



Cap sur l'école inclusive  
en Europe



## Best Practices

### The Knowledge Market

#### Section of the module /Reassurance

Contact : Isabelle Fredon  
School Jean Calvet Cahors Lot FR

#### 1/ Context

All pupils at the school participate in this activity which takes place once a year for a whole day.

Every pupil is concerned and involved throughout the day, regardless of class.

#### 2/ Goals

- Acquiring and using a vocabulary suited for the transmission of know-how ;
- Planning, organizing a learning time (temporal and material aspects) ;
- Listening to and understanding oral messages ;
- Practicing language in social interactions.

#### 3/ « Best practice » conduct

The class of the greatest pupils (CM2 or Fifth grade) is the one in charge of organizing this moment several days before it takes place; teachers provide the tools in order to do so (for example, a sheet where pupils will have to describe the competency they want to present).

Knowledge markets usually unfold in four stages:

##### **1 – *Inventorying the stands:***

It is a question of constituting a list of the know-how which will be taught.

Then fifth graders (CM2 pupils) pass in each class and distribute the stand preparation sheets that they will collect a little later.

Each pupil then positions him- or herself : « I can teach to ... »

At this stage, the class teacher examines the provisional list of stands and, if necessary, adapts it, completes it, suggests new themes, and reorients it. "Passers" groups are formed in the class either because these pupils think they have the same skill, or because they think they have a close skill that can complement or enrich another pupil's proposal.

On the first year, pupils from the ULIS<sup>1</sup> (unit dedicated to children with SEN) prepared in their classroom and did not all propose knowledges to be taught. As soon as the following year, they asked to participate with their inclusion class.

Examples of workshops offered by ULIS pupils include learning how to lace up shoes, dancing hip-hop, showing fishing equipment and explaining what it's used for.

<sup>1</sup> *Unité localisée pour l'Inclusion Scolaire (Located Unit for School Inclusion)*

## **2 – Preparing lessons:**

The groups thus formed have time to prepare their teaching workshop. This is an extremely important time, at the heart of the success of the knowledge market.

With the help of the other pupils' class teacher, they try to project themselves into the knowledge market:

What do they want to teach?

What materials will they need?

How to go about it, by which stages will the learning pass?

What will the pupils have learned after the session?

How to make sure of what they know?

This is an important time of cooperation, of interaction between pupils during which the intervention of the adult may be necessary so that everyone can propose, listen and then agree.

Pupils often make provision of a small diploma that they can distribute to their future "learners", which can be as follows:

I managed to ...

I am able to ...

I know how to ...

In order to help them, preparation sheets are used; they summarize all these questions and guide them in this process.

### 3 – *The course of the market itself :*

The day is divided into three sessions of teaching workshops that were previously prepared by the fifth grade pupils, i.e. distributing the stands among the three sessions, placing the stands in the courtyard or under the covered playground (so that means providing plans of the premises, writing down lists of workshops, ...).

Free opening of the stands is then carried out on a limited time where pupils and teachers can come and learn. Teachers are also present on the stands that require special attention either for safety or for operational reasons.

The fact is that on the given day, pupil teachers have their equipment ready and welcome learners to conduct their teaching.

Each session lasts between 20 and 30 minutes.

After rotation, stands change, and so do the roles.

AVS<sup>1</sup> assistants are there to help pupils who need it, either to formulate things in oral language when the pupil is a "passer", or to "listen" when he/she is a learner.

#### **4/ Evaluation of best practice**

It allows the autonomy of each and every pupil.

Behavior problems are erased (very few conflicts on that day)

And mutual respect settles between the pupils.

A website where tools can be found in order to help organizing:

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

During following days, a little time is spent analyzing what has just happened.

Pupils are invited in each class to express their thoughts on the proposed activities, the work of the teacher he has had, the actual learning. This phase allows everyone to question what has just happened, what is successful, what is less. Notes are taken and serve as a basis for the organization of the future market.

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<sup>1</sup> Auxiliaire de Vie Scolaire (*Auxiliary of School Life*)