

CONEXIÓN ADICCIOFF

this is not a game



TEACHING FRAMEWORK



Colabora: 

Organiza: 



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1

The **37th Grupo Social ONCE School Contest** is an educational awareness programme that helps to promote values such as solidarity and critical thinking, giving an active role to pupils and promoting cooperative work to achieve equal opportunities for all people. This contest coincides with an unprecedented back-to-school experience and the academic year comes in the wake of the confinement due to the COVID-19 pandemic, meaning that everyone is emerging from a period during which technology has been crucial.

**1.1. What is Grupo Social ONCE?** 

Grupo Social ONCE is the world's largest generator of social and employment services for people with disabilities in Spain. Its priorities are to achieve full inclusion and access to an independent life for blind and otherwise disabled people in Spain and around the world – in the broadest sense – with a model that adds sustainable value to society, to drive and lead the social economy and to show that economic and social returns are compatible. To achieve its priorities, it gives particular support to education, continuing education, employment, and accessibility.

It has three areas of action:



ONCE

An organisation that sets a high bar in terms of real inclusion and independence for blind and severely visually impaired persons in all areas of life. It does this by reinvesting all its income in social services.

Fundación ONCE

This body was created by the organisation in 1988 to promote cooperation and social inclusion of people with disabilities based on training, employment, and universal accessibility.

Ilunion

This unifies all ONCE and Fundación ONCE activities in a leading socio-economic lever of the social economy, with presence in five major business areas: services, hospitality and catering, consultancy, social healthcare, and marketing.

Source: SHARED VALUE Report | 2019

1.2. The ONCE School Contest

The main objective of the ONCE Social Group School Contest is to raise awareness among today's students of the importance and need for equal opportunities for people with and without disabilities (equal opportunities in all situations, including work, education, mobility, Internet, access to public spaces, leisure, access to information, etc.).

The demand for recognition of diversity and inclusion must begin with the students themselves, who are real agents of change who carry values back to their families.

This time, technology will be at the heart of the contest since it is extraordinarily useful in our lives when used correctly. During the lockdown, it became apparent that new technologies have come to stay and that they make life much easier for us. They are invaluable, extraordinary tools that bring family and friends together, allow us to continue studying and working, provide us with entertainment and keep the economy ticking.

Besides, digital technologies are tools used by people with visual impairments to access information and are essential for training and learning. Technology is a communication tool that allows visually impaired people to interact with the rest of the world without the need for intermediaries. Younger users use technology for social purposes. Students can participate and share things with their colleagues during activities, for conversations about the things that interest their age group, social networks, music, forums, chats, etc. It is a leisure tool that gives access to reading materials, music, movies, and other services linked to the Internet, etc. It is a tool that allows people with visual impairment to enjoy great personal autonomy and independence from others.

That is why, during the 2020-2021 academic year, we want to convey the message that **technology is our friend if we use it properly, but that misusing it has unwanted risks and consequences.**

This time, we are challenging students **to create an awareness-raising campaign with the slogan: "ConexiÓN/ AdicciOFF. This is not a game"**. To do this, we invite you to turn your classroom into a 'marketing agency' where students, the advertisers, want to raise awareness that technology is not to be taken lightly. They will create radio pieces, mupis (posters on urban stands) and an advertisement, using active methodologies that will make them the stars of their own campaigns.

Under the umbrella of this theme, we can work transversally, by enriching and encouraging the creativity of all the children and adolescents in the classroom, fostering teamwork, and improving the relationships between them and with those around them.

1.3. ONCE, accessible education and technology

The implementation of digital technologies in classrooms is accompanied by the parallel development of educational applications, by both public and private entities, where teaching resources are incorporated with curricular contents from the different stages and levels of teaching.

An initial analysis of the most representative teaching resources included in the different educational platforms revealed that a high percentage of

them were not accessible to tools used by students with visual impairments, whether or not they are tyflotechnics or specific software or hardware.

The introduction of these teaching resources in the classroom at an increasing rate made it necessary for ONCE to start cooperating with public and private bodies and the teams developing these resources, working together to achieve the proposed objectives, since non-accessibility to these resources would case a serious inclusion problem for students with visual disabilities. To do this ONCE has been working on teaching basic skills and strategies for students to manage digital technologies, and on ensuring that they make responsible use of them. Work is being done on promoting the accessibility of computer applications.

Initially, accessibility standards have focused on Internet pages but not on educational content programmes. The adaptation of screens, graphics, figures, videos, etc., in many cases, required more than mere descriptive labelling and the inclusion of alternative texts.

In light of the situation, ONCE considered it necessary to create a working team to address this problem, the ONCE Working Group on Accessibility to Digital Educational Contents (ACCEDO Group). This team is made up of professionals from different educational and technical fields to meet needs that arise for adapting materials on digital technology. The group consists of primary and secondary teachers, tyltechnology and Braille instructors, materials adaptation techniques, computer science and psycho-pedagogues.

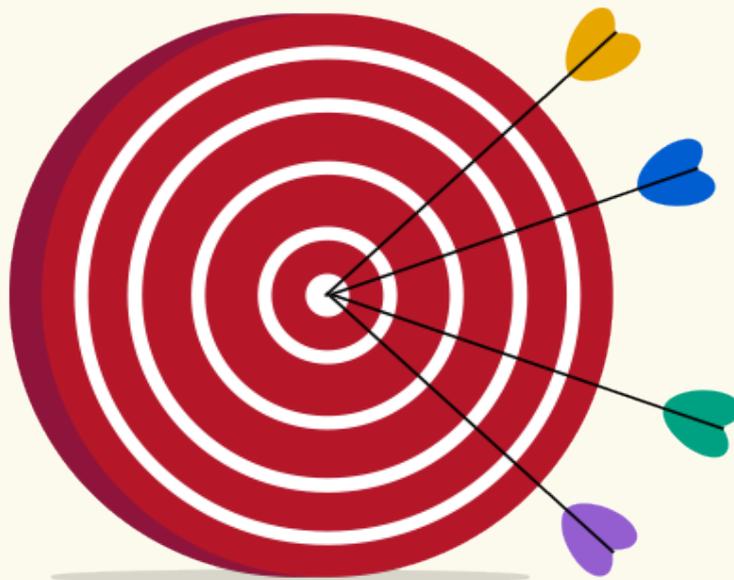
From the ONCE Department of Education, Employment and Braille, Department of Educational Care, the ACCEDO Group provides A CATALOGUE OF ACCESSIBLE APPLICATIONS FOR VISUAL DISABILITY IN INCLUSIVE SCHOOLS. (See appendix)



2

While technology is a useful tool for people with and without disabilities, there is growing social concern concerning their misuse, particularly by minors. However, we believe that the awareness message is not as effective when it comes from adults. That's why this time we wondered what would happen if we made the students themselves responsible for raising awareness of the importance of using technology properly among their peers?

The idea is to raise awareness of the different ways of analysing reality (Social and Civic Competence), to steer our students along the path to becoming responsible citizens of the future, coherent and consistent with their actions. We will also work with new technologies to show students how to make good use of it (Digital Competence), encouraging creativity and letting them be the creators and protagonists of the final product (Sense of Initiative and Entrepreneurship), working as a team to build relationships.



2.1. Objectives



- Encourage the development of social skills, individual responsibility, and group cohesion by improving interactions between students and cooperative culture in the classroom.
- Develop students' creative capacities (through active methodologies and innovative pedagogies). It is a great cross-cutting and enriching educational opportunity.
- Foster education in values.
- Allow students to lead a national movement to raise awareness among a society of technology addition.

2.2. Classroom education in values

- It encourages and strengthens social interaction.
- It encourages learning in values by training students to be responsible citizens.
- It develops empathy. Standing in another person's shoes enriches the perspective of social reality.
- It strengthens camaraderie and the desire to collaborate. Helping others and receiving help boosts self-esteem and a feeling of belonging.
- It strengthens pro-social behaviour, allowing students to acquire a clear social commitment, with tolerance and respect for all people.
- It facilitates emotional education in the classroom, enhancing students' interpersonal intelligence..



TYPE AND FORMAT OF PARTICIPATION

3.1. The radio advertisement. Categories A, B and E

A participative task consisting of creating a radio advertisement (lasting a maximum of one minute) **capable of transmitting a message on the proper use of technology by minors.**

In the classroom, you can work through the various methodologies proposed to promote student creativity and autonomy.

The winning entries in the national phase (radio advertisement, billboard, and spot) will be part of the advertising campaign, which will transcend the classroom, so they may be modified or adapted to create a cohesive whole.

3.1. How to upload work to the website

The work must be submitted online through the Private Teachers' Area as an attachment in .MP3, .MP4, .WAV, .ACC or .3GP format:

<https://www.concursoescolaronce.es/login/>

To upload the work, you will have to use with the e-mail you registered with and the password. If you do not have the password, you can recover it by clicking on this link:

<https://www.concursoescolaronce.es/recuperar-contrasenia/>

The radio advertisement must have a title and, to make it more accessible, the radio ad script must be attached in Word or pdf format.



4

We want the 37th ONCE School Contest to raise awareness of the importance of making good use of ICT following the applicable law.

Organic Law of 9 December 2013 for the Improvement of Educational Quality (LOMCE)

Royal Decree 126/2014, of 28 February, establishing the basic primary education curriculum.

Article 7. Primary Education Objectives

The Primary Education programme will help children to develop capacities to >

- a) Learn about and appreciate values and rules for living together, learn to act accordingly, prepare for active citizenship and respect for human rights, as well as the diversity of a democratic society.
- b) Know, understand, and respect different cultures and differences between people, equal rights and equal opportunities for men and women and non-discrimination of persons with disabilities.
- c) Develop emotional skills in all areas of the personality and relationships with others, and an attitude contrary to violence, to prejudice of all kinds and to sexist stereotypes.
- i) Start using information and communication technologies for learning, developing critical abilities toward messages received and prepared.
- j) Use different representations and artistic expressions and start learning to construct visual and audiovisual proposals.

Article 9. Process of learning and individualised attention

d) The educational intervention must include the principle of student diversity, understanding that in this guarantees everyone's development while providing personalised attention according to individual needs.

Article 10. Transversal elements

1. Notwithstanding a specific approach in some subjects in each stage, reading comprehension, oral and written expression, audiovisual communication, Information and Communication Technologies, entrepreneurship and civic and constitutional education are worked on in all subjects
2. Education boards must promote the quality, equity and educational inclusion of persons with disabilities, equal opportunities and non-discrimination based on disability, flexibility measures and methodological alternatives, curricular adaptations, universal accessibility, design for all, attention to diversity and all measures necessary to ensure that students with disabilities have access to quality education with equal opportunities.

4.1. Key Competencies

Regarding the law on key competences in Article 2.

| LINGUISTIC COMPETENCE | |
|-----------------------|---|
| Know | Understand the diversity of language and communication according to the context |
| | Distinguish between the different functions of language |
| | Know the main characteristics of different styles and registers |
| | Use of appropriate vocabulary |
| | Learn the grammatical concepts needed to make the final product |

COMPETENCIA LINGÜÍSTICA

| | |
|-----------------------|--|
| Know-how | Express themselves orally in a variety of communicative situations |
| | Understand different types of text |
| | Find, gather, and process information |
| | Express themselves in writing in different ways, formats and supports |
| | Monitor and adapt each response to the different registers of any given situation. |
| Know how to be | Be willing to engage in critical and constructive dialogue |
| | Recognise dialogue as the main tool for coexistence |
| | Interact with others correctly |
| | Be aware of the impact of language used on others |

LEARNING TO LEARN

| | |
|-----------------------|--|
| Know | Understand the processes involved in learning |
| | Acknowledge what one knows and does not know |
| | Know the specific discipline and content of the task |
| | Understand the different strategies available for performing a task |
| Know-how | Carry out task planning strategies |
| | Carry out strategies to monitor the actions that are being carried out |
| | Carry out strategies to evaluate the outcome and the process that has been carried out |
| Know how to be | Self-motivation for learning |
| | Have the need and curiosity to learn |
| | Feel identified with the process and outcome of learning |
| | Have a perception of self-efficacy and self-confidence |

SOCIAL AND CIVIC COMPETENCES

| | |
|-----------------------|--|
| Know | Understand accepted codes of conduct in different societies and environments |
| | Understand the concepts of equality, non-discrimination between men and women, and different ethnic or cultural groups |
| | Understand the intercultural and socio-economic dimensions of European societies |
| | Understand the concepts of democracy, justice, equality, citizenship, and human rights |
| Know-how | Communicate constructively in different settings |
| | Show tolerance |
| | Show solidarity and interest in solving problems |
| | Participate constructively in community activities |
| | Make decisions in local, national, and European contexts by voting. |
| Know-how to be | Have an interest in socio-economic development and its contribution to improving social welfare |
| | Be willing to overcome prejudice and respect differences |
| | Uphold human rights |
| | Participate in democratic decision-making at all levels |

AWARENESS AND CULTURAL EXPRESSIONS

| | |
|--------------------|---|
| Know | Awareness of cultural heritage |
| | Differentiate between genres and styles in the fine arts |
| | Be aware of the different artistic-cultural manifestations of everyday life |
| Saber hacer | Apply different skills vis-a-vis thought, perceptive, communicative, sensitivity and aesthetics |
| | Develop initiative, creativity, and imagination |
| | Be able to use different materials and techniques in product design |
| Know-how | Respect the right to cultural diversity, dialogue between cultures and societies |
| | Value freedom of expression |
| | Have interest, appreciation, respect, enjoyment, and critical appreciation of artistic and cultural works |

SENSE OF INITIATIVE AND ENTREPRENEURSHIP

| | |
|----------------|---|
| Know | Know the opportunities for personal, professional, and business activities |
| | Understand the functioning of companies and business organisations |
| | Design and implement a plan |
| Know-how | Know how to analyse, plan, organise and manage |
| | Adapt to change and solve problems |
| | Know how to communicate, represent, and present |
| Know how to be | Act creatively and imaginatively . |
| | To be initiative, interested, proactive and innovative in both private and social life and in professional life |



ACTIVE, DYNAMIC GROUP METHODOLOGIES 🔍

This teaching material has been developed based on innovative methodologies, promoting students' personal initiative and autonomy from a competency and multidisciplinary point of view.

The dynamics proposed throughout the teaching units develop the capacities of all students and reveal their potential.

During the programme, children can let their imaginations fly free, fostering creativity and critical thinking.

Dynamics based on Cooperative Learning form a cohesive classroom group and foster competence in learning to learn. Besides, the Flipped Classroom model reinforces the valuable time spent in the classroom. Acquiring social attitudes and competencies allows students to assert their ideas and motivations, empowering them toward leadership and instilling the competence of sense of initiative and spirit of entrepreneurship.

After a process of reflection and communicative abstraction, students will translate the benefits of the use of technology into **the radio advertisement**.



6.1. Unit index 🔍

1. RESPONSIBLE USE OF ICTS
 - 1.1 Context of the subject
 - 1.2 Awareness campaign: **ON AIR**

2. CONTEXT
 - 2.1 Introduction-motivation: **Watershed in the art of communication**
 - 2.2 Previous knowledge: **Radio gaga**
 - 2.3 Advertising language: **Your own radio advertisement**

3. FINAL PRODUCT: Radio advertisement (1')
 - 3.1 Final product: **Only 60 seconds**

4. TESTING
 - 4.1 **Scoring guide** for evaluating the radio advertisement.
 - 4.2 **Kahoot o Socrative** to assess student proficiency

6.2. Development of the teaching unit 🔍

The students will produce a **radio advertisement** (no more than one minute long) as the end product. The ad must communicate a message to society about **the importance of making responsible use of technology and the risks associated with its misuse.**

To assist teachers, material about the modified IS4K (Internet Segura For Kids (Safe Internet for Kids) by the National Centre for Internet Safety for Minors) is included as well as a **.ppt presentation** and a brief **user guide.**

Through carrying out the activities, the students will acquire all the necessary knowledge to perform the jobs done by an advertising agency to produce a radio advertisement to submit as their entry in the contest.

They will discover the impact of radio as a means of communication and its current boom thanks to music streaming services like Spotify and downloading podcasts...

The radio advertisement can be recorded using a mobile phone or any other device. However, there are also specific programmes for this purpose. The message they devise will be broadcast to society, and it will underscore the importance of making proper use of ICTs and their benefits and dangers through a message to raise awareness.

Each activity is designed to develop the students' creativity, enhance their skills, and provoke critical thinking through group dynamics that improve their relationships and ability to socialise to understand the power of inclusion and empathy and the importance of teamwork.

It will be an opportunity to explain the physical and mental impact of excessive use of technology, to analyse how it can interfere with people's health and rest, and even with the quality of personal, family, and social relationships and school performance.

The importance of observing standards of politeness and good use guidelines determined for community coexistence will be emphasised. Through the content designed on this subject, students will learn information to help us to identify addiction to technology assess the usefulness of establishing rules, guidelines, and timetables for preventing and managing it.

The activities will be addressed using different methodologies based on Cooperative Learning, Flipped classroom, training evaluation... and through the use of ICT as a tool of the teaching-learning process, using digital applications such as Ed Puzzle, YouTube, Google forms, PPT, Socrative, Kahoot, Mentimeter...

