

In 2007, the Spanish Olympic Committee (COE) launched a new competition to put lyrics to the Spanish anthem. Once again, the competition had no winner, because although a number of proposals were submitted and the lyrics were chosen, the jury was unpopular and therefore resigned.

Spain is currently one of three countries in the world whose national anthem has no lyrics. The others are Kosovo and San Marino.

Suggested activity 1 (it is not mandatory to participate in this dynamic)

THE VALUE OF THE ANTHEM. Geography and History. Block 3. The story.

In this activity, you will draw attention to the rich cultural diversity of your classroom, extolling and sharing the unique features of each country or province.

Ask your students to collect national anthems (music and lyrics) of several countries, groups or social groups.

This activity can be done in a family setting to discover to learn about their roots.

You can divide them into groups so that each does research into a type of hymn/anthem:

- Own hymns/anthems: in the region, province, Autonomous Community.
- National anthems: from different countries, depending on the origin of the students.
- Civil and sporting events: anthems of official bodies, social groups and sporting clubs.

Once in class, each group should present the anthems they have learned about to the rest of the class, analysing the lyrics and the historical, social and cultural context that led to their composition.

Establish a thoughtful dialogue to find similarities in the concepts and values in selected lyrics for each group, so as to assess how the anthems aim at to bring people and groups together as a sign of identity.




Suggested activity 2 (it is not mandatory to participate in this dynamic)


SONGS THAT ARE ANTHEMS. Language and Literature. Block 1. Oral communication: listening and speaking.

Have a classroom discussion about some contemporary songs that have gone beyond the threshold of popular music to become genuine anthems, recognised by the public.

To do this, play some of the songs from the list of suggestions, handing the original and translated lyrics to the students. Ask the students about what they mean, about the socio-cultural context in which they appeared, etc. as well as their influence on the collective imagination and their impact on society.

Requests the pupils to get into groups and do some research into other current songs that have become anthems, and that reflect strong values such as peace and freedom, inclusion and solidarity.

Song/artist	Value.	Context	Link
<p>"Imagine" John Lennon. 1971.</p>	<p>Peace in the world.</p>	<p>Vietnam War.</p>	
<p>"No woman no cry" Bob Marley and The Wailers. 1975.</p>	<p>Freedom. No discrimination.</p>	<p>The process of independence of Jamaica with respect to the British colonial empire.</p>	
<p>"Bella ciao" Italian folk song. 1943-45.</p>	<p>Resistance and anti-fascism.</p>	<p>Italian resistance against the German Nazi forces and the Italian fascism of Mussolini.</p>	

Song/artist	Value.	Context	Link
<p>"We are the champions" Queen. 1977.</p>	<p>Freddy Mercury dedicated this song to his football team, Manchester.</p>	<p>It is currently sung to celebrate all sports victories.</p>	

II. A song that represents us

5. LET'S THINK OF THE MESSAGE AND HOW WE ARE GOING TO REPRESENT IT

COMMUNICATE: From the Latin "Comunicare". To make common, to share

It is the individual's ability to include their peers in ideas, knowledge, emotions and feelings.

It is the process of transmission of information, ideas, emotions, skills, etc. Through signs, symbols, images, words, etc.

Good writing is a way of expressing oneself in an original and creative way, sending a message with a suggestive and persuasive effect. A **literary figure** manipulates or alters language for aesthetic purposes. Poetry, for example, has an aesthetic effect that translates into emotion when it is read.

Combining words, using figures of speech and literary resources as well as following the poetic meter and the musicality of the word makes it possible to write good lyrics that evoke feelings and stay in the memory.

Suggested activity 3 (this dynamic helps to shape the work for participation)

THE ELEVEN VALUES OF INCLUSIVENES. Language and Literature. Block 2.
Written communication: reading and writing

Show the outline of the eleven values of inclusiveness in the classroom (pageXX). Ask your students to get into teams and to search for synonyms and words similar in meaning to these eleven values.

Once you have collected all the words:

- Write a stanza that reflects a situation of exclusion along with another stanza that reflects the solution to this, aiming for inclusiveness. The new synonyms and words selected will be used in this second paragraph.

All the students' proposals can be used to compose the anthem for inclusiveness.

6. LITERARY STYLES

"The most important thing for any artist is to learn to look. Poetry is born of sight because verses, metaphors, precise adjectives, magical words, games, and changes of meaning are a special way of seeing the world."

Luis García Montero. "Lessons in poetry for restless children" Ed. Pomares, 1999

Literary resources, as well as verses and prose, are very direct and powerful vehicles for communication, that awaken the senses and emotions through words. When they are used, they project mental images in the reader that help to reinforce the message that is intended to convey.

LIST OF THE MOST COMMON FIGURES OF SPEECH

- **Figures of thought:** affect the entire statement.
Irony, periphrasis, question mark, exclamation, curse, epiphonema, prosopopoeia, reluctance, preterition, apostrophe and antithesis.
- **Figures of significance (tropes):** affect the change of meaning of words.
Metaphor, metonymy, synecdoche, anatomasia, hyperbole and litotes.
- **Figures of diction:** which amend the form of words.
Apocope, paradox, apheresis, metaphor, etc.
- **Figures of speech:** the choice and variety of the words used in the text.
Synonymy, epithet, repetition, amplification, asyndeton, polysyndeton, etc.
- **Figures of construction:** refer to the order of words in the sentence.
Ellipsis, zeugma, chiasm, anaphora, hyperbole, etc.
- **Figures of rhythm and melody:** refer to phonic elements.
Onomatopoeia, alliteration, etc.

BENEFITS OF CREATIVE WRITING

Encouraging creative writing is an innovative way to develop creativity and artistic expression in students. Internalising own ideas, while putting yourself in another person's shoes, helps individuals to observe and reflect upon what is happening around them and in the environment, consolidating communication skills and attitudes of solidarity and empathy, and solid training in values.

- Develops thinking and learning abilities.
- Develops empathy and the ability to listen.
- Improves concentration and reflection.
- Promotes mental organisation and the development of ideas on a particular subject.
- Develops imagination and creativity.
- Acquisition of a larger lexicon.
- Greater capacity for oral and written communication.
- Understanding of complex syntactic structures, working on communication coherence and consistency.

Suggested activity 4 (this dynamic helps to shape the work for participation)

URBAN AND SOCIAL POETRY. Language and Literature. Block 2. Written communication: reading and writing

Ask your students to find press releases on the subject of exclusion/marginalisation.

You can divide your students into groups to investigate the following topics:

- Situations of marginalisation or exclusion.
- News about accessibility problems.
- Discrimination on grounds of disability (work, leisure...).

Once they have found and selected the news stories, the pupils, either individually or in groups, should compose a simple rap, which will help them to internalise the situations that affect people with disabilities.

To help them, ask them to look at the following link, where there is a list of various songs and poems about disabilities.

[LINK](#)

All the students' proposals can be used to compose the anthem for inclusiveness.

7. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION SYSTEMS.

People with disabilities can also interpret and perceive written communication by using augmentative alternative communication systems specific to different disabilities:

Disabilities	Written/oral communication
Visual	Braille
Auditory	Sign language
Autism Spectrum	Pictograms

These days, there are numerous learning centres that provide pictogram communication for use by students with autism, and all members of the diverse student body, with or without disabilities, to ensure the success of the communication process.

If you want to explore this aspect further, we recommend the following online sessions that contain additional information:



WHAT IS AUGMENTATIVE AND ALTERNATIVE COMMUNICATION?

Augmentative and Alternative Communication is the system used by people with disabilities.

It includes all forms of communication (apart from speech) used to express thoughts, needs, desires and ideas. This type of communication uses gestures, facial expressions, symbols, illustrations and specific writing in relief.

Augmentative communication uses electronic devices and communication boards with drawings and symbols, helping people to express themselves and communicate.

- **Augmentative:** augmentative communication systems complement oral language when it is not, in itself, sufficient for effective communication with the environment. For example: if when we say the word "eat" and we are not properly understood and we add the gesture of eating, this improves our ability to communicate.
- **Alternative:** Communication systems that replace speech when this is unintelligible or absent. For example: a picture or pictogram.

These, in turn, are divided into systems of communication with help and communication systems without help.

- **Without help:** communicating with any part of the body instead of using a tool or external assistance. For example, deaf people use their hands to communicate and have their own sign language.
- **With help:** when a person uses kind of support other than the body to communicate, we call this communication with help. For example, blind people use their hands to read texts written in braille.

Suggested activity 5 (it is not mandatory to participate in this dynamic)

SONGS IN ALTERNATIVE AUGMENTATIVE COMMUNICATION SYSTEMS.

Language and Literature. Block 2. Written communication: reading and writing

Design (Bach in Arts) / Music

Divide your students into team and choose a song that reflects the values of inclusion, solidarity, non-discrimination, accessibility, social cohesion, etc.

Once they have chosen a song, they should transcribe the lyrics using one or more of the following systems of Augmentative and Alternative Communication:

- Braille.
- Sign language.
- Pictograms.

To do this, will can do research into the different systems and their application by using the links included, and other links they can find:

[LINK 1](#)

[LINK 2](#)

[LINK 3](#)

Once they have put the songs into these different communication systems, discuss and think about it in the classroom.

All the students' proposals can be used to compose the anthem for inclusiveness.

Suggested activity 6 (it is not mandatory to participate in this dynamic)

GUESS WHAT I'M SAYING. Methodology of Multiple Intelligences

Two options:

1. Braille
2. Sign language

Project one of these words:

OPTION-1: Image of the word "blind" in Braille: (TO INCLUDE IN DESIGN)

OPTION-2: See how to sign the word "song"

[LINK](#)

Find out if they understand their significance.

Explanation:

1. These symbols are written in Braille. To decipher it, you need to know that each set of dots represents a letter, and then, a word.

2. These hands use sign language. To decipher it, you need to know that every gesture represents a word or concept.

Exercise:

1. Choose a word that conveys an inclusive quality, or one of the eleven principles of inclusiveness (diagram 11) and translate it into Braille.

2. Choose a word that conveys an inclusive quality, or one of the eleven principles of inclusiveness (diagram 11) and translate it into sign language.

Closure:

We will discuss the work, presenting each word chosen. Debate and reflection.

III. Composing the anthem

8. LET’S DESIGN OUR ANTHEM.

Before you start composing the anthem, summarise the elements to consider:

IN THE THINKING PROCESS, DESIGNING AND CONCEPTUALISING		
Symbolic representation	The chosen lyrics must transmit the sentiments and values of solidarity and inclusiveness, so that it interiorises the attitudes to achieve, effective social inclusion in society.	We convey the concept of inclusiveness through the words and literary resources that we have composed.
Individuals and groups	Identifies inter-cultural and ideologically groups. In this sense, anthems unite and identify the group that adopts them.	We are part of the international movement of inclusiveness. We want it to be an international movement.
Clarity, simplicity and distinction.	The keys to the anthem are: Values. Exalting the values that unite the group, its achievements and aspirations. Literary poetry. The solemn tone and the use of literary resources	We choose the literary resources and rhymes will be used in the anthem, based on one or more of the soundtracks available on the competition website.

IN THE THINKING PROCESS, DESIGNING AND CONCEPTUALISING	
	<p>must highlight the uniqueness of the group.</p> <p>Identity. The poetic expressiveness that awakens the sense of belonging to the group.</p>

IN THE COMPOSITION PROCESS, WE'LL THINK ABOUT THE PURPOSE...	
<p>THE SOUNDTRACK Memorable, with catchy refrain and emotive lyrics to help remember the song.</p>	<p>IDENTITY Represents the union of a group and transmits a clear message of identity and values.</p>

9. LET'S CREATE OUR ANTHEM.

While working on this unit, you are sure to have done one or more of our dynamic suggestions.

We recommend you use the following dynamics to compose your anthem:

Dynamics	Type	Methodology	Area of the curriculum
The Eleven values of inclusiveness	Creativity Empathy and inclusiveness	Multiple Intelligences / App Collaborative.	Language
Urban and social poetry.	Creativity Empathy and inclusiveness	Multiple Intelligences / Service Learning	Language

Remember that there are soundtracks available to you to compose your anthem.

WEBOGRAPHY

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