

IN A DIFFERENT WAY, BUT JUST AS SMART. 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 creates support networks. Because when we all support the network, it doesn't fall down. *Let's appreciate the strengths of each person so that together we grow as a group.*

1. AWARENESS-RAISING AND MOTIVATION

GENERAL OBJECTIVES	<ul style="list-style-type: none">• Encourage opportunities to enhance those intelligences in which each student shows greater abilities.• 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
DURATION	Two sessions
MATERIALS	Computer with internet connection and projector August's Lesson book Optional: Thinker's key - "Prediction" Map organiser - including empathy map Ball of wool

This activity is based on the documentary *Pirates and Dragonflies* by Isabel Ocampo which had four Oscar nominations in 2014. *Pirates and Dragonflies* is the story of adolescents overcoming and succeeding when everything was against them. Everything that is apart from the love of their families and teachers. It was filmed in Seville's neighbourhood of three thousand homes.

You can see it at: <https://www.filmin.es/pelicula/piratas-y-libelulas>

You can order the DVD from mandiaudiovisuales@gmail.com

Trailer for the documentary: <https://youtu.be/RLq5KIQ1YUM>

Blog <http://piratasylibelulas.blogspot.com.es/>

Verkami Teacher's Guide for the documentary:

<https://www.verkami.com/projects/7556-guia-didactica-piratas-y-libelulas>

FIRST SESSION Discussion groups.

Facilitate a discussion that encourages students to share what they read.

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 viewing the video

The group discuss the title of the documentary. As part of this, we suggest you use the Thinker's Key "Prediction" and ask the class to predict: What do you think they'll be talking about in this video? What characters will it feature? What will happen?

While watching the video

Explain to students that they will be watching the video and that there will then be a discussion about it. After watching it, they are asked to make a note of which part most attracted their attention - because they will later be asked to read it out loud and explain why they chose it. Or, if they prefer, the part they do not agree with and why; or the part they most liked and why...

After viewing the video

For the group discussion, students sit in a circle, so that they can see each other's faces. The person playing the role of facilitator (generally, the teacher) leads and 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 start by randomly picking a student and then go clockwise round the group.

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

Other suggestions for the discussion group

These suggestions used during this session can be used with other videos, films or books. Here is the true story of this Romanian adolescent who has no arms, and can sing and play the piano - the video can be seen at this link: <https://vimeo.com/210180118>

SECOND SESSION, with two suggestions

1. BALL OF WOOL EXERCISE

We offer two suggestions for this exercise so that you can select the one that appeals most. Before beginning the exercise, explain to the class how it works and what they will be asked to say out loud. Depending on which suggestion you select, they will either be asked to think about their own strengths (suggestion no. 1) and then say them out loud as they throw the ball of wool, or they will be asked to think about the strengths of others (suggestion no. 2). They will then have some time to think before the exercise starts and if they wish to can write down their thoughts in a notebook. Suggest that they write down more than one thing, so as not to repeat any or have to improvise.

Suggestion 1: students talk about their own strengths

For this exercise, everyone sits in a circle. One person holds the ball of wool (it could be the teacher to start the activity off), says out loud something they think they do very well or something that is good about them (I'm good at drawing, I'm good at listening when someone has a problem etc), and then they throw the ball of wool at another person but - importantly - keeping hold of the end of the wool thread, because the objective is to create a wool spiders web between everyone.

Whoever receives the ball of wool must then say something that they do very well or something that is good about them. Then, while holding the wool thread with one hand, they throw the ball with the other hand to another classmate. And so on until all the students in the class have had a turn and everyone has said something they do very well or something they are good at.

Suggestion 2: students talk about others strengths

The exercise runs in the same way as the suggestion 1, but the person throwing the ball of wool has to say something that the person they are throwing the ball to does very well or are good at.

When everyone has had a go, the teacher again facilitates the session and the group talks about their feelings and emotions: Did you find it hard to talk about your own qualities/the qualities of others? Why? Do you realise that we all have strengths, things that we are good at or do very well? What were the strengths of the people who featured in the documentary? Those are some examples of questions that you can ask.

Next, get the group to think about the spiders web that has been created, based on all the strengths called out by students. The teacher may ask questions such as: What is it? What might it mean? Is it a strong network? Are we strong if we collaborate in doing things together, if our strengths come together? What would happen within this network/spiders web if one or two people stood up and wanted to go? What would

happen if one or more people did not want to hold on to the wool? Would their decision affect the whole group? And what about if they pulled too hard? Or if we don't hold it very tightly? How would this affect the group? Encourage students to talk about the importance of working together and in cohesion.

Another proposal is to reflect on our defects. For this, we propose working from the short film *Taras* (Defects) - by Roberto Pérez Toledo, with Lucía Estévez and Álex Cerezal, released on 9 February 2017 - as one of the activities organised under the JamesonNotodofilmfest. The film addresses different fears, complexes and insecurities that affect us when it comes to relating to others - regardless of gender, sexual orientation, race or functional diversity. Link to the video: <https://youtu.be/pMunUdoVKBU> Guide the discussion around this before closing with a discussion on whether it was harder for the class to talk about what they do well or what they do less well, their insecurities, and why.

2. "TWO TRUTHS AND ONE LIE" EXERCISE - as shown in this illustration.

DOS VERDADES Y UNA MENTIRA

DESCRIPCIÓN BREVE: Cada participante cuenta dos verdades y una mentira sobre sí mismo. Los otros participantes deben tratar de identificar cuál de las cosas dichas es la mentira.

EDADES: 7 años - adulto	IND. DE PERSONAS: 5- 15 personas
MATERIALES: ninguno	DURACIÓN: 5 - 15 min
COMPLEJIDAD: sencillo	

INSTRUCCIONES PARA LA DINÁMICA:

1. El facilitador/animador explica que esta dinámica sirve para que el grupo se conozca mejor de una forma divertida.
2. Cada participante debe contar dos verdades y una mentira sobre sí mismo.
3. Los otros participantes deberán tratar de identificar cuál es la mentira. La mentira debe ser una mentira creíble o será demasiado fácil para los otros identificarla.
4. El animador/facilitador puede pedirle a los participantes elaborar un poco más sus historias para que los otros miembros del grupo les conozca mejor.

Una vez lo pase la mano al Presidente de la República y le saludé.

Una vez me confundieron con un acrón y me delivieron dos policías por dos horas.

Una vez me encontré una billetera con 3000 pesos. Miré la cédula de identidad, investigué si alguien le conocía a la persona en el barrio, encontré su casa, toqué su timbre y le entregué de vuelta su billetera. Por ese acto, él me regaló la mitad del dinero que estaba en la billetera.

2. VIDEO ON MULTIPLE INTELLIGENCES



This helps introduce the theory of multiple intelligences.

Video: <https://youtu.be/xJkPGSJLuAU>

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. MY INTELLIGENCES PROFILE

GENERAL OBJECTIVES	<ul style="list-style-type: none"> • Encourage opportunities to enhance those intelligences in which each student shows greater abilities. • 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 Digital competence Learning to learn Social and civic competences
CURRICULAR AREAS	Spanish Language and Literature Technology
DURATION	One session
MATERIALS	Multiple Intelligences Inventory

Working individually, students answer questions listed in the Multiple Intelligences Inventory which you'll find in the attached Appendix. The details are transferred to a bar chart or radial chart, thus giving the student his or her own multiple intelligences profile.

There is also the option of completing the test via the internet. LINK <https://www.psicoactiva.com/tests/inteligencias-multiples/test-inteligencias-multiples.htm>

The aim is for all students to have their own profile of intelligences so that they can later reflect on their strengths and weaknesses.

Attached in the Appendix is the multiple intelligences inventory and a model for reproducing the data in a bar chart or a radial graph.

4. I CAN HELP WITH...

GENERAL OBJECTIVES	<ul style="list-style-type: none"> • Encourage opportunities to enhance those intelligences in which each student shows greater abilities.
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COMPETENCES	Linguistic communication Learning to learn Social and civic competences
CURRICULAR AREAS	Spanish Language and Literature Plastic arts, visual and audiovisual education Technology
DURATION	One session
MATERIALS	Form in Appendix

Following students reflection on the inventory results from the previous exercise, they are asked to complete individually the form in the Appendix, and add a photograph of themselves or add an avatar created online at <http://www.crearunavatar.com/> and write something that they think they could help with.

All these forms are put in a visible part of the classroom, and may be put into a business card format that can be shared among each other. They can also be grouped according to type of intelligence and create mutual-support exercises for the whole school year, so that whenever a pupil needs help on a specific subject, they can easily ask for it from whomever who has volunteered to help on that topic.

This can be done digitally on a Padlet wall <https://es.padlet.com/>

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.
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	<ul style="list-style-type: none"> • 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 competence Learning to learn Social and civic competences Sense of initiative and entrepreneurial spirit Cultural awareness and expression
CURRICULAR AREAS	Plastic arts, visual and audiovisual education Technology
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 60") that calls for more inclusive schools - a school for all - that creates support networks. Because when we all support the network, it doesn't fall down. Let's appreciate the strengths of each person so that together we grow as a group.**

To make the audiovisual piece, we suggest using the **Nominal Group Technique**¹, 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.

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

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 bearing in mind students' multiple intelligence profiles obtained in one of the previous exercises - with the idea that their strengths are appreciated and supported.

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

Thinker's Key - "Prediction"



Guidelines for facilitating discussion groups

Inventory of MIs

Form: I CAN HELP WITH... which you can use as a template. You can also create it online with other forms.

DRAWING
PHOTOGRAPH

OR

NAME AND SURNAME

I can help with...	because I am good at