



Cap sur l'école inclusive
en Europe



Best practice

Act, intervene, include

Section of the module / E

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1/ Context

School has got an important role in the process of socialization of each student. It is a place for learning, where there are specific rules, which the student learns and interiorizes and which will be the basis of his development in his future life. It is also where the student makes friends and relationships of cooperation, respect, friendship and solidarity. Thus, it is of great importance that all the students have the opportunity of growing up together with their peers, inside and outside the classroom.

With this project we intend to encourage students to learn the duality, difference versus equality, the sense of responsibility and socialization, through the interaction they may establish with handicapped children.

Difference raises attitudes of refusal and non-acceptance. But it is in the difference and with the difference that we may see the world with a different perspective. It is with difference that we grow up, but only if we dare putting ourselves in someone else's shoes. It is, therefore, urgent to teach our students to look at the society with this perspective of life.

2/ Objectives

A student, who attends a class of the 7th grade (he has an individualised curriculum), has a sensorial and cognitive problem and depends on an adult, so he has no initiative to spontaneously join his peers during the break. For this special teenager meeting the others is not always easy, so we should help him.

This project is for him and for students like him.

The main objectives of this project are the development of

- Solidarity

- Interpersonal relationships
- Acceptance
- Mutual help
- Autonomy;
- Responsibility;
- Sharing;
- Communication;
- Self-esteem

3/ Development of the best practice

This project will have the following steps:

- 1) Awareness (reinforcement) of the class of integration, 7th grade, to the problems of the student in what concerns his difficulties/barriers and the ability that each student has to help/cooperate/integrate. These are actions that are related to values like solidarity, mutual help and acceptance/respect for the others.
- 2) Making a list of volunteers to accompany the student. Simple activities for the students to perform are suggested.
- 3) Groups of 4/5 students are formed (depending on the number of volunteers) to help the student during the break along the whole week.
- 4) The groups will always be in the playground and will be under the surveillance of an adult assistant.

4/ Evaluation of the best practice

In the end of the school year the students who have helped this student will get a “solidarity diploma”.