ETHNIC EQUITY: THE ADVENTURE IN THE COSMOS OF THE STARSEEKERS

Digital Educational Mat & Coding

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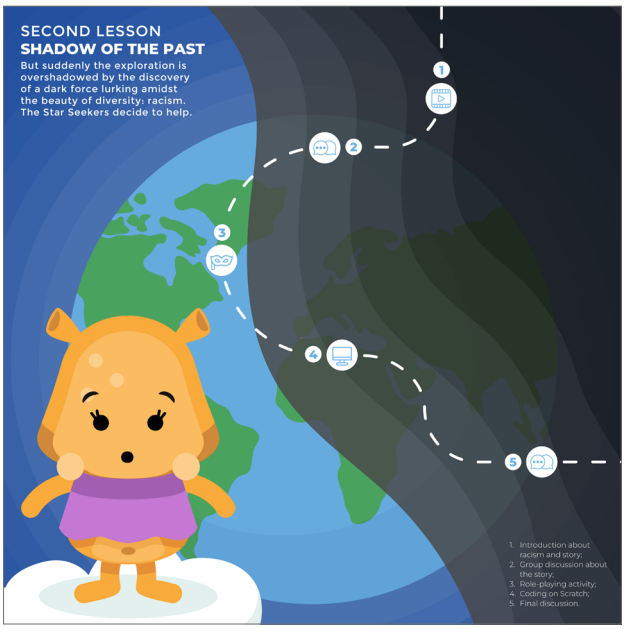

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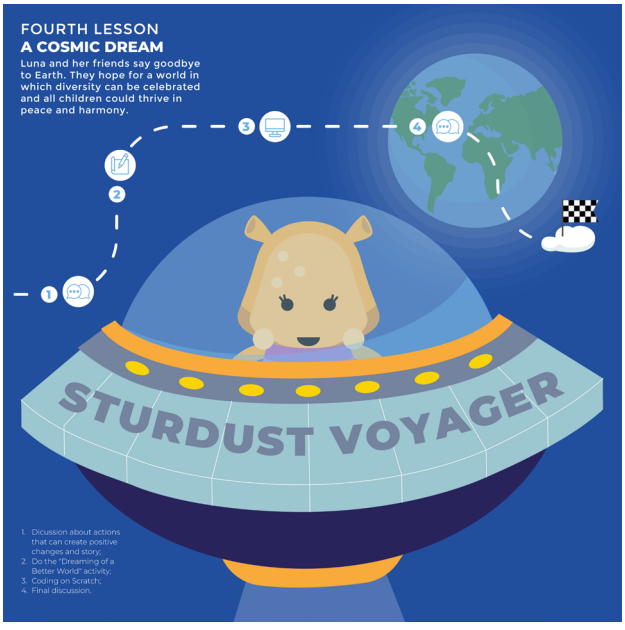

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FINISH

EduMat.

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START

CONTEXT ANALYSIS

0

ETHNIC EQUITY: THE ADVENTURE IN THE COSMOS OF THE STARSEEKERS

Teaching program set-up

This project is developed in 4 meetings of about one hour each to be completed sequentially. This kit illustrates the practical indications for each activity and the related timing.

Scenario

In a world shaped by the richness of human diversity, this project aims to reduce inequalities by fostering ethnic equity and dismantling the systemic racism that divides people. It is stated that true progress lies in recognizing the inherent beauty of diverse cultures, perspectives, and identities. By promoting mutual aid and cooperation across geographical and ethnic boundaries, this project seeks to create a more just and inclusive society, where everyone - regardless of race or background - has equal access to opportunities and resources.

By nurturing cross-cultural understanding and solidarity through education and action, this project will break down the structures that perpetuate inequality, paving the way for a society rooted in fairness, respect, and unity.

These themes are addressed using a story set in the far reaches of a distant galaxy, a brave group of little aliens formed the *Star Seekers Squad*, led by Luna, their fearless leader. Together, they embarked on an incredible journey through the stars aboard the *Stardust Voyager* and eventually found themselves on a tiny blue planet called Earth.

In Episode 1: ***Celestial Mosaic***, the Star Seekers met children from diverse ethnic groups around the world, celebrating the beauty of each culture's unique traditions.

In Episode 2: ***Shadow of the Past***, they encountered the dark force of racism, a threat to unity and acceptance, and stood up to spread messages of empathy and understanding.

Episode 3: ***Hands Across the Cosmos*** saw the Star Seekers join hands with Earth's children, overcoming challenges together through acts of kindness and mutual aid.

Finally, in Episode 4: ***A Cosmic Dream***, Luna and her team gazed back at Earth, inspired by their journey to envision a world where diversity is embraced and all children live in harmony, hopeful that their quest for peace and understanding would continue among the stars.

Involved subjects

CIVICS GEOGRAPHY ART TECHNOLOGY

Pedagogical needs

This project can address several pedagogical needs for kids aged 9-10, fostering their cognitive, social, and emotional development. They are:

- Cultural awareness and respect. The project introduces children to diverse cultures and traditions, helping them develop respect and appreciation for different ethnic groups;
- Social-Emotional Learning (SEL). By emphasizing empathy, cooperation, and con lict resolution, the project nurtures children's emotional intelligence and social skills;
- Critical thinking and problem-solving. Through exploring social justice issues like racism, the project encourages critical thinking and problem-solving in real-world contexts;
- Inclusion and collaboration. The project fosters teamwork and inclusion by showing children the importance of collaboration across cultural and geographical boundaries;
- Moral and ethical development. By addressing fairness and justice, the project helps children build a strong ethical foundation and understand the importance of standing up against inequality. The project also expands children's worldview, encouraging them to see themselves as part of a global community.

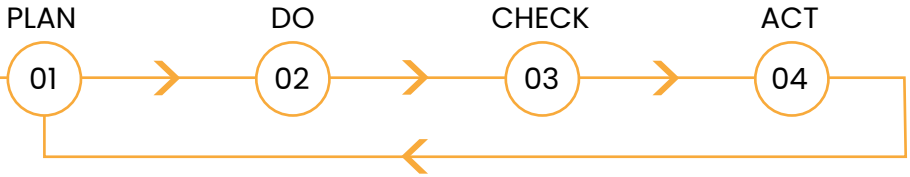
Pedagogical objectives

The following objectives aim to nurture well-rounded, socially aware individuals who value diversity and are prepared to contribute to society.

- Foster awareness and appreciation of diverse cultures, ethnicities, and traditions;
- Help children recognize and understand the feelings of others, promoting empathy and compassionate behavior;
- Teach children to identify and analyze issues like racism and inequality, and explore ways to address these challenges;
- Encourage cooperation, teamwork, and inclusion by working together with peers from different backgrounds;
- Promote fairness, justice, and kindness, encouraging children to act according to these values in their daily lives;
- Inspire kids to see themselves as part of a global community, understanding the importance of mutual aid and collective responsibility.

Methodology

The **DEMING CYCLE (PDCA Cycle)** is a method for implementing improvements continuously, test changes and solve problems.



01_Plan and schedule teaching units/activities.

02_Carry out the activities (teaching units; theoretical training sessions; practical training/laboratory sessions).

03_Continuous control that the objectives are achieved and that all students have acquired new skills in a homogeneous way.

04_At the end of each session the teacher evaluates the work, observes and identifies critical issues and ways to implement corrective actions for the future.

CELESTIAL MOSAIC

1

LESSON

Section of the map

This section of the map is dedicated to the first lesson.
On a graphic level it presents all the elements useful for narration and related activities.

Pedagogical objectives

- Understand the concept of diversity and its role in society. Students will explore the meaning of diversity, including racial, cultural, and ethnic differences, and comprehend how these elements contribute to a vibrant and dynamic society. They will analyze the benefits of diversity in fostering creativity, innovation, and resilience within communities, recognizing that differences enrich the social fabric;
- Identify and appreciate the unique characteristics of ethnic groups. Students will examine and celebrate the cultural, linguistic, and physical characteristics that define various ethnic groups, understanding their historical and social significance. They will compare traditions, customs, and languages across different ethnicities, gaining a deeper appreciation for global diversity and the interconnectedness of human experiences;
- Demonstrate empathy, respect, and open-mindedness. Students will actively practice empathy by engaging in discussions and activities that challenge stereotypes and promote understanding of individuals from diverse backgrounds.

Necessary aspects

The story and its steps require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- newspapers, magazines, paper sheets, pencils, scissors and glue.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.)
The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The first 10 minutes will be dedicated to a short introduction of the topic and to the storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

MAIN ACTIVITY - 20 min

The educator introduces the activity “Culture Collage” where students, divided into groups, will have to create a collage that highlights the characteristics of the various ethnic groups.

CODING ON SCRATCH (STEP 2) - 20 min

This part is aimed to introduce block programming on Scratch. All activities will be led by the educator.

REFLECTION AND SHARING (STEP 3) - 10 min

This phase allows students to reflect on this first part of the project (including steps 1 and 2) and share their achievements. Children can also summarize the key concepts of the lesson and emphatize the importance of celebrating diversity.

1 Celestial mosaic

Step 1

The educator reads carefully the story to the children encouraging them to participate.
The educator will also use this phase to introduce the topic and explain to students the importance of understanding and appreciating diversity, which are the learning objectives for the lesson.

In a galaxy far, far away, a group of adventurous little alien children formed the *Star Seekers Squad*. Led by their fearless leader, Luna, they embarked on an epic journey through the cosmos aboard their great spaceship, the *Stardust Voyager*. With eyes full of wonder and hearts full of courage, they soared through the twinkling stars until they reached a tiny blue planet called Earth.

Luna and her friends, the Star Seekers, zoomed through Space until they reached Earth. When they landed, they met a lot of kids. There was **Ulla**, from Greenland, happy to talk about her particular house; then **Maya**, from Brasil, who loved dancing to the beat of drums; **Ahmed**, from Algeria, who told stories of desert adventures under the twinkling stars; **Mei Ling**, from China, who shared delicious recipes thaught by her family; and **Dimitri**, from Russia, passionate about the art of his Country.

Together, Luna and the Star Seekers learned about the different ways people looked, spoke, and lived. They saw that everyone was special and unique, like pieces of a puzzle that fit together to make the world a beautiful picture.

MAIN ACTIVITY

Now the teacher conducts the activity "Culture Collage" where students will have to research information and then create collages that show the main characteristics of different ethnic groups.
The educator will provide materials and directions while students work in small groups to create their collages. Kids will be encouraged to discuss and share their findings with their peers.

Culture Collage

Students will work together in small groups, 4 children maximum, to learn about different ethnic groups. Each group will be assigned an ethnic group and will create a collage for that group that shows traditional clothing, typical food and special celebrations. Students will have access to various information materials, to find the necessary content, and creative materials, as well as newspapers, magazines and printed photos, useful for composing the collage.

After finishing, each group presents their collage to the class, teaching everyone about the diversity of our world.

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the first chapter of the dedicated additional pamphlet called ***MAT7. Coding literacy for the lessons***.

Step 3

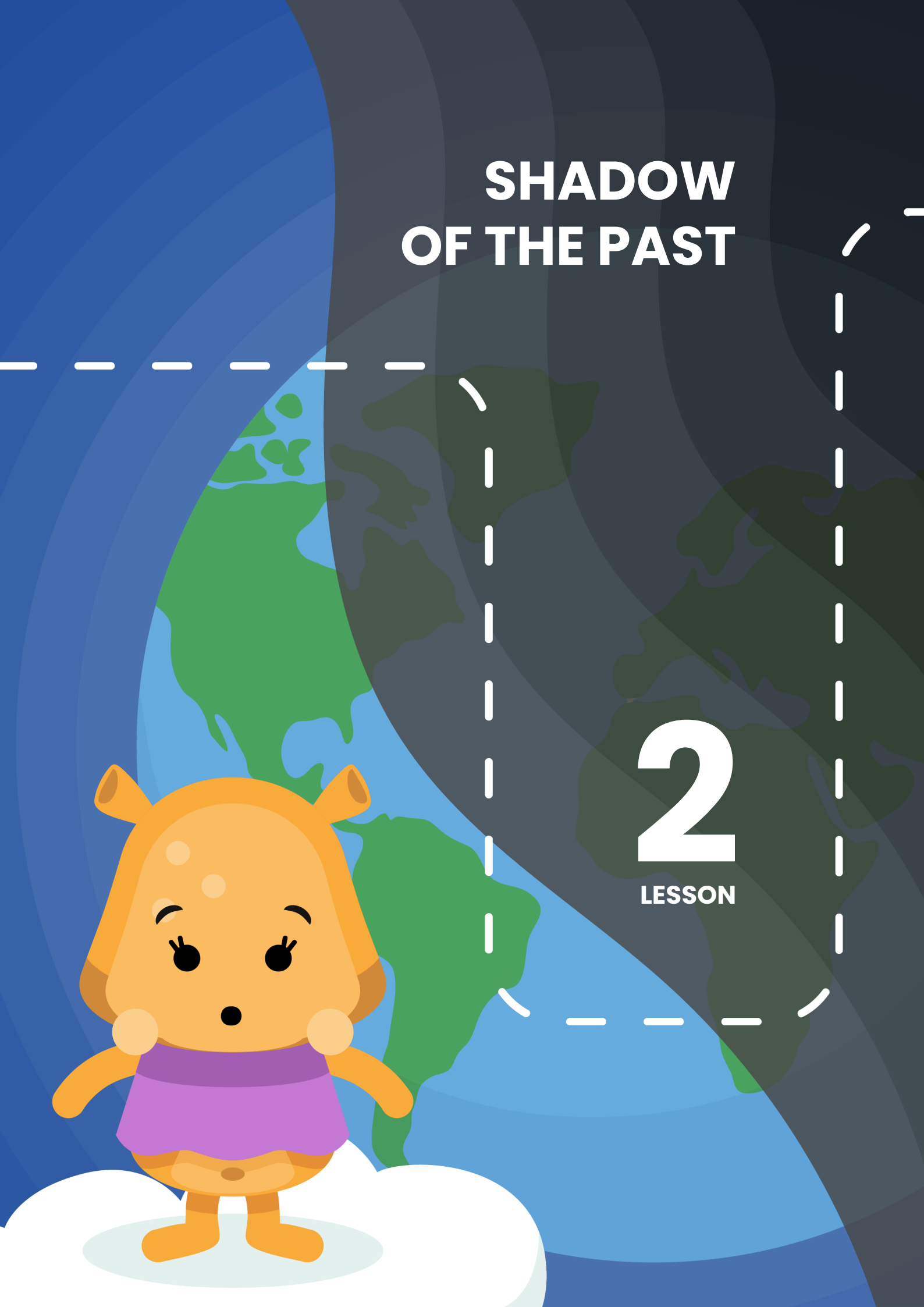
The educator will guide the discussion among the children, directing it and encouraging them to address all the steps carried out in the lesson.

In this phase, the students will reflect on this first part of the project and will have the opportunity to share their results, obtained during the main activity and the coding on scratch. The children will also be able to summarize the key concepts of the lesson and underline, talking with their peers, the importance of celebrating diversity.

SHADOW OF THE PAST

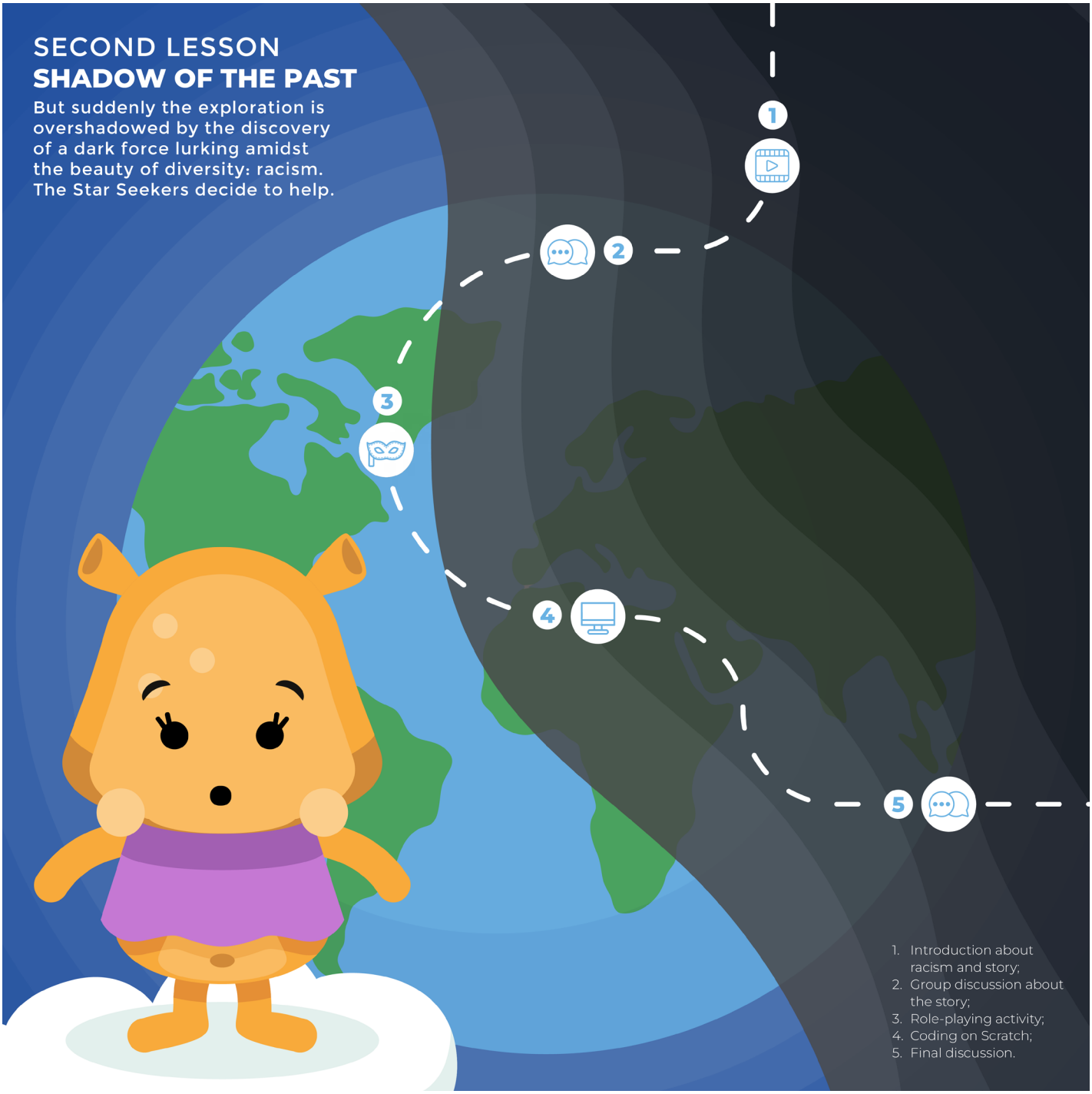
2

LESSON



Section of the map

This section of the map is dedicated to the second lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Recognize the harmful effects of racism and discrimination. Students will explore the social, emotional, and psychological impact of racism and discrimination on individuals and communities, understanding how these forces perpetuate inequality and division. They will examine historical and contemporary examples of racism, identifying the systemic nature of prejudice;
- Develop empathy and understanding for those affected by racism. Through stories, case studies and reflective activities, children will gain a deeper awareness of the personal experiences of individuals who have faced racism, fostering an emotional connection to them. Students will have meaningful conversations to understand the complexities of racial identity and how bias can shape lived experiences;
- Learn strategies to stand up against racism and promote inclusivity. Students will learn and practice concrete strategies to confront racism, including how to challenge discriminatory behavior, support those affected, and promote inclusivity. Through role-playing and problem-solving exercises, they will develop the confidence and skills needed to stand up against prejudice and advocate for justice in their communities.

Necessary aspects

The story and its steps require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.)
The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The first 10 minutes will be dedicated to a short introduction of the topic and to the storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

MAIN ACTIVITY - 20 min

The educator introduces the activity "Standing Up Against Injustice" where students will participate in a role-playing debate through which they will understand the importance of everyone's rights.

CODING ON SCRATCH (STEP 2) - 20 min

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

REFLECTION AND SHARING (STEP 3) - 10 min

This phase allows students to reflect on this part of the project (including steps 1 and 2) and share their achievements. Children will also be able to summarize the key concepts of the lesson, highlighting the importance of standing up against discrimination.

2

Shadow of the past

Step 1

The educator reads carefully the story to the children encouraging them to participate.
The educator will also use this phase to explain the harmful effects of racism and discrimination and explain why it's important to stand up against injustice, which are the learning objectives for the lesson.

One day, Luna and the Star Seekers saw some kids being mean to each other. They heard hurtful words and saw unkind actions just because some kids looked different from others. Luna felt sad because she knew that everyone should be treated with kindness and respect, no matter what they looked like.

Luna and her friends decided to help. They stood up to the bullies and showed everyone that being different is something to celebrate, not to be afraid of. Slowly, with their kindness and courage, they made the shadows of racism disappear.

MAIN ACTIVITY

The educator conducts the "Standing Up Against Injustice" activity where students will participate in a role-playing debate through which they will understand the importance of everyone's rights. After each scenario there will be a discussion to reinforce understanding and empathy.
If deemed necessary, the educator may show the children a video or read a story that report a real testimony of someone who has been a victim of racism.

Standing Up Against Injustice

For this activity students will be guided through a thoughtful discussion about the story's themes, focusing on the importance of standing up against injustice. The educator will encourage them to share their thoughts and feelings about the challenges faced by people victims of racism, and draw connections to real-life situations. Ask questions that promote critical thinking, such as, "Why is it important to confront racism?" and "How can standing up for others create change in society?" This discussion will help students internalize the values of fairness, empathy, and courage.

Now students will be divided into small groups and each group will have a scenario where they must confront racism or discrimination in a realistic, age-appropriate setting, such as a classroom, playground, or neighborhood. They will be encouraged to think about how they can respond with empathy, assertiveness, and respect when witnessing or experiencing discrimination. After the role-playing, there will be a discussion about the different approaches students used and how standing up to injustice can make a difference.

This activity helps them practice practical strategies for confronting prejudice and promotes a sense of responsibility in creating inclusive environments.

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the second chapter of the dedicated additional pamphlet called ***MAT7. Coding literacy for the lessons***.

Step 3

The educator will guide the discussion among the children, directing it and encouraging them to address all the steps carried out in the lesson.

This step encourages students to reflect on their experiences during the main activity and Scratch coding, providing an opportunity for them to share their insights with peers. They will discuss how they addressed issues of racism, exploring the challenges and solutions they encountered. In addition, students will summarize the key concepts of the lesson, reinforcing the importance of empathy and standing up against discrimination.

By the end of the reflection, they will be encouraged to carry forward these values in their daily lives, promoting inclusivity and fairness in their communities.

HANDS ACROSS THE EARTH

3

LESSON

Section of the map

This section of the map is dedicated to the third lesson.
On a graphic level it presents all the elements useful for narration and related activities.

Pedagogical objectives

- Understand the importance of helping others and Its impact on the community. Students will explore how acts of kindness and support strengthen their communities, recognizing the broader impact of their individual actions. Through real-life examples and collaborative discussions, they will learn how helping others creates a ripple effect, positively influencing both the giver and the receiver, and promoting a culture of care and solidarity;
- Demonstrate empathy and compassion for those in need. Through discussions and reflective activities, students will develop a deeper understanding of the challenges faced by individuals in need. This will enhance their ability to empathize and motivate them to act with compassion and kindness toward others;
- Collaborate with peers to plan and execute acts of kindness. Working in groups, students will design and carry out meaningful acts of kindness, learning how to address real-life needs in their communities. Through these activities, they will strengthen their leadership, collaboration, and problem-solving skills, while cultivating a strong sense of responsibility and citizenship.

Necessary aspects

The story and its steps require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.)
The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The first 10 minutes will be dedicated to a short introduction of the topic and to the storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

MAIN ACTIVITY - 20 min

The educator introduces the activity “Acts of Kindness Challenge” for which students will have to think of acts of kindness to carry out at school or in their community during a set period.

CODING ON SCRATCH (STEP 2) - 20 min

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

REFLECTION AND SHARING (STEP 3) - 10 min

This phase allows students to reflect on this part of the project (including steps 1 and 2) and share their achievements. Children will also be able to summarize the key concepts of the lesson and encourage their peers to continue helping others in their daily lives.

3

Hands across the Earth

Step 1

The educator reads carefully the story to the children encouraging them to participate.
The educator will also use this phase to explain the importance of helping others and working together as a community, which are the learning objectives for the lesson.

One bright day, Luna and the Star Seekers saw some children helping others who were in trouble. They saw Maria helping to clean up after a big storm, Raj sharing his toys with kids who didn't have any, and Sofia comforting a friend who was feeling sad. Luna smiled because she knew that helping each other makes the world a better place.

Luna and her friends joined in, lending a hand wherever they could. They worked together to fix broken things, planted flowers to make the world more beautiful, and hugged sad friends to make them feel better. Through their acts of kindness, they showed that when we help each other, we all shine brighter.

MAIN ACTIVITY

The educator introduces the activity "Acts of Kindness Challenge" for which students will brainstorm about acts of kindness to carry out at school or in their community during a certain period.
The educator will provide guidance and support as children plan and then execute their acts of kindness.

Acts of Kindness Challenge

Students will begin by engaging in a group brainstorming session to generate creative ideas for acts of kindness they can perform, focusing on ways to help others in their school or community. They will consider both small gestures, like offering help to a classmate, and larger initiatives, such as organizing a community clean-up or creating a kindness campaign. Each student will then choose one act of kindness to complete during the week, carefully documenting their experience through a journal entry or reflection piece.

At the end of the week, students will come together to share their stories with the class, discussing not only what they did but also how it felt to make a positive impact. Through this activity, students will reflect on the emotional rewards of helping others and the broader impact their actions can have on building a compassionate and supportive community.

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the third chapter of the dedicated additional pamphlet called ***MAT7. Coding literacy for the lessons***.

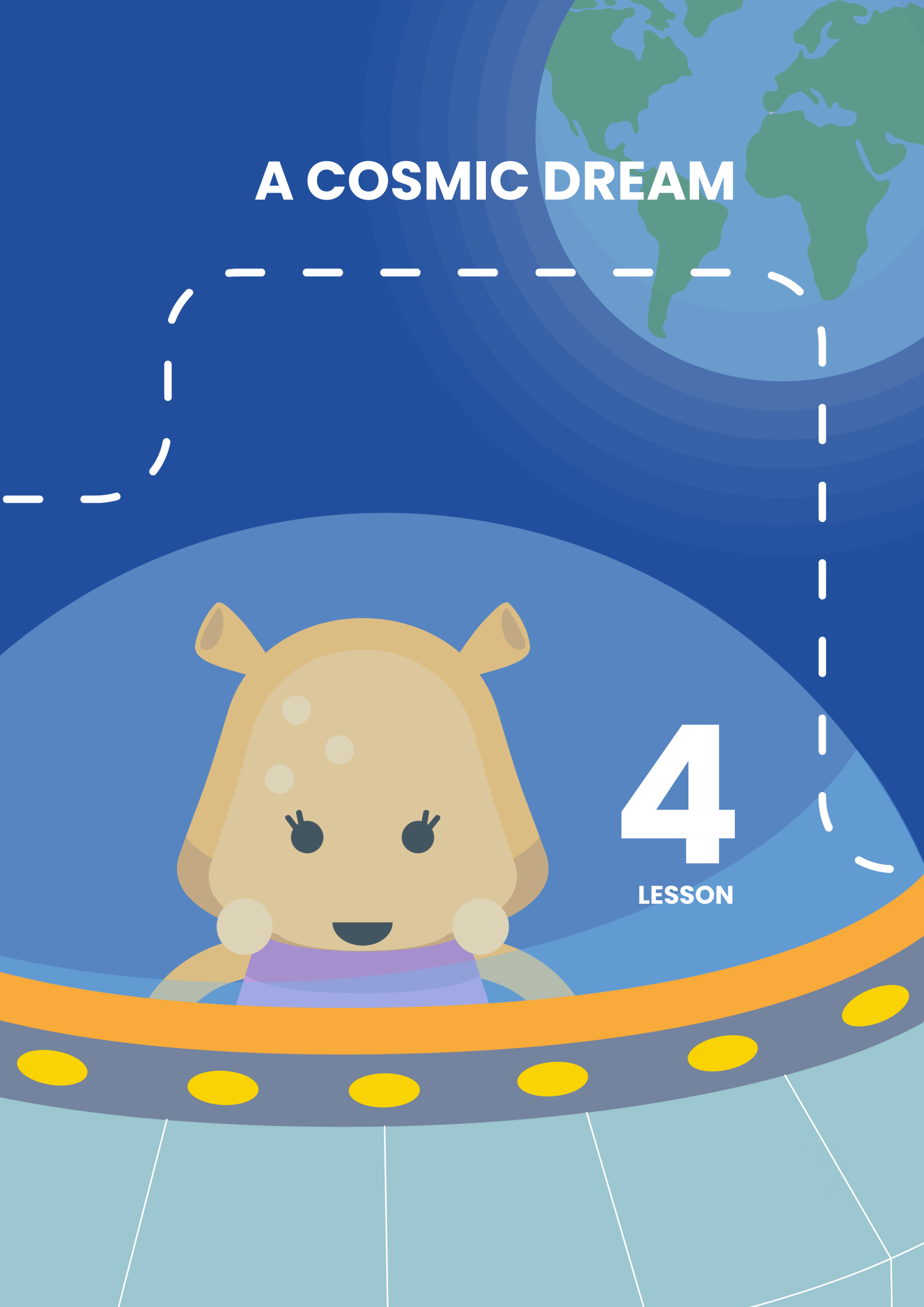
Step 3

The educator will guide the discussion among the children, directing it and encouraging them to address all the steps carried out in the lesson.

This step gives students the opportunity to reflect on their experiences during the main activity and Scratch coding. They will be encouraged to share their Scratch projects with peers, explaining how they used coding to convey messages of mutual help and cooperation. This sharing session will foster discussion on the creative ways they applied the concepts of kindness and community in their projects.

The teacher will then summarize the key concepts of the lesson, reinforcing the importance of mutual aid and empathy. Students will be encouraged to take these lessons beyond the classroom and continue helping others in their daily lives.

A COSMIC DREAM



4

LESSON

Section of the map

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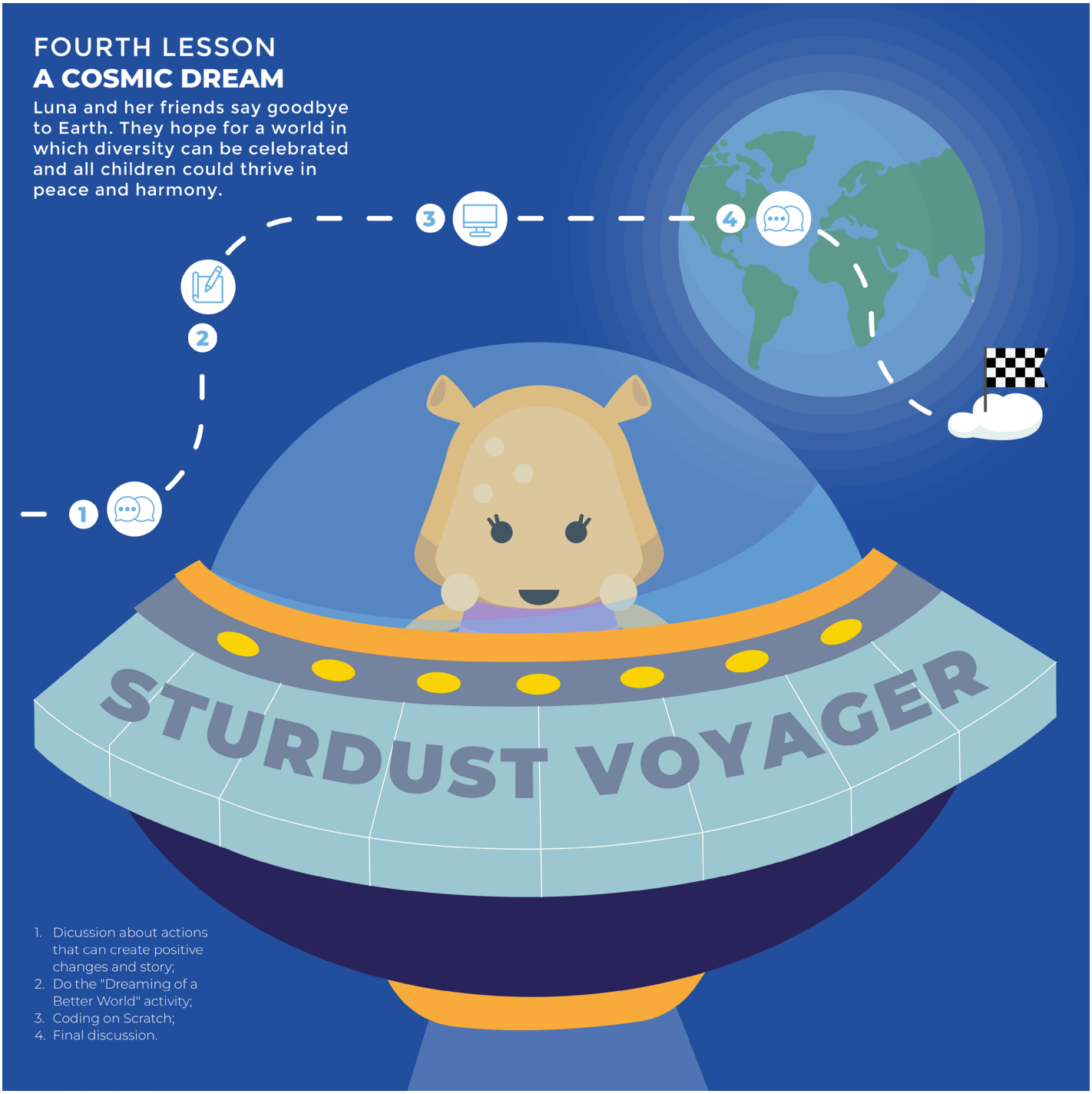
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Envision and articulate ideals for a better world. Students will creatively express their vision of a better world, emphasizing core values like kindness, friendship, equality, and inclusivity. They will explore how these ideals can shape a more harmonious and respectful society through discussions, art, or storytelling;
- Reflect on the role of individual and collective action. Students will explore how both individual efforts and collective action can drive positive change within their communities. By reflecting on real-world examples of social change, they will understand the importance of teamwork, solidarity, and responsibility in addressing again issues like inequality and injustice;
- Develop a sense of agency and empowerment. Students will develop a strong sense of personal agency, recognizing their power to contribute to a better world. Through hands-on projects and community involvement, they will gain confidence in their ability to make a difference, realizing that even small actions can help create a more just and inclusive society.

Necessary aspects

The story and its steps require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- newspapers, magazines, paper sheets, pencils, scissors and glue.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.)
The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The first 10 minutes will be dedicated to a short introduction of the topic and to the storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

MAIN ACTIVITY - 20 min

The educator introduces the "Dreaming of a Better World" activity where students have to imagine and illustrate their ideals for a better world.

CODING ON SCRATCH (STEP 2) - 20 min

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

REFLECTION AND SHARING (STEP 3) - 10 min

This phase allows students to reflect on this part of the project (including steps 1 and 2) and share their achievements. Children will also be able to summarize the key concepts of the lesson, highlighting the im-portance of working together to create a better world.

4

A cosmic dream

Step 1

The educator reads carefully the story to the children encouraging them to participate.
The educator will also use this phase to discuss with students their visions for a better world and the role of individual and collective actions in creating positive change, which is the learning objectives for the lesson.

As their cosmic journey came to an end, Luna and the Star Seekers looked down at Earth with hopeful eyes. They dreamed of a world where everyone was friends, where nobody felt left out, and where everyone had what they needed to be happy. Luna knew that dreams can come true if we all work together to make them real.

With their hearts full of hope, Luna and her friends said goodbye to Earth and flew back into space. They promised to spread kindness and friendship wherever they went, knowing that even small acts of love can change the world.

MAIN ACTIVITY

The educator conducts the "Dreaming of a Better World" activity where students imagine and illustrate their ideals for a better world.
The educator will Provide materials and support as students express their visions through drawing or writing.

Dreaming of a Better World

Students will start by closing their eyes and engaging in a guided visualization, imagining their ideal world - one filled with kindness, friendship, equality, and mutual help. They will be encouraged to think about what a world without discrimination, where everyone is treated with respect and empathy, would look like.

Afterward, students will express their visions through creative outlets, such as drawing, writing, or crafting collages that capture their dreams for a better world. They will include concepts like helping others, fostering friendships, and promoting inclusivity.

Once completed, students will share their visions with the class in a supportive group discussion. Together, they will brainstorm practical steps they can take in their school and community to begin making these dreams a reality. This collaborative reflection will inspire students to take action and realize the power of collective effort in creating positive change.

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the fourth chapter of the dedicated additional pamphlet called ***MAT7. Coding literacy for the lessons***.

Step 3

The educator will guide the discussion among the children, directing it and encouraging them to address all the steps carried out in the lesson.

This step allows students to reflect on their dreams and experiences from both the main activity and their Scratch coding projects. The educator will encourage students to share their Scratch projects with their peers, discussing the creative ways they conveyed messages of hope, positivity and building a better world. There will also be a group discussion where students can exchange ideas on how technology can be used to promote these values.

Finally, the class will summarize the key concepts of the lesson, reinforcing the importance of working together for a more inclusive and kind society, and the educator will encourage students to continue pursuing their vision of a better world beyond the classroom.

PARTNERS

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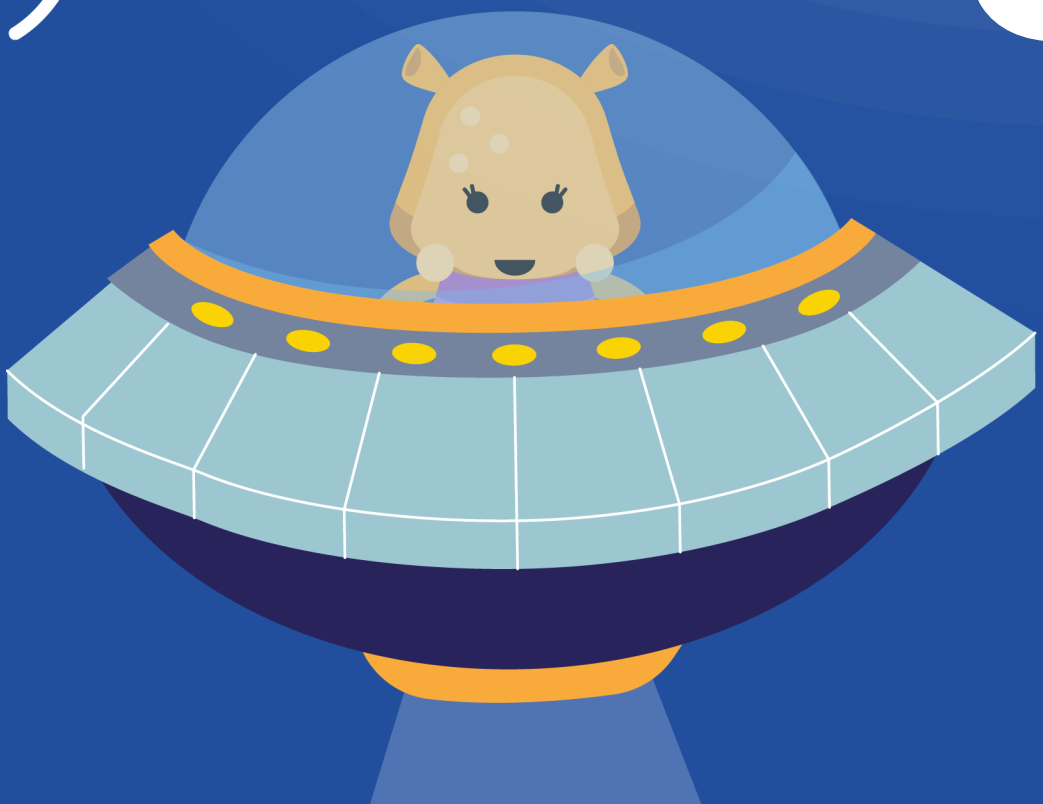

Main partners

ROMANIA

EuroEd Primary School includes a Kindergarten and a primary school. Both are accredited by the Romanian Ministry of Education. It promotes the EU dimension of education and it also encourages multiculturalism and multilingualism by providing education to children of different nationalities or ethnic groups.

ITALY

Sapienza University of Rome, (**Department of Planning, Design, Technology of Architecture**). Sapienza was founded by Pope Boniface VIII in 1303. It's one of the oldest universities in the world and the second largest University in EU, with 11 faculties, 63 departments, 111.000 students and more than 4.700 professors.

All partners

ITALY

The CISL Scuola (Confederazione Italiana Sindacati Lavoratori - Scuola) is the union of the staff of primary and nursery schools, secondary schools and vocational training of the CISL. It was founded in 1997 by the union of SINASCEL (National Union Elementary School) and SISM (Italian Union of Middle School).

ITALY

Pixel is an education and training institution based in Florence (Italy). Pixel was founded in 1999. Pixel's mission is to promote an innovative approach to education, training and culture, this is done mostly by trying to exploit the best potential of ICT for education and training.

PORTUGAL

The **Agrupamento de Escolas Miguel Torga** is a school located in Bragança, Portugal, an inland city of the country. The school consists of three buildings, two for preschool and elementary school and one for secondary and high school. There are 88 teachers, 2 psychologists and also a speech therapist.

SPAIN

Esciencia is an SME based in Zaragoza established in 2006 as a spin-off of the University of Zaragoza. **Esciencia Eventos Cientí icos S.L.** is dedicated to the management and organization of science dissemination projects. The company offers both consulting services and the design of educational programs.

BULGARIA

Zinev Art Technologies Ltd. is a company developing, implementing and managing European projects and providing consultations in the spheres of culture, art, Internet-based activities and education, VET, e-learning and school education development, as well as regional development.

EduMat

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