



Universidad de Jaén
Centro de Estudios de Postgrado

Trabajo Fin de Máster

**BOOSTING SELF-LOVE
AND SELF-CONFIDENCE
THROUGH POETRY AND
DIGITAL CONTENT IN
THE ESL CLASSROOM**

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Título: Aumentar el amor propio y la confianza en uno mismo en la clase de inglés a través de la poesía y el contenido digital.

Resumen: El objetivo de esta propuesta didáctica es promover el amor propio y la confianza en el alumnado a través de la literatura actual, en concreto, los nuevos formatos de poesía y diversos tipos de contenido digital, como las series de plataformas online o el material de creadores de contenido de redes sociales. El alumnado deberá utilizar el pensamiento crítico para aumentar su autoconocimiento, que contribuirá a que se conviertan en adultos seguros de sí mismos y con la inteligencia emocional suficiente como para desarrollarse con éxito en la sociedad actual.

Palabras clave: adolescentes, amor propio, poesía, contenido digital.

Title: Boosting self-love and self-confidence through poetry and digital content in the ESL classroom.

Abstract: The aim of this didactic proposal is to enhance student's self-love and self-confidence using nowadays literature, in particular, the new forms of poetry and different kinds of digital content, such as series on online platforms and content created by individuals on social media. Students will have to use critical thinking in order to expand their self-awareness. This will help them become emotionally intelligent, confident adults that are able to perform and thrive in today's ever-evolving society.

Keywords: teenagers, self-love, poetry, digital content.

1. Introduction

During adolescence teenagers often struggle to find themselves. Throughout this stage of life, it is easy to let the opinions of others influence one's self-esteem, resulting in a lack of self-love.

The concept of self-love has been deemed both positive and negative over the course of history (Savater, 1988). However, it has currently gained popularity and is being addressed positively as more and more people are raising awareness about mental health on social media platforms.

The Merriam Webster dictionary (2022) describes self-love as an appreciation of one's own worth or virtue, or the proper regard for and attention to one's own happiness or well-being. With this description in mind, self-love should not depend on the opinions of others, nor our context or the situations we may experience. Thus, the notion of self-love goes as deep as accepting ourselves as we are, unconditionally.

Self-awareness is an awareness of one's own personality or individuality (Merriam-Webster, 2022). It is an undeniable aid in the buildout of the four Cs considered to be the key skills for 21st century students. These are communication, collaboration, critical thinking, and creativity. Said skills were first identified in 2002 (Plucker, Kaufman, & Beghetto, 2016).

One of the challenges we may find in language teaching is fostering these skills among students (Halvorsen, 2018). It is important to do so, as we will be preparing learners to face not only their professional life, but also the personal aspect of it.

This dissertation aims at using the English language as a tool to help students develop self-love and self-confidence, using critical thinking to reflect upon the different scenarios that will be presented to them. Needless to say, the materials created for the second part of this dissertation, the lesson plan, will follow the guidelines described in the Common European Framework of Reference for Languages (CEFR) in order to adapt it to the target student's level. The materials will also be in line with the Official State Bulletin Royal Decree Law 1105/2014, which establishes the basic curriculum of Compulsory Secondary Education; and the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021: which establishes the curriculum in Compulsory Secondary Education in Andalusia, focusing on attention to diversity, arranges evaluation of the learning process and determines the process of transition between the different educational stages.

As language teachers, it is of great importance that we keep a growth mindset. That is, avoiding judging students and setting expectations that stop them from

improving (Dweck, 2010). Holding a growth mindset is essential to create an environment in which students can develop their competences, as well as nurture their self-love.

Along this path of learning about self-love through meaningful poetry and digital content, students will be able to recognize their self-worth, key to live an authentic and fulfilled life that is uniquely theirs.

In the words of Wilde (1891/2007), “To live is the rarest thing in the world. Most people exist, that is all”. Hence, we need to nurture learners, so they really want to live being conscious of who they are. The English language can be the water that can help the seed of self-love grow.

1.1 What is self-love?

Throughout history, the concept of self-love, understood as the proper regard for and attention to one's own happiness or well-being (Merriam-Webster, 2022) has been interpreted in different, and even completely opposite ways. There was a time when this notion had a negative connotation and was seen as a moral flaw, related to narcissism, selfishness, and vanity (Kirkpatrick, 1998). Nevertheless, self-love has been believed to be a human necessity too (Maslow, 1943).

In the definition of self-love, we may have to include some other concepts that are closely related to it. These are self-worth, self-esteem, and self-confidence (Davis, 2020). Self-worth is defined as a sense of one's own value as a human being and is closely related to self-esteem, which is described as confidence and satisfaction in oneself. Additionally, self-confidence is understood as confidence in oneself and in one's powers and abilities (Merriam-Webster, 2022).

Aristotle (ca. 350 B.C.E./1925) claimed that people who practise self-love in order to obtain personal profit are bad, but those who practise self-love with the intention of achieving virtuous principles are the best kind of good. He highlighted that the first sort of self-love is much more common than the second one. Further, Cicero (as cited in Bacon, 1888) believed that those who were *sui amantes sine rivali* (lovers of themselves without rivals) were bound for failure.

The foundation of ethics on self-love clashes with the tradition of renunciative morality, of radical but not exclusively Christian imprint, which has placed in the abolition of self-love, or even more censoriously called "selfishness", and in the corresponding empowerment of altruism, the very characteristic of an ethical choice (Savater, 1988).

The notion of self-love began to adopt a positive meaning in the early 1960s. After the terrible consequences of World War II and the ongoing Vietnam War, people started to ask for “peace and love”. The feminist movement also contributed to create a positive perception of self-love, as during their fight for equality they were also calling women to recognize and embrace their self-worth through the knowledge of self-love.

Currently, social media has enabled the possibility for online communities to create spaces to foster and nourish self-love among individuals. This is of great importance, as adolescents spend long periods of time on social media and therefore the content that they consume may shape their self-esteem.

Self-love is looking at the things we do and say in an understanding way, being as compassionate as we would be with someone we love (Bosworth, 2019). Thus, each individual can practise self-love in a different manner because there are as many ways of self-love as people in the world. Students can benefit from learning what self-love looks like for them, as it may impact positively on their mental health (Borenstein, 2020).

1.2. Influence of social media in teenagers’ self-love

As humans, we self-evaluate by comparing ourselves with others. These days we not only compare ourselves with the people who are next to us, but with the people we follow on social media, which may be millions (Gallinari, 2017). The social phenomenon of comparison is prevailing in today’s society because of the use of social media (Suls et al., 2002).

Several investigations have shown that spending time in social media may have a negative impact on teenagers’ mental health. Research done by Sagioglu and Greitemeyer (2014) showed that people who spend long periods of time on social media experience a sense of wasting their time, resulting in a poor state of mind. Thus, Sherlock and Wagstaff (2019) found that the frequency of social media use is linked to a negative self-perception. This research also showed that exposure to polished images, the use of beauty filters and idealized lifestyles have a negative impact on mental health.

Nowadays, teenagers’ perception of reality may be distorted by social media. They are daily bombarded with what seems to be the “perfect life” of many influencers. The ongoing display of these perfect lives, perfect bodies, perfect relationships, and so on can trigger internal conflicts in adolescents that may result in a lack of self-esteem and consequently, poor self-love.

2. Holding a growth mindset: the cornerstone to enable self-love in the ESL classroom

Teachers hold an important role in the lives of students. Dweck (2010) argues that “almost everything we say to our students sends a message”. According to Dweck, the messages we send to our students with words and actions may have an impact on their motivation towards learning, both positively and negatively, as well as on their inner dialogue.

Encouraging students through words was believed to be a way to enhance learners’ motivation. However, Dweck (2010) notes that, after over 30 years researching students’ motivation, she found out that the key aspect regarding motivation is “what students believe about their intelligence”.

The author explains that what makes the difference is the mindset. On the one hand, students with a fixed mindset believe that their intelligence cannot be developed. For that reason, they create rules that hinder them from learning. For instance, they think they cannot make mistakes, nor try to amend them and feel like they do not have to work hard. On the other hand, students with a growth mindset believe that their skills can be developed. They take on challenges, work hard and correct their mistakes.

The research done by Rheinberg (1980) demonstrates that when teachers regard as true fixed intelligence, the Pygmalion effect may occur. On the contrary, if teachers keep a growth mindset, students can develop their competences and improve (Dweck, 2010).

Furthermore, the Official State Bulletin Royal Decree Law 1105/2014 describes the need of designing activities in which students can improve their entrepreneurship by using their creativity, autonomy, initiative, cooperative working, self-confidence, and critical thinking in the classroom.

As English teachers, we need to be conscious of the messages we send to our students. It is essential to avoid a fixed mindset on learners’ intelligence. Moreover, treating students humanely can make a great difference; by being empathetic teachers, we will make students feel valued and appreciated, which may result in them mirroring that treatment with themselves and others. Besides, encouraging our students to participate, helping them nourish their self-love by creating a positive mindset, and treating them with respect will send the message that the only way to effectively learn is by making mistakes, recognizing, and amending them.

3. Tools to foster self-love in the ESL classroom

In order to create an environment in which is possible for our students to grow and develop their self-love and self-confidence, we will use two main tools: literature and digital content.

3.1 Using poetry to boost student's self-love

Digital content has come to stay, often misplacing literature. Adolescents now find it harder to concentrate on reading because of all the stimuli they are exposed to (Schleicher, 2018). But what if we bring literature closer to teenagers by introducing topics that engage their interest?

Leisure reading is linked to learners' well-being, academic achievement, and the willingness to keep learning (Cunningham and Stanovich, 1998; Krashen, 2004; Schleicher, 2018; Sullivan and Brown, 2015). Furthermore, reading is essential when learning a new language. It helps students familiarize with structures, broadens their vocabulary, and portrays the realities of the societies behind the language.

In her paper *Revolutionizing the English Classroom through Consciousness, Justice, and Self-Awareness*, Shipp (2017) encourages us to meet the need from our students for consciousness and activism by looking at different modes of discourse in the classroom, instead of just focusing on required texts. This can be a way to avoid the monotony of old-school English lessons, which only a few learners can follow. We want students to feel excited about our classes and although that is not always easy, it may be possible by changing our approach.

Applying the new forms of poetry to introduce students to literature is a great way to foster their interest in reading. The key is to choose topics they are concerned about and that may be significant for their development within the current context. Specifically, in the lesson plan created for this dissertation students will have to reflect upon poems extracted from the book by Wade (2018), which focuses on self-love and self-confidence.

The results of a creative writing program that aimed at boosting self-esteem in teenagers showed that giving learners the opportunity to tell their story in a safe and structured environment, providing them with positive feedback results in higher self-esteem, which may translate in a heightened sense of well-being (Chandler, 1999).

Using writing to practise self-love contributes to learners developing individualized writing processes that help them love writing even when it's hard (Kelenyi, 2021). Creating safe spaces for our students to write may result in them

developing their self-awareness, which may translate into self-love. We will also be promoting their communicative competence in the English language.

3.1.1 Critical thinking as a tool to recognize self-worth

As previously mentioned, critical thinking and creativity are part of the 4 Cs to thrive in the 21st century society. Therefore, these are skills we should integrate into our lessons.

In the Model of Critical and Creative Thinking designed by Combs, Cennamo and Newbill (2009) the authors identified specific skills that enable creativity and critical thinking. During their investigation, the authors discovered that a great number of skills necessary to be critical thinkers are similar to the ones concerning creativity. For instance, while critical thinking involves analysis, synthesis, and the evaluation of ideas, it also requires generating ideas. Moreover, creativity is described as the creation of original ideas, but it also requires choosing the correct ones (Marzano et al., 1988). Thus, they combined the two skills into one model. By creating said model, they aimed at turning critical and creative thinking into a set of teachable skills that educators can apply in their classrooms.

According to Combs et al (2009) students that think in a creative and critical way will be confident enough to keep a positive perception of themselves, contributing to a sense of self-worth. Hence, this model will be followed throughout the lesson plan designed for this dissertation in order to ensure the activities proposed facilitate an environment to develop critical and creative thinkers.

Combs et al (2009) defined four components that are essential to enable creativity and critical thinking. These are: *idea generation*, *reflective judgement*, *self-regulation*, and *attitudes and disposition*. The authors described the key skills needed to achieve each of the components, including activities that foster each of them. The activities in the lesson plan created for this dissertation have been designed following a selection of the skills and objectives stated by Combs et al (2009) (see appendix).

3.2. Benefiting from digital content to further student's learning

We cannot forget to use digital content in the classrooms, as students will engage with it easily. In today's ever-changing society, we, as teachers, need to adapt to students' new ways of learning.

On the one hand, the easy Internet access that most adolescents currently have, often lacking parental supervision, can result in an inadequate use of digital content. This, together with the poor self-control associated with the age of our students, may

favour exposure to certain content and multitasking, practices that are not in line with using smartphones for educational purposes (Moreno-Beltrán, 2021).

On the other hand, making use of social media in the English classroom, may benefit learners' communication skills, as they will be keen to interact with their peers (Mansor and Abd Rahim, 2017). Streaming online platforms can also be a useful tool to access a variety of content in English, which may help to improve student's listening skills, as well as to develop their cultural competence.

Thus, by incorporating digital content in the ESL classroom, we will be teaching learners how to interact with said content in a responsible way. Besides, we will be able to create lessons with meaningful and attractive content for our students.

4. Didactic proposal: Road to self-love

4.1 Justification

The aim of this didactic proposal is to enhance student's self-love and self-confidence using nowadays literature, in particular, the new forms of poetry and different kinds of digital content, such as series on online platforms and content created by individuals on social media. This didactic unit would be developed together with the orientation department, as the improvement of students' self-concept and self-esteem is regarded as a cross-curricular issue in the Andalusian Official Regional Bulletin's Decree-Law from the 14th of June 2016.

According to the Andalusian framework, that is, the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021:

Learning a foreign language prepares students for the exercise of citizenship, the understanding of the world and facilitates the utmost development of their abilities and skills to actively integrate into a diverse and ever-changing society. Likewise, it develops students' self-esteem and personal autonomy, fostering self-confidence and the loss of fear of ridicule when expressing themselves in a language that is not their mother tongue.

Furthermore, as stated in the Andalusian Official Regional Bulletin's Order from the 14th of July 2016 one of the purposes of education is to increase tolerance within the students' relationships, emotional intelligence, self-concept, corporal image, and self-esteem. These elements are regarded as essential for the students' personal development.

Hence, this didactic unit will enforce the development of self-esteem, which is directly related to self-love and the boosting of self-confidence. Thus, throughout the development of this lesson plan students will have to use critical thinking in order to expand their self-awareness.

Moreover, this didactic proposal is intended to help students become confident adults that are able to perform and thrive in today's ever-evolving society, complying with stage objectives A, C, D, E, G, I and L stated on the Official State Bulletin Royal Decree Law 1105/2014 and foreign language objectives 1, 2, 3, 4, 5, 8, 9, 11 and 12 in the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021.

4.2 Contextualization

This didactic unit is designed for the fourth course of ESO at IES Jabalcuz in the city of Jaén. The group is composed by thirty students. On average, there is a B1 level, regarding the Common European Framework of Reference for Languages (2010) in the class. There are some students that are preparing for B2 level certificates.

The high school offers Compulsory Secondary Education (ESO); *Bachillerato*, in its modalities of Humanities, Social Sciences, Science and Technology; as well as Higher Level Training Courses in the fields of Sociocultural Animation and Social Integration. Both in ESO and *Bachillerato* there are four classes per course (A, B, C and D), with a number of students ranging from thirty to thirty-five.

With more than seven hundred and fifty students, IES Jabalcuz is located in Polígono del Valle, a lower-middle class neighbourhood with a high unemployment rate. This causes a diverse socio-economic environment in the high school, with most students coming from middle-class families. However, there are students coming from families with high socioeconomic levels, as well as a minority of students coming from families with low ones.

An aspect that needs to be taken into consideration when preparing the materials, tasks and projects that will be carried out during each lesson is that there are three fast finishers in the class.

4.3 Timing

The following lesson plan consists of six sessions of fifty-five minutes each, which is equivalent to two weeks of classes. It would be ideal to include this didactic unit at the beginning of the first term, as it would make possible to keep fostering students' self-love throughout the following months.

4.4 Key competences

This didactic proposal is designed to develop among students the following key competences states in the Official State Bulletin Royal Decree Law 1105/2014:

- 1) *Linguistic competence (CLC)*: Students will carry out the activities in this didactic unit exclusively through the English language. They will have to understand written and spoken texts, as well as to infer and discuss their meanings.
- 2) *Digital competence (DC)*: Students will have to make use consciously of different digital tools during this lesson plan.
- 3) *Learning to learn competence (LL)*: Students will have to use critical thinking in order to apply the teachings of written and spoken texts seen in class to their own lives.
- 4) *Cultural and artistic competence (CEAA)*: Students will be expected to value the artistic contents used in the activities of this didactic unit. Moreover, offering them the opportunity to engage with these materials, may ignite a love for other forms of art.
- 5) *Social and civic competence (SCC)*: Students will be asked to reflect upon themselves, fostering tolerance and empathy towards others.

4.5 Objectives

This didactic proposal complies with the following stage objectives according to the Official State Bulletin Royal Decree Law 1105/2014:

a. To assume one's duties responsibly, to know and exercise one's rights with respect for others, practising tolerance, cooperation and solidarity among individuals and groups, engaging in dialogue, consolidating human rights and equality of treatment and opportunities between women and men, as common values of a plural society, and preparing oneself for the exercise of democratic citizenship.

c. To value and respect the difference between women and men and their equal rights and opportunities. To reject discrimination of individuals based on gender or any other personal or social circumstance. To avoid stereotypes that involve discrimination between men and women, as well as any form of violence against women.

d. To strengthen one's emotional intelligence in all areas of their personality and in their relationships with others, as well as to reject violence, prejudice of any kind, sexist behaviours and to resolve conflicts peacefully.

e. To develop basic skills regarding the use of sources of information to acquire new knowledge with a critical approach. To acquire a basic preparation in ICTs.

g. To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative, and the ability to learn to learn, plan, make decisions and assume responsibilities.

i. To understand and express themselves in one or more foreign languages in an appropriate manner.

l. To value artistic creations and to understand the language of the different artistic manifestations, using diverse means of expression and representation.

Regarding the foreign language objectives described in the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021 this didactic proposal meets the following:

1. To listen to and understand specific information from oral texts in varied communicative situations, adopting a respectful, tolerant, and cooperative attitude.

2. To express oneself and interact orally in common communication situations in an understandable and appropriate way, practising dialogue as a means to solve conflicts peacefully.

3. To read and understand diverse texts at the appropriate level to the abilities and interests of the students, in order to extract general and specific information, complementing this information with other sources to acquire new knowledge using critical thinking.

4. To use reading in different media as a source of leisure and personal enrichment.

5. To write simple texts with different purposes on different topics using appropriate resources of cohesion and coherence.

8. To develop the ability to work in a team, avoiding discrimination on the basis of gender or any other personal or social circumstance, reinforcing social skills and emotional intelligence necessary to solve conflicts peacefully, and rejecting stereotypes and prejudices of any kind.

9. To adequately use learning strategies and all the resources available, including ICTs to gather, select and present information orally and in writing in the foreign language.

11. To appreciate the foreign language as an instrument of access to information and a tool for learning diverse contents, as a means of artistic expression and for the development of the competence of learning to learn.

12. To show a receptive attitude and self-confidence in the ability to learn and to use the foreign language in a creative way, to take the initiative and to participate with a critical mind in communicative situations in the foreign language.

The didactic aims of this lesson plan, in line with the stage and foreign language objectives stated above are:

- 1) To understand written and oral texts, inferring the author's intention.
- 2) To reflect upon and write about personal experiences regarding self-love, using expression verbs.
- 3) To appreciate the artistic use of the English language, acknowledging the figurative meaning in some texts.
- 4) To comprehend the importance of tolerance and empathy towards others, as well as of self-compassion.
- 5) To identify positive aspects regarding their own personality as well as that of others.
- 6) To recognize actions that help building self-love and self-confidence.

4.6 Contents

The contents covered in this didactic proposal are in consonance with the criteria established in both the Official State Bulletin Royal Decree-Law 1105/2014 and the Andalusian Decree-Law from the 15th of January 2021. They are as well divided into four blocks.

Comprehension and production strategies:

- 1) Oral comprehension (Listening):
 - To understand a TikTok video about authenticity.
 - To understand a video concerning being aware of one's thoughts.
 - To understand the meaning of two song's lyrics.

- To understand a fragment from a Netflix series.
- To understand a video regarding how complaining affects the brain.

2) Oral expression and interaction (Speaking):

- To discuss a variety of topics with their peers.
- To be able to explain the words of others.
- To talk about personal experiences.
- To express their opinions.
- To reach an agreement after a discussion.

3) Written comprehension (Reading):

- To understand and appreciate poems about authenticity, kindness, gratitude, self-love, and self-confidence.
- To comprehend a text on complaints.
- To understand a short text about healthy thinking.

4) Written expression and interaction (Writing):

- To write a gratitude note.
- To write a letter giving advice to a friend on how to develop self-love.
- To daily write a positive message addressed to themselves.
- To reflect and write about unhelpful thoughts and complaints.
- To create a comic strip on kindness including dialogues.

Linguistic-discursive structures: affirmative sentence tags (me too, hope so); verbs to express opinion, thoughts, emotions, senses and possession (believe, think, agree/disagree, know, remember/forget, imagine, love/hate, want, appreciate, like/dislike, need, see, hear, smell, taste, touch, feel, look, seem, have, include, own, contain, belong); negative tags (me neither), wh- questions and aux. questions; reported

information, verbs to be, have got in the present form, present simple, past (was/were, past simple, present perfect) and adjectives regarding personality traits.

Communicative functions:

- Discussing a variety of topics regarding self-love with their peers expressing their opinions and being able to reach an agreement afterwards.
- Reporting the words of others conveying the original message.
- Talking about personal experiences using expression verbs.
- Giving advice on how to enhance self-love.
- Identifying and describing their own and other's personality traits.

Sociocultural aspects:

- Being aware of the responsibility needed to use social media in a conscious way, to maximize its benefits and minimize its risks.
- Acknowledging the importance of the foreign language as a tool to access content that will broaden their minds.
- Recognizing one's worth as well as that of others.

4.7 Cross-curricular issues

The Andalusian Decree-Law from the 15th of January 2021 states that reading is a crucial factor in the development of key competencies. Emotional intelligence is regarded in the curriculum as a key aspect. Thus, promoting emotion management strategies, developing empathy and conflict resolution will enhance students' interactions with their environment and others.

As of cross-curricular elements from the Andalusian Official Regional Bulletin's Decree-Law from the 14th of June 2016, the following have been included in this didactic proposal:

- b) The development of personal competencies and social skills for the exercise of participation, based on the knowledge of the values that sustain freedom, justice, equality, political pluralism, and democracy.
- c) Education for coexistence and respect in interpersonal relationships, emotional competence, self-concept, body image and self-esteem as necessary

elements for adequate personal development, rejection, and prevention of situations of bullying, discrimination or mistreatment, promotion of well-being, safety, and protection of all members of the educational community.

d) The promotion of the values and actions necessary to foster real and effective equality between women and men, the recognition of the contribution of both genders to the development of our society and to the knowledge accumulated by humanity, the analysis of the causes, situations and possible solutions to gender-based inequalities, respect for sexual orientation and identity, the rejection of sexist behaviour, content and attitudes and gender stereotypes, the prevention of gender-based violence and the rejection of sexual exploitation and abuse.

e) Encouraging values and behaviours in line with the principles of equal opportunities, universal accessibility, and non-discrimination, as well as the prevention of violence against people with disabilities.

f) Building tolerance as well as the recognition of diversity and intercultural coexistence, knowledge of the contribution of different societies, civilizations and cultures to the development of humanity, knowledge of the history and culture of the gypsy people, education for the culture of peace, respect for freedom of conscience, consideration for the victims of terrorism, knowledge of the fundamental elements of democratic memory linked mainly to events that are part of the history of Andalusia, and the rejection and prevention of terrorist violence and any other form of violence, racism or xenophobia.

g) The development of basic skills for interpersonal communication, active listening skills, empathy, rationality, and agreement through dialogue.

h) The critical use and self-control in the use of ICTs and audio-visual media, the prevention of risk situations resulting from their inappropriate use, their contribution to teaching, learning and student work, and the processes of transforming information into knowledge.

4.8 Interdisciplinarity

This didactic proposal is to be carried out in collaboration with the high school Orientation department. By working together, we will be using the English language as a vehicle to learn about self-love.

Self-love is directly related to self-esteem and self-concept. The Andalusian Official Regional Bulletin's Decree-Law from the 14th of June 2016 regards the

improvement of students' self-concept, body image and self-esteem as a cross-curricular issue, crucial in the personal development of students.

4.9 Methodology

In consonance with the recommendations on the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021 the activities in this didactic proposal are to be developed following different methodologies, rather than focusing on just one.

Being eclectic, as far as methodology is concerned, is the best way to design meaningful lessons personalized to our student's needs. We will implement the Universal Design for Learning (UDL) to ensure inclusive teaching.

The activities in this didactic proposal are designed following an active, communicative, and contextualized approach, integrating the four skills, and focusing on student-student interactions.

Through cooperative and project-based activities, this lesson plan aims at fostering High Order Thinking skills described in Bloom's Taxonomy (1956), such as creating, evaluating, and analysing.

ICTs will also be an essential element of this didactic unit, as the Internet, and social media are now an undeniable part of teenagers' lives. We will address how important it is to be aware of the risks regarding ICTs to minimize negative experiences. Moreover, we will as well as guide students so they can get the best of technologies out.

Finally, we will encourage creativity and problem-solving through the texts and situations discussed with the students regarding self-love. Introducing this topic to them may generate curiosity about the issue, resulting in students engaging in the ESL classroom.

4.10 Attention to diversity

According to the Andalusian Official Regional Bulletin's Decree-Law from the 15th of January 2021, attention to diversity and the consideration for the different learning rhythms and styles is essential. The Andalusian framework promotes the implementation of Universal Design for Learning (DUA) to ensure inclusive teaching. This can be developed applying different methodologies, through individual and cooperative practices, using flexible groupings, depending on the activities and our students' characteristics.

4.11 Resources and materials

The materials used for the activities and projects in this didactic proposal will be a collection of poems, short texts and digital content cured with the purpose of boosting student's self-love.

A selection of poems by Wade (2018) will be the cornerstone of the materials, as many of the activities will be focused on the ideas that come from her work, such as self-love and self-confidence.

As for the digital content, every clip from a series, videos or social media post used to develop this didactic proposal will be accordingly referenced.

The activities designed for this didactic proposal are original and interactive, with the aim of fostering student's participation and a communicative methodology, as well as the use of digital tools combined with critical thinking.

The presentation tools used for this lesson plan will be Canva and Nearpod, as it both as both provide plenty of functions, the latter enabling students to participate actively and interact, for instance, with the collaborative dashboard function, which makes it possible for students to share their thoughts when raising questions.

Other resources used will be:

- Worksheets.
- Projector.
- Internet connection.
- Students' smartphones or tablets (they will be asked to bring the devices to class with anticipation).
- Notebooks.
- Pencils.
- A jar.
- Two flyswatters.

4.12 Sessions outline and activities step by step

This section includes the sessions outline following a description of the activities step by step from the teacher's point of view. The groupings are indicated next to each activity: group work (GW), pair work (PW) and individual work (IW). The timing concerning every task is also specified. The worksheets included are original and have been created with Canva specifically for this lesson plan. Other materials used will be accordingly quoted.

Table 1. Session 1 outline.

Session 1: Are you authentic?	
Warming up. (GW/7')	Unit presentation. Collaborative dashboard and debate on what “being authentic” means.
Activity 1. (PW/10')	Students will watch this TikTok video about authenticity and will discuss some questions in pairs.
Activity 2. (IW/20')	Students will read a poem individually and underline the words they are not familiar with (5'). We will discuss aloud the meanings of those new words in context (5'). Then, they will have to read the text again and reflect on its meaning. Finally, they will have to write a three-line-summary about the poem (10').
Activity 3. (GW/12')	In groups of four, students will have to discuss their summaries of the poem, creating a new summary including the opinions of all the members. One member of each group will be randomly selected to explain their summary to the class.
Activity 4. (PW/6')	Students will be asked to write down three characteristics that make them authentic. Then, in pairs, they will have to do the same regarding their partner.

The first session will start with a presentation of this didactic unit. Students will be shown the following poster (see figure 1) including the different sessions or “stops” on this lesson plan titled “Road to self-love”, which focuses on boosting students’ self-love and self-confidence.

Figure 1. Road to self-love. Source: my own creation.



We will start with a seven-minute warming up activity raising the following question among students: What does “being authentic” mean? Students will have to share their thoughts on a collaborative dashboard in Nearpod, following a discussion of their answers.

Students will be handed the following worksheet (see figure 2):

Figure 2. Are you authentic? Source: my own creation. Poem retrieved from Wade (2018: 1).

ARE YOU AUTHENTIC?

1. WATCH THE TIK TOK ABOUT AUTHENTICITY AND DISCUSS THE FOLLOWING QUESTIONS IN PAIRS.

According to the woman in the video, why is it important to be authentic?

In which ways may it help others?

Mention one thing you can do to be an authentic person.

2.1 READ THE POEM BY CLEO WADE INDIVIDUALLY AND WRITE IN THE BOX THE WORDS YOU ARE NOT FAMILIAR WITH.

GET HONEST WITH YOURSELF
BE THE PERSON YOU
ARE THE CLEARER WITH.

BE THE PERSON YOU ARE
THE MOST FEARLESS WITH.

THESE ARE THE SEEDS
THAT TURN YOUR LIFE
INTO A GARDEN OF
AUTHENTICITY.

2.2 READ THE TEXT AGAIN AND REFLECT ON ITS MEANING. WRITE A THREE-LINE-SUMMARY ABOUT THE POEM.

NEW WORDS

SUMMARY

Name: _____

Teacher Ángela

In the first activity, students will have to watch [this TikTok video](#) (see references) on authenticity and discuss, in pairs, the following questions:

- According to the woman in the video, why is it important to be authentic?
- In which ways may it help others?
- Mention one thing you can do to be an authentic person.

In the first part of the second activity students will have five minutes to read the text a first time. They will also have to write down the words they are not familiar with. We will devote five minutes approximately to discuss the meanings of those new words in context. In the second part of this activity students will have ten minutes to read the text again, and reflect on its meaning, concluding this activity writing a three-line-summary regarding the poem.

The third activity will be a cooperative one. In groups of four, students will have to discuss their summaries of the poem, creating a new summary including the opinions

of all the members. One member of each group will be randomly selected to explain their summary to the class.

In the final activity, having understood the concept of authenticity, students will be asked to sit in pairs. They will be handed the following sheet (see figure 3) containing a list with adjectives used to describe personality traits. The teacher will explain in English the meanings of the adjectives that are new for the students. Then, they will be asked to circle three characteristics that make them authentic. With a different colour, they will have to do the same regarding their partner.

Figure 3. Personality traits. Source: my own creation.



Table 2. Session 2 outline.

Session 2: Healthy self-talk	
Warming up. (GW/10')	Students will watch this introductory YouTube video about being aware of one's thoughts, following some questions to discuss aloud in class.
Activity 1. (GW/10')	In groups of four, students will read a poem by Wade (2018) and will have to discuss some questions.
Activity 2. (GW/12')	In the same groups of four students will read a fragment about healthy thinking. Each member will be asked to write down at least one unhelpful thought they have had.
Activity 3. (IW/15')	Students will be handed an infographic including self-talk advice and a worksheet. They will have to reflect individually and create positive messages addressed to themselves according to each situation. Then, we will then discuss some of their answers aloud.
Group project explanation. (8')	The teacher will describe the cooperative project, titled The Self-Love Jar, students will be carrying out in groups of four until at least session six. Students will be handed a sheet with some prompts.

The second session will start with [this short YouTube video](#) (see references) on being aware of one's thoughts. Students will be asked to write down any words or expressions that appear in the video and are new for them, to ask the teacher when the video finishes.

The teacher will raise the following questions to discuss:

- The speaker said: "Like waves in the ocean, thoughts are always passing through our minds and can affect how we feel or what we do, but they are not us". Why do you think thoughts were here compared to waves?
- Have you ever observed your thoughts?
- Let's stop for a minute and focus on our thoughts. What are you thinking about right now? (One randomly chosen student will be asked the question and she/he will have to ask a peer, creating a chain).

Students will be handed the following worksheet (see figure 4):

Figure 4. Healthy self-talk. Source: my own creation. Poem retrieved from Wade (2018: 37). Text retrieved from Wade (2018: 39).

Healthy self-talk

Activity 1. Read the poem in the box and discuss with your group:

1. What does the author mean by "dirt"?
2. Do you think your thoughts may impact your perspective?
3. Have you ever felt like a good day has turned into a bad one because of your thoughts?

CLEAN OUT YOUR THOUGHTS —
THEY HAVE THE POWER TO COVER
YOUR ENTIRE LIFE IN DIRT.

Activity 2. Read the text below. Each member of the group shall write down at least one unhelpful thought they want to let go.

Healthy thinking does not mean you never have dark thoughts; it just means that you don't stay in unhelpful thoughts long enough for them to influence your reality.

- Cleo Wade

Group: _____

Teacher Ángela

In the first activity, students will work in groups of four. They will have to read a poem by Wade (2018) and discuss the following questions:

- What does the author mean by "dirt"?

- Do you think your thoughts may impact your perspective?
- Have you ever felt like a good day has turned into a bad one because of your thoughts?

Students will remain in the same group for the second activity, which will focus on a fragment of a text about healthy thinking. They will read the excerpt and each member will be asked to write down at least one unhelpful thought they have had.

For the third activity, the teacher will explain that there are different ways to challenge negative thoughts, for instance, by analysing if what they are experiencing is a thought or fact, or whether said situation will matter in 5 years' time. Then, students will be given the following infographic (see figure 5) including self-talk advice and the following worksheet (see figure 6):

Figure 5. Healthy self-talk infographic. Source: teacherspayteachers.com (see references).

healthy Self-Talk	
THIS	NOT THAT
✓ Whoops. I made a mistake.	✗ I'm so dumb.
✓ I like me.	✗ No one likes me.
✓ I did something bad.	✗ I'm a bad person.
✓ This is really hard, but I'm going to keep trying.	✗ I give up. I'll never be able to do this.
✓ I haven't figured it out...yet.	✗ I never get anything right.
✓ I am enough. And worthy, too.	✗ I'm not good enough.

Figure 6. Positive messages to yourself. Source: my own creation. Activity adapted from Wilson (2019) (see references).

The infographic is titled "Positive messages to yourself" in a green, cursive font, with a small heart icon in a speech bubble to the right. It features six white rectangular boxes arranged in a 3x2 grid, each with a green bookmark icon at the top left. Each box contains a prompt followed by a dotted line for writing. The prompts are:

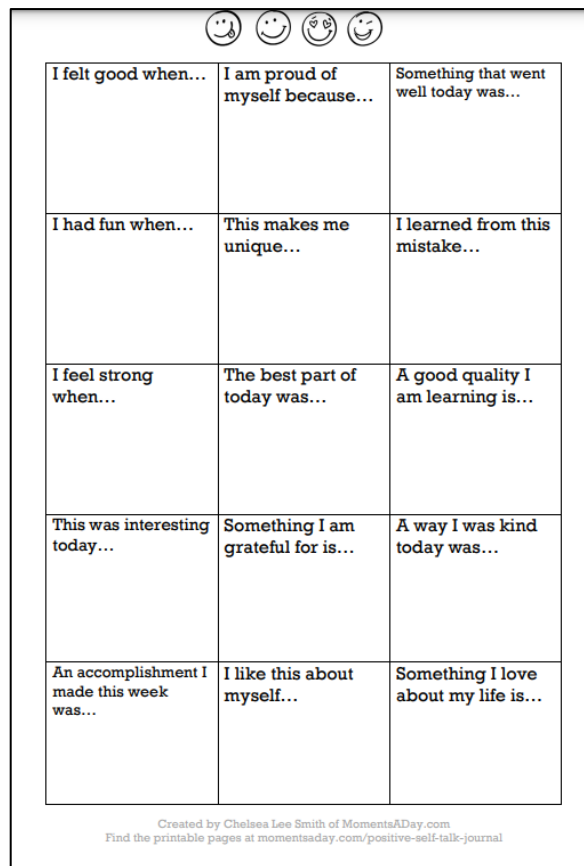
- When I feel embarrassed,
- When I feel dissapointed,
- When I feel nervous,
- When I feel like I'm not good enough,
- When someone says something mean about me,
- When I feel like fiving up,

At the bottom left, it says "Activity inspired by counselorchelsey.com" and at the bottom right, it says "Teacher Angela" with a small star icon.

They will be asked to work individually. Students will have to reflect and think about a positive message to themselves according to each situation. They will be told to give themselves the same advice they would give the people they love and to follow the examples included in the infographic. We will then discuss some of their answers aloud.

Finally, we will end this session with the explanation of a cooperative project students will be carrying out at least until session six. For this project, titled "The Jar of Self-Love", students will have to work in groups of four created at the teacher's discretion. They will have to find a jar and bring it to class, reusing it by filling it daily with positive notes that each of them will write. The notes can be about something they are proud of, something they like about themselves, something they are grateful for, etc. Students will be handed the following sheet (see figure 7) including prompts to complete, cut, and put into the jar. They will be divided into the assigned groups and will then have a couple of minutes to write the first positive message to later put into their jar. Moreover, each group will be handed the following sheet (see figure 8):

Figure 7. Self-love messages. Source: www.momentsaday.com (see references).



I felt good when...	I am proud of myself because...	Something that went well today was...
I had fun when...	This makes me unique...	I learned from this mistake...
I feel strong when...	The best part of today was...	A good quality I am learning is...
This was interesting today...	Something I am grateful for is...	A way I was kind today was...
An accomplishment I made this week was...	I like this about myself...	Something I love about my life is...

Created by Chelsea Lee Smith of MomentsADay.com
Find the printable pages at momentsaday.com/positive-self-talk-journal

Figure 8. The Self-Love Jar. Source: my own creation.



Cooperative project: The Self-Love Jar

Groups: 4 people

Find a jar and bring it to class. We will reuse it for this project.

Everyday, each of you will have to put into it a piece of paper with one positive aspect about yourself (things you like about you, things you are proud of...)

Deadline: 21st of October

Teacher Ángela

Table 3. Session 3 outline.

Session 3: Being kind	
Warming up. (GW/5')	Collaborative dashboard on what “being kind” means.
Activity 1. (PW/8')	Students will listen to the song Anyone interpreted by Skylar Astin in the show Zoey’s Extraordinary Playlist. In pairs they will have to discuss what the song is about, sharing their opinions then with the rest of the class.
Activity 2. (PW/12')	Students will remain in pairs and the teacher will hand to them a worksheet including the lyrics of the song. They will listen to the song once more focusing on the words that are missing. After completing the lyrics, they will have to discuss the questions prompted in the worksheet. We will then correct their answers aloud and they will share their insights on the questions.
Activity 3. (GW/15')	Students will work in groups of four. They will be handed a worksheet including a poem regarding this session topic. They will have to discuss several questions and write their agreed answers in the worksheet. Said questions aim at making students reflect, imagine different scenarios, and create solutions. They will then be asked to write down the new words or expressions they have learnt and their meaning in a box in the worksheet. This activity will be assessed.

Activity 4. (GW/15')	Students will have to create a comic strip, including dialogues, about a situation in which they help someone feel supported. They will work in groups of four and each member will have to draw a scene. They will be provided a checklist, as this activity will be evaluated.

The third session will start with a warming up activity consisting of a collaborative dashboard on what “being kind” means. Students will have to share their thoughts on Nearpod’s collaborative dashboard regarding the presented question. The teacher will highlight that, until now, they have been learning ways in which they can be kind to themselves, but it is also important to treat others with the same kindness.

For the first activity, students will listen to the song [Anyone interpreted by Skylar Astin](#) in the show Zoey’s Extraordinary Playlist (see references). In pairs, they will have to discuss what the song is about, sharing their opinions then with the rest of the class.

Students will remain in pairs for the second activity. The teacher will hand to them the following worksheet (see figure 9) including the lyrics of the song:

Figure 9. *Anyone*. Source: my own creation. Lyrics retrieved from www.genius.com.

Anyone interpreted by **Skylar Astin**

A hundred million stories
And a _____ million _____
I feel stupid when I sing
Nobody's _____ to me
Nobody's listening
I talk to _____ stars
But they always get it wrong
I _____ stupid when I _____
So, why am I praying anyway
If nobody's listening?

Anyone, please _____ me anyone
Lord, is there anyone?
I need someone, oh
Anyone, please send me anyone
Lord, is there anyone?
I need _____

- How do you think the person singing this song is feeling?
- What is he asking for?
- Can you think of something that could make him feel better?

Teacher Angela

They will listen to the song once more focusing on the words that are missing. If necessary, the song may be played twice. After completing the lyrics, students will have to discuss the following questions prompted in the worksheet in pairs:

- How do you think the person singing this song is feeling?
- What is he asking for?
- Can you think of something that could make him feel better?

We will then correct their answers aloud and students will share their insights on the questions they discussed in pairs.

In the third activity students will work in groups of four, organized at the teacher's discretion. They will be handed the following worksheet (see figure 10) including a poem regarding this session topic.

Figure 10. Being kind. Source: my own creation. Poem retrieved from Wade (2018: 136).

BEING KIND

1. READ THE POEM WRITTEN BY CLEO WADE AND DISCUSS THE FOLLOWING QUESTIONS (1 POINT). WRITE YOUR ANSWERS IN THE BOXES (1 POINT EACH).

1.1 CAN YOU THINK OF A TITTLE FOR THIS POEM?

1.2 WHAT DO YOU THINK THE AUTHOR MEANS BY "FEELING SEEN"?

1.3 WHEN DO YOU FEEL SEEN?

1.4 WHAT CAN YOU DO TO MAKE OTHERS FEEL SEEN? NAME AT LEAST 4 THINGS (4 POINTS).

2. WRITE IN THE BOX THE NEW WORDS OR EXPRESSIONS YOU HAVE LEARNT AND THEIR MEANING (2 POINTS).

**DON'T BE THE REASON
SOMEONE
FEELS INSECURE.
BE THE REASON
SOMEONE
FEELS SEEN, HEARD,
AND SUPPORTED
BY THE
ENTIRE UNIVERSE**

Group: _____

Teacher Angela

They will have to discuss several questions and write their agreed answers in the worksheet. Said questions aim at making students reflect, imagine different scenarios, and create solutions:

- Can you think of a tittle for this poem?
- What do you think the author means by "feeling seen"?
- When do you feel seen?
- What can you do to make others feel seen? Name at least 4 things.

They will then be asked to write down the new words or expressions they have learnt and their meaning in a box in the worksheet. This activity will be assessed.

In the final activity, students will work cooperatively in the same groups of four as in the previous activity. They will have to create a comic strip, including dialogues, about a situation in which they help someone feel supported. Each member will have to draw a scene. Moreover, they will be provided a checklist containing the key aspects to create their comic, as this activity will be evaluated. These are the following:

- It must include dialogues.
- It must be original.
- It must contain new learnt vocabulary.
- It must be coherent.
- It must show accurate structures.

At the end of the class, they will have to hand their completed comic to the teacher. The worksheet (see figure 11) that will be used for this activity is the following:

Figure 11. Kindness in a comic. Source: my own creation.

KINDNESS IN A COMIC

IMAGINE YOU SEE A GROUP OF CLASSMATES LAUGHING AT SOMEONE. WHAT WOULD YOU DO TO MAKE THAT PERSON FEEL SUPPORTED? CREATE A COMIC STRIP ABOUT IT. EACH MEMBER OF THE GROUP HAS TO DRAW ONE SCENE.

COMIC TITLE:

YOUR COMIC MUST:

- ☒ INCLUDE DIALOGUES
- ☒ BE ORIGINAL
- ☒ CONTAIN NEW LEARNT VOCABULARY
- ☒ BE COHERENT
- ☒ SHOW ACCURATE STRUCTURES

Group:

Teacher Angela

Table 4. Session 4.

Session 4: Owned by you alone	
Warming up. (GW/5')	Collaborative dashboard and discussion on the meaning of this session's title.
Activity 1. (GW/15')	Students will work cooperatively in groups of four. They will be given a worksheet including a poem and some questions to discuss, reflect on and create. This activity will be assessed.
Activity 2. (GW+IW/7')	Students will repeat aloud the projected affirmation <i>"My peace belongs to me and me alone"</i> . Afterwards, they will be handed post-it notes, in which they will have to write a peaceful thought to later put into their group's Self-Love Jar.
Activity 3. (PW/14')	A slide containing verbs to express thoughts, senses, emotions, and possession will be projected. The teacher will give a short explanation of their meaning, using examples. Then, in pairs, students will have to create sentences using at least two verbs from each category.
Activity 4. (GW/14')	Students will watch a fragment of Netflix's adaptation of the graphic novel <i>Heartstopper</i> (Oseman, 2017). They will discuss in groups of four the proposed questions (7'). Then, they will watch the segment again and will complete

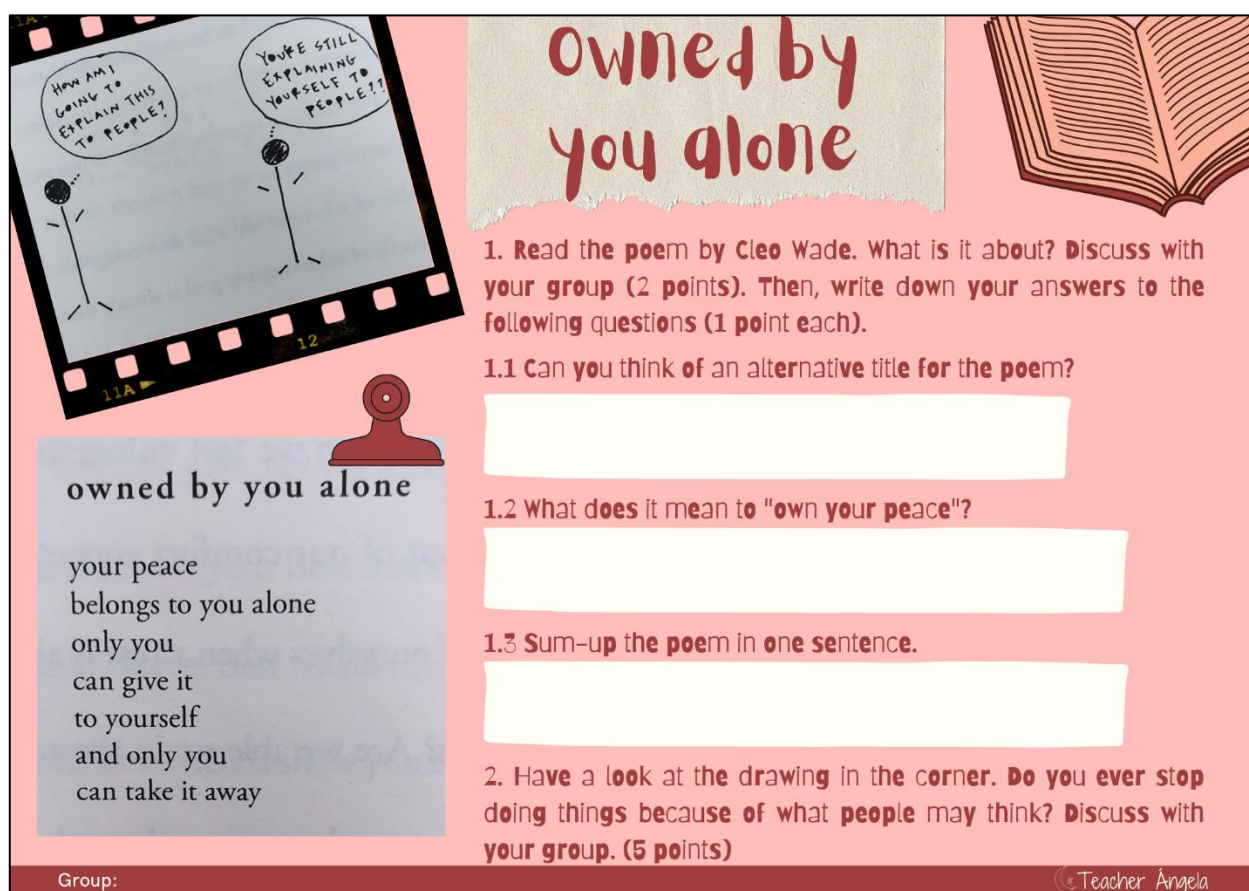
	individually the worksheet for this assessable listening activity (7').
--	---

This session, that shares title with the poem by Wade (2018) will start with a five-minute warming up activity in which students will use Nearpod's collaborative dashboard to discuss the meaning of this session's title. We will read their insights aloud.

In the first activity students will work cooperatively in groups of four assigned by the teacher. They will be given the following worksheet (see figure 12) including a poem by Wade (2018) and the following questions to discuss, reflect on and elaborate; we will then discuss each groups' answers aloud:

- Can you think of an alternative title for the poem?
- What does it mean to "own your peace"?
- Sum-up the poem in one sentence.

Figure 12. Owned by you alone. Source: my own creation. Poem retrieved from Wade (2018: 90). Illustration retrieved from Wade (2018: 34).



owned by you alone

your peace
belongs to you alone
only you
can give it
to yourself
and only you
can take it away

1. Read the poem by Cleo Wade. What is it about? Discuss with your group (2 points). Then, write down your answers to the following questions (1 point each).

1.1 Can you think of an alternative title for the poem?

1.2 What does it mean to "own your peace"?

1.3 Sum-up the poem in one sentence.

2. Have a look at the drawing in the corner. Do you ever stop doing things because of what people may think? Discuss with your group. (5 points)

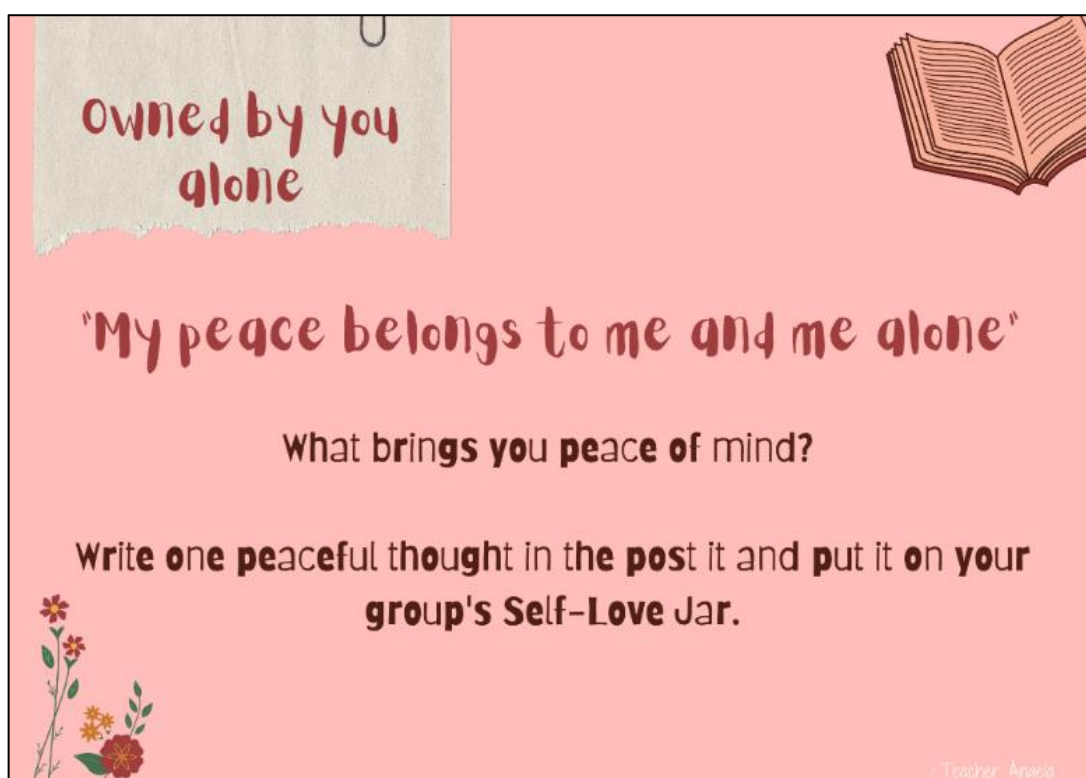
Group: _____

Teacher Ángela

Regarding a drawing appearing in the worksheet, students have to discuss in their groups the following question: “do you ever stop doing things because of what people may think?” This activity will be assessed.

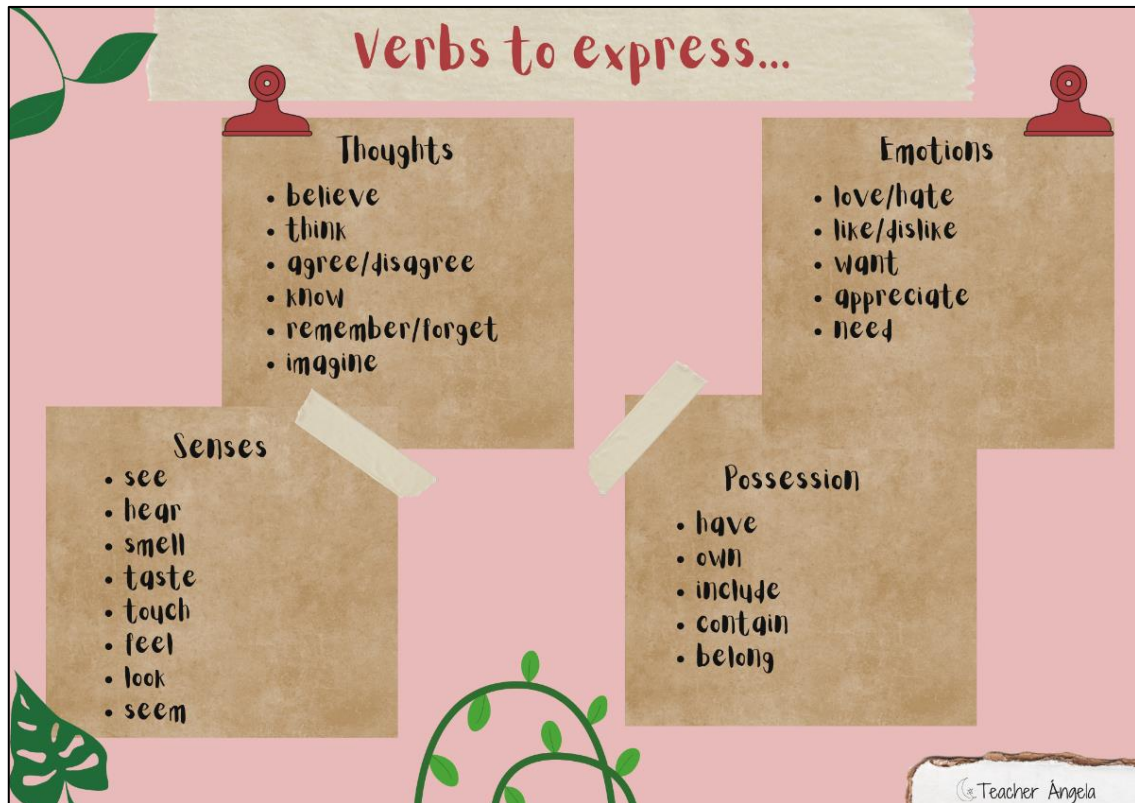
The teacher will project the following slide (see figure 13) and will ask students to repeat the affirmation “*My peace belongs to me and me alone*”. Afterwards, students will be handed post-it notes, in which they will have to write a peaceful thought to later put into their group’s Self-Love Jar.

Figure 13. Self-love affirmation. Source: my own creation. Quote inspired in Wade (2018: 90).



For the third activity, the following slide (see figure 14) including verbs to express thoughts (believe, think, agree/disagree, know, remember/forget, imagine), emotions (love/hate, want, appreciate, like/dislike, need), senses (see, hear, smell, taste, touch, feel, look, seem), and possession (have, include, own, contain, belong) will be projected. The teacher will give a short explanation of their meaning, using examples in context. Then, in pairs, students will have to create sentences using at least two verbs from each category.

Figure 14. Verbs to express thoughts, emotions, senses, and possession. Source: my own creation.



In the first part of the final activity, students will be working in groups of four created by the teacher. We will play a segment of Netflix’s adaptation of the graphic novel by Oseman (2017). This series is about love, friendship, loyalty, and mental illness as seen through the eyes of LGBTQ+ teenagers. The fragment that will be played in class using the teacher’s personal Netflix subscription has been transcribed hereinafter, as it cannot be included in this dissertation for copyright reasons (transcription of *Heartstopper*, season 1, episode 5, minute 21:31, retrieved from Netflix):

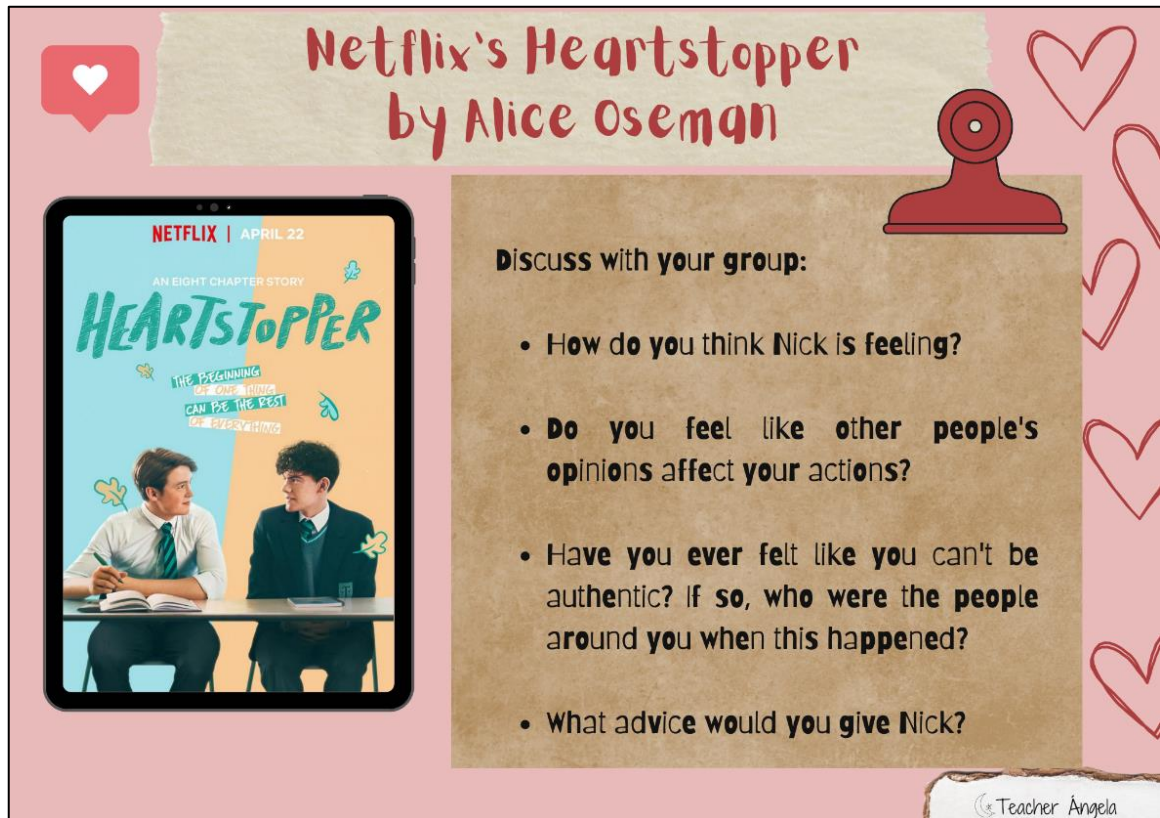
[Do you ever feel like you’re only doing things because everyone else is? And you’re scared to...change...or do something that might confuse or surprise people. Your real personality is then like...buried inside you for a really long time. I guess, that’s how I’ve been feeling recently].

After having watched said fragment of the show, the teacher will project the following slide (see figure 15) including the following prompts for the students to discuss in their groups:

- How do you think Nick is feeling?
- Do you feel like other people’s opinions affect your actions?

- Have you ever felt like you can't be authentic? If so, who were the people around you when this happened?
- What advice would you give Nick?

Figure 15. *Heartstopper*. Source: my own creation.



For the second part of this activity students will work individually, as this listening activity will be assessed. The teacher will give each student the following worksheet (see figure 16) to complete while they watch the fragment a second time.

Figure 16. *Heartstopper* listening. Source: my own creation.

Netflix's Heartstopper
by Alice Oseman

Watch a fragment from the show Heartstopper and answer the questions.

1. Mark the correct answer. (2 points)

1.1 Nick is telling Imogene he feels... (2 points)

☐ Very happy about his grades.

☐ Dissatisfied at her.

☐ He is not himself because he worries about people's opinions.

1.2 How long has been Nick feeling this way? (2 points)

☐ For eight months.

☐ Recently.

☐ Since he met Imogene.

2. Complete the following sentence with the missing words: (5 points)

Do you ever ____ like you're only doing _____ because everyone ____ is? And you're _____ to change or do something that might confuse or _____ people?

3. Describe Nick's mood with one word (1 point):

Name: _____

Teacher Ángela

Table 5. Session 5.

Session 5: Complaint cleanse	
Warming up. (GW/10')	Students will work in groups of four. They will be handed a worksheet including some comprehension questions. The teacher will play a short YouTube video on the effects of complaining and they will have to discuss their answers and complete the worksheet.
Activity 1. (GW + IW/15')	Students will work cooperatively in groups of four. They will be given a worksheet containing a short text and some questions to discuss and reflect on. As homework, students will be asked to

	go on a complaint-free day. Individually, they will have to monitor their complaints, write them down and analyse the things they complain about, as well as the frequency with which they do so.
Activity 2. (GW/20')	Students will remain in the same group as in the previous activity. They will be handed a sheet with the lyrics of the song “Thank you for the music” by ABBA interpreted by Amanda Seyfried. The teacher will play the song and students will discuss the questions stated in the sheet. They will share their answers in Nearpod, and we will read them aloud.
Activity 3. (IW/10')	Students will be asked to write a gratitude note to someone (a friend, a family member, a teacher, someone random that was nice to them). Then, they will have to reflect about how they feel after writing the note.

The fifth session will start with a cooperative listening warming up activity. Students will work in groups of four. The teacher will hand to the students the following worksheet (figure 17) containing some comprehension questions. Students will [watch this short YouTube video](#) (see references) on the effects of complaining. They will have to cooperatively complete the worksheet. Afterwards, they will share their answers aloud with the rest of the class.

Figure 17. Complaining effects listening. Source: my own creation.

How Complaining Affects the Brain and General Health

Complaining releases this stress hormone:

What's the best way to deal with excessive negativity?

Research shows that having gratitude lowers Cortisol levels by...

Gratitude is the _____ for complaining behavior.

Complaining steals our _____ power, happiness, and physical _____.

In your opinion, what are the effects of complaining?

Group: _____

Teacher Angela

In the first activity, students will work cooperatively in groups of four organized at the teacher's discretion. They will be given the following worksheet (figure 18) including a short text regarding complaints and the following questions to discuss and reflect on with their peers:

- What does the author think about complaints?
- Do you agree with the author?
- What does the author mean with "complaints have no magic"?

Students will be asked to underline the words that are new for them and discuss them with their groups. We will then share those words aloud, highlighting their meanings.

In the last part of this activity, students will be asked to go on a complaint-free day. As homework, they will have to monitor when complaints come into their minds, and instead of saying them out loud, they will have to write them down. At the end of the day, students will have a look at their notes to become aware of the things they complain about, as well as the frequency with which they do so.

Figure 18. Complaint cleanse. Source: my own creation. Text retrieved from Wade (2018: 106) and Wade (2020: 146).

Complaint cleanse

Complaining is something that seems to come so easy and natural to us, but the problem is: complaints have no magic. They don't make anyone's day better, and they don't help any situation.

Keep in mind that there is a difference between complaining (speaking about something negatively in a way that won't change the situation) and speaking up to bring attention to something that is not right or fair. A complaint cleanse is not meant to silence you, it is meant to support you by allowing your language to be a more peaceful, deliberate, and magical force.

"Complaints have no magic"

1. Read the text and discuss with your group. Then, write down your answers to the following questions.
 - 1.1 What does the author think about complaints?
[Blank space]
 - 1.2 Do you agree with the author?
[Blank space]
 - 1.3 What does the author mean by "complaints have no magic"?
[Blank space]
2. Underline the words that are new for you in the text and discuss them with your peers.
3. Let's try going on a complaint-free day. Notice when complaints pop into your mind, and instead of saying them out loud, write them down. At the end of the day, have a look at it. What do you complain about too often?

Group: _____

Cleo Wade

Teacher: Angela

For the second activity students will remain in the same group as in the previous activity. They will be handed the following sheet (see figure 19) with the lyrics of the song [Thank you for the music](#), interpreted by Amanda Seyfried (see references).

Figure 19. *Thank you for the music.* Source: my own creation. Lyrics retrieved from www.lettras.com.

Thank you for the music (ABBA)

interpreted by Amanda Seyfried

I'm nothing special, in fact I'm a
bit of a bore
If I tell a joke, you've probably
heard it before
But I have a talent, a wonderful
thing
'Cause everyone listens when I
start to sing
I'm so grateful and proud
All I want is to sing it out loud
So I say
Thank you for the music, the
songs I'm singing
Thanks for all the joy they're
bringing
Who can live without it, I ask in
all honesty
What would life be
Without a song or a dance what
are we
So I say thank you for the music
For giving it to me

Mother says I was a dancer
before I could walk
She says I began to sing long
before I could talk
And I've often wondered, how
did it all start
Who found out that nothing can
capture a heart
Like a melody can
Well, whoever it was, I'm a fan
[chorus]
I've been so lucky, I am the girl
with golden hair
I wanna sing it out to everybody
What a joy, what a life, what a
chance!
[chorus]
So I say thank you for the music
For giving it to me



Answer in Nearpod:

1. What is the song about?
2. Can you explain what gratitude is?
3. What is gratitude good for?
4. Name 4 things you are grateful for.


Teacher Angela

The teacher will play the song and students will discuss the questions stated in the sheet. They will share their answers in Nearpod, and we will read them aloud.

In the third activity students will be asked to write a gratitude note to someone (a friend, a family member, a teacher, someone random that was nice to them). Then, they will have to reflect about how they feel after writing the note. We will together discuss their opinions.

Table 6. Session 6.

Session 6: Keep watering your confidence	
Warming up. (GW/5')	Discussion on last day's "complaint cleanse".
Activity 1. (GW/15')	Students will work in groups of four. They will be handed a worksheet including a poem to read and some questions to discuss. Finally, they will open the Self-Love Jars they have been working on since the second session of this didactic unit. Students will read the messages they have cooperatively put into the jar and share some of them with the class.
Activity 2. (IW/20')	Individually, students will be asked to write a letter to a friend including some advice on self-love and self-confidence. As this activity will be assessed using a rubric, students will be provided said rubric beforehand.
Activity 3. (GW/10')	The class will be divided in two groups. Students will play the flyswatter game as a way to review the vocabulary learnt in previous sessions.
Activity 4. (GW/5')	To finish this didactic unit, students will repeat aloud the affirmation projected by the teacher.
Homework: speaking activity.	Students will record themselves reading one of the poems covered throughout this didactic unit. They will have to summarise said poem and give their

	personal opinion on it. This activity will be assessed with a rubric the students will be handed beforehand.
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The last session will start with the teacher initiating a discussion on last day's "complaint cleanse". Students will be asked questions such as:

- Do you remember the "complaint cleanse" we talked about the other day?
- Did you continue to do it during the rest of the day?
- What did you notice at the end of the day?
- Did you find you complained more or less than you imagined?

In the first activity students will work in groups of four. They will be handed the following worksheet (see figure 20) including a poem to read and some questions to discuss.

Figure 20. Keep watering your self-love. Source: my own creation. Poem retrieved from Wade (2018: 108).



Keep watering your self-love

1. Read the poem. Do you know the meaning of the underlined words and expressions? Discuss with your group.

2. Sum-up the poem in one sentence.

3. What does the author mean by "stand up" in this poem? Can you find an alternative word or expression with the same meaning? Discuss with your group.

4. Do you think "standing up" has something to do with confidence?

5. Let's open your Self-Love Jars. Choose some messages your group wrote to share with the class. Write them below:

Group: _____ Teacher: Angela

Poem:

As I go forward
I may stumble
but
I stand up
more
than I fall
down
- Cleo Wade

To finalise, they will open the Self-Love Jars they have been working on since the second session of this didactic unit. Students will read the messages they have

cooperatively put into the jar and choose some of them to share with the class. We will comment on the ones chosen by each group.

For the second activity students will work individually. They will be asked to write a letter to a friend including advice on self-love and self-confidence they have been learning throughout this didactic unit. As this activity will be assessed using a rubric, students will be provided said rubric beforehand.

In the third activity, the class will be divided in two groups organized at the teacher's discretion. Students will play the flyswatter game as a way to review the vocabulary learnt in previous sessions. For this game, the teacher will bring two flyswatters, one for each group, and will project the following slides (see figures 21 and 22) including adjectives and verbs learnt during this didactic unit.

Figure 21. Flyswatter game: adjectives. Source: my own creation.



Figure 22. Flyswatter game: verbs. Source: my own creation.



The teacher will read a definition corresponding to one of the words in the slides and the first student to hit the word will win a point. The group with more points will win the game.

In the last activity, students will be asked to repeat aloud the following affirmation: *“My confidence comes from remembering that I am enough. There is not another me in the whole world. I am rare, unique, and beautiful”* (Wade, 2020: 32). The teacher will highlight that confidence starts by treating ourselves kindly on a daily basis; and that it is important to regularly practise choosing supportive thoughts instead of negative ones. The slide projected will be the following (see figure 23):

Figure 23. Self-confidence affirmation. Source: my own creation. Quote retrieved from Wade (2020: 32)



As homework, students will have to record themselves reading, summarising, and giving a personal opinion concerning one of the poems included in this didactic unit in a five-minute video. This activity will be part of their Speaking marks. Moreover, it will be assessed with a rubric students will be handed beforehand. They will have to upload the video to a task created for such purposes on Google Classroom.

4.13 Evaluation

This didactic unit would ideally be implemented at the beginning of the school year. Thus, the activities assessed will constitute a fraction of the student's final mark. The teacher will daily collect information regarding students' learning development, focusing on a formative, rather than summative approach. The evaluation will be carried out following the criteria established by the legal framework, that is, the Official State Bulletin Royal Decree Law 1105/2014. Moreover, both the activities and its evaluation have been designed considering the Model of Critical and Creative Thinking by Combs et al (2009).

It is important to highlight that, both speaking and listening are considered key skills in this lesson plan, as they are essential for communication. For that reason, the teacher will gather notes daily regarding the performance of each student in those

specific skills using a template (see figure 30). These notes will represent 10% (speaking) and 10% (listening).

Furthermore, attitude and participation will weight in students' marks. This 10% will be evaluated using a checklist.

The cooperative project titled the Self-Love Jar that students will be carrying out from sessions two to six will entail 10% of their mark. It will be evaluated using a checklist and the mark will be shared with the group.

The activities that will be assessed are the following:

- Listening: activity 4, session 4 (10%).
- Speaking: homework activity, session 6 (10%).
- Reading: activity 3, session 3 (10%) and activity 1, session 4 (10%).
- Writing: activity 4, session 3 (10%) and activity 2, session 6 (10%).

The table below contains each assessable activity, the description of the criteria regarding the Official State Bulletin Royal Decree Law 1105/2014, the assessable learning standards and the evaluation tools that will be used.

Table 7. Assessed activities and skills, evaluation criteria, assessable learning standards and evaluation tools.

Skills & Activities	Criteria	Assessable learning standards	Evaluation tools
Listening: activity 4, session 4. 10 %	1.3 The student identifies the main ideas and relevant details of an informal conversation between two or more interlocutors dealing with familiar topics.	Identifies the main message and relevant details from a speech.	Template solved by the teacher.
Listening: Sessions 2-6, throughout the class. 10%	1.4 The student understands, in an informal conversation in which he/she participates, explanations of points of view and opinions on various topics, as well as	Understands in informal conversations, other's points of views, as well as the expression of feelings.	Template to gather daily notes.

	the expression of feelings.		
Speaking: Sessions 2-6, throughout the class. 10%	2.3 The student participates appropriately in informal conversations in which he/she exchanges information and briefly expresses and justifies opinions, points of view, and feelings.	Participates appropriately in informal conversations, exchanging information and expressing opinions, points of view, and feelings.	Template to gather daily notes.
Speaking: session 6, homework: speaking activity. 10%	2.1 The student is able to make brief, well-structured, pre-rehearsed presentations on a specific topic, organizing basic information coherently and explaining the main ideas briefly and clearly.	Makes brief, pre-rehearsed presentations, organizing basic information coherently and explaining the main ideas briefly and clearly.	Rubric.
Reading: session 3, activity 3. 10%	3.7 The student understands the general aspects and the most relevant details of short contemporary literary texts.	Understands the general aspects and the most relevant details of short contemporary literary texts.	Checklist.
Reading: session 4, activity 1. 10%	3.3 The student understands texts in which facts, experiences and feelings are described in some detail and information, ideas and opinions about abstract aspects are exchanged.	Understands texts describing facts, experiences and feelings, in which information, ideas and opinions about abstract aspects are exchanged.	Checklist.

Writing: session 3, activity 4. 10%	4.5 The student briefly describes situations, narrating events in a clear linear sequence, and explaining in a simple way the reasons for certain actions.	Describes situations in a linear sequence, explaining the reasons for certain actions.	Checklist.
Writing: session 6, activity 2. 10%	4.6 The student writes personal correspondence in which he/she describes experiences and feelings, pointing out the aspects that seem important to him/her and briefly justifying his/her opinions.	Writes personal correspondence describing experiences and feelings, pointing out the aspects that seem important to him/her and justifying his/her opinions.	Rubric.

The following rubric (see figure 24) will be used to mark the speaking activity in session six:

Figure 24. Speaking rubric. Source: my own creation.

CATEGORY	EXCELLENT (100%)	GOOD (75%)	SATISFACTORY (50 %)	UNSATISFACTORY (25%)
Speaking skills	Exceeds expectations at speaking fluently and coherently, using the right tone, intonation, and pronunciation adjusting their discourse to the context.	Speaks fluently and coherently, using the right tone, intonation, and pronunciation adjusting their discourse to the context.	Somehow speaks fluently and coherently, using the right tone, intonation, and pronunciation, in some way adjusting their discourse to the context.	Vaguely speaks fluently and coherently using the right tone, intonation, and pronunciation, poorly adjusting their discourse to the context.
Contents	Covers the required contents (reading of a poem, summary, and personal opinion) including additional insights.	Covers the required contents (reading of a poem, summary, and personal opinion).	Somehow covers the required contents (reading of a poem, summary, and personal opinion).	Vaguely the required contents (reading of a poem, summary, and personal opinion).
Use of English	Uses advanced vocabulary and grammar in line with the given context.	Uses appropriate vocabulary and grammar in line with the given context.	Somehow uses appropriate vocabulary and grammar in line with the given context.	Vaguely uses appropriate vocabulary and grammar in line with the given context.
Body language	Shows a good posture and speaks confidently without visual help.	Shows a good posture and speaks confidently using visual help.	Somehow shows a good posture and sort of speaks confidently using visual help.	Vaguely shows a good posture and does not speak confidently using visual help.
Summary accuracy	The summary provided is accurate and includes unique details.	The summary provided is accurate.	The summary provided is somehow accurate.	The summary provided is vaguely accurate.
Personal insights	Personal insights are expressed outstandingly and are meaningful regarding the topic of the poem.	Personal insights are expressed properly and are meaningful regarding the topic of the poem.	Personal insights are expressed somehow properly and are meaningful in some way regarding the topic of the poem.	Personal insights are expressed poorly and are vaguely meaningful regarding the topic of the poem.

The following rubric (see figure 25) will be used to mark the writing activity in session six:

Figure 25. Writing rubric. Source: my own creation.

CATEGORY	EXCELLENT (100%)	GOOD (75%)	SATISFACTORY (50 %)	UNSATISFACTORY (25%)
Contents	Covers the required contents (giving advice on how to enhance self-love) including additional insights.	Covers the required contents (giving advice on how to enhance self-love).	Somehow covers the required contents (giving advice on how to enhance self-love).	Vaguely the required content (giving advice on how to enhance self-love).
Vocabulary	Uses advanced vocabulary in line with the given context.	Uses appropriate vocabulary in line with the given context.	Somehow uses appropriate vocabulary and grammar in line with the given context.	Vaguely uses appropriate vocabulary and grammar in line with the given context.
Grammar	Grammatical structures used exceed expectations.	Grammatical structures used are appropriate.	Grammatical structures used are somehow appropriate.	Grammatical structures used are vaguely appropriate.
Coherence and cohesion	Ideas are outstandingly organized in a coherent and cohesive way.	Ideas are organized in a coherent and cohesive way.	Ideas are somehow organized in a coherent and cohesive way.	Ideas are vaguely organized in a coherent and cohesive way.
Appearance	Handwriting is excellent and the text is easy to read.	Handwriting is clear and the text is easy to read.	Handwriting is somehow clear, and the text can be read with some difficulty.	Handwriting is vaguely clear, and the text can be read with difficulty.

The following rubric (see figure 26) will be used to mark attitude and participation:

Figure 26. Attitude and participation rubric. Source: my own creation.

CATEGORY	EXCELLENT (100%)	GOOD (75%)	SATISFACTORY (50 %)	UNSATISFACTORY (25%)
Attendance	Always attends classes.	Has between one and two justified absences.	Has up to three justified absences.	Has more than three justified absences.
Attitude	Always engages with the activities proposed by the teacher showing an excellent attitude.	Most of the times engages with the activities proposed by the teacher showing an appropriate attitude.	Sometimes engages with the activities proposed by the teacher showing an appropriate attitude.	Hardly ever engages with the activities proposed by the teacher showing an appropriate attitude.
Participation	Always participates in group discussions, while respecting turn-taking.	Most of the times participates in group discussions, while respecting turn-taking.	Sometimes participates in group discussions, while respecting turn-taking.	Hardly ever participates in group discussions.

The following checklist (see figure 27) will be used to assess the reading activities in sessions three and six:

Figure 27. Reading checklist. Source: my own creation.

	YES (100%)	SOMEHOW (50%)	NO (0%)
Understands the general aspects and the most relevant details.			
Participates in group discussions, contributing to the final agreed answers.			
Is aware of the new words and expressions that appear in the text.			
Reflects upon other's ideas.			
Transfers knowledge from one situation to another.			
Is able to create a solution regarding a presented problem.			
Shows interest and sees the proposed activity as an opportunity to learn.			

The following checklist (see figure 28) will be used to assess the writing activity in session three:

Figure 28. Writing checklist. Source: my own creation.

	YES (100%)	SOMEHOW (50%)	NO (0%)
Includes dialogues.			
Is original.			
Contains new learnt vocabulary.			
Is coherent.			
Shows accurate grammar.			
Each member of the group created one scene.			

The following checklist (see figure 29) will be used to assess the cooperative project titled The Self-Love Jar:

Figure 29. Cooperative project checklist. Source: my own creation.

	YES (100%)	SOMEHOW (50%)	NO (0%)
Each member contributes by putting a message into the jar every day.			
The group chooses meaningful messages to share with the class.			
The messages introduced in the jar are in line with the unit's topic.			
Students show interest and see this activity as a way to learn how to practise self-love.			

Figure 30. Template to gather daily notes regarding speaking and listening. Source: my own creation.

SPEAKING AND LISTENING: DAILY OBSERVATION		Date:			
Student name		YES (100%)	SOMEHOW (50%)	NO (0%)	Observations
	Participates in group discussions.				
	Expresses their personal insights regarding the presented topic.				
	Uses the right tone, according to the context.				
	Understands others when they speak, including specific details.				
	Provides coherent answers to other's questions or statements.				
	Is respectful towards the opinions of others.				
	Is able to reach an agreement.				

5. Conclusions

It is undeniable that teachers hold an essential role in the personal development of students. As educators, we must be committed to create an environment in which students feel safe to communicate. We can create a space of this nature by observing and encouraging students, as well as introducing meaningful content to our classes, such as literary texts about topics that concern teenagers, or videos on social media platforms they consume. The activities we propose must be an excuse for students to communicate in the foreign language.

The fragments by Wade (2018) chosen for this didactic unit aim at making students reflect upon personal experiences applying the ideas by the author to their own lives, as well as using critical thinking.

In addition to fostering an appreciation for literature, this didactic unit pursues to provide students with specific actions that can help them build self-love and self-confidence during a crucial stage, where they may experience complicated feelings. Moreover, they will engage with the English language as a tool to set a personality that is not affected by the negative opinions of other people, as well as one that is aware and cares about the feelings of others.

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6.1 Legal framework

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Council of Europe (Common European Framework of Reference for Languages: Learning, Teaching and Assessment. Cambridge: Cambridge University Press.

Official State Bulletin Royal Decree Law 1105/2014 from December 26th.

6.2 Online tools

www.canva.com

www.classroom.google.com

www.nearpod.com

www.netflix.com

www.tiktok.com

www.youtube.com

7. Appendix

Table 8. Selection of skills to foster creative and critical thinking. Source: Combs et al (2009).

Component	Skill	Activity	Objective
Idea generation	Original and flexible	Analogical thinking	Students will make associations and identify comparative relationships.

			between two or more ideas.
		Metaphorical thinking	Students will identify words or phrases that are symbolic or representative of other ideas to which they are not literally applicable.
		Elaborating	Students will develop ideas and information that expand on what is explicitly given.
		Inferring	Students will draw conclusions not explicitly stated based in evidence and reasoning.
Reflective judgement	Analysis	Relating	Students will identify associations between ideas.
	Synthesis	Summarizing	Students will condense multiple ideas into a cohesive comprehensive summary and restate it using personal connections and interpretations.
		Composing	Students will use written, oral, and symbolic language

			to communicate a summary of thoughts, ideas, and solutions.
Self-regulation	Monitor	Performing	Students will outline steps they are taking to achieve their goals.
		Cognitive restructuring	Students will verbalize positive thoughts about their performance and abilities.
Attitudes and disposition	Perceptive and Flexible	Avoiding impulsivity	Students will exercise control over thoughts and reactions pausing to think, ask questions, and talk through ideas.
		Embracing multiple points of view	Students will present ideas and arguments through the lens of multiple perspectives.
		Remaining sensitive	Students will describe the thoughts, feeling and perspectives of other students.
	Motivated	Demonstrating autonomy	Students will initiate activity and exercise self-direction and self-discipline.