

It's Scary! It's Spooky! It's Halloween Time!



Para celebrar o Halloween, a professora de Inglês do 1º ciclo, Margarida Rodrigues, convidou os seus alunos a realizar trabalhos com material reciclado alusivos ao tema.

Os alunos, com a ajuda das suas famílias, aceitaram este desafio e, com o pouco tempo disponível, apresentaram trabalhos fantásticos, criativos e "assustadores" que foram expostos nas suas salas.

A atividade teve como objetivo sensibilizar os alunos para o ensino da Língua Inglesa dando a conhecer esta tradição, estimular a consciência ambiental bem como práticas ecológicas sustentáveis e, simultaneamente, motivar o gosto pela aprendizagem da Língua Inglesa.

Parabéns a todos os que participaram nesta atividade.

Margarida Rodrigues



Visita de Professores Belgas – Erasmus

No dia 25 de outubro, recebemos no Agrupamento de Escolas do Monte da Caparica, um grupo de vinte professores belgas no âmbito do Projeto Erasmus. O simpático grupo de professores pretendia perceber como a nossa escola trabalha a diversidade, como funciona uma escola portuguesa globalmente, mas com foco na diversidade e inclusão. Pretendiam também contactar com a Direção e alguns professores para troca de ideias e abordagens pedagógicas.

Foi uma visita informal, com uma breve apresentação da escola e do seu contexto; passando por diversas salas, pelo Polivalente, Ludoteca, Centro de Recursos e Unidade de Ensino especial.

Publicamos também a carta de feedback que nos enviaram.

Professora Conceição Marques



Visita de Professores Belgas – Erasmus

Dear Portuguese colleagues, we had the pleasure to be able to visit your school on Wednesday 25th of October.

We liked it very much and want to share with you our impressions.

- We liked the brief but thorough introduction and presentation of the school. We had a good view on how the school works, what kind of children are present, ...
- The staff was very friendly and pleased to show us the school.
- The children seemed very calm and at ease. We think that the reason is, you have a lot of space and the children get responsibility in combination with freedom.
- We think the school music band is a wonderful idea. Involving parents, teachers and staff is a great way to create a network.
- It was very interesting to see how children with special needs are included in classes where possible (e.g. arts class). That way kids in school learn how to live together in diversity. People with disabilities have the right to be also part of society and by integrating them in the mainstream school system, they are not excluded from society.
- Compared to Belgium it seems that there is more room for tailor-made programs for pupils and attention for special needs. Also the needs of the teachers are thought about. For example, the fact that they can also unwind in the magic room is very nice.
- The school has a lot of space, especially outside. A lot of open space in the school.
- The overall atmosphere in the school is calm and seems open.
- The amount of children in the class is less than in Flanders-Belgium. You have smaller groups of students, and often more than one teacher (or teacher + teacher assistant).
- There are more teachers in the class room. In Flanders - Belgium, most of the time, the teacher is alone in the class.
- You have a teacher for kids with needs, who is present during the lessons. The kids have sometimes an individual teacher. In that way the main teacher can focus on the group processes. In Belgium we don't have such support in the classroom.
- In your school, there is more supportive staff (psychologists, social workers, people who supervise in recess-time, ...). There is a psychologist at school.
- It's a good thing that there are a lot of non-teaching staff present in the hallways and corridors to support the teachers and the students safe haven). Because of this presence we had the feeling that the students were at ease.
- The common room to spend free time was very nice. A very good idea to have a ludoteca. A nice library at school, that they organize attractive activities. Reading is important. It's a good thing that the library was a very cozy place, giving the students a comfortable feeling and motivating them to read. (not only books, also games)
- The magic room was very nice! The magic room was really nice for kids who want to go there to destress and reflect. We enjoyed visiting the Magic Room, the multi-sensory approach really was a good approach.
- The (walls of the) classrooms are more empty in comparison to the classrooms in Flanders - Belgium, there are less pictures, paintings, work of students, maps,... on the walls. On the

other hand, there are a lot of nice exhibitions and presentations of projects in corridors and rooms used by all students.

- We observed the French lesson and thought it was quite similar to the lessons in our school (textbook, method, level,...) The teacher did a good job, trying to motivate the students to speak French.
- It was also very nice to see that teachers are really involved in bringing everybody together and that there is pedagogical support in the classroom. I can imagine that a lot of flexibility is expected from the teachers and that is not easy by times.
- The interprofessional collaboration (teachers, social workers, non-teaching staff ...) is also nice to see.
- Summarized, the inclusive vision and practices of the school are bringing so much social added value and bring school and society together. The school band where teachers, pupils, parents and other people come together is a wonderful example of this.

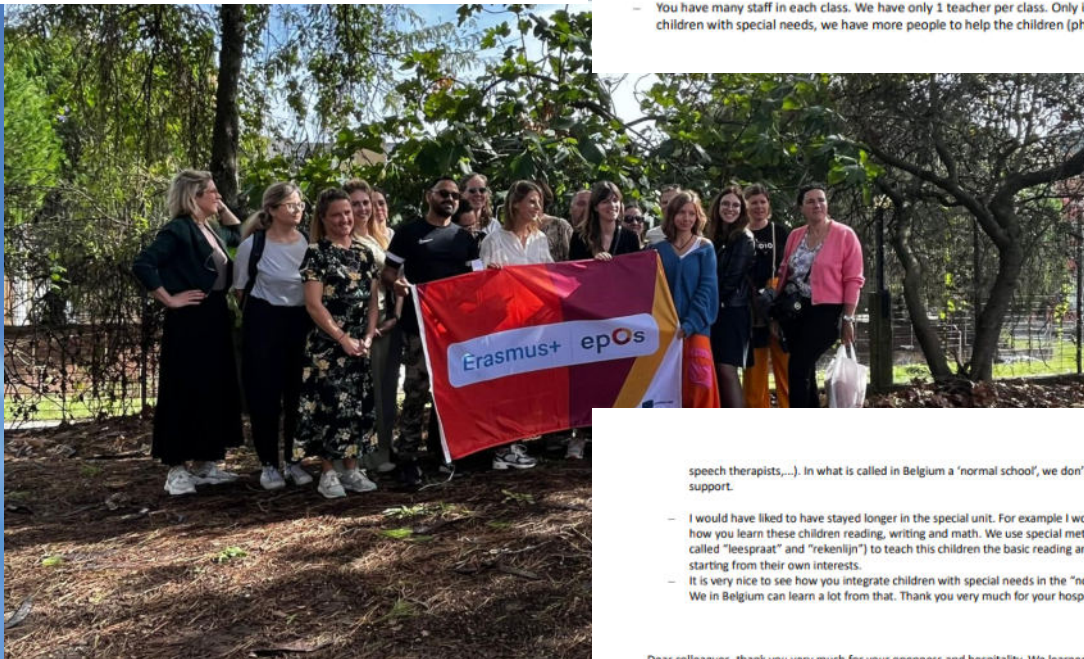
We had a short visit and would like to return to have a longer stay 😊

Some aspects would we like to discover, when having a longer period of time at your school:

- We are curious about the percentage of students that pass the national tests.
- How do you decide which student or teacher gets extra help during class hours (French lesson: 1 teacher, Portuguese lesson: 3 teachers)
- What is the approach when there are conflicts between pupils in class or at the playground? Are there rules or is there any policy for conflicts?
- There is a lot of attention for children with special needs. How is the care and support organized for students with lesser high needs.
- Is there an approach for the high gifted students (for instance with a high IQ)?

A personal testimony of one of the participants. As I am a physiotherapist in a school for children with special needs, I write you my impressions from my point of view:

- It was very nice to see the school outside because the look is very similar to the school where I work. The start presentation was very interesting. It gave me a good impression of the school and about the facilities that the school offers. I was a bit amazed about the difficult socio-economic background of the pupils. In the city where I work, these problems occur to a much lesser extent.
- It was very nice to see that you offer much more than just "school". For example: you have social assistants and psychologists. We do not have it in our school and that is really a shortcoming of our school in Belgium.
- The best moment during the visit for me personally, was the craft class. There was a boy with - what I suspect - autism and a mental disability. He was sitting among "normal" students, and there was a personal tutor for him. That really gave me a goosebump moment. In Belgium, it would be impossible (or at least very difficult) that a child with such a severe disability would be included in a "normal" school.
- You have many staff in each class. We have only 1 teacher per class. Only in the schools for children with special needs, we have more people to help the children (physiotherapists,



speech therapists,...). In what is called in Belgium a 'normal school', we don't have this support.

- I would have liked to have stayed longer in the special unit. For example I would like to know how you learn these children reading, writing and math. We use special methods (there are called "leespraat" and "rekenlijn") to teach this children the basic reading and writing, starting from their own interests.
- It is very nice to see how you integrate children with special needs in the "normal" school. We in Belgium can learn a lot from that. Thank you very much for your hospitality.

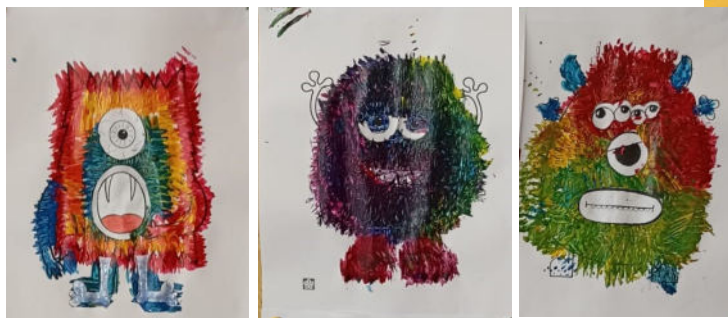
Dear colleagues, thank you very much for your openness and hospitality. We learned a lot and return to our schools with new inspiration. You are always welcome to visit us in Flanders Belgium.

Papatya, Veerle, Rik, Mone, Birgit, Melanie, Leen, Liesbet, Kimberly, Ann, Ibine, Céline, Charlene, Lisa-Marie, Heidi, Liesbet and Sare: participants to the international course.

Visita de Professores Belgas – Ludoteca

No Ludoteca no dia 25 de outubro fizemos Monstros “Peludos” de Halloween, utilizando tinta acrílica e garfos, para trabalhar a textura e a cor. Ficaram peludos e espetaculares!

Professora Conceição Marques



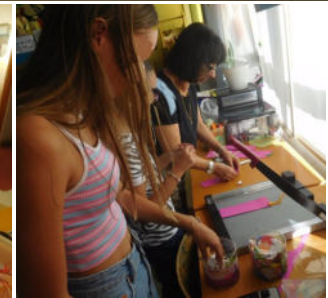
MIBE – Bibliotecas



MIBE

As bibliotecas do agrupamento celebraram o Mês Internacional das Bibliotecas Escolares (MIBE) com muitas atividades: marcadores de livros, Picnic da Leitura, Histórias à Toa, reabertura do espaço vídeo....

Professora Ana Filipe



Visita à Escola Prática – GNR

Reportagens dos jornalistas 401M1 e 301M1 sobre a última visita de estudo...



Visita à Escola Prática da Guarda Nacional Republicana em Queluz

No dia 18 de outubro de 2023, de manhã, as turmas dos terceiros e quartos anos da Escola Básica Nº 1 do Monte de Caparica foram visitar a Escola da Guarda Nacional Republicana, em Queluz. Quando chegámos fomos muito bem recebidos por um guarda que nos encaminhou até ao local das demonstrações. Andámos de charrete puxada por dois cavalos; estivemos dentro de um carro blindado e de uma carrinha do GNR; ouvimos uma explicação sobre a forma de atuar dos guardas de intervenção em catástrofes e incêndios; vimos e montámos as motas e por fim, andámos de cavalo.

A seguir a um merecido lanche, fomos ver a apresentação dos cães. Vimos a Mel, a Linda e a Black. No final, conseguimos dar festinhas aos cães. Foi uma experiência nova e enriquecedora. Ficámos muito felizes com esta visita.



AEMC - <http://aemc.monte.caparica.edu.pt/>

Monte de Caparica, 19 de outubro de 2023

Reporter: Turma 401M1

DLopes Caixilharia



HALLOWEEN

Celebrando o Halloween, a turma 8.º5ª decorou uma abóbora assustadora, como podem ver nas fotografias.

A atividade feita com o Centro de Recursos a Ludoteca e Cidadania e Desenvolvimento, foi um sucesso! Parabéns. Que Susto!

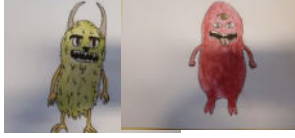
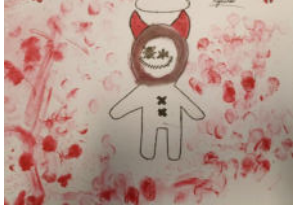
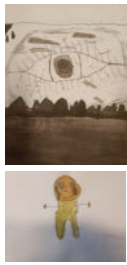
Professora Conceição Marques



HALLOWEEN

Celebrando o Halloween, turmas do 6.º ano e do 7.º, 8.º e 9.º ano fizeram monstros para enfeitarem a sala de aula. Que engraçados!

Professora Conceição Marques



Texto DAC Halloween (ING/EV) - 7.º 6ª.

The 7th 6 students had the opportunity to experience a different and fun lesson in English and Art. The theme of Halloween was explored so students could learn about its origins, expand their vocabulary related to the theme, and explore a photographic technique known as "pinhole camera".

In the English class, the students had the opportunity to learn about the history and origins of Halloween, as well as the traditions and customs associated with this celebration. Then, the concept of "pinhole camera" was introduced. This technique consists of a dark box with a small hole, capable of capturing an image with a ghostly effect due to a long exposure that happens instantaneously. The students learned how the camera works and the optical principles behind it. At the end of the class, to conclude the Halloween celebrations, there was the traditional distribution of sweets with the "Trick or Treat" activity.

The Art class provided a practical experience for the students, who learnt how to build a pinhole camera following the instructions provided by the teacher. The students also learnt about the importance of angles in photography and how to use them to obtain a quality image.

With their ready pinhole cameras, the students had the opportunity to test them in a photo session, where they explored different angles and perspectives, capturing unique images and experimenting with the artistic possibilities of the technique. Afterwards, the photos were developed in a darkroom, where everyone could appreciate the results of their work.

The lessons provided the students with the opportunity to learn in a practical and creative way. In addition to acquiring knowledge about the origins of Halloween, English vocabulary and the pinhole camera technique, they also developed artistic and photographic skills.



Os alunos da turma do 7º 6 tiveram a oportunidade de vivenciar uma aula diferente e divertida nas disciplinas de Inglês e Educação Visual. A temática do Halloween foi explorada de modo a que os alunos aprenderam sobre suas origens, expandiram o seu vocabulário relacionado ao tema e exploraram uma técnica fotográfica conhecida como "pinhole camera".

Na aula de Inglês, os alunos tiveram a oportunidade de conhecer a história e as origens do Halloween, bem como as tradições e costumes associados à celebração. Em seguida, foi introduzido aos alunos o conceito de "pinhole camera", que consiste numa caixa escura com um pequeno orifício, capaz de capturar a imagem com um efeito fantasmagórico. Os alunos aprenderam como a câmara funciona e os princípios óticos por trás dela, despertando sua curiosidade e interesse pela arte da fotografia. No final da aula, para encerrar as comemorações do Halloween, houve a tradicional distribuição de doces com a atividade "Trick or Treat".

A aula de Educação Visual trouxe uma experiência prática aos alunos que aprenderam a construir uma "pinhole camera", seguindo as instruções fornecidas pelo professor. Os alunos também aprenderam sobre a importância dos ângulos na fotografia e como utilizá-los para obter uma imagem de qualidade.

Com as suas "pinhole cameras" prontas, os alunos tiveram a oportunidade de testá-las numa sessão fotográfica, onde exploraram diferentes ângulos e perspectivas, capturando imagens únicas e experimentando as possibilidades artísticas da técnica. Posteriormente, as fotos foram reveladas numa "câmara escura", onde todos puderam apreciar o resultado do seu trabalho.

As aulas proporcionaram aos alunos a possibilidade de aprender de forma prática e criativa. Além de adquirirem conhecimento sobre as origens do Halloween, vocabulário em inglês e a técnica da "pinhole camera", também desenvolveram habilidades artísticas e fotográficas.

Professora Andreia Alexandre

