

GLOBAL COMPETENCE IN ACTION. SCHOOL PRACTICE

Title: CintoRàdio

School: Escola Mossèn Jacint Verdaguer.

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Global Competence dimension: *Dimensions related to the practice*

- ☐ Examine issues of local, global and cultural significance
- ☒ Understand and appreciate the perspectives and world views of others
- ☒ Engage in open, appropriate and effective interactions across cultures
- ☐ Take action for collective well-being and sustainable development

Subject: *Topics related to the 17 sustainable development goals (SDGs) to transform our world involved in the practice.*

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21st century Skills: *Skills involved in the practice*

<input checked="" type="checkbox"/>	Critical thinking	<input checked="" type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Collaboration	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Information literacy	<input checked="" type="checkbox"/>	Media literacy	<input checked="" type="checkbox"/>	Technology literacy	<input type="checkbox"/>	Flexibility
<input type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	Initiative	<input type="checkbox"/>	Productivity	<input checked="" type="checkbox"/>	Social skills

Target groups:

☒ Primary education ☐ Secondary education ☐ Other: (specify)

Age group: 9-12 years

School context: *Information about the school and its context*

Jacint Verdaguer i Santaló (1845-1902) was a priest and prominent poet in the Catalan language. Verdaguer is one of the great figures of modern Catalonia. Romantic poet, within the framework of the Renaixença (Catalan cultural and literary movement of the 19th century). He placed the Catalan language in the category of literary language. The word "Cinto" is a popular abbreviation for the name Jacint, which the school uses to identify the CintoRadio project.

The Mossèn Jacint Verdaguer school is located in the Poble-sec district of Barcelona and it is a high complexity school:

- High percentage of disadvantaged students. 80% of the pupils enjoy free meals through the council help.
- The number of children who have joined the Catalan education system less than 2 years ago is 24%. This reality means that the school must have sufficient resources to be able to cater for diversity in an inclusive way.
- The school has a very large number of foreign origin students. Despite what it may seem, the cultural diversity of students can generate a great linguistic wealth while offers the school a great opportunity to improve cohabitation, both at school and in the neighborhood of Poble-sec. 58'33% of the students does not have any parent with Spanish nationality. Many others are from a foreign origin.

These reasons make the school believe that their students can suffer the consequences of the digital divide and this is why they believe that the school must ensure equal opportunities to all students by providing the necessary resources. The school participates in the Sustainable Schools + project with the aim of working to raise student awareness to achieve a fairer and more sustainable world. This radio project becomes a very important means of communication for students as they can express ideas and commit themselves with this topic.

Description: *Summary including the goals and objectives of the practice*

To encourage cross-curricular work between the different curricular areas using radio.

To ensure the methodological application of technology (radio) in the didactic programming of the different curricular areas.

To plan the necessary tools to broadcast the students' productions.

To assess the quality of the methodologies used in the project.

Learning Outcomes: *What students will learn with this practice*

Taking into account the linguistic and social diversity of the students, communication technologies will help and give importance to children, making them responsible and protagonists of their learning using the radio (CintoRàdio), video creations and news in the school website and make a responsible use of social networks.

They will also learn to use Catalan as the main language using new expressions, expanding their vocabulary and improving diction and intonation. They will improve the written language in both writing and spelling, as clear and understandable radio scripts are needed. This will help them to integrate into the society in which they live, as they will use the language of the environment.

Time Schedule: *Duration, time organization / needed and place*

CintoRàdio is a communication workshop that we organize for the whole primary school weekly. We spend 2 hours per week in a communication workshop to improve the language in a functional and meaningful way as children discover the importance of language in communicating.

There are many teachers involved in the workshop and this reduces the number of students in each workshop. To write the script, the children work in an ordinary classroom and at the time of recording we go to the "recording studio" which is a classroom equipped with recording equipment: microphones, sound table, headphones, computer with sound software (Audacity and sound effects).

Activities: *Steps followed to implement the practice*

First, the activity begins with presenting this media, as students do not always listen to the radio. This presentation makes students aware of the importance of this media, specially the intonation and clarity of the voice to communicate.

Then, the group decides the topics they want to talk about. This means that children have to reach some agreements and from that moment, they organize themselves to decide the roles (presenter, interviewer, reporter...).

In groups, children start writing the script using a template. Once the script is finished, a session is devoted to rehearse intonation, reading speed and diction. Children record the radio programme in the studio and it is later edited using Audacity.

Impact: *Results, benefits, evaluation and impact of the practice*

CintoRàdio's programmes are archived in the school website, so they can be listened to at school, at home, or in their home countries because the internet knows no borders.

In addition, boys and girls can listen to their own radio programme and thus, improve those aspects that are necessary to be able to make a better programme. After listening to the programme, the evaluation is done with the participation of all the members of the group, taking into account the aspects that need to be improved and those that have already been learnt and that have made us feel good.

Resources: *Resources and materials used in the practice*

Human Resources: Schoolteachers and students.

Material resources: Chromebooks for the script and Radio recording studio with sound table, microphones and computer (with Audacity software).

Supporting documents: *Link to supporting documents, such as forms, multimedia files, lesson plan, pictures, worksheets...*

-Webquest: Fem Ràdio <http://espaididactic.cat/webquest/femradio/index.htm>

-School website with CintoRàdio podcasts: <https://agora.xtec.cat/ceip-mcinto-verdaquer/categoria/projectes/radio/>

-Paper on School Radio Network in Catalonia: [https://criatures.ara.cat/escola/el-](https://criatures.ara.cat/escola/el-paper-de-les-radios-)
[paper-de-les-radios-](https://criatures.ara.cat/escola/el-paper-de-les-radios-)

[escolars_0_2538346154.html?utm_medium=social&utm_source=twitter&utm_c](https://criatures.ara.cat/escola/el-paper-de-les-radios-escolars_0_2538346154.html?utm_medium=social&utm_source=twitter&utm_campaign=ara)
[ampaign=ara](https://criatures.ara.cat/escola/el-paper-de-les-radios-escolars_0_2538346154.html?utm_medium=social&utm_source=twitter&utm_campaign=ara)



Video recording:

You can watch a video on this project here:

https://youtu.be/O-DGS8IR2_c