



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

**"Live at the rate of the (extra-ordinary) week"**

### Section of the module /E

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Site internet [www.collegedegembloux.be](http://www.collegedegembloux.be)



#### Overall definition

**Break the barriers of prejudices. Open the doors and the minds.**

Each activity is designed to help our students become aware of:

- \* The difference inherent to the handicap should not be considered as a barrier, an insurmountable limit.
- \* That behind the person living a disability, there is just a person (with his talents and no longer entirely aside). Encourage the meeting between our young people and other young people (or less young). Thanks to awareness-raising projects such as this one, they will be able to acquire the autonomy necessary to manage in various situations of the social life and become actor of their own life.

#### Principles and theoretical foundation

The daily job in Saint Guibert also tends to address the precepts of the decree "Mission de l'Enseignement in the secondary education in Belgium in Article 6, namely:

- 1 ° To promote the self-confidence and development of each student.
- 2 ° To make sure for all students to acquire knowledge and skills that make them able to learn all their life and take an active role in the economic, social and cultural life.
- 3 ° To prepare all students to be responsible citizens, able to contribute to the development of a democratic, united, pluralistic society and a society open to other cultures.
- 4 ° To provide all students with equal opportunities for social emancipation.

It is in this dual state of mind that has spurred during the 2007-2008 school year the idea of setting up an "Extra-ordinary week". The primary purpose was the meeting and exchange between the "so called ordinary" world and the "extra-ordinary" world of young students from special education classes.

Through a number of activities and events organized in partnership with specialized associations we point out to all our students (and their entourage) the huge difference of conditions generated by the handicap.

### Use / scope

(describe the scope: for whom, for what, when, how)

This activity can be adapted to a wide audience (young people, students, adults). It helps to understand the differences and as a citizen, how each student has an active role to play in this social link. This role will be actually performed in the working realization of the actions (exhibitions, questionnaires, participation in the workshops ...) The initiative at this level will be reinforced and encouraged.

### Introduction to the methodology (describe the process of the action)

During a school year, all primary school students, namely 670 students from 29 classes, are actively preparing the workshops that will be offered to everyone during the "extra-ordinary week". They are not only spectators, but actors in this event. All courses (general, special, practical ...) are involved in the design and implementation of concrete activities. Contacts with local associations involved in the field of disability, meetings with specialized institutions, exchanges with handicapped young and old people mark out this preparation time ... an integral part of the pedagogical project aiming at modifying representations and daily behaviors.

Many partners outside the school are solicited and have already responded. This initiative has, in particular, made it possible to federate local associations preoccupied by this topic. A meeting has been set up by the municipality.

### **Examples of proposed workshops (not exhaustive):**

#### Awareness workshop:

The animator, blind from birth, talks to students and explains the reasons for his disability. Then, he puts the students in a situation of blindness by hiding their eyes and giving them a white cane to begin an outdoor walk. They are guided by a seeing student. Second step of the animation: the students touch different forms, smell different smells and must describe and quote what they have felt or touched.

#### Workshop with the "Amis des Aveugles":

A circuit is designed outside in the dark. A guide dog guides the young through the course.

- \* Circus school: "handipercus et handicirque"
- \* Theatre workshop
- \* Photo exhibition and animation
- \* Workshop "surdimi"
- \* Course "chaisards"
- \* Painting workshop led by extraordinary artists
- \* Discovery of adapted sports
- \* Journey to the heart of the night at the IRSA
- \* Debate with Luc Boland, filmmaker, father of Lou, child "extraordinary"
- \* Course with obstacles
- \* Conference Serge Vanbrakel, great child "extraordinary"

#### Tools:

Each workshop takes care of the material.

We have the computer supports and we check with the municipality the possibility to provide us with additional adapted rooms.

#### Some partners:

In Gembloux: Local associations in Gembloux:

- \* The 2nd base, Autism
- \* Zabranou,
- \* Circus school,
- \* The non-profit organization Empreintes
- \* Municipality of Gembloux

Elsewhere:

- \* Avicq, agency for a quality life
- \* Horizon 2000, association of communication and demystification of the handicapped person
- \* Lou Foundation,
- \* Cap 48,
- \* IRSA Royal Institute for Deaf and Blind
- \* SEGEC: Secrétariat General de l'Enseignement Catholique
- \* ONA: Oeuvre National pour Aveugles