# ·SUSTAINABILITY AND ECOTOURISM·

· INSTRUCTIONAL DESIGN ·

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**Topic**: SOUTHERN AFRICA

Kogelberg Biosphere Reserve, South Africa

School: Gordon's Bay Primary School

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# INDEX

# TOPIC AND JUSTIFICATION

*The title is motivating and original and the information provided is clear and complete. Info needed: Title, level (course), duration (number of weeks and hours), regarding the current PE curriculum in natural sciences.*

    i.    Title:
   ii.    Level: 3rd cycle, 6th of primary
  iii.    Duration: 1 month
  iv.    Justification:

We have chosen this topic because nowadays there has been an incremental growth in the industry of tourism. This growth rather than opening the eyes of many, has cheapened the experience to the point many consider it a necessity. The drawback has been that with the increase of demand, the target locations have been drowning in tourists, many of which rarely respect the environment and its inhabitants.

That is why our intention with this project is to deal with this issue right from a very young age, because otherwise this kind of empathy is hard to teach once the students grow up.

The other inspiration behind this proposal are the objectives of sustainable development. This project aligns itself very well with both the objective 13: "Climate action", which promotes all activities to move towards finding a solution towards climate change, and following it through. Our activities promotes an alternative to the polluting industry of tourism and presents it to children so they deepen their understanding of the issue

And the objective 16: "peace, justice and strong institutions" , which aims to create a peaceful and inclusive society with respect as its main pillar. Ecotourism and sustainable practices are based around respecting the environment and the societies that thrive in it.

We also believe that the proposal of a project based around ecotourism can become very engaging for our classroom, as it gives us the opportunity of developing activities in the exterior, exploring our local surroundings. As well as develop interpersonal skills in a climate of nature, rather than inside the school.

Creating activities where students can learn by doing, we believe can create memorable experiences and achieve significant learning in a subject that often has trouble reaching the bulk of the class.

# CONTEXT CURRICULUM/SCHOOL

## CONTEXT CURRICULUM

The curriculum used in the Gordon`s Bay Primary School is the CAPS curriculum, which stands for Curriculum and Assessment Policy Statements. This curriculum is currently in maintenance and as a consequence we are not able to access the information needed. Instead of using that curriculum, we will be describing the school with the current Spanish educational law LOMLOE.

We are currently experiencing a period of transition where we are transitioning from the existing educational law, known as the LOMCE, to a new law called the LOMLOE. In order to manage this transition effectively, the courses have been divided into two groups: the LOMCE is applied to even-numbered courses, while the LOMLOE is applied to odd-numbered courses. This division ensures that students, teachers, and other stakeholders begin a new educational cycle with the new law in mind. Since we are discussing an odd-numbered course, our focus will be on the LOMLOE law.

Under the LOMLOE in Navarre, the curriculum for third grade encompasses a broad range of subjects. These include mathematics, language and literature, social sciences, natural sciences, artistic education, physical education, religion or ethical values, and a foreign language, typically English.

Regarding the evaluation of the curriculum, the LOMLOE establishes a system of continuous and formative assessment. This approach considers both the knowledge acquired by students and their learning process. Consequently, teachers are required to provide regular feedback and guidance to students, enabling them to enhance their learning experience.

The current legislation governing education is the LOMLOE, an organic law that modifies the organic law of education.

Regarding the key competences, the students will have to develop these during their whole year and stay in primary school.

1. *Competence in linguistic communication.*
2. *Multilingual competence.*
3. *Mathematical competence and competence in science, technology and engineering.*
4. *Digital competence.*
5. *Personal, social and learning to learn competence.*
6. *Citizenship competence.*
7. *Entrepreneurial competence.*
8. *Competence in cultural awareness and expression.*

When doing these activities we will develop: personal, social and learning to learn competence, mathematical competence and competence in science, technology and engineering, competence in linguistic communication, Digital competence.

## SPECIFIC COMPETENCES

### Specific competence 1
Utilizar dispositivos y recursos digitales de forma segura, responsable y eficiente, para buscar información, comunicarse y trabajar de manera individual, en equipo y en red, y para reelaborar y crear contenido digital de acuerdo con las necesidades digitales del contexto educativo.

### EVALUATION CRITERIA

1.1. Utilizar recursos digitales de acuerdo con las necesidades del contexto educativo de forma segura y eficiente, buscando información, comunicándose y trabajando de forma individual, en equipo y en red, reelaborando y creando contenidos digitales sencillos.

### Specific competence 2
Plantear y dar respuesta a cuestiones científicas sencillas, utilizando diferentes técnicas, instrumentos y modelos propios del pensamiento científico, para interpretar y explicar hechos y fenómenos que ocurren en el medio natural, social y cultural.

### EVALUATION CRITERIA

2.1. Formular preguntas y realizar predicciones razonadas sobre el medio natural, social o cultural mostrando y manteniendo la curiosidad.

2.2. Buscar, seleccionar y contrastar información, de diferentes fuentes seguras y fiables, usando los criterios de fiabilidad de fuentes, adquiriendo léxico científico básico, y utilizándola en investigaciones relacionadas con el medio natural, social y cultural.

2.4. Proponer posibles respuestas a las preguntas planteadas, a través del análisis y la interpretación de la información y los resultados obtenidos, valorando la coherencia de las posibles soluciones y comparándolas con las predicciones realizadas.

2.5. Comunicar los resultados de las investigaciones adaptando el mensaje y el formato a la audiencia a la que va dirigido, utilizando el lenguaje científico y explicando los pasos seguidos.

### Specific competence 3
Resolver problemas a través de proyectos de diseño y de la aplicación del pensamiento computacional, para generar cooperativamente un producto creativo e innovador que responda a necesidades concretas.

### EVALUATION CRITERIA

3.1. Diseñar posibles soluciones a los problemas planteados de acuerdo con técnicas sencillas de los proyectos de diseño y pensamiento computacional, mediante estrategias básicas de gestión de proyectos cooperativos, teniendo en cuenta los recursos necesarios y estableciendo criterios concretos para evaluar el proyecto.

3.2. Desarrollar un producto final que dé solución a un problema de diseño, probando en equipo diferentes prototipos o soluciones digitales y utilizando de forma segura las herramientas, dispositivos, técnicas y materiales adecuados.
3.3. Comunicar el diseño de un producto final, adaptando el mensaje y el formato a la audiencia, explicando los pasos seguidos, justificando por qué ese prototipo o solución digital cumple con los requisitos del proyecto y proponiendo posibles retos para futuros proyectos.

### *Specific competence 5*
*Identificar las características de los diferentes elementos o sistemas del medio natural, social y cultural, analizando su organización y propiedades y estableciendo relaciones entre los mismos, para reconocer el valor del patrimonio cultural y natural, conservarlo, mejorarlo y emprender acciones para su uso responsable.*

*EVALUATION CRITERIA*

*5.1. Identificar y analizar las características, la organización y las propiedades de los elementos del medio natural, social y cultural a través de la indagación utilizando las herramientas y procesos adecuados.*

*5.2. Establecer conexiones sencillas entre diferentes elementos del medio natural, social y cultural mostrando comprensión de las relaciones que se establecen*

*5.3. Valorar, proteger y mostrar actitudes de conservación y mejora del patrimonio natural y cultural a través de propuestas y acciones que reflejen compromisos y conductas en favor de la sostenibilidad.*

### *Specific competence 6*
*Identificar las causas y consecuencias de la intervención humana en el entorno, desde los puntos de vista social, económico, cultural, tecnológico y ambiental, para mejorar la capacidad de afrontar problemas, buscar soluciones y actuar de manera individual y cooperativa en su resolución, y para poner en práctica estilos de vida sostenibles y consecuentes con el respeto, el cuidado y la protección de las personas y del planeta.*

*EVALUATION CRITERIA*

*6.1. Promover estilos de vida sostenible y consecuentes con el respeto, los cuidados, la corresponsabilidad y la protección de las personas y del planeta, a partir del análisis de la intervención humana en el entorno.*

*6.2. Participar con actitud emprendedora en la búsqueda, contraste y evaluación de propuestas para afrontar problemas ecosociales, buscar soluciones y actuar para su resolución, a partir del análisis de las causas y consecuencias de la intervención humana en el entorno.*

### *Specific competence 9*
*Participar en el entorno y la vida social de forma eficaz y constructiva desde el respeto a los valores democráticos, los derechos humanos y de la infancia y los principios y valores de la Constitución española y la Unión Europea, valorando la función del Estado y sus instituciones en el mantenimiento de la paz y la seguridad integral ciudadana, para generar interacciones respetuosas y equitativas y promover la resolución pacífica y dialogada de los conflictos.*

*EVALUATION CRITERIA*

*9.1. Resolver de forma pacífica y dialogada los conflictos, promoviendo una interacción respetuosa y equitativa a partir del lenguaje inclusivo y no violento, explicando y ejercitando las principales normas, derechos, deberes y libertades que forman parte de la Constitución española, y de la de Unión Europea, y conociendo la función que el Estado y sus instituciones desempeñan en el mantenimiento de la paz, la seguridad integral ciudadana y el reconocimiento de las víctimas de violencia.*

*9.3. Valorar la importancia de la movilidad sostenible de las personas, conociendo y promoviendo el uso de medios de locomoción como la bicicleta.*

#### *PERFILES DE SALIDA*

*– Desarrollar una actitud responsable a partir de la toma de conciencia de la degradación del medioambiente y del maltrato animal basada en el conocimiento de las causas que los provocan, agravan o mejoran, desde una visión sistémica, tanto local como global.*

*– Identificar los diferentes aspectos relacionados con el consumo responsable, valorando sus repercusiones sobre el bien individual y el común, juzgando críticamente las necesidades y los excesos y ejerciendo un control social frente a la vulneración de sus derechos.*

*– Desarrollar estilos de vida saludable a partir de la comprensión del funcionamiento del organismo y la reflexión crítica sobre los factores internos y externos que inciden en ella, asumiendo la responsabilidad personal y social en el cuidado propio y en el cuidado de las demás personas, así como en la promoción de la salud pública.*

*– Desarrollar un espíritu crítico, empático y proactivo para detectar situaciones de inequidad y exclusión a partir de la comprensión de las causas complejas que las originan.*

*– Entender los conflictos como elementos connaturales a la vida en sociedad que deben resolverse de manera pacífica.*

*– Analizar de manera crítica y aprovechar las oportunidades de todo tipo que ofrece la sociedad actual, en particular las de la cultura en la era digital, evaluando sus beneficios y riesgos y haciendo un uso ético y responsable que contribuya a la mejora de la calidad de vida personal y colectiva.*

*– Aceptar la incertidumbre como una oportunidad para articular respuestas más creativas, aprendiendo a manejar la ansiedad que puede llevar aparejada.*

*– Cooperar y convivir en sociedades abiertas y cambiantes, valorando la diversidad personal y cultural como fuente de riqueza e interesándose por otras lenguas y culturas.*

*– Sentirse parte de un proyecto colectivo, tanto en el ámbito local como en el global, desarrollando empatía y generosidad.*

*– Desarrollar las habilidades que le permitan seguir aprendiendo a lo largo de la vida, desde la confianza en el conocimiento como motor del desarrollo y la valoración crítica de los riesgos y beneficios de este último.*

All of these perfiles de salida, basic knowledges, and specific competences will be developed during the activities done during the instructional model.

# CONTEXT SCHOOL

*Part of the information about the school is fake due to lack of contact between the UPNA students and the school.*

### LOCATION

The Gordom's Bay Primary school is located in Avondrus ST, Gordon`s Bay Central, Cape Town, 7140. Around the school there is a sports center where children can sign in and choose

among many of the clubs offered. Near the school there is Temperance Town Primary school with which we do friendly competitions.

The school has Natural resources within reach, on the one hand there are the mountainous views from wich we can learn the local habiting species. On the other side of the school there is the sea from wich we can learn aquatic sports and the different animals that live in it.



## SOCIO-CULTURAL CONTEXT OF THE FAMILIES

The students families attending this school come from various places, they come form Gordon's Bay itself and from other villages around. Some of the students parents are from the Ciudad del Cabo. Although there is a great diversity in terms of the the schools social status, the predominance is that the families are more on the rich side since the price of the school per month is 720R per child.

There is a diversity of people attending the school. In order to help parents and students that are in more danger the school started MOOMPI program. In this program, which is run by volunteer parents, there are activities such as 2nd hand school cloths sale or collection of donations for stationary and toiletries.

## CHARACTERISTICS OF THE SCHOOL

Gordon's Bay Primary school offers education to around 400 students, all of these belong to primary school. The school is private.

The school itself has 3 buildings: the main building where the classes are held, the gym, and the storage rooms. The school has no canteen and unless the students have extracurricular

activities, they are not alowed on the school premeses out of the school hours. The teachers will not take responsability of the students after the schedule.
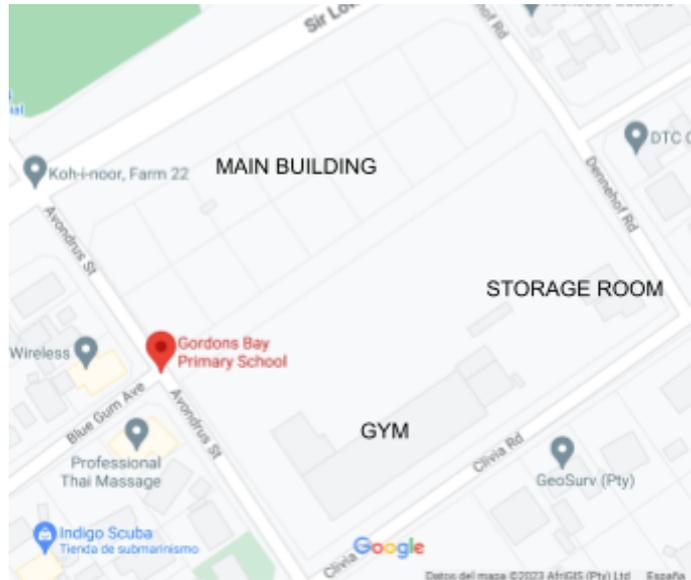


The schools schedule changes depending on the grade. (altered to the Spanish curricum)

| Grade | Timetable |
| --- | --- |
| Grade 0 | Monday to Friday 8:00-12:45 |
| Grade 1-3 primary | Monday to friday 7:30-13.30 |
| Grade 4-6 | Monday to thursday 7:30-14:00 Fridays 7:30-13:30 |

The school has a strict policy about uniforms. Students have the liberty to choose the parts of the uniforms that they want according to whether. Although the only exception is that a student has the liberty to wear civilian clothes when it's his or her birthday. The school has a collaboration with two programs in order to provide the uniforms: Crazy Ideas and Missus K`s Mias.
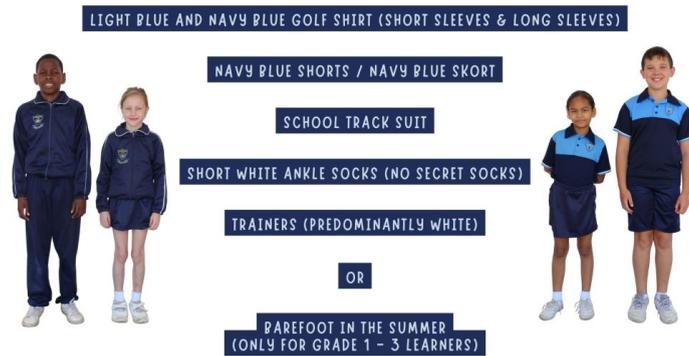
*School uniform policy from Gordon's Bay Primary School.*

**THE CLASSROOM**

Our class is 6th grade Group A which belongs to the 3rd cycle. The classroom space is organized by

The class is organized by the traditional model in which the students are in pairs facing the blackboard and the teachers desk. This organization encourages working by pairs and independence. The school offers hours of work for the students to have a space where to finish their homework. There is a teacher to the students disposition in case of doubts.



*A class from Gordon's Bay Primary school*

Regarding the resources found in the class, the class has many maps and posters that help students learn the materials with visual material.

**STUDENTS**

As for the students, the class of 6th grade A is composed by 19 students of 11 and 12 year olds. In this class there are 10 boys and 9 girls.

The students knew each other form other years from before since the classes are mixed every change of cycle. There is 1 student who was transferred at the beginning of the year and has been interacting well with the rest of the students.

Regarding educational needs, there is none of the students who need any curricular adaptation.

# OBJECTIVES

By the time students finish primary education, they should have acquired certain objectives. This project particularly develops the following in at least one activity, although most of them are developed throughout.

> *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 team work, effort and responsibility in study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and an entrepreneurial spirit. c) To develop a sense of responsibility in their studies. d) To know, understand and respect the values and values of a democratic society. e) To develop a sense of responsibility in their studies. f) To develop a sense of responsibility in their work.*

> *d) Know, understand and respect different cultures and differences among people, equal rights and opportunities for women and men and non-discrimination of people on the basis of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.*

> *h) To know the fundamental aspects of the Sciences of Nature, Social Sciences, Geography, History and Culture, as well as to be initiated in the knowledge of the Geography and History of Navarre and its diversity of languages, cultures and customs.*

> *l) To know and value the animals closest to the human being and to adopt modes of behavior that favor 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.*

Regarding the specific objectives for this instructional module, our aim is for our students to:

- Reflect on the current environmental situation of their surroundings
- Reflect on the sustainability of tourism
- Reflect on the sustainability of our eating habits

- Learn reliable searching and browsing methods of finding information
- Enjoy nature in company of their classmates
- Learn about their local biosphere
- Learn the meaning of reserve
- Learn sustainable practices
- Go on an a trip and appreciate the local fauna and flora
- Respect their surroundings and learn do's and don'ts
- Appreciate their waste materials and learn how to give them a second life
- Practice oral presentations

# CONTENTS

*SABERES BÁSICOS*

    *A. CULTURA CIENTÍFICA*

*A1. INICIACIÓN A LA ACTIVIDAD CIENTÍFICA*

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*A2. NUESTRO PLANETA Y LA VIDA*

*A2.7, A2.13,*

*B. TECNOLOGÍA Y DIGITALIZACIÓN*

*B1. DIGITALIZACIÓN DEL ENTORNO PERSONAL DE APRENDIZAJE*

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*C1. RETOS DEL MUNDO ACTUAL*

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*C2.7*

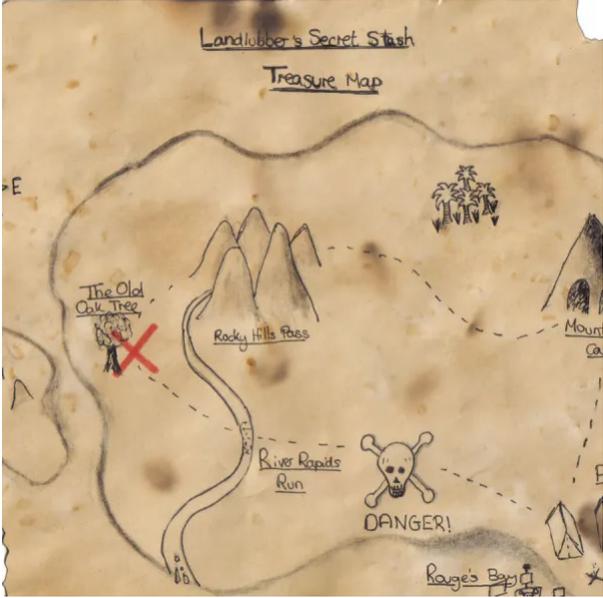*C4. CONCIENCIA ECOSOCIAL*

*C4.1, C4.2, C4.3, C4.4, C4.5, C4.6*

# ACTIVITIES

## Presentation activities

| | |
|---|---|
| Title | 1. Presentation activity |
| Description | This exercise will be carried out using the powerpoint included in the annexes. In it we will work on concepts such as what is ecotourism and its characteristics, how to develop ecotourism, some interesting initiatives, dangerous species (site specific), a real example and what we can do. |
| Spaces | Regular classroom |
| Time | 50 min. |
| Resources | A projector or screen |
| Groups | All class together |
| Anex | *https://www.canva.com/design/DAFg2Guvj7s/ZB-mqXj8S_CH5xh9doEyuQ/edit?utm_content=DAFg2Guvj7s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton* |
| Cross-cutting themes | - Sustainability<br>- Social responsibility<br>- Climate change<br>- Audiovisual communication |
| Evaluation | Initial: this activity will not be assessed as it aims to introduce ecotourism to the class and is an introductory activity. |

| | |
|---|---|
| Title | 2. Tourism vs Ecoturism |
| Description | In this activity we will work on the problems of tourism (such as pollution...) and reflect on them. Students will then make a comparison between ecotourism and tourism (like the table in the annex). The students will have guiding questions such as: What is the main problem of tourism? How can it be tackled?<br>This activity will be corrected as a group in the classroom. |
| Spaces | Conventional classroom |
| Time | 1 class, and if it is needed 2 |
| Resources | Sheets of paper, pens, pens, pens and computers for consulting information |
| Groups | Small group, 4-5 students |
| Anex |  |
| Cross-cutting themes | - Sustainable development<br>- Environmental stewardship<br>- Ethical dimension<br>- Communication and collaboration |
| Evaluation | All work from this point onwards will form part of a continuous assessment culminating in the final paper.<br>It should be noted that this is problem-based learning, in this case tourism. |

## Development activities

| Title | 3. Explore activity |
|---|---|
| Description | This activity, as its name suggests, will allow students to discover and investigate the space set aside for this activity. The boundaries will be clearly marked and the students already have the information on dangerous species (given in the presentation activity).<br>Students will be provided with a blank map of the area, and should mark interesting places, plants or scents in the form of a drawing on the map. |
| Spaces | A delimited and secure area of Kogelberg Biosphere Reserve, South Africa |
| Time | A full school day |
| Resources | Blank map, felt-tip pen, compass and notebook |
| Groups | Small group, 4-5 students |
| Anex |  |
| Cross-cutting themes | - Biodiversity<br>- Environmental awareness<br>- Conservation<br>- Exploration |
| Evaluation | The evaluation of this activity will be continuous, culminating in the final project. |

| Title | 4. Environmental treasure hunt |
|---|---|
| Description | The next activity is a treasure hunt, in which the students, following some clues, will have to photograph different places and species. In this way they will explore more deeply the richness of this territory and then they will be able to plan the final activity. |
| Spaces | A delimited and secure area of Kogelberg Biosphere Reserve, South Africa |
| Time | A full school day |
| Resources | At least one camera and one magnifying glass per group, clues, notebook, pen and compass. |
| Groups | Small group, 4-5 students |
| Anex |  |
| Cross-cutting themes | - Biodiversity<br>- Environmental sustainability<br>- Environmental education<br>- Efficient resource usage |
| Evaluation | The evaluation of this activity will be continuous, culminating in the final project. |

| Title | 5. Sustainable garden design |
|---|---|
| Description | This activity consists of designing a sustainable garden. In order to do this, the students must have previously researched about native plants and their possible use. Then, in groups they will design how to use these plants as food.<br>Once they have done this, they will design the garden, either by drawing or digitally. |
| Spaces | Conventional classroom |
| Time | 2 sessions of 50 minutes |
| Resources | Digital resources to consult information, one computer per group, paper, pens and markers. |
| Groups | Small group, 4-5 students |
| Anex |  |
| Cross-cutting themes | - |
| Evaluation | The evaluation of this activity will be continuous, culminating in the final project. |

| Title | 6. Recycling workshop |
|---|---|
| Description | In this activity, students should look for ways to reduce non-biodegradable waste. In addition, as homework for the next day students should bring something that they have made themselves with their non-biodegradable waste from home. In this way we encourage their creativity and encourage ways of reusing plastics and other waste. |
| Spaces | Conventional classroom |
| Time | 1 class. 50 minutes |
| Resources | One computer for each group |
| Groups | Small group, 4-5 students |
| Anex |  |
| Cross-cutting themes | - Waste management<br>- Innovation and creativity<br>- Consumer choices<br>- Responsable consuption |
| Evaluation | The evaluation of this activity will be continuous, culminating in the final project. |

Summary activities

| Title | 7. Ecotourism guide |
| --- | --- |
| Description | In this activity you will use everything you have already worked on in previous activities. In groups they should plan an excursion for the whole class, explaining how they would organize ecotourism in that area.<br>Each group will have 1 hour and a half to present their proposal, the rest of the groups will act as tourists. |
| Spaces | A delimited and secure area of Kogelberg Biosphere Reserve, South Africa |
| Time | A full school day, where each group will present for 1.5 hours. |
| Resources | All necessary resources will be requested one week in advance in order to be provided. |
| Groups | Small group of 4-5 students will be the guides and the rest of the class together with the tourists. |
| Anex |  |
| Cross-cutting themes | - Safety<br>- Outdoor skills<br>- Physical activity<br>- Cultural appreciation |
| Evaluation | The evaluation of this final activity will consist of a co-evaluation (among the members of the group), a self-evaluation of the group and a hetero evaluation by the teacher. |

| Title | 8. Visual board |
|---|---|
| Description | In this activity, each group has to capture on a visual board everything they have learnt during this experience. This activity will encourage the creativity of the students as there will be no detailed indications of what they have to do, allowing for originality and self-expressiveness. |
| Spaces | Conventional classroom |
| Time | 1 class. 50 minutes |
| Resources | A variety of material resources, cardboard, coloured paper sheets, stickers, printing, etc. |
| Groups | Small group, 4-5 students |
| Anex | |
| Cross-cutting themes | - Organization and communication<br>- time management<br>- Progress tracking<br>- Visualization of goals and objectives |
| Evaluation | Auto Evaluation, co-evaluation and hetero evaluation |

EDITAR                                                                      POWERPOINT:
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# METHODOLOGIES

The main strategy that will be used throughout this project is cooperative learning, more specifically problem based learning (PBL). In this, students will have to research a certain topic, in this case ecotourism in South Africa, during a given period of time in order to gain more knowledge about it. This has the advantage of enabling an active and student-centered learning process, as well as using inquiries from the students as a lead for the project, thus making them feel more motivated and involved in the learning process.

This cooperative learning is also present in the many sports activities available at the school, such as cricket, cross country, hockey, netball and rugby. In them, students work as a team, supporting each other to achieve a common goal. Meanwhile, they also work on their involvement, initiative and teamwork, as well as on enhancing skills and values as important as communication, conflict resolution and respect.

Another methodology employed at Gordon's Bay School is service-learning, as it has numerous community service proposals in which students can participate. These include an Easter egg collection organized for underprivileged people in the community, animal welfare activities and waste collection on the beach. This promotes empathy, a sense of responsibility and involvement among students.

# INFORMATION FOR THE TEACHER

*https://www.canva.com/design/DAFg2Guvj7s/ZB-mqXj8S_CH5xh9doEyuQ/edit?utm_content =DAFg2Guvj7s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutto n*

# EVALUATION

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The student has a clear understanding of the topics at hand | | | | | |
| The student has been present and active, helping the group at every point | | | | | |
| The student has been productive and has not been loafing around | | | | | |
| On the trips, the student has followed the teacher's directions | | | | | |
| The student has shown interest and curiosity | | | | | |
| The final project aligns with the expectations | | | | | |
| The project has been delivered timely | | | | | |
| Speech skills to present have been correct | | | | | |
| The student has been respectful:<br><br>- materials: sharing, not breaking…<br>- students or adults: has talked in a respectful way, cooperated when needed, | | | | | |
| The final work is creative | | | | | |

Things to improve

_____

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_____

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# Auto-evaluation rubric

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I talk to other students in a kind way | | | | | |
| When my peers talk, I listen | | | | | |
| I follow my teacher's directions the first time | | | | | |
| I am polite and respectful to all students and adults | | | | | |
| I helped whenever someone asked | | | | | |
| I shared my materials with others | | | | | |
| I respected my material and other peoples | | | | | |
| We all worked in order to get to the final result | | | | | |
| I provided ideas | | | | | |
| All the ideas I learned are reflected in my final work | | | | | |
| My evolution during all the activities are shown in the final work | | | | | |
| I understood all of the topics shown in this final work | | | | | |

What can I do better ?

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## Teachers evaluation rubric

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The unit is adequate to the prior knowledge of the students | | | | | |
| It it adequately timed | | | | | |
| The unit is adequately carried out, all contents are taught | | | | | |
| The teacher is attentive and an active agent during the class | | | | | |
| The teacher makes useful remarks and inferences about the lesson | | | | | |
| The methodology is adequate and flexible | | | | | |
| They adapt the methodology to the needs of the students | | | | | |
| The language use is adequate and not too complex or too simple | | | | | |
| The teacher stimulates the interest and curiosity of the students | | | | | |
| Promotes participation | | | | | |
| Promotes guidance when needed | | | | | |
| The teacher responds correctly to students' questions | | | | | |
| The teacher acts as a guide, rather than the sole holder of knowledge | | | | | |
| They resolve conflicts in a peaceful manner | | | | | |
| Steers the didactic unit in the direction of students' interest if necessary | | | | | |

Things to improve

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# ANNEXES/GLOSSARY/TIMETABLE

First week:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Presentation activity** (50 minutes) | **Tourism vs Ecotourism** (50 minutes) | | **Tourism vs Ecotourism** (50 minutes) If needed | **Explore activity** (whole day) |

Second week:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Environmental treasure hunt** (whole day) | **Sustainable garden design** (50 minutes) | | **Sustainable garden design** (50 minutes) | **Recycling workshop** (50 minutes) |

Third week:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Ecotourism guide** (whole day) | **Visual board** (50 minutes) | | | |

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