



El teatro como recurso educativo en el aula de Primaria [

2018

text (article)

Analítica

The rejection among equals is a precedent to school bullying, and theater as an active methodology (García-Huidobro, 2016, Navarro, 2006) is the method we propose for educational inclusion. The research design was quasi-experimental with a non-equivalent control group with evaluation before and next training. The sample of subjects was 137 schoolchildren (52.5% girls and 47.4% boys) last courses of the First Education with an average age of 10.41 years. The instruments of evaluation were five: three of sociometric character, a self-esteem scale and an ad hoc elaboration survey on classic children's stories. The students were trained in storybook improvisation. The results showed that rejected students decreased in the number of rejections and in the negative attributes received by their peers. Self-esteem levels did not increase significantly. We highlight two factors of the program: role changes and the contribution of peer-spectators to improvisation from cooperation. Thanks to this new educational context of the theater, the students broke the usual links to establish new alliances, which modified the expectations and prejudices established towards the different students, especially those rejected, favoring group inclusion

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Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es