

HAND-BOOK PERSONA-DOLL METHODOLOGY



M.MAR JURADO GONZÁLEZ

CEIP GINES MORATA

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PERSONA-DOLL

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CHAPTER I-INTRODUCTION

I.1.-INTRODUCTION

This manual is the result as the participation of CEIP Ginés Morata School in the Erasmus+ Project K229 entitled “FOR A RESPECTFUL AND TOLERANT SCHOOL” developed in our school during the school years 2018-19, 2019-20, 2020-21. Through this Project we have developed and widen the Project ”Persona Doll Methodology” in Europe. Teachers from 5 different countries have participated in this project including training in this methodology (persona doll) as they also have received extra material (DVD and a user manual). The funds received by Erasmus Project has been used to developed this methodology, with the help of the other partners, and to create new materials. They are available in our school Ginés Morata

The aims of this Project are:

- Bullying and school violence prevention.
- Development and improvement of social skills.
- Increased tolerance towards different people.
- Pupils with special needs.
- Development of the methodology Persona doll
- Creation of materials and dissemination of the Project.

In this first chapter you can find the origin of the Project, history and the methodology principles about Persona dolls.

Then, you will find an analysis about the main important aspects to work in education in values and the main problems you can see in schools related to bullying, violence, bad behaviours etc.

Later, a detailed list of the procedure to elaborate the profiles and stories is done, which will allow us to introduce our dolls in the classrooms to work with them in our daily routines.

Chapter four is focussed on the differences we can find in our classes y how can be understand it by our pupils. Some aspects about how to work tolerance and respect can be deal in class are explained.

The annexes include the profiles and stories of some of the dolls that have been worked on during the duration of the project, details of the activities carried out with the students, the evaluation as well as graphic material in which you can see some of the work and tasks that have been done in our classes.

2.-GENERAL INFORMATION- C.E.I.P. GINES MORATA

CEIP Gines Morata is a newly created school located in the northern area of the city of Almería. There are about 500 students from 3 to 11 years old, 5% of the students have special educational needs, some of them really serious.

Thirty teachers, 2 monitors, a secretary and a janitor make up the staff. Several projects that promote innovation in different ways have been implemented at the center since its inception in 2007. The staff is involved in innovative activities and methodologies, usually participating in training activities as assistants and speakers. Families are always welcome and asked to cooperate in many activities. The teachers promote peaceful coexistence and respect among students.



The educational community promotes the participation of the school in European projects, which allows maintaining innovation, sharing good practices and promoting the feeling of belonging to Europe. European values are essential today due to the resurgence of certain intolerant, racist, xenophobic and supremacist ideas in our society. These inappropriate ideas come to school and we can see intolerance often directed at children who are different (for reasons of culture, race, religion, social origin, special educational needs, physical characteristics, etc.)

On the other hand, it is observed that some students begin to have incorrect behaviors from their first years in school. This situation causes discomfort among the students themselves, teachers and families.

The project "FOR A RESPECTFUL AND TOLERANT SCHOOL" (FRATS) that implements the MUÑECAS-PERSONAS (PERSONA DOLL) methodology allowed us to work with our students from their arrival at school to avoid the proliferation of these inappropriate behaviors and attitudes. This project was chosen because it was perfectly adapted to our school because its objectives are shared by the philosophy of the center and are included in the educational purposes of the Ginés Morata school. The choice of this methodology at CEIP Ginés Morata is related to the teaching of values. We consider it vitally important to teach our students positive values, including respect and tolerance. In our school we have been working on teaching values with different plans and programs (coexistence plan, equality plan) and activities, so it seemed appropriate to include the activities of the new DOLLS-PEOPLE methodology to complement those already carried out and start education in values from the beginning of schooling in our school (3 years).

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The activities proposed by the DOLLS-PEOPLE methodology can be easily inserted into our daily work and related to other activities and plans that we carry out at the school.

200 students from 3 to 7 years old and 11 teachers participated directly in the project, the rest of the staff and the older students were able to cooperate and collaborate in some activities, and the entire educational community made contact and learned about the objectives and activities related to this methodology.

6 persona dolls have been created, taking into account the particularities of our students. Each of the peculiarities of the dolls has been chosen in reference to a difference with which our children were familiar and towards which we wanted to sensitize them. For example, the Violeta doll has overweight problems, which makes some classmates make fun of her at school and Paco is a child who must use a wheelchair since he cannot walk on his own.

All the dolls have been presented in early childhood education classes (3 to 5 years old) and first cycle of primary school (6-7 years), after their presentation different activities have been carried out with the children related to the doll and its problems. After three years of work on this project, we have been able to verify that the students are now more aware of the differences between people and also more tolerant towards children who are different. Behavioral problems have decreased and relationships between boys and girls have improved, who are now more attentive and benevolent towards others. Teasing and insults are less frequent since boys and girls have been able to connect with each other and become better companions.

Cooperation with our partners in Europe has been excellent. We share a lot of information and get a lot of ideas about the different ways to teach child tolerance. Our school had the opportunity to organize a training meeting in which the entire educational community could contact our partners. The students met with teachers from many European countries and realized the use of different languages and the importance of learning foreign languages to communicate everywhere.

The families and the educational community in general are very happy with the results of the project, the parents recognize that it has been of great help in teaching tolerance and have indicated that they see a difference in the behavior of their children.

The staff considers that the implementation of this methodology has been successful, they have decided to continue working in the same way and share everything we learn with more schools in our country and in Europe.

CAPITULO II- HOW TO PREVENT BULLYING

II.1.-TEACHING EQUALITY AND TOLERANCE

Through the DOLLS-PEOPLE methodology we use storytelling and role-playing games to help even the youngest children to adapt in a positive way to ethnic, racial, physical, psychological diversity, etc. components increasingly present in our classrooms.

The work is based on an anti-prejudice approach and aims to introduce the teaching of diversity in the classroom, but in a meaningful and practical way for children. The aspects that boys and girls have in common are cultivated and not those that differentiate them. The focus comes from the individual and her innate ability to empathize with others. This anti-bullying approach addresses the values of tolerance and respect for others in all aspects of diversity.

Teaching positive values has become one of the priorities. The empathy-based approach is what makes this DOLLS-PEOPLE methodology unique. Through the dissemination of this trait among the youngest, the project wishes to overcome the short-term approach of other more traditional pedagogical initiatives in the field of interculturality, providing new elements from other cultures and traditions that help them understand or tune in with the real experiences of people from those cultures, who are now part of their community.

Our approach is based on the fact that the child's education will be directed to:

- Give the student the possibility of developing in her own way and according to her ability.
- Promote equality and inclusion while actively challenging discrimination.
- Promote respect for human rights and freedoms.
- Develop respect for the student's cultural identity, language and values, as well as for cultures different from their own.
- Prepare the student for a responsible life as an adult in a free society, in a spirit of understanding, peace, tolerance, gender equality and friendship among all peoples.

We try to:

- Help children to develop positive relationships, understand the feelings of others and explore ideas about friendship.
- Develop self-confidence and self-awareness.
- Encourage them to listen to themselves.
- Help them to predict, order events, draw conclusions and speculate.

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- Deepen the knowledge and understanding of anti-discrimination practices.
- Use the dolls and their stories as tools to promote the development and well-being of children.

II.2.-BULLYING AND INTIMIDATION IN THE GROUP.

The Erasmus + project "FRATS" has offered us a new innovative and successful work methodology to prevent bullying at an early age. An innovative approach of the project is to consider that bullying and aggressive behavior in children is not a problem of an individual, but of the whole group. In the class group where there is low tolerance, acts of bullying may take place. Therefore, it is about raising and dialoguing with the students about problematic situations that happen daily with the whole group. We practice problem solving with the children and in this way they will cope better in school.

All problems are raised collectively with the whole group. When a bullying situation occurs in the group, it not only affects these children who are directly involved, but also those who see the situation from afar. It is very important that these children are also involved in the process of solving the problem in a positive way. During the project activities all children have the opportunity to express their opinion and say how they are affected by this problem. The children analyze the problem and try to solve it by contributing their opinions and solutions. With this, children acquire the ability to solve problems in everyday life. Children also acquire an understanding of correct and incorrect behavior.

II.3.-READY TO FACE BULLYING

Bullying and school violence are approached from a different perspective. Individuality is valued and children are not forced to accept correct behavior or a correct opinion because an adult says it, but they are able to draw their own conclusions and contribute their opinion, training through different activities. In a practical way, children's ability to solve problems, to defend themselves and to help others is increased.

The activities carried out follow these principles:

- No child should feel left out or disadvantaged because of different race, culture, religion, home, language background, family background, SEN, gender, or abilities.
- Teachers have a responsibility to ensure that all children feel included, safe and valuable. They have to develop positive relationships with families so that they can cooperate in the best interests of the child.
- Students, families, and teachers must treat each other with mutual respect. The example of adults to children is very important.

Through the activities of the project methodology and teaching differences:

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- Discriminatory behavior and prejudice are controlled.
- Children's sense of justice is developed with feelings of empathy, therefore children acquire knowledge of what behaviors, prejudices and discrimination harm others. Children acquire through project activities the ability to act for themselves and intervene for others when faced with unfair behavior.
- Children's ability to value their individuality is enhanced, children feel good about themselves and have a positive view of themselves and their self-esteem is raised. At the same time, children act positively towards others and towards their cultural and family backgrounds.
- The children's appreciation of the difference is developed by noticing, appreciating and talking about the differences and similarities between them.
- A large number of issues are worked on with the children, peculiarities, differences between people, tolerance, different cultures, languages and children of different physical capacities.

Students' interest in knowing other languages and cultures is promoted and they perceive the need and usefulness of learning English to favor communication with schools in other countries

- All the adults who take care of the children also participate in the project with the impact of their values and the example of the children's behavior.

As a result of the project activities, tolerance and empathy increase, decreasing intimidation and violent behaviors. Social skills improve and, therefore, school management improves, since they have skills to create social relationships and find new friends, to solve problems and also create a positive environment to succeed in higher studies.

CAPÍTULO III-METHODOLOGY

III.1.-THE BIRTH OF DOLLS

Person Dolls were first used in the United States of America. In the 1950s it was not easy to find resources that reflected the enormous ethnic diversity of American society.

A teacher who worked with early childhood education students, Kay Taus, together with her partner Ruth, concerned about situations of discrimination and injustice, sought some way to make her students aware of the differences between people to promote tolerance and equity in their classes .

To this end, they created cardboard dolls, colored the dolls by matching their skin color and other physical quirks to match the physical appearance of their students. They gave each doll its own personality, while making up stories for each of the dolls based on the experiences of their own students. By taking the dolls to class and telling the stories in which they were protagonists, the students quickly felt identified and tried to solve the problems they posed.

III.2.-METHODOLOGY FOCUS: DOLLS OR PERSONS?

The Persona Doll approach offers an effective, stimulating, approachable and enjoyable way to combat discrimination, foster emotional intelligence, raise equality issues, and empower children from the earliest stages of their early childhood education. The dolls and their stories develop children's capacity to feel empathy, and to be able that certain behaviors in their class groups can cause others as much pain and misery as kicking, hitting or other physical abuse. In short, make them aware that acts such as insult, teasing, exclusion from the game or unfair treatment of other people are a form of abuse. Children are encouraged to deal with these attitudes both when they experience them for themselves and when they witness injustices and



prejudices in other peers. It is an arduous difficult task for which the use of dolls is proposed, including in school curricula the aspects that are worked with the persona doll methodology.

The dolls-people (Persona Dolls) are neither ordinary dolls, nor puppets. By endowing them with their own personality, the teachers transform them from inanimate objects into real people with their name, their profile, their history and their own family, cultural background, age, language and

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problems. To ensure that the profiles and personalities created for the dolls are detailed and resemble the real ones, different important aspects in the life of every person are included, such as where and with whom they live, type of family, age, languages they speak. He talks, his likes and hobbies, fears and problems. The activities that she is good at, if she has any kind of difficulty, things that make her happy, that make her sad, that scare her or worry her.

It is recommended that the person-dolls have an appropriate size to be hugged, they must be unique, special and different from the dolls that are usually used in class for games. The dolls-people have to reflect the differences existing in the students of the class group or close groups. However, when all children belong to the same ethnic or cultural group, speak the dominant language, and have no obvious disabilities, it is important to present dolls that reflect other situations (different races, religions or languages, special educational needs, etc.) to sensitize them to differences. Special care must be taken not to reinforce stereotypes when selecting the profiles and personalities of the dolls-people, developing characters or creating stories.

It is a good idea to introduce a male doll-person first, this way, the children's attention will be captured as male students often identify the doll with a girl's game and think that all dolls are girls and girls only. The male sex doll offers us opportunities to break the stereotypes that everyone (boys and girls) may have acquired about sex and to work on equality between men and women. For example, saying that pink is a male doll's favorite color is likely to elicit a reaction from both boys and girls. Stories can help children respect those who are different from them and appreciate the many things they have in common. They all have eyes, skin, and hair, although the color, shape, and texture may be different. For example, one of the Dolls could tell the children how happy she is that she now has a hearing aid and can hear what people are saying. Perhaps later on, a story can be told about her being teased previously because she could not hear well and was excluded from recess games.

III.3.-DEVELOPING PERSONALITIES AND PROFILES

Before developing the personalities and profiles of the dolls-people, the teaching team that will work with them must reach an agreement on gender, ethnicity, class, family structure, type of home, religion, Cultural background, spoken languages, physical characteristics, skin color, special abilities and disabilities, likes and dislikes of each of the Dolls. Especially to create doll-people from cultures with which the school staff are not familiar, they may require assistance to make sure they give proper names and pronounce them correctly. The names must conform to the personalities and cultural



background of the dolls, it is also advisable to collect information on customs and rites related to the culture of the doll-person.

a) Create the personality of the dolls

The dolls' personalities are created as a team.

Some data is fixed, but others can be changed (home, siblings)

Age of the doll.

Name of the doll.

The dolls must reflect the children of each school (interests, home, family, nationality, social origin).

All the doll profiles will be collected in the doll book, in which all the doll stories will also be added.

b) Create the profile of the dolls

How old is the doll?

Is it a boy or a girl?

What is your name?

What languages does he speak?

What makes you happy, sad, and in a bad mood?

He have fear of something?

Where does the doll live?

Who does he live with?

Do you share your room with someone?

What do your parents work on?

What do you like to do at home?

What is good for him / her and what is difficult for him / her?

Is there something the doll can't do?

What is your favorite food and what foods do you dislike or cannot eat?

Has something happened in her life that is relevant or will it happen soon?

These basic details remain constant on the doll and do not change over the years, although the circumstances of the doll may change and adapt to new situations that arise in class or school, for example that you have a baby brother, that his parents divorce, a change of address, etc. The personality and profile of each doll will be recorded in her book to which all the stories created in relation to her will be added. It may be the case that in a school there is a wide range of doll-people, both with peculiarities that occur in the class groups and others that do not belong to the center (that is, a school may have a doll-person of Hindu origin (even if there is no Hindu student at the center) In this way, the group is presented with a wide range of lifestyles, cultures, languages and skills that are equally valued and respected.

In the first working session with the doll-person in class, the students are motivated by explaining an important visit that they are going to receive, a special partner who has a lot to tell. An attempt will be made to surround the first meeting with a certain mystery in order to capture interest and expectation. Once in class, the doll is presented to the whole group, its name and age are told (it is convenient to adapt its age to that of the group in which it is working at that time) and everyone is allowed to receive it with affection, a hug, a clash of hands, a little touch, letting them feel comfortable in your presence.

We practice with children to solve those difficult situations they face every day. A doll tells in the class through the teacher a story that has happened to her in relation to a problem previously agreed by the teacher. In class the children receive the doll, listen to her and analyze the problem that she poses to them and then try to solve it with her contributions in an environment free of prejudice and accusation.

The doll-person always communicates through the teacher, she will explain with a credible story (that she is very shy or does not know how to speak Spanish, for example) that the doll-person only wants to speak to her in her ear and that she will transmit everything you say. So she will tell her profile, and explain her personality to the class

The children accept that the dolls "talk" to the teachers about their thoughts and feelings and "talk" about the things that have happened to them. They care about the dolls and want to help them solve any problems they may have.

Although not all problems are solvable, children find that talking about them with friends can be useful. The stories help children to appreciate that they are not alone, that others are in the same or similar situation, experiencing the same or similar feelings.

Through the activities with dolls, central activities of the project, we ensure that the children are able to differentiate between good and bad behavior. We can handle the same problems that take place in our classes, this will help us to avoid prejudices and problems in the future. We can do prevention work on differences that are unfamiliar to children at this time but that can arise at any time. Children's communication and expression skills improve when trying to express how the doll feels or thinks, since children dare to express themselves and talk about their problems by imitating the doll.

Children are encouraged to participate as much as possible, but some may be reluctant to talk about their family and way of life. Children's emotional participation in the stories is crucial. It helps capture and deepen their interest, pique their curiosity, and challenge them intellectually. All of this encourages children to think critically and increase self-esteem and confidence.

The subsequent sessions will always begin by remembering the characteristics of the doll, it is convenient that the atmosphere of expectation and motivation is also created before its arrival. In a second session you can express your fear of some event or tell about a problem, the rest of the class will begin to empathize with the doll-person and propose solutions to conflicts.

Teachers present a variety of settings for children to listen and speak. They can open up a world of possibilities and encourage children to imagine what it might be like to live in situations that they have not personally experienced. They are faced with a variety of problems to solve and are told that they are necessary to support the dolls in situations of fear or intimidation. These stories help children to develop emotional intelligence and to forget the prejudices they have already learned.

Children are told stories in a circle that broaden their intellectual horizons, develop their general knowledge and expand their vocabulary.

III.4.-A STORY FOR EVERY PERSONA-DOLL

Once the students have had previous contact with the doll, the story sessions can be started. Once everyone welcomes her, the teacher with the doll-person sitting on her lap tells the story. The storyteller and the children discuss what happened to her, how she feels, and, when necessary, what can be done to help solve problems. In this process, children become decision makers and problem solvers, a role that helps boost reasoning, reflection, self-esteem, and confidence. Through their identification with the person-dolls, they are helped to see the



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injustice of the situations that the stories describe and are motivated to think of solutions to the problems that are told. Empathizing with person-dolls encourages boys and girls to stand up for themselves and to stand up for others when they encounter injustice. It is important that stories are told about both happy events and situations, as well as discriminatory and unhappy ones. The students will show their concern for the dolls-people and their desire to help, especially when the stories highlight situations or experiences that they consider unfair.

During the sessions with the dolls-people in class, the teachers allow all the students to express what they feel, offer support to those who suffer physical or verbal abuse from other children or adults. They listen to each child's contribution, support children when needed, and encourage them. Encourage everyone to talk about the story and how it made them feel. Children's abilities to observe and understand the world around them are often underestimated and can surprise us.

By accepting and acknowledging that some children's ideas about the correct way to act and interact do not coincide with each other or with their own, most teachers find that they unconsciously respond more positively to children who have thoughts similar to their own. They recognize that the body language children learn may be different from theirs. For example, many black children are taught that looking an older person directly in the eye is disrespectful and impolite, while many white children are taught to look directly at an adult when spoken to - a sign of openness and honesty.

In the relaxed, informal and supportive atmosphere of the storytelling session, students have many opportunities to say what they think and feel about the problems presented to them through the Persona Dolls. The narrators guide the session by asking questions that, in addition to capturing the children's interest, encourage them to critically reflect on what they and their peers have said. Through the different stories their understanding of quite complex social problems develops. Their questions and any topics that have captured their interest can be explored in more detail in other areas and fields of work

By presenting a range of scenarios and problems for children to evaluate, explore and solve, the Persona Dolls, through the stories they tell, open up a world of possibilities and encourage children to imagine and talk about what it would be like to live situations that they have not personally experienced. By sharing your cultural traditions and learning about those of their friends, acknowledging and challenging stereotypes, their intellectual horizons broaden and their general knowledge expands. Being part of a creative and stimulating group activity can be an enjoyable self-affirming experience. If they feel safe, trusting, and comfortable with adults and with their peers, they are more likely to contribute their ideas, feelings, and experiences.

The Persona Dolls and their stories increase confidence, self-esteem, identity formation and motivation to learn. They provide a valuable tool for improving communication and language, as well as for fostering social, personal, and emotional development

Persona Dolls storytelling sessions encourage children to feel good about their own cultural and family backgrounds, while respecting, appreciating, and learning about the cultural and family backgrounds of the rest of the group. Talking about these similarities and differences can help them understand that being different is not something to make fun of or harass others about.

For example:

"María del Mar feels sad, miserable and upset."

"Ramón is jumping with joy and excitement."

"Violeta is angry and fed up."



By asking appropriate open-ended questions, storytellers provoke discussion and encourage children to name and identify with the doll's feelings, listen to each other, think critically, and express their ideas. Discussing feelings, ideas and solutions is more important than finding perfect solutions to the problem presented by the Person dolls in their stories.

For example:

'How do you think Paco is feeling?

What makes him angry? Does the same thing happen to you?

Have you ever been disappointed?

What do you do when you are excited? And when are you surprised?

CAPITULO IV- WORKING ABOUT DIFFERENCES

IV.1.-INTRODUCTION

Countries Differences: language, religion, race, culture, etc.

The role model is very important, all adults who are related to students must maintain behaviors free of prejudice.

The Persona Dolls methodology is a good opportunity to positively introduce other nations and cultures, working intensely on multiculturalism.

When children are more aware of the differences between culture and nations, they feel more tolerant towards peers or neighbors from other cultures.

Even when there are not great cultural differences in our classes, preventive work can be done - working on the differences in the color of our skin and eyes. The type and color of hair, etc.

We can encourage children to create friendships with children from other cultures.

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Weight, gender, and other physical differences.

Overweight students, as well as different sexual tendencies from others, present a high risk of being intimidated and becoming bullied.

Social exclusion can exacerbate these problems and cause suffering in children.

The PERSONA DOLLS methodology is a good opportunity to explain the reasons for being overweight: unhealthy eating habits, insufficient physical activity, diseases, genetics.

The students are also made aware of leading a healthy lifestyle.

It is pointed out that people have different physical abilities, focusing on what children are capable of and can do, while minimizing those aspects for which they are not so well gifted.

For this, the "I am special" activities and the talent show are a great help, since they recognize the individual achievement of each child.

Wearing glasses

Some students feel reluctant to wear glasses or lenses, as they feel uncomfortable or even think that they do not fit them, so they often take them off and forget them.

Through the activities with Persona Dolls, the students understand why some people must wear glasses.

The empathy of the students towards those children who have to wear glasses increases and they do not feel rejection of whoever wears them or to use them themselves.

Good opportunity to handle teasing and concrete situations.

Language and communication problems-

Adaptation problems due to understanding language.

Social problems due to understanding language.

Self-expression and communication difficulties.

Repulsion from games due to language comprehension.

Through the activities with this methodology, the children understand how difficult it is to understand and express themselves in different languages.

Socioeconomic inequality

This is a very sensitive and difficult subject but very necessary to handle. Often when we find disadvantaged students they may come to school untidy (little cleanliness of themselves or their clothes). Sometimes even with significant nutritional or medical needs.

The differences and inequalities can be seen in aspects such as clothes, toys, their class materials, etc. Sometimes these students do not participate in complementary and extracurricular activities (such as parties, visits, theaters, etc.), especially if participation in them requires a financial outlay (preparing a costume, paying for admission or transportation). The families of these students also feel displaced and tend to have little participation in school. ,

Adults will create a good standard of care and involvement, such as for children.

BE AWARE! Prejudices and negative attitude - NO LACK OF CHILDREN!

Kindness and affection in dealing with each other can help minimize inappropriate attitudes.

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Special educational needs

Autism, hyperactivity, allergy, asthma, diabetes, physical disability, mental disability, hearing loss, and a long etcetera can be some of the educational needs that are presented in the classroom

The Persona Dolls methodology helps children understand special needs and also increases empathy and tolerance towards them, as it offers a good opportunity to shape tolerance proactively: children are often reluctant to unfamiliar topics.

Through doll activities, children will become aware that children with special needs can participate in many everyday activities.

As a result of the special activities, children will need confidence and courage.

IV.2.-WORKING ABOUT PERSONAL DIFFERENCES



Through the differences corner we show in what sense some people can be different from others, incidence is made on physical differences, such as hair color, skin color, eyes; cultural differences; special needs, etc. A positive attitude towards differences is fostered and what increases tolerance towards differences are put in value. Each year they are added through different activities, new photos and activities related to the theme.

During Differences Week, different activities are carried out to introduce the children to differences. It is introduced from the tale of the ugly duckling. The 2nd A class has prepared a very special theater "La patita fea" that they have performed in front of all their classmates. This work has been chosen to show all the partners during the meeting in Italy. We have also worked with Elmer, a different elephant. From these stories the children have created posters, drawings and comics. There have been plays, dances and dramatizations.

We look at our differences, and we see how they can be unique, special and necessary. We are all different, either because of our physical appearance, abilities, qualities, etc. and thanks to our differences we are special and necessary to form a group. Together we are a team, we help each other, we take care of each other and being different makes us special and necessary.

The main objectives of this activity are to increase our self-esteem, see the positive part of each one developing empathy and value belonging to a group as something necessary and essential for our life.

We start from the story of "Elmer", an elephant different from the rest, but with much to contribute.

Once we work on the story, each one thinks about their differences and we see why they are important in the group and what they contribute. Together we form a large group, we choose a difference and write it on a coloured elephant, giving rise to Elmer, a large elephant of many colours, both as boys and girls in the 1st cycle of primary school.

ANEXES

1.-PERSONA DOLL PROFILES

Name: Violeta

Family: She is an only child that used to live in Almeria with her parents, but her father had to return to his country because he couldn't find a job in Spain. Violeta is left alone with his mother who is called Maria Dolores and is a hairdresser.



Cultural background: Violeta was born in Almería. Her mother is Spanish and his father is from Sweden, so she can speak Spanish and Swedish and she studies English at school, so she can speak a little English.

Where she lives: She lives in Almeria with her mother

Likes / dislikes / difficulties: Violeta loves Her favourite colour is violet, so his bedroom is painted in violet. He loves David Bisbal's songs. She does not like playing sports, she prefers watching TV or drawing beautiful pictures, she is very good at drawing and painting. She loves dancing and she has dancing classes twice a week in a private school.

Food preferences: loves eating sweet, cakes and especially chocolates. Sometimes, she has troubles for controlling herself when she is eating chocolates, she can't stop. If there are chocolates, cakes and

sweets anywhere, she would like to eat all of them.

Fears: She is worried because his dad is far away, she is scared about he can suffer an accident or forget her and her mother. She is also afraid because some classmates are cruel calling her by a nickname, refusing playing with her or not including her in their teams.

Physical peculiarities: Violeta is 4 years old, she has long brown hair and brown eyes. She is overweight and taller than the rest of his mates.

Recent history: Violeta is very sad about her father's departure, she miss him, she used to play cards and chess with him, they used to ride their bikes and to fish in Cabo de Gata. Although Violeta is a very good student, orderly, attentive, responsible and she works very well, her teacher noticed that lately she is distracted and disconcerted. Her parents have taken care that she had a healthy diet. But she is so sad after her father left that she calms down her sadness by eating sweets, hamburgers, donuts, cakes. For this reason she is overweight.

At school she is suffering bullying due to her physical appearance. Children call her "Gordita" and say she can't run after them or jump. For this reason some children laugh at her, they jest

her, everyday more and more. Some classmates are cruel calling her by a nickname, refusing playing with her or not including her in their teams. She feels lonely and isolated. This situation is provoking anxiety in Violeta, so she tries to calm down eating a lot of food. Lately, she changed her mind. She thinks that children will stop bullying her if she is slimmer. Due to this she stopped eating. She has lunch at school, during lunch time assistant teachers realised that she just eats bread and water. If somebody asks her about food or tries to make her eat, she cries and refuses speaking. Last week, during dancing classes she fainted because she didn't have anything to eat during the all day. Dancing teacher had to go with her to the doctor. Now she has to visit the psychologist and take some pills and her parents are really worried about the situation.



Name: Paco

Family: He lives with his parents and his brother in a new house. They used to live in Rioja, Paco prefers this place where his granddad still lives. His father is a farmer who grows oranges in Rioja and his mother is a cook, she works in a restaurant in Almería.

Cultural background: Paco is 4 years old. He was born in Rioja, a small village near Almería. His father is Spanish and his mother is from Argentina where his grandparents live. He uses skype to phone them twice or three times a week. He speaks Spanish and he's starting learning English in his new school.

Where he lives: Paco's family moved to a new house in Almería some months ago. It's a big ground floor house. There are not stairs, and there are big rooms and wide corridors, so he can move on his own with his wheelchair. And ... he doesn't have to share his bedroom. He has his own one.

Likes/dislikes / difficulties: Paco is very happy at the school because he loves learning new things, there are a lot of beautiful books, puzzles and toys to play. He likes specially the activities on the worksheets for colouring and matching. He's sad because is new at school and he doesn't have many friends. He likes basketball even if he can't play and he loves watching the "Paw Patrol" on TV. Three times a week he goes swimming, he really enjoys doing this physical activity.

Food he likes, dislikes: He loves the oranges that his dad grows and he usually has the food that his mum cooks, everything is delicious! He loves specially fruit and veggies. He eats a lot so he's strong and healthy.

Fears: He is afraid of monster and trucks. Doctors and nurses make him feel scared, and he doesn't want to go to the hospital.

Physical peculiarities: Paco is 4 years old, he has dark short hair and black eyes. He is tall and slim. He has strong arms but he can't move his legs, so he can't walk or run. He has to move in a wheelchair and can't use the same desk and chairs than his mates in the classroom.

Recent history: Paco's family moved to Almería because his mother job. He had to change the school and he feels alone. His mates are shocked about his wheelchair, some of them are

afraid and aren't able to move it. Every weekend he goes to the village of Rioja, where he used to live. There, he meets his granddad, cousins and friends. He misses all of them.



Name: María del Mar

Family: She lives together with her mother and her mother's boyfriend. She is the only child in the family. Her parents got divorced 3 months ago.

Cultural background: María del Mar was born in Almería. Her parents are Spanish. She speaks Spanish and she studies English at school, so she can speak a little English.

Where he lives: She lives in Almeria in a flat near the school

Likes / dislikes / difficulties: Maria del Mar loves drawing and creating new things. At night, she gets up to invent stories and to

paint. She doesn't like writing. She gets bored in the class when the teacher is explaining. She prefers drawing rather than listening to the teacher. When her teacher or her mother force her to write and to do her homework she feels sad.

There are something that make her get angry for example when adults scold her and when her mates laugh at her. She feels in bad mood when she makes a mistake

Food preferences: Maria del Mar loves chocolate and pasta, specially pennes with tomato sauce and cheese. She does not like carrot, salad or fish.

Fears: She is afraid of darkness, strong noises and wasp.

Physical peculiarities: María del Mar is 7 years old, she has curly long dark hair and brown eyes. She is taller than many children in her class.

Recent history: She feels alone since their parents got divorced. She thinks nobody pays attention to her. She used to sleep alone in her bedroom, but now she wakes up and goes her mother's bed every night. Her grandfather died 2 months ago and everybody in the family is very sad. She goes to visit her granny everyday in the evening with her mum to help her.

2.-DOLLS WITH STORIES TO TELL

Violeta's story :Violeta stays at home too

Hello, I'm Violeta, do you remember me? I'm ---years old, I live in a house in Almería – Spain- my bedroom has all the walls painted in violet. It's my favourite color, and my name. I live with my mother. My father is in working in Sweden. I miss him a lot because now in this periodo of confinement he can't come here and I can't go there either.

At the beggining, when it was told that we wouldn't have School for 2 weeks, I though that it was great. I was very happy, it was my dream life: I would be able to stay at home all time doing things I really enjoy, like watching tv or playing in my bedroom. I imagined my new life....I would nevere take my pijamas off. I would move from my bed to the sofa, from the sofa to the floor, and from the floor to my bed again. I would spend hours drawing and singing.

The first few days of quarantine were fabulous. I watched all the episodes of my favourite cartoons and I didn't do any homework. But things started to change day by day. After a

while, I was tired of watching TV, of playing in my room and of not doing any homework. Even I started to miss my School work.

After a few weeks in my house, I started to look out the window and notice new things on my street. I saw things that I hadn't seen before: a tall tree, little birds sitting on the fence opposite my window, a cat that lived in a bush, the sun at sunrise, and the sky glowing different colours at sunset. In this moment I realised that I really wanted to go outside and walk on the street.

It's not bad being home, I have everything I need and I'm with my mum who loves me a lot and spends all her time with me. But, I miss a lot of things. I miss my School and my friends. I want to hug my teacher and to talk with the canteen cook. I miss PE class, even if I don't really like doing physical activities. I have decided that when the confinement is finished, I will do some sport every day.

So I wrote a list of different activities that I will do as soon as I can go out. I will say hello all my neighbours, I will see and listen to the birds, I will do some physical activities every day, I will read stories and tales with my friends, I will try my best at School, I will go on walks by the sea with my family. What do you think?

It's an open list, because I'm sure that I will add more ideas

What about you? What are you doing after confinement?, How do you spend your time at home? Are you bored? Do you have fun at home? Do you have any idea to help Violeta to feel better in those days that we have to stay at home?.

Ramón's story

Ramón travelled to Almería because he wanted to help his poor family so he was hidden with other travellers, but here he realised that he is too young to work, his family doesn't know about him and he's worried. He misses all of them a lot. He would like to have a mobile phone to call his family.

He has traveled with other immigrants from his country, but not with his family. His parents and his 8 brothers and sisters have stayed in Senegal, so he lives in a residence with other children. On his trip he did not bring luggage, therefore he had almost nothing else than the clothes he is wearing, but at the residence they have given other clothes to him.

He knows little Spanish and it is difficult for him to communicate, although he likes to come to school and being in class with all the children. He likes to do school activities and wants to learn to read and write so that he can send letters home; That is why he sometimes feels alone in the yard and has no one to play with, he also gets very sad because some boys and girls do not want to play with him because his skin is very dark (brown) and his hair is black and frizzy.

He feels very sorry because he cannot be with his family, although in the residence he is treated very well and they give him a lot of food that is very good.

Ramón loves to eat sandwiches and hamburgers, he also really likes chocolate shakes and all fruit.

He is afraid of being alone, he always likes to have someone with him, even if he does not speak, and he always sleeps with a stuffed animal that was given to him when he arrived in Almería, even if he is ashamed that his companions know about it.

He would like to have a mobile phone to call his family.

Iván's story: "Ivan, stay at home!"

On Friday, March 13th, I went to the school with my friends and my teachers as usual. But something strange happened. My teacher told us, using my pictogram book, that the next few weeks the school would be closed. She hugged and kissed us at the end of the school day, unlike other days.

At the weekend, my parents didn't want to go outside . What a strange situation!

I asked them, using my pictogram book, to go to the park to play, walk or ride my bike. I love doing all these activities so much!!! But they always answered: It is not allowed! We cannot!

On Monday, I woke up and had my breakfast but Daddy was not ready to go to school. Something different was happening....

Mummy told me that we had to work at home. I didn't understand. This is wrong... I have to work in my classroom with my teacher. Everything I did was wrong. I felt so weighed down... and so did my mum. Mummy changed her mind. We read a story, I had a look at my favourite books and watched my favourite cartoons. In the afternoon we still couldn't go swimming or ride our bikes.

The next day we had to stay at home again, and the next one, and the next one....But every evening we went to the balcony to clap with all our neighbours. It was the best part of the day. After more than one week at home, I was really nervous. I needed to go out, to run fast and then slow, to jump, to move.... So I started to cry, to shout and to move my hands up and down.

Mummy told me, with my pictogram book, that we could go out for a walk. Bravo!!! I was so happy!

But there was nobody in the street, everywhere was so quiet and calm... Suddenly some people started to shout from their balconies. They said mean words to mummy. I was calm and happy, enjoying my walk; but my mother was stressed and nervous. She started crying, and we had to come back home....What can we do to help Ivan and his mummy??

3.- LESSONS WITH DOLLS IN THE CLASSROOM



Presentation of the first Persona Doll

The first doll arrived at the 3-year-old class B, these are the comments made by the students when it was introduced to them in class and explained how they felt. The experience has been very enriching in all the classes and the children have enthusiastically welcomed the doll, they have identified with it and have proposed very interesting solutions in all the classes. This is the presentation that was made of the first doll:

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“My name is María del Mar, I am 7 years old.

I am Spanish and I live in Almería, near the school, in a flat with my mother and her boyfriend. My mother works in the city hall and my father is a baker. I sleep alone in my room, but almost every night I go to my mother's room. I really like to draw and invent, I wake up to create at night .

It's hard for me to make friends, I prefer to be alone in the schoolyard. I don't like to write and I get bored in class when the teacher explains; I prefer to draw. It makes me sad that they force me to write, that they hit me and do my homework. It also puts me in a bad mood to be scolded, wrong, and laughed at. I don't like eating fish and I love pasta and chocolate. I feel lonely since my parents' divorce. Nobody pays attention to me. ”

Record of presentation in the 3-year-old class B.

Teacher: What can we say to María del Mar (the doll) to make her feel better?

Hugo G .: Pretty.

Ana B .: Beautiful.

Lydia: We can kiss her

Carla: Hugs

Alejandra: She can dance with us

Victor: And eat.

Belén: But she doesn't like fish.

Martín: I do like it. It's good.

Victoria: And we can paint together.

María: And I'm going to buy her chocolate.

Alba: And I'm going to buy her candies.

Carla: Well, he's going to be stuffed.

Pablo: Play with her.

Jota: And tell her stories

Presentation of the second doll

To start the work this trimester, the early childhood teachers have prepared the profile of the second Persona Doll with which we will work in this project. In this case, it is a child who has been named Paco, and who has mobility problems so he needs to use a wheelchair.

This is the presentation that was made of Paco:

“Hello! My name is Paco and I am 4 years old. I am dark, tall and thin, my eyes are brown.

I can't walk, so I use a wheelchair.

I have recently moved to Almería, here I live with my mother, my father and my 9-year-old brother.

I live in a very nice new house. There are no stairs and it has very spacious rooms and wide doors, so I can move by myself with my chair, and the best is I don't have to share a room, I have one to myself.



Every weekend I go to Rioja, my town, that's how I see my grandfather, my cousins and my friends. I miss them so much.

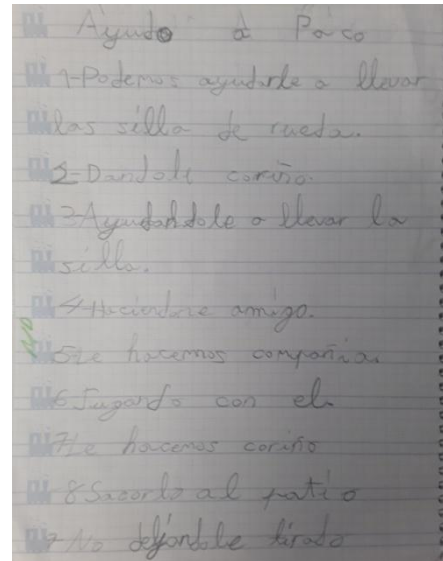
At the new school I don't have many friends. That makes me a little sad.

What I like the most is watching basketball, even though I can't play, and also watching the canine patrol."

The infant classes have already started working with this new "Persona Doll". This is intended for children from 3 years to learn that we live with people who have special needs, that it is necessary to accept everyone equally regardless of their needs and we must collaborate and help any partner with problems. In class these situations are discussed and in assembly the students propose solutions, in general they are usually very successful and they are in charge of carrying them out themselves .

The 2nd grade students have written in their notebooks how to help Paco some of his proposals:

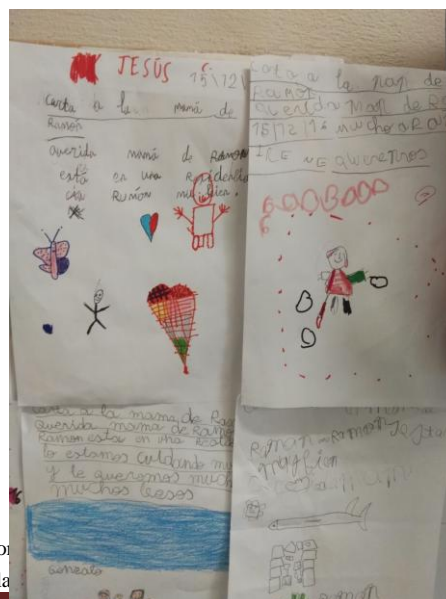
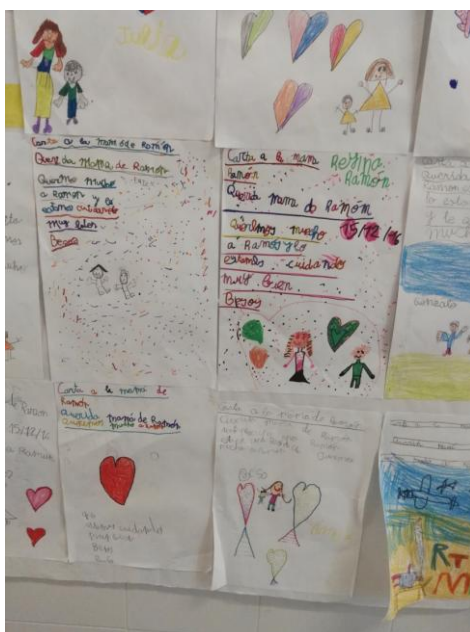
- Give him love
- Play with him
- Take him to see a basketball game
- Push his chair
- to accompany him
- We participate in activities with him



Presentation of the third doll

"This is Ramón, he's 6 years old. Ramón has just arrived in Spain and he is new in the school. He is from Senegal and has made a long journey from his country to Spain."

This doll presented racial, cultural and socioeconomic inequality differences. 1st grade students write letters addressed to Ramón's family who have not arrived in our country to reassure them



**4.- OTHER
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METHODOLOGY

I AM SPECIAL With the aim of raising self-esteem in all students and they also value their classmates, all classes work in the “I am special” corner or with different activities, they describe in which aspects they are special, what they do very good, or the reasons why they should be appreciated. Among the activities there are descriptive murals, photos, talent show. Through this activity the children become more aware of the differences, they acquire more knowledge about the other, they increase the feeling of companions, it is a good opportunity to create new social relationships and the search for new friends. Improve self-esteem.



TRAFFIC LIGHT OF EMOTIONS AND EMOTIONARY. With these activities, students are shown a way to name what they feel, control their emotions and manage positive emotions in their relationships with others. Boys and girls learn to define and relate different emotions, both positive and negative, through the stories of the "Emotional". With the emotion traffic light, they express how they feel at different times of the day and learn to manage their emotions: *"If you are angry with a classmate, you both feel angry or nervous, but if you apologize and talk to him, both of you will be much more comfortable, you will work happier and the class will work better."*

RULES OF THE GOOD MATES. Each class develops and agrees on rules to be good companions. With input from all the classes, general rules have been developed for good classmates. These rules have been read in an act for equality, they have been signed by all members of the educational community and they are exposed in the school and in the class so they are respected by all the people in the school.

THE GOOD MATES DECALOGUE



"At school, at home and everywhere

- 1.- Diversity is wealth that is why we respect individual differences
- 2.- We call everyone by name without using nicknames or offensive words.
- 3.- We do not take part in acts of harassment, we do not support it and we tell adults if we realize that it happens.
- 4.- We protect and help the weak and defenseless.
- 5.- We share all responsibilities, activities, tasks, games, sports, places, ideas ... and life with girls, boys and everyone.
- 6.- We do not leave anyone out, regardless of sex, language, religion, race, age, sexual orientation ...
- 7.- We treat everyone as we would like to be treated.
- 8.- We use non-sexist and respectful language and avoid rude jokes.
- 9.- We extend our hand to people of all conditions and in any situation.
- 10.- Men and women are human beings, they have the same rights and the same obligations, we make no differences.

PROTAGONISTS. Each student is the protagonist for a week, generally when it coincides with his / her birthday. The protagonist is in charge of certain activities of responsibility in the class (taking the roll, running errands, closing doors ...), thereby increasing their personal autonomy and favoring their integration into the group. During this week the parents or some relatives of the protagonist can visit the class and do different activities: cook, talk about their jobs, tell how each child was when he / she was a baby, show us their pet, etc. It is a way of involving families in the project and making them participate in the life of the school.



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CONCLUSION

The application of the methodology we describe in this manual has given very good results in our center, allowing us to work with our students from their arrival at school to avoid the proliferation of inappropriate behaviors and attitudes. This project was adapted to our school because its objectives are shared by the curricular philosophy and the center project.

200 students from 3 to 7 years old and 11 teachers have participated.

After three years of working with Persona Dolls we noticed that the students have become more aware of the differences between people. They are more tolerant of their peers and respect the fact when someone is different from them. There are fewer problems with their behavior and relationships between them have improved. The students are now more attentive and better companions.

The families and the educational community in general are very happy with the results of the project, the parents are of great help in teaching tolerance and they have indicated that they see a difference in the behavior of their children.

The staff considers that the implementation of this methodology has been successful, they have decided to continue working in the same way and share everything we learn with more schools in our country and in Europe.