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# DISCOVER YOUR POWER. A CLIL DIDACTIC PROPOSAL IN INFANT EDUCATION.

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## **ABSTRACT**

The education system should strive to promote coexistence and respect for differences. In recent times, these values have not been adequately developed, resulting in instances of violence in classrooms that are categorized as bullying. This issue is further complicated when individuals involved in such cases require special educational needs. Therefore, it is imperative to address these concerns and foster a more inclusive and welcoming environment. It has been discovered that 46.3% of children with autism have experienced bullying situations. To address this issue, an intervention has been developed using educational innovation and presented through a preventative approach. This proposal comprises 12 sessions and targets the educational community. Its objective is to implement effective actions that promote genuine inclusion of minor students, by using emotional education to directly enhance social cohesion and emotional development of our students. We will situate the implementation of the proposal within the CLIL approach, presenting its fundamental structures as a practical method for preventing bullying and cultivating differences as a valuable aspect of our lives.

**Keywords:** CLIL; Bullying; Emotional Education; Inclusion.

## **RESUMEN**

El actual sistema educativo debe tratar de invitar a los agentes implicados a la convivencia y al respeto a la diferencia, valores que en los últimos tiempos no se están desarrollando con armonía, provocando en las aulas diferentes momentos de violencia que han sido catalogados como acoso escolar, problemática que se ve agravada al presentar los estudiantes necesidades específicas de apoyo educativo. En el caso del alumnado que presenta autismo se encuentra que el 46.3% de ellos han sufrido o sufren situaciones de acoso. Para tratar de dar respuesta a ello se ha diseñado una intervención apoyada en la innovación educativa, la cual se presenta desde la perspectiva de la prevención. Esta propuesta de carácter lúdico está compuesta por 12 sesiones y dirigida a la comunidad educativa, con el objetivo de implementar actuaciones eficientes que consigan la inclusión real de estos menores, incidiendo a través de la educación emocional directamente en la mejora de la cohesión social y desarrollo emocional del alumnado. Situaremos la implementación de la propuesta desde el enfoque CLIL, presentando sus pilares básicos como una útil estrategia para prevenir el bullying y promover las diferencias como un valor que enriquece nuestras vidas.

**Palabras clave:** AICLE; Acoso escolar; Educación emocional; Inclusión.

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## INTRODUCTION

The aim of this work is to offer a set of playful strategies for emotional education that can prevent bullying in schools.

The current educational and social system must strive to promote coexistence and respect for diversity, without subjective evaluations. Recently, these values have not been developed harmoniously, resulting in instances of school bullying and violence in classrooms; according to the latest study carried out by the international organization "Bullying without borders" (2022), in Spain, the figures show a worrying growth of this phenomenon, as during the academic year 2020-2021 alone, a total of 11,229 cases were registered in our country.

This issue is compounded when those involved have specific educational support needs. In the instance of children identified with autism, it has been discovered that 46.3% of them have encountered or are currently facing bullying situations, although 33.5% do not know how to identify it, especially girls. Aware of the problem, it is true that the majority of ordinary schools have protocols for action against bullying, but the reality is that almost 40% of families with children with autism spectrum disorder (hereinafter ASD) consider that the measures that are carried out are not useful and demand a lack of training for teachers (Confederación Autismo España, 2022).

In a struggle to offer a viable solution, an intervention strategy has been created that draws on educational innovation and adopts a preventive approach. This engaging project comprises twelve sessions and targets the educational community with the goal of mitigating bullying incidents. The goal is to execute effective measures that truly integrate these minors, with emotional education directly improving social harmony and the pupils' emotional development.

First of all, a theoretical basis will be presented, based on a literature review, as we will situate the implementation of the proposal in the autistic disorder, presenting analytical data on the presence of this group in the classroom, their developmental course, their vulnerability to phenomena such as bullying and the different educational strategies that have been implemented in terms of integration, such as emotional education. We will then situate the implementation of the proposal within the CLIL approach, presenting its basic pillars as a useful strategy for preventing bullying and promoting differences as an enriching aspect of our lives.

Next, the innovation design will be presented through an interactive map featuring various boxes that incorporate a series of educational actions aimed at acquiring interpersonal and intrapersonal skills. The goal is to construct the students' personality based on emotional

intelligence, under a CLIL approach with no allowance for intolerance, using superheroes' roles as inspiration.

Finally, the conclusions of this work are presented in a final section through a brief synthesis of the issues addressed. In summary, this document aims to clarify the need of creating and developing an inclusive proposal, as well as the measures required in schools to ensure that all students are equally valued and that differences are recognized as enriching.

## **1.THEORICAL FRAMEWORK**

### **1.1 Autism: students with special educational needs in the ordinary classroom**

The concept of autism has undergone a long evolution, its origins are found by authors such as Kanner (1943) or Asperger (1944), both considered pioneers in beginning to describe the first clinical cases from a humanistic approach, based on a compressive treatment to their patients, which we would currently include in this disorder.

However, there were several fallacies about the origin of autism being associated with variables such as poor family treatment and comorbidity to diseases such as psychosis or schizophrenia (Lugo and Alviani, 2017). It was from the seventies, when these beliefs began to be discredited and autism began to be valued as a Pervasive Developmental Disorder, being officially recognized as such, in 1980 with the publication of the Diagnostic and Statistical Manual of Mental Disorders-III (Feinstein, 2019).

The diagnostic criteria for autism have evolved according to the progress made in research in recent years. The current edition of the Diagnostic and Statistical Manual of Mental Disorders-V (DSM-V) (APA, 2013), contemplates these advances by categorizing autism as a neurobiological disorder, distancing itself from the previous conceptualization and establishing three different levels of affectation.

Nivel de gravedad	Comunicación social	Comportamientos restringidos y repetitivos
Grado 3 "Necesita ayuda muy notable"	Las deficiencias graves de las aptitudes de comunicación social verbal y no verbal causan alteraciones graves del funcionamiento, inicio muy limitado de las interacciones sociales y respuesta mínima a la apertura social de otras personas. Por ejemplo, una persona con pocas palabras inteligibles que raramente inicia interacción y que, cuando lo hace, realiza estrategias inhabituales sólo para cumplir con las necesidades y únicamente responde a aproximaciones sociales muy directas.	La inflexibilidad de comportamiento, la extrema dificultad de hacer frente a los cambios u otros comportamientos restringidos/repetitivos interfieren notablemente con el funcionamiento en todos los ámbitos. Ansiedad intensa/dificultad para cambiar el foco de acción.
Grado 2 "Necesita ayuda notable"	Deficiencias notables de las aptitudes de comunicación social verbal y no verbal; problemas sociales aparentes incluso con ayuda <i>in situ</i> ; inicio limitado de interacciones sociales; y reducción de respuesta o respuestas no normales a la apertura social de otras personas. Por ejemplo, una persona que emite frases sencillas, cuya interacción se limita a intereses especiales muy concretos y que tiene una comunicación no verbal muy excéntrica.	La inflexibilidad de comportamiento, la dificultad de hacer frente a los cambios u otros comportamientos restringidos/repetitivos aparecen con frecuencia claramente al observador casual e interfieren con el funcionamiento en diversos contextos. Ansiedad y/o dificultad para cambiar el foco de acción.
Grado 1 "Necesita ayuda"	Sin ayuda <i>in situ</i> , las deficiencias en la comunicación social causan problemas importantes. Dificultad para iniciar interacciones sociales y ejemplos claros de respuestas atípicas o insatisfactorias a la apertura social de otras personas. Puede parecer que tiene poco interés en las interacciones sociales. Por ejemplo, una persona que es capaz de hablar con frases completas y que establece comunicación pero cuya conversación amplia con otras personas falla y cuyos intentos de hacer amigos son excéntricos y habitualmente sin éxito.	La inflexibilidad de comportamiento causa una interferencia significativa con el funcionamiento en uno o más contextos. Dificultad para alternar actividades. Los problemas de organización y de planificación dificultan la autonomía.

Image 1: Severity Levels of ASD. Source: DSM-V APA (2013), pp. 31-32.

The causes that produce this disorder are still unknown and provoke lack of consensus among specialists (López, Rivas and Taboada, 2009), however, the results of the latest studies (Carmenate, Rodríguez, Santander and Méndez, 2018; Baron-Cohen et al, 2019), begin to point towards a multi-causal disorder with a powerful genetic load that integrates social and neurological factors, although it is not yet evident which ones is stronger or the interaction between them (Muniz, Barros, Collet, Pereira, De Souza and Mendoza 2016).

As for the population in which this disorder prevails, there is a significant increase in cases diagnosed in recent years, associated with variables such as greater awareness and training among the population, the expansion of diagnostic criteria or greater precision in procedures and measurement instruments (Castro, Escandell and Fortea, 2013). According to recent studies (Alcantud, Alonso and Mata, 2016; Muhle, Reed, Stratigos, Veenstra-Vander and Weele, 2018), collated by the World Health Organization (2019), the prevalence of the disorder responds to the variable of one case diagnosed per 170 infants, and where there is a male prevalence with a frequency of four times higher compared to the female sex.

Following the DSM-V (APA, 2013), autism is mainly characterized by an altered development of social interaction, a restricted catalogue of stereotyped interests and behaviors. But like any clinical syndrome, it shows, in addition to those categorized as pathognomonic

indicators, a classify of associated signs not required for inclusion in the diagnosis such as intellectual disability, suffered by approximately 50% of the autistic population (Martos, Freire, Llorente, Ayuda and González, 2018), a fact that differs from the first investigations carried out by Kanner (1943) (Charman, Pickles, Simonoff, Chandler, Loucas, and Baird, 2011).

Nowadays, there is no curative treatment considering the health aspect, however, from the point of view of psychopedagogy with an optimal intervention, the prognosis will improve throughout the life cycle (APA, 2013).

As for the academic field, students with this disorder are included under the group with special educational needs mentioned above, so their schooling opinion will be determined and guided according to the level of autonomy and ability to learn (Gándara, 2013).

Adequate educational intervention is essential to improve the quality of life of people with autism, so the education system must respond with structured teaching by implementing resources such as Eric Schopler's TEACCH method<sup>1</sup>, a communicative technique focused on autistic people's visual strengths in image processing, against verbal stimulation, through the use of pictograms, which will provide them with a framework of confidence and communicative agility, facilitating both functional learning and interaction within the environment (McLay, Hansen and Carnett, 2019).

Some examples of its implementation are found in studies carried out in Italy (D'Elia, Valeri, Sonnino, Fontana, Mammone and Vicari, 2014), where students, after attending four daily sessions in the educational and family context using this method for twenty-four months, manifested a decrease in their disruptive behaviors and an improvement in language skills. In addition, parents warned of a decrease in their stress level.

## **1.2 The Hidden Face of Autism: Bullying**

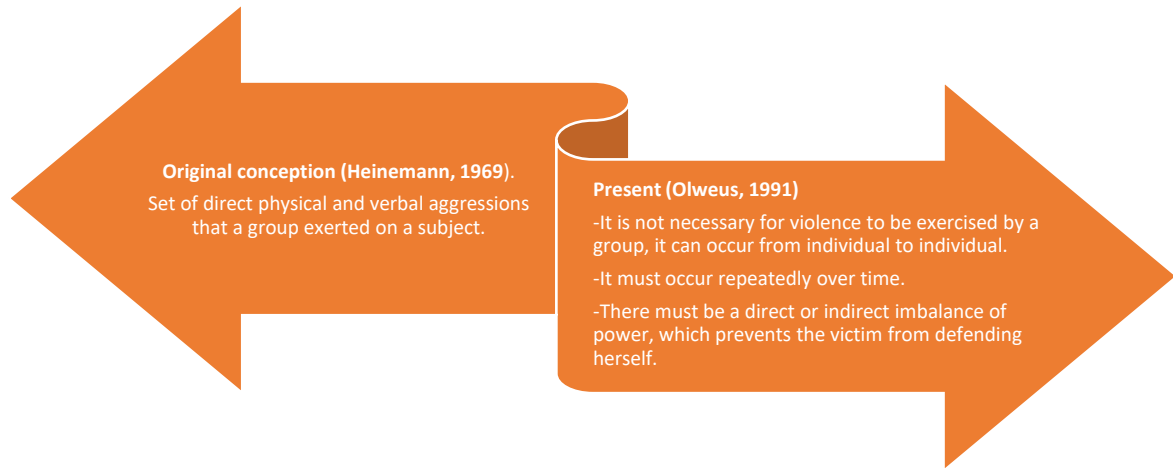
Schools should always be a context in which children can feel safe, however, in recent years the school has become a hotbed of different types of peer violence, collected under the name of bullying. However, the visibility acquired during recent times should not lead us to misunderstand the reality, that is, what is now a challenge has always been present.

The first sources of information that cite this phenomenon catalog it as mobbing (Heinemann, 1969), however, since the seventies, we have witnessed a cultural and idiomatic conceptual change of the term, which seems to have culminated in the acceptance of the concept of bullying, as the ideal one to refer to school violence and where variables accepted by the

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<sup>1</sup> Treatment and education for children with autism and other communication difficulties.

entire international community with respect to the initial origin are introduced (Foody and Samara, 2018; Ortega, Del Rey and Casas, 2016).



*Figure 1* : Evolution of the Bullying concept. Source: Own elaboration

The bullying phenomenon is framed in specific physical places such as schools, in which factors such as the climate of coexistence or spaces with less surveillance, become transcendental enclaves for their development (Luengo, 2019). The social-educational perspective of bullying is articulated around a key concept, the peer network, manifested in the victims as very weak being rejected by the rest of the students, and in the aggressors by popularity among their peers (García, Romera, Córdoba and Ortega, 2018 ) Likewise, it is worth highlighting the appearance of a third and fourth role in this dynamic, the victimized aggressor characterized by being the subject who possesses and shows worse socio-emotional skills, and the spectator, present in more than 50% of the school population, being key when it comes to prolonging or ending this phenomenon (Romera and al, 2017).

Similarly, the research carried out by Ordóñez and Prado (2019) is relevant, regarding the two phenomena that enhance the stability of the conflict in the school: the dominance-submission scheme and the law of silence.

As for our students, we must be aware of the limitations that their psycho-evolutionary development presents to discern a conceptual precision; However, this fact cannot serve as a pretext to justify the serious figures of bullying present today, because according to the latest report published by the United Nations Organization (UNESCO, 2019), we are facing a devastating panorama, where one in three students (32%) claims to have been harassed for one or more days in the last month, More than one in three (36%) has been involved in a physical fight at least once, one in ten claim to suffer cyberbullying or 32.4% of those surveyed say they have suffered physical violence in the last year. In none of these three variables and in the

results obtained was there any perceived influence of the person's gender, with the exception of the type of violence manifested predominating the physical in the male and the psychological in the female.

In this difficult reality and thanks to longitudinal studies on the subject (UNESCO, 2019), certain factors that increase the possibility of suffering this phenomenon have been clarified. Being the prevalence in NEAE students significant in recent years, where their needs are considered by the rest of students as weaknesses, and the figures with respect to the group of autism spectrum disorder being alarming; the highest rate of bullying reported is around 94% in consideration of the population with a standardized development (Humphrey and Hebron, 2015). These data are reflected in the Spanish population since approximately one in two ASD students suffer from it (46.3%), compared to a reduced 10.6% of students without this disorder or other special educational need (Hernández, 2017).

The vulnerability of these students lies in the lack of optimal development in the communicative field that hinders their social interaction and establish friendship networks. Of special relevance is the limitations when it comes to making agile and exhaustive readings of thought, which causes them a false perception of the intentions of the other and increases the risk of being victimized by not understanding the implicit rules of the peer group (Falla and Ortega, 2019). Likewise, it is remarkable the difficulty they encounter both to recognize the discrepancies, and to assume that they have suffered bullying (Kowalski, Giumetti, Schroeder and Lattanner, 2014).

Being a victim of bullying entails a series of negative consequences in the field of their social-cognitive development, since it generates a rejection of school, visible in poor academic performance and the somatic effects of having suffered aggression, sometimes resulting in school absenteeism (Falla and Ortega, 2019). On the other hand, social relationships are diminished both in quality and quantity, increasing the feeling of isolation, that is, the person suffers from emotional discomfort, even emanating mental health problems such as anxiety or post-traumatic stress (Fortuny, 2020).

All this, linked to the absence of traits in the physiognomy of the subject, causes them to be classified as "different" by the rest of the students, but we should not subordinate the existence of harassment to the characteristics of ASD, since the context also has a fundamental role (Hernández, 2017).

As teachers we must implement actions based on the prevention of this phenomenon. Currently, one of the most effective lies in emotional intelligence as a tool to deal with interpersonal conflicts due to the high underlying emotional component in bullying situations

(Estévez, Carrillo and Gómez-Medina, 2018). In fact, it has been found that in bullying situations the relationship between social rejection and the presence of emotional problems that reside in the low self-esteem of schoolchildren is very significant. The importance of the interconnection between social acceptance and the emotional intelligence of the person exposed to the situation has also been demonstrated. Finally, it is worth highlighting the influence of the correlation between the presence of behavioral problems and the absence of emotional self-control (Mateu-Martínez, Piqueras, Rivera-Riquelme and Orgilés, 2017). Likewise, they have been corroborated in the different profiles of bullying, both in the victim where variables such as insecurity or anxiety are frequent, and in the aggressor role with factors such as complexity to understand their emotions or low empathy (Inglés, Torregrasa, García-Fernández, Martínez-Monteagudo, Estévez and Delgado, 2014).

All this has been reflected in recent years in the actions proposed in relation to the prevention of bullying in educational institutions, such as the Finnish program *KIVA* or the Spanish “*Tutoría Entre Iguales*”, both based on emotional education. The success of these programs has been contrasted with a reduction of up to 30% of harassment cases reported by the victim himself or the rest of equals in a school year (Granero and Manzano, 2018; Ferrer, Albaladejo, Sánchez, Portilla, Lordan and Ruiz, 2019).

That is why only by working on emotional education as a tool to avoid conflicts, we will achieve that educational centers constitute places free of violence (Cerezo, 2015).

### **1.3 A CLIL context: English as a Tool to Prevent Bullying and encourage equality**

Bullying is unfortunately one of the biggest challenges that most schools suffer around the world. As mentioned above, the figures are alarming and approximately 2-6% of school children can be defined as victims of bullying at some point in their school career (Haynie et al., 2001), indicating the need for effective educational intervention programs against bullying. In this context, English becomes an ally because when it is not the mother tongue of the students and it is approached as a second language, on the one hand, the whole group of students starts from the same level of knowledge and share the feeling of insecurity of facing this new language. In other words, both aggressors and victims, and the whole group as a whole, face the difficulty of speaking a new language on equal terms (Jiménez and Díaz, 2018).

As mentioned above, context plays a fundamental role in the dynamics of bullying, in this aspect the didactic approach known as Content and language integrated learning (CLIL, from now on), a term coined by David Marsh and which in 2000 it defined as "a form of learning integrated into the curriculum, , which is aligned to the demands of the types of thinking skills,

language/communication, practical, relevant and thinking skills, language/communication skills, that are adapted to the demands of education for the Knowledge Society"(Marsh, 2000: 109 ). This didactic approach not only provides an increase of the input in the target language including one part of the curriculum in this language, but also, it has been shown to have a positive impact on social-emotional variables such as language attitudes, motivation and anxiety (Lasagabaster, 2009).

Surprisingly, while affective factors have been extensively studied in second language acquisition research by authors such as Gardner, Ladonde and Moorcroft (1985), the role of emotions in language learning has not been extensively researched because emotions in the classroom have only recently begun to be considered as an element in the teaching-learning process due to the change in the educational paradigm. With the emergence of positive psychology at the beginning of this century, positive emotions entered the scene and initiated an additional line of research (Gregersen, MacIntyre, Finegan, Talbot, and Claman, 2014; Gregersen, MacIntyre, and Mercer, 2016; Dewaele and MacIntyre, 2016; Mercer and MacIntyre, 2014).

The concept of emotional intelligence as such was first coined by Salovey and Mayer in 1990, based on Gardner's theory of multiple intelligences, specifically intrapersonal and interpersonal intelligence, but it was not until years later that the psychologist Goleman, one of the author who made this term famous, began to be introduced in the educational area as one of the most important intelligences we possess, and as a meta-skill that will determine to a large extent other skills we possess. For him, this emotional intelligence should be developed in the educational system in five directions: knowing our own emotions, managing them correctly, motivating ourselves, recognizing the emotions of others and establishing affective relationships that develop our social competence (Goleman, 1995).

According to Morilla (2016) and the latest advances discovered in the field of neuroeducation, thinking is considered an emotional process. In fact, without emotions, we would become insensitive to feelings like being in danger, and we would be completely unaware of the consequences they can generate, and consequently we would not be able to learn from our experiences. Our brains engage in a dynamic process in which cognitive, social and emotional experiences organize the brain according to biological principles. The particular neuropsychological strengths and weaknesses of each of us shape and influence the way we perceive and interact with the world and therefore with the people around us and with whom we interact.

In this area of research and focusing on the relationship of the variable of emotions in the learning of the foreign language, it is worth highlighting Dewaele and MacIntyre's (2014) scale of enjoyment of emotions during foreign language learning (FLE), with which they verified that, for the majority of students, their level of enjoyment appeared to be significantly higher than their level of anxiety. In this sense, bet on an educational approach like CLIL in our classrooms, presented as a presented as a tool through which pursue socioeconomic and sociocultural objectives and that even some authors, such as Muñoz (2002), have defined as "a relatively anxiety-free environment" because it focuses more on the communicating content than on the form of language.

The context in which these emotions fluctuate greatly plays a significant role in school issues, including bullying. Programs aimed at reducing bullying are more successful when implemented in a positive and secure school environment, as concluded by Rigby (2000). Modin and Ostberg (2009) argue that the problem of bullying in schools cannot be attributed solely to differences in student diversity and personal characteristics. Furthermore, empirical research has linked it to school variables, such as the school climate, culture, and their organization.

Recent meta-analyses of studies on school effectiveness have shown that it is possible to create a safe learning environment in the classroom by implementing a school policy on teaching (Kyriakides et al., 2010; Scheerens, Seidel, Witziers, Hendriks, and Doornekamp, 2005). Through these studies, they have concluded that aspects such as providing equal learning opportunities for all students are key when it comes to bullying (Kyriakides et al., 2013). They have also highlighted the importance of going beyond the formal curriculum and its legislative objectives, as other key cognitive and affective elements need to be introduced to reduce the problem of bullying, such as emotional recognition and the development of positive attitudes towards colleagues through appropriate emotional management. Schools that are effective in tackling and reducing bullying are those where teachers are able to stimulate their pupils by providing appropriate and well-designed learning designed to achieve relevant affective and cognitive goals (Rigby,2002).

Therefore, if we take into consideration, on the one hand, the studies carried out on the importance of the context in the problem of bullying, and its variables that directly influence its eradication, and on the other hand, the characteristics in which the CLIL didactic approach is based, we can see that they share characteristics that the authors have identified as positive in classroom management.

When we carry out an educational approach such as CLIL in the classroom we are promoting values as important in the dynamics and prevention of bullying as cooperation, since the fact of having to work cooperatively sharing a common goal and in a second language where everyone feels helpless encourages students to interact positively with their peers, promoting inclusivity. This didactic approach also exposes students to existing diversity and different cultural perspectives through the integration of language and content, which promotes empathy and understanding of others making them more likely to respect and appreciate differences (Linares and Morton, 2017). On the other hand, and according to Ramirez and Faltis (2020), it helps to establish a positive relationship with the teacher, as he/she becomes a guide and facilitator of learning and uses more interactive and engaging methods that favor the creation of stronger and more solid relationships with our students. Finally, it should be noted that it increases self-confidence and self-esteem through the use of the foreign language which involves the development of all their linguistic skills. As they participate in the activities proposed, they get a sense of achievement and an raise in their self-esteem that favors the growing of confidence to later be able to face and assert themselves in difficult situations (Bird, Genesee and Verhoeven, 2016).

After going through this theoretical framework, we have been able to appreciate the importance and advantages of the different educational approaches like CLIL and educational variables such as the context and how it has a direct impact on the improvement of current problems as bullying in our classrooms. All this has allowed us to detect the existing needs in current education such as the absence of emotional education in the educational curriculum and has led us to the creation of this proposal that pursues the following objectives.

The main aim of the present work is to create an educational project through which to implement effective educational actions that achieve the inclusion of students from a CLIL perspective, directly affecting the improvement of group cohesion and psycho-educational development of students, through emotional education, which will positively affect an improvement in the figures of phenomena where these factors are decisive for their occurrence, such as bullying.

A series of specific objectives are also set out:

- To provide students with intra and interpersonal emotional skills through group dynamics in order to create an optimal atmosphere of interaction and social coexistence; reducing bullying rates.

- To understand how different emotional states affect our behavior and how both can be regulated through cognitive processes.
- To address transversal themes like stereotypes using the foreign language as a guiding thread and axis of motivation, stimulating the cognitive skills of students and developing the oral skills of comprehension, expression, interaction and mediation.
- To value the differences between infants as a source of personal and social enrichment, focusing on the particularities of the ASD collective.
- To achieve an improvement in the foreign language proficiency of the students.

## **2.METHODOLOGY**

### **2.1 Justification**

This intervention proposal arises from the current high number of cases of bullying in the schools. It also stems from the advantages detected in emotional education, which have hardly been investigated in relation to a foreign language teaching context such as CLIL, taking into account the broad empirical basis provided in this project. It highlights two critical aspects: the underutilization of the CLIL approach in the stage of Infant Education despite its numerous advantages, and the recognition that emotional intelligence is one of the most effective tools in the prevention of bullying (Cerezo, 2015; Estévez, Carrillo and Gómez Medina, 2018).

Research (Gregersen, MacIntyre, and Mercer, 2016; MacIntyre, 2016; MacIntyre and Mercer, 2014) has consistently shown that emotional intelligence plays a crucial role in preventing and addressing bullying. By equipping students with the skills to identify, understand, and manage their emotions effectively, they become better equipped to navigate interpersonal conflicts and promote positive relationships.

The proposed intervention program, named "Find your Power", is designed to create a space where students can learn emotional skills and abilities through play, which can be applied in their daily lives. By engaging students in immersive activities, the program aims to foster a supportive educational context that promotes positive relationships and minimizes instances of violence. The program is grounded in the understanding that each student possesses unique strengths and differences, emphasizing the value of diversity.

Furthermore, "Find your Power" aligns with the CLIL educational approach, providing students with opportunities to integrate knowledge across various subjects. By reducing

redundancies between content areas and fostering a deeper understanding of the material, the program enhances students' linguistic competence.

## **2.2 Context**

The immediate recipients of this proposal will be the students belonging to the schools of the Andalusian community where this proposal is carried out, and especially the students who are in a situation of difficulty related to bullying cases.

On the other hand, the educational community of the schools where this project could be implemented will benefit from innovation, since they will have educational actions with which to address emotional intelligence, achieving higher inclusion rates, while promoting through CLIL the development of intercultural communication skills.

The type of school to which the proposal is addressed to is a public school in Córdoba, CEIP Salvador Vinuesa, with six groups of Infant Education and twelve of Primary Education. The teaching staff is formed by 28 members, seven of which belong to the Infant Education cycle, including tutors and specialists.

This school has implemented various projects, including the school's Language Project, the school's Digitalization Programme (PRODIG), the Strategic Plan for the Development of Languages and the Strategic Plan for Gender Equality in Education, which will always be present in the design of my proposal, taking into account that it uses new technologies as well as that it promotes the development of linguistic competences, all under the principle of equality.

The group of in which the proposal will be contextualized in a specific way for its design is formed by 24 students of five years old. For most children, this academic year is their third year in the school and all of them live in the area, so we find groups of friends established with strong emotional bonds. School absenteeism is zero in the group. This group-class is characterized by the arrival of a student diagnosed with ASD.

The students diagnosed with autism, upon arrival at the school, encounter a series of social barriers that prevent their inclusion, one of the main ones being the ignorance of the characteristics implied by their diagnosis as ASD, which causes their stigmatization as there are no features in their physiognomy associated with their condition, making them very noticeable subjects of suffering bullying. However, we cannot subordinate the existence of high

rates of bullying in this group to the characteristics of ASD, since the context plays an essential role.

Finally, it should be noted that, indirectly, families are also recipients of innovation, who will play an important role in the plan, participating in the proposed educational actions, which will be a motivating element for students. And also, the population of Andalusia itself, since the fact that, through the proposed plan, achieving a more inclusive society with greater management of language competence in the near future.

### 2.3 Objectives.

Taking into account the literature review and the education context presented, it is necessary to create a proposal based on different objectives, which are based on article 7 of Royal decree 95/2022, of 1 February, by which establishes the order and the minimum educations of the Infant Education in Andalusia, on this occasion, the proposal submitted is linked to the following (Figure 2):

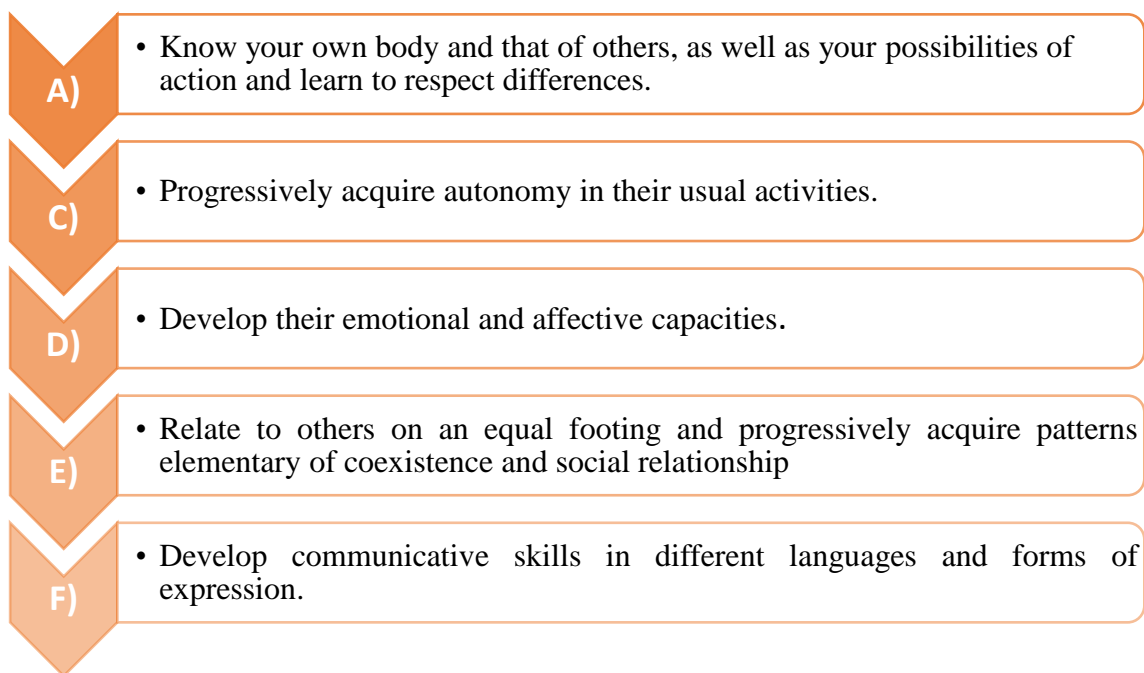


Figure 2 Objectives. Source: Own elaboration

### 2.4 Competences

Also, and in accordance with the current legislation governing the Infant Education stage (Royal Decree 95/2022, which governs the minimum teaching standards in Infant Education in Andalusia), this project will respond to several transversal competences that must be addressed and which are shown graphically in figure 3, such as digital competence, linguistic

communication, cultural awareness or personal, social and learning to learn competence (see annex 1).

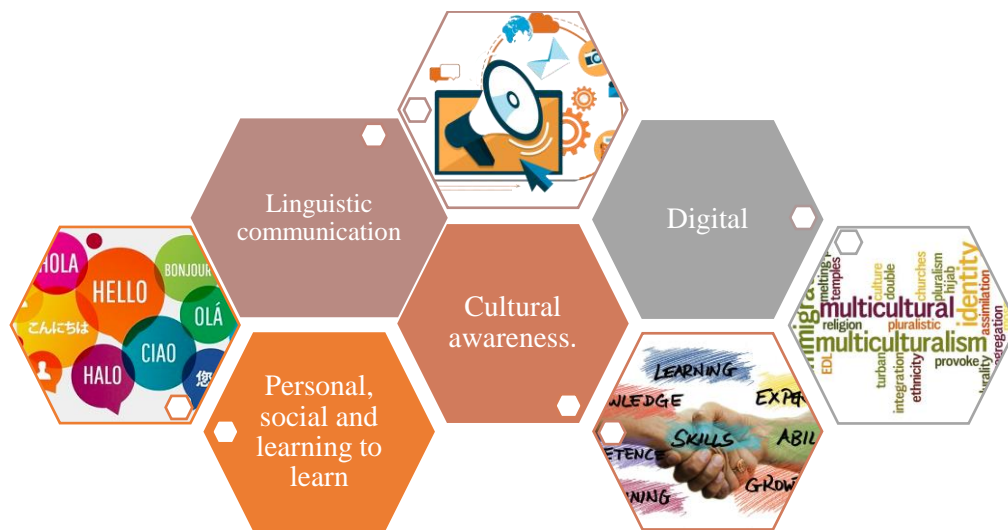


Figure 3 Competences. Source: Own elaboration

## 2.5 Basic Knowledges

Likewise, and taking into account the basic knowledge according to the law (Royal Decree 95/2022, which governs the minimum teaching standards in Infant Education), the proposal is interrelated with several contents among which the following stand out The balance and development of affectivity or socio-emotional interaction in their environment, as well as on a linguistic level, the increase of their repertoire with expressions that respond to their needs or the approach to different communicative situations. (see annex 2).

### 2.4. Timing

The implementation of the project would be developed over 12 hours, corresponding to area 1, “growing in harmony”. distributed in twelve sessions, of approximately 1 hour each session according to the school fatigue curve and during the second term; this coincides with 27 March, the international day of emotional education, and with a time in the school year when there has been enough time to form friendships among the students and to detect shortcomings related to coexistence in the classroom. Likewise, it should be noted that the project has been developed with a character of continuity in time, since there would always be actions to be carried out in the form of missions, to configure a more inclusive school in the fight against bullying.

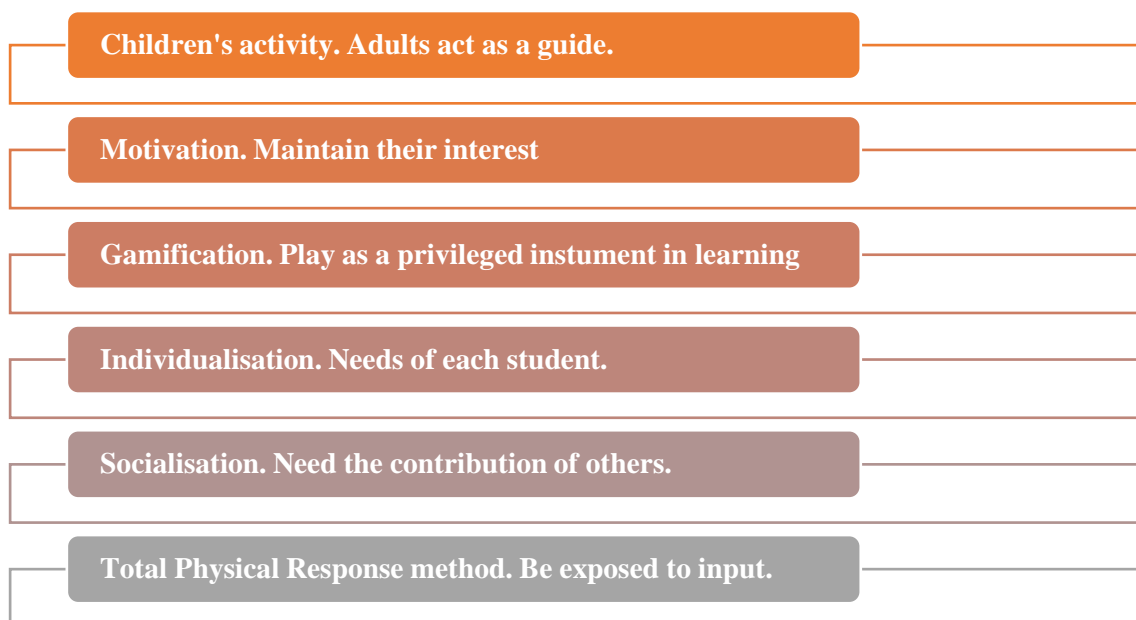
### 2.5 Methodology

To achieve the proposed objectives, significant learning will be carried out, which will allow students to work on content close to their own reality and their interests, through the use

of new technologies. The sequence will be guided by the principles of observation and experimentation, encouraging active participation, where students become the protagonists of their learning. All this will take place in an environment that is welcoming, which will have a positive impact on the development of their self-esteem and, in turn, on the relationships established.

In Infant Education, the globalizing perspective is the most suitable for the development of the teaching-learning process. This principle will become the basis of meaningful learning and allows the establishment of connections between new learning and those already learnt in previous years.

The methodological principles that will be present in the school practice are:



*Figure 4 Methodology. Source: Own elaboration*

The methodology will be dynamic, participative and based on communication from the CLIL approach. The pupil is the main protagonist and the one who constructs his learning as a result of interaction with the world around him. The role of the tutor will be to stimulate and present activities that are easy and accessible to all.

With regard to the organizational strategies, the proposal presents the following ones:

- a) Different types of grouping will be used depending on the activities to be carried out.

b) Space: it will be designed taking into account the number of pupils and their characteristics and needs.

Focusing on the project and given the paradigm of inclusive education, the plan contains a set of measures and actions aimed at promoting the insertion of special needs students taking into account their psychopedagogical risk factors, predictors of suffering bullying. In this proposal, the use of ICT is very present, since they allow, on the one hand, that the student can be involved in a more experiential way through the role of victim in bullying, empathizing to a greater degree and, on the other hand, attractive and original resources that favor the motivation of our students. In addition, it should be noted that the set of actions is framed under a gamification criterion, which has an impact on high doses of motivation, promoting at all times the creation of interpersonal attitudes such as reflection or cooperation.

To achieve this program and after the previous visualization of an initial motivating video where the superheroes ask them for help to carry out an important mission and for which they must overcome over 12 sessions; a series of challenges to be presented in the form of assignments with which they will get badges (emotional skills based on the six basic emotions: happiness, sadness, fear, anger, surprise and disgust), which will lead them to enter the agency and discover what their power is. To do this, we will have an interactive map (see image 2), where they will find six boxes associated with emotions and composed of three cooperative dynamics that they have to overcome, to access the final challenge. Likewise, as a gamification element, they will have a superhero card (see image 3), where students will get badges as they carry out the activities proposed in the sessions, each of them representing the power of an emotion, and they will have to complete all of them to become superheroes and learn about their power.

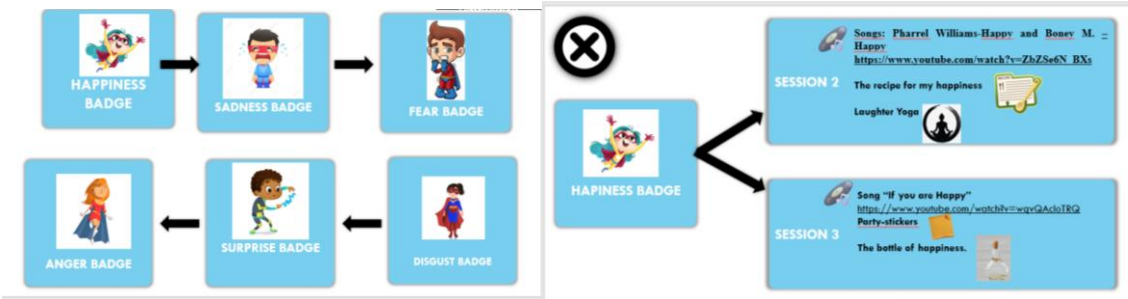


Image 2: Interactive map of the project. Source: own Elaboration



*Image 3: Superhero license. Source: own Elaboration*

## **2.6 Resources and materials**

To carry out this teaching proposal, it is essential to use varied resources (human and materials), to achieve the objectives set. As human resources we will count on the involvement of the teacher staff of the school, as well as the families of our students who will participate and evaluate the project. We will also use various material resources that will be specified in the design of each session (see page 29).

## **2.7 Evaluation**

Assessment is a key element in any educational project that aspires to be effective. According to the Decree 100/2023, of May 9, which establishes the ordination and curriculum of the stage of Infant Education in Andalusia, the evaluation of the stage is characterized by being continuous, criterion-based, formative and global, with direct and systematic observation being one of the main tools used in this process. In order to monitor the development of the project and the degree of achievement of the proposed objectives, different types of evaluation will be carried out on the different agents involved in it, which will allow us to obtain formative feedback that can be used to improve the results, optimize the implementation process and reconsider the proposed objectives, if necessary.

We will use the Wong-Baker facial pain scale to evaluate all the students participating in the proposal at the end of each session; this evaluation instrument is ideal for the Infant Education stage, due to its graphic nature and adaptation to his cognitive stage; students will have a scale of facial emoticons and they will have to color in which of them they most identify with after each session (see Annex 3).

On the other hand, at the end of the project, families will be asked to anonymously fill in a numerical rating scale to know if the emotional education strategies have been used in contexts outside the classroom (see Annex 4). Finally, the teachers themselves who carry out the proposal will systematically complete descriptive field notes based on daily observation of the pupils, they will draw up two sociograms before and after the implementation of the project, which will provide them with information about the existing links of influence and preference among the members of the group. As a final evaluation, they will complete a numerical assessment scale to evaluate the suitability of the proposal (See Annex 5) and a rubric (See Annex 6).

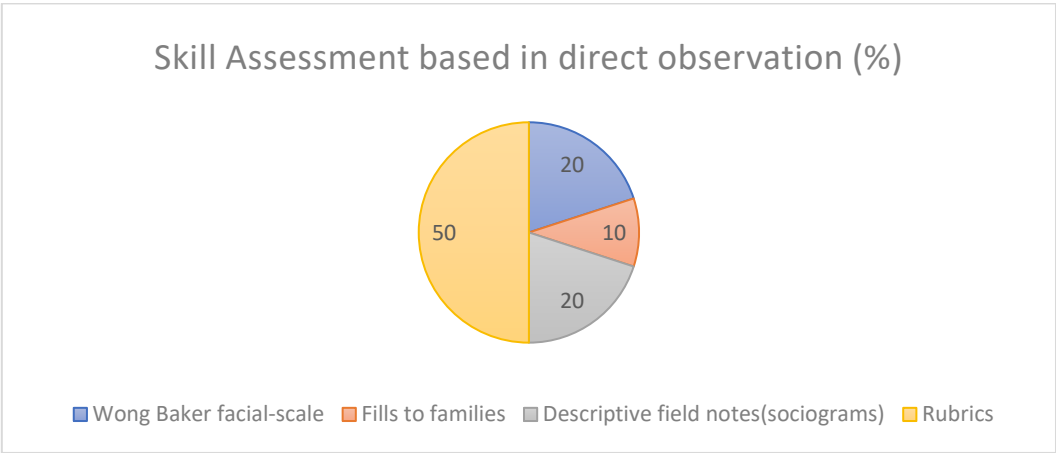


Figure 5: Skill Assessment. Own elaboration

According to the law Royal Decree 95/2022, of 1 February, which establishes the organization and minimum teachings of Infant Education in Andalusia and the aforementioned competences to be carried out in the didactic sequence, the proposal will follow the curriculum corresponding evaluation criteria (see annex 7).

**3. SESSIONS**

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 1. “Superheroes school”	<b>GROUP/YEAR:</b> 5 years-old
<p><b>OBJECTIVE:</b> To introduce them to the project that is going to be carried out and motivate them through a topic of interest to them such as superheroes, through visualization of an initial motivating video where the Marvel superheroes ask them for help to carry out an important work and for which they must overcome over 12 sessions with which they will get badges (emotional skills), which will lead them to enter the agency and discover what their power is.</p>		
<b>LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES</b>		<b>CONTENTS (BASIC KNOWLEDGES)</b>
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>	

<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>		<p>-<i>Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p>- <i>Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm up:</b> When our students arrive in the classroom they will find a mysterious envelope in the middle of the room, we will sit in a large group and discuss what it might contain. Later, it will be time to open it and we will find a map of the school premises with a cross marked on a point in the playground and the image of a treasure, and the directions of the route to follow, reviewing English concepts</p>	A mysterious envelope	Circle area	Whole group

	such as left, right, forwards and backwards. We will set off until we reach the hidden treasure.			
	<p><b>Follow-up:</b> Once we have obtained the treasure, we will return to the classroom to find out what it is. A QR code will be printed on the image of the treasure that we have found in the playground, which the teacher will scan and a video will automatically be projected on the digital screen of the classroom. In this <a href="#">video</a>, which will have been edited by the teacher beforehand, the Marvel superheroes themselves will appear and will explain to our students that they have been selected for an important mission, but that in order to do so they must first obtain 12 badges (each one associated with a basic emotion), which will allow them to discover what power they have as superheroes and the mission to be achieved. After watching the video, the teacher will give them their superhero cards (Annex 9) on which they will have to stick the five badges as they get them in the different sessions that follow.</p>	<p>PC Mobile Phone, used only by the teacher. Superhero cards</p>	<p>Circle area</p>	
	<p><b>Cool-down:</b> We will end the session by introducing in the assembly, flashcards where the six basic emotions will be represented on each of them, thus introducing in the foreign</p>	<p>Flashcards about emotions PC with internet.</p>	<p>Circle area</p>	

	<p>language the concepts: happiness, fear, anger, sadness and disgust. In small groups, the pupils will have to act out situations in which they experience each of the emotions.</p> <p>We will also finish the session by using the Total Physical Response method to perform the song "<a href="#">Let's Be Superheroes</a>" by the musical group Bounce Patrol. This song will serve as a signal to let us know when the project will be carried out in the classroom.</p>			<p>Whole group and small groups</p>
<p>ATTENTION TO DIVERSITY</p>	<p>As we have a student diagnosed in the classroom with Autistic Spectrum Disorder, all activities will be personalized with pictograms (see annex 13) that will help them to understand and foresee what is going to happen in the classroom. During the treasure hunt they will have their own personalized map with pictograms, the video being a visual element is suitable for their psycho-evolutionary characteristics, as for the assembly activities they will be given the opportunity to dramatize and use signs instead of speech, and the video will be used as a tool to help them understand and predict what is going to happen in the classroom.</p>			
<p>EVALUATION</p>	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (Annex 3)</li> <li>- The teacher diary (Annex 5)</li> <li>- Direct observation</li> </ul>			

TITLE: Discover your power	SESSION: 2. Happiness	GROUP/YEAR: 5-year-olds
<p><b>OBJECTIVE:</b> To teach boys and girls to identify their positive emotions; encourage reflection on the little things that make us happy and encourage the use of positive thoughts and attitudes through the missions in the form of didactic activities that the superheroes send us to carry out in order to obtain the badge associated with the emotion on our superhero card, which we must complete in order to access the final challenge and discover what our power is all about.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I feel..., as well as the development of simple sentences which allow them to describe their feelings, for example, I am happy when...</p>		
LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES		CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>	

<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>		<p>-<i>Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p>- <i>Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm-up:</b> Upon entering the classroom, the teacher will have set up the classroom with dim lighting and ask the students to sit in a circle and close their eyes. This will be the moment to listen to previously chosen pieces of music. After listening to them we will brainstorm to find out if they</p>	<p>PC</p> <p>Camera, used with the prior consent of the families.</p> <p>Songs: Pharrel Williams-Happy and Boney M. - Happy Song</p>	<p>Circle area</p>	<p>Whole group and small groups</p>

	<p>liked them or not and after that, we will ask them to go out and dance to them in small groups. This will be the moment to observe the type of dance and the movements we do, identifying that they are songs that make us happy and the teacher will take photographs of the gestures we usually do when we are happy, such as smiling, dancing effusively, looking for a partner to dance with, etc. We will finish the activity by visualizing the images on the computer and drawing up a short visual list of the gestures we make when we are happy.</p>			
	<p><b>Follow-up:</b> The recipe for my happiness. The teacher will show them a small presentation of photographs with situations or actions that make them happy, ranging from simple gestures such as a hug, to photographs where they appear with their families. They will be given the following model (see annex 9), so that they can fill it in graphically with drawings of those actions or situations that make them happy. They will then present this model to the rest of the students, reinforcing the grammatical structure "I am happy when...".</p>	<p>Photographs Annex Model</p>	<p>Personal working area</p>	<p>Individual work</p>

	<p>Afterwards, we will make a joint mural with all of them and we will agree that whenever we see that a classmate is not happy, we can go and observe what actions could change their emotional state and try to help them.</p>			
	<p><b>Cool-down:</b> Laughter Yoga; we will finish the session practicing what is known as "Laughter Yoga", a relaxation exercise through our diaphragmatic breathing that provokes a prolonged voluntary laughter through simple movements such as sticking out our tongue while singing a well-known song or carrying out everyday actions such as a greeting in a euphoric way. We will expose it to our students as a tool that will allow us to react from laughter and not from stress.</p>	<p>Book "Laughter Yoga", author Madan Kataria.</p>	<p>Circle area</p>	<p>Whole group</p>
ATTENTION TO DIVERSITY	<ul style="list-style-type: none"> <li>-Personalized material with pictograms (annex 13)</li> <li>-Flexible groupings</li> <li>-Extra teaching staff support</li> </ul>			
EVALUATION	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- Anecdotal records (annex 5)</li> <li>- Direct observation</li> </ul>			

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 3. Stereotypes	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To reinforce the contents about the emotion of happiness covered in the previous session, introducing it in a wide range of basic emotions in order to help students to identify and recognise this emotion, and furthermore, through the game, recognize the actions that in interaction with other people make us feel happy, addressing the existence of labels in society by which we prejudge.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I feel..., as well as the development of simple sentences which allow them to describe their feelings for example, if you are happy/sad, etc.</p>		
<b>LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES</b>		<b>CONTENTS (BASIC KNOWLEDGES)</b>
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>		<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>

<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>		<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm- up:</b> We will start the session with a song following TPR method, which will allow us to reinforce the vocabulary of the different emotions, while at the same time assigning each of them a physical action that accompanies</p>	<p>Song “If you are <a href="#">Happy</a>” from the group "Super Simple Song".</p>	<p>Circle area</p>	

	<p>them in a fun way through music. Song: If you are happy.</p>			
	<p><b>Follow-up:</b> Party-stickers. Dynamic linked to stereotypes associated with the ASD population, especially in social settings such as parties. On this occasion, before entering the classroom, we will tell them that they have been invited to a party, however, in order to access the party, they will have to go through the security guard, who will give a label to each one of them, stuck on their backs so that they do not know its content, but the rest of the peers will interact with them according to it. On the labels we will write both positive behaviors such as hugs, and negative actions that involve laughing at the person or expulsion from the group. At the end of the game, they will then identify those stickers whose actions have made them happy and those whose actions have not.</p> <p>We will conclude by reflecting on how each person has felt, whether we find security guards in society, the existence of nicknames, why we label people without really knowing them and how we can fight against these labels, for which</p>	<p>Post-its</p>	<p>Circle area</p>	<p>Whole group</p>

	we will draw up a decalogue.			
	<b>Cool-down:</b> The bottle of happiness. In the classroom we will put a jar in a place accessible to the students, where every Friday with the help of the teacher they can write on a post-it note the best thing that has happened to them during the week. At the end of each month and in a large group, the teacher will read them and they will reflect on the good things that happen around them.	A jar Post-its		Circle area
ATTENTION TO DIVERSITY	-Personalized material with pictograms (annex 13) -Flexible groupings -Extra teaching staff support			
EVALUATION	- Wong Waker Facial Scale (annex 3) - Anecdotal records (annex 5) - Direct observation			

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 4. Sadness	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To identify and accept sadness as a necessary and important emotional process for our students, finding resources to learn how to express it and manage it correctly without being ashamed or feeling judged through the missions in the form of didactic activities that the superheroes send us.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, as well as the development</p>		

of simple sentences which allow them to describe what they feel in each situation.	
LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional</p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p>

<p>or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>			
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm-up:</b> On this occasion, our starting point for introducing the emotion of sadness will be the illustrated story "Tears under the bed". The story is about a boy who, tired of being accused of crying for everything, decides that every time he feels like crying, he will take a bottle and put his tears in it so that nobody will see him cry. However, he will realize that repressing our emotions is not the right thing to do and that crying is just one more manifestation of them, specifically sadness. This story, which we will dramatize, will serve as a turning point to talk about sadness and how we express it. We will conclude the session by each of the</p>	<p>"Tears under the bed" by the author Ana Meilán</p> <p>Papers and pencils</p>	<p>Circle area</p>	<p>Whole group and individual work</p>

	<p>pupils drawing a tear on a situation or emotion that causes us sadness and displaying it on a mural to remind us that we all feel sad at some time or another and that nothing happens because of it.</p>			
	<p><b>Follow-up:</b> In this activity we will develop a resource to turn to when we feel sad. To do this, we will discuss what we can do to feel better when we are overcome by the emotion of sadness and we will complete the model known as the wheel of options (see annex 10). In it, each student will write down the different options that make them feel better, such as hugging, crying or listening to music. We will laminate them and put them in an accessible place in the classroom so that we can go to them when we need them.</p>	<p>Model the wheel of options Pencils</p>	<p>Circle area</p>	
	<p><b>Cool-down:</b> We will finish the session by watching a famous short film called "<a href="#">El cazo de lorenzo</a>", based on a book by the author Isabella Carrier. In this short film we will appreciate in a metaphorical way Lorenzo, a boy who drags a dipper that represents his disability and how at the beginning of the film he feels sad and alone, but at the end of the video he learns to coexist with his dipper and the rest</p>	<p>PC with internet</p>	<p>Circle area</p>	<p>Whole group</p>

	of his friends include him. After viewing, we will have a short discussion, it will help us to assimilate the situation to everyday situations that occur in school playgrounds and the importance of not hiding or being ashamed of differences.			
ATTENTION TO DIVERSITY	-Personalized material with pictograms (annex 13) -Flexible groupings -Extra teaching staff support			
EVALUATION	- Wong Waker Facial Scale (annex 3) - Anecdotal records (annex 5) - Direct observation			

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 5. Think and act	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To reinforce the contents about the emotion of sadness covered in the previous session, introducing it in a wide range of basic emotions in order to help students to identify and recognise this emotion, and furthermore, through the game, recognize the actions that in interaction with other people make us feel sad and possible alternatives.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, as well as the development of simple sentences which allow them to describe what they would do in a given situation, e.g., if I were you or I would do...</p>		

LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p>

<p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p><i>Languages and their speakers.</i> CRR.02.B.01. CRR.02.B.02.</p>			
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZATION
	<p><b>Warm- up:</b> We will divide the class into two large groups, one of them will be the representatives of the emotion of sadness with black armbands and the other will be the joy team with orange armbands. The joy team will be assigned the song <a href="#">Happy</a> by the singer Pharrel Williams and the sadness group the soundtrack of the Disney movie Coco, entitled "<a href="#">Remember me</a>". When the song that identifies them is played, they will move around the classroom, while the opposing team will remain as statues. When the sadness team moves, when the music stops, they must go to a member of the opposite team and ask for a token of affection, for example, "I need a hug...". while when the joy team is dancing and the music stops, they should go to a member of</p>	<p>PC with internet Armbands</p>	<p>Circle area</p>	

	<p>the opposite team and say "I give you a hug..." and a token of affection.</p>			<p>Whole group</p>
	<p><b>Follow-up:</b> Each student will be given three cards representing the colors of the traffic light. A green one to indicate that the performance they are seeing is correct, a yellow one to indicate that they think it can be improved or corrected and a red one to indicate that the performance is incorrect. After this, the teacher will form small groups and tell them a situation in which the protagonist is sad and they have to act out how they would act. After this, the rest of the classmates will vote with their cards if they think that the response to the problem dramatized by their classmates was correct or not, a tally will be made and a debate will be held, also working on empathy. Among these situations, there will be some contextualized situations directly linked to the characteristics of ASD, for example, a child isolated in the school playground or having a tantrum because there is too much noise in the classroom.</p>	<p>Red, orange and green cards</p>	<p>Circle area</p>	

	<p><b>Cool-down:</b> We will end the session by the teacher reading and dramatizing with gestures together with the students the story "El Ladrón de sonrisas", whose main character is a boy who always tries to make others smile and keeps all the smiles he gets in a big sack, to which he goes when someone is sad and needs one of them. We will discuss about the power of smiles and how we can bring them out in others and we will put in the classroom our own bag of smiles where we will put smile stickers every time, we make people smile and we will go to it when we are sad.</p>	<p>"El Ladrón de sonrisas", by the author Raquel Díaz Reguera</p> <p>A bag</p> <p>Smile stickers</p>	<p>Circle area</p>	<p>Whole group and individual work</p>
<p>ATTENTION TO DIVERSITY</p>	<p>-Personalized material with pictograms (annex 13)</p> <p>-Flexible groupings</p> <p>-Extra teaching staff support</p>			
<p>EVALUATION</p>	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- The teacher diary (annex 5)</li> <li>- Direct observation</li> </ul>			

TITLE: Discover your power	SESSION: 6. Fear	GROUP/YEAR: 5 year-olds
<p><b>OBJECTIVE:</b> To introduce the emotion of fear, so that they know how to identify it, reflect on how they express it in order to be able to detect it in themselves and with others and learn strategies to manage it in the right way, assuming that it is a common feeling for everyone.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I feel..., as well as the development of simple sentences which allow them to describe their feelings with the verb to fear.</p>		
LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)	
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>	
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p>	

<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- Show interest in communicating through written codes, conventional or not.</li> <li>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</li> </ul>	<p>CRR.02.D.05 - Approach to literary education.</p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>			
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm- up:</b> We dramatize sounds. Upon entering the classroom, we will ask them to sit in a big circle and close their eyes, as the teacher will play different acoustic fragments associated with fear. They will listen to them; we will ask them how they feel and they will dramatize it. This will be the starting point to introduce the emotion of fear. Finally, we will present situations (either photographs or film images) in which the different bodily reactions to this</p>	<p>PC with internet</p> <p>Photographs which show fear</p>	<p>Circle area</p>	<p>Whole group and individual work</p>

	<p>emotion can be observed (screaming, running away, paralysis, crying, paling, hiding, sweating, tachycardia...).</p>			
	<p><b>Follow-up:</b> In this activity, in assembly, we will talk about what fear is, things that make us afraid and we will ask ourselves questions such as: Where do witches, wolves, ogres, monsters... live? The children will give us answers such as: "in the forest", "in castles", etc. Then the teacher will throw a question into the air: Have you ever seen them? Have they ever touched you? Through this directed dialogue, we will gradually try to make them understand that these characters live in stories, books, drawings or films, coming to the conclusion that they are not real, that they all belong to the world of fantasy. In fact, as they do not exist, we will tell them that from now on, every time we talk about them, we will close our eyes and go to the world of fantasy, as in reality we will not be able to talk about them because they do not exist.</p> <p>Afterwards, we will also talk about storms, cars, insects, some animals such as snakes that are also scary, and we will explain that these things are real. We will make a list of real things and fantastic things, drawing all them on the</p>	<p>Colored pencils Paper to make a list The image of a ghost</p>	<p>Circle area</p>	

	<p>blackboard and we will look for solutions together.</p> <p>Finally, we will make a giant ghost and hang it up in the classroom. This will be the repository of our fears: either through the pupil's own written story, a written word or a drawing. We will read them and share them together to help the children to relativize them.</p>			
	<p><b>Cool-down:</b> We will end the session by teaching them the breathing technique "Lazy 8 Breathing" which can be found in the program called The Zones of Regulation of emotional self-regulation, whose author is Leah M. Kuypers. This technique is characterized by a drawing in the shape of an eight that is given to the children and which is the basis for making movements with our fingers through the use of inspiration and expiration, marking the rhythm of the same, as a way of relaxing, while focusing their attention on another action that does not produce the feeling of fear.</p>	<p><a href="#">Lazy 8 Breathing paper model</a></p>	Circle area	Individual work
ATTENTION TO DIVERSITY	<p>-Personalized material with pictograms (annex 13)</p> <p>-Flexible groupings</p> <p>-Extra teaching staff support</p>			
EVALUATION	<p>- Wong Waker Facial Scale (annex 3)</p>			

	<ul style="list-style-type: none"> <li>- The teacher diary (annex 5)</li> <li>- Direct observation</li> </ul>
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<b>TITLE:</b> Discover your power	<b>SESSION:</b> 7. I need calm down...	<b>GROUP/YEAR:</b> 5 year-olds
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**OBJECTIVE:** To promote awareness of the emotion of fear in oneself and in others, making them see fear as something natural with the aim of increasing their self-control; through the missions in the form of didactic activities that the superheroes send us.

In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, as well as the development of simple sentences which allow them to describe pictures, e.g., in the background or expressions such as there is/there are.

LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)
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<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
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<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>		<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm- up:</b> We play with fears. Based on the answers that the students have given in the previous session in the activity the fear-eating ghost, we will choose the one that is repeated most often and we will play games that allow us to have fun with this fear and play down its importance. In this case, for example, if darkness is the most repeated game, we could</p>	<p>Popcorns</p> <p>Cellophane papers</p> <p>Chinese Shadow figures</p>	<p>Circle area</p>	<p>Whole group</p>

	<p>organize a cinema session in the classroom, a Chinese shadow theatre or make some figures with cellophane paper with our students to observe them all together in the dark.</p>			
	<p><b>Follow- up:</b> Based on the particularity of ASD pupils in having limited interests, which leads them to become experts in certain subjects or skills. We will start by brainstorming about the meaning of the word talent, which will be complemented with a presentation of images of well-known characters discussing their skills. Afterwards, we will explain that it is not only the best-known people who have a talent, but that there are also people around us who are gifted with talent people around us, and this will be the moment to visualize photographs of other agents of the school who have a talent.</p> <p>This will be the moment to see photographs of other members of the school who have a special talent, as in the case of ASD students.</p> <p>After this, we will ask them to discover what their own talent is, for which they with the help of their families choose one and explain to us those talents they have or what they are</p>	<p>Photographs White T-shirts</p>	<p>Circle area</p>	<p>Whole group and individual work</p>

	<p>experts at, finally putting it on a T-shirt as a souvenir.</p> <p>We will schedule a day of coexistence where our students along with their family members will represent their talent, to finally set up in our classroom a notice board with all the talents, where they will be able to ask for the help of another child when they need it. The aim of the activity is to reinforce their self-confidence so that they can face their fears, discovering that we are all more powerful than we think.</p>			
	<p><b>Cool-down:</b> We will end the session by reading and dramatizing the story "The Monster of Monsters", which is based on the story of three creatures who thought they were the biggest and meanest monsters in the world until an even bigger one arrives and changes their minds, as he smiles, caresses them and shares sweets with them. After the story we will ask everyone to design their own monster and we will end the session by introducing them to the rest of the class.</p>	<p>Book "The Monster of Monsters" by Patrick McDonnell</p> <p>Colored pencils and sheets</p>	<p>Circle area</p>	<p>Whole group and individual work</p>

<p>ATTENTION TO DIVERSITY</p>	<p>-Personalized material with pictograms (annex 13)</p> <p>-Flexible groupings</p> <p>-Extra teaching staff support</p>
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EVALUATION	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- Anecdotal records (annex 5)</li> <li>- Direct observation</li> </ul>
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<b>TITLE:</b> Discover your power	<b>SESSION:</b> 8. Anger	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To introduce the emotion of anger, so that they know how to identify it, reflect on how they express it in order to be able to detect it in themselves and with others and learn strategies to manage it in the right way, assuming that it is a common feeling for everyone.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion and the expression I Think..; to express our opinions.</p>		
LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES		CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p>		<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p>

<p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p>CA.02.D.02. CA.02.D.03.</p>			
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01. CRR.02.D.03. CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01. CRR.02.B.02.</p>			
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZATION
	<p><b>Warm-up:</b> We will use the drawing of a thermometer with</p>			

	<p>colors from green to red as a visual scale of anger (Annex 12). We will present our students with images of different situations common to them that usually trigger the emotion of anger and we will ask them to measure each of them by placing it on one of the five levels that make up the thermometer, with one being the calmest level and five the angriest. This thermometer will help us to make them realize that there are different levels of anger and that we must graduate the intensity so that we never reach the fifth level. As a strategy, we will propose and experiment with a balloon; we will explain that the emotion of anger is like a balloon that swells and swells until it loses control and explodes, and none of us likes the loud noise of its explosion, that is why when we notice the beginning of the feeling of anger, we will take deep breaths or we will look for an adult to help us before we explode like a balloon. We will also explain that when the balloon bursts, the pent-up anger does not always go where they direct it, just as it does when we get angry and end up showing the feeling of anger to the wrong person.</p>	<p>A cardboard to draw the scale Balloons</p>	<p>Circle area</p>	<p>Whole group and individual work</p>
	<p><b>Follow- up:</b> The shout, my way of expressing myself. Starting</p>			<p>Whole group and individual</p>

	<p>from the difficulty of communicative expression of ASD students, who frequently end up shouting in the face of frustration and/or anger, in this dynamic we will use the painting The scream by Edward Munch, analyzing it through an artistic dialogic discussion, then we will form teams and ask them to draw up a list of those behaviors that most annoy them in the classroom, classifying them as observable and subjective or related to personality. Subsequently, each team will be given the explanation of the author of the work, understanding that the cries lie in needs or motivations that lead us to them and that we should not label them, which is why in a large group and based on Maslow's pyramid of needs, we will associate the behaviors to the needs shown in the pyramid, understanding that all those cries that we have noted down lie in some needs. We will conclude the drawing down the three most repeated behaviors in the teams, showing our usual response to them, and proposing new reactions according to the needs that cause them, reflecting on how this will help us to better understand the others.</p>	<p><a href="#">Photograph</a> of the picture “The Scream” by E. Munch (1893)</p> <p>A cardboard to draw Maslow’s pyramided</p>	<p>Circle area</p>	<p>work</p>
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	<p><b>Cool-down:</b> Calm jar: we will create our own calm jar, using a transparent plastic bottle and providing the children with different elements that are attractive to them, such as glitter or food coloring. Each pupil will choose the materials to be used for their jar, and will introduce them, adding glue as a final element under the supervision of the teacher. This jar will be placed in a place accessible to them in the classroom, so that they can access it when they feel that the emotion of anger is present in them.</p>	<p>A Jar Glitter, Stickers, Food colorings...</p>	<p>Circle area</p>	<p>Individual work</p>
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ATTENTION TO DIVERSITY	<p>-Personalized material with pictograms (annex 13) -Flexible groupings -Extra teaching staff support</p>
EVALUATION	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- The teacher diary (annex 5)</li> <li>- Direct observation</li> </ul>

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 9. One, two, three, breath again.	<b>GROUP/YEAR:</b> 5 year-olds
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**OBJECTIVE:** To reinforce what we worked on in the previous session, remembering what the emotion of anger consists of, how it is expressed in us and how we can regulate it correctly through didactic games.

In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I like/ I don't like..., as well as the development of simple sentences which allow them to describe pictures, for example, in the background or expressions such as there is/there are.

LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p>

	<p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p>- <i>Approach to literary education.</i> CRR.02.E.01.</p> <p><i>Languages and their speakers.</i> CRR.02.B.01. CRR.02.B.02.</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZATION
	<p><b>Warm- up:</b> We become musicians. Sitting in a big circle we will ask them to experiment with their body; first we will ask them to tap their fingers gently and at a very slow speed, we will ask them to tell us how they feel and we will explain that we associate this sound to when we are calm as it is hardly felt, however when we are angry our tone of voice rises and we associate it with louder and faster sounds that we will represent with a clapping sound. After this, it will be time to move around the classroom representing calm and anger, the teacher will be in charge of indicating the intensity</p>	<p>Our body.</p>	<p>Circle area</p>	<p>Whole group</p>

	<p>by showing the card that represents the emotion of anger or calm. Once the dynamics have been assimilated, the students themselves can guide the game.</p>			
	<p><b>Follow-up:</b> The Museum of Anger. The teacher will set up the tables by covering them with white paper and placing in the center, in groups, a palette of paint made up only of cold, dark colors representing the emotion of anger. Then, musical <a href="#">fragments</a> associated with this emotion will be played, for example, by the band Nirvana, and the children will be asked to paint what the music conveys. Finally, we will ask them to give a title to their work, explain it to the rest of their classmates and we will create our own museum. Artistic expression is an ideal medium for the discharge and expression of emotions.</p>	<p>Palettes of paint Musical songs by Nirvana Paint brushes</p>	<p>Circle area</p>	<p>Whole group and individual work</p>
	<p><b>Cool-down:</b> We will finish the session by using TPR method to perform the song "Lets count to three" by the. This song will serve as a reminder through drama of how to relax by counting to three when we feel we are starting to get angry.</p>	<p>Song "<a href="#">Lets count to three</a>" by PinkFong</p>	<p>Circle area</p>	<p>Whole Group</p>

ATTENTION TO DIVERSITY	-Personalized material with pictograms (annex 13) -Flexible groupings -Extra teaching staff support
EVALUATION	- Wong Waker Facial Scale (annex 3) - Anecdotal records (annex 5) - Direct observation

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 10. Disgust	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To introduce the emotion of disgust, so that they know how to identify it, reflect on how they express it in order to be able to detect it in themselves and with others and learn strategies to manage it in the right way, assuming that it is a common feeling for everyone, which helps to make choices, to learn to say NO.</p> <p>In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I like/ I don't like..., as well as the development of counting for voting purposes.</p>		
<b>LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES</b>		<b>CONTENTS (BASIC KNOWLEDGES)</b>
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p>		<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p>

<p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <p><u>-Specific competence 4.</u></p> <p><u>-Specific competence 5.</u></p> <p><i>Objectives:</i></p> <p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>

PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm-up:</b> We will begin the session by visualizing the fragment where the emotion of disgust is presented in the film "Inside Out". In this scene you can see how disgust is activated when perceiving an unpleasant smell of broccoli and how it quickly triggers other emotions such as anger. This fragment will help us to reflect on the emotion and to observe and dramatize how the emotion is represented, for example by frowning or raising the eyebrows. We can finish the activity by taking photos of ourselves expressing this emotion.</p>	<p>Pc with internet A camera</p>	<p>Circle area</p>	<p>Whole group</p>
	<p><b>Follow- up:</b> We will read and dramatize the story "What a disgusting sandwich", which will make us understand that the feeling of disgust can be very different for each of us, a food that makes me sick my partner can love it or for example, when we drop a piece of food on the floor we are disgusted, but for ants is the perfect gift. After the reading, we will have a drawing contest, we will ask them to draw the most disgusting sandwich for them, we will vote for our favorite and we will</p>	<p>The book "What a disgusting sandwich" by the author Galeth Edwards Papers and colored pencils</p>	<p>Circle area</p>	<p>Whole group and individual work</p>

	carry out their recipe.			
	<p><b>Cool-down:</b> We will end the session with the song "No, no, I don't like it", through the TPR method, through which we will emphasize the importance of knowing how to say No, when we do not like something, for example, if they touch my body without consent, as a tool that allows us to set limits in a respectful way.</p>	Song " <a href="#">No, no, I don't like it</a> " by the group Tigiboo	Circle area	Whole Group
ATTENTION TO DIVERSITY	<ul style="list-style-type: none"> <li>-Personalized material with pictograms (annex 13)</li> <li>-Flexible groupings</li> <li>-Extra teaching staff support</li> </ul>			
EVALUATION	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- The teacher diary (annex 5)</li> <li>- Direct observation</li> </ul>			
<b>TITLE:</b> Discover your power		<b>SESSION:</b> 11. Surprise		<b>GROUP/YEAR:</b> 5 year-olds
<b>OBJECTIVE:</b> To introduce the emotion of surprise, so that they know how to identify it, reflect on how they express it in order to be able to detect it in themselves and with others and learn strategies to manage it in the right way, assuming that it is a common feeling for everyone.				

In addition, in reference to the more linguistic area, work will be carried out on the vocabulary associated with emotion, the expression I feel..., as well as the development of simple yes/no questions.

LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES	CONTENTS (BASIC KNOWLEDGES)
<p><b>1.Growth in harmony:</b></p> <p>-<u>Specific competence 2.</u></p> <p>-<u>Specific competence 4.</u></p> <p><i>Objectives:</i></p> <p>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</p> <p>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</p>	<p><i>-The body and its progressive control.</i></p> <p>CA.02.A.04.</p> <p>CA.02.A.07.</p> <p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02.</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <p>-<u>Specific competence 4.</u></p> <p>-<u>Specific competence 5.</u></p> <p><i>Objectives:</i></p>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p>

	<p>- Show interest in communicating through written codes, conventional or not.</p> <p>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</p>	<p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>		
PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Warm- up:</b> We will activate the emotion with a simple activity, when we arrive, we will sit on the floor forming a big circle and the teacher will tell them that he has a secret to confess, who of all of them is his favorite student of whom he has put a picture in a box. We will tell them that if they want to find out there is only one condition and that is that they will not be able to say who it is when they open the box. The box will rotate for each of the students and when they open it, they will find a mirror where they will see themselves reflected. After the game, we will talk about the emotion that has occurred, the surprise.</p>	<p>A box</p> <p>A mirror</p>	<p>Circle area</p>	<p>Whole group</p>

	<p><b>Follow- up:</b> In this activity we will discover that surprise is not always positive. We will propose to play the maze, in this maze which will be done in small groups will start from an initial situation that the teacher will tell them, this situation will be closely linked to the surprise will have to move through the maze to reach the end, but in the journey will have to go choosing other emotions that has triggered the initial surprise. For example, if the initial situation is that being in the playground a classmate has given me a scare hiding this situation will be linked to fear and sadness, however, if the initial situation that we propose for example is that a friend has remembered me on the way to school and brought me a flower this will be linked to joy. They will have to dramatize the initial situation and choose in a consensual way with the rest of the group which emotions accompany them.</p>	A cardboard to draw the maze	Circle area	Small groups
	<p><b>Cool-down:</b> The surprise box. Each week, in collaboration with the families, one student will be in charge of taking the box to the classroom and returning it with an object of his or her own that will be a surprise for the rest of the class. Once in the classroom, the rest of the children will try to guess what it is by asking questions. The protagonist who</p>	A box	Circle area	Whole Group

	has brought the object will be in charge of moderating the debate and will only be able to answer "yes" or "no".			
ATTENTION TO DIVERSITY	-Personalized material with pictograms (annex 13) -Flexible groupings -Extra teaching staff support			
EVALUATION	- Wong Waker Facial Scale (annex 3) - Anecdotal records (annex 5) - Direct observation			

<b>TITLE:</b> Discover your power	<b>SESSION:</b> 12. The final mission	<b>GROUP/YEAR:</b> 5 year-olds
<p><b>OBJECTIVE:</b> To put into practice everything learned in the previous sessions about emotions, demonstrating mastery in identifying and regulating them. After overcoming the 12 badges of their superhero cards it will be time to face the final challenge which will be composed of three mini challenges and will lead them to know what their superpower is all about.</p>		
<b>LEARNING AREAS, SPECIFIC COMPETENCES and OBJECTIVES</b>		<b>CONTENTS (BASIC KNOWLEDGES)</b>
<b>1.Growth in harmony:</b> - <u>Specific competence 2.</u> - <u>Specific competence 4.</u>		<i>-The body and its progressive control.</i>  CA.02.A.04.  CA.02.A.07.

<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- Offer and ask for help in daily situations, establishing balanced affective bonds and understanding and putting into practice the meaning of the value of friendship.</li> <li>- Identify and express their needs and feelings progressively adjusting the control of their emotions, an inclusive and balanced identity.</li> </ul>	<p><i>-Balance and development of affectivity.</i></p> <p>CA.02.B.01.</p> <p>CA.02.B.02.</p> <p><i>-Social-emotional interaction in the environment. Life with others.</i></p> <p>CA.02.D.02</p> <p>CA.02.D.03.</p>
<p><b>3.Communication and representation of reality</b></p> <ul style="list-style-type: none"> <li>-<u>Specific competence 4.</u></li> <li>-<u>Specific competence 5.</u></li> </ul> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- Show interest in communicating through written codes, conventional or not.</li> <li>- Participate in activities to approach children's literature, both individually and in dialogical contexts and participatory, discovering, exploring and appreciating the beauty of literary language.</li> </ul>	<p><i>-Approach to written language.</i></p> <p>CRR.02.D.01.</p> <p>CRR.02.D.03.</p> <p>CRR.02.D.05.</p> <p><i>- Approach to literary education.</i></p> <p>CRR.02.E.01.</p> <p><i>Languages and their speakers.</i></p> <p>CRR.02.B.01.</p> <p>CRR.02.B.02.</p>

PHASES	SEQUENCING OF ACTIVITIES	MATERIALS RESOURCES NEEDED	SCENARIOS	GROUP ORGANIZA TION
	<p><b>Through an EDU Breakout, which consists of a gamified activity in which the student has a challenge to overcome, usually picking a lock to solve a riddle. In this occasion, they will have to pass three tasks in a maximum of 45 minutes, in each of which they will be given a piece that will form the QR code that will lead them to discover its power. Each test will be guided by a volunteer family member and will consist of the following:</b></p> <p><b>Challenge 1:</b> Photographs expressing the six emotions addressed during the sessions will be distributed on the classroom floor. We will provide our students with a net, and each time the teacher indicates the name of an emotion, they will have to catch as many photographs as possible that express the emotion designated by the teacher.</p>	<p>Nets Photographs</p>	<p>Circle area</p>	<p>Small groups</p>
	<p><b>Challenge 2:</b> On a board where we will find red squares and</p>	<p>The board of the game with red and</p>		

	<p>white squares representing different emotions through emoticons, we will have two cards of both colors which, depending on the score we obtain with the dice, will indicate an action. In the red squares, we will work on the different gears of the emotional self-regulation through actions such as returning to the initial square, changing our position with the last player or giving squares to another player that we will have to take off. And in the white boxes, we will deal with the imitation of each emotion. (see annex 12)</p>	white cards.	Circle area	Small groups
	<p><b>Challenge 3:</b> Mime of emotions. The teacher will have prepared different cards containing drawings of situations directly linked to an emotion. One of the members of the group will be in charge of choosing a card and acting it out and the rest of the group will have to guess the emotion that is being represented.</p>	Drawing cards of emotions	Circle area	Small groups
	<p><b>Final Mission:</b> Behind them, they will be able to scan the QR code, which will lead them to a point in the school where they will find the virtual reality glasses that will allow them to learn about their power. They will experience different situations of bullying in first person, and will receive the latest video of the superhero agency, which will explain to us</p>	Virtual Reality Glasses	Circle area	Whole group

	<p>that our power lies in putting into practice everything we have learned during the sessions as tools against bullying.</p> <p><b>Cool-down:</b> After getting to know our power as superheroes, we will take a photograph with our completed licenses and we will record a short video where we will explain our role against bullying that we will link through a QR code to spread it to the rest of the school groups. In this video we will also ask them to tell our superhero agency if they detect any problem at school.</p>			
ATTENTION TO DIVERSITY	<ul style="list-style-type: none"> <li>-Personalized material with pictograms (annex 13)</li> <li>-Flexible groupings</li> <li>-Extra teaching staff support</li> </ul>			
EVALUATION	<ul style="list-style-type: none"> <li>- Wong Waker Facial Scale (annex 3)</li> <li>- The teacher diary (annex 5)</li> <li>- Direct observation</li> </ul>			

#### 4. CONCLUSIONS

We are witnessing a highly heterogeneous society today, partly due to the visibility and increased number of diagnosed cases in recent years of specific educational support needs among children, such as ASD, as shown by statistics. This social phenomenon, which calls for coexistence and respect for differences, becomes highly visible in classrooms, where diversity is increasingly prevalent.

This new landscape presents a great challenge and responsibility to educational organizations, which should not ignore these social issues, as they possess the tools to achieve an inclusive society that values diversity as something enriching. This can be achieved through the financing and implementation of innovative educational plans, such as this one presented.

All of this falls under the CLIL methodological approach, which will enable students to improve their linguistic competence in the foreign language through true immersion. The Infant Education stage is ideal for addressing this aspect since it is during the early years of life that children acquire the foundations of their personality and development, is a key period for them to acquire tools that will enable them to manage themselves and others emotionally, thus responding to the initial objectives set out for this project.

The aim of this innovation proposal is to contribute to the field of education with a project under the CLIL approach because this approach has been shown to have a positive impact on the emotional management of students by promoting an anxiety-free classroom environment (Genesee, 2016).

According to and the benefits for both language foreign teaching (Muñoz,2002) and the prevention of bullying (Estévez, Carrillo and Gómez-Medina, 2018), the plan also promotes emotional education, which is often forgotten in the educational curriculum. It is emerging as a tool for action against bullying through prevention, as the current plans are only implemented once the aggression has already taken place (Autism Confederation Spain, 2022).

Finally, it is worth mentioning that the CLIL approach is presented as a tool for the prevention of this problem, as the few investigations carried out to date show that it is an ideal scenario for this, as all pupils are on an equal footing when faced with the insecurity of expressing themselves in this second language (MacIntyre, and Mercer, 2016). It would be interesting to take this relationship as a future line of research in the future.

Therefore, promoting emotional intelligence and values will enable us to create increasingly inclusive societies where there is no place for bullying. Educational institutions are ideal places for encounters, as they are open spaces for all and, therefore, must provide coherent educational responses to the needs of all students. This implies adopting flexible organizational approaches that promote change and innovation, and an institutional perspective that involves dialogue between both entities.

In conclusion, we must strive to ensure that the education that takes place in classrooms is inclusive and of high quality. This can be achieved by promoting equal opportunities in the academic and social spheres through preventive plans, such as the one presented, that address each individual's emotional competencies. The goal is to equip individuals with the skills necessary for life, enhancing their personal and social well-being.

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## 6. APPENDICES

### ANNEX I. COMPETENCES

COMPETENCE	ACTION
<b>Competence in linguistic communication</b>	In Infant Education, respectful communicative exchanges are enhanced, which are endowed with intentionality and contents progressively elaborated from knowledge, skills and attitudes that are acquired. This will favor the appearance of expressions of increasing complexity and correctness on needs, experiences, emotions and feelings of oneself and others. In addition, orality has a prominent role in this stage not only because it is the main instrument for communication, expression and regulation of behavior, but also because it is the main vehicle that allows children to enjoy a first approach to literary culture from respect to diversity. For all this, we will carry out role-plays or story invention, we will be very aware of the use of the illustrated story in the classroom, as well as activities with bits of vocabulary.
<b>Personal, social and learning to learn competence.</b>	Children are initiated in the recognition, expression and progressive control of their own emotions and feelings, and advance in the identification of the emotions and feelings of others, as well as in the development of attitudes of understanding and empathy, for the first time, in an environment other than the family, that is, the school. To this end, children begin to implement, in an increasingly effective way, personal resources and strategies that help them to function in the social environment with progressive autonomy and to resolve conflicts through dialogue in an inclusive and supportive context. In this sense, activities where they have to indicate how they feel or tools such as theatre where they can act out small scenes will be our allies.
<b>Digital Competence.</b>	At this stage, the process of digital literacy begins, which entails, among others, access to information, communication

	<p>and the creation of content through digital media, as well as the healthy and responsible use of digital tools. In addition, the use and integration of these tools in classroom activities, experiences and materials can contribute to increasing motivation, understanding and progress in the acquisition of children's learning. The use of new technologies will always be present, as the challenges that will be launched in each session will be done through an interactive map, as well as the use of digital resources such as QR codes, augmented reality or songs and short fragments of films.</p>
<p><b>Competence in cultural awareness.</b></p>	<p>In order for children to build and enrich their identity, the creative expression of ideas, feelings and emotions is encouraged at this stage through different languages and different artistic forms. Likewise, it helps the development of cultural awareness and the sense of belonging to society through a first approach to cultural and artistic manifestations. Musical and artistic language will be present in various activities, as they are an ideal way for children to channel and express their feelings such as anger through yoga or venting the anger in a drawing rather than in a physical action.</p>

*Table 1.* Competences. Source: own elaboration.

## ANNEX 2. BASIC KNOWLEDGES

AREA		BASIC KNOWLEDGES
1. GROWING IN HARMONY	SPECIFIC COMPETENCE 2	<p>The body and its progressive control.</p> <p>CA.02.A.02. Positive and adjusted self-image before others.</p> <p>CA.02.A.03. Identification of differences with other people and respect for diversity.</p> <p>CA.02.A.04. The senses and their functions, mediators in self-knowledge and development in the environment.</p> <p>CA.02.A.05. Movement: progressive control of coordination, tone, balance and movements.</p> <p>CA.02.A.06. Active mastery of tone and posture to the characteristics of objects, actions, situations and intentions of others.</p> <p>CA.02.A.07. Play as a pleasurable activity and source of learning, communication and relationship.</p> <p>Balance and development of affectivity.</p> <p>CA.02.B.01. Tools for the identification, expression, acceptance and progressive control of one's emotions, feelings, experiences, preferences and interests.</p> <p>CA.02.B.02. Critical and reflective thinking, attitudes of calm, listening and attention as necessary elements for emotional self-regulation. CA.02.B.03. Strategies for help and collaboration in play contexts and routines.</p> <p>CA.02.B.04. Strategies to develop self-confidence, recognition of their possibilities, empathy and respectful assertiveness towards others, as a progressive construction of positive self-esteem and an egalitarian and democratic identity.</p> <p>CA.02.B.05. Constructive acceptance of errors as a source of learning from shared reflection: manifestations of recognition, overcoming and achievement.</p> <p>CA.02.B.06. Assessment of a job well done: initial development of habits and attitudes of effort, perseverance, organization, attention and initiative.</p>

Healthy lifestyle habits for self-care and care of the environment.

CA.02.C.01. Basic needs: manifestation, regulation and control in relation to personal well-being.

CA.02.C.02. Sustainable and ecosocially responsible habits and practices related to self-care.

CA.02.C.05. Awareness and solidarity towards others who do not have resources.

CA.02.C.06. Routines: sequenced planning of actions to solve a task; norms of social behavior.

CA.02.C.07. Identification and assessment of situations involving risk and risk and accident prevention guidelines.

Social-emotional interaction in the environment. Life together with others.

CA.02.D.01. The family and incorporation into school.

CA.02.D.02. Socio-affective and coexistence skills that include respect for gender equality and rejection of any type of discrimination.

CA.02.D.03. Behavioral self-regulation strategies. Empathy and respect, as constructive elements of a citizenship in democracy.

CA.02.D.04. Peaceful, dialogued and agreed resolution of conflicts arising in interactions with others. Mediation, respect and tolerance.

CA.02.D.05. Friendship and the enjoyment of interactions between equals, as a protective element, prevention of violence and development of the culture of peace.

CA.02.D.06. Formulas of courtesy and positive social interaction. Attitude of help, respect for differences and collaboration. The empathic response to diversity due to different forms of disability and its implications in everyday life.

CA.02.D.07. Symbolic and rules game. Observation, imitation and representation of people, characters and situations. Stereotypes and prejudices.

CA.02.D.08. Other social groups of membership: characteristics, functions and services.

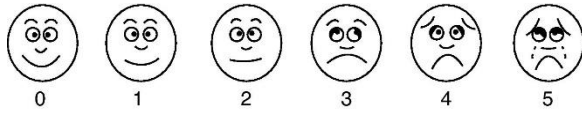
3. COMMUNICATION AND REPRESENTATION OF REALITY	SPECIFIC COMPETENCE 4	<p>Approach to written language.</p> <p>CRR.02.D.01. Social uses of reading and writing. Functionality and significance in communicative situations.</p> <p>RRC.02.D.02. Texts written in different media.</p> <p>CRR.02.D.05. Approach to written code, evolving from indeterminate writings and respecting the evolutionary process.</p> <p>RRC.02.D.06. Other graphic representation codes: images, symbols, numbers...</p> <p>RRC.02.D.07. Introduction to information search, reprocessing and communication strategies.</p>
	SPECIFIC COMPETENCE 5	<p>Languages and their speakers.</p> <p>CRR.02.B.01. Individual linguistic repertoire.</p> <p>CRR.02.B.02. The linguistic reality of the environment. Formulas or expressions that respond to your needs or interests.</p> <p>Approach to literary education</p> <p>CRR.02.E.01. Oral and written children's literary texts appropriate to child development, preferably developing values on culture of peace, children's rights, gender equality and functional and ethnic-cultural diversity.</p> <p>CRR.02.E.02. Affective and playful links with literary texts.</p> <p>CRR.02.E.03. Conversations and dialogues around literary texts free of prejudices and sexist stereotypes.</p>

Table 2 Basic Knowledges. Source: Own elaboration.

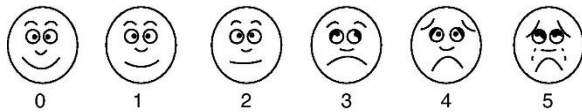
### ANNEX 3. WONG BAKER SCALE STUDENTS

Instructions: Indicate the degree of satisfaction with the project, coloring the facial expression with which you most identify.

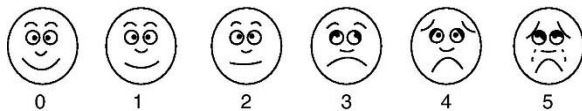
1. Did you like the experience of using new technologies such as virtual reality glasses?



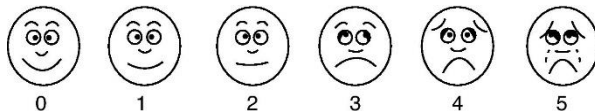
2. Have you felt comfortable in the dynamics carried out during the Project?



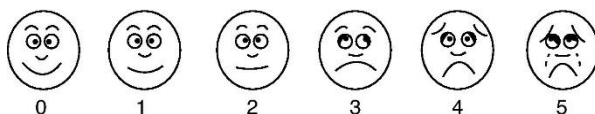
3. Have you found the new ways of dealing with conflict helpful?



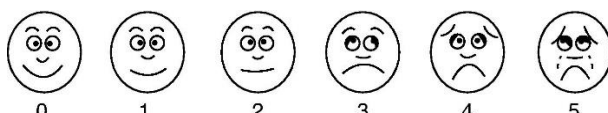
4. Do you consider that your relationship with other peers has improved?



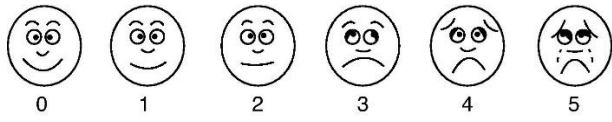
5. Do you think that living together in the school would be more favorable if you used your emotional competencies (badges) frequently, especially in environments such as the playground?



6. Do you feel prepared to report situations of harassment that you witness in the school?



7. Do you feel more comfortable now using the foreign language?



Source: Own elaboration

## **ANNEX IV, NUMERICAL APPRECIATION SCALE FOR FAMILIES**

Instructions: Indicate the degree to which you participate in the activities proposed in the plan and your degree of satisfaction with them, enclosing in a circle the appropriate number. The numbers represent the following values: 5- Always, 4- Frequently, 3- Occasionally, 2-Rarely, 1-Never.

1. Have you attended the educational actions proposed in the plan on your own initiative?

1      2      3      4      5

2. Has there been a constant exchange of information about the project between the tutor and the families?

1      2      3      4      5

3. Have you worked in any way at home with your child on complementary activities in relation to this project?

1      2      3      4      5

4. Has your child started conversations with you at home about the topic worked on in the plan?

1      2      3      4      5

5. Have you noticed an increase in your child's motivation in activities that have been carried out in the presence of relatives?

1      2      3      4      5

6. Have you discerned an improvement in the resolution of conflicts that occur in the home?

1      2      3      4      5

7. Have you noticed a higher rate of empathy in your child regarding the phenomenon of bullying?

1      2      3      4      5

8. Does your child systematically exclude any students from their group of friends?

1      2      3      4      5

9. Have you noticed your child's interest in improving relationships with other peers?

1      2      3      4      5

**10.** Do you think that the proposed activities have favored your child's emotional education?

1      2      3      4      5

Source: Own elaboration

**ANNEX V. DESCRIPTIVE FIELD NOTES**

<b>School:</b>	<b>Place:</b>	<b>Date:</b>
<b>Teacher:</b>  <b>Observer:</b>  <b>People observed:</b>		
<b>Activity:</b>	<b>Hour:</b>	
<p>Do they actively participate in the proposed activities?</p> <p>Do they socialize with the rest of the students that make up the group-class?</p> <p>Has the activity involved any challenges? How did you solve it?</p> <p>How did you feel during the activity?</p> <p>Do they show more interest in learning when they meet their family members in the classroom?</p>		

Source: Own elaboration

TEMPLATE FOR THE ANALYSIS OF A SOCIOGRAM

**-Form to be filled in by the students with the help of the teacher. The teacher will read out the questions and will have photographs of classmates so that they can indicate their answers. The model will be filled by hand in by the teacher.:**

Name: Date: Group:

1. Who are the three guys or girls you like to work with the most? Why?

1..... because.....

2..... because.....

3..... because.....

2. Who are the three guys or girls you least like to work with? Why?

1..... because.....

2..... because.....

3..... because.....

3. Who are the three boys or girls you like to be with in your free time, such as in the yard?

1..... because.....

2..... because.....

3..... because.....

4. Who are the three boys or girls you least like to be with in your free time, such as in the yard?

1..... because.....

2..... because.....

3..... because.....

5. Indicate which colleague or colleague you would like to be on your team (only a name

1.....

6. Indicate that colleague or colleague you would not like to be on your same team (just a name

1.....

7. Who is the guy or girl in your class who stands out for...

-Have a large group of friends.....

-Not having many friendships.....

-Be sympathetic with your colleagues .....

-Be unfriendly to your peers.....

-Be frequently calling the attention of others.....

-Your ability to resolve conflicts.....

-His aggressiveness.....

-Your ability to listen to others.....

-Know how to communicate.....

-Having trouble communicating.....

**-Analysis sheets for the teacher:**

**ELECTED**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																				
2																				
3																				
4																				
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19																				
20																				

**VOTERS**

Source: Own elaboration

## ANNEX VI. RUBRIC. FINAL EVALUATION

ASSESSMENT OF WHAT HAS BEEN LEARNED				
FINAL EVALUATION OF THE PROJECT				
EVALUATION CRITERIA FROM THE LAW ACCORDING TO THE BASIC KNOWLEDGES WORKED	RUBRIC			
	Not suitable <b>Never or rarely</b>	Suitable <b>Sometimes and with help</b>	Good <b>Sometimes and by itself</b>	Excellent <b>Always</b>
2.1 Identify and express their needs and feelings by progressively adjusting the control of their emotions, building an integrative and balanced identity. 2.2 Offer and ask for help in everyday situations, establishing balanced affective bonds.	Identifies and expresses their needs and feelings			
	Progressively adjust the control of your emotions			
	Is able to build an integrative and balanced identity			
	Offer and ask for help in everyday situations			
	Establish balanced affective bonds			
2.3 Express concerns, tastes and preferences, accepting and showing affection in a free, safe, respectful manner and away from sexist stereotypes, for the benefit of coeducation.	Express concerns, tastes and preferences			
	Accepts and shows affection in a free, safe, respectful way and away from sexist stereotypes, for the benefit of coeducation			
	Show satisfaction and confidence about the achievements made			
2.4 Show satisfaction and confidence about the achievements achieved, valuing the benefits of cooperation.	Value the benefits of cooperation			
	Participate with initiative in games and collective activities			
4.1 Participate with initiative in games and collective activities, relating to other people with attitudes of affection and empathy, respecting the different individual rhythms and favoring inclusion and group cohesion.	Relates to other people with attitudes of affection and empathy			
	Respects the different individual rhythms of their peers			
	Feels included and relates to their group			
	Actively participates in everyday situations			

4.3 Participate actively in situations of daily life that involve reflection and assimilation of social norms that regulate coexistence and promote values such as respect for diversity, gender equality and the integration of multicultural reality.	Reflect and assimilate the social norms that regulate coexistence
	It internalizes values such as respect for diversity, gender equality and the integration of multicultural reality.
4.1 Show interest in communicating through written codes, conventional or not, valuing their communicative function.	Shows interest in communicating through written codes, conventional or not.
	Values the communicative function of the texts he produces
5.1 Relate respectfully to the linguistic and cultural plurality of their environment, expressing interest in other languages, ethnicities and cultures.	Relates respectfully to the linguistic and cultural plurality of its environment
	Shows interest in other languages, ethnicities and cultures
5.3 Participate in activities of approach to children's literature, both individually and in dialogic and participatory contexts, discovering, exploring and appreciating the beauty of literary language.	Participate in activities to approach children's literature individually
	Participates in dialogic contexts related to children's literature
	Discover, explore and appreciate the beauty of literary language.

#### OBSERVATION INSTRUMENTS

-The class diary and the anecdotal records will be mainly used.

#### LEVEL OF COMPETENT PERFORMANCE

The level of competency performance will be evaluated according to the following aspects:

- The degree of autonomy, differentiating between those actions that are carried out with the support of the teacher or the help of specific resources.
- The capacity for abstraction and conceptualization presented by the student in the development of the proposed action.

- The level of creativity, establishing differences between the actions that are carried out creatively versus those that are developed in a manner adjusted to the starting model.
- The ability to transfer what has been learned to different contexts.
- The degree of perfection of the result obtained.
- The motivation with which the task is performed.

#### EVALUATION PROCEDURES OF THE TEACHING PRACTICE

##### Indicator

Tasks and activities have been designed in line with the specific competences and their evaluation criteria.

In the evaluation process, the self-evaluation of students has been made possible so that they become aware of their strengths and their areas for improvement.

Play is used as a motivating element for learning.

The learning situation has been raised, promoting the necessary curiosity in the student that motivates them to acquire the planned learning.

The emotional education of students has been encouraged in the development of activities.

The participation and reflection of students has been promoted.

Cooperative techniques have been put into play to facilitate interaction and learning among students.

The learning that students acquire is connected with life situations close to this so that they can extrapolate what they have learned.

The activities include transversal content that contributes to a comprehensive training and values of the students.

The attention to diversity is an element that is always attended in class following the principles and guidelines UDL, as well as the establishment of general or specific measures for students who need it.

The assessment is consistent with the proposed learning methodologies and situations.

Coordination with families is constant, providing continuous information for monitoring and improving student evaluation.

*Table 3* Final Rubric. Source: Own Elaboration

## ANNEX VII. EVALUATION CRITERIA

EVALUATION CRITERIA FROM THE LAW ACCORDING TO THE BASIC KNOWLEDGES WORKED
2.1 Identify and express their needs and feelings by progressively adjusting the control of their emotions, building an integrative and balanced identity.
2.2 Offer and ask for help in everyday situations, establishing balanced affective bonds.
2.3 Express concerns, tastes and preferences, accepting and showing affection in a free, safe, respectful and away from stereotypes.
2.4 Show satisfaction and security about the achievements achieved, valuing the benefits of cooperation.
4.1 Participate with initiative in games and collective activities, relating to other people with attitudes of affection and empathy, respecting the different individual rhythms and favoring inclusion and group cohesion.
4.3 Actively participate in situations of daily life that involve a reflection and assimilation of the social norms that regulate coexistence and promote values such as respect for diversity, gender equality and the integration of multicultural reality.
4.1 Show interest in communicating through written codes, conventional or not, valuing their communicative function.
5.1 Relate respectfully in the linguistic and cultural plurality of their environment, expressing interest in other languages, ethnic groups and cultures.

5.3 Participate in activities to approach children's literature.

*Table 4.* Evaluation criteria. Source: Own elaboration.


**ANNEX VIII. SUPERHERO CARD**




Source: Own elaboration

**ANNEX IX. THE RECEIPT OF MY HAPPINESS**

**THE RECEIPT OF MY HAPPINESS**  
I AM HAPPY WHEN..



**INGREDIENTS**



A hug      A kiss      A book      Chocolat

①

②

③

Source: Own elaboration



Source: Own elaboration

ANNEX XI. BOARD GAME EMOTIONS



Source: Own elaboration




## DICE

- 1 Loose your turn
- 2 Returning to the initial square
- 3 Changing our position with the last player
- 4 Giving squares to another player
- 5 3 turns without playing
- 6 Repeat your last move



## DICE

- 1 Express the emotion with your face
  - 2 Share a situation where you feel that emotion
  - 3 A book, film or story that provokes that emotion in you.
  - 4 Share a technique to control the emotion
  - 5 Dramatize a small scene
  - 6 Sing a song that expresses that emotion
- 

ANNEX XII. FEELINGS THERMOMETER

# HOW AM I FEELING?

## FEELINGS THERMOMETER



I feel **extreme** emotions when...



I feel **strong** negative emotions when...



I feel **moderate** negative emotions when...



I feel **mild** emotions. I am in control, content, calm, and relaxed when...



Source: Own elaboration.

ANNEX XIII. EXAMPLE OF AN ADAPTED ACTIVITY WITH PICTOGRAMS

# What are we doing today?

Warm-up: We will activate the emotion with a simple activity, when we arrive we will sit on the floor forming a big circle and the teacher will tell them that he has a secret to confess, who of all of them is his favorite student of whom he has put a picture in a box. We will tell them that if they want to find out there is only one condition and that is that they will not be able to say who it is when they open the box. The box will rotate for each of the students and when they open it they will find a mirror where they will see themselves reflected. After the game, we will talk about the emotion that has occurred, the surprise.

1.first      2.then      3.then      4.last

The activity is presented in four numbered steps, each with a pictogram in a green-bordered box:

- 1.first: A teacher and students sitting in a circle on the floor, talking.
- 2.then: A purple and white box with a person icon above it, representing the teacher putting a picture in the box.
- 3.then: A purple and white box with a magnifying glass icon above it, representing the students searching for the favorite student.
- 4.last: A hand placing a box on a table, representing the final step of the activity.

Source: Own elaboration.