

TELL ME HOW YOU FEEL, EMOTIONS ARE ALSO PRESENT IN EDUCATION.

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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 takes account of emotions and where everyone is happy.

1. RAISING AWARENESS. MOTIVATION

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. 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
CURRICULAR AREAS	Natural Sciences Social Sciences Spanish Language and Literature
DURATION	Two sessions
MATERIALS	Computer with internet connection and projector Optional: Thinker's key - "Prediction" Glass jar

This exercise revolves around the video *Colour Your World with Kindness*, which you can watch at <https://youtu.be/rwelE8yyYOU>. It's a simple illustrated story that shows how little gestures every day can create big reactions and fill a day with colour and happiness.

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 watching the video

The group discuss the title. 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 video be talking about? What characters will it feature?

While reading the text or watching the video

Explain to students that they will be watching a short video 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 viewing 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.

SECOND SESSION. The Happiness Jar¹.

In regard to the previous session, as a suggested activity, you could start a chain of favours in the classroom or the school to make people around us happy.

As seen in the short film, it is about empathising with people and helping them when they need it. You could write down anything students have done to make someone else happy and pop it into a jar.

At the end of the week, the pieces of paper in the jar can be read out and students invited to reflect on them.



¹ Idea by Elsa Punset in her book *The Book of Small Revolutions*

Illustration SEQ Illustration * ARABIC 1. Image from the internet by way of example. Seen at <https://www.helloforos.com/t/el-frasco-de-la-felicidad/270880>

2. VIDEO. *The Value of Emotions*

This helps to introduce the theory behind the topic.

VIDEO: Colorful city. <https://www.youtube.com/watch?v=VltxYLuZrJ8>

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. *Identify and recognise emotions*

GENERAL OBJECTIVES	<p>Encourage critical thinking and personal initiative, in developing both individual and team working habits.</p> <p>Promote opportunities to enhance those intelligences in which each student shows greater abilities.</p> <p>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.</p> <p>Encourage the development of effective, critical and creative thinking.</p> <p>Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</p>
COMPETENCES	<p>Linguistic communication</p> <p>Learning to learn</p> <p>Social and civic competences</p>
CURRICULAR AREAS	<p>Natural Sciences</p> <p>Social Sciences</p> <p>Spanish Language and Literature</p>
DURATION	<p>One session</p>
MATERIALS	<p>Computer with internet connection to watch the video</p> <p>Film: <i>Inside Out</i> (optional)</p> <p>Images of the paintings that can be shown on the computer or photocopied</p>

You can work in the area of emotions using the film *Inside Out*. If you don't want to watch the whole film, the following clip <https://youtu.be/zffTIDL2wyY> explains the basic emotions that are going to be worked on.

The suggestion for this activity is to associate famous paintings with each of the emotions; although we've tried to relate each colour to one picture so that there is a relationship with the colours used in the film, this has not always been possible.



. Pictures:

PURPLE. Fear.

The Scream by Edvard Munch

RED. Anger.

Self-portrait by Alexei Jawlensky

GREEN. Disgust.

Two Old Men Eating Soup by Goya

Saturn Devouring his Son by Goya

Without Hope by Frida Kahlo

YELLOW. Joy.

Turquoise Marilyn by Andy Warhol

A Joyful Welcome by George Bernard O'Neill

Yellow Cow by Franz Marc

BLUE. Sadness.

Paintings from Picasso's Blue Period

Sorrowing Old Man (At Eternity's Gate) by Van Gogh.

These pictures or others chosen by the teacher for the exercise, are used to work on the emotions. Two activities are proposed: In the first activity, students talk about the emotion that is reflected in the picture, and why the subject is happy, sad, angry etc, and what is that students saw that enabled them to identify that emotion (eyes, eyebrows, mouth, body posture). They then talk about situations when they have felt this way.

To conclude, the group reflects on whether all people feel the same in similar situations... whether that emotion can be felt in other situations... and how they have felt talking about emotions.

4. ACTIVITY. Deck of cards for the family of emotions

GENERAL OBJECTIVES	<p>Encourage critical thinking and personal initiative, in developing both individual and team working habits.</p> <p>Promote opportunities to enhance those intelligences in which each student shows greater abilities.</p> <p>Encourage visual thinking as a means of expressing ideas and feelings with drawings; working on creativity; reinforcing verbal</p>
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	<p>thinking by addressing formats other than linguistic ones.</p> <p>Encourage the development of effective, critical and creative thinking.</p> <p>Develop life skills for personal and social wellbeing from a proactive perspective, improving interpersonal relations.</p>
COMPETENCES	<p>Linguistic communication</p> <p>Learning to learn</p> <p>Social and civic competences</p> <p>Sense of initiative and entrepreneurial spirit</p>
CURRICULAR AREAS	<p>Natural Sciences</p> <p>Social Sciences</p> <p>Spanish Language and Literature</p>
DURATION	One session
MATERIALS	Pieces of coloured card 8.9 x 5.8 cm



The class is split into five groups and each group reflects on one of the emotions that have already been worked on in the previous activity - ie one group studies joy, one studies sadness, one studies disgust, one studies fear and the fifth group studies anger.

The activity consists of building a deck of cards with emotions. The cards or coloured paper of approximately 8.9 x 5.8 cm are handed out distributed (8.9 x 5.8cm being the size of a deck of cards). Each team then has five cards in the colour for each emotion. On one side of the cards, they write the name of the emotion. On the other side, they choose an emoticon, or draw something and give it a name (a dictionary can be helpful with this).

Name
of the emotion - eg INTRIGUE

Drawing (can be an emoticon)
Definition of the emotion (eg
intrigue)

Each team will also have five cards of the same size, but which are blank. And on these they are to write situations that describe scenes that makes them feel that way. For example, for intrigue: “My friend, who is in a different class, told me that when we go out for play break she wants to talk to me and that she has something to tell me.

Each team explains the emotions that they have worked on and reflect together on the purpose of each emotion - about what it makes us feel, what makes us feel that way, and how we act in certain situations. The card could also be selected that best expresses their mood and explains why they feel that way. A list of situations is read out and students must decide which emotion is most appropriate for each situation (the electricity goes off, there is a big storm, music can be heard, someone is making a puzzle, painting, playing football, dancing, etc).

Game variant for the exercise. This consists of students acting out the emotions - in such a way that a sentence must be said while expressing the emotion that has been assigned to the student. So, for example, they say “This weekend I’m going to the beach” in a cheerful, depressed, disgusted, surprised or anxious way.

5. FINAL PROJECT

GENERAL OBJECTIVES	<p>Encourage critical thinking and personal initiative, in developing both individual and team working habits.</p> <p>Promote opportunities to enhance those intelligences in which each student shows greater abilities.</p> <p>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.</p> <p>Encourage the development of effective, critical and creative thinking.</p> <p>Involve students in the processes of research and problem solving.</p> <p>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.</p>
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	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 more inclusive schools - a school for all - that takes account of emotions and where all the students are happy.

To make the poster, we suggest using the Nominal Group Technique², which helps develop creativity and enables all students to participate in an equal way.

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.

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

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 their 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.

APPENDICES

Thinker's Key - "PREDICTION"



Teacher's guide for the film - for primary level and special education (included in the materials folder)