

Over The Cuckoo's Nest: Raising Awareness Of LGTBIQ+ Reality at School Through Language and Music. A Case Study of a Cooperative Interdisciplinary Project

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Abstract

LGTBIQ+ shows a social reality academic curriculum need tackle to raise awareness of the multi-faceted social reality of today. Often vague, often difficult to address, LGTBIQ+ stretches across curricular constraints which pose various demands when teachers and students attempt to respond to satisfactorily. Nonetheless, more complex pedagogical processes involving teachers, students, contents, methodologies, and skills are needed to bridge new social and academic grounds to transform students into competent and knowledgeable assets with a creative critical mind. Furthermore, civic education and gender equality-based awareness enhances students' critical thinking and assertive adaptation to equality and motivation to become active educators across different school fields of knowledge. The current paper analyzes a cooperative interdisciplinary PBL —*Project-based Learning*— project based upon body percussion and literary production as an instrument to raise awareness of LGTBIQ+ at school and further social scenarios through a flexible student-based and response-based methodology to ensure self-sustained engagement and motivation as well as meaningful learning enhancement while breaking away from the limitations of traditional pedagogy.

Keywords: active pedagogies; cooperative and interdisciplinary methodology; gender studies; LGTBIQ+; motivation studies; PBL