

## IN A DIFFERENT WAY, BUT JUST AS SMART. UT

FINAL PROJECT: A poster that calls for a more inclusive school - a school for all. It should illustrate one of the following principles for reinventing schools: emotional education, multiple intelligences, IT, architectural redesign of the classroom/school and diversity.

For this unit we suggest the following:

A poster that calls for more inclusive schools, schools for one and all. Schools that create support networks because when we all help the network, it doesn't fall down. Let us appreciate the strengths of each person so that we grow together as a group.

### 1) AWARENESS-RAISING AND MOTIVATION

GENERAL OBJECTIVES:	Promote 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	Linguistic communication Learning to learn Social and civic competencies
CURRICULAR AREAS (Primary)	Spanish Language and Literature Social Sciences Natural Sciences
DURATION	Two sessions
MATERIALS	Computer with internet connection and projector or the book "Anatole's Little Saucepan" Cover image Optional: Thinker's key - "Prediction" Ball of wool

#### PRIMARY

The activity revolves around the book "Anatole's Little Saucepan" by Isabelle Carrier, Editorial Juventud.

You can watch the video for this story at [https://youtu.be/xQ\\_rbKMOzag](https://youtu.be/xQ_rbKMOzag)

#### FIRST SESSION

Facilitate a discussion that brings out 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 provide 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 make predictions such as:

What will the book/video be talking about? What characters will it feature? What is a saucepan? What is it used for? Why does Anatole have it?

During the reading or viewing

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 during the second viewing have them write down anything they want to share during the group discussion.

During the reading or viewing

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 whoever among the students wants to start - in which case the facilitator lists the order of the names of the students who are going to speak. Or the discussion starts in a random order and students speak for a certain number of minutes according to the clock, for example. 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.

"Cuerdas" - winner of a Goya prize 2014 in the category of "Best Spanish short animation", written and directed by Pedro Solís García. Website: <http://cuerdasshort.com/>

"Tamara" - short film created by House Boat Animation Studio, which you can watch at <https://vimeo.com/67068457>

"The Dot" by Peter Reynolds (Editorial Serres), which you can watch at <https://youtu.be/xII7kOSIFsE>

SECOND SESSION, with two suggestions

BALL OF WOOL EXERCISE

We offer two suggestions for this exercise so that you can select the one that is most appealing. Before beginning the exercise, explain to the class how it works and what they will be asked to say. 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 want 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 “spider’s 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 was Anatole’s strength? These are some examples of questions that you can ask.

Next, get the group to think about the “spider’s 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/spider’s 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.

If there is enough time, you could reflect on what the group’s “saucepan” is, and 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, and why.

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

## 1- DOS VERDADES Y UNA MENTIRA

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

**EDADES:** 7 años – adulto

**MATERIALES:** ninguno

**COMPLEJIDAD:** sencillo

**NRO. DE PERSONAS:** 5– 15 personas

**DURACIÓN:** 5 – 15 min

### INSTRUCCIONES PARA LA DINÁMICA:

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



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 si mismo.

3. Los otros participantes deberán tratar de identificar cual es la mentira. La mentira debe ser una mentira creíble o será demasiado fácil para los otros identificarla.

Una vez me confundieron con un ladrón y me detuvieron 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, toque su timbre y le entregué de vuelta su billetera. Por ese acto, él me regaló la mitad del dinero que estaba en la billetera.



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.

## 2) VIDEO ON MULTIPLE INTELLIGENCES

This helps introduce the theory of multiple intelligences.

VIDEO: <https://youtu.be/iP7asUi0Fms>

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 voluntary option is offered as a supplementary resource and can be found via this LINK.

## 3) MY INTELLIGENCES PROFILE

### GENERAL OBJECTIVES

Promote 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 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 Digital competence Learning to learn Social and civic competencies
CURRICULAR AREAS	Spanish Language and Literature Mathematics
DURATION	One session
MATERIALS	Multiple Intelligences Inventory Bar chart or radial chart. Computers, tablet (optional)

If you think it's necessary, you can ask students' families or older students at the school to help with this activity. In this case, the aim is to create links between them through mentoring, to enable them to start working on a simple form of service-learning within the school itself.

Working individually (maybe with the help of families at home or older students of the school) they answer questions listed in the Multiple Intelligences Inventory 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.

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

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

#### **4) I CAN HELP WITH...**

GENERAL OBJECTIVES	Promote 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	Linguistic communication Learning to learn Social and civic competencies
CURRICULAR AREAS	Spanish Language and Literature Artistic expression
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 one of their drawings and write something that they think they could help with.

All these forms are placed visibly around the classroom. 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 help from whomever who has volunteered to help on that topic.

### 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>• Promote 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 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.</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 expression
DURATION	At least one session (each classroom-team can spend as much time as deemed necessary to improve and increase the

	value of their participation work)
<b>MATERIALS</b>	Post-it notes To be determined by the teaching staff

The final project is to create a poster that calls for a more inclusive school - a school for all, a school that creates support networks... because when we all help each other, the network doesn't fall down. Let's appreciate the strengths of each person so that together we grow as a group.

To make the poster, we suggest a technique that helps students develop creativity, known as the Nominal Group Technique<sup>1</sup>, and which allows 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 well understood are clarified or explained - if necessary, by asking the people who wrote down the ideas in question.

*Third.* All the ideas are grouped according to shared characteristics and, in order that they can be identified, they are given a name or a drawing. This will make it easier to choose one of them to include in the poster.

*Lastly.* Select the idea that is most popular - by means of a vote. This 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 people. These groups are chosen by the teacher with the aim of making the groups as heterogeneous as possible with people who complement each other. In this Teaching Unit, these groupings could be designed taking into account the results from the previous Multiple Intelligences exercise. You'll find ideas about forming groups in the methodology guide that accompanies the Teaching Unit.

All groups work on the same idea - that is, on the idea that was voted on during the nominal group technique - although, of course, each group will contribute their own perspective.

Given that it's beneficial for the poster presented for the competition to be done by THE WHOLE CLASS, one suggestion for achieving this is as follows:

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 and developed through contributions made by other groups. What is particularly beneficial is for all posters to include contributions from all groups. In order to make your class's submission to the competition, one of the poster options is chosen and worked on.

## **APPENDIX**

IMAGE cover of "Anatole's Little Saucepan" book

Thinker's Key - "Prediction"

---

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



Guidelines for facilitating discussion groups

Multiple Intelligences Inventory

FORM: I CAN HELP IN... It would be something like this (for photocopying)

DRAWING OR PHOTOGRAPH	NAME AND SURNAME
I can help with...	because I am good at