

# **IO2. GUIDELINES FOR TEACHERS AND VIDEOS FOR STUDENTS**

## **DIDACTIC APPROACH AND ACTIVITIES**

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## 1. Compilation of materials and input for guidelines for teachers and videos for students

Taking into account the most popular audiovisual media among youth and teachers nowadays, we have compiled some ideas and audiovisual materials that we found suggestive for the preparation of our videos for raising awareness.

### 1. Draw my life

This technique uses schematic drawings to give a simple explanation of a fact, some information or a personal story.

Pros: It is simple, fast, and visual.

Contras: It is large; the viewer may feel saturated; there is no emotional component of personal experiences.



Image 1. "Draw my life" example. [https://www.youtube.com/watch?v=KU\\_TpiJ-x7o&t=18s](https://www.youtube.com/watch?v=KU_TpiJ-x7o&t=18s)

### 2. Youtuber style

With the help of this kind of video, we could reach more visits and be more informative in a really short time. It consists of finding a charismatic character and involving him in a cause, in our case: autism and school failure prevention, in order to reach many people through their channel and followers.

Pros: Great diffusion in the countries of a common language.

Contras: It is difficult to find someone recognized at the European level, contact them, accept them and the objective of co-creation with people with autism could be diluted.

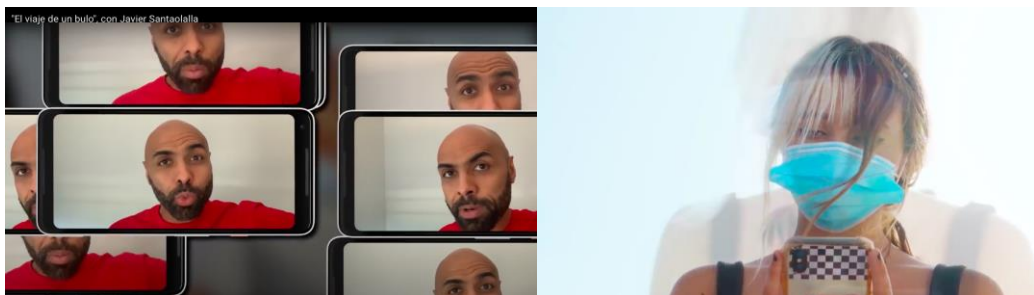


Image 2. Youtuber style: The trip of fake news: <https://www.youtube.com/watch?v=hlZ71gVXMvE>

### 3. Interactive videos

Videos that allow the viewer to make decisions and commit to an attitude, behavior based on a social problem. For example, how would you act if your student with autism significantly worsened his performance? How would you act if you stopped going to classes?

Pros: They raise awareness based on an individual attitude and require an effort. They tend to be more memorable than linear videos, because your interactions make you more connected to the content.

Contras: They are less popular and their technical creation is more complex.

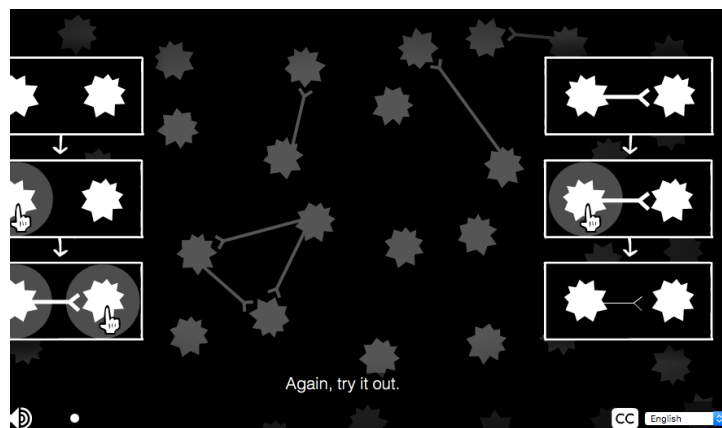


Image 3. Interactive video: Neurology about fear: <https://ncase.me/neurons/interactive.html>

### 4. Visual effects-from life to animation videos

Videos that use filters to recreate the feeling that the drawings are based on real characters.

Pros: They are innovative; they protect the privacy of the participants; they allow them to transmit real experiences in the first person; they are very popular in fast messaging and youth fashion networks.

Contras: They are less realistic. They can be fashionable and require a short time of attention.



Image 4. From life to animation: waking life film

<https://www.youtube.com/watch?v=JfDONNFZgdU&list=PLIQMwDEGmng9uPuu25xpkLzIW0rBPYoM9&index=2>

## *2. Draft of guidelines for teachers and videos for students*

### Arguments

We used the model of co-creation with people with autism from the APITEA Burgos Autism program. From the experiences, knowledge and preferences of adolescents with ASD, three main themes were selected, which, in their opinion, structure the main difficulties in going through educational stages and preventing absenteeism: anxiety, bullying and a lack of structure. Together with IPA collaborators, they developed the script, selected the most significant fragments from several hours of recording, and made the final cut.

### Aims of didactic materials

The videos are designed to raise awareness among students and teachers, and are accompanied by educational guides that pose role-playing dynamics to encourage empathy and experiential learning about the experience of students with ASD from other students and teachers.

When facing some differences and coexistence, it is important to stop and consider our choices carefully. Also, we must think about how our decisions will affect other people, our communities, and the society. Empathy is a term that describes the sense of right and wrong we have about our actions and their consequences.

### Teachers' videos: Main questions and reflections

Below we present a brief description of IPA2 didactic videos, links to their English version, and the initial questions to be asked before and after watching them in order to share a global reflection with the students. The aim of projecting each video is to start a discussion. The didactic force of each unit is supported by dynamics of role-playing, which are attached in the annex of the guidelines. The dynamics constitute activities for 4 to 5 groups of students. Each group is to be given one character, on whose action they have to decide, as well as reflect on how one may feel when facing anxiety, inconsistency or bullying or when it affects your friends.

The channel access link is:

<https://www.youtube.com/channel/UCR0oY98hJeXhWhbiYPdHLEA>

## Video 1. BULLYING

This video talks about bullying experiences in ASD. Social acceptance is an important factor to prevent educational rejection, school failure and dropout. This video shows the testimonies of adolescents with autism and their needs to feel supported by the teachers whom they consider their last line of defense.

### RECORDING A

Did you know that school failure may be determined by such factors as inclusion in the class group?

How we treat others, if we support them and highlight their virtues or if we laugh at them, it will determine whether they will be able to continue attending classes.

Many people with autism avoid going to class due to problems with their classmates.

You decide what kind of classmate you can be.

### RECORDING B

Do you think we could introduce some changes to understand the differences and help our classmates with autism to feel truly included in schools and colleges?

Can we, teachers, change the way we assess academic problems and student absences?

What can you do to help?

## Video 2. LACK OF STRUCTURE

The lack of structure, improvisation and surprise events in education are a huge source of anxiety for students with autism. In this video, they share their experiences and propose solutions to teachers to improve accessibility for students with autism.

### RECORDING A

Did you know that school failure may be determined by such factors as a lack of structure and anticipation of exam models and assignments?

Many people with autism do not turn in papers or leave questions blank, because our language is not concrete enough or because they lack initiative.

### RECORDING B

Do you think we could introduce some changes to help students with autism predict the academic context?

Can we, teachers, change our way of structuring or assessing these students?

What can you do to help?

## Video 3. ANXIETY

In this video, some teenagers with autism talk about how sensory overload and exam situations overwhelm them. They also state the role they expect from teachers and guidance teams to create a friendly environment within educational contexts.

#### RECORDING A

Did you know that school failure may be determined by such factors as an excess of stimuli, noises, changes, and tones of voice?

Many people with autism feel anxious in environments where many chairs are moved, and there are loud bells, or inconsistently established rules.

#### RECORDING B

Do you think we could introduce some changes to help students with autism reduce their anxiety?

Can teachers adapt classes and class changes so that there is less noise and less contact?

What can you do to help?

### *Students' Videos. Activities*

- [Activity 1. ANXIETY](#)
- [Activity 2. BULLYING](#)
- [Activity 3. LACK OF STRUCTURE](#)

## I P A 2 - AWARENESS GUIDE FOR TEACHERS

# ACTIVITY 1: ANXIETY



### DURATION

45 minutes

### MATERIALS

Annex I  
Paper Pens

### OBJECTIVES

- Put ourselves in the shoes of a person who feels anxiety about changes or under pressure.
- Identify the symptoms of anxiety.
- Learn stress management tools.

## HANDS UP, THIS IS A ROBBERY

### Description

There is a robbery in the National Bank. Two hooded people have entered and have blocked the doors of the building. They have pointed a gun at one of the tellers, and one of their colleagues has activated the robbery alarm. The robbers have started pointing their guns at all the people present, tying their hands and sitting them down onto the ground.

At gunpoint, they have found the Bank Director and have forced her to open the safe, and at that moment... "ring, ring" the phone rings. The police want to get in touch with the robbers. "Do you want to negotiate? They're clear on it." Then one of the robbers activates a bomb with a countdown timer. The countdown shows: 23:59:51.

Divide the class into 5 groups and give each group one of the characters. They will have to read what each character is like, choose someone from the group to interpret it and answer the questions listed.

The goal is to realize how each person may feel and what strategies can be applied to manage the situation.

# DIRECTOR OF THE BANK

You've been working at the same bank for 18 years, it's the third hostage robbery you've had in your life. You know that the previous times there were no fatalities, and you are going to try to assure that it's the same this time. You have undergone many courses over years to learn to remain calm and remember what phrases they told you that were better not to say.

## NEW CASHIER

It's your second day at this job, why you? What have you done? Does it show in your face that you are the new one? Why have they come straight for you? You're about to pass out, you don't know what to do, your heart is racing, your mouth is dry... the only thing you can think of is to hide under the table (as if the table were bulletproof and bombproof...). You don't know what you have to do, nobody has prepared you for this.

## ROBBERS

You thought that the alarm button would not work because you had cut the power, but something has gone wrong. It's alright, though, you know that you have a number of hostages at hand with whom you are going to be able to negotiate your way out, and also a bomb that can destroy everything, including the gold you want to steal. And what if not everything turns out the way you've expected?

## CLIENT

You are going to be late for work. Why did you decide to come this day? You could have come any other day. All the bad things happen to you. You are going to die, and, on top of that, you haven't said goodbye to your loved ones. You've been deprived of your mobile phone. It makes you want to scream. You don't want to die, but you've seen this in many movies and in real life it doesn't look like it will end the same way. The police don't care about you. What are you supposed to do?

## EXPLOSIVES EXPERT

It has been a long time since they called you to deactivate a bomb of these dimensions; they have let you see it in a video sent by the robbers and the explosive charge is huge. Are they trying to blow up the whole block? You know that you are qualified; you know that you can do it, but doubts are coming to your mind, because it seems somewhat different from what you have been doing until now. Bombs keep getting more and more sophisticated.

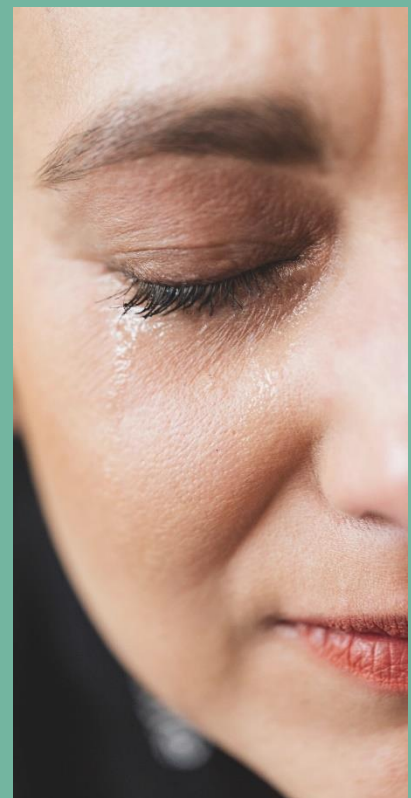
- What is expected from you?
- How would you react?
- How would you feel?
- What thoughts would come to your mind? (Positive and negative)
- How could you calm yourself down?
- Do you think you have a strategy that could help you this situation?

People with ASD often feel anxiety. This may be because the situations are new and they do not know how to react, they do not know what is expected of them and on many occasions, they are afraid that something bad is going to happen.

Sometimes, they have learned strategies to act, but they are embarrassed to put them into practice because others may laugh at them.

Other people do not have these tools, because they have not found or acquired them yet, since they have never faced a situation that generates so much stress.

They want to ask for help, but some do so in ways that are not socially accepted (yelling, running away, keeping silent, hitting each other, crying...).



## IPA 2 - AWARENESS GUIDE FOR TEACHERS

# ACTIVITY 2: BULLYING



### TIMING

45 minutes

### TOOLS

Annex I  
Paper  
Pens

### AIMS

- Take perspective of the importance of not being bystanders and positioning yourself to support.
- Raise awareness of the damage that different forms of violence can cause.
- Empathize with the victim.

## PUTTING THE PIECES TOGETHER

### Description

Some students are spreading rumours in class about their classmate Sheila's sexual orientation. Hearing this, her friends have felt questioned and are afraid that they may start messing with **ten** and consider them lesbians, which is why they've started avoiding contact with Sheila. To justify themselves, they've said that Sheila smells badly, is very bossy, and has some problems at home. The latter is true, but Sheila told her friends this in confidence, when they were sharing secrets among themselves, and she was just looking for support. They were not supposed to share this with others.

Some students, who are actually having doubts about their own orientation, feel ashamed and see that this can be a reason for ridicule, which, in turn, has caused a radical reaction in them. They seem to be radicalizing.

Divide the class into 5 groups, and give each group one of the characters. They will have to read what each character is like, choose someone from the group to interpret it and answer the questions indicated.

The goal is to realize how each person may feel and what strategies can be applied to manage the situation.

# DIRECTOR

You have been working at this educational centre for 20 years, and there have been tense situations, but this is the first time when rumours spread beyond school hours, as you have received the information through screenshots sent by a student. You really don't know how to react. The student who's told you this is afraid and has asked you not to tell anyone, but you see that there is an escalation in rumours and criticism of this student, and that prejudices and bad attitudes are being generated among the rest of the group.

# SHEILA

Several days ago, your friends started avoiding you. You notice that your classmates are giving you strange, curious looks or are staying apart, as if you had the plague, and they seem to have excluded you from all mobile groups without giving you any explanation. You can't sleep and you don't dare to share what is happening with you, because the truth is that you do not understand anything: neither the laughter in your path, nor the abandonment by your friends, who have started sharing your secrets, nor the total lack of support, nor the invisibility of what is happening to you even in front of teachers.

# SHEILA'S FRIENDS

From one day to the next it seems that continuing to be Sheila's friends makes you be in the spotlight of the rest of the classmates, some people have told you that your friend likes girls and maybe you too. You have pretended to be offended and you have kept a distance from Sheila so that they do not link you and prevent them from spreading rumours about you, at some point the remorse and the feeling that you are betraying your friend makes you feel bad, but the alternative does not give you much more peace.

# CLASSMATES

It seems that there is a rumor about a classmate and that it has dispersed the boredom of the past month, when only exams and assignments were discussed. Now, making jokes and spreading information about your classmate is bringing you together, and it doesn't seem like something that could have a great impact. When they told you that the director was coming because she had received a complaint about bullying, you felt it was exaggerated.

# PARENTS

Your daughter has been quieter for a few weeks, sleeping and eating worse. It seems like you can't talk to her about anything, because she reacts badly or doesn't react at all. You don't know how to deal with it and you are hesitating between getting angry with her or trying to find some moments of complicity. Is adolescence so hard, or is something else going on?

- What is expected of you?
- How would you react?
- How would you feel?
- What thoughts would come to your head? (positive and negative)
- How could you act better?
- Do you think you've ever been in this situation?

People with ASD are often more vulnerable to being left alone, being victimized or to rumours about them. This may be due to the fact that they react and act differently and are perceived as different, the group acts as a radar of these singularities and on many occasions, far from supporting them, incorporating them and understanding them, exposes them as a vulnerability.

For people with ASD who experience bullying any teasing, rejection, joke, rumour or exclusion precipitates immense levels of stress, because they have more difficulty asking for help, identifying what is happening and reacting. For all people who experience bullying, the consequences on their health are experienced in the long term, including such consequences as nightmares, anxiety problems, depression and vulnerability to suicide. WE ARE ALL RESPONSIBLE.



## I P A 2 - AWARENESS GUIDE FOR TEACHERS

# ACTIVITY 3: LACK OF STRUCTURE



## THE BLACK HOPES

### DURATION

45 minutes

### MATERIALS

Annex I  
Paper Pens

### OBJECTIVES

- To take perspective of the importance of being concise, fulfilling what we commit to.
- To better understand the need for people with autism to anticipate change.

### Description

Together with a group of friends, you prepared a song for last year's school celebrations and you enjoyed it a lot. The truth is that except for Mary, who has been playing the guitar for years, the rest of the group are self-taught and your accomplishment was due to her ideas and your intuition. It turned out so well, though, that you decided to set up a band.

You have different ideas about rehearsals: some of you want to rehearse only on Fridays, others - several days a week, taking advantage of the rehearsal space that a pupil's parent lets you use, but with all the exams, dates, partying and extracurricular activities, it's been already five months and you've gathered only six times. Mary is starting to get upset with everyone, because they're late or notify about it last minute, as she's been taking it very seriously. The rest of you know that without her help it will be difficult to make the project work, and the truth is that it was very exciting. Also with all these tensions your friendship is becoming very vulnerable, and you all seem to be in a somewhat worse mood. Maybe it's not worth it, after all it's just a passing dream or your momentary success was a stroke of luck.

The teachers are asking you questions and you don't know what to say; the owner of the rehearsal space is looking at you with a smile and is encouraging you, because he thinks that you've already advanced a lot. What pressure and what a mess! If only you didn't have to face this!

# MARY

You love music, you want to make it your profession, but lately you've been thinking that maybe it's not such a good idea as it may have seemed. You are getting angry with your best friends and all because until now you had not had any common projects that you were taking so seriously. They arrive late or they don't arrive at all, notifying about it only five minutes before. One day you were left alone in the rehearsal space feeling like an underdog, when you you're the one who's taught them what you know, are trying to be generous and are making an effort, because it was a nice project. If only you could comply with some norms among yourselves!

# JAMES

You are the drummer of the Black Hopes, you like the idea of becoming popular with music. You've always been told that you have a sense of rhythm, but you do it more intuitively than by training. Marian gives you some good advice, but lately no one can stand her, she is getting angry about everything if you're late! Are you not taking it seriously? You think she's a little jealous, because you've started dating Helen and that's what's really bothering her.

# HELEN

You have always liked to sing. You didn't dare to do it in public, but when your friends set up the band, you decided to show your voice and what a success it was! You began to dream that this was what you really liked. And you're so bad at studying!!! But now it's bringing you lots of problems; James is missing rehearsals; Mary is taking it very seriously and you're in the middle trying to please everyone and not knowing who's right. You've started to fear that everything will go to waste and you're no longer so sure that the idea of the band is so easy and so beautiful.

# TEACHERS

It was one of the projects that caused stronger emotion among the students: suddenly many have become interested in music and are pursuing their own projects outside the classroom, but without any mediation, they seem to have started having conflicts, and it shows in the atmosphere of the classroom. Do you have to intervene? If so, how to do it? Or is it just their own business?

- What is expected of you?
- How would you react?
- How would you feel?
- What thoughts would come to your mind? (positive and negative)
- What would be a better way of acting?
- Do you think you have ever been in this situation?

People with ASD need us to be consistent and need routines that make the world predictable, thus helping them feel safe and enabling them to show all their talents and potential.

Many have talents in a certain field, such as the visual-spatial, linguistic or musical field, but in a chaotic environment, with surprises, unforeseen events and changes, they manage poorly and are unable to develop it.

We need to support different personalities that bring novelty and creation to the world.

The lack of coherence, structure, anticipation, or clarity is especially stressful for people with autism, but learning those values helps us all be and function better.

