LEARNING FOR LIFE

LEARNERS' GUIDELINE

DIVERSITY COLOURS

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PARTNERSHIPS

Salesianos Urnieta Salesiarrak (*Spain*)
Project coordinator

Asier Irazusta
airazusta@salesianosurnieta.com

Agrupamento de Escolas Rosa Ramalho *(Portugal)*

Teresa Teixeira
erasmus@aerosaramalho.pt

Gimnazjum nr 3 im. Noblistow Polskich w Zespole Szkol nr 2 w Swidniku *(Poland)*

Marcin Paśnikowski
mpasnikowski@tlen.pl

LICEUL"ALEXANDRU CEL BUN" Botoșani *(Romania)*

Mihaela Cornelia Achihăiței
mihaelaachihaitei@yahoo.com

Universidad del País Vasco *(Spain)*

Kristina Zuza
kristina.zuza@ehu.eus

Pixel *(Italy)*

Lorenzo Martellini
lorenzo@pixel-online.net

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PROJECT DETAILS

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MULTIPLE INTELLIGENCES

INTELLIGENCE	TASKS
1. Interpersonal	1-3-4-5-6-8-9-10-11-12-14-15-16-17-18-19-20-21-22-25
2. Intrapersonal	3-4-6-9-10-17-18-19-21-25
3. Visual-spatial	8-9-11-17-18-19
4. Bodily-kinesthetic	20
5. Musical-rhythmic	
6. Verbal-linguistic	3-5-6-9-10-11-14-15-16-17-18-19-22-23-24-25
7. Logical-mathematical	6-10-15-18
8. Naturalistic	6-9-10-12-16-17-18

DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES

What do we want students to understand?

(COMPREHENSION GOALS)

DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES

MAIN OBJECTIVE:

To support developing countries and design technological objects to make their lives easier

0.General objectives

0.1. Learn to work in teams

1.Tecnology

1.1. Analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy

1.2. Notice a technological problem and design and plan a solution

2.Social Science

2.1. Interpret and create demographic charts and graphics

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	3.2 Learn and examine the human rights, and compare it to the reality **3.Natural Science** 3.1. Natural characteristics of the soil, geographical location. Diversity of landscapes and ecosystems 3.2 Be aware of the effect human actions have on the environment, realising the origin of the environmental problems (recycling and reusing) **4.Mathematics** 4.1. Use mathematical language to face everyday situations, understanding information and learning to apply it in other areas. That is, to know how to work with numbers in different contexts: currency exchange, area, distance... by means of different mathematical operations **5.Mother Tongue** 5.1. Improve communicating and writing skills **6.Foreign Language (English)** 6.1. Learn specific vocabulary: materials, tools and activities 6.2. Work on instruction manuals
PROJECT PRESENTATION	(Request from school headmaster) This year, on May 21st, the ***International Day For Cultural Diversity Interview and Development*** will be held to show different realities in the world. There are multiple and diverse countries in the world. They are culturally, socioeconomically, traditionally… diverse. These diverse colours are also among us, and we will make use of this reality to approach different places in the world. We will try to contact people who live in our country to learn about their country and culture. We already know how difficult it is to leave one's country to move to another one, and in many cases it is due to the situation in the immigrant's country. Thus, we will create a technological object which might be useful in many developing countries and which will make life in these regions easier. These technological products will use and reuse endless resources. Therefore, will we help them make their lives easier?
FINAL PRODUCT	1. To design a sun cooker or similar technological object.

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	2. To organise the Inte***rnational Day For Cultural Diversity Interview and Development*** solidary festival. There will also be a photograph exhibition of the different places in the world. Apart from the exhibition, each team will cook different rice using the solar cooker.

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SEQUENCE OF TASKS

Tasks in bold are necessary, and the rest are optional. They depend on the teachers involved in the project and the school facilities.

A. PREVIOUS TASKS

1. **Task: Team dynamics**
2. **Task: Project presentation**
3. **Task: Team planning**
4. **Task: What I know - What I need to know ***
   a. **Task: What I know - What I need to know: Where does energy come from?**
   b. **Task: What I know - What I need to know: Is our world in balance?**
   c. **Task: What I know - What I need to know: Do we really know how to recycle?**
5. **Task: Choose countries and assign responsibilities**

B. RESEARCH / DEVELOPING TASKS

6. **Task: What is the world like?**
7. **Task: I see - I wonder - I ask.***
8. **Task: Human rights violations ****
9. **Task: Getting to know the environment of each country**
10. Task: Recycling: How does it work? How is waste managed?
11. **Task: Looking after the environment. Explain recycling processes **/***
12. Task: Visit to a recycling center
13. **Task: Making country posters ****
14. **Task: Team assessment ***
15. Task: Planning the event
16. **Task: Solar cooker basics**
17. **Task: Production of solar cooker ****
18. **Task: Team report and assessment**
19. **Task: Project presentation**
20. **Task: Create instructions in English**

C. FINAL TASKS

21. **Task: Event and exhibition (project presentation)**
22. **Task: Final team planning assessment ***

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*** These tasks will be assessed.**
**** These tasks will be marked.**

INDICATORS

MAIN OBJECTIVE

Finds appropriate information about his/her country

Names different forms of renewable energy and identifies their advantages and disadvantages

Makes an instruction manual in order to build a solar cooker

0. General objectives

0.1.1. The student achieves team objectives

0.1.2. The student achieves individual objectives

0.1.3. The student fulfils his/ her responsibilities

1. Technology

1.1.1. The program's parts have been successfully carried out

1.1.2. Time has been well managed

1.1.3. The technological product has been successfully made

2. Social Science

2.1.1. Understands and creates demographic charts and graphics

2.1.2. Has learnt and analysed the Declaration of Human Rights in comparison to real life

2.1.3. Has learnt about the Declaration of Human Rights and has obtained the necessary information

3. Natural Science

3.1.1. Has accomplished the country's data search

3.1.2. The obtained data has been understood and successfully explained

3.1.3. Has gathered information about the assigned country's waste management

3.1.4. Has accomplished a successful presentation about the recycling process

4. Mathematics

4.1.1. Is able to change distance units

4.1.2. Is able to change currency

4.1.3. Classifies currency according to its value

4.1.4. Calculates areas of different geometrical shapes

4.1.5. Draws the assigned country in a similar geometrical shape in order to calculate its approximate area

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5. Mother Language

5.1.1. Has handed in punctually

5.1.2. Has presented clearly

5.1.3. Has used an appropriate structure

5.1.4. Has presented coherently

5.1.5. Has correctly followed the grammatical and spelling rules

6. Foreign Language (English)

6.1.1. Expresses the tools and materials in the foreign language

6.1.2. Has written the instructions in an understandable way

TOOLS:

- **Rubrics**

  DIVERSITY COLOURS rubric

- **Reflections and evidences**

  Reflection (4T-13T-14T-23T)

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TASKS

PREVIOUS TASKS

1. Task: Team dynamics*			**Sessions:** 30 min
COMPETENCES	Social and civic	**INTELLIGENCES**	Interpersonal
GOALS	Learn to work in teams		

*(Attention: If the student group persists from the previous task, it will not be necessary to implement this task)

Task description:

We will suggest a team dynamics so that students get to know each other.

2. Task: Project presentation			**Sessions:** 30 min
COMPETENCES		**INTELLIGENCES**	Interpersonal Verbal-linguistic
GOALS	Achieve support for developing countries and design a technological product to help make their life easier		

Task description:

On 21 May, they want to celebrate the Int*ernational Day For Cultural Diversity Interview and Development*, by holding a festival which will display the different realities around the world. There are diverse countries around the world: diverse in terms of culture, socio-economics, habits, biodiversities..etc. We can find those diversities among us and we are going to make use of them in order to reach different parts of the world. We are going to try to contact people in our cities and through them, we are going to know about their country and culture.We are aware that it is not easy to leave one's country and go to somewhere else and that in many cases, it is due to the migrants' national situation. Therefore, we are going to create a technological product that can be helpful for many developing countries, by using everlasting resources and resources that have already been used too. So, shall we try to ease their lives?

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3. Task: Team planning			**Sessions:** 1 h
COMPETENCES	Social and civic Sense of initiative and entrepreneurship Digital	**INTELLIGENCES**	Interpersonal Intrapersonal Verbal-linguistic
GOALS	Learning to work in teams and to control teamwork		

Task description:

We are going to make a team planning. The team planning is going to consist of three parts: team's objectives, individual objectives and responsibilities.

Team objectives:

Two will be the same for every team, and the other two will be defined by each team.

Individual objectives:

Each student will have 2 individual objectives: one suggested by the teachers and another suggested by themselves…

Responsibilities:

Responsibilities will be assigned by the teacher.

4. Task: What I know – What I need to know			**Sessions:** 1 h
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Digital	**INTELLIGENCES**	Interpersonal Intrapersonal
GOALS	Learn to work in teams		

Task description:

In teams you will have to reflect upon the things you know about the task you have been assigned and the things you need to know in order to accomplish the task.

5. Task: Choose countries and assign responsibilities	**Sessions:** 1 h

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COMPETENCES	Sense of initiative and entrepreneurship Communicating in the mother tongue Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Verbal-linguistic
GOALS	Learn to work in teams		

Task description:

We have to determine the country that each team will work on, assigning one to each team. In order to do that, everyone taking part in the project will gather and each team will suggest its own. If we have chosen different countries, it will be fine, but if we have chosen the same ones we need to reach an agreement or decide it by draw.

RESEARCH / DEVELOPING TASKS

6. Task: What is the world like?			**Sessions:** 2 h x 2
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Digital Mathematical, scientific and technological Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Intrapersonal Verbal-linguistic Logical-mathematical Naturalistic
GOALS	Understand and create demographic charts and graphics Use mathematical language to face daily situations, by understanding information and applying on other subjects. Basically, be able to work with numbers in different contexts such as currency changes, area calculations, distances by using different mathematical operations Use the oral and written expressions in a clear and coherent way		

Task description:

Each team will have to get some information about their country:

1. Location (continent and geographic coordinates)
2. Area (in square metres)
3. Distance from the student's country to the analysed country (in Kilometres).
4. Time zones
5. Demographical data: birth rates, mortality rates, average mortality age.. Include also the population pyramid.

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6. Currency
7. Typical food
8. Hobbies (what they do in their free time)
9. Culture: languages, outfits, folklore…

Assessment tools (rubrics …):

It will be assessed.

7. Task: I see - I wonder - I ask			**Sessions:** 2 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue	**INTELLIGENCES**	Interpersonal Intrapersonal Verbal-linguistic
GOALS	Come to know and analyse the Declaration of Human Rights, in comparison to reality		

Task description:

1.- Browse the net to find the Universal Declaration of Human Rights

2.- Taking into account that human rights are 30 , each team will work on some of them (it depends on the amount of teams in each class).

Each of you will have to read part of the declaration and try to understand it. Then you will have to explain what you have read to the rest of your teammates. The secretary will be the one in charge of writing down the explanations.

After that, each spokesperson will explain their human rights to the rest of the class.

3.- We will open a discussion forum and you will have to answer the following questions:

- Is it fair for some to have so much and for others so little?
- Why does it happen?
- Is everybody's right to be nourished satisfied?
- What other human rights do you think are violated?

Assessment tools (rubrics…):

It will be assessed

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8. Task: Human rights violations			**Sessions:** 3-4 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Visual-spatial
GOALS	Understand and creates demographical charts and graphics Know the countries' natural features, geographical location, landscape-diversity and ecosystem Be able to use mathematical language to face daily life situations, understanding the information and applying it on other subjetcs. This is, be able to work with numbers in different contexts such as currency change, area calculation or distance, using different mathematical operations Have a coherent oral and written expression		

Task description:

Before the festival, and in order to create an appropriate atmosphere, we want to create a giant poster to stick it in the main hall to let people know about the project. We will have to draw the world on it and place the countries we are working on, showing the information that has been found out about them. For instance, pictures that show different customs, food that they produce, the area of the countries, population…

It will be important to leave a place to show the more violated rights in these countries.

So now, you have to find pictures about your country and place them in a folder. Afterwards, upload the link of this folder onto google classroom.

9. Task: Getting to know the environment of each			**Sessions:** 2 h
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Communicating in the foreign language Digital Mathematical, scientific and technological Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Intrapersonal Visual-spatial Verbal-linguistic Naturalistic
GOALS	To know the natural features of the country, geographic location, variety of landscapes and ecosystems To be able to express in a clear, accurate and coherent way both orally and written		

Task description:

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You will have to find some information about your country. This can include information about vegetation, food and livestock. All the material gathered will be used to complete the poster. Information about the country can be found in your mother tongue or in the foreign language.

Assessment tools (rubrics …):

It will be assessed

10. Task: Recycling: How does it work? How is waste managed?			**Sessions:** 3 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue Communicating in the foreign tongue Digital Mathematical, scientific and technological Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Intrapersonal Verbal-linguistic Logical-mathematical Naturalistic
GOALS	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing) To use different mathematical expressions (fractions, percentages, charts…) to inform To be able to express in a clear, accurate and coherent way both orally and written		

Task description:

You will have to find out what the policy for managing waste in the country you have been assigned is, and compare it to the reality in our own country (by means of percentages or weight units).

To finish the task, teammates will discuss the realities they have found out and the difficulties each has had in order to search for information.

Try to find the recycling data about your native country, and then compare it with the country you have chosen.

11. Task: Looking after the environment. Explain recycling processes			**Sessions:** 4 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue	**INTELLIGENCES**	Interpersonal Visual-spatial Verbal-linguistic
GOALS	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing) To be able to express in a clear, accurate and coherent way both orally and written		

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Task description:

Each team, will have to follow up the course of a recyclable object, from the very moment we buy it until the recycling process is finished and the object is ready to be used again.

Recyclable objects can include the following:

- TetraPak carton
- An apple
- Oil
- A glass bottle
- A can
- A newspaper

Assessment tools (rubrics …):

It will be assessed

12. Task: Visit to a recycling center			**Sessions:** 3 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship	**INTELLIGENCES**	Interpersonal Naturalistic
GOALS	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing)		

Task description:

You will visit a recycling centre to know more about the recycling process and the problems that might arise.

13. Task: Making country posters			**Sessions:** 3-4 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue Cultural awareness and expression	**INTELLIGENCES**	Visual-spatial Logical-mathematical Naturalistic

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GOALS	To gather and display information about the assigned country properly

Task description:

With all the information gathered in the previous tasks, you will have to create the posters that will be displayed in the event. In order to do so, you will have to create a google presentation document.

Assessment tools (rubrics …):

It will be assessed

14. Task: Team assessment			**Sessions:** 2 h
COMPETENCES	Learning to learn Social and civic	**INTELLIGENCES**	Interpersonal Verbal-linguistic
GOALS	To learn how to work in teams		

Task description:

We will assess the team objectives, individual objectives and the responsibilities that appear on the team planning, in order to reflect upon what we are doing fine and what can be improved.

15. Task: Planning the event			**Sessions:** 2-3 h
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Digital Cultural awareness and expression	**INTELLIGENCES**	Interpersonal Verbal-linguistic Logical-mathematical
GOALS			

Task description:

The teams will sit in pairs in order to finish this task and each one will be assigned a task, and each team will be in charge of accomplishing it properly.

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Responsibilities:

1- Design the poster
2- Budget
3- Material collection
4- Space management
5- Find Sponsors / Funding ways
6- Contact the local media
7- Write a letter to the families
8- Contact different associations
9- Make invitations

16. Task: Solar cooker basics			**Sessions:** 1 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship	**INTELLIGENCES**	Interpersonal Intrapersonal Visual-espatial Verbal-linguistic
GOALS	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

Task description:

After having a look at different samples and analysing the pros and cons of each, every student will write a list of the materials that can be likely used on their design and building. Once each of them has made a design, they will share their idea with their teammates and each team will decide on the design that they are going to work on.

A website where they show how to build solar cookers:

http://solarcooking.wikia.com/wiki/Category:Solar_cooker_plans

17. Task: Production of solar cooker			**Sessions:** 8 h
COMPETENCES	Learning to learn Social and civic Sense of initiative and entrepreneurship	**INTELLIGENCES**	Interpersonal Bodily-kinesthetic
GOALS	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of		

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	creating energy To notice a technological problem and design and plan a solution

Task description:

Each team will produce its cooker.

They will have to take pictures of the process in order to carry out task 23.

Assessment tools (rubrics…):

It will be assessed.

18. Task: Team report and assessment			**Sessions:** 2 h
COMPETENCES	Social and civic	**INTELLIGENCES**	Interpersonal Intrapersonal
GOALS	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

Task description:

You will have to write down a report specifying the steps that you have followed to build the product and the problems you have come across. The technology teacher will provide you with a sample/template.

Assessment tools (rubrics …):

It will be assessed.

19. Task: Project presentation			**Sessions:** 1 h
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Communicating in the foreign language	**INTELLIGENCES**	Interpersonal Verbal-linguistic
GOALS	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of		

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	creating energy To notice a technological problem and design and plan a solution

Task description:

You will have to carry out the last presentation of the project at the Diversity event. In order to get it ready, you will rehearse the presentation in class, where students and teachers will suggest ideas to improve it.

20. Task: Create instructions in English			**Sessions:** 3 h
COMPETENCES	Communicating in the foreign language	**INTELLIGENCES**	Verbal-linguistic
GOALS	To learn specific vocabulary: materials, tools and activities To work on instruction manuals		

Task description:

In the foreign language subject, you will have to write instructions to build yourr technological product. In order to do that, you will show the process in pictures (so remember to take pictures in the building process) and then you will have to express in words what can be seen in the pictures.

In order to do that, you need to be able to use technological vocabulary, express the building process and write descriptive texts.

Assessment tools (rubrics …):

It will be assessed.

FINAL TASKS

21. Task: Event and exhibition			**Sessions:** 4 h
COMPETENCES	Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue	**INTELLIGENCES**	Verbal-linguistic
GOALS	To improve communicating and writing skills		

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Task description:

Today is 21 May, the INTERNATIONAL DAY FOR CULTURAL DIVERSITY, the day in which you will make public all you have worked on. There, apart from the giant mural, the posters of the countries and the exhibition of the cookers (the cookers will be checked see whether they work) it is also time for the people and groups that we have contacted to take part. We will finish up the event by offering food of their native countries and showing different cultural activities.

22. Task: Final team planning assessment			**Sessions:** 1 h
COMPETENCES	Learning to learn Sense of initiative and entrepreneurship Social and civic	**INTELLIGENCES**	Interpersonal Intrapersonal Verbal-linguistic
GOALS	To learn to work in teams		

Task description:

You will have to assess two points:

On the one hand, you will assess the team planning and on the other hand, you will have to give a seal of quality to the products you have created: this is, you will have to grade them. In order to do that you will take into account if they work properly, if they are easy to build or not… and if there are things to be improved, say which and how.

Assessment tools (rubrics …):

It will be assessed.

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