

# **TEACHING UNIT 1. TEACHING FRAMEWORK**

## **CATEGORIES D**

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## **1. INTRODUCTION**

Welcome to the 36th ONCE School Competition, an educational awareness programme organised by ONCE, which aims to promote values like solidarity and critical thinking, the active role of students and collaborative work to achieve equal opportunities for all.

This time we are going to put you at the centre of a great event. We are going to host the World Blindness Summit! An international meeting to be held in Madrid in June 2020. Delegates from 190 countries are expected to be there representing 285 million blind people all over the world. You and your students will play a very important role! Because we are counting on them to champion an international movement for inclusion.

That's why we are inviting you to work with your students on inclusion, diversity and disability and to adopt a motto: "ONCE upon a time. Everyone's view" where we will take tackle inclusiveness with a flag to give visibility to all.

We want you and your students to work and use all their creativity to design the flag (Primary, Secondary and Special Education) and compose the anthem (High School and Vocational Training, Intermediate Vocational Training) of the movement for inclusiveness and social transformation, which we will present at the World Blindness Summit Madrid 2020.

In the 36<sup>th</sup> competition and the 2019-2020 academic year, we have before us an opportunity to come together as a group and move forward as a social movement that advocates the inclusion of all members of society, which we want to be open, empathetic, multicultural and diverse.

### **ONCE UPON A TIME, EVERYONE'S VIEW**

#### **1.1 The social group eleven. projects and initiatives**

The main objective of the ONCE Social Group Competition for Schools is to raise awareness among the students of today (the politicians, architects, scientists and teachers and other important figures of the future) of the importance and need to

guarantee equal opportunities for people with and without disabilities (equal opportunities in all situations: work, education, mobility, Internet access, access to public spaces, leisure, access to information, etc.). It is the students themselves who need to demand diversity and inclusiveness, since they are the true agents of change who transmit these values in the family.

But the work of the ONCE Social Group goes beyond this goal, participating in many projects of all kinds to ensure the inclusion of all people, in all social sectors, particularly in the areas of training and employment.

The ONCE Foundation for Cooperation and Social Inclusion of Persons with Disabilities was created in February 1988, by agreement of the General Council of the ONCE, and was launched to society in September the same year as an instrument of cooperation and solidarity of Spanish blind people with other groups of people with disabilities to improve their living conditions.

Right from the start, the organisation for the blind has been supportive to other groups of people with disabilities, depending on its possibilities at the time.

As well as founder organisation ONCE, the ONCE Foundation includes the main organisations of people The CERMI (Spanish Committee of Representatives of People with Disability) is a platform that brings together the main Spanish organisations of people with disabilities. It has more than 3,000 member associations and bodies, that represent the 3.8 million people with disabilities and their families that exist in our country.

Between its foundation in 1988 and December 2018, ONCE Foundation supported more than 41,245 projects, submitted by natural and legal persons.

ONCE Foundation and ONCE share the same values: Communication, Solidarity, Confidentiality, Equity, Trust, Honesty, Humility, Respect, Commitment, Professionalism and Responsibility.

Sources: ONCE Foundation



Actividad Social de Fundación ONCE en cifras 2018

## 1.2 The world blindness summit in madrid

From 19 to 24 June 2020, Madrid will host the Joint General Assembly of the World Blind Union (WBU) and the International Council for Education of People with Visual Impairment (ICEVI).

These two events will coincide with TifloInnova, one of the largest global fairs featuring accessible technology for blind people. It is expected that delegates from 190 countries will be there, representing the 285 million blind people all over the world!

We want the 36th competition to go a step further. We are inviting you to become standard bearers of the social movement for inclusiveness and with everyone's view, to inspire inclusiveness among children and adolescents from all over the world, giving the delegates that come to the World Blindness Summit in June 2020 the welcome that they deserve. Because we are going to be the world capital of blindness.

## **2. THE ELEVEN VALUES OF INCLUSIVENESS**

### **2.1 Encourage creative thinking to achieve an inclusive education**

Artistic expression is critical to the development of the personality of children and young people, because it is a means express their personal vision, idealised or critical, using sound, plastics and linguistic methods to communicate.

The 30th General Conference of UNESCO (1999) proposed work to encourage the use of artistic disciplines in child education. It has been shown that studying all the arts (not only the pictorial kind) fosters sensitivity in students' personalities that leads them develop a strong ethics, encourages more flexible mental development, and therefore encourages empathy and the ability to imagine themselves in another person's shoes.

Because creativity makes it possible to find solutions to problems, the artistic efforts that will be encouraged in the 36<sup>th</sup> edition will raise awareness and position the movement at the world Blindness Summit.

### **2.2 The eleven values of the inclusiveness**

1. We share the same nature.
2. Unconditional support.
3. The ability to understand others.
4. The ability to believe in yourself.
5. Improve. Move forward. Grow.
6. Without the team there is no job well done by joining our different skills.
7. It drives all brilliant actions.
8. The quality of being capable.
9. Overcoming limits.
10. Far beyond courage.
11. Appealing to universality.

### 3. WHY PARTICIPATE? BENEFITS AND SKILLS ACQUIRED

Sharing the situations of people who are different, working on empathy by putting them in another person's shoes and understanding the limitations or possibilities of action, are aspects that will help students to grasp the key elements of people's quality of life (*knowledge of and interaction with the physical world*) and be aware of the existence of different viewpoints for analysing reality (*social and civic competence*), with the objective of developing students into responsible citizens of the future, coherent and consistent with their ideas.

#### 3.1 Lines of action

This 36th edition is divided into four areas of action:

- **FEELING:** perceiving, interpreting and understanding the world surrounding the students, by imagining themselves in the shoes of people with disabilities, people who are excluded from society, to discover how to create a movement that demands an inclusive world where nobody feels persecuted, despised, or forgotten.
- **IMAGINING:** exploring possibilities, devising a social movement to promote inclusiveness that will keep the world moving forward to create a future where people disabilities have the same rights as those without disabilities.
- **ACTING:** moving from imagination to action, by making the flag or composing an anthem as an agent of change in their surroundings as leaders of a movement for inclusiveness and hosting a meeting representing 285 million blind people all over the world.
- **SHARING:** presenting the work submitted to the competition to their classmates, teachers and families, and to the local media and government, and, of course, to international visitors at the World Blindness Summit.

#### 3.2 Why participate? Benefits and skills acquired

- Helps to strengthen the group-classroom relationship during the first quarter as part of your classroom plan.

- It develops students' creativity (through active methodologies and innovative pedagogy). It is an opportunity to benefit from a great cross-cutting and enriching educational experience.
- It promotes education in values.
- It gives students the opportunity to feel an integral part of the World Blindness Summit. A unique event of its kind, spearheading an entire international movement for social inclusion.

### **EDUCATING IN VALUES IN THE CLASSROOM. BENEFITS AND SKILLS ACQUIRED BY STUDENTS.**

- Encourages and strengthens the social interaction which is necessary to achieve a diverse multicultural and inclusive society.
- Promotes the acquisition of values, enabling students to become responsible citizens.
- Develops empathy. Putting yourself in another person's shoes gives a more accurate perspective of the social situation.
- It encourages camaraderie and the desire to collaborate. Giving and receiving help increases self-esteem and a sense of belonging.
- It strengthens prosocial behaviour, allowing students to make a clear social commitment with tolerance and respect toward all people.
- It brings emotional education into the classroom, fostering students' Interpersonal Intelligence.

### **EDUCATING IN VALUES IN THE CLASSROOM. BENEFITS TO SOCIETY.**

- Empathic society. More sympathetic and willing to meet the needs of minority social groups, advocating for social equality.
- Participatory society. Fairer and egalitarian to take committed action in cases of discrimination and conflict.
- Flexible society. More tolerant and open to dialogue to respond to the demands of different social groups, from respect to diversity and difference.
- Dynamic society. More permeable and resilient to future changes and open to progress.

The jury will select the flag and anthem for the inclusiveness and social transformation movement from the competition entries and it will be presented at the **World Blindness Summit Madrid 2020**.

## **4. WHAT ARE WE PRESENTING THIS YEAR? TYPE AND FORMAT OF PARTICIPATION**

### **4.1 THE ANTHEM. Categories D.**

The work consists of composing lyrics of the anthem for inclusiveness. We will provide you with different backing tracks to choose from or to join together and compose lyrics. The song must be submitted with written lyrics and a title and must be more than 2.30 minutes long.

### **4.2 How to upload the work to the website**

Remember that you can always check the quick guide to participation.

Work to be done in the school competition.

## **5. LINKS TO THE CURRICULUM STAGES SECONDARY EDUCATION**

**5.1 LOMCE.** Royal Decree 126 / 2014, Of 28 December, Royal Decree 1105 / 2014, Of 26 December, which establishes the basic curriculum of primary education.

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**Article 6.** Cross-cutting elements.

- In Compulsory Secondary Education, notwithstanding its specific inclusion in some materials in each stage, oral comprehension, oral and written expression, audio-visual communication, information technology and communication of entrepreneurship and civic and constitutional education are dealt with in all the materials.
  - Boards of education encourage development of effective equality between men and women, prevention of gender violence or against people with disability and the values inherent to the principle of equal treatment and non-discrimination because of any personal or social circumstance.
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**Article 9.** Students with specific need for educational support.

Educational bodies foster quality, equity and educational inclusiveness of people with disabilities, equal opportunities and no discrimination due to disability, measures for flexibility and methodological alternatives, curricular adaptations, universal accessibility, universal design, services to diversity and all measures necessary to give students with disability access to a quality education with equal opportunities.

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**Article 11.** Objectives of Compulsory Secondary Education.

Compulsory secondary education helps to develop skills in students that enable them to:

- Undertake their duties responsibly, understand and exercise their rights while respecting others, show tolerance, cooperation and solidarity to people and groups, take part in conversations on human rights and equal treatment and opportunities between men and women, as shared values in a pluralistic society and prepare to act as members of democratic society.
  - Appreciate and respect difference and equal rights and opportunities. Reject discrimination from people on any grounds or personal or social circumstances. Reject discriminatory circumstances.
  - Appreciate artistic creation and understand the language of different branches of art, using different means of expression and representation.
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## 5.2 KEY COMPETENCIES

### LINGUISTIC COMPETENCE

SUB COMPETITION	DESCRIPTORS
Communication Oral - written	Express and interpret thoughts, emotions, experiences and creations orally, visually and in writing.
	Use communication codes.
Representation - interpretation and comprehension of reality	Adapt communication to the context.

SUB COMPETITION	DESCRIPTORS
Organisation of thought, of emotions and conduct	Coexistence. Training in critical and ethical judgement.
	Eliminate stereotypes.
	Use communication to resolve conflicts.

### **COMPETENCE IN KNOWLEDGE OF AND INTERACTION WITH THE PHYSICAL WORLD**

SUB COMPETITION	DESCRIPTORS
Improve and preserve the conditions of one's own life and those of other people and beings.	Internalise the key elements of people's quality of life.

### **COMPETENCE IN INFORMATION PROCESSING AND DIGITAL COMPETENCE**

SUB COMPETITION	DESCRIPTORS
Obtain information, search, selection, recording and treatment	Mastering and applying specific basic languages in different situations and contexts: textual, numerical, iconic, visual, graphic and acoustic.
Communicating information	Generating responsible, creative productions.

### **SOCIAL AND COMMUNITY COMPETENCE.**

SUB COMPETITION	DESCRIPTORS
Understand the social situation.	Understand plurality and the way in which today's societies are developing and features and values of the democratic system.
	Be aware of the existence of different viewpoints when analysing a situation.
Cooperating and living together.	Be capable of putting oneself in the other person's situation even though it is different from one's own.
Exercise democratic citizenship and contribute to improvement.	Understand and practice values of democratic societies: democracy, freedom, equality, solidarity, joint responsibility, participation and citizenship.

## CULTURAL AND ARTISTIC COMPETENCE.

SUB COMPETITION	DESCRIPTORS
Comprehension, knowledge, appreciation and critical evaluation.	To have skills and attitudes that give access to its manifestations, thought, perceptual, communicative, sensitivity and aesthetic sense.
	Have a basic knowledge of the main techniques and resources of different artistic languages.
	Value freedom of expression, the right to cultural diversity and the importance of intercultural dialogue.
Creation, composition and involvement.	Operate the initiative, imagination, and creativity to express themselves through artistic codes.
	To have cooperation skills and be aware of the importance of supporting and appreciate the initiatives and outside contributions.
	Interest in participating in cultural life.

## PERSONAL INDEPENDENCE AND INITIATIVE SKILLS.

SUB COMPETITION	DESCRIPTORS
Planning and implementation of projects	Planning. Imagining and developing projects.
Social skills for relationships and project leadership	Affirming and defending rights.
	Putting oneself in the other person's position.
	Taking a flexible approach. Self-confidence. Being determined to overcome.
	Work cooperatively. Evaluate other people's ideas.

### 5.3 AREAS OF THE CURRICULUM SUBJECTS AND BLOCKS OF CONTENT.

SUBJECT	BLOCK OF CONTENT	DESCRIPTION OF THE CONTENT
Music (Bach. Arts)	3. MUSICAL AND CULTURAL CONTEXTS	a) Distinguish between the different functions of music in our society, in response to different variables: Intended use, formal structure, means of dissemination used.
		b) Exercises that reflect the connections between music and other disciplines.
	4. CREATION AND INTERPRETATION	a) Rehearse and perform a vocal or instrumental piece in a group.
		b) Do exercises that reflect the relationship between music with other disciplines.
		c) Show interest in composition and improvisation activities and show respect for their peers' creations.
SPANISH LANGUAGE, THE CO-OFFICIAL LANGUAGE AND LITERATURE	1. ORAL COMMUNICATION: LISTENING AND SPEAKING	Comprehension, interpretation and assessment of oral texts in relation to their purpose.
	2. WRITTEN COMMUNICATION: READING AND WRITING	a) Writing as a process. b) Growing interest in the written composition as a source of information and learning, and as a way to communicate feelings, experiences, knowledge and emotions.
	4. LITERARY EDUCATION	Drafting of texts of literary intent using the formal conventions of the genre and with a fun, creative intention.

### 6 ACTIVE METHODOLOGIES AND GROUP DYNAMICS

This material has been developed with innovative methodologies, encouraging students' personal initiative and autonomy from the point of view of multidisciplinary competence and skills

The dynamics which are suggested to accompany the teaching units are designed to develop all the students' skills and unleash their potential through multiple intelligences and the thought of design, the Art Of Thinking, revealing the creativity of each student after using processes for internalisation and reflection on other social realities. At the same time, Service Learning allows students to cooperate with each other to discover shortfalls and possible solutions.

Collaborative Learning dynamics form cohesive groups-classes and encourage competition to learn to learn through various investigations based in turn on the Flipped Classroom.

This acquisition of attitudes and social skills will allow students to assert their ideas and motivations, empowering them towards leadership of inclusive education for all.

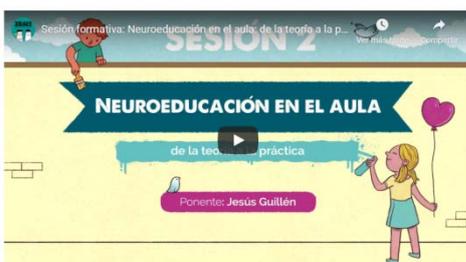
The presentation of the flag puts the focus on linguistic and visual communication after a few processes of reflection and communicative abstraction, whereby the image will reflect the principles of social inclusion as seen by pupils.

If you want to know more about these and other methodologies, here are some webinar seminars of our educational specialists.

<https://www.concursoescolaronce.es/34edicion/evento-formacion-online/>



**"Multiple intelligences in the inclusive school"**, with Coral Elizondo, Teacher at the Faculty of Education at the University of Zaragoza and a specialist in inclusive education.



**"Neuroeducation in the classroom: from theory to practice"**, with Jesus Guillen (Professor of the postgraduate course "Neuroeducation: learning with our full potential" of the University of Barcelona and the Master of Neuroteaching at the Universidad Rey Juan Carlos in Madrid).



**"Space as a facilitator of learning: Pedagogy and Architecture, a dialogue pending"**, with Sonia Rays and Silvana Andrés, founders of the "architectures" educational project.



**"Apply the flipped classroom and improve your digital competence"**, with Raúl Santiago. Director of the Master in "Methodologies and Emerging Technologies Applied to Education" of the University of La Rioja.

## DYNAMICS TABLE

TYPE OF DYNAMIC	METHODOLOGY APPLIED	TEACHING UNIT LET'S COMPOSE AN ANTHEM (Category D)
Investigation	Flipped Classroom	The value of the anthem.

TYPE OF DYNAMIC	METHODOLOGY APPLIED	TEACHING UNIT LET'S COMPOSE AN ANTHEM (Category D)
Reflection and debate	Multiple Intelligences	Songs that are anthems.

TYPE OF DYNAMIC	METHODOLOGY APPLIED	TEACHING UNIT LET'S COMPOSE AN ANTHEM (Category D)
Empathy and inclusiveness	Multiple Intelligences	THE ELEVEN VALUES OF INCLUSIVENESS
		Urban and social poetry.
		Accessible communication - Braille
		Accessible communication-Sign Language
	Service Learning	Songs in alternative augmentative communication systems

What's more, you are invited to carry out the dynamics proposed in the **UD of category C, Secondary** to reflect and debate on the value of inclusion. These activities are not mandatory for participating in the competition but can facilitate comprehension of the importance of your role in this 36th edition, and to reflect on how together we can do better when it comes to inclusiveness.