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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 an entertainment 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

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 cause 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. 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 about 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 the student body itself were to educate their peers in making good use of technology?

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.
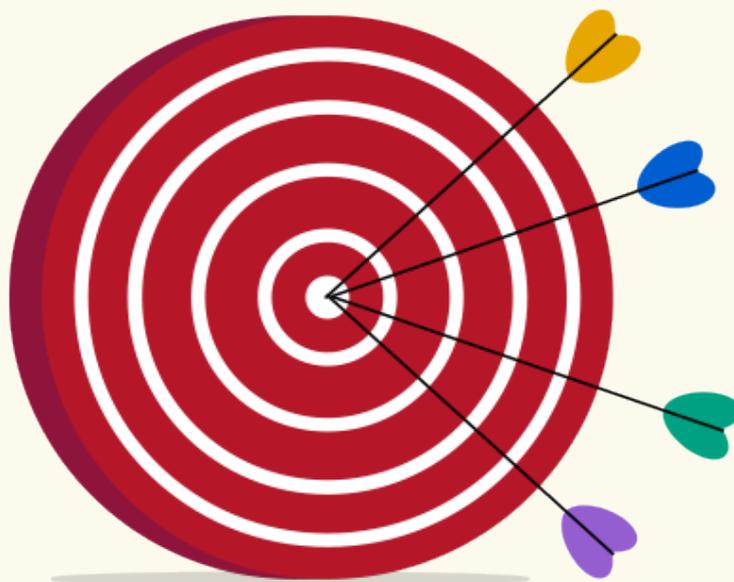
2.1. Objectives

• 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 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.

3 TYPE AND FORMAT OF PARTICIPATION 🔍

3.1. Advertising Mupi Category C 🔍

A participative task that consists of creating an advertising poster (known as a mupi, these posters are displayed on columns in city streets) **capable of transmitting a message <u>on the proper use of technology by minors.</u>**

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, poster, and advertisement) 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 to:

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 mupi advertisement format will be .jpg and portrait orientation with a maximum weight of 2MB. It must have a title and, to facilitate accessibility, it must include an audio-description with a maximum duration of one minute.

2MB

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 1105/2014, of 26 February, establishing the basic secondary education and Baccalaureate education curriculum..

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Article 10. Objectives of Compulsory Secondary Education and Baccalaureate education.

Compulsory Secondary Education must contribute to the development of the capacities of children that allow them to:

a) Accept their duties responsibly, understand and exercise their rights by showing respect to others, be tolerant, cooperate and show solidarity with people and groups, use dialogue to uphold human rights and equal treatment and opportunities between women and men, such as the values shared in a diverse society and prepare them to exercise democratic citizenship.

b) Develop and consolidate discipline, study, and individual and teamwork habits as a necessary condition for the effective completion of learning tasks and as a means of personal development.

c) Appreciate and respect the differences between the sexes and equal rights and opportunities between them. Reject discrimination between people based on sex or any other personal or social condition or circumstance. Reject stereotypes involving discrimination between men and women, as well as any form of violence against women.

d) Strengthen emotional abilities in all areas of the personality and relationships with others, rejecting violence and prejudices of all kinds, sexist behaviours and peacefully resolve conflicts.

e) Develop basic skills in the use of information sources to acquire new knowledge using critical judgement. Acquire basic training in the field of technologies, particularly information and communication technologies.

g) Develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative, and the ability to learn, plan, take decisions and assume responsibilities.

l) Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.

Article 16. Organisational and curricular measures to promote diversity and the flexible organisation of teaching.

1. It is the responsibility of education boards to regulate diversity, organisational and curricular measures, including measures to attend to students with specific needs for educational support, that allow schools, in the exercise of their independence, flexible organisation of teaching.

2. Among the attention to diversity measures, the following ones will be considered: curricular adaptations, joining subjects into fields, support in the mainstream group, splitting groups, specific subject offer, learning and performance improvement programmes, and other personalised attention programmes for learners with specific needs for educational support. Therefore, schools will have autonomy to organise the groups and subjects in a flexible manner and to adopt the measures to pay attention to diversity as appropriate to the characteristics of their students and that allow the best use of the resources available to them. The diversity measures adopted by each school will form part of its educational project, in accordance with Article 121.2 of Organic Law 2/2006, of 3 May, on education.

Article 6. Transversal learning

1. In Secondary Education, notwithstanding the need to address some of the subjects of each stage, **reading comprehension, oral and written expression, audiovisual communication, Information and Communication Technologies, civic and constitutional entrepreneurship and education will be worked on in all areas.**

2. Education boards must promote the development of effective equality between men and women, the prevention of gender-based violence against persons with disabilities and the values inherent in **the principle of equal treatment and non-discrimination** based on any personal or social status or circumstances.

Compulsory Secondary Education and Baccalaureate curricula will include curriculum elements related to sustainable development and the environment, risks of sexual exploitation, **abuse and mistreatment of persons with disabilities, hazardous situations arising from the inappropriate use of Information and Communication Technologies,** and protection from emergencies and disasters.

Compulsory Secondary Education and Baccalaureate curricula will incorporate curriculum elements oriented to the development and strengthening of entrepreneurship, acquisition of competences for the creation and development of the different types of companies and promotion of equal opportunities and respect for entrepreneurs and business ethics. Educational boards must encourage measures for students to participate in activities that strengthen their entrepreneurship based on skills such as creativity, autonomy, initiative, teamwork, self-confidence, and critical sense.

TEACHING FRAMEWORK | 1
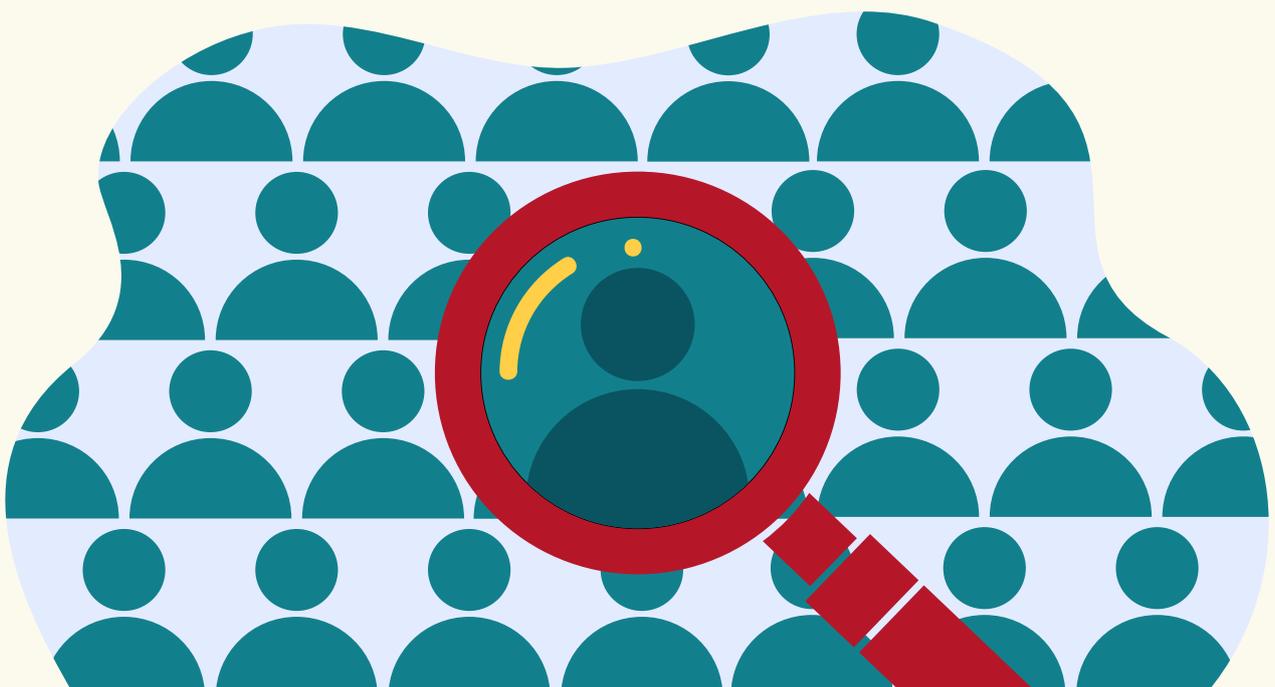
Regarding the law on key competences in Article 2.

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
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

TEACHING FRAMEWORK | 1

MATHEMATICAL COMPETENCE

Know	Statistics
	Mathematical representations
Know-how	Analyse graphs and mathematical representations
	Interpret and reflect on mathematical results
	Use and handle technological tools
	Make decisions based on evidence and arguments
Know how to be	Respect data and its truthfulness

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
	Use strategies to monitor the actions that are being carried out
	Use 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 crucial to the process and outcome of learning
	Have a perception of self-efficacy and self-confidence

TEACHING FRAMEWORK | ①

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

TEACHING FRAMEWORK | 1

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

5

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, students 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 through research based on the Flipped 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 the initiative and spirit of entrepreneurship.

After a process of reflection and communicative abstraction, the students will transmit the benefits or consequences of appropriate and inappropriate use of technology with **the advertising mupi.**

During the lockdown, it became apparent that new technologies have come to stay and that they make it extremely easy for us to communicate with others and enable the teaching-learning process. They have been essential to allow us to be in contact with our students every day. That is why we should raise awareness of the importance of using them properly as a valuable tool for carrying out the action.

6

SECONDARY SCHOOL TEACHING UNIT. 🔍

6.1. Unit index 🔍

6.2. Development of the teaching unit 🔍

The students will produce **a final product - a poster or advertising** *mupi* for a bus stop to send a message to society about **the risks associated with its misuse.**

TEACHING FRAMEWORK | 1

To do this, we will carry out an awareness campaign with an emphasis on technology addiction, supporting the activities proposed by IS4K (Internet Segura For Kids or the National Centre for Internet Safety for Minors). This is based on them seeing the video "The Phonbies" which uses the metaphor of the living dead to highlight the risks of abusive mobile use (addictive behaviour, social isolation, inability to relate to other people, etc.)

Through carrying out the activities, the students will acquire all the necessary knowledge to perform the jobs done by an advertising agency and to create the advertising mupi to send a message to society.

They will find out how an advertising agency works, learn about the roles of each of the people who work there, about different types of advertising, and how to transmit a powerful message that will have a visual impact on the target audience.

Each activity is designed to develop the students' creativity, enhance their skills, and provoke critical thinking through group dynamics that improve the 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 work with information to help them to identify addiction to technology and to assess the usefulness of establishing rules, guidelines, and timetables for preventing and managing it.

The final part will be a presentation of the product through the technique chosen by the students (digital artefact, paper support, photography...)

There will be a scoring guide to help them to assess the most important items to consider in the content, creativity, and originality of the poster. This will be used to mark the project and will also help the students to produce a quality product.

The students will work on the activities using different methodologies based on Cooperative Learning, thought routines and skills, graphic organisers, training evaluation... and with ICT as a tool for the teaching-learning process, using digital applications such as Socrative and Kahoot.