



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Every day counts or project pedagogy at the service of inclusion

Section of the module /Educate

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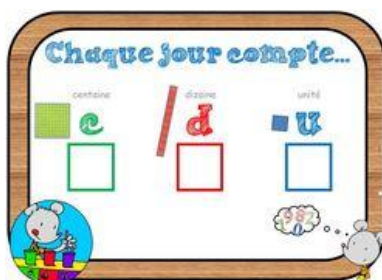
1. Context

Every day counts is a class ritual that allows **structuring number representation** and its **decomposition** daily. This ritual aims at organizing each year a party on the day corresponding to the 100th day of school.

The first year this ritual took place at Jean Calvet school (Cahors, France), only the class of CP-CE1 (1st and 2nd grades) and CLIS (class for Inclusion School) participated. Since that first experience, other Cycle 2 classes (1st to 3rd grades) have joined the project in the following years, always keeping in mind a sense of inclusive schooling.

2. Goals

Supports	Main goal	Daily activities	Ritual phrase
« The table »	Gradual creation of a table of numbers	Writing the day number on the board and identifying some of its properties.	« Today is the X th school day »
« The counter » « The piggy bank »	Constitution of collections of objects to represent the day number	Adding a straw in the counter, making groupings if necessary. Adding 1€ in the piggy bank, making exchanges if necessary.	« Today we have X straws in the counter and X € in the piggy bank »
« The number of the day »	Synthesis of possible representations / dictionary of numbers	Proposing and explaining analog and analytic representations of the number of the day	« The day number is X » - « One way to represent X is... »



3. “Best practice” conduct

What happens in the CLIS:

Each morning, two pupils take care of this ritual and then present it to the whole class. Activities around this number, adapted to every one's level, can also be proposed during mathematics teaching.

At the approach of the 100th day, the organization of the party was at the initiative of pupils from the CLIS who wished at first to invite the other class to share this festive moment.

During schoolyear 2016/2017 and in order to bring a new dynamic to the activity, the book **My first 100 days of school** by *Mathilde Brechet and Amandine Leprun* joined the ritual. This allowed to work in parallel reading comprehension of a small text for some and to propose a pleasure reading for others. The CE1 and one of the CP classes of the school, as well as the pupils of the ULIS, participated in this ritualized activity. ULIS pupils who joined their math reference class could connect with those who stayed for this teaching at the ULIS.



Party preparation: it is always the ULIS pupils who organize the 100th day of school. So they are actors, make proposals of challenges with the teacher's advice and then send invitations to other classes.

Organisation:

- Groups are formed by mixing pupils from different classes who are supervised by a teacher and a helping adult (AVSI, AVSCo, young people in civic service in the school).

Unfolding:

- On a half-day, with at first the presentation of the different challenges to all pupils (37 pupils). Each group faces two challenges such as: making 100 paper hats, making a volume construction with 100 kaplas, drawing collections of 100 flowers ...
- The time necessary to take up the challenges is about an hour and a half.
- The presentation of the different challenges is made by pupils from each group.
- An exhibition of challenges is available to all pupils in the school.

4. Activity evaluation

- All ULIS pupils participate, with their own level of learning, in the organization of the 100th day celebration.
- Inclusion is possible for everyone, whether in the form of individual inclusions but also of collective inclusions.
- A tutoring between pupils was born when taking up certain challenges without the intervention of the adult (the bigger ones of the ULIS helped the groups in difficulty to finish their challenge).

5. Limitations

For some pupils benefiting from the ULIS system, whose level of education is at a kindergarten level, this activity must be adapted from the beginning of its implementation and very quickly proves to be too complex.

6. Prospects

Due to lack of time, the sporting challenges could not take place. It had been agreed to all meet on the 150th day of school to do them. This upcoming meeting reinforces this desire to include all pupils in the different classes. In ULIS, another challenge was born: every day pupils wrote their book "from the 101st to the 150th day of school" that some readers then read to other classes. Sharing this experience reinforces this concept of inclusive school within the Jean Calvet schoolgroup.