



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

### Misbehavior in different school spaces

#### Section of the module /E

**Contact:**Luis Neves

**Partner Entity:** Associação de Solidariedade Social dom Algarve OMNES  
PRO UNO



#### **Objectives:**

- Getting new forms of communication and making students conscious of their potentialities
- Improve self-esteem, spontaneity and expressiveness
- Sharing and accepting feelings

#### **Principles and theoretical fundaments on the basis of the theory**

With the discovery and experimentation of new methodologies/strategies as well as the way of relating with the components of the curriculum, the thematic associated to the students' behaviour has always raised the interest of a professional of education.

We can always promote activities associated to a dramatic game, where the child can try, manipulate, act, go from thought to action and from action to thought, acquire and improve, this way, the sense of reality and at the same time increase, in herself, the taste for learning.

The game may be considered as an instrument of learning and it is a very interesting resource for the teachers, once its importance is strictly connected to the development of the human being in a social, creative, affective, historical and cultural perspective. Having this in mind, it is extremely important that the

professionals who work with children get interested and look for knowledge about this topic, thus allowing a better orientation in their pedagogical work.

We emphasize the fact that the game is an opportunity for development. When the child plays he/she experiments, invents, discovers, learns and acquires skills. Her/his intelligence and sensitiveness improve. The quality of the opportunities that are offered to the child with the games guarantees the harmony of her/his potentialities and affectivity. Therefore, we can say that the game is important, not only to promote the imagination of the child but also to help the development of social and cognitive skills.

There are many theoretical who have studied the characteristics of the game and how it develops in each stage of the development of the child; however, they all agree that the game is one of the most significant means for his/her personal and social development.

For Claparède (1954), the game allows the development of the individual's personality.

For Winnicott (1975), the game is an activity that endows the child with the understanding of the reality through the simulated representation of everyday life and that allows the emergence of a mental area, the area of the paradox, which can at the same time not be and simultaneously be.

Piaget (1990) is the one who better explains that the game is an activity of the intelligence and knowledge that allows the interaction of the child with the world around her/him, as he defends a pedagogy that uses the potentialities of the game as an educational resource.

For Vygotsky (2000) it is through playing that the child develops affectively, socially and cognitively.

### **Target Public**

- Students of the second grade

### **Material / Instruments :**

- Pencil, paper, a hat or box

### **Bibliography / References :**

- CLAPARÈDE, Edouard (1954). *A Educação Funcional*. São Paulo: Companhia Editora Nacional.
- HOLPER- VANDENPLAS, Christiane (1982). *Educação e Desenvolvimento Social da Criança*. Coimbra: Livraria Almedina.
- WINNICOTT, Donald (1975). *Jeu et réalité: l'espace potential*. Paris: Gallimard. VYGOTSKY, Lev (2000). *A*

- PIAGET, Jean (1990). *A Formação do Símbolo na criança*. Editora: Livros Técnicos e Científicos.

### Presentation of the methodology

#### Phase A

1st	Scattered around the room, the students adopt different postures according to the teacher's indication they swim, climb a mountain or a staircase, sit, lie down, etc.
2nd	The students run around the classroom and when they meet a classmate they greet him/her.
3rd	They repeat the exercise but now the greeting will be made by giving the hand to their mate, hitting the hand of the mate, touching his/her back, hitting both hands, etc.
4th	In pairs, the students communicate using only their hands. Each student should understand what his/her classmate says with gestures.

#### Phase B

1st	The students sit in a circle with a pencil. The teacher gives each student a square sheet of paper (not very big) and asks them to complete (by writing) the sentence (anonymously): in this class I am afraid that... The teacher puts the papers in the hat and puts it in the middle of the circle.
2nd	The hat goes around and it stops next to each student who takes a square of paper and reads it, adding, orally, more ideas that express what the person would be feeling. It keeps going round the circle and the teacher should only allow the students to listen and not to comment. It is not allowed to discuss or comment.
3rd	In the end there is a debate about what the students have found out.

### Skills affected

- Communication in the mother tongue ;
- Linguistic skills ;
- Sensitivity, cultural and artistic expression ;
- Social and civic skills;
- Development of cognitive skills.

### **Evaluation:**

The session should be evaluated, because this way we will show the children that their thoughts and feelings are important and at the same time we motivate them to reflect about what they have done and learned. The evaluation activities allow the teacher to measure the success of this type of work and may include the following procedures:

A – The teacher asks the children to draw on a sheet of paper the facial expression that conveys what they are feeling (after the session)

B – The teacher asks the students to write on a big sheet of paper that has been affixed to write what they felt during the session.

C – The facial drawings will also be affixed next to the big sheet of paper.