LaSallian STAR

NOVIEMBRE 30 DE 2018

DISCOVERING THE TREASURE INSIDE OUR STUDENTS' HEARTS

COMPARTIENDO EXPERIENCIAS
BUENOS AIRES 2018

A LASALLIAN TRIP TO THE CHINESE CULTURE!

CAMPAMENTO INTERNACIONAL
(GUATEMALA - COLOMBIA 2018)

FASE REGIONAL SUPÉRATE
INTERCOLEGIADOS

LICEO Hermano MIGUEL La Salle
50 años 1967 - 2017

27035 24076

LASALLIAN STAR 2018

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ARTRÓPODOS EN EL LHEMI - ONDAS

POR: LIC. NATALIA PRIETO

Desde hace más de 15 años, el gobierno nacional a través de COLCIENCIAS viene desarrollando el Programa Ondas, el cual tiene como objetivo promover en niños, niñas y adolescentes el interés por la investigación y el desarrollo de actitudes y habilidades que les permitan insertarse activamente en la cultura de la ciencia, la tecnología y la innovación.

El Programa implementa espacios de Apropiación Social de CTeI (Acuerdos Estratégicos de Ciencia, Tecnología e Innovación). Éstos son el instrumento con el cual el territorio y la nación se ponen de acuerdo y articulan esfuerzos y recursos para priorizar, concretar, y armonizar sus planes en Ciencia, Tecnología e Innovación que propician la interacción e intercambio de saberes, prácticas y miradas sobre la ciencia y la investigación entre niños(as), jóvenes y maestros(as).

En la ciudad de Bogotá D.C., en Maloka, los días 7, 8 y 9 de noviembre del presente año, se llevó a acabo el VIII Encuentro Nacional Ondas "Yo amo la ciencia" 2018, el cual estuvo organizado por Colciencias. Este escenario fue planteado para la exposición de proyectos de investigación desarrollados por niños y jóvenes Ondas quienes bajo la orientación de un docente investigador trabajaron durante el 2018 diferentes proyectos de investigación.

Los expositores fueron estudiantes de secundaria y técnica, ganadores de encuentros municipales, regionales y departamentales. También asistieron países invitados (Panamá, México, Perú, Ecuador) como expositores para dar a conocer cómo va la investigación en este lado de mundo. Los participantes y asistentes tuvieron oportunidad de disfrutar con los proyectos de los Cracks de la ciencia. La creatividad y las propuestas innovadoras de jóvenes de las regiones interesados en salvar el planeta y ayudar a toda una comunidad motivaron a nuestros niños en el Lhemi a continuar en el empeño de ser investigadores. Para el año 2019 participaremos en la plataforma "Héroes Ondas" y tendremos el derecho a concursar para participar en el próximo "Encuentro Nacional Ondas". Como nuestro colegio, el Liceo Hermano Miguel La Salle, tiene convenio con Colciencias y específicamente con el Programa Ondas, los 14 niños del club de ciencias "BIOCOLHEMI" participaron como invitados con su investigación: "Artrópodos en el LHEMI", el cual despertó la curiosidad y admiración de los participantes y asistentes a sala abierta de exposición. Este proyecto estuvo orientado por la Lic. Natalia Prieto R, en colaboración con la Coordinadora ante COLCIENCIAS, la Lic. Stella Aranguren F.

El encuentro nacional "Ondas", se dio lugar para el desarrollo de procesos pedagógicos, espacios culturales y de apropiación del conocimiento, por tanto, nuestros estudiantes tuvieron la oportunidad de participar de un variado programa científico, cultural, tecnológico y recreativo. Visitaron El Planetario, El Jardín Botánico y hubo espacio para el folclor, el encuentro fraterno entre regiones y el compartir con otros países y miradas frente al quehacer de los jóvenes innovadores en ciencia y tecnología.

Así cerramos un año de inmersión en la investigación. Comenzamos participando en el Club de Ciencias en la Universidad Nacional de Colombia a mediados de junio y cerramos con el inolvidable "Encuentro Nacional Ondas: yo amo la ciencia 2018". De lo cual quedó el registro en bitácoras de trabajo que muestran el itinerario de la investigación que serán el semillero para continuar indagando sobre aquellas inquietudes que la naturaleza y su entorno brindan a los estudiantes, padres de familia y comunidad y por las cuales nuestros nobeles investigadores seguirán trabajando.

WRITING POETRY IN THE EFL CLASSROOM

When we argue about what the mission of a school should be, most people agree that it should be to pass on knowledge, beliefs and values. The school's goal is to prepare children for life within a society. Nevertheless, if this is the case, why is most of the knowledge taught in an isolated manner and out of context? How can we integrate students' lives into new learning or make it meaningful?

Poetry can provide a key contribution to this issue by its diverse nature, comprising the main communicative skills (reading, writing, listening and speaking) within a single format, as well as enabling students to reflect on their everyday experiences, express their perceptions and observations when crafting powerful images. All of this inside some sort of 'real English' environment. Having in mind, that the aesthetic focus of the poem does not limit the potentially rich environment for learning English, but at the contrary it boosts the possibilities of learning by doing a task. According to Mackey, Annuhl and Gass: "Task-based learning is usually described as a form of communicative language teaching in which the primary emphasis is not on decontextualized grammar drills or memorization, but rather on giving learners opportunities to receive meaningful input, produce the target language in context, and receive feedback on their efforts by working collaboratively on a task" (2012: 14).

Particularly, at Liceo Hermano Miguel it was proposed for the third term an activity which aimed first at discussing texts to identify verbs, connectors and structures that could be used in their own writings, secondly to read and write poems with rhyme and rhythm. The latter two of great importance as the focus relied heavily on Student's Phonemic awareness (to notice, to think about, and work with the individual sounds in words) of the pronunciation while they created a poem. In that lesson, students wrote theme poems using their content knowledge and sensory awareness of a familiar topic assigned by the teacher. The students first learnt about the features and format of a theme poem in a simple way, more specifically the sound patterns. Students then, were in contact with three poems Casey at the bat, swift things are beautiful, and buffalo dusk, analyzing their format and meaning.

Then, they engaged in a class activity in which they selected a familiar concept (e.g., sea, ocean, storm, spirituality, religion, knowledge, school, hopes, courage, Etc.) they would build a word bank of content area and sensory words related to the object, and write poems within the chosen concept. Finished poems were printed and displayed in class using Storybird platform.

As the activity developed it was remarkable to observe how the poem task provided a room for peer interaction, students were constantly asking and giving suggestions about their classmates´ poems, and, by doing so, there was an awareness on how the words´ sounds were actually different to the way they were written,

Subsequently, the final part of the lesson which consisted on reading out student poetry, allowed discussion and giving praise to their peers as the teacher used Storybird platform to display the poems. So, students were encouraged and positioned as producers of L2 knowledge rather than just replicants of it. Students learned new chunks of vocabulary, as well as strategies of organization

As a conclusion, we may affirm first, that this type of activities empowers students to use spoken, written, and visual language to accomplish their own purposes (e.g., for learning and enjoyment). And it provides an alternative to achieve language acquisition, one which considers students' individuality and proficiency.

Second, language teaching might be able to shift away from explicit instruction and adopt a more content-oriented, meaningful approach. There poetry could become into a tool to boost content-based input, along with developing language skills, you just need to think outside the box.

By: Javier Sierra

The path to get a goal
could be difficult and long
but you have to try hard.
with patience all along.
We have many goals in
our life.
that we have to achieve.
that's why we fight
against the things that we
grieve.
fill it with courage your
heart.
never lose hope.
it's the formula before
you start.

In this beautiful school
I live great moments which are so cool.
I know many people
though the first day felt so little
I said "people is so rude"

I understand a new rule.
to be concentrated is essential
some people can be cruel.
and can be smaller than a needle.

When outside is the storm
your house it is warm
when the storm is strong
then you can play more

But if outside is good
Don't play in your room
you can´t stand
That the storm is your pain.

You can think that the rain
will be everyday
but this is good
Because the storm is blue

COMPARTIENDO EXPERIENCIAS
BUENOS AIRES 2018

CONGRESO INTERNACIONAL INNOVAR EN LA ESCUELA 2018
BUENOS AIRES, ARGENTINA
POR: NATALIA PRIETO RODRÍGUEZ

Al considerar los contextos pedagógicos actuales y sus implicaciones en los ambientes de aprendizaje, resulta indispensable entender la dirección de la reflexión educativa y traducirla al aula, a fin de impactar favorablemente el ejercicio de enseñanza. En este sentido, la participación en jornadas académicas de innovación educativa se convierte en una oportunidad ineludible.

Durante los pasados 31 de agosto y 1 de septiembre nos dimos cita, en la ciudad de Buenos Aires (Argentina), un grupo de maestros y maestras en el congreso internacional Innovar en la escuela. Durante el evento, tuvimos la oportunidad de profundizar en las rutinas de pensamiento y su impacto en la dinámica escolar. Fui invitada a presentar el proyecto que he venido desarrollando desde el año 2017 con los estudiantes del Liceo, denominado "Los súper poderes de la naturaleza"; en éste he implementado desde las ciencias naturales las rutinas de pensamiento del proyecto Zero de la Universidad de Harvard. Lo anterior, centrado en la crisis ambiental que afrontamos y en la cual se nos hace necesario desarrollar habilidades de observación y análisis que motiven el desarrollo de una conciencia por el cuidado del medio ambiente. El proyecto obtuvo el reconocimiento de los asistentes debido al rol protagónico que la da a la creatividad: "es un dispositivo facilitador del aprendizaje, sugiere la innovación y estructura el pensamiento".

2. OUR BILINGUAL PROJECT

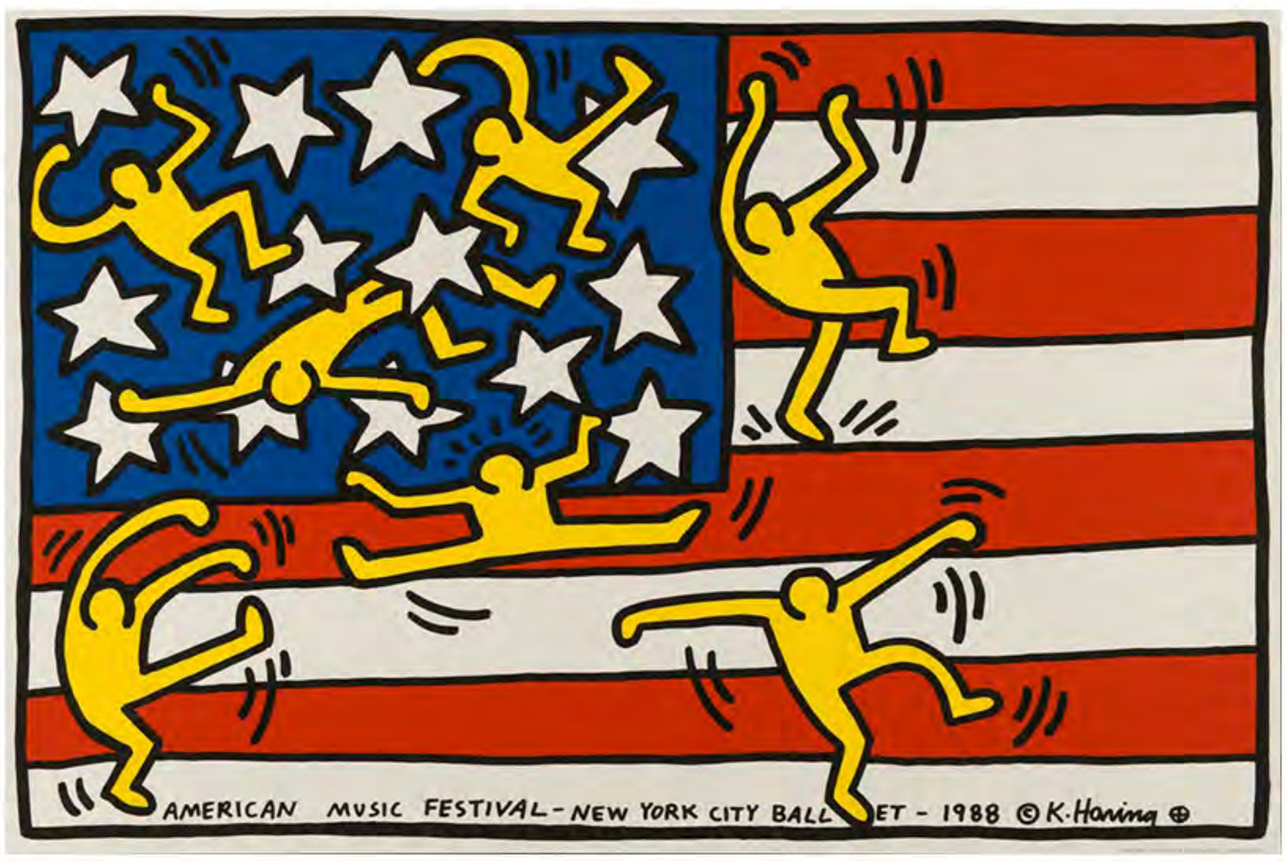
THE HISTORY AND THE ARTS

By: Andrés Rangel.
During the third term of the fifth-grade students developed a Social Studies project that mixed History, literature, and Arts. The project purpose was to understand some of the most relevant historical events in the Colombian history during the XX Century, it basically means that the curriculum included topics such as the "Banana massacre", a history lesson based on literature and an activity in which the students used a specific art technique.

The teacher worked the history of the Banana Massacre by using a literature source, in this case, the narrative of the event written by Gabriel Garcia Marquez in one hundred years of solitude.

Then the project encouraged students to make a Mini-book in which they were supposed to create their own narrative of a historical event through some drawings. The teacher used a specific approach to guide this drawing process, in this case, he fostered the use of the Keith Haring's technique, "Critical Pop art", in combination with Cartoons, and diverse colors on walls. Haring thought that art is for everyone and it has to be everywhere not just in galleries, that's why his technique is defined as a way to express critical thinking, what was perfect for this Social Studies project.

It was shocking to see the outcome of this projects, it was evident that the students understood the historical events but also that the they expressed critical thinking through their drawings. The following images show some of the students' works.



FOSTERING AUTONOMY IN 6TH GRADE STUDENTS

When we think about the different processes that students develop during their scholar age, we usually tend to think that written and multiple-choice exams are the only truthful proof for our stakeholders about students' learning during the lesson. Nevertheless, there are some aspects of this type of evaluation that don't allow us to assess practical features of the processes and the different contents the students are learning. Some subjects provide the opportunity for the students to commit with the transformation of their context while learning a foreign language, as it is the case of Ethics in our school.

To do it, the subject has adopted an interesting approach that replaces the application of written exams by the development of term projects aimed to the understanding and solution of real problems in the different contexts of the students.
The task-based instruction helps us to foster the development of thinking skills through the application of the contents learned in class during the construction and application of strategies that help them to solve problem situations inside their contexts in relation to the contents learned during the classes.

"The emphasis is on understanding and conveying meanings in order to complete the task successfully. While learners are doing tasks, they are using the language in a meaningful way". Willis, 1996

To illustrate how the different tasks, allow the students to develop a meaningful learning around the contents; during the second term the 6th graders worked on different problematics related to autonomy in their school following the next steps:

- Identification of problem situations
- Analysis of the causes and consequences of each problem.
- Creation of possible solutions.
- Application of the selected possible solutions
- Verification and evaluation of the used strategies.

The final task of the term was aimed to the creation and application of strategies in which they were able to solve a problem without any economical or adult help through the process. A group of students from 604 wanted to solve a problem they had in their classroom related to the lack of autonomy. Some of their classmates were not bringing their supplies, homework and projects on time and that was affecting their academic performances.
Considering the causes and consequences of the problem inside their classroom they decided to create a schedule in which they included the days and cycles of the term. They invited their teachers to write on post it's the different pieces of homework, supplies and projects they were supposed to bring during the next days.
These projects became into an alternative and a great opportunity for the students to learn and to be transformation agents, also to acquire social abilities and to be aware about the collective will.

BY: PAOLA PÉREZ.

DISCOVERING THE TREASURE INSIDE OUR STUDENTS' HEARTS

BY: MARIANA SUÁREZ.

For many years people have wondered about the way in which pirates used to find treasures. Some theories state that they developed a special space intelligence that allowed them to create their own maps by using simple tools such as compasses and astrolabes. Despite some stories about pirates and their treasures have not been confirmed yet, when children, many of us have dreamed about being one of them and finding our own treasures.

In this context the Social Studies subject planned a very interesting activity "The treasure hunt" which had as main purpose to help students to use their prior knowledge about how to interpret a map through using legends and compass directions for finding a treasure. They played to be pirates by using things such as, swords, patches, neckerchiefs, hats and pirate's clothing.

At the beginning of the class the teacher divided students into groups, each group was assigned with a specific color and a captain, after that they read a map to visit different stations where they answered different kind of questions about topics they learned in Social Studies throughout the first, second and third terms. In the end they found their treasures, they were letters written by their parents and souvenirs like photos, candies and chocolates.

As a conclusion This kind of activities promote and stablish spaces where students feel they are loved by their parents, likewise parents could express what They feel for their children, something that is not always easy to express, since it is not common to convey what you feel in a letter. The students enhanced their relationship and communication with their parents while using their new knowledge about maps and how to use them.

FUN CLASSROOM ACTIVITIES IN PROBLEM SOLVING

By: Inés González.

In Problem Solving, we have performed some very interesting activities during this year. The students have learned in a funny way, using supplies which help them to learn new concepts. We have developed different activities such as: measurement tasks, surveys and 3-D shapes. These activities have allowed our students to apply their acquired knowledge in real life contexts and to have fun while learning.

Below you will find a brief description of some of these activities.

3-D SHAPES IN 4TH GRADE

Sometimes the simplest projects can demonstrate the most profound ideas. Using simple materials to build a 3-D shape, kids in fourth grade began to .understand how the things around them “from soccer balls to supermar-kets” are made of forms that mathematicians call polyhedral (Greek for "many faces

GRAPHING AND ANALYZING SURVEY DATA IN 3RD GRADE

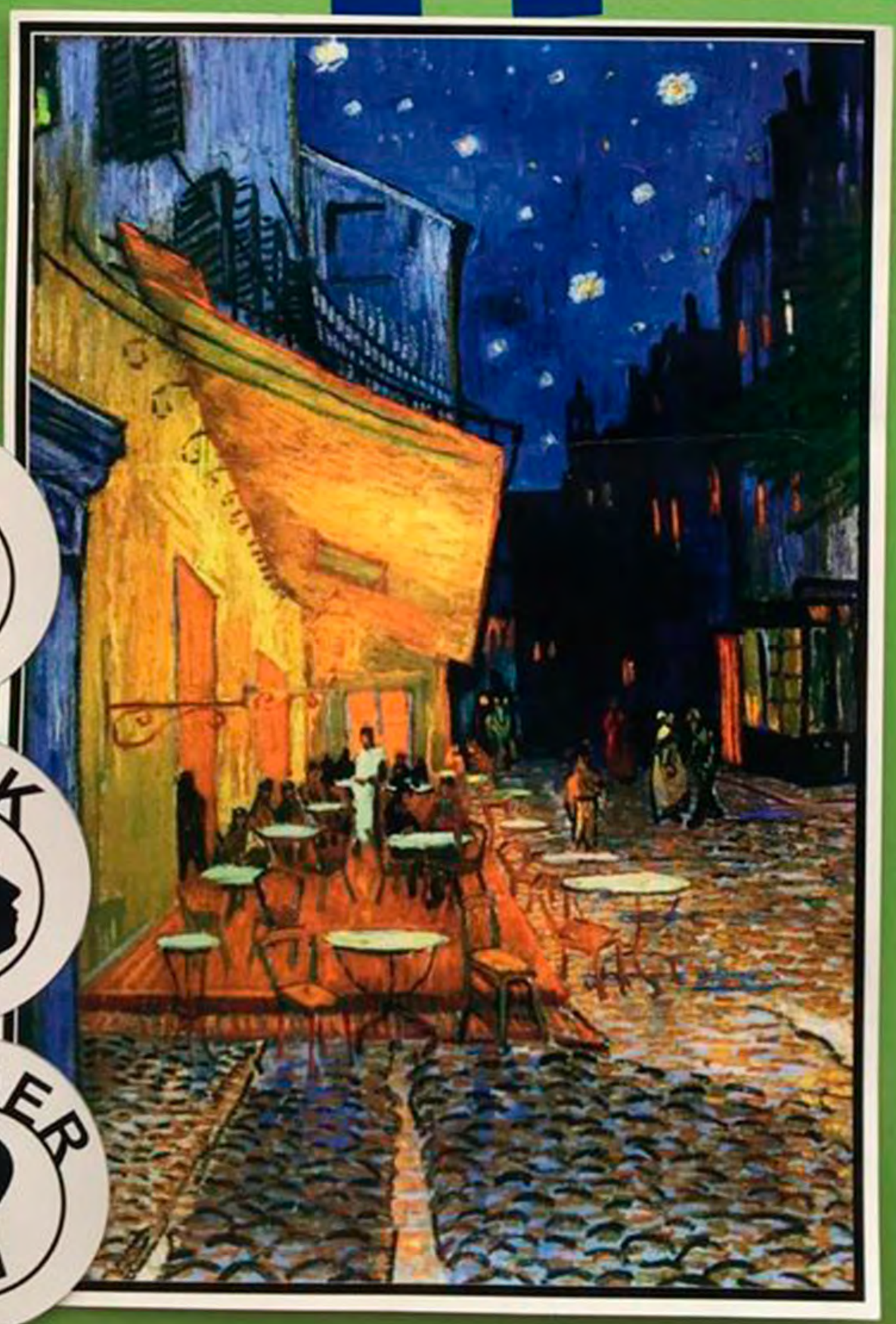
To start, the children selected the data collection instrument they were going to use, (polls or surveys); once the students collected the date, they started to analyze the information they got. Children were supposed to determine the best way to organize their data (Bar graph or line graph). After their data was organized they analyzed it and stated some specifics such as “the most frequent happening, the less frequent, and the possible reasons that could have caused them.

MEASURING IN 2ND GRADE IN SECOND GRADE

WE BEGAN TO COMPARE SETS OF OBJECTS AND THEIR DIFFERENCES THROUGH NON-STANDARD MEASUREMENT TOOLS.

Students measured and graphed sets of objects using different measurement tools like hands, steps, rulers, and measuring tape. The students ordered sets of objects by length and switched to standard measurement by using inches and centimeters. They had a lot of fun!

Van Gogh's Coffee



SEE

THINK

WONDER

VAN GOGH'S COFFEE: SEE, THINK AND WONDER

By: Andrea Pardo

The Van Gogh`s coffee was an activity designed to encourage kindergarten students to make careful observations and reflective interpretations of the work "Terrace of a Night Café" (1888) by the artist Vincent Van Gogh, in order to help children to stimulate curiosity and to set the first stage to inquire.

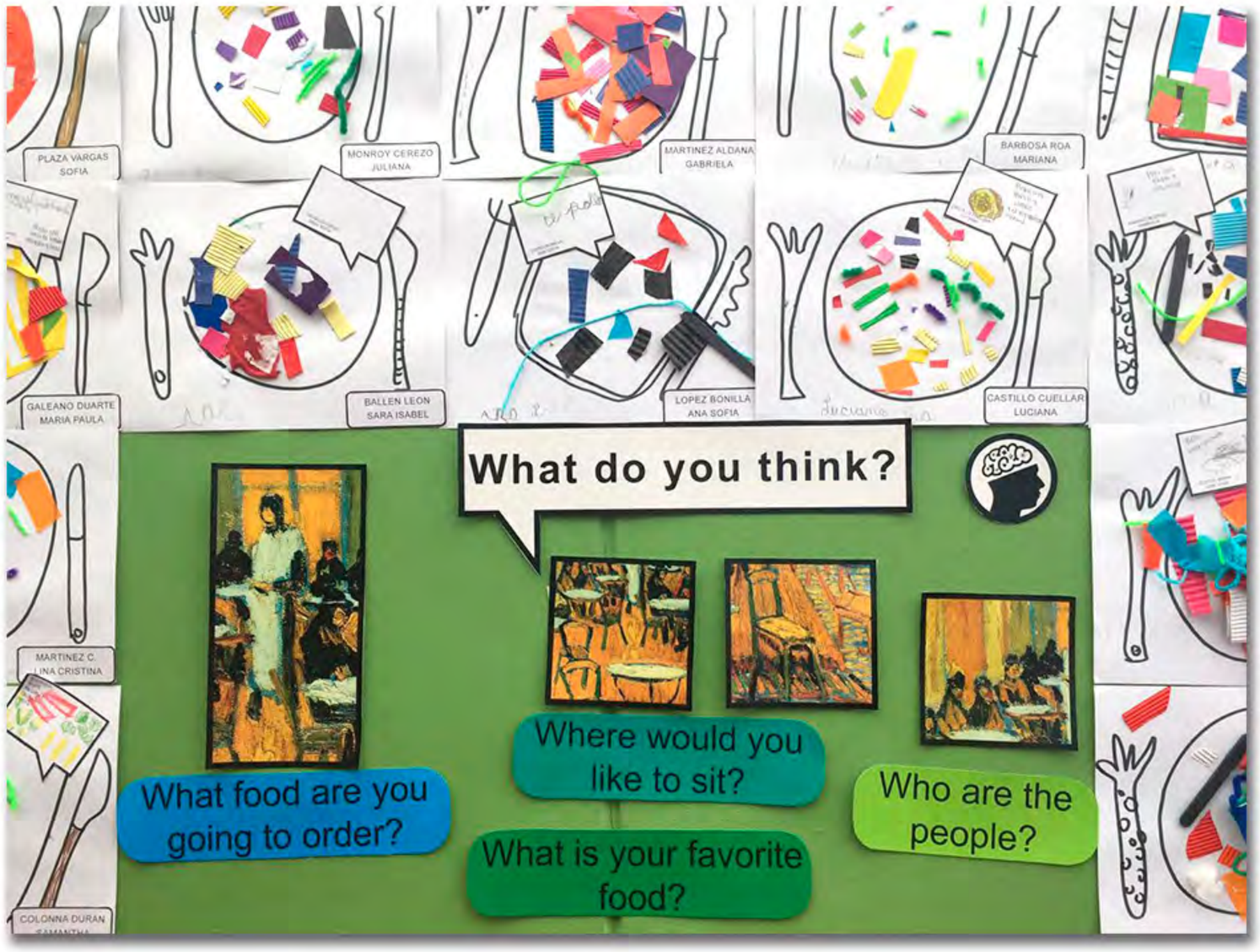
VAN GOGH'S COFFEE: SEE, THINK AND WONDER

The purpose of the activity was to interact with the place and characters in the artwork, by using the visible thinking routine: What do you see? What do you think? And what do you wonder?

The routine began by organizing the students in a circle and giving them the artwork as the image to study, in order to generate an active and passive communication within the group.

During one minute the students thought about the question: what do you see? They used the class vocabulary to label some elements in the artwork while sharing ideas about the artwork. The teacher guided the whole process by giving to students the necessary structures to link their previous experiences and their own likes to the context of the artwork and to share their outcomes.

Then, the second question for the group was: What do you think? This question was aimed to investigate the context of the image with questions like Where would you like to sit? Who are the people in the picture? What is your favorite food? What food are you going to order? Then the students had 1 minute to think individually and share the experience with their group of classmates.



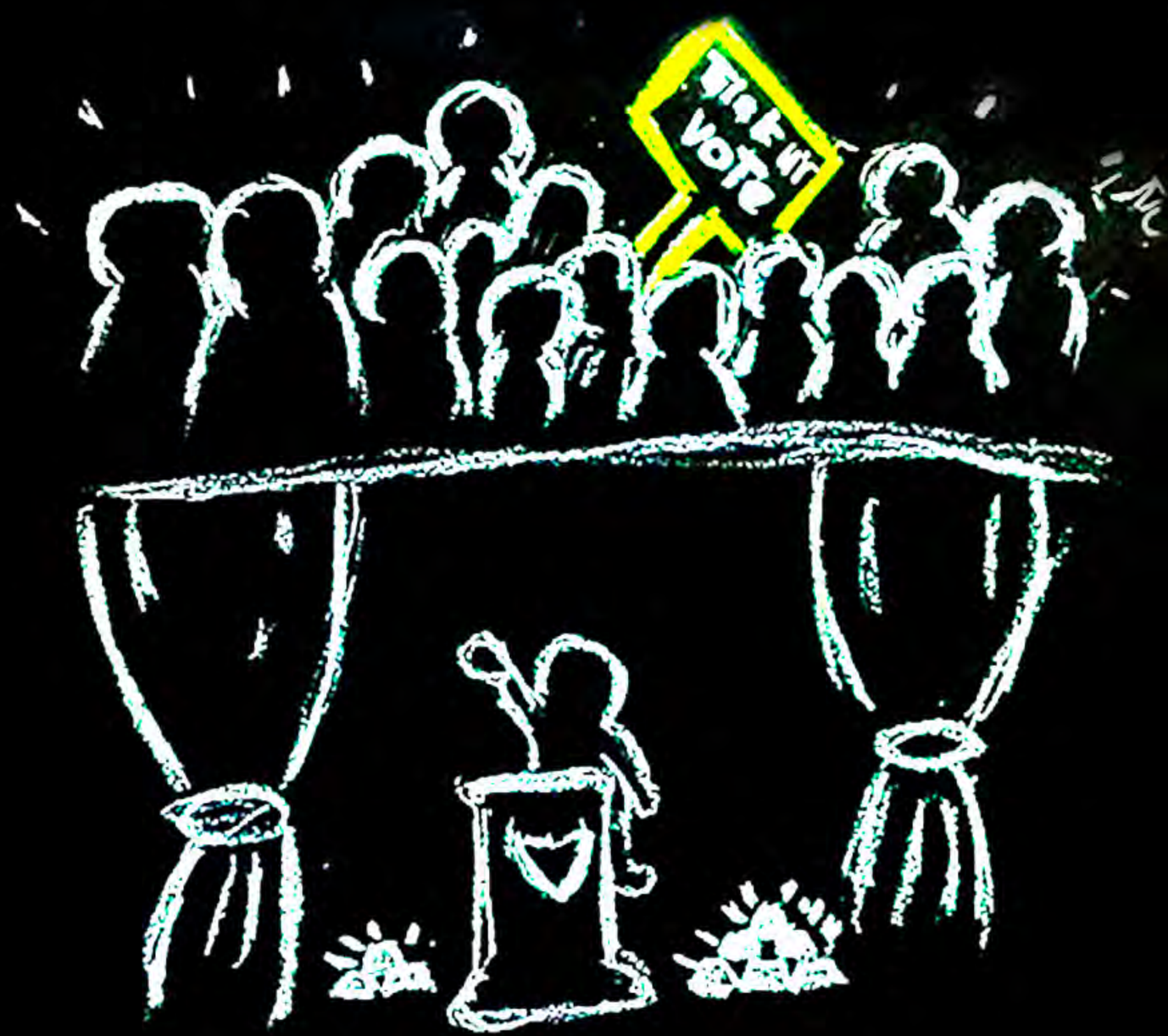
To conclude the thinking routine, the last question was asked: What do you wonder? This question was made to the students by the “waiter in the artwork”, he asked the students: What is your favorite food? giving the children the opportunity to think about their favorite food and to design and create their plate through the exploration of different materials, making their thinking visible and connecting it with the artwork.

KEITH HARING AND THE CRITICAL ART

The development of critical thinking has become in one of the most important needs of the Colombian Educational system, due to the social and political contexts of our nation, that's why the arts class provided to the 5th grade students the chance to observe, comprehend, analyse and criticize some realities of their context. To do it, the students watched a documentary about North American artist Keith Haring and his art style. After that the kids were asked to identify problem situations that affect in a negative or positive way their lives and to express their feelings about them in the art style of Keith Haring using black cardboards and white oil pastels.

The purpose of the art activity was to understand the critical role of the visual arts and to foster in the students the respect for the different viewpoints in which a single problem can be interpreted by different people in the same social context.

By: Laura García



KEITH HARING

DIDACTIC STRATEGIES TO OPTIMIZE THE EFL LEARNING IN KINDERGARTEN STUDENTS.

The new generations are every day more related to technology. Our children learn to use technological devices since very early ages and become experts before being 10 years old. That's why education has to move forward and find new ways to approach to the learning of English as a foreign language (EFL).

In that context, the learning of (EFL) in the kinder students has been strengthen, by the use of some formative acts carried out in relation to innovative strategies and methodologies, which seek to approach the contents in a pleasant and dynamic way, capturing the attention of the children, and allowing them to build knowledge while generating meaningful learning; within these strategies is the implementation of ICT, (information and communication technologies), the use of these tools has allowed teachers to access information and to introduce diversity of topics through videos, images, sounds, animations, information and interactive games related to the class topics. According to the MEN (National Ministry of Education) ICT is a pedagogical and didactic tool that allows the comprehension of knowledge in a real, dynamic and natural way, which is crucial for learning.

This type of resources can encourage the transformation of students, from passive recipients of information to more active participants in their learning process.

The children of the kinder grade of the Liceo Hermano Miguel La Salle have shown in the social studies class more predominance in the style of visual and listening learning. This means that they learn better by looking, and it is easier for them to remember the vocabulary by the use of audios, they like to have a visual contact with the material they study and they assimilate more the information while doing it.

On the other hand, the collaborative work has become into another useful strategy in the kinder classroom, by allowing children to interact with their classmates, sharing knowledge, clarifying doubts and helping each other, in the development of specific tasks. According to Vygotsky (1978) collaborative learning allows a social communicative experience that offers benefits that involve scaffolding, mutual help, reciprocal stimulation, complementing roles and inter-subject control of contributions. That's why it is important to enable spaces that promote the team work and the meaningful interaction among students.

As an example, it is worth to describe one of the co-disciplinary projects that are promoted in the kinder level, aimed to the integration of knowledge from different subjects. This year, subjects such as: social studies and technology worked together, in order to strengthen the students' learning processes. To do it, the Social Studies topic "my school" was linked with the Technology topic "Media" what According to Palmade (1979) "allowed to unify the knowledge of the different disciplines, maintaining the originality of each one".

For this project, the children made a T.V in the Technology class, and they displayed there several contents of the Social Studies class in the context of the topic "My school". The teacher recorded their presentations; about (school symbols, people at the school, places at the school and the rules of the class) these videos were used to provide feedback to students and to be shared with the students' families focusing on the responsible use of the media, and the importance of caring and behave well at school.

As a conclusion it is important to mention that the teacher has an important role in the students' learning process, as he/she becomes a person who stimulates the interest of the students to learn, and is the one that promotes key didactic situations to boost the class. Teachers can transform the learning processes of children and make it a more motivating and meaningful activity.

LOS SÚPER PODERE
NATURALEZA COLOMB

ES DE LA
IANA
ME CONOZCO
ME RESPETO
Y RESPETO
AGENDA
603

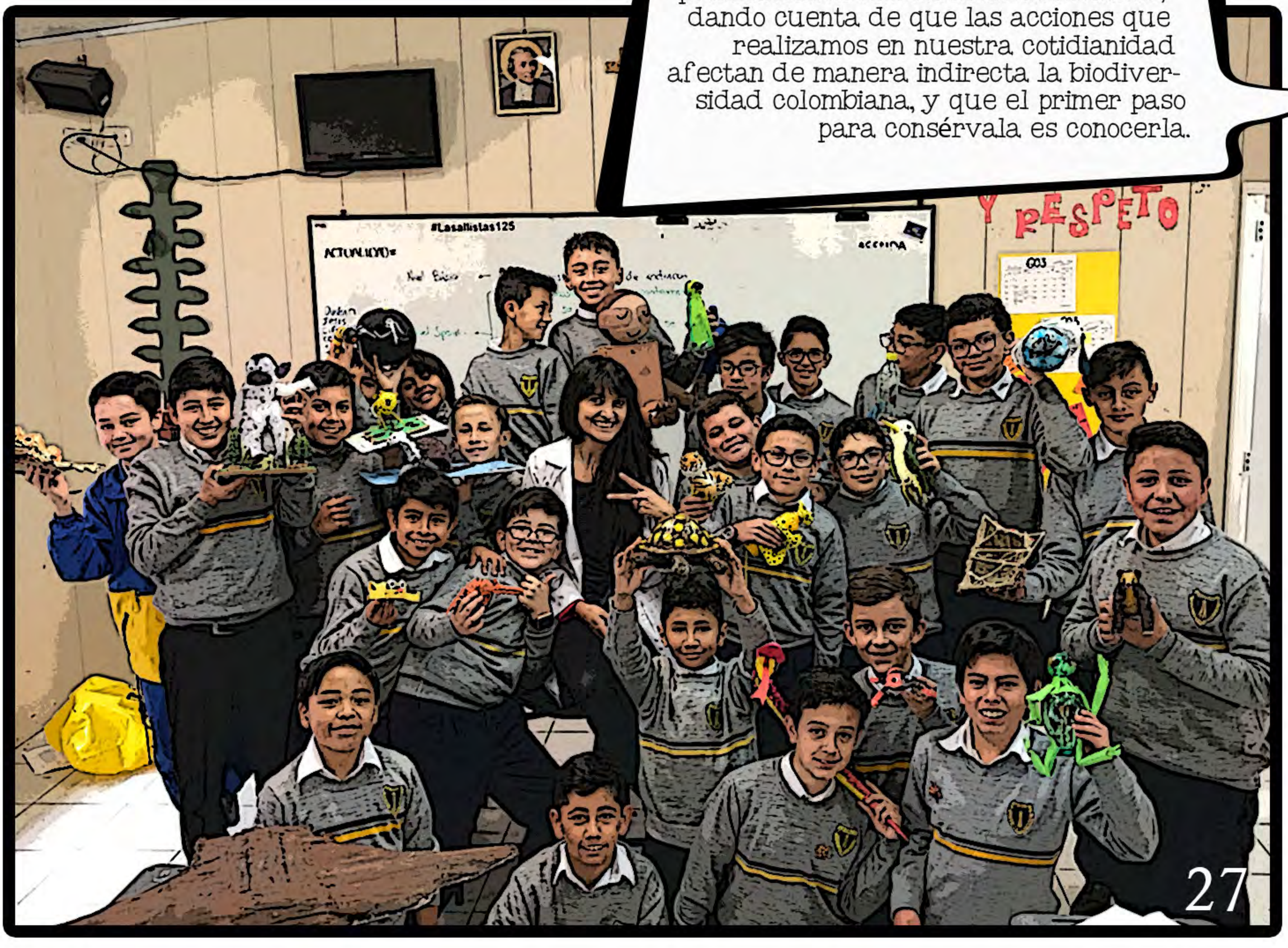
By: Natalia Prieto.

La naturaleza que nos rodea lleva miles de millones de años solucionando de manera sustentable y óptima sus necesidades y dificultades, de modo tal, que, si aprendemos de ella, podremos encontrar soluciones oportunas para los problemas ambientales que hemos causado y que hoy nos aquejan.

"Los súper poderes de la naturaleza" fue un proyecto transversal que se desarrolló en grado sexto articulando asignaturas tales como: Science-lab, Artes, inglés, y español, y que nació en la clase de Biología para fomentar la sensibilización y el conocimiento sobre la riqueza en diversidad biológica de Colombia y su alta vulnerabilidad ante factores que precipitan su pérdida. Para ello, los estudiantes debían escoger un animal en vía de extinción, consultar y reflexionar sobre la situación de la especie escogida. Tras su elección, y como paso inicial, mediante el uso de diferentes técnicas artísticas se hizo su representación en un formato plano que luego dio origen a una representación en 3 dimensiones hecha cien por ciento en material reciclado.

En Science-lab se utilizó la técnica de surrealismo trabajada en la clase de Artes para crear un superhéroe con poderes inspirados en las habilidades del animal en vía de extinción trabajado en la asignatura de Biología. Los estudiantes analizaron en detalle el animal y el funcionamiento de su ecosistema, lo que les proporcionó algunas ideas necesarias para proponer soluciones y plantear estrategias para contribuir con la conservación natural desde sus hogares y desde el colegio. Finalmente, en la clase de inglés se escribió una historia relatando los sucesos que permitieron dar origen al súper héroe y en la que se explica la función del mismo en la conservación de nuestra biodiversidad.

Con esto, logramos que los estudiantes construyeran explicaciones e indagaran soluciones a las problemáticas ambientales detectadas, dando cuenta de que las acciones que realizamos en nuestra cotidianidad afectan de manera indirecta la biodiversidad colombiana, y que el primer paso para consérvala es conocerla.



SUMMER COLLEGE

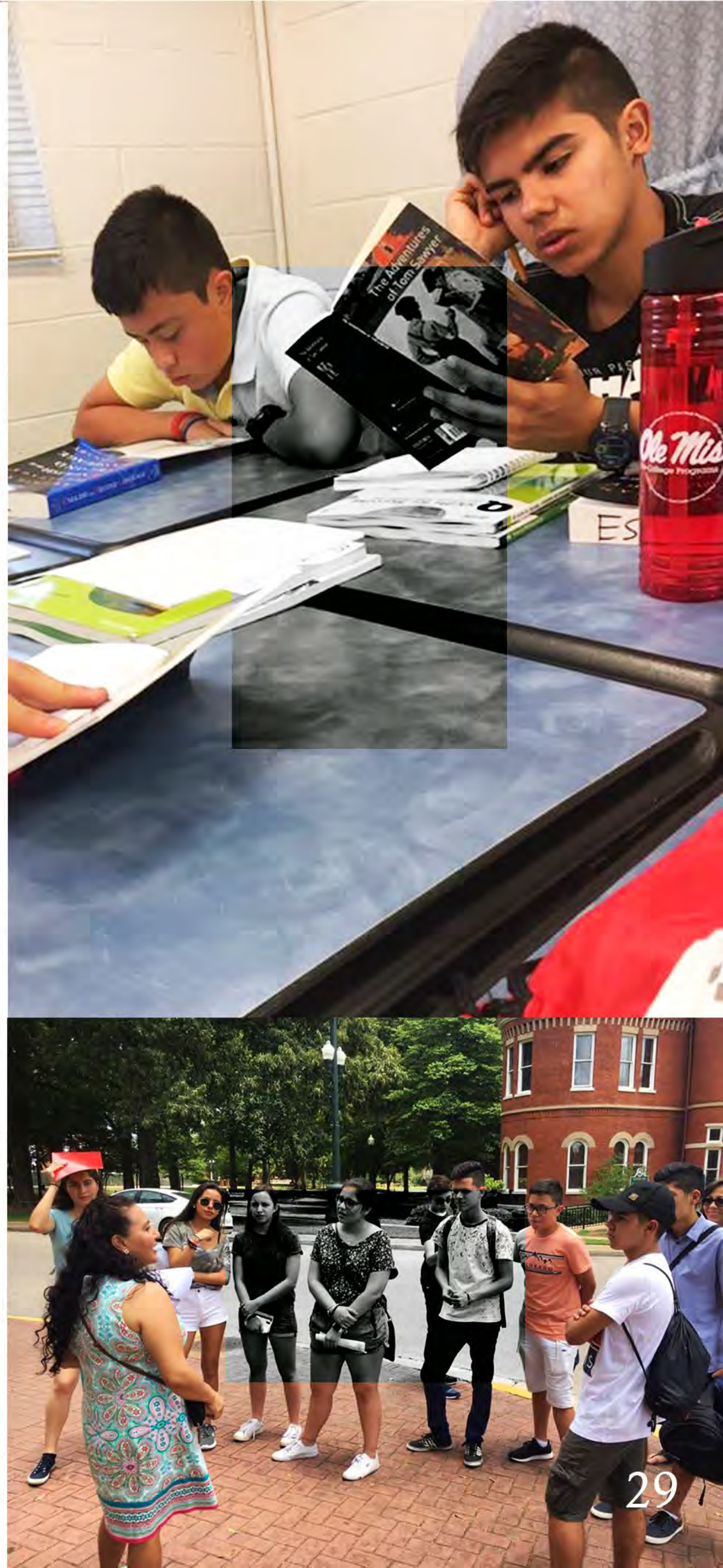
MISSISSIPPI 2018 - II

Last summer, a group of tenth grade students from our School participated in a one-month immersion experience at the University of Mississippi in the United States. Their main objective there, was to improve their communicative skills in English and to have an intercultural exchange with students from all over the world.

Joan Sebastian Herrera Feldman was a participant in this program and he told us about his experience: "My level of English definitively improved. They taught me things that I had never considered during the time I have been learning English, such as reading and writing techniques and an extensive vocabulary". He also highlighted that the fact of having the chance to interact with foreigners (Mexicans, Chinese and Japanese students) allowed him to know their cultures and perspectives, a factor that he considers valuable for his formative process.

Subsequently, he narrated in a short way a regular day of the students during the immersion experience, highlighting that:
"In a normal day I used to go to the University to study for 4 hours, intensively, then I used to return to the students' residence and there I used to study and to do the tasks assigned to me during the day". He added that in the evening he used to have his dinner and to talk with some of the friends from different countries.}
Juan Sebastian closed his interview by saying:
"I definitely recommend the experience, it is an unforgettable exchange and a great opportunity to learn and improve our level of English".

By: Manuela Calle Granados



LIVING THE SPELLING BEE EXPERIENCE AT LHEMI

This year we had the opportunity of knowing what is like to develop and participate in a Spelling Bee contest here at the Liceo. This adventure was great for all teachers and students since it meant a huge learning process for all of us! The contest started on October and included three phases, including the big finals, and First, Second and Third Division had the amazing opportunity to become a part of it.

The first phase involved a competition by grades, in which the students of each room faced challenges among them in order to come up with one representative per class. For this, all students prepared and learned a total of 39 words with the help of their teachers. Once each class had all their winners, they moved on to the next phase, in which they competed among each other to get only one contestant from each grade, practicing the same words from phase one.

The students that proudly stood for each course were: Samuel Ortegón (304), Diego Sánchez (403), Juan Jacobo Herera (504), David Montoya (602), Sebastián Barrera (702), Juan Sebastián Montoya (804), Nicole Parra (901), Feldman Herrera (1002), and Luis Sánchez (1102). These nine students got together on November the 1st in the Chapel to participate in our big finals. For this, they studied a total of 51 words with the help and support of teachers and parents. The judges of this part of the contest were teachers Claudia Muñoz and Katherine Ruíz. Students worked hard to be the winners of their division, and the champions were: Feldman Herrera for the First Division, Sebastián Barrera for the Second Division and Samuel Ortegón for the Third Division.

From the Foreign Languages Department and Bilingualism Department we want to congratulate all participants for their big effort and interest. We are nothing but ready to keep this event coming and promote this experience along the LHEMI. Are you ready to be part of it?

By: Lina Durán

A LASALLIAN TRIP TO THE CHINESE CULTURE!

"It was a wonderful experience" Said the Coordinator Sergio Rivera, after having the opportunity to visit China during 15 days! He learned a lot about the daily life, culture and Chinese society, and he sure loved the experience in which he was able to interact with Chinese teachers and to comprehend the Chinese educative system, including the "school life".

This trip was aimed to build and strengthen academic links with the TFSU (Tianjin Foreign Studies University). One of the eight best universities in China, and to let the Lhemi to accomplish two amazing plans in few years:

- The first one, is to evaluate the possibility of taking Lasallian students to summer camps and academic internships in the TFSU in China.
- The second one, is to set Chinese as one of the foreign languages taught at school.

Our school is doing its best to open doors abroad and to foster intercultural awareness in our community in order to provide more 21st Century skills to our Lasallian students, what will allow them to have better performances in professional and academic contexts abroad in the future.

By: Laura Pérez

3 Nuestras Ideas

DÍA DE LA INTERCULTURALIDAD 2018 "LA MÚSICA COMO EXPRESIÓN SOCIAL"

El 2 de Noviembre el área de Ciencias Sociales del Liceo Hermano Miguel de la Salle, llevó a cabo el día de la Interculturalidad desde una mirada musical llevando así la memoria social de América Latina a las aulas mediante el análisis y la reflexión del discurso de canciones tradicionales y significativas para la cultura colombiana y latinoamericana. Este año nos propusimos mostrar la música como un hecho cultural que representa el pasado y el presente de una sociedad a través de distintas melodías.

Para lograrlo, seleccionamos una serie de canciones con contenido social fomentando en los docentes y estudiantes el análisis de cada uno de sus discursos, dando cuenta de su contexto a través de un performance y/o dramatización. Algunas de las canciones asignadas fueron "Movimiento" de Jorge Drexler, "Plástico" de Rubén Blades y "el Niágara en bicicleta" de Juan Luis

Guerra entre otras. Las canciones fueron acordes a las características socio- culturales de los estudiantes de cada división. En este sentido la música fue la oportunidad de celebrar la interculturalidad desde la alegría y la creatividad.
By: Lily Leal.

CAMPAMENTO INTERNACIONAL
(GUATEMALA – COLOMBIA 2018)

My experience in Colombia was something extraordinary. Since we arrived it was very nice, we did a lot of things that I did not imagine we were going to do, it was something very nice. It was my first trip to another country and I was alone just with friends, I was very nervous about the school: “how was it going to be?” and about being one week without my family. Fortunately, I made several friends there, I lived with my classmates and some people I had never spoken with before, it was very nice.

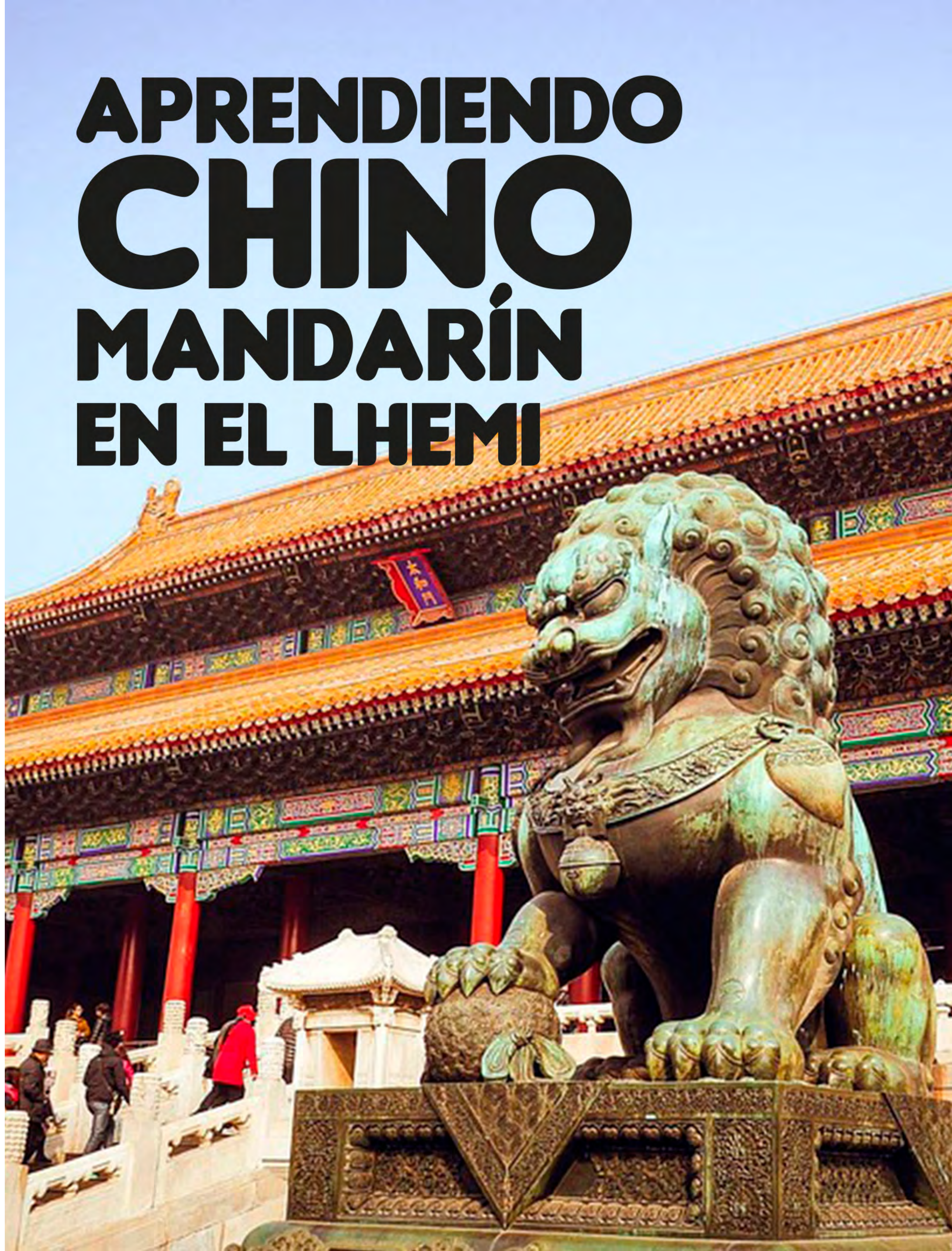
I loved the school, I was very surprised, when I saw it exceeded my expectations, the English classes were not as I thought they were going to be, they were so fun, we learned a lot with our teachers, whom I appreciate too much.

We visited very nice places, I loved the Monserrate hill, I loved the city of Bogotá, I can say that I will never forget this experience, I miss Colombia a lot, the people, the food, the accent, the friends we made there, everything.

It was definitely an unforgettable experience!

By: Andres Berducido
(Estudiante de La Salle “Chiquimula”)

APRENDIENDO CHINO MANDARÍN EN EL LHEMI



Según la UNESCO, el aprendizaje de lenguas extranjeras es una herramienta necesaria para el desarrollo académico y profesional de los jóvenes de hoy, por esto, el Liceo Hermano Miguel La Salle, en alianza con el Instituto Confucio de la Universidad Jorge Tadeo Lozano desarrolló los cursos extracurriculares de Chino Mandarín que se llevarón a cabo durante el primer y segundo semestre del 2018 y continuarán para el 2019.

En el marco de esta experiencia, nuestro coordinador de educación bilingüe Sergio Rivera visitó la cuidad de Tianjin (China) como representante del Liceo en el II Encuentro para la cooperación Colombia – China en el sector educativo, auspiciado por el Instituto Confucio de La universidad Jorge Tadeo Lozano, y la Universidad de estudios extranjeros de Tiajin, TFSU por sus siglas en inglés. Esta visita tuvo como objetivo fortelecer los vinculos académicos de nuestro Liceo con la universidad de Tianjin, y proyectar futuros intercambios culturales, académicos y profesionales para nuestros docentes y estudiantes, esperemos que en proximos años estos proyectos sean una realidad.

By: Lily Leal

¿Por qué Chino Mandarín?

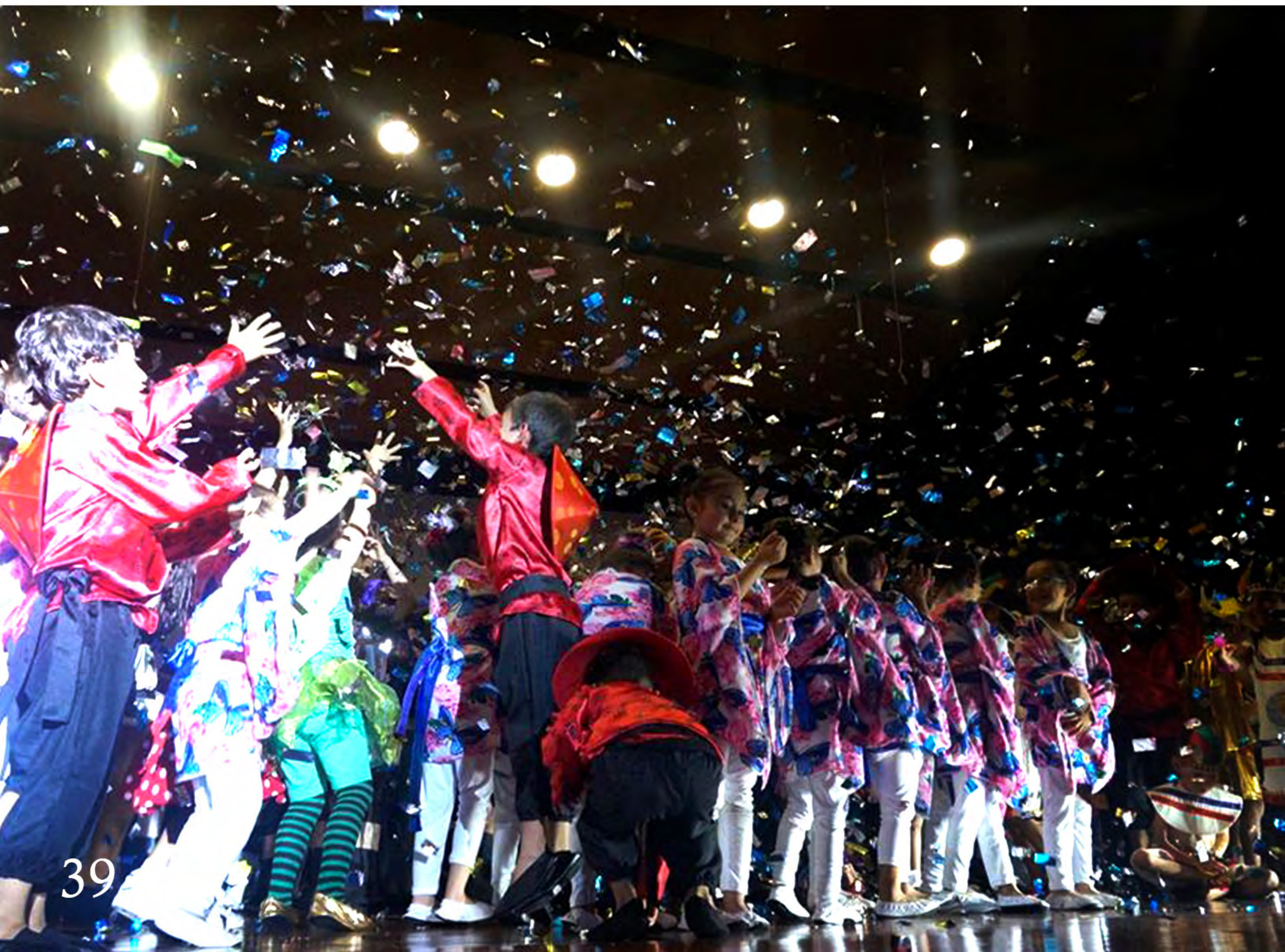
- El proyecto de educación multilingüe del Liceo ha venido fortaleciéndose durante los últimos años, permitiendo que nuestros procesos académicos e interculturales se expandan y brinden cada vez mayores oportunidades a nuestros estudiantes, quienes a través de esta experiencia tuvieron un acercamiento a las características, lingüísticas, sociales y culturales de una de las potencias económicas más importantes de oriente.

- El Chino Mandarín es una de las lenguas más habladas del mundo, y manejarla permite acceder a miles de oportunidades académicas que el Gigante Asiático brinda a nuestro país por medio de acuerdos de cooperación.

- Aunque está catalogada como una de las lenguas más complejas del mundo, la amplia experiencia del Instituto Confucio y la solidez académica del Liceo han facilitado su aprendizaje por parte de nuestros estudiantes Lasallistas.

- El mundo de los negocios se encuentra estrechamente relacionado con los procesos manufactureros de China, por lo cual manejar el Chino Mandarín le permitirá a nuestros futuros empresarios establecer y mantener buenos contactos comerciales en el continente asiático.

EL TALENT SHOW 2018 "FOR A BETTER FUTURE"



El pasado 10 de noviembre, el Liceo Hermano Miguel La Salle presentó su quinto Talent Show “For a better future”, el cual se ha venido configurando como uno de los proyectos transversales más populares de la institución, ya que por medio de la articulación disciplinar, cognitiva y expresiva, nuestros estudiantes han aplicado los aprendizajes adquiridos durante el año y nos han brindado hermosas experiencias con impacto formativo. En esta ocasión tres viajeros en el tiempo nos enseñaron la importancia de cuidar el medio ambiente, y como un pequeño cambio puede generar una gran transformación, dejando un claro mensaje para todos los asistentes, “Nuestro futuro depende de nosotros, y los Lasallistas cuidaremos nuestra casa común”.

4. LHEMI DEPORTES

ENCUENTRO DEPORTIVO Y PASTORAL LASALLISTA COLEGIO DANTE ALIGHIERI 60 AÑOS

Del 25 de septiembre al 02 de octubre en el marco de la celebración de los 60 años de fundación del Colegio Dante Alighieri, institución que se ubica en el municipio de San Vicente del Caguán en el departamento del Caquetá, se llevaron a cabo numerosas actividades que involucraron a varias comunidades Lasallistas, ya que esta institución es liderada por la congregación de los Hermanos de las escuelas cristianas.

El encuentro deportivo y pastoral contó con una delegación integrada por 20 personas que representaron a los 1320 estudiantes del LHEMI en las disciplinas deportivas de voleibol, atletismo y fútbol de salón, dejando una destacada participación y ubicándose en los primeros lugares.

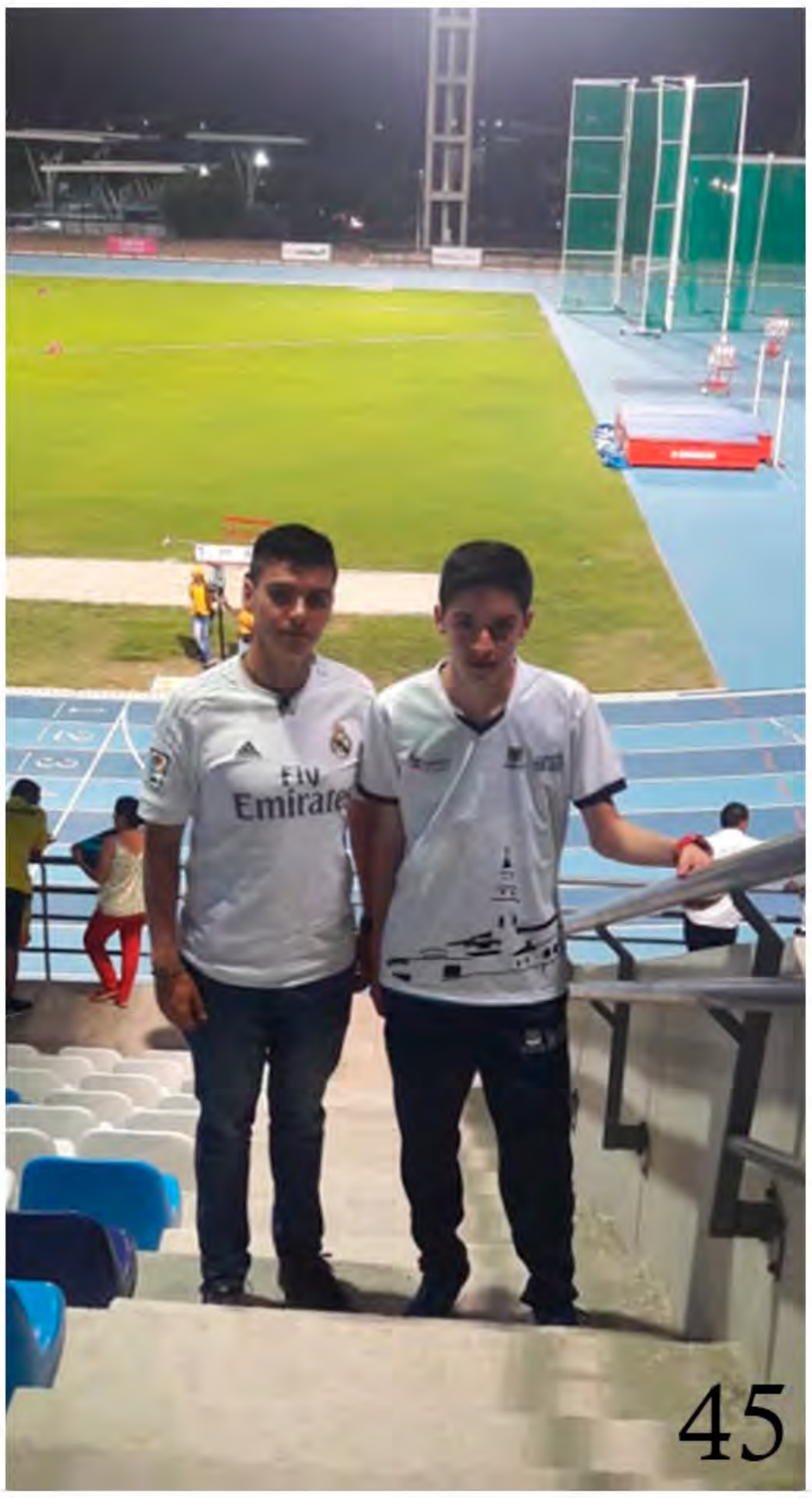
El Centro de Operaciones Pastorales del LHEMI, participó con los estudiantes que pertenecen al Movimiento Distrital Indivisa Manent, en el encuentro deportivo y pastoral Colegio Dante Alighieri, se desarrollaron encuentros con las tres sedes de la institución, permitiendo la vinculación de los jóvenes de la pastoral del LHEMI con la realidad social de San Vicente del Caguán. Es imperante resaltar la organización de las diferentes actividades pastorales y deportivas, que organizó la comisión anfitriona, permitiendo que los estudiantes conocieran los diferentes proyectos que adelanta la Pastoral anfitriona. En una actitud de agradecimiento por la acogida, disponibilidad y entrega partimos de esta región del país con muchos retos locales entre los cuales está continuar vinculando a las nuevas generaciones en las obras Lasallistas.

Por: Lic. Carlos Forero

FASE REGIONAL SUPERATE INTERCOLEGIADOS

Del 15 al 20 de octubre del presente año, viajó con destino a la ciudad de Bucaramanga la delegación prejuvenil de Bogotá, participando en la final regional de deportes de conjunto de los juegos Supérate Intercolegiados.

El equipo de voleibol femenino del Liceo Hermano Miguel La Salle hizo parte de este selecto grupo al coronarse campeón de este deporte en la ciudad capital. Este torneo es el más exigente a nivel colegial en nuestro país, por eso es de valorar el cuarto puesto en el que se ubico nuestro Liceo.



5. UN COLEGIO EN PASTORAL

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LA SALLE
LICEO HERMANO MIGUEL
LICEO
Hermano
MIGUEL
La Salle
50 años
1967 - 2017