


**Annex No. 1 Consent letter from the school involved**

**COLEGIO BILINGÜE LA CONSOLATA**  
INSTITUTO DE LA CONSOLATA PARA MISIONES  
NIT. 860.007.368-7  
Reconocido Oficialmente por la Gobernación de Santander según Resoluciones N. 874 del 24 de Noviembre de 1970 y 09102 de Octubre 12 de 2001 y No. 3052 del 26 de Agosto de 2010

Bucaramanga, julio 26 de 2022

Señorita  
**Laura Juliana Nempeque Murcia**  
Estudiante Maestría en Didáctica de la Lengua Extranjera  
Universidad Industrial de Santander  
Presente


Estimada profesora Laura Juliana,

Con respecto a su solicitud para desarrollar en esta Institución Educativa su trabajo de grado titulado ***Empowering Young Voices in The Community: An Integrated Strategy Between Genre Pedagogy Principles and Youth Participatory Action Research (YPAR)*** dirigido por la profesora María Eugenia Pinzón, me permito informarle que está autorizada para hacer la aplicación solicitada, cuenta con nuestra colaboración y puede utilizar el nombre del Colegio en su trabajo. En todo caso, debe tener en cuenta las siguientes condiciones:

- No utilizar ni divulgar la información obtenida por usted si no es con fines estrictamente académicos para su trabajo de grado.
- Diligenciar los respectivos consentimientos informados de las personas de la comunidad educativa que vayan a ser abordadas en su investigación, especialmente en el caso de los estudiantes menores de edad aplicando las normas legales vigentes y la debida protección del buen nombre del menor.
- Solicitar autorización y mantener la reserva debida al hacer análisis de documentos propios del quehacer institucional y no divulgar datos privados de las personas ni información sensible del colegio.
- Para todos los casos, usted asume toda la responsabilidad legal, penal o disciplinaria con respecto al uso y divulgación de la información que el colegio le proporcione o que consiga en la aplicación de entrevistas, encuestas u otros instrumentos de investigación.
- Finalmente, debe dejar una copia del trabajo de grado en el Colegio y socializarlo con la comunidad educativa cuando lo haya culminado completamente y esté aprobado por las autoridades de la Maestría que cursa.

Además de su logro personal, espero que el trabajo tenga un impacto positivo en los procesos de mejoramiento de nuestra Institución.

Atento saludo,



## Annex No. 2 Consent form for young students to participate



**Universidad Industrial de Santander**  
**Facultad de educación**  
**Maestría en Didáctica de la Lengua Extranjera**  
**Voces Jóvenes y Empoderadas en la Comunidad**  
**Consentimiento Informado**

Estimados padres de familia, acudientes y estudiantes:

Por medio de este documento yo, Laura Juliana Nempeque Murcia, estudiante de la Maestría en Didáctica de la Lengua Extranjera de la UIS, me permito hacerles conocer tanto a ustedes como padres y/o acudientes y a sus hijos como estudiantes del Colegio Bilingüe La Consolata en Bucaramanga, que la maestrante en formación implementará el proyecto de investigación intitulado "Empowering Young Voices in the Community".

Esta propuesta investigativa está centrada en explorar y mejorar las estrategias de escritura en la lengua inglesa, ya que hoy en día, además de contar con las competencias comunicativas orales, también se debe contemplar la mejora de las competencias comunicativas de producción escrita considerando que el manejo de una segunda lengua también puede abrir el espacio a nuevas oportunidades académicas y profesionales. Por lo tanto, el propósito de este estudio es empoderar las voces escritoras de los jóvenes de décimo grado a través de dos enfoques: los principios de la pedagogía de géneros, el cual estudia los procesos de escritura argumentativa; y la Investigación acción participativa en juventudes, la cual se enfoca en motivar y guiar a poblaciones jóvenes a realizar proyectos de investigación en sus comunidades con el fin de transformar sus realidades.

En ese orden de ideas, no solo se recogerá información de los estudiantes a través de instrumentos como entrevistas, encuestas, grabaciones de audio y voz, y muestras de escritos inéditos; sino que también, los aprendices vivenciarán de una forma única la materia de Literacy en los próximos periodos académicos: III y IV, ya que estará enfocada en el aprendizaje de los dos temas anteriormente mencionados.

Por ende, solicito respetuosamente su consentimiento para que sus hijos sean parte de este proyecto, teniendo en cuenta que los estudiantes son menores de edad. Cabe mencionar, que la información que se obtenga por medio de los instrumentos, resultados e informes que los estudiantes proporcionen será tratada con fines exclusivamente académicos e investigativos.

Agradezco de antemano su autorización para contar con la participación de su hijo/a en este proyecto.

Cordialmente,

Laura Juliana Nempeque Murcia  
 Estudiante de Maestría en Didáctica de la Lengua Extranjera


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Yo, \_\_\_\_\_ identificado con número de cédula \_\_\_\_\_ de \_\_\_\_\_ doy mi consentimiento para que mi hijo/a \_\_\_\_\_ del grado décimo del Colegio Bilingüe La Consolata de Bucaramanga, participe en la implementación del proyecto "Empowering Young Voices in the Community" de la maestrante en formación de la Maestría en Didáctica de la Lengua Extranjera.

Firma del padre de familia y/o acudiente.

Fecha

Annex No. 3 Lesson plan sample

 <p>COLEGIO BILINGÜE LA CONSOLATA "La Excelencia es fruto de la Exigencia"</p> <p>GUÍA VIRTUAL 2022 ORGANIZACIÓN DE LOS PERIODOS TEORICO Y PRÁCTICO</p>		<p><b>ASIGNATURA</b> Literatura</p> <p>Período: III Grado: 10th</p> <p><b>NOMBRE DEL DOCENTE</b> Juliana Nempague Murcia</p>				
<p><b>FECHA / SEMANA / SESIÓN</b></p> <p>Semana 1 13 de julio – 15 de julio</p>	<p><b>EVIDENCIA DE DESEMPEÑO</b> (Objetivo de la sesión)</p> <p>Reconozco la estructura y el propósito de un texto argumentativo donde se señala un problema y se propone una solución haciendo conexión con los elementos gramaticales vistos en clase.</p>	<p><b>CONTENIDOS REQUERIDOS Y DIDÁCTICA</b> (Qué y Cómo voy a desarrollar la sesión)</p> <p><i>Secuencia didáctica para aplicar desde el proyecto de investigación "Empowered Young Voices in their Community".</i></p> <p>Sesión 1: Presentación de la propuesta investigativa y sección de preguntas para los estudiantes. Organización de los grupos.</p> <p>Sesiones 2-3: Pronombres y cláusulas relativos.</p>	<p><b>RECURSOS PEDAGÓGICOS</b> (Todo lo necesario para el desarrollo de la sesión)</p> <p>Plataforma <b>Moodle</b>.</p>	<p><b>ACTIVIDADES DE CLASE</b> (Las actividades que se desarrollarán en la sesión como complemento)</p> <p>Preguntas de inicialización Explicación de la identidad propia y colectiva Elaboración de círculo Lecturas asignadas Análisis de la lectura sobre la identidad social a través de conversaciones y juegos de diálogo.</p>	<p><b>CELEBRACION DEL APRENDIZAJE</b> Evaluación (Las actividades que se tendrán en cuenta para la valoración)</p> <p>Elaboración de círculos Ejercicio de comprensión lectora</p>	<p><b>RECURSOS DE PROFUNDIZACIÓN</b> (Todo recurso opcional para la profundización, no calificable)</p>
<p><b>ÁREAS AFINES:</b> Transversalización (N/A) <b>Nota:</b> Aplica para la presentación del <u>resultado final</u> de las competencias afines por periodo.</p>						
<p><i>"Agiéndose mutuamente a soportar sus defectos. Sin caridad, la vida comunitaria se vuelve insoportable"</i> Beato José Allamano</p>						

<p><b>Semana 2</b> 18 de julio – 22 de julio</p> <p><b>Semana 3</b> 25 de julio – 29 de julio</p>	<p>Reconozco la estructura y el propósito de un texto argumentativo donde se señala un problema y se propone una solución haciendo conexión con los elementos gramaticales vistos en clase.</p>	<p>Breve explicación del tema, práctica y producción textual.</p> <p><u>Los estudiantes harán uso de dispositivos móviles para el desarrollo de las actividades que requieran consulta.</u></p>	<p>Plataforma <b>Moon</b></p>	<p>Lectura argumentativa Explicación de párrafos argumentativos Identificación de elementos argumentativos</p>	<p>Presentación identificando elementos argumentativos en un párrafo.</p>	<p>Material suministrado en clase + fuentes de información externas sobre el componente lingüístico y ambiental tratados en clase.</p>
<p>Explicación de la estructura de un ensayo problema-solución.</p> <p>Identificación de los elementos en los textos anteriormente trabajados.</p>						

*“Ayúdense mutuamente a soportar sus defectos. Sin caridad, la vida comunitaria se vuelve insoportable” Beato José Allamano*

**Annex No. 4 Problem-solving essay samples**

S3

10º - Literacy Learning Celebration

November 16th, 2022

Essay: "The Pollution in The Cigarras Park"

Pollution is when waste, residues and garbage enter spaces where they normally should not be, such as parks, natural reserves, among others, due to affect the ecosystem in a bad way. For this reason, the Cigarras Park in Bucaramanga has been seriously affected by this problem. Many people consider the Cigarras Park to be too polluted because it has a lot of environmental and visual contamination, which affects the citizens living near the park. According to Traslaviña and Gonzales (2021) they said that "La contaminación en el parque de las cigarras es un grave problema que afecta el calentamiento global y que también incrementa los problemas respiratorios" (Pollution in the Cigarras park is a serious problem that affects global warming and also increases respiratory problems). This essay talks about the analysis to the citizens about the pollution in the Cigarras park.

The environmental pollution in the Cigarras park is currently very notorious, we can see it represented in waste, garbage, droppings of but among others. "El uso indiscriminado de los recursos naturales, la contaminación y la erosión de los suelos son algunos ejemplos de la contaminación ambiental" (Sepulveda, 2018) (The indiscriminate use of natural resources, pollution and soil erosion are some examples of environmental pollution), this is a part of the problem that has been increasing with the passing of the days and the ignorance of the people

who do it without caring about the consequences that this brings such as the deterioration of the park and respiratory diseases as a result of environmental pollution. On the other hand, visual pollution also seriously affects the park because there are many people who are unaware of the improper acts they perform such as: smoking, drug sales, fights and obscene acts. "La contaminación visual es la consecuencia de la actividad humana" (Editorial Etece, 2013) (Visual pollution is the consequence of human activity), as a result of this there are many children and adults who can be affected in different ways to see this kind of things especially the youngest who are the ones who may be confused about what they are seeing, however some of them learn from that and think it's okay because they do not have the knowledge of how bad it can be what they are seeing, for this reason children are the most affected by this type of pollution.

A very good solution to overcome environmental contamination in the Cigarras Park, according to the analysis made by the students of the tenth grade of the Bilingual School La Consolata to the population that resides and goes to the park, is a campaign for the collection of garbage where all the people interested in having a clean park attend to help the environment and reduce the amount of waste on the trails and green areas of the park so that in the future they can go and not have problems with the waste in the park. The best solution for the second problem is a public talk inciting young people and adults of all ages to refrain from doing these acts either in the Cigarras park or anywhere else to also prevent the spread of this type of pollution throughout the city and take care of everyone.

To end, we can conclude that the best solution for these problems are the campaign for the collection of garbage this because too much people will be ready to help on it, also it would be more viable because with the talk there is no 100% guarantee that the message reaches those

who have to reach them and which would solve the biggest problem that is the environmental pollution.

#### REFERENCES:

*Editorial Etece (2013). Contaminación Visual.* <https://concepto.de/contaminacion-visual/>

*Sepúlveda (2018). Problemas Ambientales En Los Parques.*

<https://parquesalegres.org/biblioteca/blog/problemas-ambientales-los-parques/>

*Traslaviña and Gonzales (2021). Análisis de los Bienes y Servicios eco sistémicos asociados a los parques urbanos de San Pio, Parque de las Cigarras y Parque de los niños en la ciudad de Bucaramanga.* <http://repositorio.uts.edu.co:8080/xmlui/handle/123456789/5870>

S2

15/11/2022

### Informal Transportation

Illegal or informal transportation is a phenomenon reflected daily in the streets of Bucaramanga, Colombia; since traffic jams are frequently generated due to the need of people to move to their destination. Gonzáles and Buitrago (2021) states that immediacy, comfort and economy are some factors that encourage citizens to make use of informal transportation service. Likewise, the lack of employment, opportunities and strength in judicial processes are other determinants that do not allow this problem to be eradicated. This essay consists in evaluating the opinions of citizens in the Acropolis Shopping Center in Bucaramanga, Colombia, about informal transportation and how it influences this community.

According to the opinions of the citizens, insecurity, traffic and economy are the aspects most negatively influenced by informal transportation. This service is unsafe for people because these private vehicles are not affiliated with legally constituted companies; the vehicles do not pay SOAT (“Seguro Obligatorio de Accidentes de Tránsito” *Compulsory Traffic Accident Insurance*), which covers medical expenses, death and total and permanent disability in the event of a traffic accident, and some of the vehicles are stolen or borrowed. Therefore, if any accident occurs there is no insurance or company responsible for the safety of people or damages that may occur. Also, it affects traffic because some motorcycles that provide this service accumulate in certain places, generating disorder, occupying space on the road, and are even irresponsible when driving, passing through prohibited places, not respecting traffic signs, and affecting other people trying to move.

Finally, this service affects public transportation economically \*I matter, since it reduces income and causes large losses of money. According to Vanguardia (2021) the owners of this conventional transportation, such as the bus companies Unitransa, Trans Colombia and Lusitania, have decided to reduce the fare by \$1.000 Colombian pesos. Coutrasan (the Urban Transportation Corporation) warns that the loss assumed by the transportation sector in the city is \$2.000 Colombian pesos per user mobilized; daily economic losses exceed \$232 million Colombian pesos. In addition, taxi drivers are also affected because as a public service, they must comply with requirements such as the operation card, taxes, the mechanical technician and the Compulsory Traffic Accident Insurance (SOAT). In an interview of Radio Taxis Libres, 2020, Jairo Uribe, a taxi driver, said “El transporte informal está acabando con el trabajo de nosotros, que es legalmente. Económicamente grave porque un 30% o 40% se ha reducido a lo

que uno ganaba antes” (*Informal transportation is destroying our work, which is legal. Economically serious because 30% or 40% has been reduced to what we used to earn*).

Although there is no way to eradicate this service 100%, the authorities are carrying out procedures to reduce the number of motorcycle taxi drivers. According to Álvaro Fernando Mariño, traffic officer of the Bucaramanga Traffic and Transportation Department, interviewee by Alejandra Gonzáles and Daniela Buitrago, there is a procedure to follow when a transporter is found to be operating illegally:

“Nosotros pedimos los papeles. La Policía Nacional se encarga de verificar o de pedir las cédulas de ciudadanía de las personas que vienen en el vehículo. Se dispone a hacer la entrevista para verificar si realmente son personas que están usando este servicio o por el contrario son familiares del conductor, ahí es donde se sabe si es servicio informal o no es servicio informal. Si resulta que es positivo para servicio informal, se le impone una orden de comparendo y el vehículo queda inmovilizado. Tienen que bajarse en una grúa de la Dirección de Tránsito de Bucaramanga y la persona tiene que ir a comparecer a la inspección para sacar el vehículo” (*We ask for the papers. The National Police is in charge of verifying or asking for the citizenship cards of the people who come in the vehicle. An interview is conducted to verify if they are really people who are using this service or if they are relatives of the driver, that is when we know if it is informal service or not informal service. If it is positive for informal service, a summons is imposed and the vehicle is immobilized. They have to get off in a tow truck of the Bucaramanga Transit*

*Authority and the person has to go to the inspection to take the vehicle out of the vehicle the inspection to remove the vehicle).*

However, there are people who need to make use of this service because it is more economical and practical; to help these people who need to make use of this service and find a solution to the insecurity, it is recommended to look for a reliable transporter, so that in this way, people can move with a little more security and comfort. Also, you can make use of other services or virtual platforms that provide a legal transportation service, in this way, you have multiple options to move safely and comfortably, helping workers who decide to pay the necessary requirements to provide an effective service to people.

In conclusion, illegal transport cannot be completely eradicated because it is the economic livelihood of part of Bucaramanga's population. Also, there are many people who make use of this service because of its economic accessibility. There are other alternatives to move around the city in a safer way, with different prices and fares that guarantee good service and are adapted to people's needs.

#### **REFERENCES:**

- Gonzales, A. and Buitrago, D. (2021) *Transporte ilegal, La Salida para el Desempleo en Bucaramanga, Unab Radio*. Available at: <https://unabradio.com/transporte-ilegal-la-salida-para-el-desempleo-en-bucaramanga/> (Accessed: November 15, 2022).
- SOAT: *¿Qué es el soat?* (no date) SOAT | UNIVida S.A. Available at: <https://www.univida.bo/soat/> (Accessed: November 15, 2022).

- Ramirez, G. (2021) *Mil pesos, El Reflejo de la crisis del Transporte Público en Bucaramanga*, *www.vanguardia.com*. Available at: <https://www.vanguardia.com/area-metropolitana/bucaramanga/mil-pesos-el-reflejo-de-la-crisis-del-transporte-publico-en-bucaramanga-MX4088806> (Accessed: November 15, 2022).

In this essay I'm going to talk you about the contamination in the parks of Bucaramanga more specifically about the Cigarra's park and why there is so much contamination on it. As we can see, contamination is a serious problem that is affecting the whole world because of the lack of awareness and this generates other problems such as global warming and other environmental problems.

A group of students from the Consolata Bilingual School asked a serie of questions and surveys about the different types of contamination in the park. In the developing of this project it was possible to clearly evidence the causes of the contamination in the Cigarra's park. Bellow I will present some problems that generate contamination and their respective possible solutions.

One of the biggest problems in terms of contamination is that there are a large number of people who pass through this park and consume food and do not put of their garbage in the correct place, which are the garbage cans. One solution to this problem is to put more garbage cans to people deposit their garbage there. Another possible problem possible problem is the food vendors who are the biggest promoters of non-reusable plastics in which they package the food and this plus the consumers not disposing the garbage in the right place generates a lot of contamination. However, a possible solution to this problem would be for the government to provide some biodegradable containers to these food vendors to reduce the percentage of contamination in the park due to plastic containers. The excrement of dogs, cats and other animals is also one of the causes of contamination, since when their owners take them out to relieve themselves, the owners themselves do not pick up or clean up the excrement of their pets and leave the waste on the ground. A possible solution to this problem is to have a bagging station in the park so that people with pets can take a bag, pick up the waste and throw the bag in the garbage cans. The last problem that the students found was the lack of awareness on the part of the citizens, who were not really interested in the conditions in which the park was because of the contamination. The solution to this problem would be to make awareness campaigns of how the park is because of the contamination, shows statistics of how day by day is the dirty park by garbage thrown on the ground, and possibly form a group of people who want to help clean the park voluntarily and once a week do a cleaning day.

This is a problem that the subject is too extensive to talk about, in my opinion the citizens should be more aware of the damage that is being done in this park, It would be good to do awareness campaigns and it would also be good that all the people who transit this in this park can place their grain of sand to help decrease contamination.

16 / 11 / 2022

S5

Literacy class

*Cellphones and their consequences at school*

First of all, everyone knows that we have just come out of a pandemic in which the use of technology was implemented in a very big way, because of that the time to reactivate with normality the daily activities could not be completely left aside such technological devices; thanks to this, positive advances have been generated. However, there are problems such as the misuse of cell phones at school and that is what we will talk about in this text, how can we give a possible solution to the problem generated by the cell phone at school?

On the one hand we have the misuse of cell phones at school, with them students are very distracted and I think that is the reason why the school does not allow cell phones.

They are distractors because when students have easy access to a cell phone, they are more prone to lose concentration, and sometimes students use cell phones to see social networks, play video games at school or cheat on tests or class work, but other students use them to see support material. according to (Nicolas Camargo) his classmates are a clear example to show that at any time in class they can be distracted with a simple notification from their cell phones.

On the other hand, there is a very serious situation which is the indiscipline of the students. they all know the rules of the institution where the use of cell phones is restricted, however they ignore it, presenting problems of indiscipline. Finally, it was concluded that students use the device inside the classroom, mostly for entertainment, having a negative effect, since it produces addiction, low academic performance and poor attention in class. (Viviar Flores, 2017) with this we can see that through studies and analysis it has been proven that cell phones can affect the academic performance of students and attention to classes.

I think there are some solutions from my point of view and the first would be that the school implements more the use of cell phones, with this would generate that the student does not feel that need to be with the cell phone at all times because it would no longer be a bad thing, but on the contrary, it is being given use but in a more focused way that is the study and activities in class. Besides that, I think it would also be good to have small campaigns for students but in a more didactic way; making games that require the same devices and thus generate that feeling of listening to the student and their own satisfaction.

finally, we can see that this situation of misuse of cell phones makes students lower or lower the academic level and that the level of discipline increases because in my case, I am aware that sometimes I deviate from the class to use the cell phone for a moment or answer some messages, but I also think that in the spaces that the school gives us to use it is working, because for us it is more comfortable and faster to perform the activities.

Imagine that you are walking through Bucaramanga and you go through a park, more specifically the Cigarras park, and you see people walking, kids playing and homeless people sleeping in the floor with some stuff around them, hungry and probably sick, is sad to see homeless people and more knowing that the society and the government don't do too much to help them, it's not their fault but homeless in public places could make some trouble and discomfort for passers-by and to the community, usually make people feel unsafe, increase the trafficking and use of drugs, and pollution or accumulation of garbage but mostly fear. Some of this or all these negative aspects that homeless produce can be deleted helping them and giving them opportunities having social empathy but also finishing the corruption in social campaigns.

First, we have to keep in mind that not all homeless are as society tends to show them, as bad people, only because of their aspect or their needs but also all of them are good people, such as Chris P.B (2022) said "Society tends to cast them in a negative light and make them out to be bad people who are in the situation they're in because of that. But this is just an unfair and inaccurate stereotype". Because of that people usually feel unsafe when they see homeless and try to avoid them, this could be solved creating campaigns to change the beliefs and stop or deleting the bad reputation that homeless people have emphasizing that they are also people, They are people, in addition, homeless people could be helped so that they can have food and other basic needs, even if it is little, giving them a more common and clean appearance, thus generating more trust with people and in the same way receiving more help.

"Problems with drugs or alcohol can be part of a person's spiral into homeless. Of course, not everyone who has problems with alcohol or drugs becomes homeless and not every homeless has problems with drugs or alcohol abuse" (Drugs and Alcohol: Crisis UK). As I said before, we do not have to judge all homeless people in a general way. Not everyone ended up in the situation they are in because of drugs or alcohol, other reasons for ending up homeless are mismanagement and investments in their economic lives or social or marital complications which can lead people to lose all they have, in accordance with Guillermo Gonzalez (2022) a common habitant of Real de Minas that I interview express his disagreement about the incompetence of the government to help homeless, in order to significantly reduce the use of drugs and

alcohol consumption among people in need, people could be made aware to stop giving alms and allocate money to non-profit foundations that focus on sectors of the city, in addition to being supervised not only by the government if not by the community itself to avoid the theft of said money and corruption in order to better help the homeless and also create more confidence with different foundations.

Another of the negative aspects that a homeless person can generate in a community or public space such as a park is the accumulation of garbage, especially people who live and settle in a public place to take refuge at night or in times of storm. They accumulate what for us is rubbish but for them it is the only thing they have, even though they are things that help them in one way or another to improve or make their difficult situation a little easier, they can accumulate many things and start to bother people by blocking the passage, attracting stray animals such as dogs, which not all but some may present threats to everyone, either due to their aggressiveness or they may carry diseases and infect other animals, as well as the increase in bad smells and others. Negative effects on the environment, although the pollution does not only affect passers-by since the air pollution produced mostly by wealthy people, factories, vehicles and others strongly affect the homeless since they do not have a house in which to take refuge from this phenomenon, the purchase of the homeless's waste by garbage companies could be considered to motivate the homeless not only to help the environment but also by helping them by giving them food or hygienic necessities that they have in exchange for the garbage.

The homeless are not always to blame for ending up in the situation in which they find themselves, since a bad investment and use of money can lead anyone to end up living on the streets, as well as the excessive consumption of drugs and alcohol that are a major expense. Unnecessary for anyone, we should not only help homeless people to be able to improve their lives by giving them a plate of food that we have left over from our lunches, since even for them it is one of the few bits of happiness they can have in days, but also as John Langan says (2020) One of the best ways to help homeless people is by donating clothes, funding, offering our time if possible to help in different campaigns and also choosing our leaders well and in the best way as presidents and mayors, not only is the community one of the most important points to

help the homeless, politics has a great weight in the progress and quality of life of the homeless and Depending on the politicians, many and different economic funds will be allocated to charitable causes that help the homeless and also with the same government programs that take care of this, but the leaders must be chosen well to avoid corruption, which is one of the causes of poverty everywhere. We need to stop generalizing all homeless people the same way and be more empathetic to others by putting ourselves in their shoes and how we wish they would help us in their conditions and how bad it would feel to be ignored and belittled.

## References

Lingan, J. and Lingan, J. (no date) *7 practical ways you can help people experiencing homelessness , therighttoshower*. Available at: <https://www.therighttoshower.com/make-difference/7-practical-ways-you-can-help-the-homeless> (Accessed: November 15, 2022).

Chris, P.B. (2020) *Are most homeless people good or bad?*, HomelessAdvice.com. Available at: <http://homelessadvice.com/are-most-homeless-people-good-or-bad/> (Accessed: November 15, 2022).

*Drugs and alcohol: Crisis UK: Together we will end homelessness (no date) Crisis*. Available at: <https://www.crisis.org.uk/ending-homelessness/health-and-wellbeing/drugs-and-alcohol/> (Accessed: November 15, 2022).

## S7

### Tolerance In the San Pio Park

The San Pio Park is a place very frequented by the citizens of Bucaramanga and its metropolitan area, it is quite famous because it is a natural area which has courts and games suitable for the enjoyment of children and adults. But the advantages that this park has, usually can be affected by the debates from the different points of view that exist with respect to the consumption of cannabis. Cannabis has always been a controversial issue, especially in a country like Colombia that has a background of violence linked to dg trafficking and drugs.

Quoting from an article in the magazine chain “El Tiempo”, "In terms of moderate cannabis consumption, Colombia is in first place, with 62.5%. The figure is alarming, as it greatly exceeds

those of Peru and Ecuador, which appear in the first three places with 28.6% and 14.8%"

Delgado, M.C. (2021). Colombia is a country with a high rate of cannabis consumption, also a country full of places where substances are freely consumed, and it is no secret that in the San Pio Park you can witness the consumption of psychoactive substances including cannabis, but this consumption generates different opinions because this park is frequented by children and their families. To see the different perspectives, we conducted a survey in San Pio Park, based on the following question: How do you feel about cannabis use in the park? According to an answer of an interviewees "I think it can become annoying and feel like your environment is being invaded." Unknown, 2022. This opinion is shared with 3 respondents out of 5 who express that they feel that their peace can become invaded, and they do not feel entirely comfortable. In this survey we can see many different responses, clearly based on the thinking of the respondents. But two of the interviewees responded that "The smell could become uncomfortable, but as long as someone does not violently interfere with my peace, I don't see any problem since it is the life of individual people so they can do whatever they want" Unknown 2022. As you can see there are different perspectives and the world in general is full of different points of view, but for us to be able to coexist we must have tolerance, this is something difficult talking about drugs and other psychoactive substances in Colombia, but if we can coexist with people who act and think differently from us this society would be worse. At San Pio Park, entire families come to witness the consumption of cannabis and some of them have retaliated against people who consume cannabis, making a park for coexistence look like a park in which peace and family atmosphere is interrupted due to the lack of tolerance that some people may have. It is also evident that the harmonious atmosphere of the park is affected by the consumption of cannabis, even though it is not a justification for violent retaliation among citizens, but to maintain a general calm it does not cost us anything to have a little tolerance.

Another aspect that is affected by cannabis consumption is the environmental pollution it generates. Either by the pollution in the air that a cannabis cigarette generates or by the wastes that are voted in the green areas of the park. This obviously affects children, adults, and society in general because the green areas of the park are filled with pollution from cannabis residues,

cigarette butts, cigarette smoke and carbon footprint. According to the magazine El Tiempo "The carbon footprint left by the massive indoor production of cannabis, due to the intensive consumption in light and air conditioning, amounts to between 2.2 and 5.1 tons of CO<sub>2</sub>". Press, E. (2021). So, in addition to the environmental damage that cannabis consumption generates, it is not comfortable and safe for people with breathing problems to be inhaling cannabis smoke; it is not fair that not all people can enjoy a recreational environment and must refrain from enjoying the park because pollution will affect their lungs. To be able to enjoy the park itself without putting the environment and other people in the park at risk, a type of time control to reduce the consumption of cannabis in the park would be the best idea. It would not put people who consume cannabis in uncomfortable situations and expose them to strong comments against themselves. People who have respiratory problems would not be in uncomfortable situations where they cannot breathe well because of the cannabis smoke. The Park and its green areas would have more care since the consumption would decrease and its contamination with carbon footprint or with cannabis residues would decrease.

The world, not only Colombia, is full of people and it is very difficult that we all think the same or have the same opinions; so, Colombia is not only very diverse in its landscapes and culture, but also in opinions and points of view. Any country in the world should seek an equality of views, but no one will ever be happy with every situation, especially with something as controversial as cannabis. I do not think it would be appropriate to end up in violent arguments or disrupt the harmony of a park for families like San Pio, even being a family environment where cannabis is consumed, but there is also recurrent presence of children should seek a regulation in the schedules so everyone as individuals can enjoy their activities and free time without "invading" the space of another citizen; we would win a point as a society because we would accept as tolerance the right that all citizens have to enjoy public recreational areas. Tolerating does not count, even more so if we can move forward step by step together.

## REFERENCES

- Delgado, M.C. (2021) *Durante La Pandemia, en Colombia aumentó la dependencia a la marihuana*, El Tiempo. El Tiempo. Available at: <https://www.eltiempo.com/cultura/gente/consumo-de-marihuana-aumento-en-colombia-586191#:~:text=Frente%20al%20consumo%20de%20cannabis,14%2C8%20%25%2C%20r> espectivamente. (Accessed: November 14, 2022).
- Press, E. (2021) *Producción Industrial de La Marihuana Está Dañando El Medioambiente*, El Tiempo. El Tiempo. Available at: <https://www.eltiempo.com/vida/medio-ambiente/produccion-industrial-de-la-marihuana-esta-danando-el-medioambiente-573454> (Accessed: November 14, 2022).

## S8

### Tolerance In the San Pio Park

The San Pio Park is a place very frequented by the citizens of Bucaramanga and its metropolitan area, it is quite famous because it is a natural area which has courts and games suitable for the enjoyment of children and adults. But the advantages that this park has, usually can be affected by the debates from the different points of view that exist with respect to the consumption of cannabis. Cannabis has always been a controversial issue, especially in a country like Colombia that has a background of violence linked to dg trafficking and drugs.

Quoting from an article in the magazine chain "El Tiempo", "In terms of moderate cannabis consumption, Colombia is in first place, with 62.5%. The figure is alarming, as it greatly exceeds those of Peru and Ecuador, which appear in the first three places with 28.6% and 14.8%"

Delgado, M.C. (2021). Colombia is a country with a high rate of cannabis consumption, also a country full of places where substances are freely consumed, and it is no secret that in the San Pio Park you can witness the consumption of psychoactive substances including cannabis, but this consumption generates different opinions because this park is frequented by children and

their families. To see the different perspectives, we conducted a survey in San Pio Park, based on the following question: How do you feel about cannabis use in the park? According to an answer of an interviewees "I think it can become annoying and feel like your environment is being invaded." Unknown, 2022. This opinion is shared with 3 respondents out of 5 who express that they feel that their peace can become invaded, and they do not feel entirely comfortable. In this survey we can see many different responses, clearly based on the thinking of the respondents. But two of the interviewees responded that "The smell could become uncomfortable, but as long as someone does not violently interfere with my peace, I don't see any problem since it is the life of individual people so they can do whatever they want" Unknown 2022. As you can see there are different perspectives and the world in general is full of different points of view, but for us to be able to coexist we must have tolerance, this is something difficult talking about drugs and other psychoactive substances in Colombia, but if we can coexist with people who act and think differently from us this society would be worse. At San Pio Park, entire families come to witness the consumption of cannabis and some of them have retaliated against people who consume cannabis, making a park for coexistence look like a park in which peace and family atmosphere is interrupted due to the lack of tolerance that some people may have. It is also evident that the harmonious atmosphere of the park is affected by the consumption of cannabis, even though it is not a justification for violent retaliation among citizens, but to maintain a general calm it does not cost us anything to have a little tolerance.

Another aspect that is affected by cannabis consumption is the environmental pollution it generates. Either by the pollution in the air that a cannabis cigarette generates or by the wastes that are voted in the green areas of the park. This obviously affects children, adults, and society in general because the green areas of the park are filled with pollution from cannabis residues, cigarette butts, cigarette smoke and carbon footprint. According to the magazine El Tiempo "The carbon footprint left by the massive indoor production of cannabis, due to the intensive consumption in light and air conditioning, amounts to between 2.2 and 5.1 tons of CO<sub>2</sub>". Press, E. (2021). So, in addition to the environmental damage that cannabis consumption generates, it is not comfortable and safe for people with breathing problems to be inhaling cannabis smoke;

it is not fair that not all people can enjoy a recreational environment and must refrain from enjoying the park because pollution will affect their lungs. To be able to enjoy the park itself without putting the environment and other people in the park at risk, a type of time control to reduce the consumption of cannabis in the park would be the best idea. It would not put people who consume cannabis in uncomfortable situations and expose them to strong comments against themselves. People who have respiratory problems would not be in uncomfortable situations where they cannot breathe well because of the cannabis smoke. The Park and its green areas would have more care since the consumption would decrease and its contamination with carbon footprint or with cannabis residues would decrease.

The world, not only Colombia, is full of people and it is very difficult that we all think the same or have the same opinions; so, Colombia is not only very diverse in its landscapes and culture, but also in opinions and points of view. Any country in the world should seek an equality of views, but no one will ever be happy with every situation, especially with something as controversial as cannabis. I do not think it would be appropriate to end up in violent arguments or disrupt the harmony of a park for families like San Pio, even being a family environment where cannabis is consumed, but there is also recurrent presence of children should seek a regulation in the schedules so everyone as individuals can enjoy their activities and free time without "invading" the space of another citizen; we would win a point as a society because we would accept as tolerance the right that all citizens have to enjoy public recreational areas. Tolerating does not count, even more so if we can move forward step by step together.

## REFERENCES

- Delgado, M.C. (2021) *Durante La Pandemia, en Colombia aumentó la dependencia a la marihuana*, El Tiempo. El Tiempo. Available at: <https://www.eltiempo.com/cultura/gente/consumo-de-marihuana-aumento-en-colombia-586191#:~:text=Frente%20al%20consumo%20de%20cannabis,14%2C8%20%25%2C%20r espectivamente.> (Accessed: November 14, 2022).

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Annex No. 5 Pizza-team organization

EGO

COLEGIO BILINGÜE LA CONSOLATA  
"Un poco de caridad lo resuelve todo. Ensanchemos nuestro corazón."  
-Beato José Allamano-

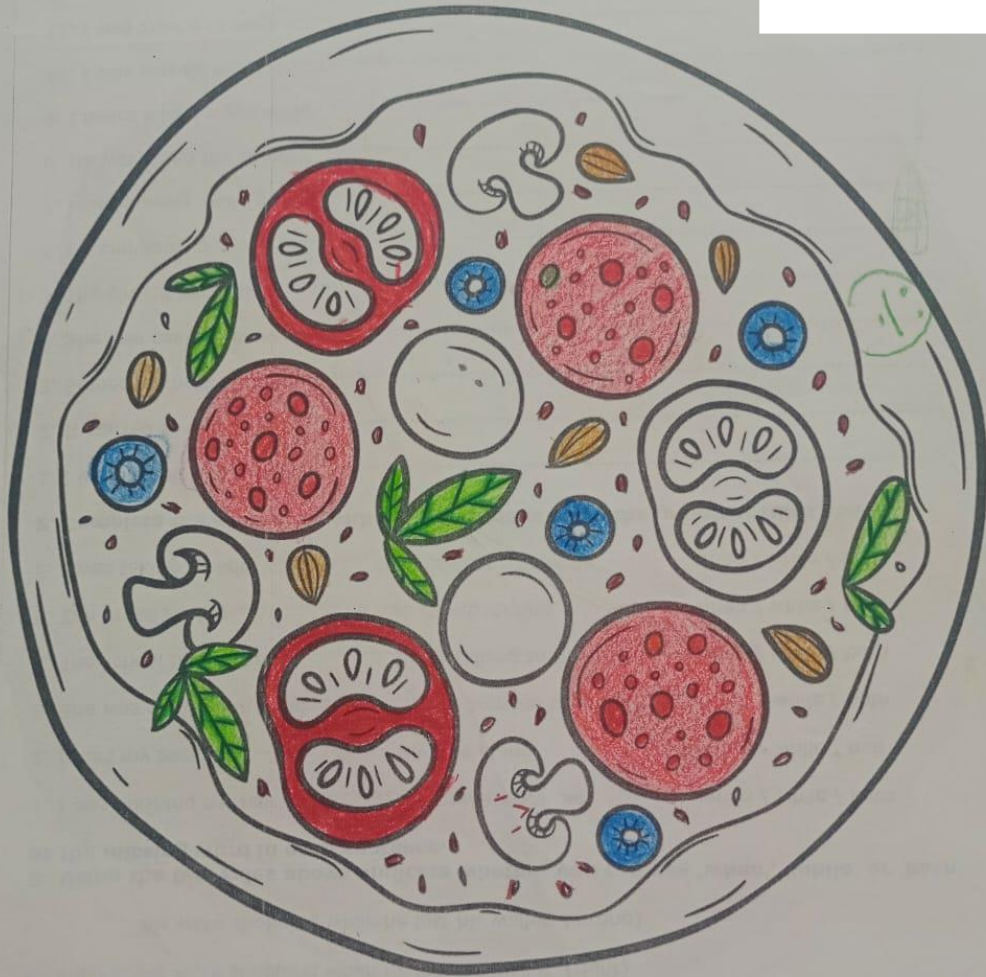
Handwritten list of team members and their roles:

- Maria =
- Pimentón =
- Charqui =
- pep =
- tomato =
- Alba =
- Gueto =
- Alma =
- Acerola =
- salso de kani =

Legend for team roles:

- [Redacted] = Memory
- [Redacted] = Tolerance
- [Redacted] = Curiosity
- [Redacted] = Playful
- [Redacted] = Leadership
- [Redacted] = Originality
- [Redacted] = Integrity
- [Redacted] = Adaptability
- [Redacted] = Persistence
- [Redacted] = Self-control

10<sup>th</sup> Speedy's Pizza



- Leadership
- Creativity
- Language
- Playful
- Persistence
- Bravery

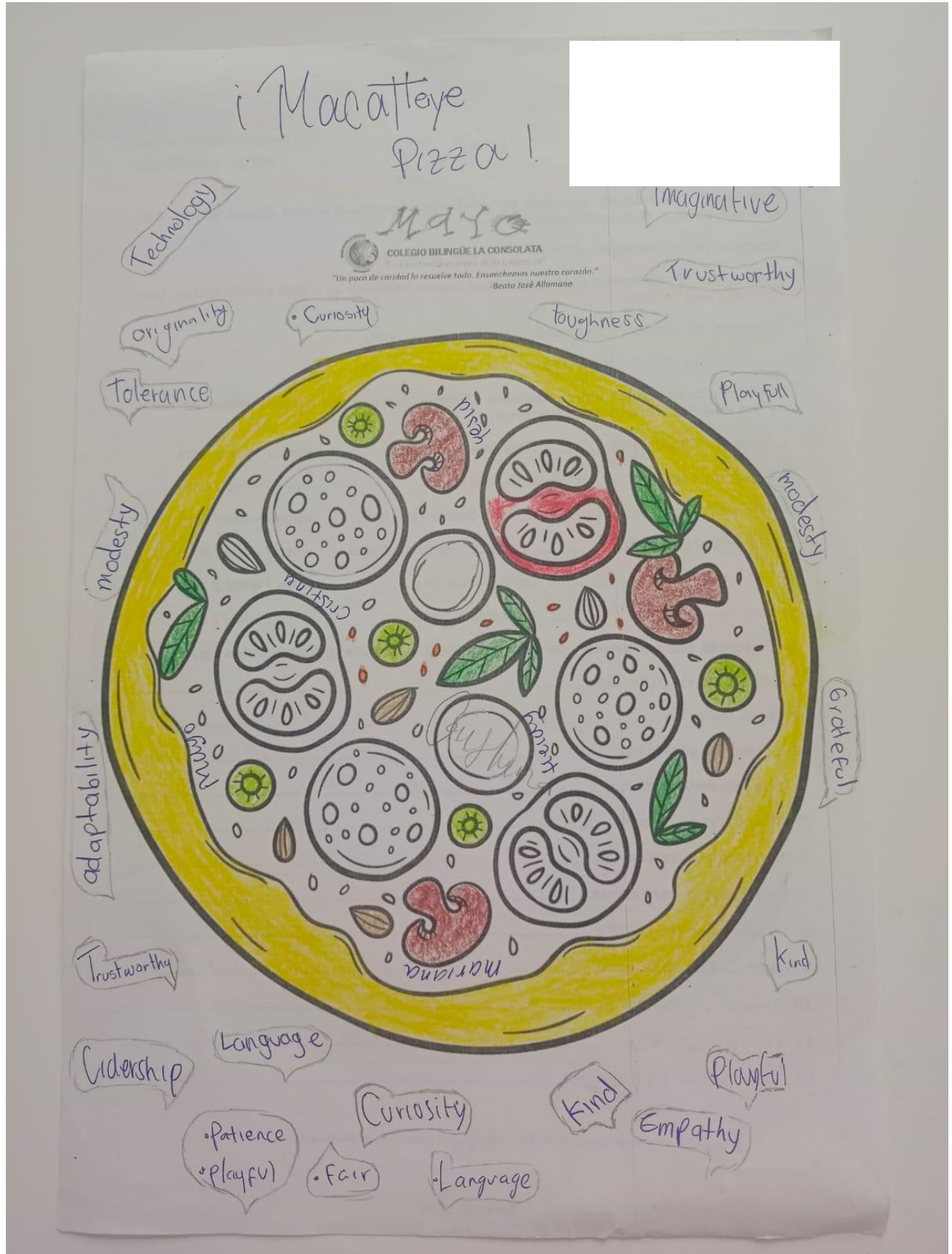
“Un poco de caridad le resuelve todo. Ensanchemos nuestro corazón.”  
-Beato José Allamanó

COLEGIO BILINGÜE LA CONSOLATA



- Imaginative
- Good memory
- Rationality
- Technology
- Caring


- Originality
- Liveliness
- Trustworthy
-



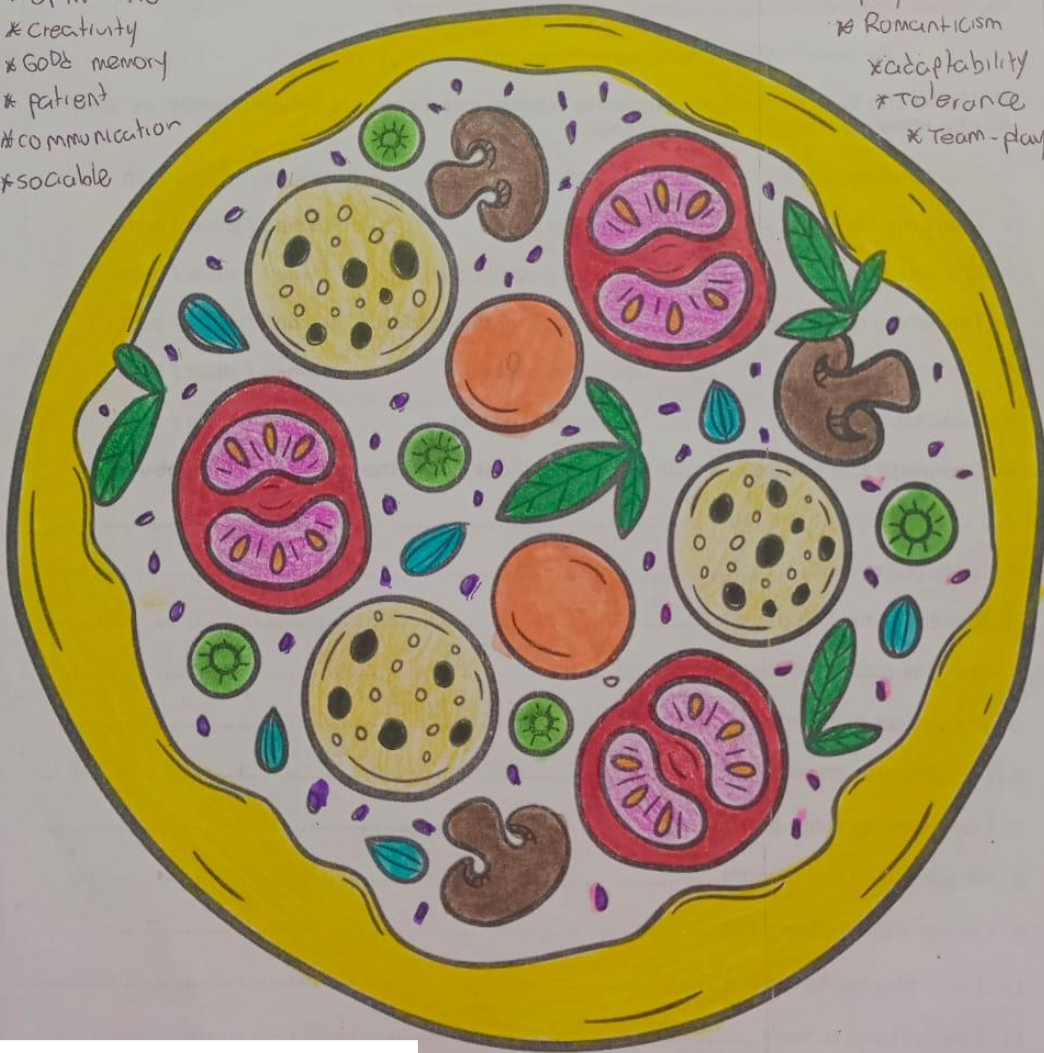
# THE COMBI COMPLETE.

## Ingredients:

- \*friendliness
- \*Trustworthy
- \*Optimistic
- \*Creativity
- \*God's memory
- \*patient
- \*communication
- \*sociable

 COLEGIO BILINGÜE LA CONSOLATA  
"Un poco de caridad lo resuelve todo. Ensanchemos nuestro corazón."  
-Beato José Allamano

- \*Originality
- \*Leadership
- \*Playful
- \*Romanticism
- \*adaptability
- \*tolerance
- \*Team-player

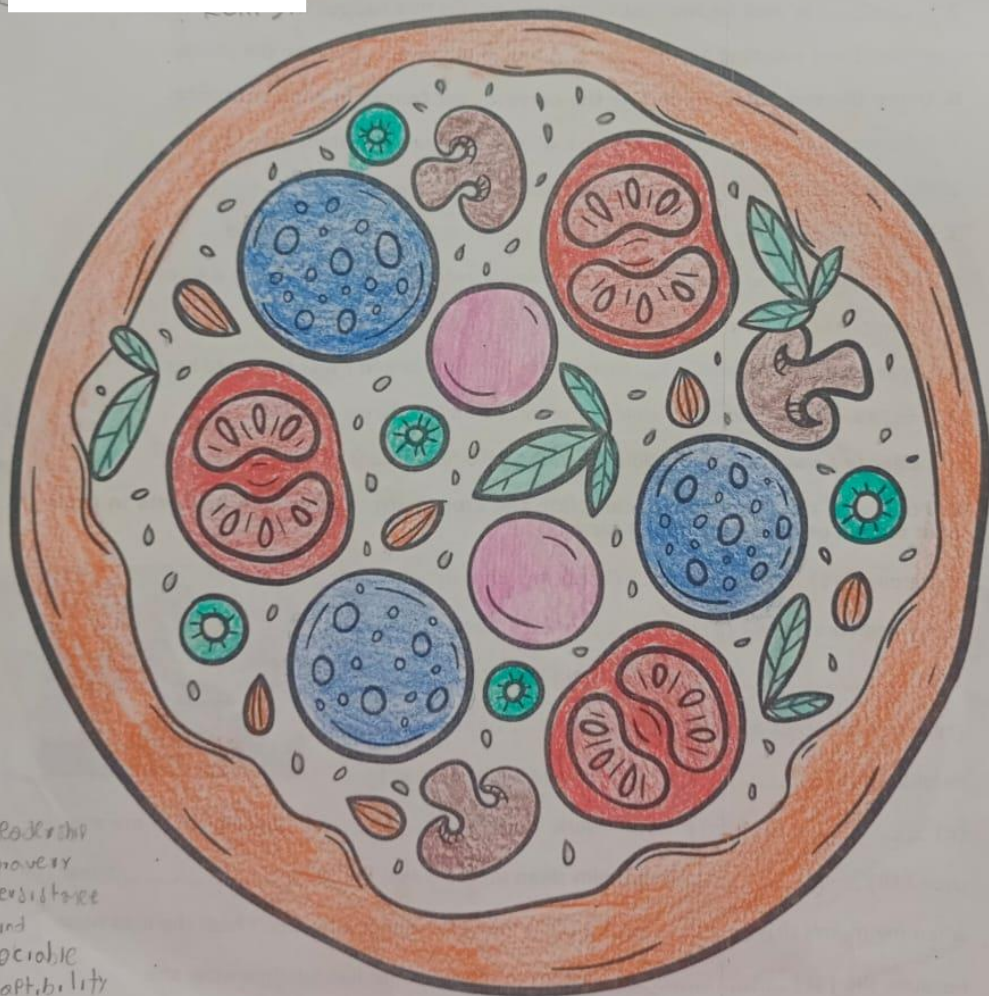


# HECTOR'S PIZZA



COLEGIO BILINGÜE LA CONSOLATA

"Un poco de caridad lo resuelve todo. Ensanchemos nuestro corazón."  
-Beato José Allamano



- Leadership
- Bravery
- Persistence
- Kind
- Sociable
- Adaptability
- Calmness
- Intellectual
- Poise
- Curiosity
- Empathy

### Annex No. 6 Survey sample designed by students

SURVEY

INFORMAL TRANSPORTATION  
(Encuesta - Transporte informal)


1. ¿Qué tan frecuente visitas Acrópolis?
  - Nunca • Casi nunca • Ocasionalmente • Casi todos los días • Todos los días
  
2. Actualmente, ¿te parece difícil movilizarte por la vía frente a Acrópolis?
  - Sí • No
  
3. ¿Cómo crees que influye el servicio de mototaxi en Acrópolis y sus alrededores?
  - Sí • No
  
4. ¿Cuál de los siguientes servicios de transporte utilizas? (opción múltiple)
  - Taxi • inDriver • Mototaxi • Bus urbano • Metrolínea • Otro \_\_\_\_\_
  
5. ¿Crees que el servicio de mototaxi está relacionado con la situación económica del trabajador que ofrece el servicio?
  - Sí • No
  
6. ¿Qué es lo más importante para ti en el servicio de transporte?
  - Calidad del vehículo • Presentación personal del conductor • Precio • Longitud de la ruta
  
7. Si tienes que movilizarte de un lugar a otro y el servicio de transporte público (formal) se niega a llevarte, ¿qué harías?
  - No ir a tu destino • Caminar • Utilizar mototaxi (servicio de transporte informal)
  - Otro \_\_\_\_\_
  
8. ¿Has usado alguna vez el transporte informal?
  - Sí • No
  
9. Si respondiste "Sí" a la pregunta anterior, ¿te sentiste seguro usándolo?
  - Sí • No
  
10. Si has hecho uso del transporte informal, ¿cómo calificas tu experiencia de 1 a 10?
  - 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9 • 10

(Mala) (Excelente)

## Annex No. 7 Data analyzed by students

*Cuadro de analisis*

<i>i.?</i>	<i>category</i>	<i>Conclusion</i>
<i>1</i>	<ul style="list-style-type: none"> <li>• <i>Empatia social</i></li> <li>• <i>Apoyo colectivo</i></li> </ul>	<i>-Las personas que trabajan en la calle son personas empaticas y amigables con las personas en situacion de calle, debido a que convivir en la calle hace que prime el respeto</i>
<i>2</i>	<ul style="list-style-type: none"> <li>• <i>Respeto</i></li> <li>• <i>empatia social</i></li> </ul>	<i>-El respeto es algo que prima en la sociedad, las personas que entrevistamos declaran que nunca han presenciado ni sido participantes de faltas de respeto</i>
<i>3</i>	<ul style="list-style-type: none"> <li>• <i>corrupcion</i></li> <li>• <i>soledad</i></li> </ul>	<i>-Se aclara que hay mucha corrupcion porque las entidades solo crean cortinas de humo para bajar la presion social y despues de eso no ayudan a la gente y se roban el dinero.</i>
<i>4</i>	<ul style="list-style-type: none"> <li>• <i>Empatia social</i></li> <li>• <i>bases de info.</i></li> </ul>	<i>-Las personas no son conocedoras de programas gubernamentales pero mas alla de una fachada no hay apoyo</i>
<i>5</i>	<ul style="list-style-type: none"> <li>• <i>Desinterés</i></li> <li>• <i>egoismo</i></li> </ul>	<i>-Las personas comentan que las ayudas que brindan son minimas debido a las diversas prejuicios que les tienen a las personas de calle y ellos comentan que las personas son muy egoistas.</i>

Annex No. 8 *Wrap-up activity*


## Closing opinions

[Acceder a Google](#) para guardar el progreso. [Más información](#)

\* Indica que la pregunta es obligatoria

**FULL NAME \***

Tu respuesta

**Project group's name \***

Tu respuesta

1. From 1 to 5, being 1 the lowest criteria and 5 the highest, how meaningful was the project's experience for you? \*

Quite meaningless    1    2    3    4    5    Quite meaningful

2. From 1 to 5, being 1 the lowest criteria and 5 the highest, how willing are you to share what you have done so far with activist groups or other communities through a talk or interview? \*

Not interested    1    2    3    4    5    Very interested

3. From 1 to 5, being 1 the lowest criteria and 5 the highest, how has your perception about that community you worked on changed for you? \*

1 2 3 4 5

It is still the same      I see it now in a different way

3.1 If your answer for the previous question was that your perception was different (or in somehow), how would you describe this new perception briefly?

Tu respuesta \_\_\_\_\_

4. In a brief description, what would you highlight about this project journey? it could be either positive or sth to improve \*

Tu respuesta \_\_\_\_\_

5. From 1 to 5, being 1 the lowest criteria and 5 the highest, would you be interested in keeping working on this project applying it that community in the coming months? \*

1 2 3 4 5

Not interested      Very interested

5.1 If your answer to the previous question was in somehow that you were willing to, please leave your contact information, so the researcher can contact you later (name, phone number, personal e-mail).

Tu respuesta \_\_\_\_\_

**Enviar** [Borrar formulario](#)

**Annex No. 9 Teacher-researcher journals**

<b>Journal Jul 12 – Jul 15</b>	
<b>Step: Disclosure of the pedagogic proposal w/ students</b>	
<b>Observation</b>	<b>Reflection</b>
<p>For this presentation, I decided to dispose the last 40 minutes of the class to share with these 10th graders what the pedagogical intervention was about, the reason to apply it with them and the route that we were going to follow. The way I purposed the project was deductive as I made them some questions such as what places do you consider as your community? And why? What is the impact of young people on the society? A student answered that there was youth who did impact their society but only it happened because they had some connections with older people, so they could make decisions.</p> <p>Another mentioned that not always youth was visible in a community.</p> <p>After hearing some responses, I explained them how the project was going to be applied and that they were going to be the main actors through that process.</p> <p>Also, I clarified that the relationship teacher-student might be turned into a more equal relationship. I made this presentation in Spanish, so they could have a clear understanding of it.</p> <p>In the last stage, they also had questions such as if they were going to interact with other people or how they were going to be graded. I explained to them that grades would be of course based on their performance in the class, which means how much they got involved or they participated in the activities proposed.</p> <p>At the end, there was a small snack.</p>	<p>I noticed how curious SS about the project presented and how they would be able to have an active role.</p> <p>SS were aware of the roles that youth might perform but only if there was some adult influence</p> <p>SS seemed to be excited about noticing that their English classes were going to be different.</p> <p>It seems to me that they also made some connections with the topics taught in the previous term (citation, reference or, structure of a paragraph) and that there would be a writing component involved for the upcoming terms.</p> <p>Ss were surprised that at the end there was a snack and enjoyed it as well.</p>

<b>Journal Jul 18 – Jul 22</b>	
<b>Steps: Recruit the team and build relationships</b>	
<b>Observation</b>	<b>Reflection</b>

This class started with an ice-breaker related to find common things with their classmates. Students were relaxed and had good communication among them. Then, there was a brief talk about strengths and weaknesses. There was a reflection about how often we are recognized by our strengths instead of highlighting the weaknesses. For this activity, most of SS expressed that they were not recognized by their skills. SS filled out a test about strengths and weaknesses. After that, SS had to create their groups from 5 to 6 people. The teacher explained to them that the organization was based on what they can contribute to this group to have more strengths as the group would be for 2 terms. SS were creative and felt comfortable with their groups. They also set a name for their groups which validated their identities

SS felt engaged with the ice-breaker and they might have strengthened their relationships not only w/ their friend but also w/ their classmates in general. When it was about the topic of weaknesses and strengths, they looked quieter but also shy. It could be because of some questions related to whether they were recognized or rewarded due to their skills. I shared w/ them some thoughts about how important it is to improve both sides, but also to focus a bit more in the skills to master them, so they could become that person that they want to be. The idea of team work was exciting for them and made them feel more engaged with the class.

**Journal Jul 25 – Jul 29**

**Steps: Critical awareness from Genre pedagogy principles**

Observation	Reflection
<p>The lesson started showing the cover of the book assignment. There was a brief talk about poverty, families that are impacted by this issue, their background, and real cases. SS participated and shared their different points of view about seeing homeless people in their communities. SS took the time to read the first two chapters and then to develop a set of questions about the reading. One of the questions made was "Riis didn't succeed in the urban areas, despite it was his main objective. How would you have promoted the awareness of this critical situation if you were this photographer?", so, some students agreed on doing the same, showing their work through visible means such as newspapers, or social media. They reflected on how powerful mass media is now and that if you persist on a specific aspect or thing to show, more people would get to know it.</p>	<p>Some SS are aware that there are social issues but they are not aware of those problems that surround them. Some others did share that their city has been impacted by migration and it has had several consequences, but they don't know how young people can take action on these situations. SS might need more sensitivity towards social issues that take place in Bga.</p>

**Journal Aug 1 – Aug 5**

**Steps: Critical awareness from Genre pedagogy principles**

Observation	Reflection

Before continuing with the reading tasks, I explained with examples the differences of the concepts: immigrant, emigrant and migrant.

For the third chapter, there is a section in which was described the main character's background, making emphasize that their roots were from a different country, which made this person an immigrant. SS not only made a mind about this character information but also, they were asked to gather information about their own family's background.

For the next lesson, SS designed their own mind maps about their root family: where their family started settling down and what was their journey until current days. For this activity, students were engaged and enjoyed sharing with their partners their roots. There was a student who was shy and didn't feel connected because he shared with me that his family has always lived in Bucaramanga. I was thoughtful about his feelings, so I asked them if they were able to move in different neighborhoods from time to time. The student reflected on it and by the time he delivered their mind, there were a couple of places in the same city in which they have already been to. I asked them for special memories that they could have in each neighborhood and I highlighted how this student was quite aware of his hometown.

### Journal Aug 8 – Aug 12

#### Steps: Critical awareness from Genre pedagogy principles

Observation	Reflection
<p>Through the fourth and fifth chapters, there were some historical facts in USA: industrialization and the social reform. At this point, I noticed that if the reading checks kept in the same way, it would turn into a quite passive assignment and socialization of the workshops as not all students participated and some got distracted. So, in this opportunity, students had to gather into their groups and do some research related a specific historical fact mentioned in the book and then they would make a brief presentation.</p> <p>On top of that, SS were allowed to be outside of the classroom and to make use of their cellphones. When I had the chance to go through each group and ask them about the workshop development, I noticed that one group divided the questions so each SS was in charge of a specific item. Then, when I passed around after some time, they had finished their individual research and now they were socializing to the rest of the group their what they found.</p>	<p>It is important that once in a while SS are able to change the place where they take the class, so their attitude towards the subject doesn't turn into apathy but their confidence about use technological devices increases.</p>

After all the groups finished the task, we met up in the classroom to make each presentation.

**Journal Aug 16 – Aug 19**

**Steps: Critical awareness from Genre pedagogy principles**

<b>Observation</b>	<b>Reflection</b>
<p>The last chapter of the reading was linked to a specific social issue: children in poverty. For this session, we not only talked about the responsibility of parents, but also about this issue as the consequence of local and national management and wars. Additionally, to include intertextuality, we listened to the song "Canción para un niño en la calle" and discuss how similar and different has been the situation for kids in our country in comparison to the content of the book.</p> <p>While listening the song, students seemed to be quite attentive and sensitive about its content. Then, when we talked about how this issue was related to Colombia, one student connected this situation with what she sees every day next to her building because there are displaced families with many children. Another student went beyond and shared that the following "Colombia is a country stigmatized by regions in the cities. It might be that these precarious situations are not seen but in places such as the remoteness of the country as in La Guajira, it is visible a greater poverty in which children often run naked, they do not have food and live in some cases of donations from tourism, because the state has excluded and abandoned them and gives them the chance to get ahead with education or economic support or humanitarian aid."</p>	<p>This was a good strategy to make SS more aware of how close social issues are from them. The fact of discussing issues that impact childhood or youth is more visible due to their age, so in this case, they did become aware that even on the way to go to the school, they recognize that there are people who are directly impacted by these issues.</p>

**Journal Aug 22 – Aug 26**

**Steps: Define issues**

Observation	Reflection
<p>For this new stage, SS had the chance to read some articles about youth around the world doing research in their communities. SS focused on what the projects were about, what the role of the kids was, what their goals were and challenges. Additionally, they had some takeaways about youth working for their communities. SS recognized that young people do have a voice and that they can create educational and safety spaces for other young people, for example providing sexual education.</p>	<p>Having shared those articles has been another way to make SS notice that youth can really take action in their communities to provide a better environment for other young people to live.</p>

**Journal Aug 29 – Sep 2**

<b>Steps: Define issues</b>	
Observation	Reflection
<p>This activity gave the chance to introduce the topic of social issues as itself. I explained to them what a social issue is, what a root cause is and how it is linked to the issue, and how systemic reasons divide society to favor some over others. Based on that, students made some practical exercises analyzing "isms" such as classism, racism, or sexism in specific locations to find out the root cause in those contexts.</p>	

The next two weeks from Sep 5th to Sep 17th are related to the Consolata's week and the final exams of third term

**Journal Sep 19 – Sep 23**

<b>Steps: Define issues (in their community)</b>	
Observation	Reflection
<p>In this lesson, SS were asked to gather in their groups, discuss a possible place in their community to observe. As a task, they were asked to go to that place and observe what issues they could identify. Then in the next session of this week, they gathered once again to discuss the issues found and focus in just one to work on it. We made a socialization at the end of each group sharing the community they were going to explore and the issue found. Two groups chose the same location and felt disappointed; however, I made them aware that even though one was going to focus only in the park, the other one was going to be a bit broader as they would check the conditions related to homeless people in the area.</p>	<p>SS needed also some support delimitating the places and issues chosen because it is important that SS are safe in the places they explore.</p>

<b>Journal Sep 27 - Sep 30</b>	
<b>Steps: Research design</b>	
<b>Observation</b>	<b>Reflection</b>
<p>In this session I explained to SS that means to do research and how it is connected to the information that they just gathered. Thus, I introduce some type of instruments used for research: survey, interview, photovoice and observation.</p> <p>For this lesson SS learned about Survey and interview. For the survey, they analyzed some samples and corrected some of its sections. I also shared with them the structure and type of questions that might be used.</p> <p>Then, for the interview, we made an exercise more practical. I emphasized that an interview has an introduction, then the development of the questions and a closure. So, we propose a topic (consumption of energetic drinks in young people and created some questions), then SS practiced an introduction of this topic, the questions and the closure within them. After the interview was done, the interviewee had the chance to rate the interviewer and provide them a feedback.</p>	<p>It was important that SS made some tries within their peers on how they would apply an instrument, so they would be confident by the time they are in the chosen places.</p>

<b>Journal Oct 3 – Oct 7</b>	
<b>Steps: Research design</b>	
<b>Observation</b>	<b>Reflection</b>
<p>For this session, SS learned about photovoice and observation. For the photovoice, we talked about the importance of gathering this type of evidence but also the ethical that it carries out having the concern of the people who are being recorded.</p> <p>In order for them to understand more about this instrument, SS played a scavenger hunt, in which they had to photograph abstract nouns through the school. After taking pictures, they submitted to Padlet. Then, for the observation, aiming all the class made a list of places around the school, then in groups of three, SS went to observe the place, to take some notes and probably highlight what they find particular in this place.</p> <p>While I was walking through the school, I joined one of the groups, they were in front of a primary classroom, the tenth graders were quiet and were just taking notes. By the time we socialized both experiences, I asked one person of the group their perception about both activities and the place they chose. This Student expressed that both instruments require attention and sensitivity to capture or describe what one really wants to say, and regarding the place, they noticed how children were</p>	

focused on the lesson of the teacher. One of them highlighted that the teacher who was in the classroom had taught him when he was in primary and recall that one particular feature of this teacher was that he is very expressive, use songs and mimic to engage kids.

Oct 10th to Oct 14 - Class break

**Journal Oct 18 – Oct 21**

**Steps: Research design and conduct research**

Observation	Reflection
<p>The class started with a a recap of the instruments taught before the break. Then, I explained to the students that each group had to choose two instruments, to design them and at the end of the week, they would apply them in the place chosen to explore. Students were excited and nervous of applying the instruments as they would have to interact with the community with a particular purpose.</p> <p>During the design of the instruments, SS took into account the information taught about them and most of the groups decided to design surveys and interviews.</p> <p>One S shared with me the questions created by their group, they were going to apply them in the cigarras Park, and he asked me if people were going to take them seriously. I reaffirmed to him that people would do and that in order to show reliability, they had to introduce themselves and explain the purpose of the interview or survey. On top of that, I encourage this student to feel proud of explore their community in this way.</p>	<p>SS not only need some practice to know how to apply an instrument, but they also need, as everyone else when trying something new, some guidance and support from someone to let them know that they are doing right. This also reaffirmed that moment when SS mentioned that they are not usually recognized by their skills.</p>

**Journal Oct 24 - Oct 28**

**Steps: Analyze data**

Observation	Reflection
<p>Once SS applied their instruments, that first class of the week, SS were quite excited and all wanted to share their experience interacting with people. Some were surprised about how people were willing to share their point of views about a specific problematic in the area, these people also were curious about who the SS were and why they were doing that activity. Some others were shocked that people were rude with them and refused to help SS. After that, SS worked on their notebooks answering some questions about this experience. While going through the classroom, one student shared that they realized how serious is the impact of mototaxismo in their area and as he got the chance to got to know those perspectives, he reflected on being more aware and serious about this topic as he used to make jokes about it. After that, there was an ice breaker called "Marshmallow Challenge", in which SS gathered in groups and made a construction out of 20 spaghetti sticks, a marshmallow, a meter of tape and a meter of string. The idea was to create the tallest free-standing structure and the marshmallow must to be on the top in 18 minutes. SS had a great time as teams, as they worked really well to achieve the goal of the activity. Some were laughing all the time and when I went to chekc one of the groups, I asked fort the marshmallow and they though that it was a gesture and they ate it. After this activity, I explained to them that among the group, they would have to analyze the information collected finding patterns, like a coding-ish analysis. As some students recorded their interviews, they had to transcribe them and then analyze them, so this activity took almost the 3 sessions of this week.</p>	

**Journal Oct 31 – Nov 4****Steps: Advocate for change from an argumentative writing voice**

Observation	Reflection

Once SS had the data analyzed, I took the first session of this week to explained to SS the structure of the problem-solving essay. I provided to SS two types of structure. They also review the importance of an argument, the type of paragraphs and statement and how to use citations and references, which were topics that they learned at the beginning of the year. In order to start writing their essays, they were going to make use of the data analyzed, and of course to support those ideas, they were allowed to use their phones to look for further information. I suggested to them drafting their ideas first and from there, their writing exercise would be easier. Some of them consider this suggestion and some others didn't, which was fine. Students had all the sessions of this week (4) to construct their essay, and deliver it the following week in the final test week of the school.

Through this process, I gave them the chance to either stay at the classroom or to choose a place around the school. While I checked the individual process of the SS, some asked for help in terms of vocabulary, especially, connectors or words related to a very specific area of study. In order to support their autonomous development, I provided to them a list of connectors to use depending on the purpose.

By the last session, I asked them to choose a partner and to exchange their writings in order to check their partners' and provide some feedback on things that they could improve. there was a couple of friends who were quiet passive and then when I checked on them, one of the SS was still in the first part of the essay. So the other S say "Miss, what should I correct here? He doesn't have the essay yet". I suggest her to offer them support reviewing and sharpening the draft ideas in order for them to develop their essay properly.

Considering that the writing process is different for every individual, the choice to either stay in the classroom or be outside was open for SS in order to have better concentration in the paper.

The peer-check task was key for students to build their confidence on their own writing and to feel that it was not going to be read by only the teacher but also by their peers as well.

SS still need guidance in strategies to look for new vocabulary and not only to rely on the teacher as someone how can give them the exact word they need.

**Journal Nov 8 – Nov 11**

**Steps: Advocate for change from an argumentative writing voice**

Observation	Reflection
As this week was for SS final tests in all their subjects, offer them some more extra time to conclude their writing and a deadline by the end of the weekend to send the essay through email. This week, we didn't have class.	It is necessary to be thoughtful about the academic load and stress that SS might have by that period of time.

**Journal Jul 18 – Jul 22**

**Steps: Advocate for change from an argumentative writing voice**

<b>Observation</b>	<b>Reflection</b>
<p>For this last class with these SS, I have a few activities to do with them. First, I checked my email to be aware of who was missing to send the essay. Then, I shared a last survey about the project experience with them. And at the end, I took some time to thanked them for the time we spent as a class and all the knowledge that I received from them. Some of them also shared their thoughts about this class and they mentioned that they have had a very different English class as they really felt engaged and involved as human beings.</p>	<p>By that time, I could tell that the teacher-student relationship evolved to a horizontal way of communication rather than vertical with certain diplomacy.</p>

## Annex No. 10 Rubric of assessment for the essay created



**LEARNING CELEBRATION GUIDELINES – 4<sup>TH</sup> TERM**  
**PROBLEM-SOLUTION ESSAY**  
**LITERACY – 10<sup>TH</sup>**

FULL NAME: \_\_\_\_\_ SCORE: \_\_\_\_\_

Based on the analysis, results and solutions proposed among your group about the project you designed for your community; and the content related to what a problem-solution essay is, start constructing your own text of this type (problem-solution essay).

The first draft will be checked by your peers before the final version is delivered.

**FINAL DELIVERY:** Between November 15<sup>th</sup> and November 16<sup>th</sup> – Tuesday and Wednesday

**RUBRIC FOR ASSESSING WRITING: PROBLEM-SOLUTION ESSAY**

STATEMENTS	3	2	1	0
<b>INTRODUCTION</b> 1 <sup>st</sup> paragraph	Well-developed introduction paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement.	Introductory paragraph contains some background information and states the problem, but does not explain using details. The thesis of the paper is evidenced.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.
<b>MAIN POINTS</b> Body paragraphs	According to the structure, the main problem(s) is/are well-developed with supportive details. In the same way, the solutions proposed are linked to the problems previously stated.	According to the structure, the main problem(s) is/are presented but may lack development. In addition, the solutions proposed are linked to the problems but they are not well-explained.	According to the structure, the main problem(s) and solution(s) have a poor development or the ideas are vague.	According to the structure, the main problem(s) and solution(s) lack of development or some may be missed.

<b>CONCLUSION</b> Final paragraph	Conclusion summarizes the main topics using different words; writer's opinions are logical and well thought out.	Conclusion summarizes most of the main topics. Writer's opinions are stated.	Conclusion summarizes some of the main topics, but the ideas are repetitive. Opinions are not included.	Conclusion does not adequately summarize the main points. Opinions are not included.
<b>ORGANIZATION</b> Type of essay structure: Chain structure or Block structure	Following the given structure, the text shows the central idea and moves the reader through the text in an easy way.  There is evidence of using connectors to make an effective transition throughout the article.	Most of the structure is considered in order to show an easy way to read and understand.  Use of connectors makes an effective transition throughout the essay.	The structure of the text leads the reader to get the ideas without too much confusion. The development of ideas is awkward.  Connectors appear sporadically.	The text lacks a clear sense of direction. The ideas developed are unclear, illogical and/or not linked to the main topic. It seems like a random construction.  There is evidence of forced connectors in the article or no connectors are present.

<b>WORKS CITED</b> Within 3 and 4 works.	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page.	Source material is used. All sources are accurately documented, but a few are not in the desired format. Some sources lack credibility.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format or lack credibility.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.
<b>MECHANICS</b> Sentence structure, punctuation and capitalization	There is a very narrow range of error for these elements that does not distract the reader from the content.	There is a range of errors that sometimes distracts the reader from the content.	The range of error is repetitive and makes the reader get distracted from the content constantly.	The range of error is quite wide that does not allow the reader to focus on the content completely.

S= 18 – 16

A= 15 – 10

BS= 9 – 5

B= 4 – 0