

AMPA SEIS DE DICIEMBRE NUESTRO MUNDO. NUESTRA VISIÓN. GACETA ILUSTRADA



The screenshot shows a Mozilla Firefox browser window with the address bar displaying <http://nuestromundo-nuestravision.blogspot.com.es/p/el-cole.html>. The page features a header with a colorful, abstract illustration of a globe and a fish. Below the header is a large photograph of a classroom with the text "Nuestro Mundo. Así lo vemos." overlaid in a white, cursive font. The main content area has a yellow background and contains the following text:

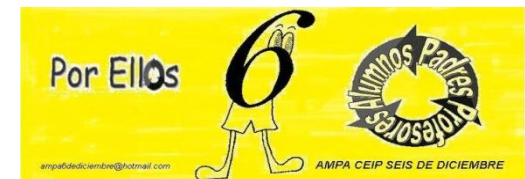
EL COLE

NOTICIAS DEL COLE 17.10.2013 por David y Aarón.

[Se cierra la puerta del cole.](#)

Se hace una regla en el colegio 6 de Diciembre de cerrar la puerta del hall. Se hace porque entraban dentro del cole y jugaban dentro y hacían otras cosas. El AMPA ha decidido cerrarla porque molestaban. Se encarga que cierren la puerta de entrada porque un día nos encontramos una botella de vino. Nos parece mal porque los niños que tienen que estar en su patio y se cuelan en el nuestro y como son pequeños, vimos jugar con la botella. Imaginaros que se la tiran entre sí, se abren la cabeza y denuncian al cole. Nos parece bien este hecho.

On the right side of the page, there is a sidebar with the heading "Páginas" and a list of links: PRINCIPAL, LOS Y LAS PROTAGONISTAS, EL COLE, SUCEOS, POLÍTICA, HISTORIAS "CHISORROBOTANTES", DEPORTES, OPINIÓN, and ENLACES DE INTERÉS. Below this list is a link for "Archivo del blog".



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OUR WORLD. OUR VISION

It is an activity in which the group of participants will work on creating a magazine or a blog in which **they will** present their thoughts, opinions or beliefs about the realities around them.





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INITIALLY ... WE MEET US!

The aim of each session varies depending on those aspects that we intend to work to approach the fulfillment of the main objectives. We were considering essential to generate an appropriate group atmosphere, using the own spaces of the center, those elements which are present or assigned in the classroom or many others provided by the entity, the boys and girls have developed different dynamics that they have found fun, in order to meet each others in this journey, to meet the monitors, to know the different rules ...

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METHODOLOGICAL ASPECTS

We use all the non-formal education techniques available for us:

From role-playing (in which children participate "being" celebrities, or people with certain characteristics or defenders of ideas) to the more creative group dynamics depending on different aspects (dynamic presentation, communication, collaboration, conflict resolution ...).

All those mechanisms are valid and useful for motivating us in our daily work. The game, as a vehicle for learning, or dialogue as the backbone, are elements always present in the activities. We aim to achieve the objectives by encouraging active participation of all members, from the closeness and the bond or generating mutual learning processes and motivation.

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THE DILEMMAS, ALWAYS PRESENT.WE THINK.

With games as a key element of development, monitor exposes dilemmas to the group, through the different dynamics or activities. These dilemmas can range from moral approaches to data analysis or debate through perception or logical games.



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THE DILEMMAS, ALWAYS PRESENT.WE THINK.

The way to raise them and, above all, the desire for knowledge of any child, configure these elements as two of the most successful tools between participants who continually are demanding more and new challenges. Both types of approaches motivate them to find solutions, analyzing the statements that they can provide useful information to find the right meaning for resolution, etc...



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THE DILEMMAS, ALWAYS PRESENT.WE THINK.

Depending on the class or the moment, these dilemmas are exposed in a class group, small group or individually. The sharing typically given at the end, is fundamental for the next step you find in each session, that stands as vital aspect in the development of the activity: The debate.





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WE HAVE GOT AN OPINION AND WE RESPECT OTHERS
OPINIONS

Taking advantage of any circumstance that occurs in the classroom naturally or based on those tests previously selected by the monitor, the pupils have to argue with their colleagues which are the reasons that lead them to understand things in that way or why they give that answer or think that way.

Here come issues and communication skills (verbal and nonverbal), consciously and openly, also worked in the group: respect, the right to speak, social and communication skills, active listening, communication failures, empathy ... essential foundations for the development in democratic spaces.

The group itself is beginning to develop self-regulatory mechanisms or management that facilitates the work of professionals.



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Curiously the "My father says ..." appears naturally when there are controversial issues.

It's nice when lads find themselves correcting the mates error: ("here we think for ourselves!")

And this is where the professionals try to influence continuously in the classroom with "we, children, who see reality, analyze it from our eyes and give our opinion, respecting the other and learning from those. "

And, since it is one of the intended goals not given any kind of limitation. An opinion is an opinion. We understand that this relative freedom is what we are trying to achieve so they do not feel judged right or wrong for their views.

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WE WORK TOGETHER



Teamwork also involves encountering situations to solve. When the monitor exposes intentionally a provocative dilemma or game you may only respond if you are able to work together, actively and respectfully, are put in place all the mechanisms of leadership or decision making present in the life of a group. It is in these cases when the older and more active members include group assets. However, it is curious to observe with what respect hear proposals from smaller or less older children, allowing rapid integration of the new members.

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WE CREATE OUR OWN NEWSPAPER.

We Analyze reality through different means. The press is one of them. Educators facilitate various news given in the last week so that the children can select the one they want to comment. After a period of analysis, comment or reflection, it puts together what have been worked individually or in small group, which makes an opportunity for reflection and discussion, this time on current issues.

On occasion, we have the computer room and internet connection, which facilitates other means for young people to investigate, know or choose the current issue on which they intend to work. Here is also an option for you to unleash your creativity or artistic ability. Some of the participants, accompanying drawings writings, others invent possible dialogues with celebrities Note that, as we have passed the sessions, participants have been those who have been bringing news found through television or magazines.

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To date, the productions of the pupils have been brought to the website by the monitor. However, among the intentions of the initial team is that the children can do this work in the not too distant future. Thus, the approach can also work with new technologies.

Another of these aspects is to take it to a paper format for relatives and the center can see reflected the work of their "journalists" and be so proud of their work.



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SUMMARIZING

We only need:

- The biggest freedom possible to think in an analytical, correct and civilized way;
- motivation and fun;
- a determined work to provoke our own thoughts (teaching to think thinking);
- a small computer room and
- a group of extraordinary children.



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Link.

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