Reseña libro de Marga en inglés

The book collects the works of several authors who design, from different approaches, educational action programs rethought from different nuclear axes and educational scenarios. The text is of great importance for the initial and continuous training of educators from the field of research or teaching praxis. However, both the theme addressed and the clarity of the exposition make the interest of reading remain, without the previous training of the reader being something determinant to understand the arguments made by the authors.

Chapter 1 "Evolutionary development: Implications in the development of programs". It reveals the different stages of evolutionary development and deepens in the analysis of the theoretical, methodological and relevant processes in order to promote the integral development and attention to the diversity of the students.
In chapter 2 "Design and evolution of educational programs" starting from the premise that the objective of the educator is to ensure that the person develops a broad set of skills throughout life is considered essential to design educational programs that favor the domain of those skills from the detailed planning of each of the elements that make up the curriculum.

In "Physical activity and health", title of chapter 3, it is pointed out that integral education implies helping the student to acquire knowledge about healthy options. The author links personal well-being with physical exercise, rest and a proper diet, trying to improve the quality of life and delaying aging, improving mood and cardiocirculatory and respiratory functions.
The importance of the intervention from the therapeutic and pedagogical scope to eliminate the psychological consequences and eradicate the conditions of inequality is discussed in Chapter 4 under the title "Drama therapy program for victims of gender violence". A program is designed to carry out with women victims of gender violence in the attempt to eliminate the stereotypes that determine social interaction.
In Chapter 5 "Program of corporal expression with cancer patients" it is maintained that a physically active life can prevent diseases such as breast cancer by improving the quality of physical and mental life. A program of corporal expression is proposed as a therapeutic technique aimed at improving the lifestyle of oncological patients.
As noted in Chapter 6 "Drama therapy program for people with mental health impairment", numerous studies support the effectiveness of the arts in the recovery of mental illnesses (p.154), specifically when working with theatrical processes to achieve objectives. therapeutic The game allows them to know the environment, develop the expression, self-understanding, raise self-esteem and empathy. A specific program for people with mental illnesses is described.

Chapter 7 "Hippotherapy program with autistic people". The advantages of hippotherapy have been observed in interventions carried out with autistic children, raising their sensibility, sensory response and social motivation and manifesting a lower tendency to lack attention and sedentary behaviors (p.201) intervening in the psychological, emotional sphere , educational and social. A program is designed with the aim of contributing to consolidate the beneficial effects of hippotherapy.
Chapter 8 "Acrobatic Gymnastics Program for the Improvement of Social and Personal Skills in Adolescents" presents an educational intervention program in the area of ​​Physical Education in order to improve social relationships and learning skills of adolescents.
In order to prevent musculoskeletal disorders in the workplace due to incorrect postures, in Chapter 9 "Program of postural hygiene and physical activity in the workplace with workers with data display screens", a postural hygiene program has been designed and physical activity contributing to improve the quality of life of workers.
Chapter 10 "Physical activity program for children with specific educational support needs", refers to several researches carried out on the importance of physical activity in people with special educational needs, focusing on the improvement of intellectual, cognitive and physical skills; being of the utmost importance the early detection of the difficulties. An intervention program is designed.

The complexity of the teaching-learning process requires reflecting on the teaching practice with the purpose of offering educational responses adjusted to the diversity in the classrooms from the committed interaction of the teacher with each one of the students. In this way, the aforementioned work highlights the diversity and educational interaction by explicit reference to the basic and inherent elements of education, aspects that are part of the title of the work that is reviewed here and that guide its content from its projection in the classrooms It is for this reason, a work of obligatory consultation for all those educators with concerns and aspirations for improvement.