



# Presentation

OER: Project Based-Learning PBL (Democratic Participation and Active Citizenship)

# PROJET BASED-LEARNING PBL TOWARDS THE 50TH ANNIVERSARY OF THE 25TH OF APRIL

## DOMAIN: DEMOCRATIC PARTICIPATION AND ACTIVE CITIZENSHIP

### THEME: THE CARNATION REVOLUTION

**OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL**

**16 PAZ, JUSTIÇA E INSTITUIÇÕES EFICAZES**

**4 EDUCAÇÃO DE QUALIDADE**

**HISTORY**  
A | B | D | E | F | G | I | J

Value human dignity and human rights, promoting diversity, interactions between different cultures, justice, equality and equity in compliance with laws.

**CITIZENSHIP AND DEVELOPMENT**  
B | C | D | E | F | G | I

learn through real-life challenges, going beyond the classroom and school, and considering the implications of your decisions and actions, both for your individual and collective future.

**TIC**  
B | C | D | E | F | G | H | I

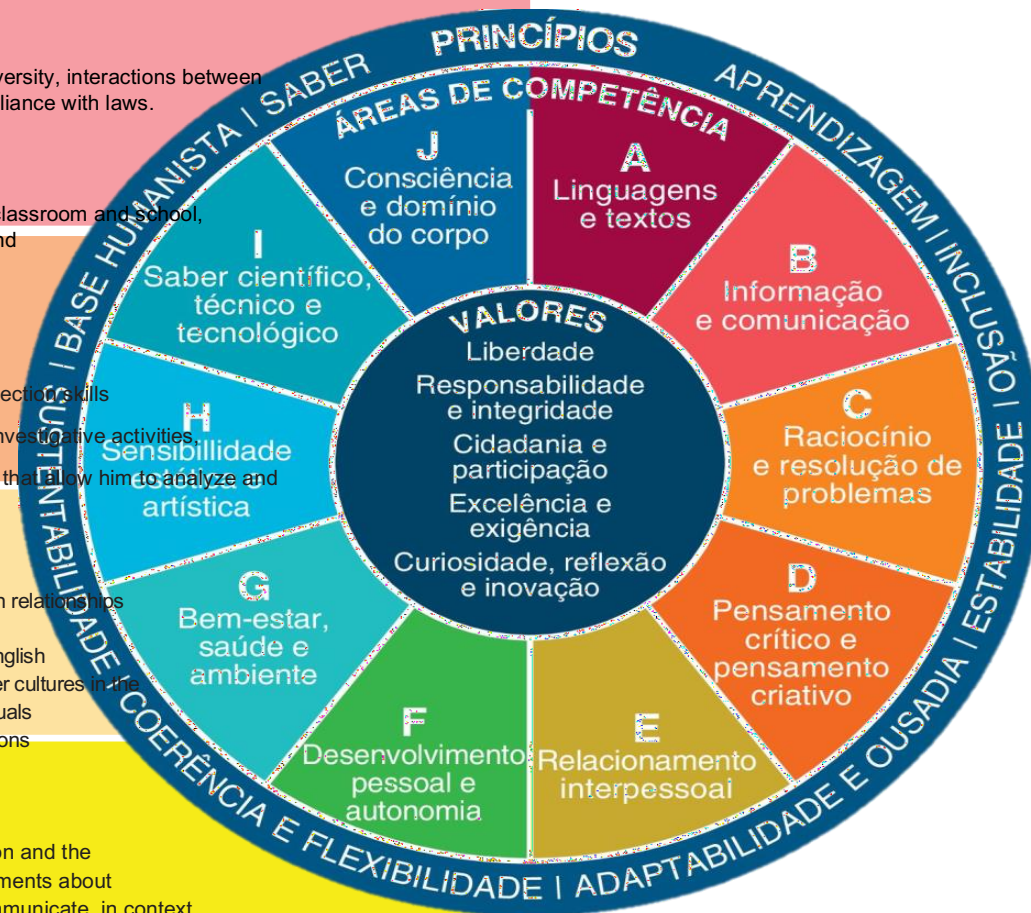
research with the use of technologies, developing selection skills and critical analysis of information in the context of investigative activities becoming a citizen "equipped with multiple literacies that allow him to analyze and critically question reality.

**ENGLISH**  
A | B | C | D | E | F | G

Construction of one's own identity as a global citizen in relationships with others, based on attitudes and values, such as respect for others and, in the specific context of the English language, for Anglo-Saxon culture, as well as for other cultures in the world, responsibility, and cooperation between individuals and peoples, with individual and collective repercussions

**PORTUGUESE**  
A | B | D | E | F | G | I | J

. Write school-related texts, such as the exhibition and the summary. Produce opinion texts with value judgments about situations experienced and readings made. Communicate, in context, formal, information essential and opinions substantiated.



Challenge	-Sensitizing students to the importance of this commemorative date, recognizing some of the most relevant aspects of Portugal's identity -The April 25th Revolution and empowering them for an active role in democratic life while fostering habits directed towards democratic participation for active citizenship, including the role of women in science before and after April 25th.
What is the challenging idea for students?	<b>Sharing and Facilitation</b> <b>In the classroom:</b> Diagnostic questionnaire, exhibitions and group work, oral presentations and documentaries, research papers and digital albums, debates and digital portfolios, game-based learning, reading assignments and multimedia presentations. <b>Within the educational community:</b> field trips and study visits, thematic exhibitions and artistic sketches, cinema day at school, thematic exposure, and artistic outreach.

Education ProJet Curriculum AEPB	Transversality Curriculum (subjects)	Techniques and Evaluation instruments	Calendar
<p><b>Axis 1. Educate for knowledge.</b> The desire of AEPB schools is to provide students with rigorous, up-to-date, and diversified, which supports the continuation of studies and integration into this society in continuous and constant transformation. We aim for a School that prepares the future. A School that asserts itself regardless of changes in political and ideological circumstances. A School those values and affirms the identity of each of its different school spaces and strives for scientific and didactic updating. and pedagogical training for personal and professional development throughout life.</p> <p><b>Axis 2. Educate in citizenship.</b> The AEPB sees itself as a space for the permanent construction of citizenship, based on solidarity, autonomy, freedom, and tolerance, promoting healthy and responsible lifestyle habits, guided by the principles of sustainable development. The achievement of these two axes will only be possible in conjunction with the entire educational community, namely with the Municipal Council of Ponte da Barca, with the Parish Councils and with the Association of Parents and Guardians, complying with the provisions of the legal regulations in force.</p>	<ul style="list-style-type: none"> <li>• Citizenship and Development</li> <li>• Natural Sciences</li> <li>• Arts</li> <li>• History</li> <li>• English</li> <li>• Portuguese</li> <li>• ICT</li> <li>• Physical chemistry</li> <li>• Mathematics</li> <li>• Physical Education</li> <li>• Musical Education</li> </ul>	<p>•<b>Observation:</b> – Checklist of activities/ proposed works. written and/or oral performance observation grid.</p> <p>• <b>Content Analysis:</b> – slogans/posters/artistic drawings. travel diary. production of texts. Portfolio. Debates.</p> <p>•<b>Testing:</b> – Oral questioning (presentations).</p> <p>• <b>Self-assessment, co-assessment, and hetero assessment</b></p>	<p>2nd period/trimester</p> <p>2 (total number of classes) of 90+90 (duration of teaching time) for each subject</p> <p><b>E.F.</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>CD</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>CN</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>EV</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>TIC</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>HGP</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>ING</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>PT</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>FQ</b> From: __/__/__ till __/__/__ (___ lessons)</p> <p><b>MUS</b> From: __/__/__ till __/__/__ (___ lessons)</p>

<b>Challenge</b>  <b>What is the challenging idea for students?</b>	-Sensitizing students to the importance of this commemorative date, recognizing some of the most relevant aspects of Portugal's identity -The April 25th Revolution and empowering them for an active role in democratic life while fostering habits directed towards democratic participation for active citizenship, including the role of women in science before and after April 25th. Sharing and Facilitation <b>In the classroom:</b> Diagnostic questionnaire, exhibitions and group work, oral presentations and documentaries, research papers and digital albums, debates and digital portfolios, game-based learning, reading assignments and multimedia presentations. <b>Within the educational community:</b> field trips and study visits, thematic exhibitions and artistic sketches, cinema day at school, thematic exposure, and artistic outreach.
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Profile Competency Areas of Students (ACPA)		Student Profile Descriptors	
<ul style="list-style-type: none"> <li>• A Language and Texts.</li> <li>• B Information and Communication.</li> <li>• C Reasoning and Problem Solving.</li> <li>• D Critical Thinking and Creative Thinking.</li> <li>• E Interpersonal Relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• F Personal Development and Autonomy.</li> <li>• G Well-being, Health, and Environment.</li> <li>• H Aesthetic and Artistic Sensitivity.</li> <li>• I Scientific, Technical, and Technological Knowledge.</li> <li>• J Body Awareness and Mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquisitive</li> <li>• Inquirer/Investigator</li> <li>• Systematizer/Organizer</li> <li>• Creative</li> <li>• Critical/Analytical</li> <li>• Responsible/Autonomous</li> </ul>	<ul style="list-style-type: none"> <li>Participative/Collaborative</li> <li>Respectful of Differences/Respectful of Others</li> <li>Communicator</li> <li>Self-evaluator</li> <li>Knowledgeable/Informed/Culture</li> </ul>

Disciplines involved			
Natural Sciences Mathematics Visual Education	History Portuguese	Citizenship and Development English Musical Education	History ICT

<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• Students from all 6th year classes.</li> <li>Teachers of the subjects involved and who teach in 9th grade classes.</li> <li>Class Councils.</li> <li>Student Advisory Board.</li> <li>•National Arts Plan.</li> <li>Library School</li> <li>Local authorities and other institutions or local entities that can contribute to the successful execution of the project.</li> </ul>
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<p>Proposal</p>	<p><b>Commemoration of the 50th anniversary of the 25th of April</b></p> <p>Creation of an installation for the commemoration of the 50th anniversary of April by those who have always lived in freedom: ;Almost 50 years later, there is more what unites us than what separates us.</p> <ul style="list-style-type: none"> <li>• Thematic exhibitions “On the way to the 50th anniversary of the 25th of April” held from 11 to 19 January and from 15 to 23 April.</li> </ul> <p>Recreation of relevant events in the context of the Estado Novo dictatorship, with the organization of informative and recreational moments at school.</p> <p>. Awareness-raising resources and/or information services: Commemorations of the 50th anniversary of the 25th of April <a href="https://www.50anos25abril.pt/">https://www.50anos25abril.pt/</a></p> <ul style="list-style-type: none"> <li>• Viewing of documentaries/films within the scope of the National Cinema Plan <a href="#">Magazine Films commemorating the 25th of April</a></li> <li>• Suggested activities supported by the community and local partnership networks (local authorities, associations, companies,...).</li> </ul> <p><b>Recipients: 6th year students but also at all levels of education, in collaboration with members of the entire educational community.</b></p> <p><b>Disciplines: All disciplines must collaborate in the preparation and implementation of the installation.</b></p> <p><b>Duration: This proposal involves time for planning and implementation. It was conceived as part of the celebrations of the 50th anniversary of the 25th of April</b></p>	
<p>What are the main lessons learned in this action?</p>	<p>History</p>	<ul style="list-style-type: none"> <li>• Debate the Carnation Revolution:</li> <li>• What importance did it have for the Portuguese?</li> <li>• Make a chronological summary of the Revolution, from the 24th of April 1974 to the 1st of May 1974, using the hours for greater detail, and display it in the commemorative week – also use the contributions from the Portuguese interviews.</li> </ul>
	<p>Physical education</p>	<ul style="list-style-type: none"> <li>• Select one of the events from the Revolution frieze and create, in pairs or groups, sequences of movements that portray it, choreographing the music developed in EM. Perform the choreography during the commemorative week. Technological Education Search: in 1974, there were objects and equipment that today we only find in museums. Choose two of these objects (starting from the HGP chronological frieze) – one that is still used, describing its evolution to this day; – one that is no longer used, explaining its usefulness and why it is no longer used. Include this information on the ribbon. Imagine the reappearance of the disused object, building a prototype with appropriate materials, tools and transformation techniques. Develop, with PE, sets and/or costumes that support the choreography</li> </ul>
	<p>TIC</p>	<ul style="list-style-type: none"> <li>• Discuss: In the context of ICT, what are passwords? What are other words known for?</li> <li>• In 1974, there were also passwords to start the Revolution; which? Know the rules for creating and using secure keywords; set secure passwords.</li> <li>• Research why the passwords used on 25 de Abril were considered secure.</li> <li>• Use digital means of communication and collaboration in closed digital environments (such as Google Docs or One Drive) and share the products developed</li> </ul>
	<p>Citizenship Development</p>	<ul style="list-style-type: none"> <li>• Remember and debate the concept of Revolution in expressions such as «Your room is a revolution! », «Carnation Revolution» and «Solids of revolution», the latter with Mat. Debate what changed in Portugal with the 25th of April: democracy, the rule of law and, above all, the civil and political rights, and duties of each person. Support Port in defining the role and responsibilities of each person in the celebrations of the week “The Days of the Revolution”, as well as the school spaces where they will take place.</li> <li>• Conhecer os direitos humanos fundamentais consignados na Declaração Universal dos Direitos Humanos</li> <li>• Promover atividades educativas na comunidade, através de eventos sobre a Liberdade de expressão</li> <li>• Avaliar as opções alimentares, relacionando-as com as emoções.</li> <li>• Reconhecer que todas as pessoas têm direito à correta informação no que respeita aos Direitos Humanos</li> </ul>

<p><b>What are the main lessons learned in this action?</b></p>	<p><b>Matematics</b></p>	<ul style="list-style-type: none"> <li>Plan statistical studies related to the reality under study (data organization and processing).</li> <li>Collect, organize, and represent data, using different representations, and interpret the represented information (data organization and processing).</li> <li>Express, orally and in writing, reasoning, procedures, and conclusions, using language specific to statistics (mathematical communication).</li> <li>Interpret statistical studies</li> <li>Research the cylinder of revolution.</li> <li>Create, with EV, "revolutionary" posters about cylinders, and display them at celebrations.</li> </ul>
	<p><b>Portuguese</b></p>	<ul style="list-style-type: none"> <li>Define, in the class, an interview to be carried out with family members or other people who lived through the Carnation Revolution, such as grandparents, based on the contents of HGP.</li> <li>Interview the chosen people and invite them to go to school for the celebrations.</li> <li>Analyze the answers, selecting excerpts that can be used for the Musical Education musical piece. "Monday Opinions"</li> <li>Promote brainstorming to plan and organize the week «The Days of the Revolution»: presentations, exhibition of work developed, interviews and conferences, involving the community – so that it is an authentic «revolution»!</li> </ul>
	<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Search the English press of the time, available online or in the library, for news on the topic «Carnation Revolution». Explore other revolutions.</li> <li>Contribute to the celebrations with an exhibition about this press's perspective on the Carnation Revolution.</li> <li>Research multiple personalities who stood out in other revolutions around the world</li> </ul>
	<p><b>Quimetry</b></p>	<ul style="list-style-type: none"> <li>Production of an identity poster of a female scientist, for dissemination in the educational community on February 11th – Women and Girls in Science Day. You should prioritize our former students: Sara Neves, Irina Amorim, Inês Gomes, Rosana Monteiro, Cláudia Brito. As in 2024 we celebrate 50 years of April 25th, it would also be interesting to investigate examples of women in science before and after April 25th.</li> <li>Debate: When we look at the universe of scientific research, we find a large number of female researchers. However, the top and most prominent positions in science continue to be male, just as scientific research in some areas continues to be male. Why? What needs to be done to change?</li> </ul>
	<p><b>Arts</b></p>	<ul style="list-style-type: none"> <li>Choose colors to use during the commemorative week, in addition to red, that convey the feelings experienced on that day.</li> <li>Search for 25th of April posters, produced since 1974 to commemorate the anniversaries of the Revolution, analyze and appreciate them. Create, individually or in groups, your own 25th of April posters, using the analyzed posters as a reference.</li> <li>Search murals and photographs.</li> </ul>
	<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Musical Research and select intervention songs and work on their lyrics, together with Port, understanding the use of stylistic resources in the construction of lyrics, namely comparison, onomatopoeia, anaphora, and metaphor, to transmit messages indirectly. Set the poems analyzed in Port to music. Play selected songs and poems set to music in the digital newspaper or on the school radio.</li> </ul>

## Recursos necessários

- Physical space at the school for meetings and storage of materials.
- Computers or other devices with an Internet connection.
- Smartphones or other photo and video capture devices.
- Projection equipment (video projectors).
- Panels, tables and other equipment and materials necessary to set up an exhibition.

- Methodology or project work focusing on the training dynamics associated with it. Emphasis on collaborative learning and teamwork.

**Contextualization**

Freedom, democracy and critical thinking for students, and many teachers, life under dictatorship, as well as experiences related to the Carnation Revolution, come to them indirectly, through a variety of testimonies, from the closest to the most distant. Family, school, the media, literature, music, and artistic expressions in general are probably the most common forms of contact with this period in our history. The achievement of democracy and freedom brought undeniable improvements in living conditions, but today's society is unhappy with many aspects that continue to make their daily lives difficult and, therefore, mobilized to exercise citizenship in a way that we all hope to be increasingly more active, conscious, and responsible. Above all, it's important that students understand, and keep in mind, that April achievements are not exhausted, nor assured, and that it is up to them to play an active role in the fight for the causes in which they believe. To celebrate the 25th of April as mobilizing agents, we propose several activities that you can look at, select, and end up opting for just one of the proposals or, ideally, in a global way to achieve the main objective – the creation of an installation that involves the largest number of people, disciplines, as well as the most diverse forms of expression. With students always at the center of decisions and actions and highlighting their "readings", visions, perspectives, and opinions.

**What do we intend/want?**

- The creation of an installation artistic work consisting of different materials and objects displayed or composed in a space; in Priberam Portuguese Online Dictionary) that results in a true experience, both for those who build it and for those who subsequently visit it. Whoever builds must be truly involved and involved. Aware of the objectives and resources you need, you must develop the action plan with the different actors so that it results in cohesive and consistent work and not a set of disconnected works. This plan must cover the most generic issues that characterize any project (objectives, necessary means, people involved, distribution of functions, creation of teams, definition of actions to be developed, schedule, forms of dissemination...). Visitors must be provided with a sensory experience that is as complete and interactive as possible.

• **Preparation**

- **Rationale** Any work must be substantiated and contextualized. History gives us an indispensable contribution to the knowledge of facts and the contexts in which they occurred. Your help is essential to avoid misinformation and simplistic readings of the phenomena.
- **Mobilizing questions:** To help with this preparation process, we have launched a series of questions that unlock the creative process, the discussion of which can help to outline the skeleton of the initiative and mobilize different means. From the activity "A Cantiga é uma Arma", we revisit the words of Sérgio Godinho (Liberty album, 1974) as a starting point for reflection: "There is only real freedom.
- **When there is Peace, bread, housing.**
- **Health education (...)**



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• - From this perspective, do we all have "real" freedom today? What are the main obstacles? What is the reality of each of these issues in 2023 (peace, bread, housing, health, education)? - Almost 50 years later, what new causes would you include on this list? - What are the forms of struggle/activism today? Are they the same? Are there any others? Or do some coexist? - Democracy and freedom, the great achievements of April, have they been achieved, or do you identify and fear some threats? Which Censorship was a powerful blocker of freedom. In the age of information and new technologies, do you identify any form of censorship and coercion? Which one or which ones? What do they represent? How to overcome them? In the same song:

• **"There is only real Freedom when there is free.**

What is the role of the school and its main agents (students and teachers) in contributing to more attentive, intervening, fair, empathetic, and tolerant citizens? And what is the role of the media? (Construction of the 12th yearbook) the proceeds go towards the IPO pediatric ward.

Having defined the partial problems, the criteria for establishing working groups are highlighted.

**Intermediate assessment** – Moment of pause and reflection, with a formative nature, on the work already carried out:

- Assessment of the degree of fulfillment of tasks.
- Identification of difficulties and obstacles that have arisen.
- Assessment of the functioning of the groups.
- Consideration of decisions made and possible abandonment or redefinition of them.

**Processing the information collected and preparing the presentation** – Data processing phase and preparation of supports for its dissemination (reports, brochures, multimedia presentations, information panels, etc.).

- **Presentation and dissemination of work** – Implementation of actions to share the work developed with other audiences, such as the school community, parents and guardians, entities and institutions or the public, using previously defined instruments and information channels, such as for example, the school group's website, social media or the local press, radio and television.
- **Final evaluation** – Moment of assessment and appreciation of the work developed:
  - Self- and hetero evaluation, with awareness of the strengths and weaknesses of the work.
  - Production of recommendations for future work.

**Assessment instruments**

- The evaluation process of project work is intrinsically associated with a training dimension. The use of specific assessment instruments appears necessary for more objective, structured and well-founded feedback from the teacher to each of their students:
  - Observation and recording grids by teachers of each subject involved.
  - Self-assessment grid for intermediate work assessment.
  - Self-assessment grid for presenting project results.
  - Self-assessment grid for the final evaluation of the work.
  - SWOT analysis of the project, a matrix widely used in strategic planning, and which allows you to check the positioning of any product in its environment or field of activity, by checking its strengths, weaknesses, opportunities, and threats (threats).
  - Observation records; oral and written interventions; records in the group diary; work guides; individual or group work; preparation of presentations, interviews, diagrams, maps, news, pamphlets, videos, posters; debates; questionnaires.
  - The assessment of student performance, in terms of knowledge, skills and attitudes, is invoked in class councils, being taken into account in the summative assessment of each subject to be included in the agenda for each period. The weighting of the project work must be previously defined in the specific evaluation criteria for each discipline.