



PRO SCHOLARIS



Work for an Inclusive School Heritage  
2017-1-SK01-KA201-035313



## Good practices in SSOŠ Pro scholaris

### Social Inclusion

After-school classes held at SSOŠ Pro scholaris represent another high added value. Varying from the photography club to sport clubs, one of these clubs is devoted to music. Explaining, practising, arranging and performing live music with the teenagers is a tough job in any way. However, if there is a mix of at least a bit musically-talented students, quite open-minded to collaborate with other schoolmates and not being afraid of standing publicly in front of the rest of the whole school at special school events, then it is a different story. The band is composed of several music instruments and vocals. During the recent era (school year 2018/2019), it comprises drums, percussion, piano, guitars, bass and 4 vocalists. Such a school band lives its own life in our school.

School band involves also an integrated student with a relatively serious mental disability. He is not able to speak well and concentrate to certain matter for longer time period. Furthermore, he comes from so-to-say the so-called single-parent family since he sees his mother twice a year due to work abroad. Sometimes, he feels lonely, sometimes he is exposed to bigger stress due to his own perceiving and understanding.

But if we come to the fact that music can be used as a powerful tool of expression and communication, man can imagine such a student playing an instrument as an integral part of his personality and skills.

Equipped with this assumption, a teacher started to realize very soon this student deserves more than just sitting on a chair with clear aim – to fully concentrate to his lessons. Firstly, it was his eager willingness to play in the school band. Secondly, his talent and way of expression led through series of various rhythms he began to deal with very soon. Third, his power to understand and express himself within the arts results in a progressive way – he started to play the percussions. Shaking or drumming with his palms, any technique he tries leads to satisfy the feelings and to overcome the communication problems more efficiently.

He can join the live music rehearsal or performance without any problems. Concentrating to the beats and harmonies, melodies and colour of music for several-minute periods, he fully adapts for the real environment of playing music with teachers and schoolmates. And enjoying fun, developing social skills or communication, improving co-operation or flexibility and above all, being more satisfied and fulfilled within the school environment.

Thus, following the social inclusion approach for the attempts to fully integrate the students with special needs, music used for the purposes of inclusion and education, might result in many positive ways. This means, e.g.:

- improved awareness and understanding for the disadvantaged pupils or students,
- developed social skills of the students,
- enhanced co-operation among music players and singers,
- concentrated and fulfilled students in the school environment.



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### 21st century skills

During the recent era of perfect digital communication, students are smart quite enough to use the ICT of various types and functions. What is more important skill for them in the teen age, is the wisdom and practice in the field of critical thinking. According to several official statistical results, young people all around Europe tend to radicalize themselves, be it politically or economically. Many high schools must face the

One of the complementary subjects taught in SSOŠ Pro scholaris represents the best example of how to cope with (besides other topics taught within the subject) the manipulation and demagoguery in European society. Wider context of many exemplary photos and articles from the whole continent are filled with simple but efficient practices for the students. This is how our Social Communication looks like in the 3<sup>rd</sup> year.

The major aim of this subject is to clarify how to be acquainted with the importance and selection of internet news. This concerns not only the fake news but also delusory propaganda, terms such as hoax or troll and many more. The pedagogic strategies improve the student skills in terms of recognition and sensitivity. They try to distinguish manipulative articles from the official ones. Students are able to track a photo in case of suspicious content.

Students read the specialized source of information – a special magazine released by one of the most independent press media called DenníkN. The magazine is called Lies and Conspiracies and develops student skills towards more comprehensive reading. The improvements result from the questions and exercises which are focused on relevant topics and examples.

Team work is a part of the lesson activities. It contributes to better understand the crucial social and political issues of modern Europe, e.g. migrants, misinformation, manipulation and radicalism, influence of social media and the hybrid war strategies. Many stimulating and challenging exercises and discussions contribute to the development of trust, motivation and, above all, recognition.

Lessons are full of questions and students try to find the answers. They have also a chance to present themselves using certain topic, e.g. dark web, social media, digital storage options and so on. Various articles are used to demonstrate the mechanisms and practices thanks to which many groups of people influence whole social spheres and millions of people. Activities include a lot of comparisons which the students need to cope with. They are aware of the principles and recommendations valid for the internet behaviour. Final test involves higher thinking processes of a student to analyse, apply and evaluate several different approaches to deal with the selection of truthful messages from the fake ones, of official news from falsifications and fictions, besides other.

The whole approach tends to be recent and up-to-date – the latest examples are from years 2016-2017. Therefore, students are in contact with a bit different view at the internet and its threats. After one school year of systematic work, they can orientate themselves in multitude of internet corners more flexibly and efficiently.



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### Project-Based Learning

When a student comes to a university or to a real working environment, they are supposed to be equipped with variety of skills needed for proper performance at work on university. Often, the employers and also every university require workers or students to be able to write certain final work or written work. This is based on research – finding the relevant sources of information, select and analyse the information and get an output which reflects the capabilities to gather and process the information according to the demands.

At SSOŠ Pro scholaris, there is a subject which is entirely focused on the development of analytical thinking, selection and quotation of different sources, thus, improving the students' skills to show their creative potential. The subject is called Project Preparation and points at various topics the students can choose from.

The topics (including the aim and brief description of the strategy) are proposed by the teachers at the very beginning of the school year. Students work in pairs or individually under the supervision of the subject teacher and they have to work also at home – to prepare the content, to formulate the ideas, to analyse and solve a problem, to find out several options or to come with the final work.

The works are divided into separate parts, be it the introduction, methodology and sources or results and discussion – all these follow the standard international rules of how to write a scientific/official work formally. Therefore, students are forced not to cheat by copying the texts or pictures from the internet directly and using them in their written works. They are led by the teachers to respect the basics of quotation, formal styling of text. Students also develop different methodological approaches which can be used in their work, ranging from description and modelling to analysis and comparison, to interpretation and survey.

Such type of work with students is difficult because of multitude of factors taken into consideration – from the first lessons and individual consultations to the final presentations of their outputs. These are of many forms: models, posters, high-quality printed guides, healthy lifestyle products, studying (and sometimes teaching) materials. The project outputs can mostly be used within the real education, at further lessons including other subject.

The real result comes after the final presentation where the students provide the committee of teachers with the capabilities and outcomes they have done. It includes the digital version of the whole work described and displayed in a standard way using the overhead projector. Besides, students have to prove that they are able to communicate the results of their work and accept the criticism. Reply to the questions. Stand their own positions and their opinions. To understand the principles of systematic work. To develop their self-esteem.