

Nº 03

LaSallian

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FEBRERO - NOVIEMBRE DE 2019

FOREIGN LANGUAGES DAY

**BENEFITS AND CHALLENGES
OF BILINGUAL EDUCATION:
THE EXPERIENCE OF
LICEO HERMANO
MIGUEL LA SALLE**

**MY FIRST TIME
IN A UNITED
NATIONS MODEL**

**FOREIGN LANGUAGES
DAY AFRICA IS MY DNA**

**CAMPEONES
LASALLISTAS**

**UNA OPORTUNIDAD
PARA CRECER**

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Imágenes

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1. INVES



TIGACIÓN

1.1. BENEFITS AND CHALLENGES OF BILINGUAL EDUCATION THE EXPERIENCE OF LICEO HERMANO MIGUEL LA SALLE



Abstract

This work was aimed at presenting a ten-year Bilingual Education experience developed in our “Liceo Hermano Miguel La Salle”. Which has designed and implemented a program based on the balanced and progressive development of thinking, formative and communicative skills within content academic scenarios.

This program has articulated different models and methodologies such as CLIL (Attard, S. et al. 2016), EFL, PBL (Markham, T. et al. 2003) and TBI (Willis, J1996) to avoid having biased or purist unrealistic educational perspectives, and has constructed a mature trackable bilingual program that has impacted the students’ learning processes and has meaningfully transformed its institutional context.



54TH Annual Conference 2019

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Bogotá.

October 10TH
11TH
12TH



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
EDUCACIÓN ABERTA Y A DISTANCIA

Bilingual & Multilingual

Processes:
*Educational Accomplishments
and Challenges in Colombia
and Latin America*

Key words: *Bilingual Education, thinking skills, communicative skills, CLIL, EFL, TBI, PBL.*

Social and Economic Globalization have generated new contexts in which technology, trade and culture are constantly transformed. Even human interactions have gone beyond the limits once established by linguistic diversity, through the use of English as a “Lingua Franca” in different international environments. This situation has had a direct impact in many Educational systems around the world (Block, D and Cameron, D. 2002). Therefore, the Colombian Government has implemented a series of laws and guidelines aimed at the achievement of the international Educational Standards, what for; (Bayona, J. 2006) has caused and even forced major “curricular migrations”, in different Educative institutions which have implemented English Intensification or Bilingual Education programs along the country. Forced curricular migrations are one of the most common challenges of Bilingual Education, due to the lack of context and analysis of the population’s necessities, planning and projections.

This work aims at presenting a complete Bilingual Education experience developed during ten years in a private 1340-students school in Bogotá: the Liceo Hermano Miguel La Salle “LHEMI”; and how its program has overcome some downsides, strengthened some benefits and faced several challenges in the construction of a Bilingual Education program.

The first challenge faced by the LHEMI’s Bilingual Education program had to do with the hierarchy of processes in the general curriculum, and inside the classrooms. How to successfully articulate language and contents in a specific context? For answering it, a group of teachers started to observe the CLIL classes and to contrast the collected information with some institutional guidelines. The process concluded that all components “language, cognition and content” must be implicitly articulated in the design of each subject objective. Each session must have two objectives: a cognitive one (Progressive thinking skill + content topic) what allowed the rest of the teachers to track, work and assess cognitive processes (LOTS to

HOTS); and a communicative implicit objective (Communicative skill, or grammar topic + learning strategy) to track the communicative progression of the students what allowed the teachers to know what the students were expected to do in each grade (BICS to CALP).

The mentioned curricular construction process took about four years of continuous self-assessment, what presents another challenge of Bilingual Education at LHEMI “It is a long-term process that includes a total adaptation of the institution’s curriculum and class methodologies”. Once the cognitive, communicative and content components were articulated into the curricular frame, the program focused its attention on the application and interactions in the classroom. One of the main challenges in this stage was the teachers’ training and stereotypes’ breaking due to the misconception of Bilingual Education as total renewal in the school’s staff, especially non-bilingual teachers, what can create serious resistances to the program implementation.

By M.A. Sergio Rivera and B.A. Paola Pérez

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OUR BILINGUAL PROJECT



1 I love my school because it is fun

2 Name Antonia Rillar

101



2.1. LEARNING PROCESSES
OF BILINGUAL SUBJECTS:
ETHICS IN 4TH DIVISION

2.1 LEARNING PROCESSES OF BILINGUAL SUBJECTS: ETHICS IN 4TH DIVISION

Bilingual subjects in our school contribute to improve the learning processes of our students not only by allowing them to use another code but by opening a way in which they can apply the contents they are learning. In this context the Ethics team has been constructing a curriculum aimed not only to the work of content topics, but also to the development of our students' cognitive and communicative skills.

In this case, we will focus on the processes developed in first grade where our curriculum is ascendingly structured and aimed to



expand the reach of recognition of the closest contexts of our students. It is supported by learning strategies that help our students to "learn to learn" according to their cognitive and communicative levels.

Ethics starts its process by helping students to be aware of their existence and the features that characterize them, having a special focus on their values. Then, the recognition of their family, its values and activities become a relevant process. Finally, their school friends who are an important part of their lives are part of a general process of recognizing and valuing the diversity and the differences



among them. All these stages take our students to have a complete perspective of the school as the place in which we can share values, characteristics and activities with people who are similar but also different from us.

During the four terms of our school year this process is supported by songs, drawings, maps and pictures that are enclosed in contextualized tasks that help our students to apply their learning, in their lives.

By B.A. Paola Andrea Pérez Bohórquez
Bilingual Education Teacher





2.2. A COMMITMENT TO THE ENVIRONMENT



Here at LHEMI, we believe in the saying: “Think globally, act locally”. That’s why we feel it is our responsibility to think about the environment and its sustainability, and to implement some actions to reduce our negative impact on it.

Environmental concerns are growing more and more, so we as committed LaSallians who care about the environment, need to think about strategies to contribute locally to solve global problems with a little contribution towards sustainability.

Last September, it took place our 2nd big recycling campaign, where all the community participated in bringing to school all the recycling material they had at home. Students were able to realize the huge amount of waste material they could find at their homes and that might generate a negative impact on nature. Our students found that recycling is crucial and that even the smallest step that can have significant benefits for the environment.

We thank all the LaSallian community, including our very committed parents, for all their support on this activity in which we were able to gather around 95 kg of recycling material. Involving our families into recycling schemes is very important to provide a path to a greener future. With this activity, we hope to get our LaSallian community to feel more into environmental issues and find a way to systematically contribute from little and local actions to overcome big global environmental concerns.

By B.A. Carolina Guerrero





SOCIAL STUDIES ARTICLE

The United Nations model is a simulation of a UN meeting, this year I had the opportunity to be part of one of those simulations at Universidad de la Sabana, I was so nervous because I was the youngest in the group and my topic was not easy, I was the delegate of Japan in DISSEC, (Disarmament and International Security) the topic of my committee was the secession of South Ossetia from Georgia.

At the beginning of the meeting, I was so agitated because most of my partners were eleventh graders and law students from different universities, but with the help of some friends I was able to get adapted to my committee and I did great contributions to the problem analysis and the final resolution.



2.3. MY FIRST TIME IN A U



In the second day we went to the General Assembly, there were people from ECOFIN, (Economic and financial committee) and SOCHUM, (Social, Cultural, and Humanitarian Affairs), there I meet two amazing girls from 10th grade, we talked about the topics of all committees and we wrote down a resolution paper. This paper did not get the minimum number of votes to be approved, I was so disappointed because I thought about the complicated situation of Ossetia's people in South Ossetia and Georgia, but later on, I remembered that it was just a simulation.

After this amazing experience, I hope to have the opportunity to attend a United Nations Model again, I also want more students from LHEMI to have the chance of participating in this event. I strongly recommend this educational activity since you learn a lot about current events, politics, law, and social science, and you can also improve your oral skills while meeting many smart and interesting people.

By Juan Fernando Vivas 703



2.4.THE GERMINATION



Plants are living creatures. We see them standing, decorating rooms into green, we eat their leaves, their stems, roots, and fruits, we even inhale the oxygen they produce. Plants are the only living creatures that produce their food supply! There are so many benefits that we receive from plants, but we are so mistakenly sure that they will always be around supplying us. We need to care plants and give them so much more value.

Gladly, our kids are in a constant process of discovering the world, and with our help, they will keep overflowing openness and generosity. They enjoy nature's magic, and they are learning to love and value it. This year our kids had the opportunity of witnessing the plant germination process, it was a magical experience! As a colleague recently said to me, "When we watch a plant germinating, we can understand that God does exist."

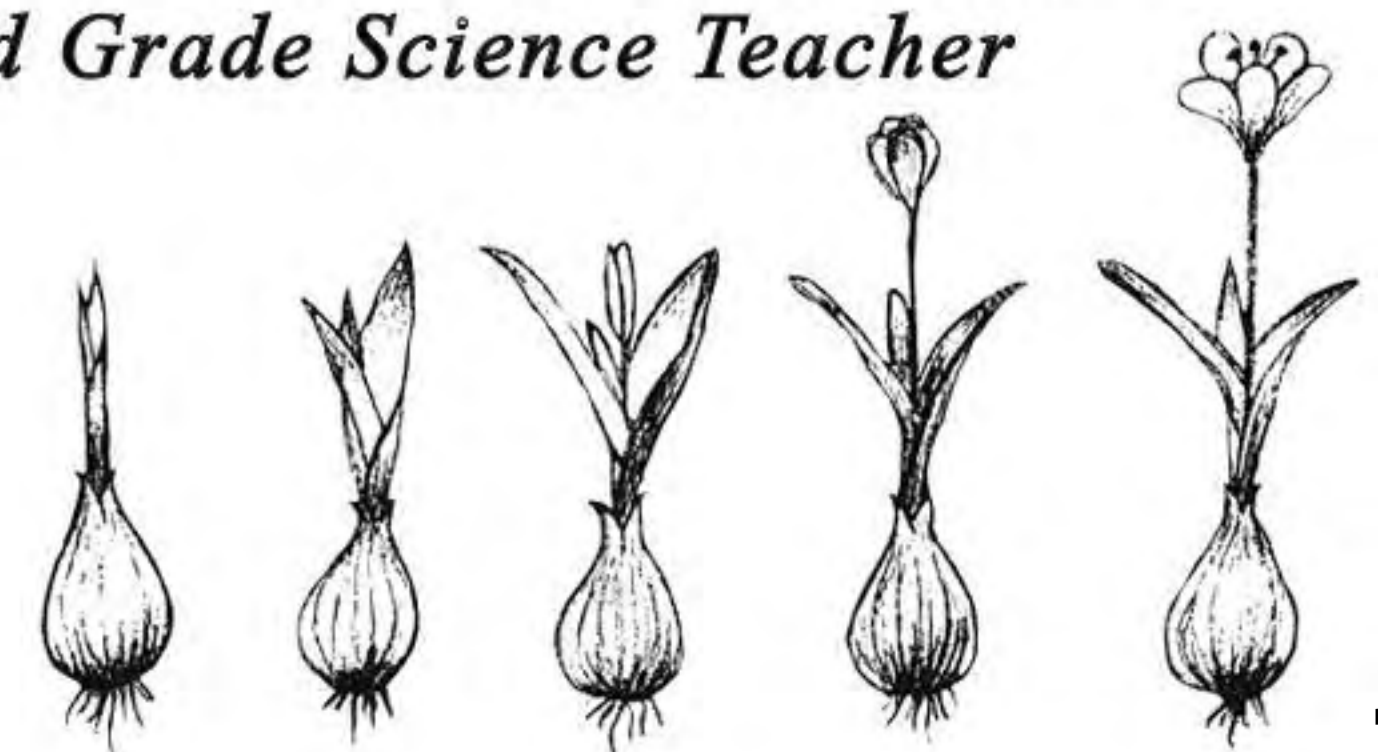


“This Germination Mini-Lab” was our Second Graders’ and their parents’ teamwork experience, on it, the students chose a plant that they wanted to germinate and watch growing, they had many options: green peas, red beans, corn, and lentils. The boys and girls were asked to find a place and feed their plant while observing its day to day changes. They had to take care of their plant right or wrongly, trying once and again, whether successful or not, so that they would ask themselves questions, feel frustration, joy, or surprise.



Witnessing the miraculous vivid experience of observing a living creature’s birth and growing process, finding the right place to monitor and value the plants and all the cooperative environment around this process, was our group’s most wonderful learning achievement.

*By B.A. Claudia Muñoz Bello
2nd Grade Science Teacher*



2.5. EVERYDAY FOR FUTURE



‘Se extiende el pico y placa por altos índices de contaminación’.

I read it with a numbed heart. We are always waiting to the limit, to the extreme to act. Are we going to wait for an imminent extinction to react? Humanity has been polluting the air for decades, forgetting one of the simplest rules: ‘what goes around comes around’. Even with the worldwide statistics of air pollution, people continue ignoring it, is it because we cannot see it? Well, if that’s the reason, let’s make it appear!



Juan Diego Méndez Ortiz
402



Day 1

Day 8



Day 17

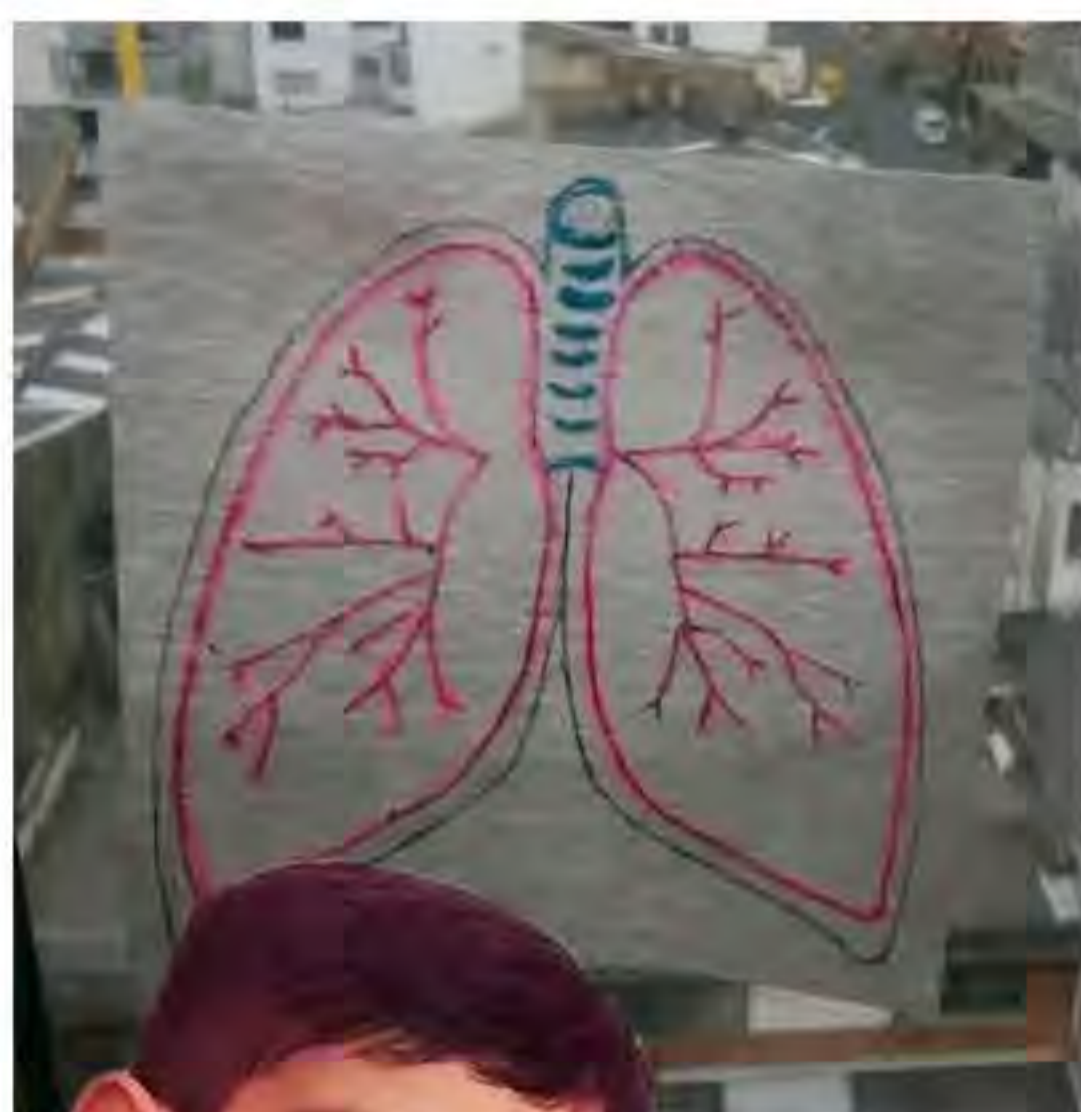
Day 32



FOTO No. 4

week 4

In a city avenue: Boyaca con
Cll 53



Our school fourth graders, created a project which would enable them to experience how air pollution can affect our lungs, respiratory system, and in general terms our lives. After one month they had to follow the observable changes on their cotton lungs with photos. It was incredible to see how involved they were in the whole process, yet the most heartwarming sensation was to feel their concern about air pollution.

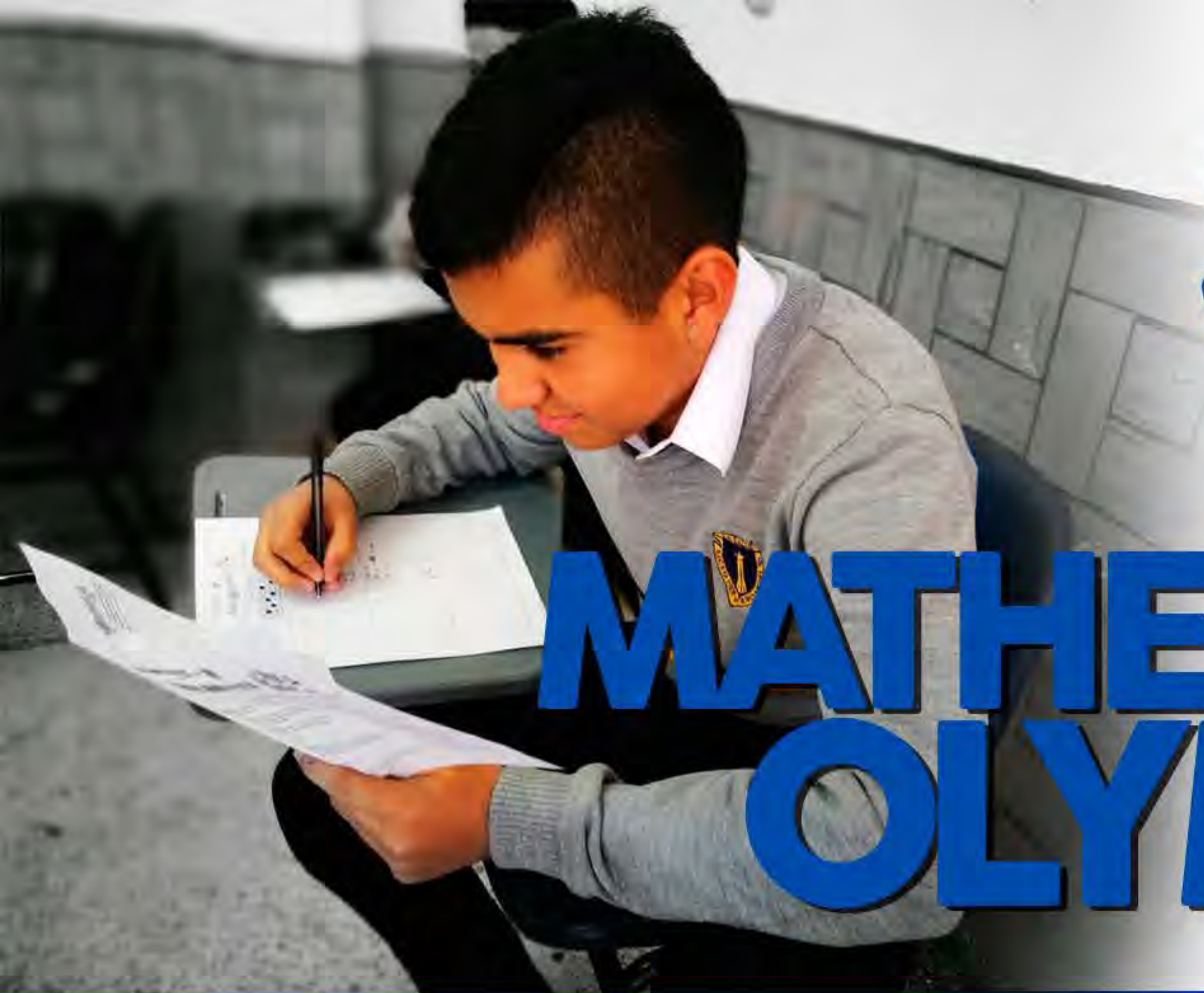
'Teacher: can this happen in my real lungs?
' I did this in two places because I know this part of the city is more polluted. I can smell and feel the pollution in this part of the city'
'I never thought it was possible to have a black colour in my lungs only with the air'.

This last observation from a student enlightened me, it helped me to understand the common saying 'ojos que no ven, corazón que no siente' That's precisely what is happening with air pollution, we are not aware of its impact, the 'invisible' but lethal effects in our respiratory system, bloodstream and body.

Indeed, through this project, we made visible a problem, a problem that needs a solution right here, right now. Beause unlike water, you cannot buy potable air. Everybody is in the same ship! are we going to let it wreck?

By B.A. Katerine Ruiz





2.6. MATHEMATICS OLYMPIAD

Mathematics are very important for all of us, given that by studying them we do not just learn about numerical reasoning but, we also develop and improve our critical thinking skills, as well as the ability to solve problems, analyze and understand everything that surround us in a better way. Therefore, in order to encourage students to continue enhancing their mathematical skills, many contests and competitions are organized worldwide; one of them is known as the Mathematical Olympiads, which objective is to promote the development of the students' capacity of reasoning, investigating, connecting and verifying the solutions they might have found to any given situation. Equally important, inside our community, the LHEMI School, the Math department also looks forward to promoting the spirit of fair play among the students.

The last October we had the opportunity to hold the fourth version of the Mathematics Olympiads known as "Lhemimates" in our school, with the participation of the students from all the divisions. The competition was carried out during the first two hours of class, in which students had to answer the 15 questions that were designed to foster the different types of reasoning: numerical, geometrical, variational and logical. Ten of the fifteen questions were multiple-choice and the other five were open questions that aimed to evaluate the ability to reasoning and (argue).



With this type of activities, the department does not only (reinforces) the Lasallian values, but also to spot mathematical talent among students.

By B.A. David Lievano & B.A. Mónica Molina

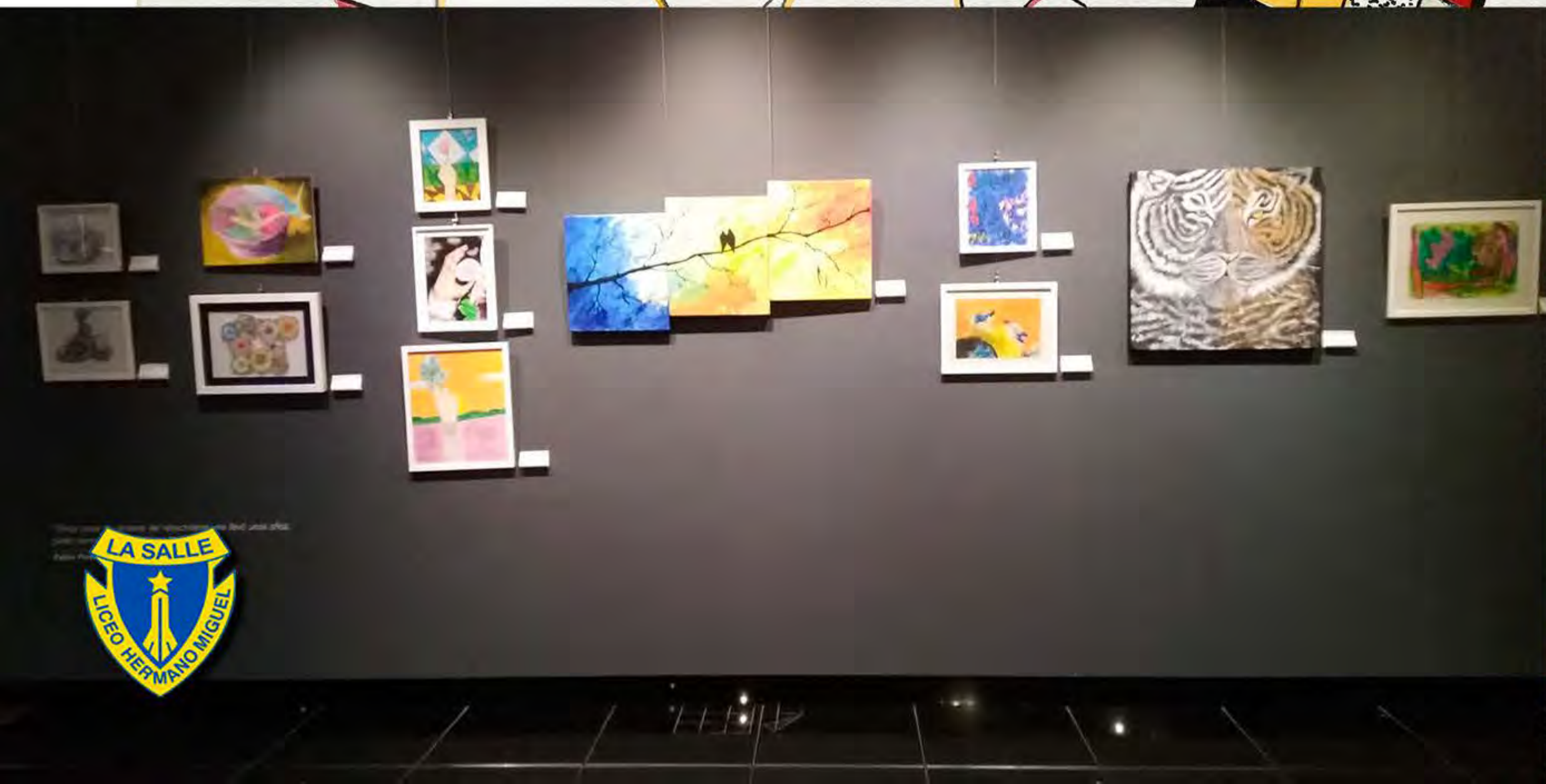




2.7. SAV-ARTS IN OUR LHEMI

Since 2016, we have recognized the importance of art in our students' lives by opening a space that is designed to share the pieces of art that our children do throughout the whole academic year. This space is called the Visual Arts Salon (SAV in Spanish). This project arose due to the interests of questioning, reflecting, tracking, relating and reconstructing different realities and contexts that affect our students' lives altogether with different states of art. Furthermore, they begin to transform the theoretical processes of art into a practical one in which they involve their expressive and creative abilities. Hence, students get to build different spaces where imagination and memory begin to be a fundamental part of their creation. The Liceo seeks that its students develop knowledge by being enlightened by different artists that make up each of the artistic avant-gardes worked. In consequence, students begin to create a critical and aesthetic awareness according to each of the leading-edge artists studied.

By B.A. Laura García



Karol

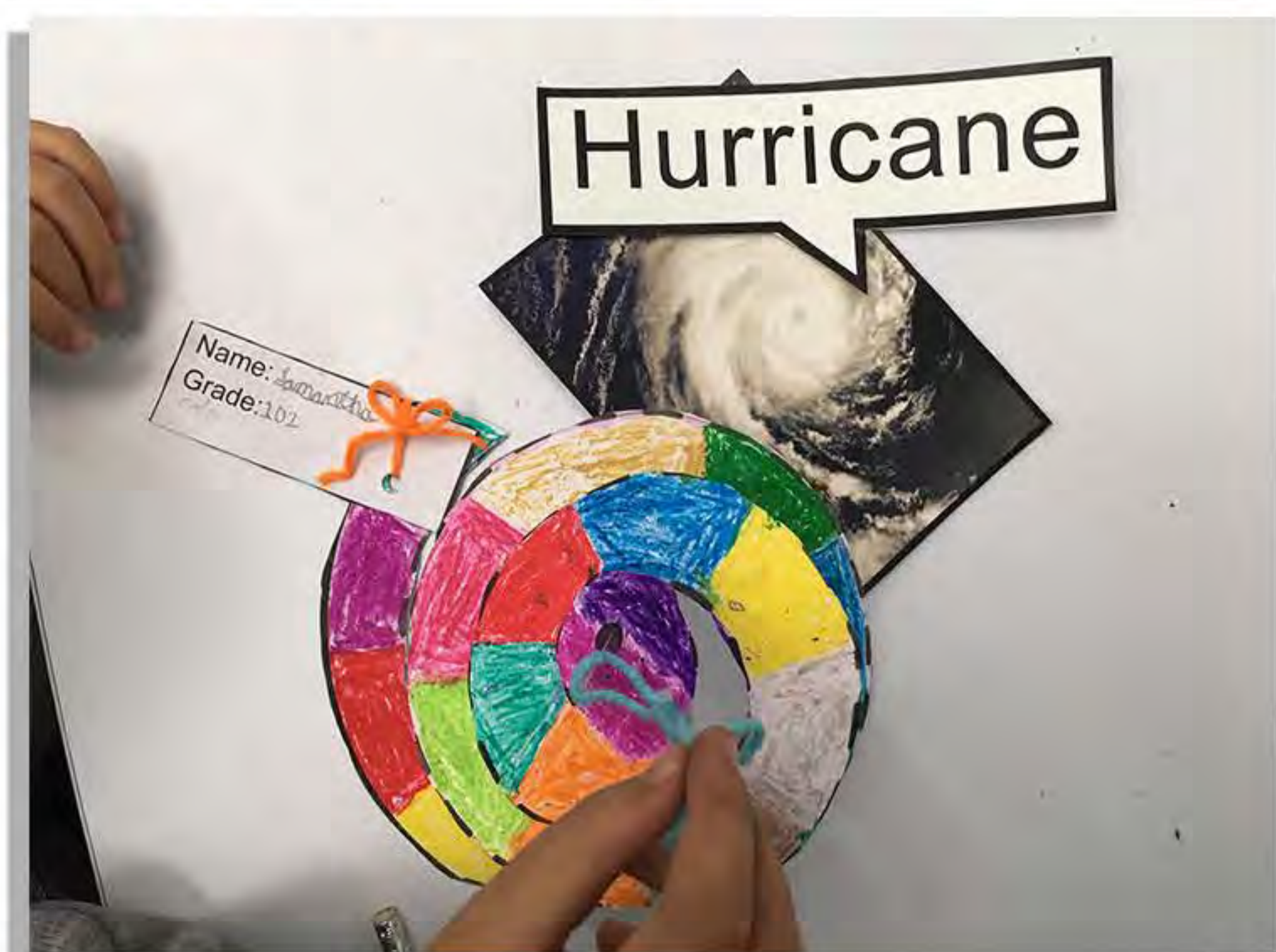


2.8. HENRY'S SCISSORS

"MATISSE GOT AS CLOSE AS ONE CAN GET TO HEAVEN WITH A PAIR OF SCISSORS"
ROMARE BEARDEN

Henri Matisse was the artist that our first graders studied throughout the year. His colors, shapes, and lines were the inspiration to create amazing works. One of the most significant artworks was "The snail" (1953) where Matisse was inspired in the snail's body out of rectangular shapes, spiral lines and placing colors next to each other to create a vibrant effect with the green and red, orange and blue, and pink and yellow.

The students began to observe the spiral body of the snail formed by different rectangles in the artwork "The Snail" (1953). The spiral line of the artwork inspired students to explore the different spiral lines found in nature, they were represented by the students with different colors and shapes, they used paper and scissors to make what Matisse called "cut-out".



However, the students played with various materials to understand the spiral movement of the artwork, making different creative comparisons with the architectural structures and the artwork "The Snail" (1953), simulating the line in three-dimensional turns with the design of a spiral mobile.

Although it might look a little bit simple, "The Snail" (1953) artwork, is not! Matisse created a great deal about colors, shapes, balance, and proportions. Matisse wanted to make art that is soothing, calming and happy.

By B.A. Andrea Pardo Durana



3. NUESTRA





RO LICEO

LaSalle



3.1 TALENT SHOW 2019 "LE PETIT BENOIT"

Since 2012, our Liceo Hermano Miguel La Salle has been carrying out the "Talent Show", an event that promotes and strengthens the use of English within formative contexts. In this event, our preschool, first, and second graders performed in a beautiful way, developing their physical, expressive, social and communicative skills in a Lasallian environment, constructed to contribute to consolidate a peaceful, fair, inclusive and democratic society that promotes integral and sustainable human development.

To accomplish this huge project in the fourth division, it was necessary to have an interdisciplinary work among all the bilingual areas and the different disciplines taught in these grades, that through



cooperation, knowledge sharing and the bilingual education structure could develop a very interesting educative and formative process.





This year, the Talent Show was named Le Petit Benoit, a staging that took us to the pedagogical beginnings of our founder Saint Jean Baptiste De La Salle, making a remembrance about his youth, his first priestly years and his struggle for social justice and access to education in France. Saint Jean Baptiste dedicated his thoughts, heart, will, and energies to serve to the cause of God and Mankind.

In this context, the approach of forming children under Lasallian principles, allowed them to appreciate the rights already achieved by committed people like our holy founder, and the understanding of the Lasallian community network allowed us the announce of the Gospel, one of our main institutional missions. Besides, the origins of our community and the possibility of reaching a first approach to the French language, were some of the purposes connected this year to the presentation of the Talent Show, 300 years of LaSalle!

By B.A. Laura Arévalo, M.A. Claudia Pinzón
and B.A. Raquel Marquina





3.2 SPELLING BEE CONTEST LA SALLE 300

Nationality was the word that gave María José Martínez, an eight-year-old girl from third grade, the first place in the Spelling Bee Contest La Salle 300. With a full room and some tension, everybody felt the delight of participants spelling words.

This year, Liceo Hermano Miguel held the Spelling Bee Contest La Salle 300 with huge participation of students from the third, second and first division. Furthermore, this time we appreciated the partaking of students from Juan Luis Londoño IED.

That October 18th, 45 students from the Lhemi and 6 students from the invited school were able to demonstrate their abilities to acquire vocabulary in English by spelling a set of 50 different words. Teachers, visitors and peers were astonished by the amazing talent, dedication and hard job demonstrated by the contestants. We

must say this has been the most challenging competition so far! And we are more than ready to fulfil the demands and productions of our students in the years to come. This year's competition was incredibly outstanding as it dared all our students to the bottom line where they had to face the game by spelling words that they did not prepare or even knew about.

Through time, the game's rounds became harder and harder but it meant nothing to these extra-smart-competitors. Our students, without doubt, were more than ready to assume any difficulty along the way. As well, students shone due to their impeccable competition skills, morals, values and great support to their co-participants. This contest is nothing but an activity to enjoy, learn from and highlight at the best, as only Lhemi students can do!





Such is the impact that this contest has had on the community, that this year we also enjoyed of the First version of the Teachers' Spelling Bee contest. We could have an amazing participation from teachers from and out of the bilingualism department. How great, is not it? This is the proof that we have the smartest bees all around the school!

Our commitment to the language is endless. For this reason, Liceo Hermano Miguel is already set to see what the next

year holds. Plus, the Foreign Languages Department aims to make the Spelling Bee Contest an institutional and unique event in the school. We are also working on making the competition a space of learning, transparency and fun where even different schools take part in it. For now, we are still looking forward to knowing who the next un-BEE-lievable speller is.

By B.A. Lina Durán and B.A. Diego Paternina





FOREIGN LANGUAGES DAY

3.3 FOREIGN LANGUAGES DAY AFRICA IS MY DNA

Telling a single history of things, a single point of view, a single idea of a society or people, leads us to create stereotypes which do not reflect reality and can even be the cause of exclusion or marginalization of certain social groups. Chimamanda Adichie, a Nigerian writer, in one of TED's talks makes an excellent narrative about how telling a single story has created stereotypes about African societies or even Mexicans who migrate to the United States, which do not reflect reality and even distort reality, this is completely unknown.



The day of foreign languages 2019 was an event that presents a series of activities that invite us to reflect on Africanity, varied in genres and narrative resources, aimed at challenging and nurturing the imaginary on that continent and highlighting the creative versatility of its peoples. The initiative sought to promote the understanding and dissemination of foreign languages (English and French) in the African continent, as a manner of reflection on colonialism.



Three main sections make up the event. Made in Africa, activities aimed at promoting African heritage to the world. Other perspectives, composed of activities that addressed African themes led by non-African filmmakers. And Exodus, which include stories and experiences that revolve around African descent and influence in the world.

The methodology of the day of foreign languages was developed through communicative workshops in foreign languages: English and French. The interaction between teacher-student and student-student was maximized. This interaction improved communication skills and intercultural skills.

The program combined masterful activities with a communicative and functional approach, eminently practical with cultural and recreational activities in a foreign language. IT was a superb day marked by coexistence, teamwork and language learning in a fun, spontaneous and natural way. Participants worked for projects and tasks and within the program, they had activities such as dances, role-plays, puppet shows, contests, games and use of Tics. This form of work met students' needs to improve oral expression and comprehension.

By Lic. Javier Armando Sierra Gordillo



3.4. IELTS 2019

As part of the program to support teacher's professional development, the LHEMI School gave the opportunity to the foreign languages and bilingual departments' staff to take one of the world's most popular language proficiency test known as the International English Language Testing System: IELTS.

The main objective for teachers to take that exam was, to measure their English proficiency in the four abilities that the test assesses: Listening, reading, writing and speaking; and based on those scores, the team was advised to set up a series of strategies that would improve the skills in which the teachers could have obtained low scores.

Before the exam date, the school's directives along with the support of the authorized test center International House, organized a training session in which the teachers who had decided to take the test, participated with the company and direction of an official examiner, who gave several tips that would help teachers have a better performance and increase their chances to get the results they were aiming for. This session was complemented with speaking trials and study groups that peer-assessed the writing tasks each group worked on.



As October arrived, the moment for presenting the test was close, and the group of teachers started to feel anxious and nervous given that for the majority of the participants it was the first time taking this type of test. Finally, the exam occurred in the International house venue. Being one of the teachers who took the test, I can say that I am very grateful for all the support the school gave us, financial and motivational. Which shows that with the institution's assistance and creation of programs like this one, we can all move forward and represent a benefit for the community. Additionally, I am satisfied and proud of the results that me and the team got, showing that we are a good team, both, the foreign languages and bilingual departments and I am totally sure that we will implement the strategies each one of us designed, so the next time we take the IELTS test or a similar one, we get even better results.

By B.A. Mónica Molina



IELTS™



3.5. INVESTIGACIÓN Y FILOSOFÍA EN EL LHEMI



Dentro de las actividades del área de filosofía el docente Andrés Camilo Santos lidera el proceso de investigación filosófica, en donde se promueve una reflexión investigativa potencializando la producción oral y escrita, el análisis crítico y la promoción de nuevas lecturas del contexto local, rural y nacional por parte de los estudiantes de los grados octavo, noveno, décimo y once. Este proceso responde a un proyecto mayor del área el cual es el programa de filosofía para niños. Su desarrollo se caracteriza en dos momentos importantes; en primer lugar, la investigación de un tema en específico del cual como resultado se crea una ponencia por parte de los estudiantes y la presentación de dicho resultado en congresos y simposios a nivel distrital con instituciones de educación media y universidades.





Dentro de estos dos años de inicio del proyecto el Liceo Hermano Miguel de la Salle ha obtenido distintos reconocimientos en el ámbito colegial como universitario. Los estudiantes han logrado el primer puesto en los siguientes eventos: VII encuentro de filosofía del colegio Teresiano de Bogotá con las ponencias “El temor a la Muerte” y “El concepto de muerte a la luz del conflicto armado en Colombia” por parte de los estudiantes Camila Vejarano y Juan Diego Sánchez. Congreso nacional de filosofía del colegio Rosario Santo Domingo con la ponencia titulada: “El asesinato de líderes sociales en Colombia: Una reflexión filosófica desde la ética y la política” creada por los estudiantes David Andrés Pineda Rincón, Santiago Moya Ávila; III Concurso de creatividad reflexiva de la universidad Externado de Colombia con la ponencia “¿La igualdad para qué? Una propuesta filosófica desde la filosofía de Hannah Arendt” de los estudiantes Juan David Carvajal Reyes, Luisa Fernanda Gómez Rodríguez. Entre otras participaciones.

Con lo anterior, la investigación filosófica toma mayor fuerza gracias al trabajo arduo de cada uno de los estudiantes que se suman a esta iniciativa. La cual sigue produciendo nuevas formas de pensar la realidad como también sirve de plataforma para la divulgación de las distintas apreciaciones de los estudiantes frente al mundo que nos rodea.

Lic. Andrés Santos.

A group of six students, three men and three women, are posing for a photo in front of a large, classical-style building. The building features a prominent portico with four tall, white columns and a triangular pediment. The students are dressed in casual summer attire, including t-shirts, shorts, and a skirt. They are standing on a paved walkway in front of the building's steps. The sky is blue with some light clouds.

**3.6. SUMMER COLLEGE
MISSISSIPPI
UNIVERSITY 2019**



My experience in Mississippi was really gratifying, it made me feel responsible, and independent, but overall, it accomplished its main purpose as an international language experience, it helped me to improve my English level a lot. But this experience is more than just learning English, it is about feeling the Southern culture, and feeling comfortable when talking with people from different countries, it also helped me to develop my social, communicative and personal abilities.

However, it is very important to highlight the fact that all of us were in a university and it helped us to develop new educational and learning knowledge as much as the responsibility and autonomy that's necessary for a college student, that helped us in the school and even in our daily life, that's why I recommend you all to participate in the 2020 edition of this incredible experience. Get ready for it!

By Nicolás Días 904





#300LASALLE

Liceo Hermano Miguel



4. LHEMI DEPORTES





4.1. CAMPEONES LASALLISTAS

ATLETISMO LHEMI

En el segundo semestre del año 2016, se dio inicio a un nuevo proyecto en el LHEMI encabezado por el Profesor Carlos García que consistía en la creación del equipo de atletismo del colegio. Este proyecto se creó a partir de los buenos resultados obtenidos en los primeros juegos nacionales lasallistas organizados por la casa pastoral, y en los cuales la representación del LHEMI ocupó el primer lugar en este deporte.

A partir de ese momento han sido bastantes los deportistas que se han vinculado a este proyecto ya materializado como la selección de atletismo del LHEMI, con deportistas que van desde grado 3ro hasta 11º y quienes han venido participando en una serie de eventos como distritales, intercolegiados, festivales, nacionales e incluso eventos internacionales dejando en alto el nombre del colegio, Bogotá y Colombia.





A inicios del mes de septiembre, dos de los atletas más pequeños del equipo, corrieron en la expedición Bodytech Bogotá 2019 ocupando puestos de lujo en el podio de la misma, siendo Salomé Gómez de grado 4to la gran campeona de su categoría y rama femenina y Samuel Galvis de grado 6to el subcampeón de su categoría en los 3k.

Esta carrera tuvo la particularidad que los niños corrían con la compañía de un adulto quien los guiaba hasta la meta, de esta manera se vincularon a sus logros la profesora Laura García del área de artes quien corriera con Salomé y el profesor y entrenador Carlos García del área de educación física quien corriera con Samuel.



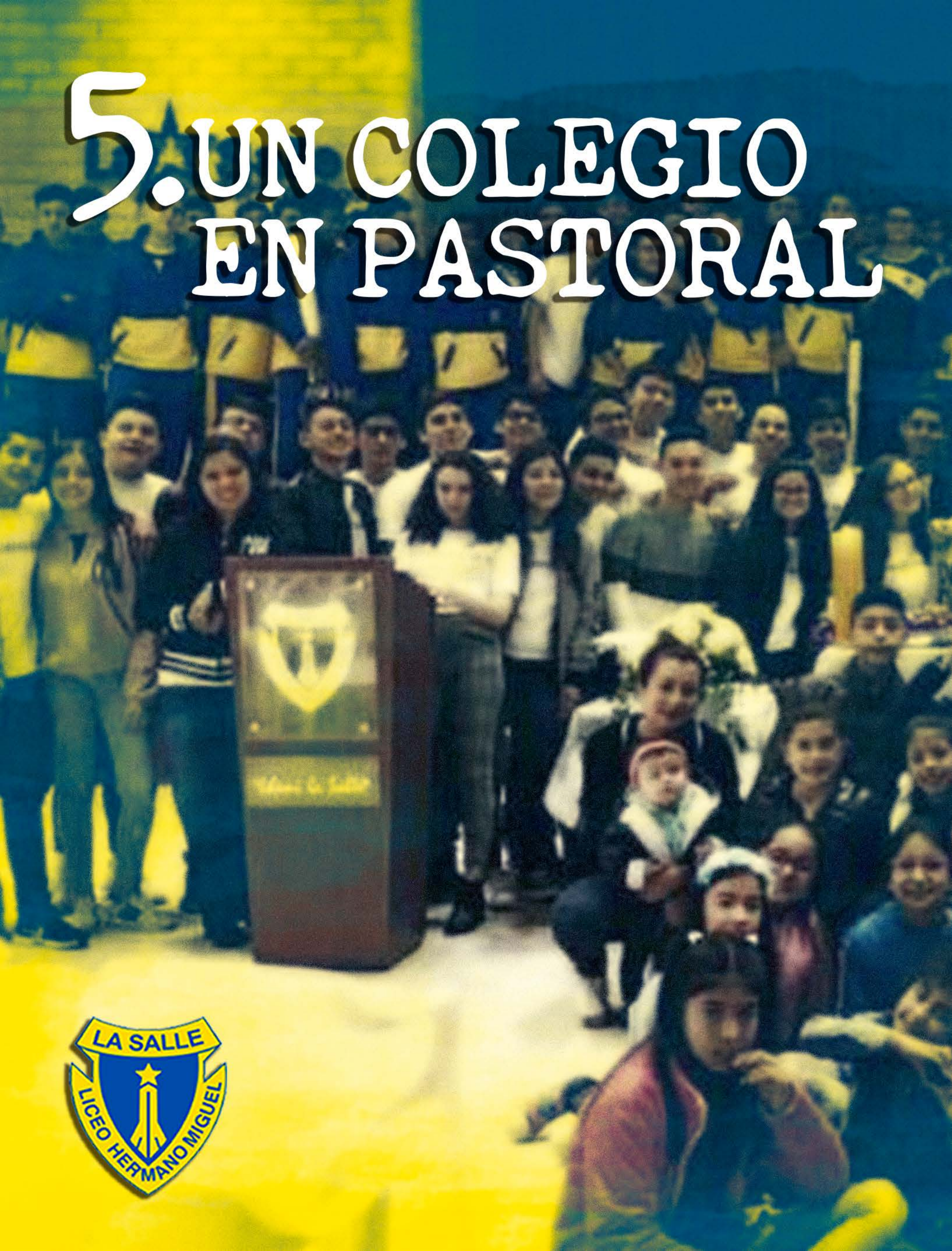
Otros resultados obtenidos durante el 2019 que han consolidado aún más el buen trabajo realizado por los atletas fueron:

- Clasificación y participación a nacionales sub 18 en la modalidad de 800mts planos masculino
- Clasificación y participación a nacionales sub16 en la modalidad de hexatlón masculino.
- Subcampeón salto alto sub 16 juegos intercolegiados.
- Tercer lugar relevo 5x80mts femenino juegos intercolegiados.
- Tercer lugar relevo 4x100mts masculino juegos intercolegiados.
- Subcampeón y tercer lugar tetratlón femenino sub 12 juegos intercolegiados.
- Delegación campeona juegos nacionales Lasallistas 2019

Lic. Carlos García.



5. UN COLEGIO EN PASTORAL





5.1 UNA OPORTUNIDAD PARA CRECER



El impacto y alcance que tienen las Escuelas de Líderes para la Formación Humana.

Las Escuelas desarrolladas por la pastoral del LHEMI, son el espacio propicio para reflexionar sobre nuestra vida personal y comunitaria, fortalecer los vínculos con nuestros compañeros y avivar la llama del liderazgo y la alegría juvenil. Para ello, el equipo asesor y su fuerte dedicación se enfatiza aspectos como la trascendencia comunitaria, la disciplina, el empoderamiento, la proyección social, la introspección, la comunicación, la autonomía y los valores Lasallistas.



Tener la oportunidad de participar en las escuelas de líderes y catequistas, evento que se desarrolla en la segunda semana de diciembre cada año desde hace 14 años en Santandercito, Cundinamarca, es tener la oportunidad de vivir una de las mejores experiencias que un Lasallista puede tener, y esto gracias al hecho de que el crecimiento personal que genera es impactante. El participante termina su escuela con una forma muy distinta de ver el mundo, y más de uno la ha considerado, su mejor experiencia de formación humana y cristiana.

Por: Natalia Castillo Duque 1001





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2019