

Cap sur l'école inclusive en Europe



Best Practices Ideas Map

Section E for /Educate



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1/ Context

The best practice "Ideas Map" is a simplified and experience-based reworking what is called "concept maps". It arises from the recognition of the difficulty, encountered by pupils, and in particular by some of them with special needs, in the elaboration of a descriptive text relating to an experiment.

In particular, the described example refers to the visit of a cheese factory near the school, attended by a class from the Basilicagoiano Primary School (Comprehensive Institute of Montechiarugolo). This way of operating is thought to be adaptable to other text typologies.

2/ Goals

- a. Helping pupils to reflect on their experiences;
- b. Guiding children in the course of the task, equal for all, in a reassuring way and offering everyone a key to success;
- c. Building self-esteem;

d. Granting the teacher an opportunity to manage the activity in an equal manner that respects every pupil, by dedicating an appropriate time to those with a major difficulty.

3/ « Best practice » conduct

In this described and documented case, we chose to proceed as follows:

a. Visit of the dairy.



- b. Presentation of the task in the classroom on the next day, the same for everyone.
- c. Creation on the chalkboard of the "ideas map", to which every pupil is invited to contribute.
- d. The course now diversifies into four levels calibrated on the pupils' different skills and difficulties:
 - 1. The map is available to everyone for the drafting of the text.
 - 2. Key points are numbered to guide to an organic draft.



- 3. Predisposition of a text with holes, to be completed with the words on the map.
- 4. Further simplification of the text with holes by inserting the initial of the correct word.



4/ Evaluation of best practice

The "best practice" had a positive effect on pupils, as it reassured them in carrying out the task and strengthened their self-esteem: everyone wrote the text. In addition, the teacher managed the group better, intervening in a targeted way only if necessary.

5/ Limitations

This way of working requires a careful preparation by the teacher, but at the same time recalibrating when needed, based on the inputs of the children. Difficult may result in the drafting of the text with holes, which can only partially be arranged in advance. In our case, there were two teachers present in the classroom. If the third / fourth level is deemed necessary, it is good to have a person in charge of preparing or modifying the text with holes in real time.

6/ Prospects

The proposed model can become a work tool, even individually, in the drafting of texts of different nature. A useful method for structuring thinking in order to carry out a task.