PHONICS: METHOD FOR TEACHING AND WRITING. PHONETICS AND PHONOLOGY

Synthetic phonics instruction is a trend that has been applied in schools long enough now. It aims at educating young ones on how to read and write by using a systematic multisensory approach. Instead of depending on memorization of whole words or the alphabet. The majority of the synthetic phonics approaches expose children to 42 core sounds of English and the typical ways of representing them when writing. Each sound has an instructional approach through the use of storytelling, rhymes, physical movements, as well as visual prompts so that kids get to interact with language through the sense of sight, hearing, movement, and voice. These multisensory approaches not only facilitate learning but enhance memory and support multiple learning styles.

The foundation of synthetics phonics is built on two primary skills: blending sounds to identify words and segmenting sounds to spell words. Already at the first age level, students are instructed to listen carefully to the individual phonemes in spoken words (phonological awareness). This early focus on the sound structure has proven to be an excellent predictor of eventual success at reading. As students become increasingly familiar with common word patterns, they are systematically taught "tricky words" (irregular words), along with multiple spellings for the sound of vowels, each time increasing their understanding about the writing system employed in English.

Synthetic phonics is not only a pedagogical tool; it is a practical application of the linguistic fields of phonetics and phonology. Phonetics—the study of how speech sounds are physically produced, transmitted, and perceived—ensures that teachers model sounds accurately and clearly. For instance, the programme recognizes that some sounds, such as /s/, can be sustained continuously, while others, like /b/, are plosive and include an involuntary schwa-like sound. These distinctions, rooted in articulatory phonetics, help prevent confusion during blending and pronunciation tasks.

Phonology provides the theoretical framework dealing with the structure and rules of sound patterns within English. Concepts such as phonemes, digraphs, and minimal pairs are central to Phonics. For example, children learn that two letters can sometimes make one sound (as in sh or th), and they practice distinguishing between similar-sounding words to understand that a single sound change can alter meaning. The systematic nature of the programme reflects core phonological principles: it organizes sounds into teachable groups, introduces them in an order that maximises word-building opportunities, and encourages children to analyze where in a word a sound occurs—beginning, middle, or end.

Synthetic Phonics mixes phonetics and phonology down to an early literacy stage.

LANGUAGE LEARNING VERSUS LANGUAGE ACQUISITION

1. Introduction

Stephen **Krashen** and Tracy **Terrel** presented the distinction between ACQUISITION and LEARNING in the book *The Natural Approach: Language Acquisition in the Classroom,* which was published in 1983.

The Natural Approach is a language teaching method that emphasizes **natural language acquisition**. It is similar to how children learn their first language.

Its theoretical model is based on five hypotheses, as well as a series of other factors that influence second language acquisition

2. The Natural Approach

2. 1 Five hypotheses

2.1.1 The Acquisition-Learning Hypothesis

It claims that we develop skills and knowledge in a second language in two different ways: acquiring and learning.

Acquisition is a subconscious process that involves the natural development of language proficiency through the understanding of language.

Learning is a conscious process that results in explicit knowledge about the language.

Acquisition provides fluency and learning accuracy.

2.1.2 The Natural Order Hypothesis

Regardless of formal instruction, second language rules are acquired in a fixed way determined by innate mechanisms and not by explicit teaching.

For example, Brown discovered that children who acquire English as their first language acquire certain morphemes early, such as the progressive tense marker *-ing* or the *-s* for the plural, whereas the third person singular morpheme *-s* might come a full year later.

2.1.3 The Monitor Hypothesis

The monitor is our concious learning (grammar) of a language it has a very limited function. When we initiate communication in the foreign language we use our acquired system, then the monitor corrects errors. This can lead to hesitation, delay or unnatural speech.

2.1.4 The Input Hypothesis

We acquire language when we are exposed to a language input that is a little beyond our current level. This is known as roughly tuned input or **i+1.**

Roughly tuned input needs to be differentiated from finely tuned input, which is controlled material specifically selected to focus on specific language points.

This hypothesis claims that listening and reading comprehension are of primary importance and the ability to speak or write will come on its own with time.

Teachers can help by providing context and extra-linguistic information.

The input hypothesis helps explain the **silent period**, whereby learners of a second language may say very little when they first start learning a foreign language, except for memorized sentences.

2.1.5 The Affective Filter Hypothesis

Attitudinal variables relate directly to language acquisition. Therefore, teachers need to try to lower their students' affective filter.

A low filter entails that students are more open to the input and this will be processed better and turned into **intake.**

2.2 Factors which influence second language acquisition

2.2.1 Second Language Aptitude

High aptitude makes you a better language learner, but not a better language acquirer. Attitude plays a bigger role in language acquisition.

2.2.2 The Role of First Language

Our first language is an interference when we are learning a foreign language. A such, it can "get in the way" when we speak a foreign language. Although the L1 can help us in special situations, it is better to avoid this transfer and let competence built up through comprehensible input.

2.2.3 Routines and Patterns

Examples of routines and patterns are sentences such as What's your name? Where is the ....?.

In early stages we abuse its use and learners should naturally acquire them.

2.2.4 Individual Variation

The individual variation refers mostly to the use we make of the monitor (learned second language rules).

2.2.5 Age differences

No matter the age, we are all prepared for acquisiton

3. Acquisition Driven Instruction (ADI)

ADI is often seen as an evolution of The Natural Approach. Both shared that language is learned by being exposed to comprehensible language. However, whereas The Natural Approach broadly concentrates on listening and reading, ADI incorporates broader strategies such as storytelling.

3.1 ADI methods

Some of the most well-known ADI methodologies are TPRS and Storylistening

3.1.1 TPRS

Teaching Proficiency through Reading and Storytelling is a second language acquisition method created by Blaine Ray in the 1980s.

It involves co-creating stories with students and a variety of reading activities, including Free Voluntary Reading.

3.1.2 Storylistening

Storylistening is a is a second language acquisition method created by Beniko Manson around 2015.

Teachers tell an engaging story through visuals, gestures and simplified language (although always following CI principles of c+1) with the focus of comprehension. It fosters natural language acquisition through exposure to comprehensible input.

3.2 Other activities

3.2.1 MovieTalk

It is a CI strategy where a teacher plays a short muted video and narrates what is happening.

3.2.2 Calendar Talk or Weekend Talk

A conversation (which can be later written down) with students about the day (date, weather, important school/life upcoming events,, etc) or their weekend.

3.3 ADI strategies and techniques

3.3.1 Circling

A technique that helps to check for comprehension and provide lots of comprehensible input. After saying a statement asking a series of questions about it (yes or no questions, either or questions or WH questions). For example, George is in the park.

Is George at school? Is it a dinosaur or George at the park? Who is in the park? Where is George?

3.3.2 Triangling

Another technique that helps check for comprehension and provides a lot of comprehensible input. After making different statements, we ask students about themselves, about us (the teacher) and about another students. Through these questions we use different subjects (I, you, he or she, they) therefore using different verbs.

3.3.3 Describe the situation

Another technique usually used after circling and triangling, whereby students need to summarize what has been stated, also using different points of view.

3.3.4 Grammar announcements

Grammar is only taught if it is related to meaning. Short grammar announcements can be made.

3.3.4 Shelter vocabulary

Deliberately limiting vocabulary to ensure that input is understood and processed by learners into intake. Its goal is making as well the foreing language manageable.

3.3.5 PQA

Personalized Questions and Answers is a technique whereby the teacher ask students questions about themselves in order to make language comprehensible, relatable and lower the affective filter.

NEUROEDUCATION

Neuroeducation is an interdisciplinary field that combines neuroscience, psychology and education to understand how the brain learns (also, how it learns in the classroom) and improve teaching methods and curricula accordingly.

When it comes to second language acquisition, the brain, it appears that both hemispheres are involved in the language process which seems to stress the importance to provide for a rich multimodal learning environment.

Furthermore second language teachers need to bear in mind that memory plays a crucial role and that our students memory (especially in adolescences) is constantly changing. As displayed in the chart below, different memories help strengthen different language learning areas.

Children benefit more from procedural memory whereas adolescents from explicit. This account for how children excell in pronunciation.

COMMUNICATIVE COMPETENCE

Communicative competence means being able to use a language correctly and appropriately in different social situations. To communicate effectively, a speaker needs the following sub-competences:

•   Grammatical competence: knowing the grammar, vocabulary, pronunciation, and other formal aspects of the language.

•   Sociolinguistic competence: understanding the social and cultural rules of language, including the right level of formality, politeness, and non-verbal communication.

•   Discourse competence: being able to create and understand connected and meaningful spoken or written texts.

•   Strategic competence: knowing how to solve communication problems, for example by asking for clarification, rephrasing, using gestures, or explaining in a different way.

Knowing the rules of a language is not enough. We must also know how to use these rules effectively in real situations. Being competent means we can share our ideas clearly, understand others, and interact successfully in different social contexts.

When we learn a second language, we aim to become competent in all these areas.

STUDENT-CENTRED APPROACH

From Teacher-Centred to Student-Centred Learning

Language learning has changed in recent decades—from traditional, teacher-centred classrooms to more student-centred approaches.

In teacher-centred classrooms, the teacher is the main speaker. They give instructions, choose topics, provide information, and evaluate students. This often makes students passive—they mainly learn by listening and watching the teacher. The teacher is seen as the only source of knowledge.

This method can be useful: students stay quiet, and the teacher may feel more in control. But there are problems. Students may become bored and have fewer chances to develop communication or critical thinking skills. They also miss out on learning with and from each other.

In contrast, in student-centred learning, both teachers and students take an active role. The teacher's job is to support and encourage students. Instead of traditional tests, students are evaluated through group work and participation.

In this method, students are more independent. They ask questions, look for solutions, and work with their classmates. The teacher acts more like a guide. Students are more interested and involved, and they learn to take responsibility for their own learning.

LISTENING, SPEAKING, AND MEDIATION IN LANGUAGE LEARNING

Listening, speaking, and mediation are essential to becoming a competent language user. Listening and understanding are just as important as speaking clearly and being understood.

Mediation happens when we explain or share information with others—especially across different languages or cultures. This doesn't mean simply translating. It includes summarizing, simplifying, or rephrasing information for others.

Some examples of mediation activities include:

• Explaining a complex idea in simpler words

• Summarising a story or news article

• Translating a short text into another language using your own words

Mediation skills can be used in many subjects—science, maths, social studies—not just in language classes. They also help develop social skills like empathy and problem-solving.

Practical Activities and Creating a Supportive Environment

To support listening and speaking, teachers can use fun and active methods like games, songs, role plays, storytelling, or show and tell. Visuals and clear instructions help students stay motivated. Students should feel comfortable taking risks and making mistakes. Teachers should give positive feedback focused on effort and improvement, not just accuracy.

Building mediation skills can begin with simple tasks and become more complex over time. Teachers should guide students step by step, create a safe classroom environment, and encourage students to help each other.

With the right methods, young learners can build their confidence and grow into communicatively competent speakers who know how to express themselves, understand others, and work together.

READING COMPREHENSION

What is reading comprehension?

Comprehension is a metacognitive skill, one that is developed through purposely choosing text sets to build knowledge and leveraging specific reading comprehension strategies to help students acquire this knowledge and apply these metacognitive skills on their own.

The two main components of reading comprehension are vocabulary knowledge and text comprehension. Both of these skills combine to help students get the most out of a text.

- Vocabulary knowledge is where reading comprehension starts. Students with good vocabulary strategies understand what words mean and have the background knowledge to understand a given text.

It also includes strategies for using context clues to determine the meaning of unfamiliar words. The reading comprehension process is over before it begins if students don't have solid vocabulary knowledge or the ability to learn new words.

- Text comprehension is a big-picture look at what, exactly, a text means. It helps students interact with a text to understand what's being said and what they need to learn from it.

When students have good text comprehension skills, they can answer questions about what the author is saying, summarize the passage and connect information between texts or prior knowledge.

In short, it helps them move beyond literal comprehension and into higher levels of thinking.

Key moments

There are three key moments in reading comprehension: before reading, during reading and after reading. There are some tips on what can be done in each moment.

BEFORE READING. Try to identify the text structure and generate a main idea: this will tell them what to expect . Use questions about the topic of the text they are going to read in order to activate their previous knowledge. This will help students make connections during the reading. Use graphic organizers so that they can take notes and organize them.

DURING READING: Ask students connecting questions to help them follow up the story. Explain the meaning of unfamiliar vocabulary that is related to the understanding of the story. When they get to a plot element, they can record it on the graphic organizer.

AFTER READING: Use the graphic organizer to help students summarize the story.

11 Ways to enhance reading comprehension

1- **Read as much as possible.**

Try to read in English as often as possible. A little bit every day or two helps a lot. Go back and re-read texts a second time and a third time. This helps to familiarise you with the use of English in real sentences and expressions.

2- **Read aloud.**

Reading aloud integrates auditory learning of listening to the words and tactile-kinesthetic learning of the act of saying the words aloud, which intrinsically builds reading comprehension. It is easier to remember what you read when you have not only visually read the words but also hear them while reading out loud.

3- **Keep on reading.**

It's natural to stop in a text at a word or expression we don't understand and freeze.Unfamiliar words can disrupt the flow of reading and understanding. Don't stop! When you arrive at an unfamiliar word then skip it and keep reading. When you get to the end of the passage, read it a second time using the same technique. The context with the words you do understand should help you to unlock the general meaning of the whole text. You can revisit words you don't know later and look them up in a dictionary or ask someone.

4- **Find the main idea**

Making a conscious effort to identify the main idea of a passage can help improve your reading comprehension. What or who is this passage about? Why does it matter? Being able to quickly identify the subject of a passage can help the reader get a clear picture and understanding of what's the point of what they are reading.

5- **Find supporting details**

Identifying a couple of supporting details or information about the main idea helps you get a more complete back story of who or what the passage is about. Again this is the act of consciously thinking about a few points that you can remember about what you have just read. Think of this as the 'elevator pitch' if you had to share what it is that you are reading to someone else.

6- Recognize story structure and key points

Can you quickly identify the structure of the reading selection? For example, does it have a beginning, middle, and end, or is it all about one topic?

If it is a story, what is the theme, the mood, who are the main characters, what are they doing?

What is the setting, is there a conflict, who is the protagonist, and who is the antagonist?

Breaking down the elements of a reading passage can help you get a more complete picture of what it is you have read and organize the various parts in an easy-to-understand way.

Before you read, try to do a quick preread of the selection. Is it a book? Read the back cover and the intro. Thumb through the pages of the book scanning titles and reading a few sentences throughout.

Doing a quick preread can help you familiarize yourself and get an idea of what it is that you are going to read before you read it.

7- Use graphic organizers

We love using graphic organizers to improve reading comprehension! Note-taking graphic organizers can help you organize the main idea and details of a passage in a visual way.

When you identified the reading selection's structure or key points, was the passage informational or a story? Choose the appropriate organizer to write down what happened at the beginning, middle, and end, or use the informational organizer to write down details about what you have read. The act of writing (tactile-kinesthetic learning) helps you better remember what you have read.

How can you supercharge your note-taking? Try to take notes after you have read a selection.

Doing this will help you stretch your memory skills. After filling out some rough notes, it is okay to look back at the selection to help fill in your notes.

Use colored pencils to color-coordinate your notes. Draw pictures from the passage. Look for the connections between the main idea and details.

After you have taken notes on what you have read, you can take it even further by using a compare-contrast organizer to compare topics or a 5-W organizer (who, what, where, when, why, and how).

8- Answer questions

Answering questions about what you have read can help you build your active recall skills. Research has shown that actively answering a prompt is more effective in learning subject matter than just passively reading or listening.

Try to find passages that have questions already made, along with critical thinking questions that make the reader think a little bit harder about the text.

Set up a regular practice of answering the questions a day or two days after you have read the passage. Doing this will help you build those long-term memory skills.

9- Generate questions

Generating questions is a great way to stretch yourself as a reader. What can you ask that you could answer from reading the selection? Are you reading in groups? Try to have each person generate different questions and have the others answer them. This is a great way to get a more

complete understanding of what you have read when each person comes up with different questions.

10- **Practice using new vocabulary**

Identifying and using the vocabulary you have read can help you further your understanding of the reading. Were there any words that you did not understand? Try to infer the meaning of the word from the context it was in. Look up the word in a dictionary to get an easy definition that everyone can understand. Make flashcards with the vocabulary and try to use a few words each day.

11- **Reading improves everything.** Lots of research has been carried out in reading in a foreign language and it clearly shows that reading practice doesn't just improve reading. It also helps you to get better at English in writing, speaking and listening as you become more familiar with words and how words are used in context.

READING AND WRITING

1. Teach Reading and Writing as Complementary Skills

• Reciprocal teaching: Encourage students to read texts with the purpose of identifying techniques they can use in their own writing (e.g., tone, structure, transitions).

• Model reading like a writer: Show how writers make choices by analyzing real texts. Ask, "Why did the author choose this word?" or "How does this structure support the message?"

2. Use Mentor Texts Strategically

• Choose well-written texts that match the genre or style students are writing.

• Analyze them together, identifying features such as:

• Organization

• Voice and tone

• Use of evidence or examples

• Sentence structure and diction

• After analysis, have students imitate the style or techniques in their own writing.

3. Focus on Vocabulary in Context

• Highlight tiered vocabulary in readings (especially Tier 2 academic words).

• Encourage students to use new words in writing assignments.

• Create activities like sentence rewrites, synonym swaps, or word maps that require both comprehension and production.

4. Build Background Knowledge

• Reading comprehension improves when students understand the topic.

• Pre-teach concepts, themes, or historical context before reading.

• Use writing prompts that connect personal experiences or prior knowledge to the text.

5. Scaffold Close Reading and Annotation

• Teach students to annotate texts for:

• Main ideas

- Author's purpose

- Key vocabulary

- Literary devices

• Use annotations as springboards for writing: responses, summaries, critiques, or synthesis essays.

6. Incorporate Writing-to-Learn Activities

These low-stakes writing tasks reinforce comprehension:

- Reading journals

- One-sentence summaries

- Response paragraphs

- Double-entry journals (quote on one side, analysis on the other)

7. Teach Text Structures

• Help students recognize and write using common text structures: cause/effect, compare/contrast, problem/solution, etc.

• Reading texts with these patterns improves comprehension; writing in the same format reinforces understanding.

8. Practice Metacognitive Strategies

- Teach students to think about their thinking:

- Ask, "Does this make sense?"

- Teach strategies like predicting, questioning, clarifying, and summarizing.

• Use reflective writing prompts after reading (e.g., "What confused you and how did you resolve it?")

9. Use Graphic Organizers

- Help students organize ideas before reading and writing:

- Story maps

- Venn diagrams

- Sequence charts

- Argument outlines

10. Provide Feedback that Connects Reading and Writing

- When giving feedback on writing, reference examples from readings.

- Highlight how an author's technique could improve their draft.

- Ask students to compare their writing with the mentor text.

21st CENTURY SKILLS

The global partnership for education (GPE) states that the 21st-century skills emphasize critical thinking and global citizenship, encompassing a range of abilities necessary for success in the modern world. These skills include the "4Cs": critical thinking, communication, collaboration, and creativity, alongside other crucial competencies like information literacy, technology literacy,

and social skills. Developing these skills equips individuals to navigate a complex world, solve problems, and contribute to positive global change.

Critical thinking involves analyzing information objectively, evaluating arguments, and forming reasoned judgments. It is an important skill given that we are living in a world saturated with information,helping individuals discern fact from fiction, identify biases, and make informed decisions.

Critical thinking is essential for problem-solving, decision-making, and adapting to new situations.

Regarding **Global Citizenship**, it involves understanding interconnectedness, appreciating cultural diversity, and actively participating in addressing global challenges. It fosters a sense of responsibility towards the well-being of others and the planet, encouraging individuals to contribute to positive change.

Engaging in community service, advocating for social justice, promoting sustainability, and respecting diverse perspectives are different ways of encouraging the Global Citizenship of individuals.

Other Essential 21st Century Skills:

- **Communication**: Effectively conveying information, ideas, and perspectives to diverse audiences.
- **Collaboration**: Working effectively with others to achieve common goals, respecting diverse viewpoints, and sharing responsibilities.
- **Creativity and Innovation**: Generating new ideas, developing innovative solutions, and adapting to change.
- **Information Literacy**: Accessing, evaluating, and using information effectively and ethically.
- **Technology Literacy**: Understanding and utilizing technology to enhance learning, communication, and problem-solving.
- **Social Skills**: Interacting effectively with others, building relationships, and contributing to a positive social environment.
- **Life and Career Skills**: Developing adaptability, leadership, initiative, and productivity.

By integrating these skills into education and personal development, individuals can become more effective problem-solvers, engaged citizens, and positive contributors to a globalized world.

How can we foster critical thinking and global citizenship in our English as a Foreign Language classroom?

In order to foster critical thinking, we can ask Open-Ended Questions that require analysis and evaluation going further than just answering objective information (who, what, when, where).

Besides, when putting reading skills into practice, we can encourage students to identify key arguments and potential biases and fallacies.

Finally, it is important to incorporate Problem-Solving to our teaching-learning process, encouraging students to use their English linguistic skills to analyze problems, propose solutions and evaluate the effectiveness of their ideas.

On the other hand, developing global citizenship in our English classroom is closely related to the exposition and discussion of global events and issues like climate change, migration or global health, encouraging students to analyze different perspectives and potential solutions.

In this regard, it is highly recommended to work around Sustainable Development Goals (SDGs) and explore how they relate to the students' lives and the world, encouraging them to think about their role in achieving these goals.

Lastly, Intercultural Understanding must be an important element to focus on since it will help our students to connect with people from all around the world in order to cope together with these common challenges and achievements. We can develop intercultural understanding by organizing activities of cultural exploration (food tasting, cooking or cultural celebrations) or virtual exchanges and mobilities to other countries like Erasmus+ programme proposes, which help significantly to foster communication and cultural exchange.

DIFFERENTIATION

Differentiation is the use of different teaching materials and methods within the same lesson to suit the abilities and needs of different students. When we talk about Equality, Equity, Diversity, or Inclusion in the English classroom, the goal is to ensure that every student, regardless of ability or background, can access and engage with the curriculum meaningfully. **Universal Design for Learning (UDL)** provides a powerful framework for this.

Students with **Special Educational Needs (SEN)** often face barriers to accessing the general curriculum. These can be cognitive, emotional, physical, or sensory. In English classes,where reading, writing, and communication are core, these challenges may be even more significant.

Universal Design for Learning (UDL) helps address these barriers by designing lessons from the start to be flexible and accessible to all learners.

That is why we need to take into account the **Key Principles of UDL.**

-How contet is presented: the goal is to help students access and understand content in different ways. Strategies:

- Use audiobooks, videos, and interactive whiteboards for stories or texts.
- Provide visual aids, such as story maps, character charts, or timelines.
- Break complex texts into shorter sections with clear summaries.
- Provide glossaries with pictures or simple definitions for new vocabulary.

-How students demonstrate what they know: Multiple Means of Action and Expression. The goal is to allow students to show their learning in a variety of formats.Strategies:

- Allow alternatives to writing: oral presentations, drawings, role-play, or video recordings.
- Use sentence starters, writing frames, and graphic organizers to support writing tasks.
- Provide speech-to-text tools.

- Offer group work and peer collaboration so students can contribute in different ways (cooperative learning and cooperative learning strategies).

- How students get motivated and stay involved: The goal is to boost interest and motivation in ways that are meaningful for each student. Strategies:

- Offer choices in reading topics, projects, or partners.
- Use games, drama, or multisensory activities to increase engagement.
- Connect learning to real-life contexts or student interests (e.g. reading about animals, music, sports).
- Celebrate small achievements to boost confidence and self-esteem.
- Use a safe, predictable classroom routine with clear expectations to reduce anxiety.

SUSTAINABILITY

Introduction

The Sustainable Learning Framework is an approach that guides Childhood Education International's work to create innovative solutions to education challenges while supporting children's holistic development.

The Sustainable Learning Framework is a set of disciplines and practices that contribute to a continually evolving, healthy learning ecosystem where knowledge is co-created and shared in community.

The concept is rooted in the United Nations' Sustainable Development Goals (SDGs) – 17 interconnected goals that serve as an urgent call for action toward "peace and prosperity for people and the plant, now and into the future."

To foster sustainability, sustainable learning, and the Sustainable Development Goals (SDGs) in education, it's crucial to integrate sustainability principles into the curriculum, promote hands-on learning experiences, and cultivate a culture of sustainability within educational institutions. This involves teaching about sustainable development issues, empowering students to act responsibly, and ensuring that sustainability is embedded in all aspects of learning and school operations.

Practices:

- **Integrating SDGs into the Curriculum:** Connecting SDGs with existing topics making learning more relevant and engaging. Deepening in concepts like circular economy or ecological footprint. Developing specific SDGs units like water conservation or renewable energy. Using real word examples by connecting classroom learning with real-world issues and challenges. Encouraging interdisciplinary learning by fostering collaboration between different subjects.

- **Promoting hands-on and experimental learning:** Utilizing outdoor spaces for hands-on learning experiences related to nature, ecosystems and environmental challenges. Engaging students in projects allowing them to apply their knowledge and problem solving skills. Utilizing games or simulations to make learning about SDGs fun and interactive.

- **Fostering a culture of sustainability within Educational Institutions:** Establishing students green-led teams to promote sustainability initiatives within the school such as recycling programs or energy conservation campaigns. Implement eco-friendly practices in the school environment such as reducing waste, conserving energy or promoting sustainable food choices. Provide educators with training and resources to effectively teach and integrate the SDGs into their classrooms. Connecting with local organizations and community members to foster partnerships and create opportunities.

- **Empowering students to become agents of change:** Encourage critical thinking to enable students to analyze challenges. Promoting a sense of social responsibility and ethical leadership, empowering them to make a positive impact into the world. Foster creativity and innovation and, emphasize the importance of lifelong learning.

SERVICE LEARNING

Service Learning refers to an educational methodology that combines academic learning with community service.

The goal is for students to learn and develop skills and knowledge while working on projects that benefit the community.

In a Service learning program students:

1. Learn : Develop academic skills and knowledge through projects and activities.

2. Serve: Apply what they have learned to solve real problems or needs in the community.

Some examples of Service Learning projects include:

· Volunteering in hospitals or animal shelters.

· Environmental conservation projects.

· Mentoring programs for younger students.

· Development of products or services for people with disabilities.

The benefits of Service Learning include:

- Hands-on learning: students learn more effectively when they apply what they have learned in real life situations.

- Skill development: students develop important skills, such as problem-solving, teamwork and communication.

- Social awareness: students develop a greater awareness of community needs and issues.

- Sense of purpose: students feel more connected to their community and develop a sense of purpose and responsibility.

In short, Service Learning is an innovative form of learning that combines theory with practice and benefits both students and the community.

FORMATIVE ASSESSMENT

- **Definition:**

  Formative assessment is a process used to monitor student learning and provide feedback to improve instruction and student performance.

- **Purpose:**

  It's not about grading or ranking students, but rather about identifying learning gaps and providing targeted support.

- **Examples:**

  Quizzes, exit tickets, observations, and classroom discussions can all be used as formative assessments.

- **Benefits:**

  Improved student learning, increased engagement, and a more personalized learning experience.

SELF-ASSESSMENT

- **Definition:**

  Self-assessment involves students reflecting on their own learning and performance, often using criteria or rubrics.

- **Purpose:**

  To promote metacognition (thinking about one's thinking), encourage self-reflection, and foster a sense of ownership over learning.

- **Examples:**

  Students grade their own work against a rubric, journal about their learning process, or create a portfolio of their work.

- **Benefits:**

  Increased self-awareness, improved learning strategies, and greater motivation to learn.

PEER ASSESSMENT

- **Definition:**

  Peer assessment involves students providing feedback to each other on their work, often using a rubric, checklists or a set of criteria.

- **Purpose:**

  To enhance learning through feedback, develop critical thinking skills, and promote collaboration.

- **Examples:**

  Students review each other's essays, presentations, or projects and provide constructive feedback.

- **Benefits:**

  Improved understanding of concepts, development of communication and feedback skills, and increased engagement in the learning process.