



Cap sur l'école inclusive  
en Europe



## Pedagogical Sheet

### A succesful discovery school camp

#### Section of the module/E

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#### Context

The Jean Calvet School has 7 classes (2 CP, i.e. 1<sup>st</sup> grade, 1 CE1, i.e. 2<sup>nd</sup> grade, 1 CE2, i.e. 3<sup>rd</sup> grade, 1 CE2/CM1, i.e. a 3<sup>rd</sup> and 4<sup>th</sup> grades mixed class, 1 CM1/CM2, i.e. a 4<sup>th</sup> and 5<sup>th</sup> grades mixed class, 1 CM2, i.e. 5<sup>th</sup> grade) and two specialized classes, including the ULIS (a school mainstreaming programme).

The discovery school camp takes place in Seignosse by the Atlantic Ocean in a reception center accredited by the Ministry of National Education, with the 7 classes and the ULIS programme.

#### **Principles and theoretical foundations**

This allows the autonomy of the pupils whatever their situation.

Behaviour problems are erased (very few conflicts that day).

And mutual respect settles among pupils.

A site where you can find tools to help the organization:

[http://bdemaug.free.fr/index\\_marches.htm](http://bdemaug.free.fr/index_marches.htm)

#### Goals

From the beginning of the second school trimester until departure, the work of the pupils is organized around the project of sea school camp. It also integrates with the school project whose principal axes are **opening up to the world** and **fostering the "Living better together"** by focusing on respect for difference.

## **Presentation of the methodology**

For the project of discovery school camp at sea, pupils benefiting from the ULIS programme are distributed in their reference classes for all day activities. They gather during times of daily life at meals and for evenings because even if they belong to what we call a programme they still constitute a group unit.

We will discuss the case of T. whose reference class is a CE1 (2<sup>nd</sup> grade) with the ULIS support programme. This pupil has an orphan disease causing behavioural disorders that often cause rejection from other children who may also feel some fear.

The CE1 teacher informs me that her class expresses a great anxiety or even a refusal to have to "welcome" T. at the discovery school camp throughout the week. It is therefore decided that I should intervene with her pupils in order to answer their questions, to calm the anxieties that can emerge. The fact of being able to express oneself made it possible to play down the situation and to have a more serene approach to the presence of T. in everyday life. T. can be insupportable with peers and I explain to her what friends of the CE1 class are concerned about. I ask her and tell her very often that we all expect from her a big effort to limit her outbursts.

Throughout the week, T. was able to prove that she could make the effort to improve her behaviour. During some activities, such as Basque pelota, T. was helped by her peers with surprising patience. Although sometimes she might annoy her group, we could see the benefits of work done upstream.

Indeed, all the preparation of the discovery school camp allowed everyone to get to know each other better and to better accept the difference and to live this experience with pleasure.

The whole phase of explanations and exchanges was essential. Taking the time to listen to each one allowed the successful inclusion of this pupil who otherwise would have been rejected or would have generated multiple anxieties.

## **Limits**

The inappropriate behaviour linked to T.'s syndrome makes inclusion in her reference class more difficult and adjustments of her schooling must be put in place. During the school trip, the presence of an adult with her at full time was a condition to allow her inclusion.

## **Evaluation criteria:**

The success of this experience is encouraging for the organization of other discovery school camps, the next of which will take place in the Pyrenees in January to discover another environment and practice alpine skiing.

When pupils come back from the discovery school camp, a change can be observed in T's relationship with many of the school pupils who pay more attention to her, they also propose to her to play with them, which was not done before. In the general climate of the school, there is also a better acceptance of difference and easier exchanges during recess.