WORKING SIDE BY SIDE IN A SPACE FOR EVERYONE. UT

FINAL PROJECT: A poster that calls for a more inclusive school - 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 removes barriers, redesigns spaces… an innovative school.

1. RAISING AWARENESS. MOTIVATION

GENERAL OBJECTIVES	Encourage critical thinking and personal initiative, in developing both individual and team working habits. 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. 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 Learning to learn Social and civic competences Cultural awareness and expression
CURRICULAR AREAS	Spanish Language and Literature Social Sciences Natural Sciences Artistic education
DURATION	Two sessions
MATERIALS	Picture[1] of a classroom in a school from 1900 and picture of a modern classroom Graphic Organiser - Venn Diagram

1 Pictures taken from the internet: a school classroom in 1900, taken from http://www.democresia.es/asuntos-sociales/prohibido-aburrirse-clase/ and picture of a modern school taken from El Periódico de Extremadura http://www.elperiodicoextremadura.com/noticias/extremadura/educacion-no-preve-realizar-ahora-revalida-6-primaria-extremadura_932830.html

	Image - Jean-Marc Côté on the future in education Roll of continuous paper to draw a Venn Diagram (optional) Post-it notes (optional)

FIRST SESSION

The objective of this first session is to reflect upon education, with the idea of focusing on the progress and changes that have taken place. The first picture to consider is of a classroom in a school in 1900, while the second is of a classroom in a modern school. The two pictures have been selected from the internet for this exercise, but equally could be other pictures.

Start by working individually, with each student writing on a piece of paper what they see in the first picture and analysing all the details they notice.

The same process is done with the second picture.

The exercise uses the 1-2-4 cooperative technique. The class is split into groups of four and students start working individually (1), each writing what he or she sees in the pictures: what were the classrooms like in terms of shape, heating, ventilation, number of students, distribution, etc. They write down what they notice in the graphic organiser "Diagram of Venn", where they will be able to show in which aspects the two pictures are similar and those in which they differ. Next, working in pairs, each student reads out to the person next to them what they have written down, with the student next to them doing the same (2), each adding to their own organisers any relevant suggestions made by the

other student. Lastly, they share the work among all the four group members (4) and look for any unique reflections that they then write on a Post-it note.

When all the groups have reflected and thought about the images, all the ideas are shared and are written onto the Venn Diagram graphic organiser that had been previously drawn out on the roll of continuous paper. If their ideas have already been written onto Post-it notes, these are stuck on to the roll of paper; if not, they are written down. The teacher facilitates the session and the spokespersons for each group take it in turns to read out their thoughts and either write them down or stick them into the routine's organiser.

Once everyone has finished and all the groups have shared their thoughts, they put together their joint thoughts and reflections on the similarities and differences for all the groups together. You could ask the following types of question if they haven't already come up: Were they able to work in groups? What do you think teaching was like back then? And what is it like now? And any other questions that arise.

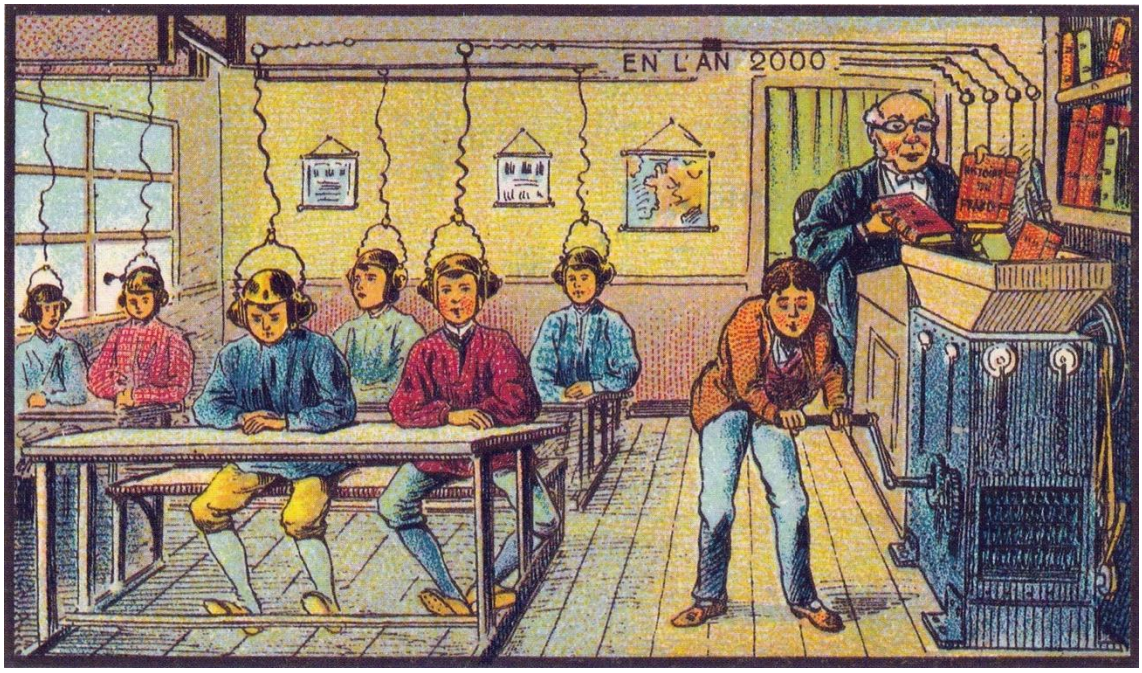
It should be made clear that not all classrooms were like that and that, just as today, there were different sizes and shapes. The idea is to elicit that a change in methodology brings a change not only in how teaching is done, but also in the use of spaces.

You can conclude with a question: What will education be like in the future? What will classrooms be like? And what about schools? These questions will link to the second session.

SECOND SESSION.

For this second session we use a picture and the "Prediction" Thinker's Key in order to make new predictions on the future around the question raised in the previous session.

The image to be worked on here is one of the images that Jean Marc Côté painted at the end of the nineteenth century in 1899 about what the future would look like, and directly related to schools.



Start by explaining the origin of this illustration. It is believed that a small cigarette factory commissioned the painter Jean-Marc Côté to produce this painting. Along with other predictions, the

cartoonist illustrated small images that would appear inside packets of tobacco throughout the year 1900 to commemorate the turn of the century. They later became postcards for handing out at the Paris Universal Exhibition in 1900.

There are at least 87 known cards drawn by different French artists. The only complete collection was owned by Isaac Asimov, who exhibited them in the work "Futuredays: *A Nineteenth Century Vision of the Year 2000*". These images are now in the public domain and are available on Wikimedia Commons[2] where they can be viewed and analysed.

Picking up on the differences and similarities between the school of 1900 and the present school, elicited during the previous session, and after comparing them with Jean Marc Côté's drawing, the exercise consists of making predictions about education in the future. These predictions could also be represented in drawings and all shown together in an exhibition.

2. VIDEO. PEDAGOGICAL USE OF SPACES

This helps to introduce the theory behind the topic.

VIDEO: The design of schools defines learning https://youtu.be/aCz1rvaxlkE.

"We recommend that teachers watch the video from minutes 3'19 to 6'29."

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: encourage group creativity, exercises.

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 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. 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. Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.

[2] https://commons.wikimedia.org/wiki/Category:France_in_XXI_Century_(fiction)

COMPETENCES	Linguistic communication Digital competency (only if the Creativity application for mobile devices or tablets is used). Learning to learn Social and civic competences
CURRICULAR AREAS	Natural Sciences Social Sciences Spanish Language and Literature Artistic education
DURATION	One session
MATERIALS	Tennis ball for "The Ball" exercise Sheets of paper Mobile devices or tablets (optional)

Three different exercises are suggested for working on group creativity; you can do one, two or all three of these. All are accompanied by an explanation on video.

The Cooperative Ball of Creativity - video https://youtu.be/zSeCx5dOiAY. This simple technique consists of handing round a tennis ball among all participants who have previously been arranged into a circle. They are given different instructions - for example, when passing between the hand of one student and that of their class mate, the ball must always touch the hand of a third person (this exercise is clearly explained in the video). The time available to do this is always given. For example, it might start with 20 seconds and then this time will be steadily shortened, with the aim of working on other creative solutions.

For example, the first task might be "You have 20 seconds to pass this ball around every member of the team".

The Exquisite Corpse - Video https://youtu.be/OLD378K8tBM. You can also find this technique on Google Play and it is an application for mobile devices or Tablet for Android, called CREATIVITY by Jolusan.

It is a technique that was used by surrealists in 1925. First, divide the class into groups and give each person a sheet of paper. They start by writing a sentence on the paper, and then folding the paper over to cover part of what they have written, before passing it on to the next classmate who continues the text. At the end you will have a composition in sequence.

If you are going to work with the application for mobile or tablet, the device is passed around and each person writes their sentence. On this occasion, the last word written by the previous participant is known.

Once the group have all written their sentences, someone from the group reads the story aloud.

This same technique can be done using drawings.

The Literary Accordion - Video https://youtu.be/OLD378K8tBM. This is a variant of the previous option. This time, the participants are asked to write a sentence that answers the questions asked by the teacher: Who? What are they like? What do they do? How they do it? Where? Why?

4. ACTIVITY: Design Thinking

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 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. 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 Learning to learn Social and civic competences Sense of initiative and entrepreneurial spirit
CURRICULAR AREAS	Natural Sciences Social Sciences Spanish Language and Literature Artistic education
DURATION	One session
MATERIALS	Empathy Map (Appendix) Rules Drawing material: felt-tip pens, paints, pencil, rubber...

The aim of this activity is to empower students to propose and seek solutions to a problem or an issue that affects them, thus changing the situation - in this case changing the classroom or other parts of the school. For this, the suggestion is to use the Design Thinking method. The Design for Change[3] movement in education offers students the opportunity of putting into practice their ideas for changing the world - starting with their own surroundings and using their own methodology.

[3] More information on the website http://www.dfcspain.com/

Design Thinking[4] is a methodology that has come out of the world of design and enables solutions to be offered to problems that are posed, by breaking them down into parts. It encourages and stimulates critical and creative thinking, as well as teamwork and empathy.

ANALYSE AND EMPATHISE. The class is divided into groups. Each group is asked to study the situation and analyse and understand it. What is our classroom like? What is our playground like? When doing this, each group writes down, in an objective way, all details in the same way as they would under the white hat in the Six Thinking Hats exercise[5]. If they wish, they can take photographs.

Technique to use during this phase: Mental Map - they make notes in an organised fashion about the things they notice, so that they can be analysed later from the perspective of the student community.

Next step is to try to become familiar with and understand those aspects that they have analysed need to be changed. To do this, other students - from their own class as well as from other classes at the school - are asked about what they like and don't like. By doing this, they will be better able to generate real solutions. It means feeling, empathising, understanding what is not working well, what could be improved, what contribution we can make.

Techniques to use for this phase: Empathy Map and personal interviews with other peers in their class or elsewhere in the school.

The Empathy Map is used in Marketing and helps us to empathise with the customer by enabling us to put ourselves in their shoes and ask: what do they see, what are they thinking, what can they hear, what are they saying and doing? What are the barriers preventing them from doing something else? And what are their real needs and desires? The issue of barriers is important in inclusive education, so a debate can be generated here about the visible and invisible barriers that exist.

DEFINE. Working in groups, they are asked to define what they want to change, and focus solely on one aspect. Each group can select one aspect each or the whole class can focus on one aspect.

Technique for this phase: voting on all the proposals that are submitted.

GENERATE IDEAS. This is the creative phase of the process, with multiple solutions coming from all the students.

Techniques to use for this phase: **Brainstorm**, where all ideas are written up on the board and one is chosen; or the **635 method**, in which the class is divided into groups of **6**, and each person is given a blank sheet of paper, on which he or she has to write **3** suggested solutions to the problem, with **5** minutes to do this. The sheets of paper are then passed on so that the next person can in turn add 3 different suggestions in another 5 minutes, and so on for five turns. After 30 minutes, there will be 18 different proposals.

PROTOTYPE. The objective of this phase is to rapidly build a model. In this case, a model using graph paper can be used to develop the idea for change. Or it could be a prototype made from plasticine, using volumes that generate living spaces.

---

[4] To find out more, visit the Spanish-version website https://www.designthinking.es/

[5] This technique is explained in the Appendix.

TEST. This phase of this activity consists of choosing the prototype that will be developed from all the prototypes submitted.

This exercise can be directly linked to creating the final project, which is to **draw a poster that calls for more inclusive schools - a school for all - that removes barriers, redesigns spaces… an innovative school**.

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 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 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 Other

The final project is to draw a poster that calls for a more inclusive school - a school for all - that removes barriers, redesigns spaces… an innovative school.

To make the poster, we suggest using the Nominal Group Technique[6], which helps students develop creativity and enables all students to participate in an equal way.

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:

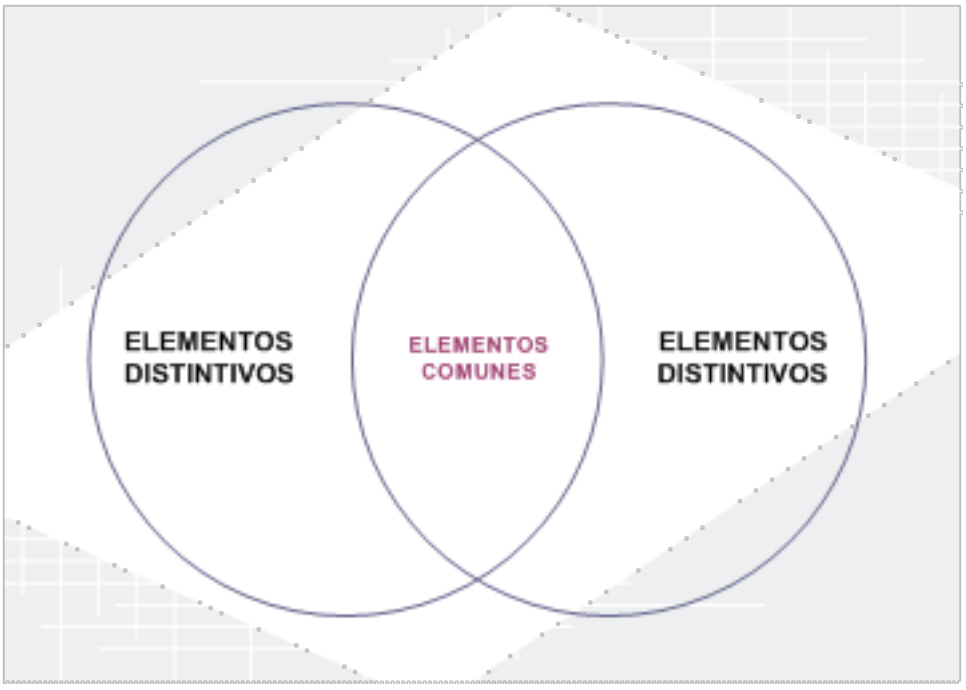
When each group has produced its outline sketch, it is rotated around the different groups in the class, so that a poster drawn by one group is improved upon and developed by contributions from the other groups. What is particularly beneficial is for all posters to include contributions from all groups.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

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

APPENDIX

Images - school in 1900, modern school and illustration by Jean-Marc Côté

Venn Diagram



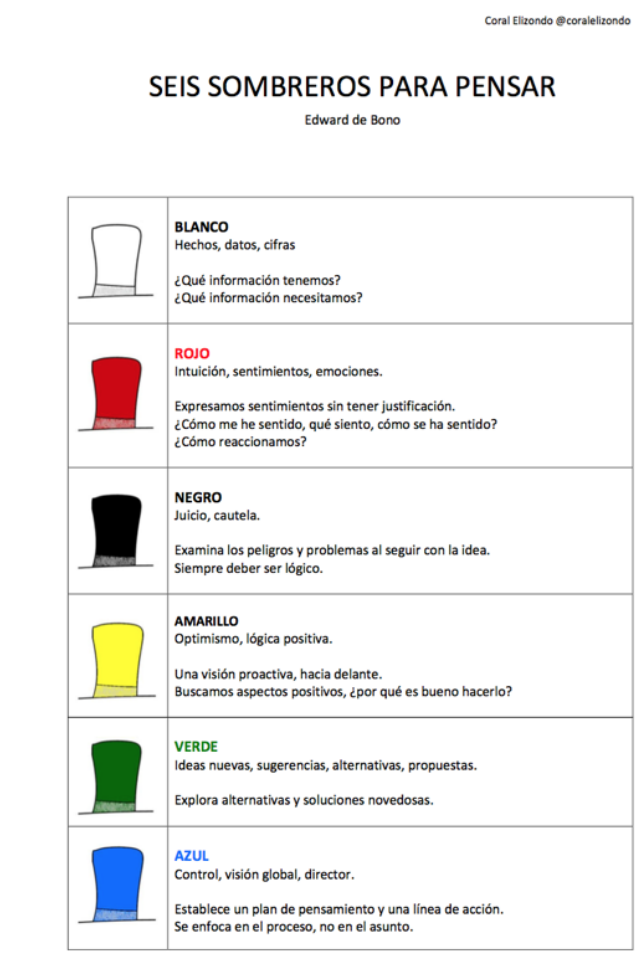
Thinker's Key - "PREDICTION"

Empathy Map

SIX THINKING HATS

Es una técnica creada por Edward De Bono para facilitar la resolución o el análisis de problemas desde distintos puntos de vista o perspectivas. Favorece y estimula el pensamiento lateral y creativo. Como en los casos anteriores nos permite pensar de manera más eficaz.

Los seis sombreros representan seis maneras de pensar y deben ser considerados como direcciones de pensamiento más que como etiquetas para el pensamiento, es decir, que los sombreros se utilizan proactivamente y no reactivamente.



El método es sencillo, hay seis sombreros imaginarios que cada uno de los participantes puede ponerse y quitarse para indicar el tipo de pensamiento que está utilizando, teniendo siempre en cuenta que la acción de ponerse y quitarse el sombrero es esencial.

Cuando la técnica es empleada en grupo, los participantes deben utilizar el mismo sombrero al mismo tiempo.

Como ocurría con las destrezas, al principio necesitaremos el sombrero para luego poder quitarlo, de esta forma serán conscientes no solo del pensamiento que están trabajando en ese momento, sino también de que no pueden llevar dos sombreros a la vez.

Existen secuencias apropiadas para desarrollar diferentes estrategias:

- Evaluación. Amarillo y negro (pros y contras) si queremos buscar ideas utilizaremos el verde.
- Diseño: Azul, verde y rojo
- Analizar una situación: rojo y blanco para comparar hecho y opiniones.
- Precaución: negro y blanco
- Planificar: blando qué sabemos y azul a dónde vamos.

This is a screenshot of the guide that I have for working on in the “Culture of Thinking” classroom.