

OUR BEST QUALITY, DIVERSITY. UT

FINAL PROJECT: An audiovisual piece (maximum 60") that calls for a school for all, and illustrating one of the following principles for reinventing schools: emotional education, multiple intelligences, IT, architectural redesign of the classroom/school and diversity.

For this specific unit we ask for the following:

An audiovisual piece (maximum of 60") that calls for more inclusive schools - a *school for all* - that values teamwork and diversity, and learns from it.

1. RAISING AWARENESS/MOTIVATION

GENERAL OBJECTIVES	<ul style="list-style-type: none">• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.• Encourage the development of effective, critical and creative thinking.• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.
COMPETENCES	<ul style="list-style-type: none">• Linguistic communication• Learning to learn• Social and civic competences
CURRICULAR AREAS	Spanish Language and Literature Music
DURATION	Two sessions
MATERIALS	Computer with internet connection and projector Optional: Thinker's key - "Prediction" Coloured stickers

The activity revolves around *Rap Against Racism* by El Chojín with a related discussion.

- Video: <https://youtu.be/Zl8W6ddWfM8>
- Karaoke lyrics and background singing <https://youtu.be/1o93gZB2Hbl>
- Instrumental background music without lyrics: <https://youtu.be/iBpq74Z1C8o>

The lyrics to the song can be found in the Appendix.

This exercise can be done with *Oppressed Majority* which you can see at the following link: https://youtu.be/PSyEJf_A4A. This is a short film by Eléonore Pourrait that shows the world of gender relationships through a different lens, exchanging men for women and exposing men to situation that many women have to put up with. After watching the film we suggest you use a discussion group to talk about what students saw.

FIRST SESSION

Facilitate a discussion to allow students to share the lyrics to the song.

Discussion groups foster interactive exchanges that allow students to learn together, learn from each other and learn with others. These interactions, which are based on equal exchange and respect, also create a good emotional climate and enable empathy to be developed.

Before listening to the rap song

The group discuss the title of the song. As part of this, we suggest you use the Thinker's Key "Prediction". Based only on the title, students are asked to formulate predictions such as: What will the song be about? What characters will it feature? What could the title refer to?

The lyrics to the song can be read in advance and students can write down what most drew their attention and why. They can include anything they may not agree with, what they liked most and why...

While listening

The song is sung in any of its versions.

After listening to the rap song

For the group discussion, students sit in a circle, so that they can see each other's faces. The person who plays the role of facilitator (generally, the teacher) reminds the class of some basic rules: respect others turn to speak, respect everyone's opinions, everyone will have the opportunity to speak and everyone will listen.

The discussion starts either with whichever student wants to go first - in which case the facilitator lists the order of the names of the students who are going to speak. Or you can start by randomly picking a student and then going clockwise round the group.

More detailed guidelines for facilitating the group discussion can be found in the Appendix.

This exercise can also be run using other films or short films.

- Beldur Barik (No Fear) Spotify list <https://open.spotify.com/user/beldurbarik/playlist/5nOPQl8ZNqz49sk4OynV6a> created by the Basque Institute for Women (Emakunde), which contains 200 non-sexist songs with lyrics that can be worked on in the classroom.
- Short anti-racist film called Tzafar that you can watch via this link <https://youtu.be/rrLc9ygTaiE>

SECOND SESSION. EXERCISE to appreciate diversity. The World of Colours.

While this exercise is taking place, no-one is allowed to speak. The person facilitating the exercise puts different coloured stickers on the foreheads of all the participants. These stickers should be different colours; some may be repeated, others are not.

When all students have got a sticker on their forehead, they are given the following instruction: *“When I’ve finished putting the stickers on you, without speaking to one another, get into groups based on the colour of the sticker on your forehead.”*

Afterwards, discuss the exercise and look at issues such as: What was the criterion for forming the groups? Why? It is very common for groups to form based on colour and this might be the case here. But were there no other possible criteria: colours of the rainbow for example...? Why do we approach people who we think are like us? What did those who were left without a group think and feel? What did the others think? Did they realise? Has this ever happened in the classroom? How did those who had another colour but didn't get into a group with anyone feel? Another issue that can be discussed is how they helped each other find out what colour they had on their forehead and who they should group themselves with?

2. VIDEO. THE VALUE OF DIVERSITY

These videos can help introduce the theory behind the topic.



VIDEOS: About discrimination

About discrimination - an announcement against discrimination
<https://youtu.be/KpQ0Eo7iMeQ>

The same, but in summary form <https://youtu.be/7VNGTGueuHU>

About **Neuroplasticity** <https://youtu.be/wsi8jCTGYb0>

After watching the internet video, which explains the theoretical framework in simple terms, you can start the Kahoot game, the aim of which is to bring gamification into the classroom and learn by having fun. This non-mandatory option is offered as a supplementary resource and can be found via this LINK.

3. Activity: THE DIVERSITY TABLE

GENERAL OBJECTIVES	<ul style="list-style-type: none">• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.
COMPETENCES	Linguistic communication Social and civic competences
CURRICULAR AREAS	Spanish Language and Literature Philosophy
DURATION	One session
MATERIALS	Photocopy of the bingo card found in the Appendix

This exercise can be done either with just one class or with other classes within the school, whether of the same level or not. The objective is not just to get to know each other but to show that although we are all different we all have things in common.

Hand out photocopies of the bingo card (see Appendix) and, before starting the exercise, explain the instructions. In this game of bingo, students identify certain specific characteristics and aspects that they have in common (or not) with other participants. To fill in the bingo card, they go around talking to everyone and identifying those who meet the conditions listed on their card; they then write down their names on the sheet of paper. In order to foster interpersonal relationships, participants are not allowed to put the name of the same person twice and they cannot leave any blanks.

Students go around the class asking and writing down the names of other students who match the questions on their bingo card. When the sheet is duly completed, they shout out BINGO!

Back in a circle, the results are shared, with all students being given the opportunity to speak. So, for example, you could start with the first person to have called out Bingo! and they are asked to say the name of the person they wrote in the first box - for example, they have the same number of brothers and sisters as you - and then go round the rest of the class clockwise, revealing and discussing everyone's answers.

This activity aims to emphasise that everyone, whilst different, always has things in common with other people.

4. Activity: ITS BETTER TO WORK IN A TEAM - THE HIGHEST TOWER

GENERAL OBJECTIVES	<ul style="list-style-type: none">• Encourage critical thinking and personal initiative, in developing both individual and team-working habits.• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.• Encourage the development of effective, critical and creative thinking.• Involve students in the processes of research and
---------------------------	---

	<p>problem solving.</p> <ul style="list-style-type: none"> • Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.
COMPETENCES	<p>Linguistic communication Mathematical competence and basic competence in science and technology Learning to learn Social and civic competences Sense of initiative and entrepreneurial spirit</p>
CURRICULAR AREAS	<p>Technology Spanish Language and Literature Plastic arts, visual and audiovisual education</p>
DURATION	<p>One session</p>
MATERIALS	<p>Materials needed for each group: 20 sticks of uncooked dry spaghetti, 1 marshmallow, 1m of string, 1m of sellotape or duct tape, and a pair of scissors.</p>

The class is divided into groups of three or four. It is a good idea to create heterogeneous groups in order to appreciate diversity and bring in different thinking, abilities, perspectives and experiences, and so that each person offers their best in solving the challenge that has been set.

Each group is given the same materials: 20 sticks of uncooked dry spaghetti, 1 marshmallow, 1m of string, 1m of sellotape or duct tape, and a pair of scissors. These materials can be prepared in advance and put into bags or boxes - in which case, the bags or boxes are not to be used during the exercise.

Groups are set the following challenge: using these materials, build a structure that can stand up by itself on the table, with the marshmallow on the top. This technique is used in group exercises¹ and it is helpful to reflect afterwards on the following: different abilities, learning from mistakes, trial and error, leadership, team cohesion and coordination, and the contributions made by each team member...

They have 18 minutes for the challenge. For time-keeping, an online timer such as <http://cronometro.com.es/cuenta-atras.html> can be used. You should emphasise that when the time runs out, absolutely nobody is allowed to touch the structure. Any group that violates this rule will be automatically disqualified.

When the time runs out, use a tape measure to measure the height of any structures that are standing up on their own. Write down the heights of the structures on a board and declare the winning team, or top three teams.

Participants can use the spaghetti, tape and string however they like. They can break it, stick it, tie it... but the marshmallow must remain intact.

¹ You can see an example here: http://marshmallowchallenge.com/Instructions_files/TED2010_Tom_Wujec_Marshmallow_Challenge_Web_Version.

At the end of the activity, facilitate reflection, focusing on the following different areas: the importance of making mistakes, risk-taking and trying out new methods, teamwork, mutually helping each other, the role each person played within the team, and leadership.

Another option is to videotape the session and then talk about it when watching it again.

5. FINAL PROJECT

GENERAL OBJECTIVES	<ul style="list-style-type: none"> • Encourage critical thinking and personal initiative, in developing both individual and team-working habits. • Encourage opportunities to enhance those intelligences in which each student shows greater abilities. • Encourage visual thinking as a means of expressing ideas and feelings with drawings; working on creativity; reinforcing verbal thinking by addressing formats other than linguistic ones. • Encourage the development of effective, critical and creative thinking. • Involve students in the processes of research and problem solving. • Encourage the use of information and communication technology (ICT) as a didactic resource for teachers, and as a means for students to explore their potential to learn, communicate and offer their own contributions and creations using different languages. • Empower students to become involved in creating a school for all. • Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.
COMPETENCES	Linguistic communication Mathematical competence and basic competence in science and technology Digital competency Learning to learn Social and civic competences Sense of initiative and entrepreneurial spirit Cultural awareness and expression
CURRICULAR AREAS	Natural Sciences

	Social Sciences Spanish Language and Literature Artistic education
DURATION	At least one session (each class/team can spend as much time as they want to improve and finish off their contribution)
MATERIALS	Post-it notes To be determined by the teaching staff

The final project is to create an audiovisual piece (maximum of 60'') that calls for more inclusive schools - a *school for all* - that values teamwork and diversity, and learns from it.

To make the audiovisual piece, we suggest using the **Nominal Group Technique**², which helps develop creativity and enables all students to participate on an equal basis.

First. Students work individually. Post-it notes are handed out to all students and they write down any suggestions and ideas that they come up with for producing the script for an audiovisual piece - one idea per Post-it note. Every time they write down an idea, it is put up onto the board or wall, in a place previously stipulated by the teacher. This creates a "cloud" of ideas.

Second. All the ideas are read out and any that are not fully understood are clarified or explained - if necessary, by asking the student who wrote down the idea in question.

Third. All the ideas are grouped according to shared characteristics. And in order that they can be identified, a name or drawing is assigned to each group of ideas. This makes it easier to choose one of them to include in the audiovisual piece.

Lastly. The ideas are voted on and the most popular is selected. The vote can be done by show of hands, secretly (in writing), or using Kahoot, etc. The winning idea is the one that the students start working on in groups.

The inclusion-related suggestion for this part of the activity is that students should work in heterogeneous groups of no more than four. These groups are chosen by the teacher, with the aim of making the groups as heterogeneous as possible by mixing students who complement each other. You'll find ideas about forming groups in the methodology guide that accompanies the Teaching Unit.

All groups work on the same idea - ie the idea that was voted on during the Nominal Group Technique exercise. Each group will of course contribute their own perspective.

² From Delbecq and Van de Ven, 1971. To find out more: <https://www.aiteco.com/tecnica-grupo-nominal/>

Given that it's beneficial for the audiovisual piece that is submitted for the competition to have been created by THE WHOLE CLASS, one suggestion for achieving this is the following:

When each group has produced its script or storyline, it is rotated around the different groups in the class, so that a script written by one group is improved upon and developed by contributions from the other groups. What is particularly beneficial is for all scripts to include contributions from all groups. In order to create the submission for the competition, one of the scripts is chosen and the audiovisual piece is worked on.

APPENDIX

RAP LYRICS (*translators note: the following is a literal translation, not a poetic one*)

El Chojín

The rush for us all to be here united loses something when you think about the motive behind it.

Each of us different with our own style and way of being here. But this is hip hop, and you have to make sure it's clear.

Lyrics (Violadores del Verso)

Have you ever stopped to talk to yourself? Life can be a different colour when you talk about racism. I'm not here to give you a human rights speech. And I'm not here to tell you a story.

Its lucidity compared with the stupidity that exists, I wonder where it starts and where the joke ends. Or the curse thrown at the street seller - another lawyer, with a family and a future ahead of him.

The Saint (Falsalarma)

Each of us is unique, there's no reason to be despised. It's the fear of equality - and being unaware of the other - that creates an absurd permanent social class.

Maximum hate for the least reason. There is no colour. There is no comparison. Just another episode where intolerant fascism does not heal itself by reading. And nor does racism.

Langui (La Excepción)

No matter how many songs we write. No matter how much we march. No matter how many victims suffer or fall as we travel along, were unaware. And that's how it goes. And article number says we are born equal free in right and dignity. So why is it so hard to do it outside the role?

Kase O (Violadores del Verso)

Tall-short, ugly-handsome, black-white, what the hell! In a hundred years were all going to be bald underground - right? Have you never tried to get to know a stranger? Look at kids - they know what this games about. The thing is: the human race is a crucible. If you can't see beauty in this, you don't deserve to see the sun be handed over to your mates... for this new world, a world of triumph of love against fear.

Nach

When the racist beast feels rage and death, when phobia spreads and boils over, accusing you of not being the same...
When. in a globalised world, searching for food in another land makes you illegal.
When foreigners laws catch you without motive and hypocrisy covers your eyes and ears.
Racism and marginalisation...
When they only see your skin and forget to look at your heart

Locus (Duo Kie)

No one asks you to save the world from their pain, we have all lost faith in a better future.
This life is so cruel and such ruffraff as I understand it: sometimes being honest is like weeing into the wind.
But, don't look at the colour of my skin if what you really want is to see is the colour of my ticket.
Earthquakes, hurricanes, wars, famine... racism is in the pockets of man.

Ose

Breathe in this breeze, put on another's skin and see how long your smile lasts.
Show respect for inequalities of sex, ideology or culture, so that affection and sensitivity surround the structure.
Because with intolerance you show the deficits in your brain and heart.
Today I share my voice and my love against "no-reason" and the pain and lack of intelligence and communication.

Nerviozzo (Duo Kie)

You're not a racist, mate; you're an idiot. Because of ignorant parents you are docile. Countries have not existed for many years, borders are in everyone's skin... all our grandchildren will be grey.

How do you want them to remember you? As the one who said he hated black people but hid himself in case they bit?

A coward without attitude, if you ever face your demons, you'll see that they're as white as you are.

Sho-hai (Violadores del Verso)

Why the hell do you look at him like that? When you're the first to buy pirated DVDs from him!

I advocate friendship of races, which is difficult in this damned intolerant world full of rats.

No human being can be illegal. What is illegal is for a human being not to have dignity? I support black people, Chinese people, Arabic people - even Martians! I say: welcome to my land, brother.

Zatu (Sfdk)

Now over thirty, I write about children going for the father who on a Sunday in a bar hurls insults at the black man he idolises but who cannot score.

The game is lost from the outset; the side effect is that your child is a social problem.

The future is that your daughter is asking for money to go to the cinema and she goes with the lad who sold you Kleenex.

Gypsy Antón (La Excepción)

Diffuse reality running errands. Did you see who I am? Tell me: who are you?

Charging for papers, denying the pleasures of men and women, heroes of such defiance.

To fight for their own love so that their children do not grow empty. A new generation with principles, giving a good education, without prejudice

Tito (Falsalarma)

When pain covers your chest, the heart withstands whatever you throw at it. But it depends on the facts. I fight for something better - for rights. If words are taken by the wind, these words are not.

In your ocean if there is a reason, and a cause that drags out tears from centuries ago.

I only look at the person. Judge yourself before judging others.

Xhelazz

No, its not the tone of the skin that matters; its the tone with which you express yourself.

Racists complain, foreigners taking hours from them at the company: the more hours they take, the more he is consoled. And they're Japanese.

Pay attention: fighting for freedom is more than hating the oppressor.

I ask for understanding, because although bread is broken with the hands, it is divided with the heart.

Chojín

On the one hand I'm sorry that this is necessary. But on the other, I'm glad to hear my companions.

I cannot think of a sillier message, or one that is more logical, more obvious or more serious.

The problem comes when they can't see the problem. And the problems still there when they deny it.

I suppose there was no need to say it; it's clear, right? Rap is against racism.

Thinker's Key - "PREDICTION"



Guidelines for facilitating discussion groups

BINGO - Find someone who...

Has the same number of brothers and/or sisters as you	Calms you down when you need it	Has been to a country in Africa	Shares a favourite colour with you
Plays an instrument	Doesn't like paella	Is a good leader	Always smiles at you
Likes reading very much	Is always there when you need them	Has the same favourite song as you	Has a hobby that you don't have
Shares the same interests as you	Can cook	Listens to you when you have a problem	Plays a sport