



Cap sur l'école inclusive
en Europe



Best practice

Debate

Section of the module / E

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Context

This debate was made in the Portuguese lesson and it is aimed at students of the secondary education, both regular and vocational education.

Objectives:

This worksheet aims at describing the sequence of learning that will be applied in a class of the 3rd grade of the vocational course of Technician of Electronics, Automation and computers. The following sequence of learning is based on making a debate whose theme is "the evaluation of the character's (Vicente) behaviour, in the book "*Felizmente há Luar*".

Development:

The debate requires the appointment of several intervenients, such as:

- A moderator
- Two observers
- Two secretaries
- A group of students must defend Vincent's behaviour.
- A group of students must criticise Vincent's behaviour.

First the teacher makes a brief presentation/description of the activity. Then, she describes the inherent functions of each of the intervenients, according to the function they perform in the activity.

Moderator

- Presents the group and its elements
- Opens the debate
- Controls the interventions
- Presents the conclusions
- Closes the debate

Observers

- Help the moderator in the control of the interventions, manage the time of their intervention giving opportunity to all the intervenients

Groups of defence and criticism

- Present their opinions
- Argument to defend their points of view
- Respect the other's positions
- Accept the arguments presented by the moderator

Secretaries

- register the arguments presented by the intervenients
- Systematise the reasons presented
- Evaluate the interventions

After explaining all the functions of the intervenients, they are distributed by all the students. The distribution of the roles is made at random, for example in a draw, the students may be asked to choose the role they would like to perform or the teacher can choose the students. At this moment, it is important to pay attention to the student with special educational needs trying to meet his expectations. He should be given the

opportunity of choosing the role he wants to perform in this activity, he should also have time to prepare his presentation. This will be an asset for him, for the activity and for all the intervenients. The teacher may also suggest him to watch some debates as a way of better preparing for the activity.

Evaluation

This debate can be evaluated while the students do it through direct observation. A grid of qualitative assessment can be used, previously prepared and adapted to pedagogical situation. The grid must have specific parameters for the student with special educational needs, promoting success and valuing the areas where the student is more at ease and where he feels more comfortable.