

## TECHNOLOGY IN ACTION, THE ROAD TO INCLUSION. 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 60") that calls for more inclusive schools - a school for all - that uses technology to support the inclusion of all students.*

### 1. RAISING AWARENESS/MOTIVATION

<b>GENERAL OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.</li><li>• 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.</li><li>• Encourage the development of effective, critical and creative thinking.</li><li>• Involve students in the processes of research and problem solving.</li><li>• 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.</li><li>• Empower students to become involved in creating a school for all.</li><li>• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</li></ul>
<b>COMPETENCES</b>	<ul style="list-style-type: none"><li>• Linguistic communication</li><li>• Basic competence in science and technology</li><li>• Digital competence</li><li>• Learning to learn</li><li>• Social and civic competences</li><li>• Sense of initiative and entrepreneurial spirit</li></ul>
<b>CURRICULAR AREAS</b>	Spanish Language and Literature Music Philosophy
<b>DURATION</b>	Two sessions

<b>MATERIALS</b>	Computer with internet connection and speakers <i>Mal Acostumbrados</i> rap song by Porta Thinker's Key - "Prediction" <i>Imagine</i> by Belén Jurado (text) Empathy map organiser
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The activity revolves around the rap song *Mal Acostumbrados* by Porta, and a related discussion.

- Video: [https://youtu.be/Ftg1Gt\\_I0hQ](https://youtu.be/Ftg1Gt_I0hQ)
- Karaoke lyrics and background singing <https://youtu.be/LlxroURq1z0>
- Karaoke lyrics with no singing, only instrumental backing music: <https://youtu.be/uTB86YFeekE>
- Instrumental background music without lyrics: <https://youtu.be/hV2zbt4sxqI>

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

### **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 attracts 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 must 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.

### **Other suggestions for the discussion groups:**

This exercise can be done with the short film *Voyager* which you can see at the following link: <http://voyager-lefilm.com/>. It was made by Loïc Magar and Roman Veiga and looks at the role of technology in our society and offers a futuristic vision of the world as we know it.

## SECOND SESSION.

In this second session which aims to raise awareness, we work from Belén Jurado's *Imagine* text, which you'll find in the Appendix.

You can also listen to a recording of this text, featuring the voice of Coral Elizondo at: <https://soundcloud.com/coral-elizondo-937444702/la-habitacion-de-lucia>

After reading the text, we suggest that the students produce an inclusive empathy map. They write the name of the central character and fill in all areas of the organiser, starting from the left: What can they hear...? in the park...? at school...? from their teachers? And then, working towards the right of the organiser: what can they see?

Then a discussion about emotions - what might they be thinking and feeling... which emotions do they use to express themselves? What tone of voice do they use? Their body language? Finally, how do they behave - what do they say and do?

Once all the spaces have been filled in and the class has reflected on them individually and as a group, they move on to consider the two lower areas on the page.

What barriers and obstacles do they find in daily life? Look for and note down solutions and suggestions for eliminating these barriers? What can I do? What can I commit myself to?

For running this exercise, the organiser - which can be found in the Appendix for this unit and accompanies this activity - can be printed out.

## 2. VIDEO. TECHNOLOGY CAN HELP US



This helps to introduce the theory behind the topic.

Video: Misuse of technology <https://youtu.be/lyOoHtyyI0U>

Video: Technology, innovation human development?  
<https://www.youtube.com/watch?v=OrLM7awX5Ls>

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: IT'S IN MY HANDS

<b>GENERAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.</li> <li>• 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.</li> <li>• Encourage the development of effective, critical and creative thinking.</li> <li>• 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.</li> <li>• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</li> </ul>
<b>COMPETENCES</b>	Linguistic communication Social and civic competences
<b>CURRICULAR AREAS</b>	Spanish Language and Literature Plastic arts, visual and audiovisual education Technology
<b>DURATION</b>	One session
<b>MATERIALS</b>	Sheets of paper Drawing Materials Computers or tablet (optional)

This exercise aims to boost visual thinking, by putting images to the ideas that have been proposed in the inclusive empathy map in regard to eliminating barriers. Teachers should emphasise the importance of visual language as a means of expressing ideas and the way that images can help people understand the world.

Working individually, they draw out their commitment to help onto a sheet of paper that is then placed in a visible area in the classroom. You could make an infographic that summarises all the ideas.

If you are interested in producing the infographic online, there are several applications you can use. Three of them we recommended are: CANVA [https://www.canva.com/es\\_es/crear/infografias/](https://www.canva.com/es_es/crear/infografias/), PICTOCHART <http://piktochart.com/> and GENIAL.LY <https://www.genial.ly/es>.

#### 4. Activity: PICTOGRAMS

<b>GENERAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Encourage critical thinking and personal initiative, in developing both individual and team-working habits.</li> <li>• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.</li> <li>• 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.</li> <li>• Encourage the development of effective, critical and creative thinking.</li> <li>• 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.</li> <li>• Empower students to become involved in creating a school for all.</li> <li>• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</li> </ul>
<b>COMPETENCES</b>	Linguistic communication Mathematical competence and basic competence in science and technology Learning to learn Social and civic competences Sense of initiative and entrepreneurial spirit
<b>CURRICULAR AREAS</b>	Spanish Language and Literature Technology
<b>DURATION</b>	One session
<b>MATERIALS</b>	Computer with/without internet connection

This activity is also related to previous exercises. The group will have already talked about the girl's difficulties in talking, understanding and communicating with others. They will have already heard about the importance of drawings as a way of expressing ideas and feelings. The purpose of this exercise is to use technology to help communicate with drawings. For this, there are two options: either they can use the computer application [AraWord](#), previously downloaded onto the computers, or they can work online on the [ARASAAC](#) website.

##### Option 1. AraWord computer application

*AraWord is a word processor that allows simultaneous writing of text and drawing of pictograms, making it easier to prepare materials and adapt texts for people who*

*have difficulties in the area of functional communication. AraWord is also a very useful tool for students who are in the process of learning to read and write, because the appearance of the pictogram as the text is being written acts as a very positive reinforcement for recognising and checking that the word or phrase is correct. (Text from website [www.arasaac.org](http://www.arasaac.org))*

We suggest including a simple service-learning option when using this application, so that students can adapt children's stories, songs, poetry, curriculum content, etc. This can be useful for other people, including other students at the school. The students work in pairs.

### **Option 2. Online tools on the ARASAAC website**

Here, the suggestion is to also include service-learning. It involves producing a calendar, bingo card or a game of the goose, using the online tools available on the ARASAAC website. They also work in pairs, and as with the previous suggestion, it can be useful for other people or other students in the same school.

## **5. FINAL PROJECT**

GENERAL OBJECTIVES	<ul style="list-style-type: none"> <li>• Encourage critical thinking and personal initiative, in developing both individual and team-working habits.</li> <li>• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.</li> <li>• 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.</li> <li>• Encourage the development of effective, critical and creative thinking.</li> <li>• Involve students in the processes of research and problem solving.</li> <li>• 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.</li> <li>• Empower students to become involved in creating a school for all.</li> <li>• Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</li> </ul>
COMPETENCES	Linguistic communication

	Mathematical competence and basic competence in science and technology Digital competence 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 Drawing Materials

The final project is to **create an audiovisual piece (maximum 60") that calls for a more inclusive school - a school for all - where technology is used to support the inclusion of all students.**

To make the audiovisual piece, we suggest using the **Nominal Group Technique**<sup>1</sup>, 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

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<sup>1</sup> From Delbecq and Van de Ven, 1971. To find out more: <https://www.aiteco.com/tecnica-grupo-nominal/>

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.

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

***Mal Acostumbrados rap song by Porta (translator's note: the following is more of a literal translation, not a poetic one)***

We depend on consumption and technology and today we need things that didn't exist before. Try spending just one day without your mobile phone and you'll agree with me. This situation is getting out of hand, for goodness sake!

All information is on the internet. We're evolving but our essence is going backwards. We're vague; we've been turned into zombies. They make magic for us and then we go searching for the trick on the internet.

Children no longer know how to turn pages of paper, only screens on an iPad - even though they're no longer interested in reading. Cartoons aren't drawn by hand as you see, everything's programmed in 3D.

Originality is no longer valued so much. We're losing our virginity earlier and earlier. They have us entertained with huge variety. Because they have a great truth that they have to hide from us.

*Chorus (BIS)*

*Meet-ups in the town square replaced by chat.*

*We only say what we feel on Whatsapp*

*You write with your f\*cking hashtags*

*With a micro computer and a PC, now anyone can rap.*

Today YouTube is your trade; content doesn't matter, only your profit. Today people who have no judgment pass themselves off as judges. As you can see, it may not be the only one that needs a reboot.



You hurl your insults and excuse yourself with your freedom of expression. It's easy to give an opinion without showing your face, you star!  
On TV they only show cr\*p. People with no sense acting the fool for another million.

With a single click you can get personal data. You have more than a thousand friends on your social networks, but only three real friends. And the truth is: I'll applaud you if you can be happy without material goods.

Everything is digital data. Nowadays, only numbers will tell you how much you're worth. We think we're gods but we're only mortal. And we're leaving our ideals behind.

*Chorus (BIS)*

*Meet-ups in the town square replaced by chat.*

*We only say what we feel on Whatsapp*

*You write with your f\*cking hashtags*

*With a micro computer and a PC, now anyone can rap.*

In my day, I couldn't communicate with my idol. And now if you don't respond you're a misery and flippant. We're spoiled, more and more. We want their music, but we don't want to pay.

Today it's the special effects that matter, not the script. The better the graphics, the better it is for the player.

I remember games with magic and nostalgia. They brought me alive by pressing a button.

Today's kids don't know who Tapión is. You talk about pen and paper and yet you write on a smartphone.

An emoticon defines our emotion and now every text you write has auto-correct.

There are websites for finding a partner. It's sad but we are free inside a big grid. Everything's going to explode, and nobody will be prepared - so be aware, and don't come complaining.

*Chorus (BIS)*

*Meet-ups in the town square replaced by chat.*

*We only say what we feel on Whatsapp*

*You write with your f\*cking hashtags*

*With a micro computer and a PC, now anyone can rap.*

Thinker's Key - "Prediction"



Guidelines for facilitating discussion groups

Text - Imagine by Belén Jurado

Inclusive Empathy Map



*ARASAAC is an Augmentative and Alternative Communication System based on the use of pictograms that facilitate communication with people who have difficulties in this area due to different factors (functional diversity, lack of language skills, trauma and cognitive degeneration). This catalogue of pictograms, adapted to different levels of language acquisition, is owned by the regional government of Aragon. (From the website [www.carei.es](http://www.carei.es))*

The ARASAAC website offers free online tools and computer applications to encourage inclusion and remove barriers to communication. Each has its own user manual which explains in detail how to install it and work with it.

In ARASAAC's open classroom <http://aulaabierta.arasaac.org/> and its YouTube channel <https://www.youtube.com/user/arasaac> there are tutorials on how to use the online tools and computer applications that are recommended for the exercise.