

130 - PHYSICAL EDUCATION AND HISTORY AT SCHOOL: FROM THE INTERDISCIPLINARY PROPOSAL TO PRACTICE.

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Current education poses new challenges that mobilize teachers and allow thinking and rethinking the ways and methodologies to carry out the teaching and learning process.

The innovative proposals in Physical Education and History do not necessarily deal with the application of new currents and conceptions, but rather to know them in depth and contextualize them with the theories of historical tradition.

The teaching practice is often full of routines that are repeated without providing the possibility to reflect or innovate in education. More and more in the classrooms are observed practices tending to socialize the diverse opinions. One of them is the Ateneo format. This is a space for reflection that allows deepening the knowledge and analysis of cases related to issues, situations and problems of one or more subjects, promoting curricular interdiscipline.

Interdisciplinarity is proposed as a new way of building knowledge, through the contributions of different disciplines, on a dynamic study object. This knowledge is produced in an application context and is obtained through the integration of different skills and information obtained from different areas. Two important characteristics are added to carry forward a proposal of curricular interdisciplinarity.

Interdisciplinary projects allow linking not only teachers but mainly the content itself, with the mission to achieve different ways of learning, to enhance pedagogical skills and strengthen values.

That is to say that the disciplinary intersection does not have to link content, but that interdisciplinarity can also be thought of as a vehicle to develop specific pedagogical skills and / or to consolidate proposals linked to education in values. The present interdisciplinary proposal is located in the 1st. Year of Basic Secondary Education, linking the subjects History and Physical Education. The interdisciplinary meeting can be given from several perspectives.

In this case, having each subject, contents very far away, a central issue linked to education in values is established, since both disciplines provide knowledge and provide channels to solve it.

The concepts that we try to carry out in the classes, could be exemplified in the following classes:

We will start by sharing a class with both subjects: A meeting is shared with the teachers of each of the students. All the students are comfortable to watch a video: the trigger presents the central issue, and the following activities.

After the screening, a small socialization of personal appreciations is inaugurated. Teachers can encourage reflection through guiding questions.

After sharing the first debate, which allows us to make a diagnosis about the level of listening that students have, respect for different opinions, the place of consensus, teachers ask students to form groups of 5 members to perform the following exercise:

A SWOT or SWOT analysis sheet is given to each team, so that they place the external weaknesses and threats, strengths and external opportunities that arise in the way to win the Achilles battle. The form serves as a guide so that students have written arguments to share and base their positions in the Ateneo below.

After the analysis, each group is asked to share the considerations that have emerged. The other students can make appreciations by raising their hands and waiting for moderators, teachers, to give the floor.

To continue and enrich the debate a scene from the movie "300" is projected where the resolution of the problem, winning a battle, is achieved in another way:

Video of the first battle of 300 (collective performance) <https://youtu.be/sFG-rRPcOUc>

Students are invited to meet in groups to rethink their analysis in the same SWOT and to recognize the strengths and weaknesses of collective performance. This quick exercise and discussion in teams can also allow a comparison exercise between the two ways of solving the same problem.

Once this interaction space is concluded, the attention is once again focused on the Ateneo format. The central dilemma of this Ateneo is to reflect on the following question: "What kind of resolution of the problem is more beneficial: the group or the individual?"

The Athenaeum format has the advantage of being able to resolve conflicts in an active way through the observation of the videos. It is to show that in both cases the objective of winning the battle is achieved. In one of the films they use the skill of one person, Achilles and in the other they achieve it through teamwork, the Spartans.

At the end of the meeting the teachers justify orally the interdisciplinary approach, and will base the knowledge to be acquired in the next classes, this time each subject will go through their own class.

In the case of Physical Education, we work with Sports Games and within them: the notions of "tactics" and "strategy", confronting them at the same time with those of "motor skill" and "defensive formations."

From the Social Sciences space, the curricular contents are centered on the thematic unit corresponding to the History of Ancient Greece. This theme focuses on the advent of democracy as a way of life and government and the transformation of the individual towards the concept of citizen.

Social Sciences Class

The required space must contain the possibility of projecting a video on a television or computer. To begin the theme, the fragment of the Opening Ceremony of the Athens 2004 Olympic Games known as "Klepsydra" is projected. In this fragment a temporal progression of the stages of Greek history is visualized.

Then students are encouraged to take the floor to generate empathy with the historical theme, through the scene seen. For this the teacher guides a whirlwind of Ideas through guiding questions that facilitate the exchange. Can we distinguish different stages of Greek history in the scene? What economic activities are observed? Do you recognize characters from Greek

mythology? What aspects of Greek society are seen in the scenic representation?

From the analysis of the projection the teacher, through a brief explanation, highlights the importance of the Olympic Games in Antiquity, its characteristics and its religious connotation. It also emphasizes the encompassing character of the Games, which despite being developed in different cities, state (form of government of the ancient Hellenic peoples) that rivaled each other, are a channel to provide an idea of Hellenism, an issue that so does language, culture and religion.

Then the teacher, taking advantage of the contributions of the students, develops an introductory explanation of the topic. It is advisable that in this part the importance of the study of Ancient Greece, its contributions to culture, Western civilization and the way of thinking and living in democracy be justified. The teacher copies on the blackboard or hands out a photocopy of the periodization of Greek history in the form of a timeline.

Activity A

The teacher orally reviews the timeline on Greek history identifying the periods where the monarchy prevailed as a form of government and where aristocratic and democratic societies developed.

The students meet in groups to solve activities in a practical way, using the reading of the compulsory bibliography of the subject. It should analyze the concepts of polis, monarchy, aristocracy, democracy, subject, citizen. The slogans of analysis must point to the recognition of the different forms of government and the comparison between subject and citizen in regard to the extension of rights.

Activity B

Next, the teacher briefly explains what the Hoplite Reformation is. The didactic resources are very varied: from the images that appear in school books to own that the teacher can bring. It is advisable that the images represent the idea of unity, equality and fraternity.

The teacher recites a voice of the Greek lyric, if possible, with proper intonation. Any classical Greek poet is recommended, for example Tirteo de Sparta: "Let everyone take hold of their feet, and kneel on the ground, biting the lip with their teeth, covering their thighs, chest and shoulders with their bellies. wide of the round shield. And in the right hand shake his tremendous spear, and move his fiery plume on the top of the helmet (...) Go all body to body, with the long spear or sword wound and kill the fierce enemy. Putting your feet together on foot, pressing shield against shield, tuft next to plume and helmet against helmet, approach chest to chest and fight against the opponent, handling the fist of the sword or the long spear."

After the recitation the teacher guides a whirlwind of ideas to analyze what values are derived from poetry. A posteriori the teacher proposes to students a problem that emerges by confrontation, for example Is it possible to think a polis from individuals who act separately seeking their personal glory? To capture the conclusions, the students meet in small groups of 2 or 3 members to write a brief foundation that represents the position of its members. An oral socialization of the conclusions follows.

Closing:

As a closing, the teacher returns to project the fragment "Klepsydra". Through guiding questions, the teacher proposes to the students to identify the contents learned in class and to appreciate the video again.

Physical education:

A class:

Start: After having seen the film during the Motivation, the teacher inquires about the group participations, within them. To do this, he asks the group to sit in a circle and mention the parts in which the Greeks agreed to take joint actions that would allow them to succeed in the battle.

The teacher guides the conversation, to explain the concepts of "strategy" and "tactics". He mentions that the first concept has to do with the planning of the actions that the armies of ancient Greece intended to perform prior to the event, in our case, the sports game of invasion.

The second, on the other hand, is better oriented to the decision-making of the Hellenic armies within the event with respect to the reality of the game.

In both cases, the key is to agree on common actions that benefit the whole team and can achieve the objective, in this case, score more goals than the opponent.

The teacher then invites the students to carry out the actions that allow them to understand and experience these concepts better.

Development:

Mini-handball matches are held. In this way, the students perform a game that they already know, from the rules to the first specific notions for their execution.

As an experience, the teacher gives the slogan to be developed before and during the game, for each team:

A: this team is only allowed to put together a strategy, that is, a plan to obtain victory in the game. All they have to talk about, they can do it before they start the game: they are given 3 minutes.

B: the team can only form a tactic, it is given 2 minutes before each game and one in the middle of each game to be organized in the decision making regarding the reality of the game observed at that moment.

C: Said team can plan a strategy prior to the beginning of the game and also participate in the tactical assembly during the match, in 1 minute or between matches, two minutes.

D: This team is not allowed to agree at any time, before the start of the game must be in position without exchanging views like the team B. During match changes or minutes during the game, is also not allowed to consult, as much as team A.

The main idea is for the students to experiment and contrast the actions carried out before the game itself and during the matches, according to the notions of strategy and tactics.

After having gone through the different experiences, the teacher asks the group to take a seat forming a circle inviting the students to share what happened.

It is important that the teacher emphasizes the high degree of relevance that oral participation has within this space, for it alternates the people who speak, thus encouraging the orality of all students.

Class B:

Start:

It is recommended that the teacher begin the class with a game that allows identifying the most skilled people in the class, in that way we will maintain a common thread during the same. In this case you can use the game of 10 passes made in previous Modules as in Teamwork, but with a variant: a player from each team is chosen and differentiated, with a tape on the wrist and each pass of that person is worth the triple (three passes).

The equipment can be the same as in Class A, as long as it allows a person to stand out in each of them. The game space is also divided into two, just like the previous class.

In this way, he explains the importance for the ancient Greeks of "the hero" of the battles: that person of epic feats, in

which the people and the army put all their expectations to have a victory. The hero in mythology, stood out for having greater abilities and skills than other mortals.

Development:

The teacher keeps the teams already trained to play in two spaces of mini-handball play. The variant for this game is that each group must choose a member to be "hero / heroine". Said selected person has the advantage that his goals are worth three times, although all the others can score goals but only worth a point.

The hero is placed a ribbon on his wrist or arm to be identified by both his team and the opponent.

It is recommended that the teacher make team changes every 10 minutes, with 3 minutes of rest between games. At recess, students may choose to change the chosen person as a hero or continue to occupy that place.

Closing:

The teacher asks the students to be located in such a way that they can talk about what happened in the class. Remembering that in this space, the participation of all the integrants should be encouraged.

Development:

The teacher indicates to each of the four teams, a type of training to respect during the moment of defending in the mini-handball game. They are:

- 1- Training 3-3.
- 2- Training 5-1
- 3- Training 4-2
- 4- Training 6-0

In case the teacher does not have the exact amounts, students are asked to rotate at the time of playing by entering every 3 minutes. Another option is for two students to share the same place when forming.

The proposal is that each team forms during the three rotations in the same way without modifying the scheme. In this way, experience the time it takes them to agree and order themselves regarding the game.

Closing:

At the end of the games, students are invited to complete their SWOT analysis and then share what they have experienced.

At the end of this small debate, the teacher reminds the students that the next class will be next to the Social Sciences teacher at the Ateneo. He also mentions that it is important that they have completed the SWOT analysis in order to have the possibility of making a better participation during the meeting.

Final preparation of the Athenaeum:

For both disciplines, the evaluation takes place on the same day of the Ateneo. The proposal is for teachers and students to meet as well as the motivation class, forming a circle to participate in the debate in the best way.

Students are invited to watch a video of the movie "Gladiator", which is offered as a trigger of the Ateneo:

-Video Gladiator <https://youtu.be/pclJ1m9ABhI>

One of the teachers or both, officiate to moderate the discussion. The basis of it, is proposed from the question: What is the best way to solve problems? Group or individual?

Students participate by reading their SWOT analysis or reviewing what was built during the classes. The important thing is that teachers promote the participation of all.

Ateneo Format:

Teachers invite their students to participate actively in their respective classes, in order to appropriate the knowledge and specific skills of each discipline. In addition to formulating common hypotheses regarding problem solving in a group and individual way. The same would be in relation to the videos observed and future classes to share, where students must solve problems.

Four weeks in advance, students are asked to prepare their presentation for the Ateneo. The same must contain a rationale on what is seen in the classes of both disciplines about problem solving. Students are asked to provide graphics, diagrams and bibliography that they need for this occasion. They can also make the presentation in a digital format such as Power Point or Prezi, where they can contain videos and images.

The final goal of our proposal is not to close the possibilities of thinking interdisciplinary classes, but quite the opposite: that is a first possibility of analysis of these works, so that from this you can build new ways of teaching. In this way all the subjects / disciplines involved will be strengthened.

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PHYSICAL EDUCATION AND HISTORY IN THE SCHOOL: FROM THE INTERDISCIPLINARY PROPOSAL TO THE PRACTICE.

Current education poses new challenges that mobilize teachers and allow thinking and rethinking the ways and methodologies to carry out the teaching and learning process. The teaching practice is often full of routines that are repeated without providing the possibility to reflect or innovate in education.

More and more in the classrooms are observed practices tending to socialize the diverse opinions.

Interdisciplinarity is proposed as a new way of building knowledge, through the contributions of different disciplines, on a dynamic study object. This knowledge is produced in an application context and is obtained through the integration of different skills and information obtained from different areas.

Two important characteristics are added to carry forward a proposal of curricular interdisciplinarity. First, there must be the possibility of complementarity of knowledge; that is, that different disciplines work together under equal conditions, where none is more important than another. So that they can then work with each other.

Interdisciplinary projects allow linking not only teachers but mainly the content itself, with the mission to achieve different ways of learning, to enhance pedagogical skills and strengthen values. This means that the disciplinary intersection does not have to link content, but that interdisciplinarity can also be thought of as a vehicle for developing pedagogical skills.

The present interdisciplinary proposal is located in the 1st. Year of Basic Secondary Education, linking the subjects Social Sciences and Physical Education. In this case, having each subject, contents very far away, a central issue linked to education in values is established, since both disciplines provide knowledge and provide channels to solve it.

LA EDUCACIÓN FÍSICA Y LA HISTORIA EN LA ESCUELA: DE LA PROPUESTA INTERDISCIPLINARIA A LA PRÁCTICA.

La educación actual plantea desafíos nuevos que movilizan a los docentes y que permiten pensar y repensar las formas y metodologías para llevar adelante el proceso de enseñanza y aprendizaje. La práctica docente muchas veces se encuentra cargada de rutinas que se repiten sin brindar la posibilidad de reflexionar o innovar en educación.

Cada vez más en las aulas se observan prácticas tendientes a socializar las diversas opiniones.

Se plantea la interdisciplinariedad como una nueva forma de construir conocimiento, a través de los aportes de distintas disciplinas, sobre un objeto de estudio dinámico. Este conocimiento es producido en un contexto de aplicación y es obtenido a través de la integración de distintas habilidades y la información obtenida de las distintas áreas.

Se agregan dos características importantes para llevar adelante una propuesta de interdisciplinariedad curricular. Primero, debe existir la posibilidad de complementariedad de los conocimientos; esto es, que distintas disciplinas trabajen juntas en condición de igualdad, en donde ninguna es más importante que otra. Para que luego puedan trabajar unas con otras.

Los proyectos interdisciplinarios permiten vincular no sólo a los docentes sino principalmente a los contenidos mismos, con la misión de alcanzar diferentes formas de aprender, de potenciar habilidades pedagógicas y afianzar valores. Es decir que la intersección disciplinar no excluyentemente tiene que vincular contenidos, sino que la interdisciplina también puede pensarse como un vehiculizador para desarrollar habilidades pedagógicas.

La presente propuesta interdisciplinaria se ubica en el 1er. Año de la Educación Secundaria Básica, vinculando las materias Ciencias Sociales y Educación Física. En este caso, al poseer cada asignatura, contenidos muy alejados, se establece una cuestión central

L'ÉDUCATION PHYSIQUE ET L'HISTOIRE À L'ÉCOLE: DE LA PROPOSITION INTERDISCIPLINAIRE À LA PRATIQUE.

L'éducation actuelle apporte de nouveaux défis qui mobilisent les enseignants et permettent de réfléchir et de repenser les méthodes et les méthodologies pour mener à bien le processus d'enseignement et d'apprentissage. La pratique de l'enseignement est souvent remplie de routines répétées sans offrir la possibilité de réfléchir ou d'innover dans l'éducation.

De plus en plus dans les salles de classe sont observées des pratiques qui tendent à socialiser les différentes opinions.

L'interdisciplinarité est proposée comme une nouvelle façon de construire la connaissance, à travers les contributions de différentes disciplines, dans un objet d'étude dynamique. Cette connaissance est produite dans un contexte d'application et est obtenue en intégrant différentes compétences et informations obtenues dans différents domaines.

Deux caractéristiques importantes sont ajoutées pour transmettre une proposition d'interdisciplinarité curriculaire. Premièrement, il doit y avoir une possibilité de complémentarité des connaissances; que différentes disciplines travaillent ensemble dans des conditions égales, où aucune n'est plus importante qu'une autre. Donc, ils peuvent alors travailler les uns avec les autres.

Les projets interdisciplinaires permettent de connecter non seulement les enseignants, mais surtout le contenu, avec la mission de réaliser différentes formes d'apprentissage, d'améliorer les compétences pédagogiques et de renforcer les valeurs. Cela signifie que l'intersection disciplinaire n'a pas à lier le contenu, mais cette interdisciplinarité peut aussi être considérée comme un vecteur de développement des compétences pédagogiques.

La proposition interdisciplinaire actuelle est située dans le 1er. Année de l'enseignement secondaire de base, reliant les matières Sciences sociales et éducation physique. Dans ce cas, chaque sujet étant un sujet très éloigné, une question centrale liée à l'éducation aux valeurs, puisque les deux disciplines fournissent des connaissances et fournissent des canaux pour la résoudre. ligada a la educación en valores, ya que ambas disciplinas aportan saberes y brindan canales para resolverla.

EDUCAÇÃO FÍSICA E HISTÓRIA NA ESCOLA: DA PROPOSTA INTERDISCIPLINAR À PRÁTICA.

A educação atual traz novos desafios que mobilizam professores e permitem pensar e repensar os métodos e metodologias para realizar o processo de ensino e aprendizagem. A prática de ensino é muitas vezes repleta de rotinas repetidas sem proporcionar a possibilidade de refletir ou inovar na educação.

Mais e mais nas salas de aula são observadas práticas que tendem a socializar as diversas opiniões.

A interdisciplinaridade é proposta como uma nova forma de construir conhecimento, através das contribuições de diferentes disciplinas, em um objeto de estudo dinâmico. Este conhecimento é produzido em um contexto de aplicação e é obtido através da integração de diferentes habilidades e informações obtidas de diferentes áreas.

Dois características importantes são adicionadas para transmitir uma proposta de interdisciplinaridade curricular. Primeiro, deve haver a possibilidade de complementaridade do conhecimento; isto é, que diferentes disciplinas funcionem juntas em condições iguais, onde nenhuma é mais importante do que outra. Para que eles possam então trabalhar um com o outro.

Projetos interdisciplinares permitem ligar não só professores, mas principalmente o conteúdo em si, com a missão de alcançar diferentes formas de aprendizagem, aprimorar as habilidades pedagógicas e fortalecer os valores. Isso significa que a interseção disciplinar não tem de vincular conteúdo, mas essa interdisciplinaridade também pode ser considerada como um veículo para o desenvolvimento de habilidades pedagógicas.

A presente proposta interdisciplinar está localizada no 1º. Ano de Ensino Secundário Básico, vinculando os temas Ciências Sociais e Educação Física. Neste caso, sendo cada assunto, conteúdo muito distante, uma questão central ligada à educação em valores, uma vez que ambas as disciplinas fornecem conhecimento e fornecem canais para resolvê-lo.