



Cap sur l'école inclusive
en Europe



Best Practice

The "Game of the Goose",

Section of the module /E

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1. Context

First Class - Lower Secondary School - I. C. «C. Barilli» - Montechiarugolo (PR)

During the 2016-2017 school year a student affected by autism was included in class 1^AB of Secondary School I degree. Very few comrades knew him and almost all the students in the class watched him with curiosity and mistrust.

A few months after the beginning of the school year, the need arose to organize a targeted meeting for the class, to talk together about a "special" companion. The teacher asked the teachers to organize a circle time during which the children could express feelings and emotions with respect to the needs of A., a new friend particularly in need of support in social interaction. The goal was twofold: to listen to the fears and discomfort of the class to reassure the students and to share ideas and proposals to welcome and learn more about A. During the circle time, to which A. did not take part, the pupils made various proposals and the goddess was invented to invent a game to play together.

2. Objectives

The objectives of the realization of the game were explained during the debate by the pupils themselves:

- to involve more A. in the class group;
- to try to attract his attention within a small (variable) group to foster dialogue;
- to learn to support and motivate him;
- to have fun all together in the realization of a project and in the awareness that "this game, created and designed by us, will certainly be more beautiful than the games purchased".

3. Developing of the «Good Practice»

The preliminary ideas of the students were realized in the design of a real board game, created on the billboard.

A. would not know anything until the moment of gift delivery.

- The pupils thought to be inspired by the "Game of the Goose", and to take inspiration from one of the mate's fears (changes in weather, in particular clouds and thunderstorms) to choose the theme of the game.
- The unexpected events, represented by a cloud with lightning, refer to the collection of a card from a deck. Each card includes a small task, related to verbal communication or social interaction (asking questions to a partner, giving answers, for example: "What is your favorite subject?", "Ask your partner what his plate is preferred "...).
- The students have been involved in the selection of short and targeted questions and requests, which could be accessible to A. and fun for everyone: an opportunity to get to know each other better and better.

METHODOLOGY

The activity was carried out in small groups (usually 3 pupils) who went out with the teacher or the support teacher while A. remained in the class assigned to other students.

INSTRUMENTS: Billboard, ruler, scissors, colored pencils.



TIMES: the design and construction of the game took about 15 hours during the second quarter of the school year.

EVALUATION OF THE ACTIVITY CARRIED OUT BY THE STUDENTS

Systematic observations; evaluation of the process and of the product.

The students involved in this project were asked to put in place logical, mathematical, artistic and linguistic skills, combining the awareness of having created something unique and special for the group. The experience confronted them and required team work skills: listening and sharing solutions, not always easy to implement.

The delivery of the game was exciting for everyone: A. liked the gift very much and participated together with the group, remaining seated throughout the game.



In the following days the game was used during recreation and at times when didactic activities allowed it.

4.Evaluation of the activity

The relevance of the practice used does not consist in the opportunity to learn through play, but in the establishment of positive relationships and emotional support.

In the daily didactic action the relationship with the student and the affective dimension represent an indispensable framework for any development and learning activity; this applies to all pupils and, a fortiori, for students with difficulties.

Faced with a student with intellectual difficulties or difficulties related to social interaction, in fact, there may be multiple problems such as resistance to learning, difficulties in communication, any behavior-problem: the relationship may then represent the fundamental aspect of the our teaching action, since the dimension of knowledge and skills can only proceed in parallel with the dimension of relationships and the development of affective skills.

The practice put in place, therefore, reveals its importance for the taking on by the students of the situation of difficulty and for their degree of involvement and responsibility in order to strengthen the relationship in the emotional sphere.

The class group, led by adults, has therefore given voice to the fears and doubts evoked by the presence of a companion with Special Educational Needs.

Addressing doubts and fears together will also be necessary in the future to continually reaffirm the values of the affective dimension understood as enriching the teaching-learning dynamics.

5.Limits

The practice put in place reveals its importance, but also its difficulty, for the taking on by the students of the situation of difficulty and for their degree of involvement and responsibility in order to strengthen the relationship in the emotional sphere. To improve the dynamics of teaching and learning it is necessary that students (who must collaborate and help each other in different activities) develop good communication, relationship and collaboration skills.

6. Perspectives

The good practice proposed can become a useful working tool to improve teaching-learning dynamics. The activity can be easily re-proposed in other contexts (other classes of primary or lower secondary school with students with special educational needs).