OUR BEST QUALITY, DIVERSITY. UT

FINAL PROJECT: A poster that calls for more inclusive schools - *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:

> *A poster that calls for more inclusive schools - a school for all - that values teamwork, diversity and learns from it.*

1. RAISING AWARENESS/MOTIVATION

GENERAL OBJECTIVES	Promote 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	Linguistic communication Learning to learn Social and civic competences
CURRICULAR AREAS	Natural Sciences Social Sciences Spanish Language and Literature
DURATION	Two sessions
MATERIALS	Computer with internet connection and projector or the book "Four Little Corners" Cover image Optional: Thinker's key - "Prediction" Coloured stickers

The activity revolves around the book "Four Corners" by Jérôme Ruillier, by publishing house Editorial Juventud.

You can watch the video for this story at https://youtu.be/xQ_1bKMOza8

FIRST SESSION

Facilitate a discussion that elicits what students saw and heard.

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 reading the text or watching the video

Facilitate a discussion about the cover of the book. As part of this, we suggest you use the Thinker's Key "Prediction". Looking at the cover image or paused video image, participants are asked to make predictions such as: What will the book/video be talking about? What characters will it feature? What could the title refer to?

While reading the text or watching the video

Explain to students that they will be reading/watching/listening to a story and that there will then be a discussion about it. Explain that it mainly involves talking about what they have seen/heard, what most drew their most attention and why, what they most agree with and why, what they most liked and why...

It is worth considering showing the video twice - maybe with students taking no notes during the first viewing, and then having them write down anything they want to share in the group discussion during the second viewing.

After reading the text or watching the video

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 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

This exercise can also be run using other books or videos related to the subject. We suggest three different videos:

The Present, by young German director Jacob Frey who posted the video on Vimeo and in just four days reached a million downloads. It is a short animated film that talks about disability and the value of self-improvement. He has won several distinguished film festival awards. You can see the original version with Spanish subtitles at https://vimeo.com/152985022 or watch the version that has been dubbed into Spanish at https://youtu.be/DgqstTcXXuA.

A Leg Up - an animated short film by Bevin Carmes that tells a story without words, using only animated drawings. A robot is unable to walk along with the other robots because one of his legs has dropped off. To start with, he is frustrated and tries to fit his leg back on, but later discovers by chance that his leg can be used as a propeller and can take him even further and faster. Winner of the 2007 US Student Academy Award. You can see the video at https://youtu.be/wrAP_VoTEPA

The third option is aimed at older children - it is a short film directed by Nima Raoofi, entitled My Shoes, that talks about values for living. You can watch it via https://youtu.be/1n4ND7uNrjQ

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, 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: Relating to discrimination - animated films

The Colour of Skin https://youtu.be/ilxPKaukX-w

The Ugly Duckling story https://youtu.be/86QejraAIHc

Equality and Non-Discrimination https://youtu.be/-4o6tQkJdwo

After watching the internet video(s), 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	Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.
COMPETENCES	Linguistic communication Social and civic competences
CURRICULAR AREAS	Natural Sciences Social Sciences Spanish Language and Literature
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.

Distribute photocopies of the bingo card (see Appendix) and before starting the exercise explain the instructions for the game. 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 are asked to 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 blank.

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.

Then, 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 others.

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

GENERAL OBJECTIVES	Encourage critical thinking and personal initiative, in developing both individual and team working habits.
	Promote 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 problem solving.
	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
	Learning to learn
	Social and civic competences
	Sense of initiative and entrepreneurial spirit
CURRICULAR AREAS	Natural Sciences
	Social Sciences
	Mathematics
	Artistic expression
DURATION	One session

MATERIALS	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.

The class is divided into groups of three or four people. 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, a marshmallow, 1 metre of string, 1 metre 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 exercises[1], 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 the 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.

At the end of the activity, facilitate refection, 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	Encourage critical thinking and personal initiative, in developing both individual and team working habits.
	Promote opportunities to enhance those intelligences in which each student shows greater abilities.
	Encourage visual thinking as a means of expressing ideas and

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[1] You'll find an example here: http://marshmallowchallenge.com/Instructions_files/TED2010_Tom_Wujec_Marshmallow_Challenge_Web_Version.

	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 teaching resource for the teacher, 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 expression
DURATION	At least one session (each class/team can spend as much time as deemed necessary to improve and increase the value of their participation work)
MATERIALS	Post-it notes
	To be determined by the teaching staff

The final project is to create a poster that calls for more inclusive schools - a school for all - that appreciate teamwork and diversity, and learn from it.

To make the poster, we suggest using a technique that helps students develop creativity, known as the Nominal Group Technique[2], and which enables all students to participate in an equal way.

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

First. Students work individually. Post-it notes are distributed among all the students and they write suggestions and ideas for producing the poster - 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 poster.

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.

Given that it's beneficial for the poster 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 outline sketch, it is rotated around the different groups in the class, so that a poster drawn by one group is improved upon and developed by contributions from the other groups. What is particularly beneficial is for all posters to include contributions from all groups. In order to create your class's submission to the competition, one of the poster options is chosen and worked on.

APPENDICES

IMAGE book cover - *Four Corners*

Thinker's Key - "Prediction"

Guidelines for facilitating discussion groups

BINGO - Find someone who

Has the same number of brothers and/or sisters as you.	Has the same colour eyes as you.	Has been to Paris.
Plays an instrument.	Doesn't like paella.	Plays a sport.
Has the same favourite colour as you.	Has the same shoe size as you.	Has the same favourite song as you.

Has the same number of brothers and/or sisters as you.	Has the same colour eyes as you.	Has been to a country in Africa.	Has the same favourite colour as you.
Plays an instrument.	Doesn't like paella.	Plays a sport.	Has the same shoe size as you.
Likes reading very much.	Likes doing origami	Has the same favourite song as you.	Has a hobby that you don't have.