



Cap sur l'école inclusive  
en Europe



## Pedagogical Sheet

### Everyday counts or project pedagogy at the service of inclusion

#### Section of the module /E

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#### 1 / Context:

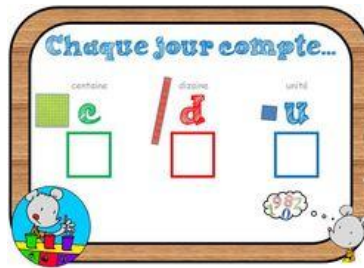
Every day is a classroom ritual allowing to **structure the representation of the number** and its daily **breakdown**. This ritual has for finality every year to have a party the day corresponding to the 100th day of school.

The first year when this ritual was born in the Jean Calvet school, only the CP-CE1 class (1<sup>st</sup> and 2<sup>nd</sup> graders) and the CLIS (class for inclusive education) took part of it.

Since this first experience, other classes from Cycle 2 (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders) have joined to this project during the following years, while always keeping in mind the meaning of inclusive school.

## 2 / Goals:

Supports	Main goal	Daily activities	Ritual sentence
« The table »	Progressive creation of a table of numbers	Putting the day's number on the table, identifying some of its properties.	« Today is the $X^{\text{st}}$ day of school »
« The counter » « The piggy bank »	Establishment of a collection of objects to represent the day's number	Adding a straw in the counter, making some groups if necessary.  Adding 1 € in the piggy bank, making some swaps if necessary.	« Today we have $X$ straws in the counter and $X\text{€}$ in the piggy bank »
« The day's number »	Summary of the possible representations/ numbers dictionary	Proposing and explaining some analogic and analytic representation of the day.	« The day's number is $X$ » - « One way to represent $X$ is... »



## 3 / Progress of the « Best practice »:

What's happening in CLIS:

Every morning two pupils take care of this ritual and then introduce it to the rest of the classroom. Some activities around this number adapted to each level could be proposed during the math lesson.

As the 100th day approaches, the party organization has been to the lead of the CLIS students who wished in a first place to invite the other classes to celebrate this happy time.

Throughout the 2016/2017 school year and in order to bring a new dynamic to the activity, the book "**Mes 100 premiers jours d'école**" ("Emily's first 100 days of school") by *Mathilde Brechet* and *Amandine Leprun* has joined the ritual. This allowed to work in parallel the reading comprehension of a little text for some and to propose a reading pleasure for others.



*The CE1 class (2<sup>nd</sup> graders) and one CP (1<sup>st</sup> grader) from school, as well as pupils from the ULIS (localized unit for inclusive school, formerly known as CLIS), take part in this ritualized activity.*

*Pupils from the ULIS who joined their reference class for math lessons could weave a link with pupils who stayed for this teaching in ULIS.*

*Party planning: it's always the pupils from the ULIS who organize the 100th day of school party. So they are the actors, make some proposals of challenges with the teacher's advices, and then send the invitations to the other classes.*

**Organization:**

*- Groups are formed by mixing pupils from the different classes which are supervised by a teacher and a helping adult (AVSi, AVSCo, young people who make a civic service at school).*

**Progress:**

*- On a half day, with in first place the presentation of the different challenges to all the pupils (37 pupils). Every group has to turn up 2 challenges such as: making 100 paper hens, building a volume construction with 100 kaplas, drawing collections of 100 flowers...*

*- The time to take the challenge is about one hour and a half.*

*- The presentation of the different challenges is made by pupils from each group.*

*- An exhibition of the challenges is available to all the school pupils.*

#### **4/ Activity evaluation:**

*- Every pupil from the ULIS participates, according to one's own level of learning, to the organization of the 100<sup>th</sup> day's party.*

*- Inclusion is possible for everybody whether in the form of individual inclusions but also of collective inclusions*

*- A tutoring between pupils was born when it was time to take some challenges without adult interference (the older child from the ULIS helped the groups who had difficulties in finishing their challenge).*

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#### **5/ Limits:**

*For some students benefiting the ULIS plan, whose school level is at pre-school level, this activity has to be adapted from the beginning of the set up and very quickly proves to be too complicated.*

#### **6/ Prospects:**

*Due to a lack of time, the sports challenges couldn't unfold, it was agreed to meet each other at the 150th day of school to make them. This next meeting strengthens this wish of inclusion from all the pupils of the different classrooms.*

*In ULIS, another challenge was born: every day pupils have written their book "from 101th to the 150th day of school" that some readers have read to other classes. Sharing this experience strengthens this concept of inclusive school within Jean Calvet school.*