

Master's Dissertation/
Trabajo Fin de Máster

“FOOD AND HEALTH”: A DIDACTIC PROPOSAL THROUGH CLIL AND TBL

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1. INTRODUCTION, JUSTIFICATION AND OBJECTIVES

The Didactic Proposal that I have chosen to design for this Master's dissertation will consist of a didactic unit following Content and Language Integrated Learning (CLIL) methodology and Task-Based Learning (TBL), within the Natural Sciences subject (topic "Food and health"). This didactic unit is designed to be carried out with students in the 3rd year of Primary Education.

In order to develop all the aspects of this project properly and in depth, the didactic proposal will be divided into two sections: A theoretical review of CLIL and TBL, where we will review their main characteristics, benefits, etc., and the didactic unit itself with its corresponding parts.

Since the unit is task-based, tasks are the central element of learning, and students try to achieve some objectives through a process that will give an outcome or will solve a problem, as it is usually done in real life. Moreover, students will have to put the knowledge acquired during the unit into practice in a final task, developing at the same time their problem-solving skills, communicative competence in the foreign language, social skills such as empathy and assertiveness, and teamwork abilities; facilitating a comprehensive and meaningful approach to the CLIL natural sciences subject.

With this proposal I also intend to reflect on my principles as a teacher, such as following an eclectic and student-centered methodology; acting as a supporter and facilitator for my pupils encouraging autonomous learning; and developing their communicative competence in the English language while making the classroom a happy and safe space.

Since I studied a Degree in Primary Education with a specialization in Foreign Language, doing a CLIL didactic proposal for this Master's dissertation was the option that motivated me the most. I believe that learning English is a fantastic way to broaden our students' horizons and develop their curiosity.

I have decided to base this didactic proposal on CLIL and TBL because they are fully compatible and highly beneficial for students. By following CLIL and TBL, students develop critical thinking, communicative and interpersonal skills, and their motivation and engagement in the classroom increase. In addition, CLIL and TBL are closely related since they both have the potential to present natural and realistic situations in the classroom for the development of both the content subject and the foreign language in question: TBL makes students solve problems or follow a procedure that leads to a result as they would do in a real-life situation, and CLIL exposes them to real, authentic and up-to-date English.

On the other hand, I have chosen the topic of “Food and Health” because I believe that nowadays it is essential to transmit to our pupils the importance of following a healthy lifestyle from a very young age. When children learn about healthy habits, they learn not only about physical habits, such as doing regular exercise, eating a balanced diet, and getting enough sleep, but they also learn how to take care of their emotional well-being and mental health. Moreover, children who have good habits and take care of their physical and mental health are better equipped to learn and retain information, therefore improving their academic performance.

The main objectives I aim for with this Master’s dissertation are the following:

- To explain CLIL and TBL in a clear and understandable way, highlighting their benefits for the classroom.
- To introduce the topic of “Food and Health” in a motivating and meaningful way for the students, making them aware of the importance of following a healthy lifestyle.
- To provide other teachers with fun and comprehensive activities to work on the topic using a wide variety of materials and catering for the diversity of pupils.

2. THEORETICAL REVIEW

In the last decade, there have been important innovations in theory, research and classroom experience, which are introducing changes in foreign language teaching.

The teaching of English as a Foreign Language (EFL) is now one of the most important subjects in most European primary schools.

According to Crystal (2003), English has become the world's dominant second language as a result of globalisation, the rise of the Internet and the increasing number of people who speak it as a second or foreign language. English has also become essential in many fields such as science, business and diplomacy, as it enables people from different countries to communicate with each other. In addition, Crystal (2003) also suggests that English should be taught to non-native speakers in a way that focuses on effective communication rather than a set of grammar rules. The ability to communicate in English builds up students' self-confidence, boosts their creativity, exercises their brain and provides them with a valuable tool for their affective, social and professional development.

There is a wide variety of approaches and methods used in education, all of them have introduced some innovations at a given moment and all of them show strengths and weaknesses. Teachers should feel free to use the methodology, activities and instrumental tools that they find most appropriate according to their pupils' needs and learning styles, the context where teaching and learning take place and the desired aims. Obviously, with careful planning and evaluation and following the requirements established in the Primary Education Curriculum. However, nowadays there is a clear trend towards learner-centred methods, and CLIL and TBL are two examples of this.

2.1. CLIL

Content and Language Integrated Learning, also known as CLIL, is a teaching approach that consists of teaching a content subject through a foreign language, which is widely used around European countries nowadays as a second language acquisition methodology. CLIL's main purpose is for students to acquire both knowledge from the content subject and communicative competence and linguistic skills in the foreign language.

According to Marsh & Langé (2000: 2), CLIL is “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language”.

If we analyse this definition, the “dual-focused” part means that CLIL has two main aims: subject-focused and language-focused; and with “additional language”, Marsh & Langé (2000) highlight the fact that it is not the most commonly spoken language in that community.

Coyle (2010) states that what differentiates CLIL from other bilingual methodologies is its “planned pedagogic integration of contextualised content, cognition, communication and culture into teaching and learning practice”. This is what Coyle (2007) refers to as the 4 C’s framework. Firstly, content refers to the subject knowledge to be acquired. Secondly, communication involves the learning of language skills and language use. Moreover, cognition has to do with the learning processes and thinking skills, and lastly, culture, which concerns intercultural understanding and awareness.

Ball (2009) and Bentley (2010) identify two types of CLIL: “hard” or “strong” and “soft” or “weak”. The first type, “hard” CLIL, refers to when “academic subjects such as geography or science are taught in English by non-native content teachers” (Ikeda 2013). The second type, “soft” CLIL, on the other hand “is taught by native or non-native language teachers with more focus on language learning” (Ikeda, 2013). In this “soft” type, “trained CLIL language teachers to help learners develop their target language competency as a primary aim and their subject/theme/topic knowledge as a secondary aim” (Ikeda, 2013).

Apart from improving students’ language skills and subject knowledge, CLIL has a wide variety of benefits but also shows some drawbacks, which will be explored below.

2.1.1. CLIL advantages and disadvantages

The advantages and disadvantages of CLIL are important aspects to consider when analysing this educational approach. CLIL has been implemented in many

educational contexts as a way of promoting content and language integrated learning. The key pros and cons of CLIL are the following:

One of the main advantages of CLIL, as mentioned earlier, is that it allows students to acquire disciplinary knowledge while developing language skills. By learning curricular content in a foreign language, students have the opportunity to practically apply the language in an authentic context. This fosters the development of communicative competence and linguistic fluency. In addition, CLIL provides students with greater exposure to the target language, which can accelerate their language acquisition process.

Another advantage of CLIL is that it promotes a communicative and active approach in the classroom. Students are involved in meaningful activities and tasks that allow them to interact with the content and use the language effectively. According to Coyle (2007), CLIL also fosters students' motivation and engagement, and enhances their cultural awareness. In addition, CLIL fosters the development of cognitive skills, such as critical thinking, problem solving and creativity, as students are required to apply their disciplinary and linguistic knowledge in real-life situations.

Moreover, something that characterises CLIL is its flexibility, since it can be put into practice with any language, age and educational level from pre-primary to higher education. It promotes multilingualism and multiculturalism too, fundamental pillars in the European Union, as well as tolerance, inclusion and understanding of European culture for our young learners.

However, there are also disadvantages and challenges associated with CLIL. One of the main disadvantages is the need for teachers trained in the CLIL approach. Teachers must have a command of both the disciplinary content and the target language, as well as pedagogical skills specific to CLIL. The lack of trained teachers can hinder the effective implementation of CLIL and limit its reach.

Another disadvantage of CLIL is the time and resources needed for its implementation. CLIL requires careful planning and preparation, both in terms of

selecting and adapting materials and designing authentic activities and tasks. This can require a significant investment of time and resources on the part of teachers and educational institutions. Coyle (2007) mentions the possible cognitive overload as well due to the combination of content and language, and the possible lack of time to cover all aspects of the curriculum.

In addition, assessment of CLIL outcomes can be challenging. Effective assessment in a CLIL approach must consider both disciplinary and linguistic aspects. Assessment should be balanced and take into account students' communicative skills, disciplinary content and linguistic development. This may require the implementation of innovative assessment approaches and appropriate training for teachers.

2.1.2. ICTs and CLIL

Information and Communication Technologies (ICTs) refer to the technologies that favour the exchange of information, communication and that can be useful for the teaching and learning process. ICTs play a crucial role in the implementation of CLIL, they allow teachers to find a wide variety of authentic materials in English, from videos and audios to interactive games and didactic tools, and they are extremely important to provide students with variety and cater for the diversity of the classroom.

It is often thought that ICTs refer to computers and computing-related activities. However, although computers and their application play a significant role in modern information management, some other technologies and systems also comprise ICTs, such as a tablet, a blog, multimedia software, an interactive website, a digital board or a projector for example.

ICTs have the potential to innovate, accelerate, enrich, and deepen skills, and motivate and engage students. They increase the flexibility of the delivery of education so that learners can access knowledge anytime and from anywhere. The teaching process becomes learner-centred and it requires a different set of skills to be successful. Critical thinking, research, and evaluation skills are growing in

importance as students have increasing volumes of information from a variety of sources to sort through. In this sense, ICTs enhance the acquisition of generic cognitive competencies that are essential for life in our knowledge society.

According to Collins (1996), authenticity is an important issue which should be addressed in the design and development of learning environments. ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments. Furthermore, ICT may serve as a tool for curriculum adaptation, providing opportunities for adjusting the learning content and tasks to the needs and capabilities of each pupil and by providing tailored feedback. ICTs for their own sake are tools that encourage and support independent learning. They use computers as information sources and cognitive tools. This fact helps develop several key competences, particularly digital competence, and obviously, linguistic competence.

2.1.3. CLIL and the Theory of Multiple Intelligences

In 1983, Howard Gardner published his Theory of Multiple Intelligences. This theory was considered very innovative at the time, and it proposed eight different types of intelligence. Gardner claimed that people possess multiple intelligences and that these intelligences can work together to promote learning. This theory is closely related to the CLIL methodology since in order to cater for the different intelligences of students, it is essential to teach in a flexible way and provide them with variety, which is one of the main principles of CLIL.

Howard Gardner (2011) proposed eight types of intelligence:

- Spatial intelligence: the ability to create visual images of a project or idea, and to act on such visualisation.
- Bodily-kinaesthetic intelligence: using one's own body for expression or to solve problems.

- Musical intelligence: the ability to perform musically, to think in musical patterns, or to see and hear musical patterns and manipulate them.
- Linguistic intelligence: the use of language; the ability to analyse information and create products involving oral and written language.
- Logical-mathematical intelligence: using numbers, understanding patterns, and exhibiting logical reasoning skills.
- Naturalistic intelligence: being in tune with nature; being interested in living things; understanding features of the natural world.
- Interpersonal intelligence: sensitivity towards others; the ability to work well with other people, understand others, and assume leadership roles.
- Intrapersonal intelligence: being self-aware; understanding personal wants and abilities and acting according to this knowledge.

Teachers who are aware of, and intentionally work with these kinds of intelligences can draw upon students' existing strengths and develop their full potential. Moreover, while it can be assumed that most activities in language classes involve verbal-linguistic intelligence, teachers can help learners develop their other intelligences as well.

2.2. Task-Based Learning

According to the British Council, TBL is an approach to language learning where learners are given interactive tasks to complete. TBL considers tasks to be the central element of learning. Students try to achieve some objectives through a process which will give a result or will solve a problem, as it is usually done in real life.

While TBL has gained popularity in education, it has both advantages and disadvantages that need to be considered.

One of the main advantages of TBL is that it promotes contextualised and practical learning. Learners are involved in real-life tasks that simulate real-life situations in which the use of the target language is required. This provides them with a sense of

purpose and relevance in their learning, as they see how the language skills they are acquiring can be applied in real-life situations.

In addition, TBL encourages the development of communicative and collaborative skills. Students work in groups or pairs to solve problems, complete tasks and achieve a common goal. This allows them to practice oral interaction and negotiate meaning in an authentic communicative environment. According to Willis (2012), TBL enables students to practise skills and strategies that are applicable to real-life situations, helping them to develop transferable skills, such as teamwork, task sharing, decision-making and conflict resolution, preparing them for collaborative work in the real world.

Another advantage of TBL is that students must use all their language resources rather than just practising one pre-selected item. They are exposed to a whole range of lexical phrases, collocations and patterns as well as language forms, and the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook. Moreover, TBL focuses on the development of whole language skills: instead of teaching language in a fragmented way, the TBL approach allows students to use all language skills (listening, speaking, reading and writing) in an integrated and coherent way. This more closely reflects actual language use and helps students develop a balanced communicative competence.

However, TBL also has some drawbacks that need to be taken into account. One of the challenges of TBL is the difficulty in accurately assessing learners' progress. As explained by Willis (2012), assessing TBL can be more complex than traditional assessments, as it involves measuring not only linguistic accuracy but also effectiveness in performing the task. A more holistic approach and clear assessment criteria are required to evaluate learners' performance in the context of the tasks performed.

In addition, the design and implementation of authentic tasks in TBL can be laborious and requires careful planning on the part of teachers. Tasks need to be relevant,

meaningful and challenging for learners, which involves selecting and adapting authentic materials, clearly defining objectives and structuring activities appropriately. This may require a significant investment of time and resources for teachers, especially at the beginning of TBL implementation.

Another challenge of TBL is that there may be a lack of balance between attention to content and the development of language skills. Willis (2012) also mentions that TBL may sometimes focus more on communication and neglect more formal grammatical aspects, which may result in less attention to linguistic accuracy. Since the main focus is on task completion, there can sometimes be a lack of time and attention devoted to explicit teaching of specific grammatical and linguistic aspects. This may result in gaps in learners' linguistic knowledge and difficulties in acquiring grammatical structures and rules.

2.3. The relationship between CLIL and TBL

CLIL and TBL are educational approaches that have gained more and more recognition in the field of second language teaching. Both methods share some similarities and, if combined effectively, can offer an enriching and effective approach to the development of language skills and disciplinary knowledge.

Both CLIL and TBL adopt a communicative approach to second language teaching. Both methods focus on the practical use of language and promote students' active participation in meaningful tasks. In CLIL, students learn specific curricular content, such as science or history, through the target language. Language is used as a means of accessing the content and developing both linguistic and disciplinary skills. Similarly, in TBL, students engage in authentic and meaningful tasks that require the use of language to achieve a specific goal. The emphasis is on communication and problem solving rather than the explicit teaching of grammar.

In addition, both CLIL and TBL promote a learner-centred approach. Both methods encourage students' active participation, autonomy and ability to work in teams. In CLIL, students become active learners by facing academic challenges that require the use of the target language. In TBL, students take active roles in carrying out

tasks and collaborate with each other to achieve set goals. In both cases, students have the opportunity to construct their own knowledge and apply critical thinking skills.

The combination of CLIL and TBL can be highly beneficial for students. By combining the two approaches, a learning environment is created in which students not only acquire language skills, but also develop knowledge in a specific discipline. For example, students can engage in science-related tasks using the target language, enabling them to improve both their language proficiency and their scientific understanding.

To combine CLIL and TBL effectively, teachers can design authentic tasks that involve the use of the target language for the acquisition of disciplinary knowledge. These tasks may include research activities, debates, presentations or collaborative projects. By using these tasks, learners will be immersed in real-life situations in which they will need to use the language effectively in order to complete the assigned task, thus acquiring disciplinary knowledge while developing their linguistic skills.

3. LEGAL FRAMEWORK

When designing a didactic proposal, it is crucial to consider the current educational legislation, since it is the guide that teachers must follow. The Primary Education Curriculum comprises the competences, objectives, contents and evaluation criteria to be attained and developed by all pupils in the Primary schools in Spain.

In order to decentralise the level of decision-making in educational matters, the Spanish curriculum is divided into different levels of specification:

- 1st level: Organic Laws, Royal Decrees, Decrees, Orders, Instructions and Clarifications, which are developed by the government and the autonomous communities.
- 2nd level: the School Plan, which includes the School Educational Project and is set by each school.
- 3rd level: Curriculum Planning or Syllabus design, which is the responsibility of every teacher.

With regard to the laws and regulations (first level of curricular specification) that have been taken into consideration to design this didactic proposal, we should make a distinction between regulations at a national level and regulations at a regional level.

At a national level, in Spain, the two main educational regulations are the following:

- Organic Law 3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May, of Education.
- Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching requirements of Primary Education.

Regarding the educational regulations at a regional level, in the Autonomous Community of Andalusia, we should highlight the following:

- Decree 101/2023, of 9 May, which establishes the curriculum and the organisation of the Primary Education stage in the Autonomous Community of Andalusia.
- Order of 30 May 2023, which develops the Primary Education curriculum for the Primary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity and individual differences, establishes the organisation of the assessment of the student learning process and determines the process of transition between the different educational stages.
- Instructions of 8 March 2017, which update the protocol of detection and identification of students with specific needs of educational support and the organisation of the educational support.

4. DIDACTIC PROPOSAL

4.1. Context

4.1.1. CLIL in Andalusia

CLIL has gained recognition as an effective pedagogical approach to second language teaching. In the case of Andalusia, our autonomous community, CLIL has been implemented in the education system with the aim of improving linguistic competence and fostering content learning in a foreign language.

The implementation of CLIL in Andalusia started in 2005 as part of a pilot project in a small number of schools. Since then, it has gradually expanded across different educational stages, from early childhood education to secondary education and vocational training. The Ministry of Education of the Andalusian Regional Government has developed a curricular framework that establishes the criteria and guidelines for the implementation of CLIL in schools in the region.

At present, the implementation of CLIL in Andalusia presents a mixed situation. On the one hand, significant progress has been made in terms of teacher training programmes, the development of specific materials and resources, and the establishment of assessment criteria. Teachers have received training in CLIL methodologies and have had the opportunity to collaborate in professional networks to exchange good practice and share experiences.

However, there are also challenges and areas for improvement in the implementation of CLIL in Andalusia. One of the main challenges is the limited availability of teachers with competence in both foreign language and subject content. It is essential to have trained teachers with both language proficiency and specific knowledge of the content to be taught. The lack of specialised human resources may hinder the effective implementation of CLIL in some schools.

It is important to note that, despite the challenges, the implementation of CLIL in Andalusia has generated promising results. Studies and research have shown

improvements in students' language proficiency, as well as increased interest and motivation for learning. Furthermore, CLIL has contributed to the acquisition of disciplinary knowledge in a foreign language, which promotes multilingual education and the preparation of students for a globalised world.

In order to improve the current situation of CLIL implementation in Andalusia, it is necessary to continue investing in teacher education and training. The Regional Ministry of Education should provide professional development opportunities and in-service training programmes to enable teachers to acquire the necessary skills to implement CLIL effectively. By investing in teacher education and training, as well as in improving resources and support infrastructure, Andalusia can further strengthen the implementation of CLIL and promote the development of language and discipline skills in students.

4.1.2. Socio-economic and socio-cultural context

The primary school we will focus on is located in the metropolitan area of the city of Granada. It is an area with leisure areas for both children and adults (parks, shops, restaurants, etc.), supermarkets and many blocks of flats. In addition, close to this school, there are other kindergartens, primary and secondary schools, as well as bank offices, a civic centre and music and dance conservatoires.

Regarding communication and transport, the school is well connected to the city centre and surrounding districts by the tram and several bus lines.

The families usually come from the same area or surrounding villages and tend to have a medium-high socio-cultural and economic level. This is often reflected in the children's customs, lifestyle and the way they interact with one another. The families, generally with a good level of education, are quite involved in their children's education, thus favouring the pupil-teacher-family relationship through a climate of communication and participation. However, more often than not it is not easy to combine work life with school events and meetings. Therefore, it is usually the case that only one of the two parents attends.

4.1.3. The school

In this school, there are two groups for each year from the first to the sixth year of Primary, and it has two groups for each year of Kindergarten as well from three to five years old. Regarding the human resources in the Primary stage, in addition to all the primary teachers, there are therapeutic pedagogy teachers, bilingual primary teachers, English teachers, a French (second foreign language) teacher, religion and physical education teachers, and a school counsellor who comes to the school three times a week. In terms of non-teaching staff, the school has concierges, administrative staff, kitchen staff and cleaning staff.

With regard to the facilities, we can distinguish: ground floor, first floor, second floor, 4 playgrounds (one for Kindergarten and one for each cycle of Primary), the school canteen/theatre and an indoor gymnasium.

On the ground floor, we can find the kindergarten classrooms, the library, the staff room and the secretary's office. The first floor has six classrooms for students from first to third year of primary, a small group classroom and the music classroom. On the second floor there are other six classrooms for students from fourth to sixth year of primary, a computer room and a room for storing material.

ICTs are a reality in the school and a very important and useful tool for teaching. Each classroom has a computer, a digital whiteboard and a projector on the ceiling, and Wi-Fi is available throughout the school to be able to use the Internet on the computers. There are also tablets to lend to pupils in the classroom when the teacher wants to do a specific task that requires them.

4.1.4. The students

This didactic proposal is aimed at a group of 24 students in their third year of Primary Education (8-9 years old). At this age, the activities that they enjoy the most are drawing, dancing, singing or playing in groups, and they also like talking about themselves and their personal experiences. According to Piaget's Stages of Cognitive Development, they are in the Concrete operational stage which goes from 7 to 11 years old. They are able to think logically, classify objects by different features

and understand cause-and-effect. As they are 8-9 years old, it is important to consider that their concentration span lasts from approximately 16 to 30 minutes, so the tasks we propose must be varied and dynamic.

Even though pupils at this age have things in common and usually enjoy the same things, they have different personalities, learning styles and intelligences according to Gardner's theory of Multiple Intelligences. Therefore, in order to develop their multiple intelligences, one of the main goals of this proposal is to stimulate them in many ways and provide them with different and meaningful learning experiences and tasks.

4.1.5. *Family involvement*

The educational process is developed through the participation of a series of agents. Apart from teachers, who play a very important role, it needs to be considered that parents have a great responsibility as well. It is therefore crucial for teachers to have a good relationship with students' parents and enhance communication to gain their trust. In order to foster this teacher-parent communication as well as encouraging parents to participate actively in their children's education, there are many tools and resources designed specifically for this purpose.

- Parents' association (AMPA): This association is created for parents to take part in the organization and well-functioning of the school. They can propose different ideas and collaborate in the organization of special events in the school.
- Information meetings: Every beginning of the school year there is a compulsory initial meeting with families to meet the teacher, explain the methodology, the evaluation criteria, to vote for the parents' delegate (a parent that acts as a link between the teacher and the rest of the families), etc.
- Tutorials: One fixed day per week, there will be tutorials with the families, arranged by appointment, to deal with the progress of the students and solve any questions that parents may have.
- Students' agenda: The students' agenda can be a great resource to communicate with parents (planning and appointments, requirements, etc.),

apart from being essential for the students to write their homework or any other important information.

- ClassDojo: Through this online platform, teachers can create as many classrooms as they like and have contact with the families, record the students' attendance and progress, reward them for their good work, etc.
- iPASEN: This app gives access to the educational monitoring of students in Andalusia, and enables parents and legal tutors to monitor grades, student absences, communicate with the tutor, etc.

4.2. Stage objectives

According to the Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching requirements of Primary Education, the Primary Education stage will contribute to the development of the skills that will enable students to:

- a) Know and appreciate the values and rules of coexistence, learn to act in accordance with them in an empathetic way, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism of a democratic society.
- b) To develop habits of individual and teamwork, effort and responsibility in study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
- c) To acquire skills for the peaceful resolution of conflicts and the prevention of violence, which will enable them to develop autonomously in the school and family environment, as well as in the social groups with which they interact.
- d) Know, understand and respect different cultures and the differences between people, equal rights and opportunities for men and women and non-discrimination of people on grounds of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.

- e) Know and use appropriately the Spanish language and, if any, the co-official language of the autonomous community and develop reading habits.
- f) To acquire in at least one foreign language the basic communicative competence that will enable them to express and understand simple messages and to cope in everyday situations.
- g) To develop basic mathematical competences and begin to solve problems that require the performance of elementary calculation operations, geometric knowledge and estimation, as well as to be able to apply them to everyday life situations.
- h) To know the fundamental aspects of Natural Sciences, Social Sciences, Geography, History and Culture.
- i) To develop basic technological competences and to be initiated in their use, for learning purposes, developing a critical spirit towards their functioning and the messages they receive and elaborate.
- j) To use different artistic representations and expressions and to initiate in the construction of visual and audiovisual proposals.
- k) To value hygiene and health, to accept one's own body and that of others, to respect differences and to use physical education, sport and food as means to favour personal and social development.
- l) Know and value the animals closest to human beings and adopt ways of behaving that favour empathy and care for them.
- m) To develop their affective capacities in all areas of their personality and in their relationships with other people, as well as an attitude against violence, prejudices of any kind and sexist stereotypes.
- n) To develop daily habits of healthy autonomous active mobility, promoting road safety education and attitudes of respect that have an impact on the prevention of traffic accidents.

4.3. Students' Exit Profile

The students' Exit Profile at the end of basic education, as stated in the Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching requirements of Primary Education, is the tool in which the principles and aims of the Spanish education system for this period are specified. The Profile identifies and defines, in connection with the challenges of the 21st century, the key competences that students are expected to have developed on completing this phase of their educational pathway. The exit profile is unique and the same for the entire national territory.

The link between the key competences and the challenges of the 21st century is what will give meaning to learning, by bringing the school closer to real situations, issues and problems of everyday life, which, in turn, will provide the necessary support to favour meaningful and relevant learning situations for both students and teaching staff. The aim is to ensure that every student who successfully completes basic education and, therefore, reaches the exit profile, knows how to activate the acquired learning to respond to the main challenges he/she will have to face throughout his/her life:

- Develop a responsible attitude based on awareness of environmental degradation and animal abuse based on knowledge of the causes that provoke, aggravate or improve them, from a systemic vision, both local and global.
- Identify the different aspects related to responsible consumption, assessing its repercussions on the individual and common good, critically judging needs and excesses and exercising social control in the face of the infringement of their rights.
- Develop healthy lifestyles based on an understanding of the functioning of the organism and critical reflection on the internal and external factors that affect it, assuming personal and social responsibility in self-care and in the care of others, as well as in the promotion of public health.

- Develop a critical, empathetic and proactive spirit to detect situations of inequity and exclusion based on an understanding of the complex causes that give rise to them.
- Understand conflicts as natural elements of life in society that must be resolved peacefully.
- Critically analyse and take advantage of the opportunities of all kinds offered by today's society, in particular those of culture in the digital era, evaluating their benefits and risks and making an ethical and responsible use that contributes to the improvement of personal and collective quality of life.
- Accept uncertainty as an opportunity to articulate more creative responses, learning to manage the anxiety that may be associated with it.
- Cooperate and live together in open and changing societies, valuing personal and cultural diversity as a source of wealth and taking an interest in other languages and cultures.
- Feel part of a collective project, both locally and globally, developing empathy and generosity.
- To develop the skills that will enable them to continue learning throughout their lives, based on confidence in knowledge as a driving force for development and a critical assessment of the risks and benefits of the latter.

4.4. Key competences

The key competences of the Primary Education stage included in the previously mentioned Exit Profile are the adaptation to the Spanish education system of the key competences established in the Recommendation of the Council of the European Union. This adaptation responds to the challenges of the 21st century, and the acquisition of each of them contributes to the acquisition of all the others. There is no hierarchy between them, nor can an exclusive correspondence be established with a single area, field or subject, but rather they are all specified in the learning of the different areas, fields or subjects and, in turn, are acquired and developed on the basis of the learning that occurs in all of them as a whole.

The following table includes the names of the eight competences and a brief description of each of them.

Competence in linguistic communication (CLC)	Interact in oral, written, signed or multimodal form coherently and appropriately in different settings and contexts and for different communicative purposes.
Multilingual competence (MC)	Using different languages, spoken or signed, appropriately and effectively for learning and communication.
Mathematical competence and competence in science, technology and engineering (STEM)	Understanding of the world using scientific methods, mathematical thinking and representation, technology and engineering methods to transform the environment in a committed, responsible and sustainable way.
Digital competence (DC)	The safe, healthy, sustainable, critical and responsible use of and interaction with digital technologies for learning, work and participation in society.
Personal, social and learning to learn competence (PSLLC)	The ability to reflect on oneself, accept oneself and promote ongoing personal growth; to manage time and information effectively; to collaborate with others constructively; to maintain resilience; and to manage lifelong learning.
Citizenship competence (CC)	This competence contributes to students' ability to exercise responsible citizenship and participate fully in social and civic life, being aware of world events and active engagement in sustainability and the achievement of global citizenship.
Entrepreneurship competence (EC)	Develop a vital focus on acting on opportunities and ideas, using the specific skills needed to generate results of value to others.
Competence in cultural awareness and expression (CCAE)	Understand and respect how ideas, opinions, feelings and emotions are expressed and communicated creatively in different cultures and through a wide range of artistic and cultural manifestations.

4.5. Specific competences, Evaluation criteria and Basic knowledge

In order to determine the specific competences, which are the backbone of the curriculum, both the general objectives of the stage and the student's exit profile at the end of basic education have been taken as a reference, as set out in the Royal Decree 157/2022 of 1 March, which establishes the organisation and minimum teaching requirements of Primary Education in Spain. The specific competences are common for the subject in all the years of primary education. The one which is most related to this didactic unit is the following:

4. To know and become aware of one's own body, as well as one's own and others' emotions and feelings, applying scientific knowledge, in order to develop healthy habits and to achieve physical, emotional and social well-being.

The evaluation of the specific competences is carried out through the evaluation criteria, which measure both results and processes in an open, flexible and interconnected way within the curriculum. Evaluation criteria are different for each cycle of the primary education stage, and there is one or several evaluation criteria for each specific competence.

According to the Order of 30 May 2023, which develops the Primary Education curriculum for the Primary Education stage in the Autonomous Community of Andalusia, for this didactic unit for the 3rd year of the primary education stage, we shall highlight the following:

Evaluation criteria for Specific competence 4 (3rd year of primary education):

4.2.a. Identify healthy lifestyle habits based on knowledge of the different parts of the body and vital functions, valuing the importance of a varied, balanced and sustainable diet, physical exercise, rest and hygiene.

According to the Royal Decree 157/2022 of 1 March, which establishes the organisation and minimum teaching requirements of Primary Education in Spain, the basic knowledge for the area of "Knowledge of the Natural, Social and Cultural Environment" (*Conocimiento del Medio Natural, Social y Cultural*) is structured in the three following blocks:

- A. Scientific culture.
 - 1. Initiation into scientific activity.
 - 2. Life on our planet.
 - 3. Matter, forces and energy.
- B. Technology and digitisation.
 - 1. Digitisation of the personal learning environment.
 - 2. Design and computational thinking projects.
- C. Societies and territories.
 - 1. Challenges of today's world.
 - 2. Societies in time.
 - 3. Civic literacy.
 - 4. Eco-social awareness.

These three blocks are common to the 6 primary years, and that must be applied in different real contexts in order to achieve the specific competences of the area. The topic for this didactic proposal: “Food and health”, belongs to the second point of the first block (A. Scientific culture: 2. Life on our planet).

4.6. Contents and learning outcomes

The contents that students will learn during this unit, “Food and health” are the following:

- Food and nutrients
- The food pyramid
- Food labels
- Healthy habits

At the end of this unit, pupils will be able to:

- Understand what a healthy and balanced diet is and why is it important
- Describe the basic nutrients and which foods contain them
- Comprehend the role that different nutrients play in our bodies
- Differentiate foods according to the nutrients they contain
- Understand the information given on food labels
- Recognize the importance of following healthy eating and personal hygiene habits

4.7. Methodology

There are many different methodologies and approaches that we can use as teachers nowadays. Some of them are more innovative and others are more conventional, but all of them show strengths and weaknesses. As far as I'm concerned, everything that contributes to the success of the teaching-learning process and to the meaningful learning of the students is welcomed.

As mentioned in the introduction and developed in the theoretical review, this didactic unit will follow the CLIL methodology and TBL. Regarding the way in which CLIL and TBL will be implemented in the sessions, the methodological principle that we will emphasise the most is translanguaging.

Translanguaging can be defined as “a pedagogical practice which deliberately switches the language mode of input and output in bilingual classrooms” (Lewis, et al., 2012: 643). In other words, translanguaging is about communication, increasing understanding, helping students make connections between their previous knowledge and the new knowledge and encouraging them to use all their language resources. An example of translanguaging is when the teacher uses the second language (English) for explanations or to give instructions but uses the first language (Spanish) as well to make clarifications or resolve any doubts. Another example of this could be asking students to express themselves in the target language as much as possible but allow them to use their first language at certain times if they cannot find the specific words to express themselves in English.

Apart from CLIL and TBL, in order to provide variety and novelty to the classroom, other methods and theories will be considered as well and combined in an eclectic way such as the constructivism theory, the multiple intelligences theory and the communicative approach. Individual and collaborative learning will be fostered as well, promoting the development of the students' social skills such as empathy, assertiveness and peaceful conflict resolution in a transversal way.

Among the many roles that we can play as teachers in the classroom depending on the context, the activity, etc., we could say that the main one is a facilitator, since we will always have the purpose of helping students and facilitating their progress, not only academically but personally. According to Brewster (2002) teachers have to be

able to change from one role to another in an effective and organised way. There will be moments where we will have the control of the class, acting as organisers, and there will be times where we will let the students work on their own and therefore play the role of prompters and observers.

Nevertheless, regardless of the situation, it is essential to have a friendly and relaxed classroom atmosphere where students feel happy and free from tension, in order to create the best conditions for learning and keeping their affective filter low according to Krashen's theory (1981).

4.8. Attention to diversity

In today's society and current context of primary schools in Andalusia, it is essential to cater for diversity to ensure inclusive and equitable education. Diversity in the classroom encompasses differences in skills, abilities, cultural and linguistic experiences, among other aspects. Recognising and valuing diversity fosters an environment in which each student can develop to his or her full potential. Addressing diversity involves adapting teaching strategies, promoting the active participation of all students and providing individualised supports. In doing so, it promotes equal opportunities and builds a more inclusive and tolerant society.

Therefore, the educational response to cater for diversity in the classroom must support every student's educational needs, whether they are ordinary or different from ordinary, favouring the highest development of their personal abilities. Within this educational response there are general measures for all students and specific measures for students with needs different from ordinary.

The general measures and resources aimed at the school success of every student and to promote their learning include the development of the syllabus design considering their characteristics, needs and interests; teach the whole class about models of self-understanding such as their multiple intelligences; the help of support teachers, flexible groupings, flexible time management and the use of reinforcement and extension activities.

The specific measures and the educational response to support students with needs different from ordinary imply the collaboration of the whole school teaching staff, since it is a shared responsibility, and families should also be considered and supported. Measures will be designed at classroom level and at individual level.

Some aspects that can be particularly useful for these students at a classroom level are: selecting material that encourages their participation and interaction, assigning them responsibilities in the class on a rotating basis, encouraging them to have a classroom diary and paying attention to their contributions in class, reinforcing and fostering their self-esteem.

On the other hand, at an individual level, depending on the particular needs of the students, we can propose them enlargement and reinforcement activities, we can have support from the therapeutic pedagogy teacher, use time adaptations, establish clear and positive classroom rules that can be seen through pictograms and design short and well explained activities using visual materials.

4.9. Transversality and interdisciplinarity

When teaching CLIL science, it is essential to foster understanding of the content and at the same time develop students' language skills. CLIL offers an opportunity to achieve these goals by integrating science content with foreign language learning. One of the main objectives of this didactic proposal "Food and Health" is to promote a deep understanding of nutrients, the food pyramid, learn to analyse food labels and recognise the importance of healthy eating, lifestyle habits. To achieve this, a transversal and interdisciplinary approach linking different areas of knowledge is necessary.

Transversality involves making connections between different contents within the same discipline. In this case, links can be made between nutrients and the food pyramid. For example, students can explore how the different nutrients are distributed in the different food groups of the food pyramid and how their balanced intake contributes to a healthy diet, and in the final task students will design a

balanced dish based on the food pyramid and analyse the proportion of nutrients present in the dish.

Interdisciplinary, on the other hand, implies making connections between different disciplines or areas of knowledge. In the context of this didactic proposal, connections can be established with subjects such as mathematics, Spanish or English language. For example, in mathematics, students can perform calculations to determine the percentage of nutrients in different foods or ranking foods according to the amount of nutrients present, or the amounts of sugar or calories, from highest to lowest. In Spanish or English language, they can work on reading comprehension and writing activities related to reading food labels. Even if primary school students do not have a subject of technology as such, the use of ICTs is essential to develop their digital competence. In this unit, ICTs are integrated through “Kahoot” quizzes, and students can also use digital tools to do further research about the topic, create presentations or infographics.

In order to carry out the unit in a transversal and interdisciplinary way, pupils must be provided with a variety of educational resources and integrated activities must be designed in order to make the most of the connections between the different subject areas. It is important to bear in mind as well that, for its successful implementation, careful planning, collaboration between teachers and the availability of adequate educational resources are crucial.

4.10. Evaluation

Evaluation plays an essential role in CLIL programmes, since it is through teachers’ feedback that students can learn from their mistakes and therefore develop their content and language knowledge.

Before planning and developing an effective assessment for content and language, we must make a distinction between evaluation and assessment, as they are often confused and used as synonyms.

Firstly, evaluation is a wider term than assessment. According to Bachman (1990), evaluation implies collecting pertinent information, and that information does not necessarily have to be quantitative, since there are many qualitative aspects that can be very valuable and therefore taken into account to evaluate people. Moreover, the term evaluation can be used not only in education but in many other fields.

Assessment, on the other hand, is also a wide term but it has more to do with the set of procedures that are used to collect information about students in relation to their linguistic skills and communicative competence. Therefore, we could say that assessment is a better term to use when referring to education; while evaluation, which is also correct, is a more general term that could be used for other contexts as well.

As teachers, it can be such a challenge to assess students, since they are so diverse and all of them show different learning styles, intelligences and features. For this reason, the assessment tools and procedures that we follow must be varied, inclusive, motivating and adapted to the students' level, giving them as well the possibility to self-assess themselves and reflect about their own strengths and weaknesses. After all, the purpose of evaluation is for the students to show if they have acquired the required knowledge, it is not a competition and some pupils may need more time than others. Therefore we, as teachers, should allow them to show their abilities and competences catering for their particular features and needs.

To assess the students' knowledge about the unit, a final task will be carried out at the end of it. Final tasks are one of the most versatile assessment tools since they can be done for any subject and for any level. They can be carried out in one or several sessions, and their main purpose is for students to put into practice the knowledge acquired during the unit. In addition, the final task usually results in something material that students have produced.

Providing students with feedback about their work can increase their level of motivation and engagement toward the subject. Therefore, we need to make students learn from a young age that mistakes are just a part of the learning process, and they should be seen as a reason to keep going rather than a discouragement.

Lastly, it is of paramount importance that we, as teachers, evaluate ourselves as well and reflect on our teaching practice, so that we can improve more and more and give the best of ourselves to our students.

4.10.1. Assessment tools

The following assessment tools are based on the daily observation of the pupils in the classroom, their individual work and the self-assessment of their own performance. Both formative and summative assessment will be followed, but they are used for different purposes.

Formative assessment is carried out during the development of the educational process with the aim of providing continuous feedback to students. Its main purpose is to identify students' progress, identify areas for improvement and guide pedagogical interventions. Formative assessment is based on the collection of evidence and the constant monitoring of learning. In this sense, as part of my didactic proposal, I will use active classroom observation as a key formative assessment tool. Observation will allow me to identify students' strengths and weaknesses, their participation and collaboration skills, as well as their understanding and application of content. Therefore, students' notebooks will be a resource to collect written evidence of their progress, highlighting their achievements and offering constructive feedback for continuous improvement.

On the other hand, the final assessment, also known as summative assessment, is carried out at the end of a learning period or teaching unit. Its purpose is to assess the level of student achievement in relation to the learning objectives and standards set. In this didactic proposal, the final assessment will be based on the "final task" that students will have to elaborate at the end of the unit. This task has been designed so that students can demonstrate their understanding and application of the concepts and skills acquired throughout the learning process.

Students' science notebook	Having a science notebook is a fundamental and beneficial practice specially for primary students. Notebooks allow students to systematically organise and record information and work done, developing writing and expression skills, as well as promoting autonomy and responsibility in their learning. In addition, notebooks facilitate progress monitoring and continuous assessment, helping students to identify their strengths and weaknesses, set learning goals and fostering communication between teachers and students. The teacher will have a specific rubric in order to evaluate how students organise information, check their writing and spelling, presentation and neatness.
Teacher's daily observation and anecdotal records	Teacher's daily observation of students provides rich and detailed information about their performance and progress. Through daily observation, the teacher can collect data on the level of participation, comprehension, social skills, teamwork and other relevant aspects of learning. Observation provides a holistic view of the learner, complementing assessments based on formal tasks. In addition, observation allows teachers to identify specific student needs, adapt their teaching and provide individualised and timely feedback to support students' academic and personal development.

Final task: oral presentation and craft	This final task consists of an oral presentation part and a craft part. Students' oral presentation in this final task gives them the opportunity to develop and demonstrate effective communication, verbal expression and public presentation skills. Through the oral presentation, students can demonstrate their understanding of content, their ability to organise ideas, their verbal fluency and their ability to convey information clearly and coherently. On the other hand, by incorporating a craft component into the final task, students' creativity and artistic expression is encouraged. The craft allows them to apply the content learned in a practical way, promoting creative thinking, manual work and the connection between theory and practice. This combination of oral presentation and craft not only diversifies the assessment process, but also involves different skills and talents of the students, thus promoting a holistic approach to learning.
Students' self-assessment rubric	Self-assessment rubrics encourage students to reflect on and become aware of their own learning process. Through self-assessment, students have the opportunity to evaluate their performance on different criteria or specific aspects of an assignment or project. This allows them to identify their strengths and areas for improvement, develop self-reflection and self-assessment skills, and take responsibility for their own academic progress, thus promoting metacognition.

4.10.2. Marking criteria

TOOLS	PERCENTAGE	
Student's science notebook	25%	
Teacher's daily observation and anecdotal records	15%	
Final task	Oral presentation	35%
	Craft	15%
Student's self-assessment rubric	10%	

4.10.3. Evaluation of the teaching practice

The evaluation of the teaching practice is an essential tool for ensuring educational quality and promoting teachers' professional development. Evaluation provides valuable feedback on teacher performance, identifies areas for improvement and encourages reflection and professional growth. It is therefore important for teachers to reflect on their own teaching practice and to seek feedback from students as well.

In order to assess my teaching practice on this didactic proposal I will use a self-assessment sheet, and I will give my students the opportunity to provide feedback as well through a Google Form that they will fill in in the classroom using the school tablets. This form will be anonymous so that they can feel totally free to make their comments and suggestions.

There are many benefits that come along with the evaluation of teaching practice, such as the improvement of the quality of education and the professional development of teachers, and the optimisation and improvement of teaching and learning processes. By identifying areas for improvement and setting clear goals, teachers can implement positive changes in their practice, resulting in a direct impact on student learning.

4.11. Sessions, activities and timing

The Order of 30 May 2023, which develops the Primary Education curriculum for the Primary Education stage in the Autonomous Community of Andalusia, states that for the area of Knowledge of the Natural, Social and Cultural Environment (Conocimiento del Medio Natural, Social y Cultural), primary students will receive 2.5 (two and a half) hours per week. According to each school, these 2.5 hours can be organised into 2 sessions of 1 hour each and 1 session of 30 minutes or 1 session of 1 hour and 2 sessions of 45 minutes each.

This didactic unit will be carried out in 9 sessions, which correspond to 3 weeks since each week students have 2.5 hours of the subject as explained earlier.

In order to provide students with a sense of structure and progress, each session will be divided into three stages: Warm up, Development and Cool down.

The warmup stage aims to prepare students for the main activity, providing them with context, checking their previous knowledge, introducing new vocabulary, etc. The development stage is where the main teaching points are introduced and where the main activities of the session take place. At this stage pupils also have the opportunity to practise the new contents and vocabulary they have learnt. Finally, the cool down stage is the time to reflect on what has been learnt in that session by carrying out calmer activities, and to check the general level of comprehension of the students.

In addition, it is important to mention the flexible character of the sessions, since the reality of teaching is that things do not always go as planned, and we are forced to make unforeseen changes according to the different situations that may occur in our classroom.

Session 1: Food and nutrients (Week 1)	Timing: 1 hour
Content objectives: - Understand the different food groups and their role in a balanced diet. - Recognise essential nutrients and their role in the functioning of the body: Language objectives: - Expand vocabulary related to food and nutrients. - Develop oral expression skills to describe and discuss the relationship between food and nutrients.	
Lesson organisation	
Warm up: Whole-class brainstorming “What do we know about nutrients?” Development: - Presentation and explanation of the relationship between food and nutrients, the different nutrients and their functions. - Oral activity in pairs: Discuss with your partner what are your favourite foods and what nutrients they contain. - Individual written activity (notebook): The teacher gives a list of foods and students have to classify them in a table according to the nutrients they contain. Cool down: - Science notebook time: Students will be given time to record in their notebook the main contents and vocabulary they have learned that day. Each student organises their notebook individually, they can make diagrams, write a brief summary, or whatever is easiest for them to retain the information, in this way we cater for the different intelligences and learning styles of each student. The purpose is for them to reflect on what they have learned and write it down so they can review it whenever they want.	
Materials and resources: Whiteboard, digital board, classroom computer, school tablets, students’ notebook.	

Session 2: The food pyramid (Week 1)	Timing: 45 minutes
Content objectives: - Understand the structure and food groups of the food pyramid. - Analyse the importance of following the recommendations of the food pyramid in order to maintain a healthy diet. Language objectives: - Acquire vocabulary related to the food pyramid. - Develop oral and written expression skills to justify when a diet is healthy according to the food pyramid.	
Lesson organisation	
Warm up: Speaking game “Hot potato” in groups to practise contents and vocabulary from the last session. Development: - Presentation and explanation of the food pyramid. - Reading and writing activity in pairs: The teacher will provide students with a text where a kid talks about what he eats during a week. Then students have to write a short text explaining if he follows a balanced diet or not, justifying their answer according to the food pyramid. Cool down: Science notebook time.	
Materials and resources: Whiteboard, digital board, classroom computer, texts for the reading activity, students’ notebook.	

Session 3: Review (Week 1)	Timing: 45 minutes
Content objectives: - Review and reinforce the knowledge of the different nutrients and their function in the body, and the food pyramid and its importance in healthy eating. Language objectives: - Review and practice the vocabulary related to food and nutrients and the food pyramid.	

Lesson organisation
Warm up: Whole-class oral game “Disappearing words” to practise vocabulary. Development: Kahoot quiz in groups to check comprehension and review the contents from the two previous sessions. Cool down: Science notebook time.
Materials and resources: Whiteboard, digital board, classroom computer, school tablets, students’ notebook, Kahoot (previously designed by the teacher).

Session 4: Food labels (Week 2)	Timing: 1 hour
Content objectives: - Comprehend the meaning and importance of food labels. - Analyse food labels to identify specific ingredients and nutrients and tell if a product is healthy or not. Language objectives: - Develop reading comprehension skills through reading food labels. - Improve vocabulary related to food labels.	
Lesson organisation	
Warm up: Whole-class brainstorming “What do we know about food labels?” Development: - Explanation of how to read the information on food labels and how to differentiate between healthy and unhealthy products. - Activity “Food experts”: The teacher will have asked the students in advance to bring food labels from home. In groups, students will analyse the food labels that they brought and discuss if those products are healthy or not, writing a brief justification in their notebooks. Cool down: Science notebook time.	
Materials and resources: Whiteboard, food labels for the activity and students’ notebook.	

Session 5: Healthy habits (Week 2)	Timing: 45 minutes
Content objectives: - Recognise the importance of following healthy eating, hygiene and lifestyle habits. - Explore and analyse different healthy lifestyle habits. Language objectives: - Develop oral comprehension and expression skills to discuss and argue about healthy lifestyle habits.	
Lesson organisation	
Warm up: Whole-class speaking activity “Healthy or unhealthy?”, where the teacher will draw a table on the whiteboard and tell the students different habits that they have to classify as healthy or unhealthy.	
Development: - Explanation of healthy eating, lifestyle and hygiene habits. - Healthy habits individual worksheet. Cool down: Science notebook time.	
Materials and resources: Whiteboard, digital board, worksheets, students’ notebook.	

Session 6: Review (Week 2)	Timing: 45 minutes
Content objectives: - Review and reinforce the knowledge about food labels and healthy eating, hygiene and lifestyle habits. Language objectives: - Review and practice the vocabulary related to food labels and healthy eating, hygiene and lifestyle habits.	
Lesson organisation	

Warm up: Healthy habits bingo activity to review vocabulary.

Development:

- Kahoot quiz in groups to review the contents from the two previous sessions.
- Science notebook time.

Cool down:

- Explanation of the final task: The teacher will explain the final task to the students and ask them to start planning it at home since it is individual, and to bring the necessary materials the following session.

Materials and resources: Bingo grids, digital board, classroom computer, school tablets, Kahoot (previously designed by the teacher), students' notebook.

Session 7: Final task elaboration (Week 3)

Timing: 1 hour

Content objectives:

- Reflect about the knowledge acquired during the unit and integrate its different aspects in the final task.

Language objectives:

- Plan the oral script to be followed in the presentation of the final task.

Lesson organisation

This session would be devoted to the elaboration of the craft part of the final task.

Final task “Healthy chefs”: On a cardboard plate, the students will have to make a craft of a healthy and nutritious food dish, including different nutrients. They can do it as they wish: with play-dough, drawing, cutting out pictures from magazines, etc. Lastly, they will have to present their plate to the class saying what is in it, what nutrients it contains and why it is healthy.

Materials and resources: Cardboard plates, craft materials (play-dough, coloured pencils, cut-outs from magazines, glue, scissors, etc.).

Session 8: Final task oral presentations (Week 3)	Timing: 45 minutes
Content objectives: - Demonstrate understanding of the concepts of the unit by integrating them into the final task. Language objectives: - Develop oral expression and public presentation skills. - Put into practice the specific vocabulary learned during the unit.	
Lesson organisation	
Part 1 of the oral presentations of the final task	
Materials and resources: Students' Final task crafts	

Session 9: Final task oral presentations (Week 3)	Timing: 45 minutes
Content objectives: - Demonstrate understanding of the concepts of the unit by integrating them into the final task. Language objectives: - Develop oral expression and public presentation skills. - Put into practice the specific vocabulary learned during the unit.	
Lesson organisation	
- Part 2 of the oral presentations of the final task - Filling in self-assessment rubrics	
Materials and resources: Students' Final task crafts, self-assessment rubrics.	

5. CONCLUSIONS

CLIL and TBL approaches have proven to be highly beneficial in the educational context by combining the learning of content and the development of language skills in a meaningful and authentic environment. Throughout this CLIL Science Didactic Proposal about the topic "Food and Health", several objectives have been pursued, including the clear and comprehensible explanation of CLIL and TBL highlighting their benefits for the classroom; the introduction of the topic of "Food and Health" in a motivating and meaningful way for students, promoting awareness of the importance of leading a healthy lifestyle; and the provision of fun and comprehensive activities for other teachers, allowing them to work on the topic using a variety of materials, including ICT and catering for the diversity of learners.

The fundamental aim of CLIL is to integrate content and language learning, with the aim of developing both students' cognitive skills and language skills. This is achieved by presenting content in the target language, enabling students to acquire content knowledge and skills while strengthening their foreign language proficiency. In the case of this didactic unit, students have not only learned about food and health-related concepts, but have also improved their ability to communicate in the foreign language, both orally and writing.

As for the TBL approach, its main objective is to promote active and meaningful learning through authentic and contextualised tasks. In this didactic unit, various activities have been proposed, such as planning a healthy dish in the final task, learning to analyse food labels, different written and oral activities on the importance of following a healthy lifestyle, etc. These tasks not only allowed students to apply the knowledge acquired, but also fostered the development of higher cognitive skills such as critical thinking, problem solving and collaboration.

Implementing CLIL and TBL in the classroom implies some challenges and limitations too. Particularly in Bilingual schools in Andalusia, our autonomous community, there are a series of challenges that need to be considered as well. These challenges may vary in each bilingual school and require a multidimensional approach involving all

educational actors, including teachers, principals, students and families. The most common ones are the following.

Firstly, teacher training. A major challenge is to ensure that teachers are adequately trained in the methodology and pedagogical approaches necessary for bilingual teaching. Continuous teacher training is essential to ensure that teachers are up to date in terms of strategies, materials and assessment in the bilingual context.

Curriculum coherence is essential as well to maintain coherence in curriculum design and content in bilingual schools. This involves ensuring that the objectives and competences of the bilingual programme are aligned with the general curriculum and that they are effectively integrated into all subject areas.

The design of appropriate assessment and monitoring systems is another important challenge. Balanced assessment is needed which takes into account both the linguistic development and the disciplinary knowledge of bilingual learners. In addition, regular monitoring of learners' progress allows areas for improvement to be identified and pedagogical practices to be adapted as necessary.

Lastly, it is important to have authentic and up-to-date materials in both languages, find suitable materials and resources that combine content learning and language development, and to promote the creation and adaptation of resources that meet the needs and characteristics of the bilingual context.

However, despite these limitations, the benefits of CLIL and TBL are undeniable, and it is worth continuing to explore strategies and approaches to improve their implementation in the classroom.

Personally, developing this teaching proposal for the topic of "Food and Health" has been an enriching and rewarding experience for me. Although my speciality is in foreign language teaching and not in science, this project has challenged me to step out of my comfort zone and explore new pedagogical horizons.

From the beginning, I was attracted to the topic of food and health, since I believe it is a topic that students feel comfortable and familiar with, and it is essential to transmit to our pupils the importance of following a healthy lifestyle from a very young age. Adapting the proposal to a CLIL and TBL and designing the sessions in a

coherent and appropriate way for primary students has been a challenge. However, this difficulty has allowed me to grow as an educator and to learn how to approach disciplinary content from a CLIL and TBL perspective.

During the planning process, I have been able to deepen my knowledge of CLIL and TBL, two pedagogical approaches that I consider highly complementary and effective for language teaching and learning. I have understood even more how these approaches can enhance the acquisition of scientific and linguistic knowledge at the same time, providing primary students with a meaningful and authentic learning experience.

Furthermore, this approach has allowed me to merge my skills and knowledge in foreign language teaching with science, opening up new possibilities for future interdisciplinary projects. The experience of designing activities, creating materials and thinking about assessment strategies adapted to the CLIL context has been an opportunity to develop my creativity and put into practice my skills as an educator.

In short, developing this teaching proposal on the topic of "Food and Health" has been an exciting and enriching challenge. It has allowed me to broaden my educational horizons, to deepen my knowledge of CLIL and TBL approaches, and to combine my knowledge of foreign languages with other areas of the curriculum. I am convinced that these pedagogical approaches can be highly effective if implemented properly, providing students with a holistic and meaningful education.

To conclude, I would like to point out the importance of using both the science subject and the English language not only to prepare our students for the future, but to make them empathetic and tolerant individuals, since they are the future generation and, in Nelson Mandela's words, "Education is the most powerful tool that we can use to change the world".

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7. ANNEXES

7.1. Annex 1: Healthy habits worksheet (Session 5)

WORKSHEET: "HEALTHY HABITS"

(Science - 3rd year)

Name and surname:.....

Date:.....

1. Odd one out: Circle the unhealthy habit in each group.

Play sports - Drink water - Brush your teeth - Eat lots of candy
Get enough sleep - Eat fruits and vegetables - Smoke - Practice kindness
Drink alcohol - Wash your hands - Limit screen time - Take a shower

2. Order the following habits from 1 to 12 to create a healthy routine.

Take a shower		Eat a healthy breakfast		Wake up	
Go to school		Go to sleep early		Read a book	
Eat a healthy lunch		Brush my teeth		Eat a healthy dinner	
Wash my face		Brush my hair		Go on a walk	

3. Write 6 healthy habits that you do every day.

- _____
- _____
- _____
- _____
- _____
- _____

7.2. Annex 2: Examples of the final task craft



7.3. Annex 3: Science notebook rubric

To be filled in by the teacher

SCIENCE NOTEBOOK RUBRIC					
STUDENT:			DATE:		
CATEGORY	WEAK (1)	ALMOST (2)	GOOD (3)	FANTASTIC (4)	SCORE
PRESENTATION 	Great lack of cleanliness and colour. Sloppy handwriting.	Slight lack of cleanliness and colour. Handwriting could be improved.	Neat and colorful notebook overall. Good handwriting.	Very neat and colorful notebook. Excellent handwriting.	
ORGANISATION 	Several titles are missing. Activities are disorganised and there are many skipped pages.	Some titles are missing. There are a few skipped pages. Several activities are disorganized.	Easy to read. Most titles are included, most activities are organized in chronological order. No skipped pages.	Easy to read. All titles are included and activities are organized in chronological order. No skipped pages.	
CONTENT 	Lots of missing contents.	Several required contents are missing.	Almost all the required contents are included.	All the required contents are included.	
COMPLETED WORK 	Lots of activities are incomplete or missing.	Some activities are incomplete or missing.	Most of the activities are completed.	All the activities are completed.	
TOTAL SCORE: ____/16 = ____/10					

7.4. Annex 4: Oral presentation rubric

To be filled in by the teacher

ORAL PRESENTATION RUBRIC			
STUDENT:		DATE:	
CATEGORY	NEEDS IMPROVEMENT (1 POINT) 	GOOD (2 POINTS) 	EXCELLENT (3 POINTS) 
AUDIBLE VOICE			
PRONUNCIATION			
STRUCTURE/ ORGANIZATION			
CONTENT			
EYE CONTACT			
BODY LANGUAGE			
MATERIALS/CREATIVITY			
TOTAL SCORE: ____/21 = ____/10			

7.5. Annex 5: Self-assessment rubric

To be filled in by each student

SELF-ASSESSMENT RUBRIC (STUDENTS)			
MY NAME:		DATE:	
COLOUR THE CORRESPONDING FACE ACCORDING TO YOUR WORK DURING THIS UNIT:			
MY ORAL PRESENTATION (FINAL TASK)			
MY CRAFT (FINAL TASK)			
MY LEVEL OF PARTICIPATION			
MY LEVEL OF MOTIVATION			
MY BEHAVIOUR WAS...			
MY OVERALL WORK WAS...			