



No passado, ficávamos sempre preocupados que eles fossem prejudicados. Os pais lembraram só os dias que eles levaram os filhos ir de um hospital para outro hospital, preparando tudo para eles e acompanhando-os com cuidado para cada sítio. Agora, eles estão crescidos, temos de tentar deixá-los a andar no próprio caminho. Realmente, eles estão crescidos e são maduros. A capacidade e sucesso deles são melhores do que esperámos. No passado, eles conseguiram sair do hospital e entrar na escola sem dificuldades, agora, eles vão entrar na sociedade da escola. Assim, que mais

podemos fazer para eles? Como membro do sector de educação, temos sempre de nos lembrar que nunca podemos esquecer de dar oportunidade aos alunos de experimentar sucesso: para o futuro deles, é necessário semear semente de ultrapassar dificuldades mais cedo.

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Extracto da "Revista dos Professores", No. 19, Dezembro de 2007

02 Give a Chance: Sow the Seeds of Overcoming Time of Hardship

I still remember that a few years ago when I first participated in integrated education of secondary school, I saw different kinds of problems in school's integrated students. These problems included different levels of limb and trunk impediment, hearing impediment, learning difficulty, infantile autism and special illness. In these years, whenever I talked to the parents and students, they would tell me how they overcame the inconveniences which were brought about by obstacles in the days when they entered into school life from hospital. They are really worth our deep respect for the bitterness and difficulties.

chances to experience their own ability and success and allow them to know themselves in different aspects, in future, even when they encountered difficulty and failure, they would be able to face adverse circumstances with more confidence by recalling their real experiences on past success.

At that time, the growing up of integrated students whom I came into contact with were greatly surrounded by problems on how to overcome obstacles: to stand up, to step up/down the stairs, to pronounce and to understand the rules and regulations in classroom; parents were busily seeking medical treatment for children, taking children to/from schools and communicating with teachers on children's situation. Parents always tried whatever they could to help the children to solve problems. A lot of parents described that they led a cautious and worrisome life.

Secondary school education was an accumulation of fundamental education of primary school, preparing for advanced education and for working in the society in future. Therefore, we began to ponder over such questions as: What was the learning target of integrated students in secondary school education? Besides school curriculum, what kind of experiences did they need? What were the things that school needed to help them to equip with well before they stepped into society? The integrated students had experienced countless frustrations in their growing up stage but they lacked experiences on "success" and "independence". If we could give them the



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Having this idea, we started to search for opportunities for integrated students to experience success and independence. I still remembered the first time when I suggested to a student with paralytic brain problem to work as a volunteer in a library. Until now I could not forget the surprises in his eyes. Later from his explanation, I knew that he had never thought that he could be a volunteer. Since he had been helped by volunteer, he never thought that he could help others. Afterwards, with the support of school, we began to contact some organizations, hoping that these organizations could accept our integrated students to gain work practice in their organizations during summer holidays. When the plan started, we had a lot of worries. Would these organizations accept our proposal? Would the school teachers support us? Would the parents worry? Were the students themselves willing?the implementation of summer practice plan had been carried out for three years. On the whole it was running smoothly. Most of the comments received from the organizations were positive. Besides providing work practice to integrated students, staff of these organizations also taught the students some aspects of living attitude. The behavior of integrated students was getting more mature day after day. In fact, every year the integrated students encountered certain difficulties and worries during their practice. For example, they were not familiar with their works and they had to learn to communicate with people who were not familiar to them too. It was not simple to face so many things at the same time. There was one thing that was worth to mention. In these few years, we had not heard of any complaint on the performance of integrated students from any organization. Instead, the unusual potentials of integrated students were discovered.

After obtaining the experiences of practice course, we tried to bring the integrated students to camp. During a three days and two nights camping, the integrated students needed to try to live independently in a new environment. There was no family member to take care of them. They needed to manage their luggage, to prepare their beds, to wash up by themselves. Moreover, they needed to buy food for themselves, learn to cook, to wash up the pots and bowls and to take care of themselves by doing some simple works. Actually it was not easy for students who had impediment in body and mind. Some of them even never had the experience of go camping and the chance of cooking food. Again we discovered that as long as we were bold enough to give them the chance to try, every student could take care of himself independently. Now they not only experienced obstacles and difficulties but also knew themselves better, became more confident and experienced success.

Before, we were always afraid that the integrated students would be hurt. In the days, when parents were busy carrying their children to and from hospital, they prepared everything for their children and accompanied them everywhere carefully. Now they were grown-up and we let them walk their own way by themselves. The fact is, they were really grown-up and their ability and performance were better than our imagination! In the past, they had entered school from hospital successfully. Now they were coming out from school to the society. What could we do for them? As an educational worker, we had to remind ourselves in every moment that we should never forget to give the students a chance to experience success. For their future, we should sow the seeds of overcoming time of hardship for them in early days.

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Excerpted from "Teacher's Magazine" 19th Issue, December 2007

