



Cap sur l'école inclusive
en Europe



Best Practices

At the Supermarket

Section R for / Reassure

: Contact : Simona Alberti, Sara Chiesa
IC « Cecrope Barilli » Montechiarugolo IT
<http://www.icmontechiarugolo.gov.it/>



1/ Context

Fifth grade of IC Montechiarugolo (Istituto Comprensivo) - Parma Elementary School - Italy, activity in English language.

Recipients are fifth graders, in the class there is a pupil with severe disabilities who was able to participate in the activity with the help of the English teacher, his support teacher and his classmates.

2/ Goals

The aims of this best practice are first of all linguistic: it is about learning linguistic structures in order to play together in the supermarket, but also to learn how to work in a group in an optics of inclusion.

This activity was designed to allow the whole class to work either in small groups or with the student with a disability, or together for the success of the role play.

The activity involved the English teacher, the support teacher and all the pupils.

3/ « Best practice » conduct

English language teacher, support teacher, class group.

Activity

First of all, the English teacher introduced the activity's subject to the whole class. We thought about staging a part of real life, as if we were in a real English supermarket, in central London. The children watched videos, listened to English language dialogues and worked together on staging the role playing. The pupil with a disability participated actively in the realization of the scene, he chose his part and realized fruits and vegetables with salty dough.

Phases	Activities	Methodology	Materials	Duration	Evaluation
1	-Video "English phrases for the Supermarket" - Vocabulary, new words and sentences on the notebook - Video « Shopping at the Supermarket » - Dialogue « At the Greengrocer's »	Understanding Discussion Listening and understanding Homework	IWB (Interactive Whiteboard) Exercice book CDs Files	2h	
2	-Evaluating notebooks -Collecting materials -Write the words below each picture, Complete the sentences -Setting up the supermarket in the classroom -Vocabulary to be used for role playing (<i>a box of chocolates, a jar of jam, etc</i>)	WARM UP Discussion Homework	Exercice book IWB Group workshops	2h	Oral and written
3	-Homework (<i>Shopping list</i>) -Collecting materials, price tags -Staging roles, dialogue	Brain storming The class is split in small working groups	Board IWB	1h	Oral Participation

4	-Preparing the classroom -Staging	-Work in small groups -Role-playing game		2h	Oral Participation
---	--------------------------------------	---	--	----	-----------------------

Didactic planning:

1- (2 hours):

- Videotapes about English supermarkets, dialogues and new words to learn in order to make our dialogue in class as if we were in a real English store;
- Video "English phrases for the Supermarket" to present the new lexicon: *shopping cart, basket, cashier, aisle, check out, a can of soup, a box of cereals, how do you like to pay ?, etc.*
- Understanding the dialogue "At the Greengrocer's";
- Organizing the collection of materials for the realization of the supermarket in the classroom;
- Homework (1- **In the shops: read and circle what you cannot buy in a... , Read and write the words in the correct shops.** 2- **How much is the cheese?: 1-look at the pictures and read, 2-Write "how much is or how much are" to complete the questions).**

2- (2 hours):

- Correcting Homework;
- **Warm up:** file **Write the words below each picture, Complete the sentences**
- Preparing materials: collecting packing boxes, boxes, bags and all the products, putting the price tags and organizing the aisles of the supermarket (*carton of milk, jar of jam, bottle of orange juice, etc.*) - *Shopping list* ;

3 – Realization of fruits and vegetables with salty dough. In this case, the support teacher helped the class and the disabled pupil to work together, in small groups, for manual work.

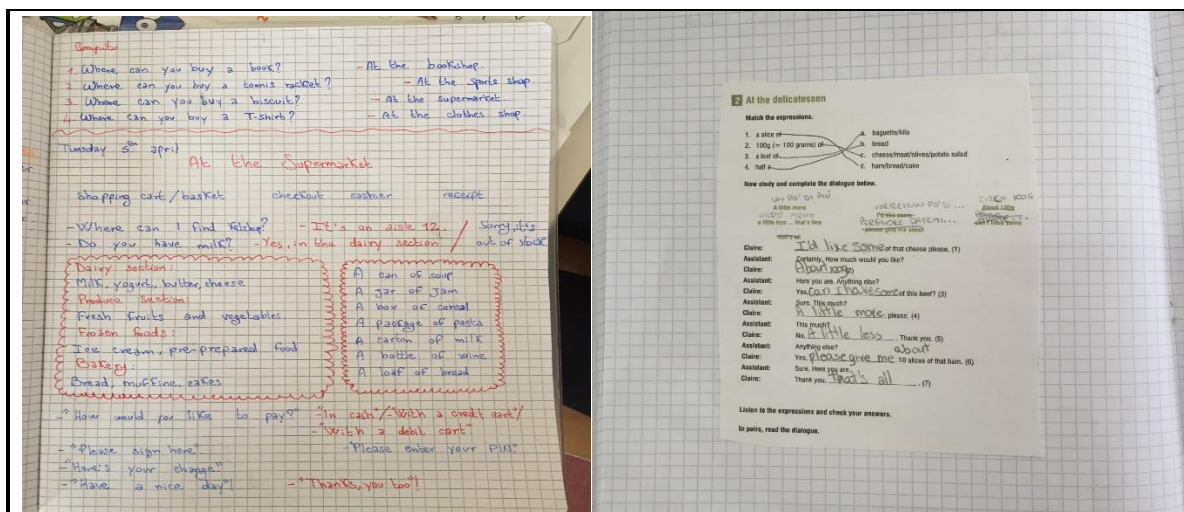
Dialogue: everyone has a part to learn for the final dramatization. The disabled pupil has made many objects for the role-playing game, he will play the role of the cashier he chose before.

4 - (2 hours)

Dramatization: final staging.

Here are some pictures of the activity :





4/ Evaluation of best practice

This activity was quite complicated to organize. Often, initial ideas of the teachers had to change course because the pupil initiatives led us to a different organization of work. It took a lot of time but allowed us to understand the importance of pupil participation in building this best practice. The class worked well, the disabled pupil was able to take part in this activity in English language, using body expressiveness for communication. He has great language difficulties but was able to make many objects for the staging of the supermarket and he chose to play the role of the cashier during the dramatization. He had a lot of fun with his class and all of his classmates included him throughout the preparation of the game.

5/ Limitations

Simulation and role-playing game are two pedagogical methods that require a lot of time and energy. It is important to wonder whether they fit the context of the course in which they will be used. Simulation or role-playing game should ideally be done in three stages: preparation, progress and feedback on the activity. The motivating role of the teacher is central: it's up to him/her to choose various documents and activities, in phase with the tastes of his public, formative evaluations, etc. It is a question of encouraging the learner in an autonomous movement of discovery and appropriation of knowledge.

The framework of the planned activity must be properly thought about: characters, rules, goals set for the entire class but also and especially for pupils with special educational needs. All activities must be designed with a view on inclusive and differentiated pedagogy in order to deal with the heterogeneity of learners within a group.

The framework should be clear and easily understandable: pupils do not have a lot of time to appropriate it. The number of pupils must be taken into account: a small group will involve fewer constraints than a large one.

The teacher becomes an accompanist during the simulation or the role-playing game. As he/she will give more space to pupils, he/she must be willing to accept that pupils explore different ways of applying their knowledge and sometimes move away from the intended framework.

Tools provided to pupils should have an easily usable format (electronic or paper) and be adapted to the context of the simulation or the role-playing game and to the needs of pupils with special educational needs.

Available time represents a significant challenge.

Once the preparation is completed, the scenario must be tested and the players given the freedom requested to achieve the goals.

Evaluation must also be thought about: how to evaluate learning in a simulation or a role-playing game?

In order to avoid arbitrariness, some evaluation criteria should be set before the beginning of the activity, for example the quality of the knowledge at stake or the links established between the information available and the capacity to use and synthesize them.

Some evaluation methods can enable the teacher to situate the pupil in his learning:

- Considering the available information and the information actually used;
- Asking pupils to evaluate each other (assessment by peers);
- Asking pupils to evaluate themselves
- Considering how the game influenced SEN pupils' participation, how they took part in the activity, and how the rest of the class welcomed them in the group work