



Cap sur l'école inclusive
en Europe



Pedagogical sheet .

Making a blog of the class about History/Arts

Section of the module/E

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Objectives

- Improving the low self-esteem of students with problems of integration/acceptance in the class and who have problems in what concerns group work.
- Increasing self-love of shy/rejected/marginalised students who, to affirm themselves, opt for disturbing attitudes during the lessons trying to call the attention.
- Developing attitudes that promote accepting the difference, trust, friendship, mutual aid and good levels of self-esteem in order to prepare them for their future life.
- Making a classroom blog about History/history of the Culture and Arts

Principles and theoretical fundaments on the basis of the theory

Some students because they have a low self-esteem, which has resulted from different reasons, among which a low school performance, state quite often that “I have never had a positive mark in History”, “I have never liked History”...

Unfortunately, the high number of students per class and the excessive number of tasks do not always

contribute to a personalised approach of the problem. Sometimes, the situations of indiscipline, more or less serious, happen because of a low self-esteem, which may be difficult to surpass because it doesn't depend only on school. In many cases it needs the involvement of the family.

The commitment, the availability and understanding of the teacher are fundamental elements to reinforce students' self-esteem. Praising what the student does, giving him clues for improving, showing that he can do it, will improve, for sure, the hypothesis for the school success of a student with such characteristics.

It is important to help students understand that if they like themselves, they will feel safe and confident to take decisions and to plan their professional future.

A study made with obese adolescents in Canada in 2012, showed that even when it doesn't lead to losing weight, the physical activity may improve the self-esteem, the social skills and even the youngsters' school performance. In New York the campaign "I'm a girl", made by the Town Hall with the creator of the idea Samantha Levine, in 2013, promoted the building of a healthy self-esteem focusing pre-adolescent girls, aged between 7 and 12. The objective of the campaign was to prevent them to develop in the future problems with alcohol, depression, drug use and medicines to lose weight and eating disorders. A person with a good self-esteem usually relates more easily with the others, it is more productive, learns better, and has a healthier life because he/she considers herself/himself worthy of love, success, and does what is necessary to get that from and in his/her life, favouring the ability to adapt to the environment and to the emotional well-being allowing a faster recovery from adverse situations.

Target public

Students of the secondary education enrolled in scientific and humanistic courses, in courses of specialised training and vocational courses where they attend the subject of History of the Culture and Arts.

Material / Instruments :

- Computers
- Internet
- Books of the school library or of their own

Bibliography / References:

A outra face da escola (org. José Carlos Abrantes), Lisboa, Ministério da Educação, 2004;

As mágoas da escola, Daniel Pennac, Porto, Porto Editora, 2009;

Avenidas da liberdade. Reflexões sobre política educativa (3ªedição), Joaquim Azevedo, Porto, Edições Asa, 2001;

Carta a Alice, José Pacheco, Santa Iria, Edições Asa, 2004;

Educar Para a Autoestima, José Pedro Espada e Maria José Quiles, K Editora, 2007;

Relação pedagógica, disciplina e indisciplina na aula (4ªedição), Maria Teresa Estrela, Porto, Porto Editora, 2002;

Violência e maus-tratos em meio escolar, Catherine Blaya, Lisboa, Instituto Piaget, 2008.

Webgraphy

<https://educacao.uol.com.br/colunas/leo-fraiman/2014/09/11/como-trabalhar-a-autoestima-em-sala-de-aula.htm>

<https://www.cfaematosinhos.eu/AEC%20AutoEstima.pdf>;

<http://portaldoprofessor.mec.gov.br/fichaTecnicaAula.html?aula=18391>

https://www.ordemdospsicologos.pt/ficheiros/programas_prevencao/eu8batwc-resiliencia-e-autoestima-protocolo-rsi-s.jorge.pdf.

Presentation of the methodology (description of the Activity)

- 1-. Choosing the content according to the topics of the subject of History and History of the Culture and Arts
- 2 – Researching
- 3 – Promoting school trips, if they are considered essential;
- 4 - Choosing the title;
- 5 – including the electronic address of the one responsible for the blog (we suggest that an electronic address of the class should be created)
- 6 – Creating a blog, for example in www.blogger.com;
- 7 - Choosing the visual model for the blog;

8 – Taking note of the name of the page and of the password to access the blog from another place.

The teacher should:

- 1 – give instructions for them not to use the blog of the class for other purposes but the intended ones ;
- 2 – motivate the students to publish texts in the blog as well as to read all the texts published by their classmates as a means to learn the contents of the subject;
- 3 - suggest watching videos about the use of school blogs as well as watching some that already exist by doing some research on Google and YouTube among other search engines.

Skills affected

- Communication in the mother tongue;
- Cultural skills:
- Social and civic skills;
- Digital skills.

Evaluation:

It is measured by the ability to:

- Make a periodical hetero-evaluation of the practice when analysing and discussing the contents.
- Using digital tools, making them have a meaning, a power of expression and the ability to express emotions.