the different stages of growth and share their observations and findings. Post-task Pupils are provided with a diagram about the parts of the plant so they can complete it in order to reinforce the acquired knowledge about the plant anatomy (Annex II). Then, the teacher provides them with the plant observation journal to keep the register of their plant's growth (Annex I).
--	--

Materials	Plastic cups, cotton, seeds, water bottles, worksheets, observation journal.
Attention to Diversity Measures	- Visual aids to explain the concepts - Group work to promote collaborative learning - Task based project that allows students to learn by doing
Assessment	- Direct observation - Class diary - Correction of worksheets - Observation diary and presentation in the last session

SESSION 2: Photosynthesis

Objectives	- To establish relations between the nutrition of plants and the process of photosynthesis - To collect and analyze data through direct observation of the plant - To reinforce their understanding of the plant cycle of growth
Lesson plan	Pre-task The lesson starts asking students what they know about the nutrition of plants. Encourage brainstorming noting the important concepts they mention in the blackboard. Task Explain the process of photosynthesis, then show students this song about it: Source: Youtube Encourage them to get up and sing and dance along. Once the video finishes, ask students what concept the video points out that they previously brainstormed. Once the importance of sunlight has been pointed out, remind students of the extra cup with a seed they planted in the previous class. Explain to them

	that in order to prove the photosynthesis process, they are going to put that cup in a closed box, meanwhile the other cups with each group's seeds, will be placed where they receive sunlight, and they need to water them again. Post-task Get students into their groups so they can fill in the information about their plant's growth in their observation journal (Annex I). Instructions on how to keep track of the observation journal will be provided with some "writing frames" provided in the first page of the journal. For example: "The plant has a small/medium/big size. It is ____ cm tall." "The plant is growing roots/ The plant has a few roots / The plant has plenty of roots" "The roots are color ____" "The stem is color ____ / The stem has grown ____ cms" "The stem is straight/curved" Remind them to start taking notes about the seed in the closed box and its following evolution.
Attention to diversity Measures	- Learning about photosynthesis through TPR and experimental learning - Group work to share their observations in the journal about the changes their plant is experiencing.
Materials	Blackboard, box, observation journal.
Assessment	- Direct observation - Class diary

SESSION 3: Reproduction	
Objectives	- To learn the concept of plant reproduction - To learn through hands-on observation and exploration - To understand how the different parts of the plant take place in reproduction - To express their understanding in a visual representation - To reinforce their understanding of the cycle of plant growth
Lesson plan	Pre-Task The class will kick off with the song about photosynthesis shown in the previous class. Get students to sing and dance along. Ask questions about the reproduction of plants to see what previous knowledge they have. Task

	Through a visual presentation (Annex III) the teacher will explain how reproduction takes place in plants. Then the class splits into small groups and are provided different plant specimen (flowers, fruits, vegetables) and have to use magnifying glasses to observe the parts of the plants (stamens, pistils, petals...) After their observations students will be encouraged to draw one part of the plant that they found interesting and write down its parts. Post-task Students will be invited to share their drawings with their classmates and their choices and how their drawing relates to plant reproduction. After that, students will get into their groups, so they observe their plant's progress and fill in the information about their plant's growth and the plant in the box in their observation journals.
Attention to diversity measures	- TPR to review what they previously learned about photosynthesis. - Visual aids to explain reproduction of plants - Allowing students to represent their understanding in a drawing to see their comprehension through visual representation
Materials	Visual presentation, plant specimen, paper sheets, coloring pencils, observation journal.
Assessment	- Direct observation - Class diary

SESSION 4: Types of plants	
Objectives	- To acquire knowledge about plant species - To develop research skills - To select the most relevant information about a plant - To distribute the information in a poster
Lesson plan	Pre-task The class will get started with the song about photosynthesis shown in the previous class. Get students to sing and dance along. Ask questions about the types of plants to see what previous knowledge they have. Task

	In groups, they will be assigned a different type of plant that can be found in a botanical garden. They will have to collect information about it using ICTs (tablets or computers provided by the school): name, scientific name, type of plant, characteristics, growth patterns and other interesting facts. They will have to research all this information for the 6th session, the trip to the botanical garden, where they will have to present their plant in front of their classmates. Let students choose the plant they desire from the list the teacher provides. Provide them with a poster where they will have to represent their research plant and its main features and characteristics. Post-task Get students into their groups so they can fill in the information about their plant's growth and the plant in the box in their observation journals.
Attention to diversity measures	- Letting students chose the plant of their choice will make the ADHD students more motivated and engaged in the task.
Materials	Computers, observation journal, poster.
Assessment	- Direct observation - Class diary - Poster rubric (Annex VI)

SESSION 5: Trip to a botanical garden	
Objectives	- To enhance understanding of plants - To appreciate nature - To develop observation skills - To enhance lifelong interest in plants and their important role in the world
Lesson plan	Pre-task In the previous sessions students learned about plant classifications, now it is time to see those plants in a real-life environment. Make sure all students have prepared the information about the plant they were assigned for the trip in the 4th session. Task In the botanical garden they will receive a guided tour where they will be able to see different types of plants learn about their unique features and

	share facts about their ecological roles. They will be able to see different plants that belong to different environments. They will experience different activities about plant identification and numerous workshops based on interactive learning. They will also get the chance to present the plant they previously chose to research about in class. Post-task Once students come back from the trip, they will complete the two stars and a wish template (Annex V) about their trip. After that, they will read it aloud in class to share the most interesting things they have learned and what they enjoyed the most.
Attention to Diversity Measures	- Botanical gardens offer a multisensory learning experience where they can smell, touch, and interact with the plants.
Materials	Two stars and a wish template (Annex V)
Assessment	Rubric for oral presentation (Annex IV)

SESSION 6: Observation journal presentations

Objectives	- To deepen the understanding of the plants process of growth - To develop oral communication skills through the presentation of their observation journals - To collaborate and combine their individual observations and information with the rest of the class
Lesson plan	Pre-task Students gather into their plant groups and collect all the information about their observation journal. Decide and divide the information they want to present. Provide them with the rubric (Annex IV) they will be evaluated with, so they know what is expected from them. Task Each group will make a classroom presentation of their observation journals, focusing on the plant they were assigned in the first session. Moreover, they fill share their personal perceptions, intriguing facts about their plants, the differences between their plant's development and the one in the box and provide explanations for the differences. The students with

	ADHD can be the one who shows the actual state of the plant. In this way, he counts with a sensory element that will help to maintain his motivation and engagement during the presentation. Post-task When all the presentations are finished, all groups will gather in an assembly circle and the teacher will ask questions about their opinions on the importance of plants in our environment, the relationship between plants and humans, actions to take to help deforestation and so on, to prompt their reflection on the topic and personal opinions.
Attention to diversity measures	- Promotion of peer learning where students listen and learn from the presentation of other students - Providing the rubric so students have a clear idea of what is expected from them - Letting the ADHD students show the plant and explain its current state, so the presentation has a sensory element.
Materials	Observation journal
Assessment	- Rubric (Annex IV)

3. 12. Attention to diversity measures

This didactic proposal, has contributed to the inclusion of the ADHD students in the classroom, basing the teaching practice on the methodological guidelines proposed by the Universal Design for Learning (CAST, 2018). As it has been stated before, the characteristics this student presents are difficulties of paying attention and staying still during lessons, feeling nervous and agitated, following activities' order and difficulties on communicating with his peers, among others.

Through the development of the lesson plan, these characteristics have been considered. In the first place, proposing a final task which appears to be motivating and a very visual process for learners to be engaged. The lessons include different ways of presenting the information, such as videos, presentations, use of ICTs and the visit to botanical garden. Methods such as TPR have been included to let students release stress and be able to get up and move, while they are immersed in the topic's content. This TPR technique can be used during the lesson plan as many times as needed, when the teacher feels like students are not focused, tired, or need an extra boost of movement.

Moreover, cooperative learning is enhanced in order to establish positive relationships between students, where they have to cooperate in order to achieve the final product. Hoping to improve the student with ADHD relationship with his peers and the other way around. Another important aspect to consider when catering diversity in the classroom, is to provide the students with options to choose, for example, in this lesson plan, allowing them to choose the seed they would like to grow, the plant they would like to search about and so on.

Last but not least, in the assessment process, students are provided with rubrics so they know what it is expected from them, at the same time as providing them with specific guidelines to follow in their task complementation. This will help the ADHD student to know what is expected from him and to be more organized in the process, knowing exactly what he has to do.

3.12. Assessment

3.12.1. Assessment criteria

The evaluation that will be used throughout this didactic unit can be defined as: objective, formative, continuous, differentiated, and comprehensive. Through direct and systematic observation teachers will be able to assess students' performances in their tasks. These two techniques will be key to carry out continuous observation as they show which degree of content and language learners have acquired.

The assessment criteria, extracted from *the Order of May 30th, 2023*, are the following, stated in Table 5:

Table 5

Assessment criteria for this didactic proposal.

ASSESSMENT CRITERIA
1.1.b. To Use digital devices and resources, according to the needs of the educational context in a safe way, searching for information, communicating and working individually and in teams and creating simple digital content, increasing productivity and efficiency in one's own work.
2.2.b. To Search, select and contrast information, from different safe and reliable sources, using the criteria of reliability of sources, acquiring basic scientific lexicon, using it in research related to the natural, social and cultural environment.
2.3.b. To Design and conduct guided experiments, when required by the investigation, using different inquiry techniques and models, safely employing appropriate instruments and devices, making accurate observations and measurements and recording them correctly.
5.1.b. To Identify the characteristics, organization and properties of the elements of the natural, social and cultural environment, through inquiry methodologies, using the appropriate tools and processes, understanding and valuing its richness and diversity.
6.1.b. Identify eco-social problems, propose possible solutions and implement sustainable lifestyles, recognizing respectful behaviors of care and protection of the environment and sustainable use of natural resources, expressing the positive and negative changes caused in the environment by human action.

3.12.2. Assessment techniques and instruments

In the first place, direct and systematic observation will be carried out by the teacher through the whole didactic unit. The teacher will continuously keep track of how students perform the tasks in the teachers' diary. Special attention will be placed on the development of the student with ADHD.

Students will also be evaluated through direct observation, class diary, rubrics and self-assessment. The rubrics are designed to collect the key elements that will be evaluated about their oral presentations (Annex IV) and poster creation (Annex VI). Self-assessment will be done through a "2 starts and 1 wish" template (Annex V) where students can assess their

classmates and their own performance. This assessment tool will be useful for the teacher to check on the strong points and weak points of the proposal, getting feedback about their own performance too.

In addition, the observation journals students had been working on through the didactic unit will be evaluated by the teacher at the end of the unit. Through this journal different aspects such as effort, commitment, attention, and result will be assessed with a checklist (Annex VII). In this way, all these aspects can be evaluated, not only the final result.

4. CONCLUSIONS

In today's educational context, it is paramount to prioritize diversity and inclusion. As Content and Language Integrated Learning (CLIL) increases importance due to its beneficial and innovative approach, it is equally important to consider the needs of students in language learning. Despite the benefits of CLIL, there is still a need for further study to ensure inclusion of student with learning difficulties in all areas.

Throughout this master's dissertation we have pointed out the difficulties related to language that learners with ADHD face, especially when dealing with foreign language learning, which results in poor academic performance. Because of this, this dissertation has considered the different ways teachers can redirect their teaching practice to provide a fitting learning atmosphere for all students, especially those with ADHD. In order to achieve this, the Universal Design for Learning guidelines have been considered for the creation of the didactic proposal, as a way of taking into account diversity since the beginning. The purpose is to enhance pupils' interest and engagement by using methodologies and approaches that require the use of multiple senses, providing different representation means and assuring multiple expression ways for pupils to choose. That is why, methodologies such as Total Physical Response and Task-Based Learning have been developed throughout the unit. At the same time, using these methods, the rest of the class benefits by the learning environment created in the classroom.

In conclusion, catering diversity is a responsibility that every single one of us has, as we all conform what we call society. Within the educational context, teachers play the most important role. Ensuring that students are equipped with the essential tools to carry out their

learning processes must be our top priority. Considering their individual characteristics is pivotal to achieve an inclusive education. To accomplish this ideal scenery, commitment from teachers is very important, but we also need more resources, constant training and laws that support diversity and inclusion.

5. REFERENCES

- Ainscow, M. (2001). *Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares*. Narcea.
- American Psychiatric Association. (2014). *Manual Diagnóstico y Estadístico de los Trastornos Mentales DSM-V*. Barcelona: Masson.
- Arnaiz, P. (2009). Análisis de las medidas de atención a la diversidad en la Educación Secundaria Obligatoria. *Revista De Educación*, 349, 203–223.
- Asher, J. (1977). *Learning another language through actions: The complete teacher's guidebook*. Sky Oak Productions.
- Bonet, T., Soriano, Y., y Solano, C. (2007). *Sin límites: Aprendiendo con los niños hiperactivos. Un reto educativo*. Thomson Editores.
- Booth, T., and Ainscow, M. (2000). *Index for Inclusion. Developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education (CSIE).
- CAST (2018). *Universal Design for Learning Guidelines version 2.2*. Retrieved from <http://udlguidelines.cast.org/>
- Castells, P. (2006). *Nunca quieto, siempre distraído: ¿tendrá TDAH? (Trastorno por déficit de atención e hiperactividad)*. Espasa Libros.
- Coyle, D. (2007). Content and Language Integrated Learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562. [doi:10.2167/beb459.0](https://doi.org/10.2167/beb459.0)
- Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL. Content and Language Integrated Learning*. Cambridge University Press.

- Cummins, J. (1999). *BICS and CALP: Clarifying the distinction* (Report No. ED438551). Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics.
- D'Alessio, S., Donnelly, V., and Watkins, A. (2010). Inclusive education across Europe: the move in thinking from integration for inclusion. *Revista de Psicología y Educación*, 5, 109-126.
- Ellis R. (2003). Tasks in SLA and language pedagogy. In *Task-based Language Teaching and Learning* (pp. 22-33). Oxford.
- Escarbajal A., Ruiz, A. B., Maquilón, J., Izquierdo, T., López, J. I., Orcajada, N., y Sánchez, M. (2012). La atención a la diversidad: la educación inclusiva. *Revista electrónica universitaria de formación al profesorado*, 15(1), 135-144. <http://www.aufop.com>
- European Commission, Directorate-General for Education, Youth, Sport and Culture, Driel, B., Darmody, M., Kerzil, J. (2016). *Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU : examining the evidence*. Publications Office. <https://data.europa.eu/doi/10.2766/46172>
- Expósito, V. (2016). *Estudio de revisión sobre la intervención educativa en alumnado con TDAH*. [Trabajo de fin de grado, Universidad de La Laguna].
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- González, M. T., García, R. M. M., y Entrena, M. J. R. (2009). Medidas de atención a la diversidad: legislación, características, análisis y valoración. Profesorado. *Revista de Currículum y Formación de Profesorado*, 13(3), 79-105.
- Guzmán, A. (2021). Pedagogías emergentes para garantizar una educación inclusiva en tiempos de confinamiento. *Revista Varela*, 21(60), 180-186. <https://acortar.link/W4Elvt>
- Hontangas, N. A., y de la Puente, J. L. B. (2010). Atención a la diversidad y desarrollo de procesos educativos inclusivos. *Prisma social*, (4), 1-37.

Ley 13/1982, de 7 de abril, de integración social de los minusválidos. *Boletín Oficial del Estado*, 103, de 30 de abril de 1982, 11106-11112. <https://www.boe.es/eli/es/l/1982/04/07/13>

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General de Sistema Educativo. *Boletín Oficial del Estado*, 238, de 4 de octubre de 1990, 28927-28942. <https://www.boe.es/eli/es/lo/1990/10/03/1>

Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 106, de 4 de mayo de 2006, 17158-17207. <https://www.boe.es/eli/es/lo/2006/05/03/2>

Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado*, 295, de 10 de diciembre de 2013. <https://www.boe.es/eli/es/lo/2013/12/09/8/con>

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, de 20 de diciembre de 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3/con>

López, S. I. M., y Valenzuela, B. G. E. (2015). Niños y adolescentes con necesidades educativas especiales. *Revista Médica Clínica Las Condes*, 26(1), 42–51. <https://doi.org/10.1016/j.rmclc.2015.02.004>

Madrid, D., and Pérez Cañado, M. L. (2018). Innovations and Challenges in Attending to Diversity through CLIL. *Theory Into Practice*, 57(3), 241-249. <https://doi.org/10.1080/00405841.2018.1492237>

Marchesi, A., Coll, C. y Palacios, J. (2002). *Desarrollo psicológico y educación. 3. Respuestas educativas a las dificultades de aprendizaje y del desarrollo*. (3ª ed., Vol. 3). Alianza Editorial.

- Marenzi, I., Kupetz, R., Nejd, W., and Zerr, S. (2010). Supporting Active Learning in CLIL through Collaborative Search. In G. Goos and J. Hartmanis (Eds.) *Lecture Notes in Computer Science* (Vol. 6483, pp. 200-209). Springer-Verlag.
- Marsh, D. (2002). *CLIL/EMILE-The European dimension: Actions, trends and foresight*. Brussels: European Commission.
- Moliner García, O. (2013). *Educación inclusiva*. Publicacions de la Universitat Jaume I. Servei de Comunicació i Publicacions. <https://doi.org/10.6035/sapientia83>
- Orden de 30 de mayo de 2023, por la que se desarrolla el currículo correspondiente a la etapa de Educación Primaria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y a las diferencias individuales, se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado y se determina el proceso de tránsito entre las diferentes etapas educativas. *Boletín Oficial del Estado*, 104, de 02 de junio de 2023. <https://www.juntadeandalucia.es/boja/2023/104/39>
- Peekaboo Kidz. (2020, 22 de septiembre). *What Is Seed Germination? SEED GERMINATION. Plant Germination. Dr Binocs Show. Peekaboo Kidz*. [Video]. Youtube. https://www.youtube.com/watch?v=JSe_VUMymjo
- Peekaboo Kidz. (2021, 8 de junio). *What is Pollination? POLLINATION. The Dr Binocs Show. Peekaboo Kidz*. [Video]. Youtube. <https://www.youtube.com/watch?v=W-daJxfe4As>
- Pérez Cañado, M. L. (2013). Introduction. *Revista de Lenguas para Fines Específicos*, 19, 15-30.
- Pérez Cañado, M. L. (2018). CLIL and pedagogical innovation: Fact or fiction? Innovation in language learning and teaching. *International Journal of Applied Linguistics*, 28(3), 369-390. <https://doi.org/10.1111/ijal.12208>
- Pérez Vallejo, M. (2010). Dificultades de aprendizaje. *Revista digital de innovación y experiencias educativas*, 25, 1-10.

- Preschool Science with the TreeSchoolers. (2016, 11 de agosto). *Photosynthesis. Two Little hands TV. Educational. Kids Songs.* [Video]. Youtube. <https://www.youtube.com/watch?v=xuivYRmIACM>
- Real Decreto 334/1985, de 6 de marzo, de ordenación de Educación Especial. *Boletín Oficial del Estado*, 65, de 16 de marzo de 1985, 6917-6920. <https://www.boe.es/eli/es/rd/1985/03/06/334>
- Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria. *Boletín Oficial del Estado*, 52, de 2 de marzo de 2022. <https://www.boe.es/eli/es/rd/2022/03/01/157/con>
- Richards, G. and Armstrong, F. (2008). *Key Issues for Teaching Assistants. Working in diverse and inclusive classrooms*. London and New York: Routledge.
- Richards, J. C., and Rodgers T. S. (2001). *Approaches and methods in language teaching*. (2^o ed.). Cambridge University Press.
- Ruíz, P. M. (2010). La evolución de la atención a la diversidad del alumnado de educación primaria a lo largo de la historia. *Revista digital para profesionales de la enseñanza*, 8, 1-15.
- Rusca, F., y Cortez, C. (2020). Trastorno por déficit de atención con hiperactividad (TDAH) en niños y adolescentes. Una revisión clínica. *Revista de Neuro-Psiquiatría*, 83(3), 148-156.
- Science Facts. (s.f). *Parts of a Plant Worksheets*. Retrieved on January 27th 2024, from <https://www.sciencefacts.net/worksheets/parts-of-a-plant-worksheets>
- Sibón, A. M. (2010). ¿Qué es el TDAH? *Revista digital Innovación y experiencias educativas*, 28, 1-10.

Stainback, S. y Stainback, W. (1999). *Aulas inclusivas. Un nuevo modo de enfocar y vivir el currículo*. Narcea.

Turketi, N. (2010). Teaching English To Children With ADHD. *MA TESOL Collection*. 483.
https://digitalcollections.sit.edu/ipp_collection/483

UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Salamanca: UNESCO.

UNESCO (2008). Inclusive Education: The Way of the Future. Conclusions and Recommendations of the 48th session of the International conference on Education (ICE). Geneva: UNESCO.

6. ANNEXES

Annex I. Observation journal

Observation journal

Group _____
Seed _____

LUN MAR MIE JUE VIE
☐ ☐ ☐ ☐ ☐

FECHA: _____

Picture

Size:

Root:

Stem:

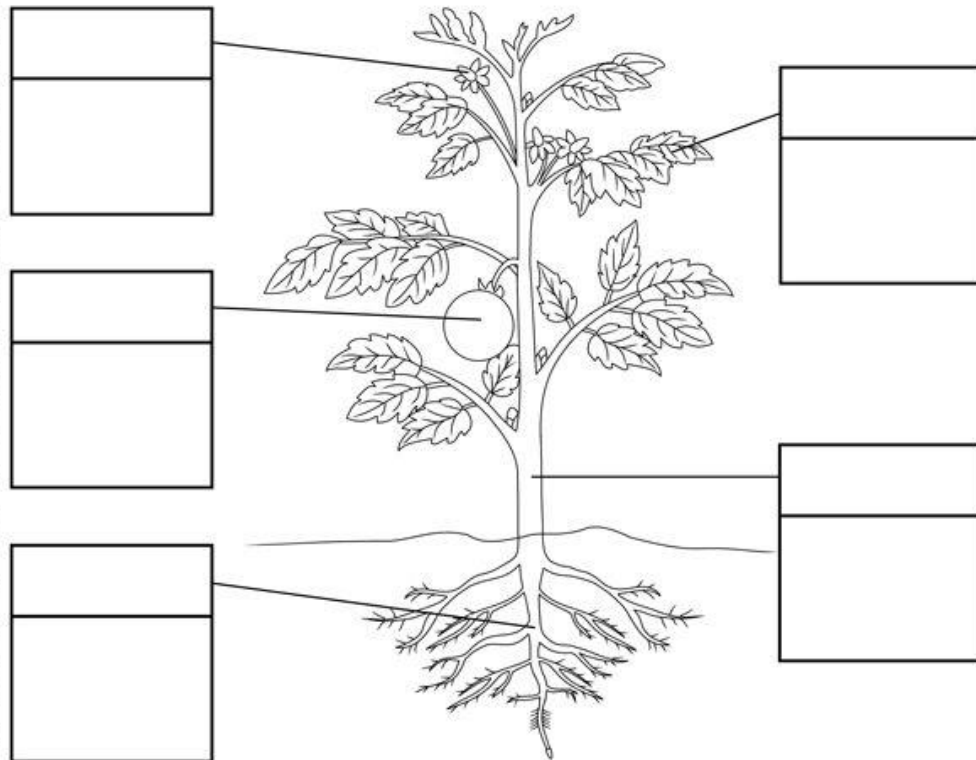
 

Annex II. Structure of plants

Name: _____

Date: _____

Identify the Parts of a Plant and Their Functions



Parts: Flower Fruit Stem Leaf Root

Functions: Helps in reproduction Supports the plant
Performs photosynthesis
Protects the seeds Absorbs water & minerals

Annex III. *Visual aid about Reproduction in plants.*

https://www.canva.com/design/DAFkUyCoe48/WR2FEoTdtODoPc3iLEBBDg/view?utm_content=DAFkUyCoe48&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Annex IV. Rubric for oral presentation.

RUBRIC FOR ORAL PRESENTATION

ITEMS	3	2	1
CONTENT	Demonstrates a thorough understanding of the plant's growth process, observations, and key concepts related to the plant's lifecycle.	Average understanding of the plant's growth process, observations and some key concepts of the plant's lifecycle.	Lacks understanding of the plant's growth process, observations and key-concepts of the plant's lifecycle.
LANGUAGE	Uses a wide range of subject-specific vocabulary and terminology effectively. Employs accurate and appropriate grammar structures and sentence formation.	Uses some subject-specific vocabulary and terminology. Grammar structures and sentence formation are good.	Lack of subject-specific vocabulary and terminology. Grammar structures and sentence formulation are not adequate.
PRESENTATION SKILLS	Maintains eye contact with the audience, using appropriate gestures and body language to enhance communication.	Makes eye contact with the audience on occasions. Gestures and body language are often used to enhance communication.	Poor eye contact with the audience. Gestures and body language are not used to enhance communication.

2 stars and 1 wish

Group N°:

My favourite part was

I liked

For the next time you can



Annex VI. Botanical plants poster Rubric

BOTANICAL PLANTS Poster design Rubric			
CRITERIA	3	2	1
Name	Scientific name of the plant is clearly stated and accurate	Scientific name of the plant is stated but contains minor inaccuracies	Scientific name of the plant is missing or inaccurate
Characteristics	Accurately describes the plant's characteristics and provides detailed information	Describes some of the plant's characteristics but lacks detail or accuracy	Descriptions of the plant's characteristics are missing or inaccurate
Growth Patterns	Clearly explains the growth patterns of the plant, including specific stages	Explains the general growth patterns of the plant, but lacks specific details	Does not explain the growth patterns of the plant
Relevant Information	Provides engaging and interesting facts about the plant, demonstrating thorough research	Includes some interesting information about the plant, but lacks depth	Provides minimal or no interesting information about the plant
Pictures/Drawings of Plant Parts	Includes accurate and detailed pictures or drawings of the plant's parts	Includes pictures or drawings of the plant's parts, but lacks accuracy or detail	Pictures or drawings of the plant's parts are missing or inaccurate
Creativity and Presentation	The poster is visually appealing, well-organized, and creatively presented	The poster is visually acceptable, but lacks organization or creativity	The poster is messy, disorganized, or lacks creativity
Language and Grammar	Uses correct grammar, spelling, and appropriate language for a 4th-grade level	Contains some grammar or spelling errors, but overall language is appropriate	Contains frequent grammar or spelling errors and language is not appropriate
Overall Quality	A high-quality poster that demonstrates a thorough understanding of the plant and meets all criteria	A satisfactory poster that meets most criteria, but lacks some depth or accuracy	A low-quality poster that does not meet most criteria and lacks depth or accuracy

Annex VII. Checklist for the evaluation of observation journal

Observational Journal CHECKLIST



ITEMS DESCRIPTION	YES	NO
The journal is organized in chronological order.		
The descriptions of the plants' growth are accurate.		
The language used is appropriate. Uses scientific terms learned in class.		
There are pictures or drawings accompanying each state of growth.		
The important parts of the plant (stem, roots, leaves) are included in the correct place.		
Importance is placed at changes in the development of the plant.		
There are creative elements in the journal. Drawings, colors, etc.		
Entries are labeled with the corresponding date.		
The overall presentation is correct, with good orthography and calligraphy.		