

WHAT IS PROGRESS

- ↘ **Progress is a new EU programme aimed to enhance employment and social solidarity**
- ↘ **Its main goal is to assure that the Community will be able to support the commitments from Member States with a view to create more and better jobs and equal opportunities to every citizen.**
- ↘ **It starts in 2007 and will finish in 2013**

STRUCTURE OF THE PROGRAMME

It contains five different sections:

- **Employment.**
- **Social inclusion and social protection.**
- **Labour conditions.**
- **Fight against discrimination and promotion of diversity.**
- **Genre equality.**

Fight against discrimination and promotion of diversity

- ↘ **A better understanding of discrimination matters;**
- ↘ **Sensitization, information dissemination and discussion on the main challenges and political aspects of discrimination as well as including it in the community policy agenda;**

“Sensitization in educational centres towards disabled and older persons as a way to prevent discrimination”

OBJECTIVES:

General:

- ∨ *Enhance positive attitudes towards disabled and older persons as a way to prevent discrimination.*
- ∨ *Create communication channels between Centres for disabled persons and Educational Centres as a way to develop joint activities to foster sensitization.*

For pupils:

- ∨ Letting them know all the aspects surrounding disabled and older persons.
- ∨ Develop empathy and the capacity to take these persons' perspective, know what they feel, what they think.
- ∨ Letting them communicate in a positive way and cooperate to take care of disabled and older persons living in their environment.

IMERSO'S PROJECT

“Sensitization in educational centres towards disabled and older persons as a way to prevent discrimination”

ADDRESSEE:

- Educational centres' Head, Directors of Studies, teachers, Pupils' Parents Associations**
- Kindergarten and elementary schools' pupils**

SCOPE:

- Cities in Spain with Centres for the Recovery of Motor Disabled Persons (CRMF)**

IMERSO'S PROJECT

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CONTENT OF THE PROJECT:

↘ DIDACTICAL MATERIAL FOR TEACHERS:

• *A Guide of conceptual and basic knowledge, activities and didactical resources to sensitize Kindergarten and elementary schools' pupils*

• *Children's Tales for the different educational stages (kindergartens pupils, and 1st, 2nd and 3rd cycle of elementary schools' pupils) as a basis for analysis, reflection, debate and development of empathy.*

↘ PRESENTATION OF THE PROJECT:

Organization of journeys for the educational community (Educational Centres' Head, Directors of Studies, teachers, Pupils' Parents Associations' representatives) as main drivers of communication and coexistence of pupils with their environment.

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⇓ *DIDACTIC MATERIAL FOR TEACHERS*

Characteristics

- ➔ Proposes activities that can be easily included in educational curricula
- ➔ Enhances girls and boys' capacity to understand feelings of people with disabilities and older persons
- ➔ Adapts to every educational stage it is aimed to
- ➔ Includes the genre perspective
- ➔ Reflects the diversity of today's society

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↳ *DIDACTIC MATERIAL FOR TEACHERS*



Children's tales

Author: Begoña Ibarrola

- Psychologist
- Expert in emotional intelligence
- Writer of children's tales



Guides with didactic material for Kindergarten and elementary schools' pupils

Authors: Experts in the UAM Faculty of Teachers Training

Guides have been tested at Kindergarten and elementary schools in Madrid

IMERSO'S PROJECT

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PHASES OF THE PROJECT:

∩ *IMPLEMENTATION IN THE ASSIGNED EDUCATIONAL CENTRES*

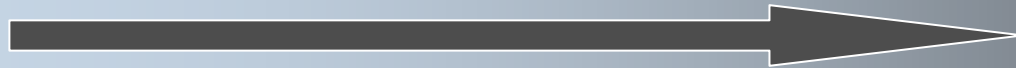
From January 2009 till end May 2009

Educational centres will implement the proposed activities considered more adequate to their respective characteristics and circumstances

∩ *PROJECT'S EVALUATION*

Second fortnight of June 2009

Throughout the completion of the follow-up questionnaire



Encuentro para poner en común los resultados obtenidos e introducir las mejoras necesarias

∩ *EXTENSION OF THE PROJECT*

From 2010

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CHILDREN'S TALE

FUNTCIONS

1-Linguistics habilities development

2-Psychosocial habilities development

3- Sensitization

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CHILDREN’S TALES

FUNCTIONS

1-Linguistic habilities development

- Strengthen language acquisition
- Stimulate memory and attention
- Improve communication
- Encourage reading

2- Psychosocial habilities development

- Foster affective and social development
- Stimulate imagination, curiosity
- Enhance attitudes to listening and dialogue
- Strengthen habits of observation
- Strengthen feelings of security, confidence and self-esteem

Sensitizing in educational centres towards disabled and older persons as a way to prevent discrimination “

CHILDREN'S TALES

3- Sensitization

FUNCTONS

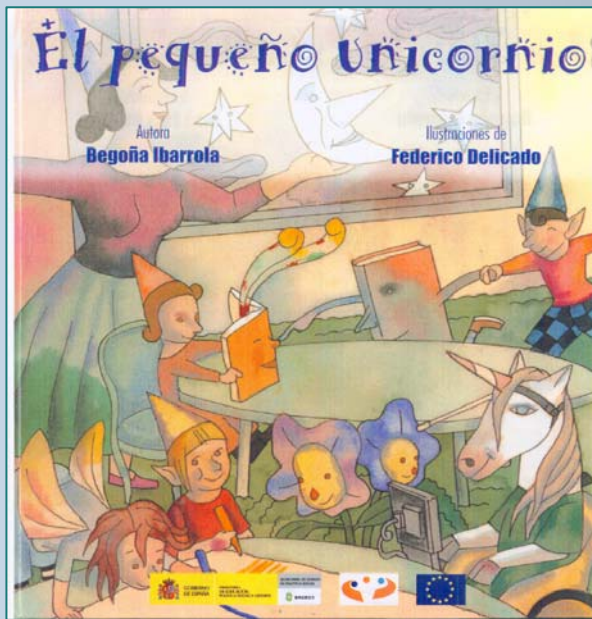
- Trasmits cultural and social values.
- Contributes to understand and internalize fellowship's attitudes.
- Developes sensitivity and empathy throughout the main characters.
- Developes a sense of solidarity and respect towards others.

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CHILDREN’S TALES

Kindergarten

Awake girls and boys’ sensitivity towards disabled persons



Recommendations:

- Using pauses while teaching to talk to children about different situations arisen in the tale.
- Reflecting about solidarity and help to others.
- Explain the disabled persons’ feelings and their need for affection.
- Elaborate on the disability condition of the main character: what’s a technical aid, how do “machines” and other means improve living conditions...?

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CHILDREN’S TALES

Elementary School

Awake girls and boys’ empathy towards older persons

Recommendations:

- Reflect in a funny way on the older persons’ feelings as they grow old.
- Teach in a natural way about the ageing conditions.
- Let children talk in a funny and natural way about their grandparents’ situation.
- Exchange views about grandmothers and grandfathers, how do children consider them, what are their main qualities according to children.
- Underline how important it is to contact them and learn from them.



**“Sensitizing in educational centres towards disabled persons and older persons
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CHILDREN’S TALES

Elementary School 1st cycle

Awake girls and boys’ empathy towards older persons



Recommendations:

- Ask children about their mascots. Talk about Z and think about taking care of sick animals.
- Relate Z’s situation with the girl’s one.
- Emphasize the way Daniel’s behavior and feelings evolve.
- Explain disabled person’s feelings and their need for affection.

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CHILDREN’S TALES

Elementary School 2nd Cycle

Awake girls and boys’ empathy towards older persons



Recommendations:

- Reflect on feelings involved in getting old.
- Emphasize Beeeba’s attitude, being frightened of ageing.
- Comment about older persons’ wisdom based on their life experience.
- Exchange views about grandparents, how do children consider them, what are their main qualities according to them.
- Emphasize the importance of contacting older persons and learning from them.

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CHILDREN’S TALES

Elementary School 2nd Cycle

Awake girls and boys’ empathy towards older and disabled persons



Recommendations:

- Reflect on Catalina’s feelings.
- Emphasize the grandmother’s wisdom who helps Violeta to understand the situation.
- Emphasize the importance of contacting older and disabled persons.
- Explain disabled persons’ feelings and their need for affection.

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CHILDREN’S TALES

Elementary School 2nd cycle

Awake girls and boys’ empathy towards older and disabled persons



Recommendations:

- Reflect on Alzheimer Disease that affect some older persons.
- Awake the understanding and help capacity.
- Let children talk in a natural way about anecdotes related to their grandparents.
- Try to take the perspective of a person with Alzheimer’s Disease – how they would like to be treated.
- Emphasize the importance to contact older persons.

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CHILDREN’S TALES

Elementary school 3rd cycle

Awake girls and boys’ empathy towards older and disabled persons



Recommendations:

- Reflect on the main characters’ qualities: sense of humour, motivation to help others, courage...
- Emphasize the relationship between Encarna (older person) and Ander.
- Discover and comment about Ander’s qualities.
- Emphasize the importance to contact older or disabled persons.
- Explain disabled persons’ feelings and their need for affection.

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CHILDREN’S TALES

Elementary School 3rd cycle

Awake girls and boys’ empathy towards older and disabled persons



Recommendations:

- Reflect on friendship with older persons in the environment
- Awake the capacity of understanding and help.
- Comment about the relationship between Manuel and Alfonso.
- Understand older persons’ feelings and the situation of loneliness they often meet as they grow old.
- Try to take the perspective of a person with Alzheimer Disease – the way they would like to be treated.
- Emphasize the importance of older persons’ values.

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CHILDREN’S TALES

Some resources about how to use the tales

- **Comment tales and similar situations that children might have met in their environment**
- **Try to find solutions to the situations at stake**
- **Develop group activities and group exchange activities**
- **Do dramatizations as a way to develop empathy**
- **Draw scenes from the tales and comment them**
- **Think about different endings**
- **Create other tales whose main characters are already familiar to the pupils**
- **Develop at the same time sensitizing attitudes against discrimination in general**