



ESO 3th - 4th

ORAL ENGLISH

WELLBEING PROJECT

Wellbeing Project, desenvolupat a l'IES Tavernes Blanques en l'assignatura d'anglès oral de 3r i 4t d'ESO, és una experiència educativa innovadora que promou el benestar integral de l'alumnat des d'un **enfocament personal, emocional i social**. El projecte integra **metodologies actives** com l'aprenentatge basat en projectes, l'aprenentatge per descobriment, el treball cooperatiu, el mètode científic, la metacognició i la reflexió personal.

Al llarg de sis fases, l'alumnat **investiga espais** que li generen benestar, **dissenya entorns** saludables, **reflexiona sobre el seu impacte en els altres** i **crea propostes per millorar el benestar de la comunitat educativa**. El procés finalitza amb l'elaboració d'un **pòster científic** i una **presentació oral** en llengua anglesa per a altres alumnes. El projecte empodera i **situa l'alumne com a autoregulator del seu benestar i generador de benestar als altres**. Tot queda recollit en un portfoli amb evidències com mapes mentals, reflexions, cartes, dissenys i materials visuals. El projecte inclou **adaptacions per a alumnat amb dificultats i propostes d'enriquiment per a alumnat amb altes capacitats**, afavorint una educació inclusiva. Desenvolupa competències clau de la LOMLOE com la lingüística, personal i social, ciutadana, digital i d'aprendre a aprendre. El seu **impacte** es reflecteix en una **millora de l'autoconeixement, la consciència emocional i la implicació** de l'alumnat, fent d'aquest projecte una **proposta educativa innovadora i transferible**.

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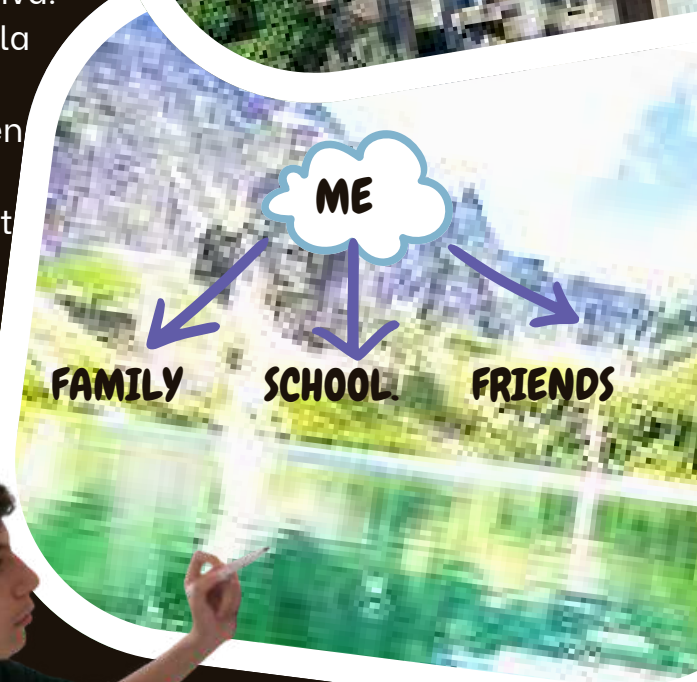
Physical, emotional,
mental health



961205997



<https://portal.edu.gva.es/iestavernesblanques/>



Proposta del projecte pautada per a l'alumnat amb
adaptacions

ORAL ENGLISH

WELLBEING PROJECT

ESO 3 - ESO 4

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Arts teacher: Melquiades Cutanda

STEP 1

- Find places you know (rooms in your house, landscapes, buildings, etc.) which make you feel well. List them and take pictures.
- Research some places which make you feel well on the internet. List them and get pictures.
- Which characteristics do they share? List them and then rate them.
- Then answer the following question: Why do you think they make you feel good? And what feelings, thoughts, or memories do they inspire?



ENRICHMENT

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- **Enrichment strategy:** Students expand their observational and analytical skills by comparing personal experiences with global examples, using descriptive language, evaluative vocabulary, and critical reasoning. Students present interesting wellbeing places from all continents and find common characteristics and main differences.
- **Oral Enrichment:** Students share analysis with peers, practising descriptive language, linking ideas, and using evaluative vocabulary (e.g., inspiring, calming, restorative).



CHECKLIST



- Checklist / Indicators:

1. Clearly describes places using rich vocabulary and advanced connectors
2. Identifies and explains shared characteristics coherently
3. Expresses personal feelings and reflections with depth
4. Uses appropriate grammar, e.g., conditionals, modals, comparative structures
5. Engages actively in peer discussions

STEP 2

- Now you must design a place (room, house, natural space, ...) that inspires well-being for you and others. You can use any design technique: manual drawing and painting, models using different materials, digital design, construction video games, etc. Then, take a picture.

- Now describe the place you designed and the creation process. Then, explain why you think this place can bring well-being to people. Guess what kind of person might enjoy this place. You can also indicate variations of the place that could be designed as future lines of creation.



ENRICHMENT

- **Enrichment Strategy:** Students apply problem-solving, spatial thinking, and creativity. They reflect on user experience and communicate their ideas using precise language. Students can design a video to show the process of building the place all together with the techniques and the characteristics to inspire wellbeing in people.
- **Oral Enrichment:** Students present ideas using persuasive language, complex sentences, and descriptive vocabulary. They practise connecting ideas logically and using cohesive devices.



CHECKLIST



- Checklist / Indicators:

1. Uses rich, descriptive, and precise vocabulary
2. Explains design rationale clearly
3. Uses connectors and modal verbs for explanation and speculation
4. Engages audience with enthusiasm and clarity
5. Demonstrates originality and creative thinking

STEP 3

- Now create a drawing or avatar of yourself and indicate how you make others feel good in different areas of your life: home, family, friends, neighborhood, school, etc. Then list an idea for improvement for each area, so that you can contribute to generating well-being wherever you are.



ENRICHMENT

- **Enrichment Strategy:** Students analyse how some famous characters have contributed to wellbeing in others, they describe these characters and their main contributions. Students combine self-awareness with communication skills, promoting empathy, reflection, and argumentation. Use mindmaps to organize your ideas.
- **Oral Enrichment:** Emphasis on reflective and evaluative language, using appropriate tenses (present simple, present continuous, modal verbs for advice).



CHECKLIST



Checklist / Indicators:

1. Clearly communicates personal and famous characters' contributions to wellbeing
2. Suggests realistic and thoughtful improvements
3. Uses advanced vocabulary and modal verbs correctly
4. Maintains fluency and coherence in oral presentation

STEP 4



- Organize all the information from the three steps of the project into a poster and prepare an effective presentation to communicate your entire project in 5 minutes. You can use mind maps to organize your ideas and distribute the information graphically to make it easier for your audience to understand. Review your key ideas, grammar, vocabulary, pronunciation, and intonation in advance.

ENRICHMENT

- **Enrichment Strategy:** Students practice synthesising information, designing visual aids, and delivering a coherent 5-minute oral presentation. Focus on vocabulary, pronunciation, and intonation.
- **Oral Enrichment:** Students apply persuasive and descriptive language, focus on effective delivery, and use non-verbal communication (gestures, facial expressions).



CHECKLIST



- Checklist / Indicators:
- 1. Poster clearly represents key ideas visually
- 2. Oral presentation is fluent, expressive, and engaging
- 3. Uses cohesive devices and evaluative language
- 4. Demonstrates appropriate intonation and pronunciation
- 5. Maintains eye contact and confident posture

STEP 5

- Now, in groups of 4 students (3 to 5 are accepted), design a school that generates well-being for the educational community. Explain how the process was carried out in an oral presentation and a poster (5 minutes for the group presentation). Describe the different areas, activities that can be developed, opportunities offered by the different spaces, etc. All members in the group will cooperate and they will show the different roles and responsibilities in a list. They will all talk in the presentation.



CHECKLIST



- Checklist / Indicators:
 1. Each member contributes meaningfully
 2. Oral delivery is clear, organised, and persuasive
 3. Ideas are well-structured and supported
 4. Collaboration and responsibility are evident
 5. Answers questions effectively

STEP 5



- Design an assessment scale to assess all the processes in the project: Research steps, shared characteristics, feelings, thoughts and memories, your place design and description, your picture and your ideas to help others with wellbeing, poster organization, school design, oral presentations, etc.... List all actions in the process and a scale of numbers to complete your degree of achievement in each of them.
- Then write about the things you enjoyed the most in the project and also how you would improve it or extend it.

ENRICHMENT

- **Enrichment Strategy:** Students design an assessment scale and reflect critically on their learning process and achievements. Students will also write a questionnaire for architects to reflect about the main issues dealing with wellbeing when designing spaces for people.
 - **Resources:**
 - Self-assessment rubrics
 - Reflection templates or journals
 - **Activities:**
 - **Create a scale to assess all steps:** research, place design, avatar, poster, school design, oral presentations.
 - Rate your performance in each area.
 - **Write about what you enjoyed most and how you would improve or extend the project.**
 - **Design a questionnaire for architects to reflect about wellbeing when building places.**



CHECKLIST

- Checklist / Indicators:

1. Clearly identifies criteria for assessment
2. Applies scale objectively and critically
3. Reflects thoughtfully on learning, skills, and creativity
4. Writes coherent reflections with appropriate grammar and vocabulary
5. Links reflections to oral and collaborative performance



Gracias