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Report

on the first learning, teaching, training activity

PROGRAMMA ERASMUS+ FIRST LEARNING, TEACHING, TRAINING ACTIVITY C1 ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP

Sassari 12th – 16th January 2015

“EUROPE FOR INCLUSION”

Reflections on the lessons attended in Caniga School

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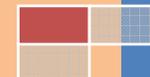
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INTRODUCTION

The first learning, teaching, training activity held in Sassari in January 2015, a part from the theoretical meetings has developed a practical session, in which the European teachers had to observe and experiment activities thought by the Italian teachers in order to show how they cope with **Scholastic Skill Disorders** students in their daily routines. Afterwards the European teachers discussed about their teaching and learning experiences in a plenary session. In this booklet we have collected the teaching activities developed by the Italian team and the reflection of the European trainees.

Aims of the Italian activities

ITALY 	Activity 1	Frutta&Parole
	Class	First class (6/7 years old children)
	Material	Fresh fruit splitted up into baskets; Syllable flash-cards printed tiny
	Main Aim	The activity is presented with a multisensory approach which foresees the matching among object (fruit in this case) acoustic image and textual image in a global perspective. Several researches demonstrate the efficacy of teaching methods based on a multisensory approach with children presenting a LSD : by activating all senses is easier to create steady associations among object (fruit in this case) acoustic image, textual image, in this way implementing performances in reading/writing tasks.
	Objectives	Learning the more common fruit lexis ; decomposing and composing each name into the syllables it is composed of; Associating the name of more common fruit expressed in verbal form to the corresponding textual representation printed tiny
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive interdependence is favored. Roles are given out among the group members: - controller of the voice tune - controller of turns - controller of recording – facilitator In the end a public declaration of the results obtained from each group takes place
	Activity 2	Le Carte del corsivo
	Material	Flash cards with vowels and consonants in caratère italics; Smile of reinforcement



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	Main Aim	The activity presents a multisensory approach to the reading and writing of caratère italics .Children suffering from dysgraphia and dysorthographia have often difficulty in matching allophones to the corresponding phoneme This methodology is aimed at the direct association between the italics caratère and the corresponding sound in order to consolidate the association phoneme/grapheme both in decoding phase (reading) and coding writing). Even in this case is appropriate to start from the vowels as they are the phonemes constituent the syllables , which are the minimum motor units of the spoken language production.
	Objectives	Associating the phonemes to the corresponding grapheme representation in caratère italics
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive interdependence is favored. Roles are given out among the group members: - controller of the voice tune - controller of turns - controller of recording – facilitator In the end a public declaration of the results obtained from each group takes place
	Activity 3	Il gioco della Matematoca
	Class	Third class (8/9 years old children)
	Material	32 flash cards with the tasks written in natural language 32 flash cards written in mathematical language (algebraic) correspondent to those written n natural A dice and some markers (one for player or group of players)
	Main Aim	Among the symptoms of dyscalculia, the difficulty to translate the natural language into the mathematical language and vice versa is often present. The activity proposed uses a multisensory modality and a consolidate ludic scheme such as a "Board game" . The game, organized into levels of competences heterogeneous teams , develops the competences in the translation from the natural language to the mathematical one and vice versa. The materials are made up of one big-sized dice and from big-sized boxes to set on the floor in order to make up a route. By using all the sensorial and motor channels, the process of coding /decoding is made simpler, funny and motivating.
	Objectives	Using the mathematical language correctly and knowingly; Interpreting tasks expressed in natural language; Translating in mathematical language tasks expressed in natural language and vice versa ; Starting to understand the function of parenthesis; Consolidating the difference among the meanings of procedural and relational attributed to the equal; Favoring the exercise of mental calculation ; Introducing the use of the letter as a variable ; Representing states and data in meaningful situations.
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive



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	Activity 4	Il gioco del computer
	Class	Fourth class (9/10 years old children)
	Material	LIM, PC keyboards; paper sheets with self-evaluation grids
	Main Aim	Children suffering from dysgraphia and dysorthographia can compensate their disturbs by using the word processing . They can use the keyboard to produce texts with some software endowed of orthographic corrector, prediction of word and so on ... In order to be used at an adequate speed to the class attended , it is necessary that the child learns the correct fingering so that the word processing can be speeded up in order to obtain a writing speed equivalent to the one of a schoolmate using a pen.
	Objectives	Making use of the keyboard QWERTY correctly by using the standard fingering ; Writing the vowels on the keyboard without looking at it by using the key F – J as a tactile reference ; Compounding the syllables L + vowels without looking at the keyboard.
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive interdependence is favored. Roles are given out among the group members: - controller of the voice tune - controller of turns - controller of recording – facilitator In the end a public declaration of the results obtained from each group takes place
	Activity 5	Il Memory dei Decimali
	Class	Fifth class
	Material	20 flash cards with numbers represented as fractions ; 20 flash cards with decimal numbers in numeric shape
	Main Aim	The children with evolutive discalculia take enormous advantage from visual support as multiplication tables, formularies, scheme. In this way they can concentrate on the logic of processes, instead of straying in the procedures (algorithms) and/or in the attempt of recalling, for instance, a multiplication table by heart..
	Objectives	Number reading, Decimal numbers and fractions, Matching results. The activity proposed makes use of tactile and visual supports, with a ludic approach and in a Cooperative Learning environment.
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive



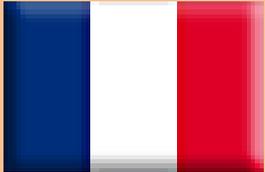
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	Activity 6	Racconto una storia
	Class	Pre-school 3-6 years old
	Material	Flash-cards with colours, calendar, white board, hula hoops, markers
	Main Aim	The activity allows to put in evidence at an early stage (5 years old) the difficulties in acquiring metha-phonological competences useful to the following reading-writing learning phase. This ludic and motivating approach, develops a favorable, safe environment. Even the children with some learning difficulties take part in the game with the group and the teacher's support . The difficulties observed will be used to propose supporting activities and monitor the evolution of the metha-phonological competences in the delicate passage from Infant School to Primary school.
	Objectives	To practice sound, letter recognition and spelling skills.
	Methodology	Heterogeneous groups are made according to the inclusion needs of children with special needs (LSD, cognitive and socio-relational sphere) who are put beside more able children. In the groups a team climate takes place. The work group supports the effort in the performance and motivation in learning. The interaction takes place in groups of a variable number according to the activity to carry out, taking into account the principle that the more the group is small, the more interaction and positive interdependence is favored. Roles are given out among the group members: - controller of the voice tune - controller of turns - controller of recording – facilitator In the end a public declaration of the results obtained from each group takes place



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Partners' Reflection on the Italian daily praxis for SEN

FRANCE		
	Teachers involved	FELBER Philip, BERLUREAU Isabelle, HOUDE Didier, LATHERRADE Emilie, MARTIN Laurence, TRIAS Sylvain
	Class	Third grade
	Age of the children	8-9 years old
	Space	A classroom in Caniga Primary School
	Material:	A dice, a game, cards
	Brief description of the activity carried out	A game on the model of “ Le jeu de l’oie”
	Main aim of the activity	To teach the trainees how to read numerical expressions aloud and write them using the Italian language
	Structure of the activity	Teaching Italian numbers and its uttering sounds in Italian language
	Working modality	The children were divided into 6 teams playing one after the other
	What the children did	The children rolled the dice, counted in English aloud, read the numerical expressions as described in Italian, found it among different possibilities displayed on other cards. Then they wrote the numerical expressions down
What we had to do	We had to play the game with the children	
Learners' difficulties	As it was thought as a peer strategy, difficulties were rapidly solved	
Reflection on the activity carried out	The importance of role-play in a learning process. The importance of putting the learners into an active process	
LATVIA		
	Teachers involved	VĪTIŅA Linda, BALODE Silva, JAUCE Vita, ŠNEIDERE Elita, DANSINA Agnese Rode
	Class	Pre-school
	Age of the children	3-6 years old
	Space	A classroom in Caniga Kindergarten
	Material:	Flash-cards with colours, calendar, white board, hula hoops, markers
	Brief description of the activity carried out	Teacher prepared a lesson which was based on the theoretical material presented to us the previous day, children learned counting colour recognition and spelling. Also the group



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		work was presented during the lesson. The work was differentiated accordingly to the ability level. Inclusive learning was shown during the activities, finding appropriate tasks for children. Few physical activities were implemented in the learning process.
	Main aim of the activity	To practice sound, letter recognition and spelling skills.
	Structure of the activity	The lesson was structured accordingly to the aim of the activity. Children were divided into different groups according to their abilities and psychological differences.
	Working modality	The children sat in a circle and later they were divided into different groups and were having a group work. The working modality was mainly student-centered
	What the children did	Children greeted each other and us. After a short introduction, children tried to repeat, spell and count the syllables in our names. After first sound recognition they tried to make new words beginning with the same sound. Then they wrote these words in flower petals which were drawn on the floor. They also created a retold a story using these words. They practiced their writing skills by writing recognized letters on the whiteboard.
	What we had to do	We were observing children and taking notes. We also had to introduce ourselves by saying our names. At the end of the lesson, when children got more familiar with us, we joined them by having some physical activities together
	Learners' difficulties	Teachers informed us about students with learning difficulties. There was a student who wouldn't talk because of her shyness. The student was put in a group of mixed abilities.
LITHUANIA		
	Teachers involved	BARTUVICIENE Janina, JURKEVICIENE Joalita, NOREIKIENE Audrone GVILDAITE Ausra, KAJALAVICIUTE Evelina
	Class	Second grade
	Age of the children	7-8 years old
	Space	A classroom in Caniga Primary School
	Material:	Keyboard and assessment sheets
	Brief description of the activity carried out	Typing vowels and consonants after that typing syllables without looking at the keyboard
	Main aim of the activity	Teaching how to type without looking at the keyboard
	Structure of the activity	To teach typing in a pair without looking at the keyboard
Working modality	The participants were sitting in pairs in front of each other. It was very effective because of the positive assessment and changing roles in the pairs.	



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	What the children did	The children showed to their partners how to type the vowels and the consonants without looking at the keyboard. After that they tried to join the vowels and the consonants in the syllables and type again without looking at the keyboard. After the assessment students had to change their roles.
	What we had to do	We had to be teachers in the pairs after that we had to change roles and to become students and type without looking at the keyboard.
	Learners' difficulties	We did not understand the Italian language and the students did not understand English, so our communication was based on using our body language and watching actions of other students
POLAND		
	Teachers involved	DONKE Lucyna, DROZDA-SZAJEK Małgorzata, GRZEŚKOWIAK Monika, KRZYSZTOSZEK Karolina, CHAŁUPKA Karolina
	Class	Forth grade
	Age of the children	9-10 years old
	Space	A classroom in Caniga Primary School
	Material:	keyboard and a piece of paper to write the scores
	Brief description of the activity carried out	Typing single vowels and consonants then simple syllables without looking at the keyboard
	Main aim of the activity	To teach the trainees to type without looking at the keyboard
	Structure of the activity	To teach the trainees to type without looking at the keyboard
	Working modality	It was a pair work activity, one teacher (child) and one trainee. It was student-centred.
	What the children did	The children first presented the way we should place our fingers on the keyboard, then they presented the activity as a whole. Then we had the chance to type under their supervision. They also wrote the results
	What we had to do	We had to type the letters and syllables without looking at the keyboard
	Learners' difficulties	We know how to type words but using only four fingers, the activity with using eight fingers was a little bit tricky.
Teachers involved	It was a challenging experience for us to be taught by the students. The thing which affected us most was the students being happy and smiling during the whole lesson: this made the classroom climate positive as it was reflecting their happiness and willingness to carry out their task. What surprised us the most was their eagerness and courage to talk to us, even though we sometimes didn't understand them.	



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PORTUGAL		
	Teachers involved	NAMORA Filomena FONSECA Ângela, RODRIGUES Ana, ARNAUT Cristina, LOJA Susana
	Class	Fifth grade
	Age of the children	10-11 years old
	Space	A classroom in Caniga Primary School
	Material:	Tray sets with pins, cards and paper
	Brief description of the activity carried out	Using the Cooperative learning, children were working in 3 groups of 5, with defined tasks. The class was about Mathematics.
	Main aim of the activity	There were 3 different aims: Number reading, Decimal numbers and fractions, Matching results.
	Structure of the activity	Three groups of 5 students with defined tasks, each student knew their job inside the group (responsible for silence, responsible for presenting results, responsible for registration of results, and so on)
	Working modality	Cooperative learning
	What the children did	They executed the tasks that their teacher asked them to do.
What we had to do	We took part in the groups and observed very carefully their procedures. The children explained to us what they were doing, and were proud to share with us their progresses.	
Learners' difficulties	Some noise with one of the groups while the others were in action. But the teacher noticed and corrected them	
ROMANIA		
	Teachers involved	CHITU Diana Elena; MANOLACHI Daniela, BORDEA Gabriela, IONESCU Elena Carmen, PETRUT Daniela
	Class	2 nd grade
	Age of the children	8 - 9 years old
	Space	Caniga School
	Material:	cards with the vowels, syllables, interactive whiteboard, pieces of paper, pens.
	Brief description of the activity carried out	The lesson was organized on groups, where we were also integrated, and there was used Playing as a learning method, which offered the students the possibility to think, observe and cooperate with the other members of the group.
	Main aim of the activity	It was a communication activity, having as the theme the vowels in Italian language and constructing the syllables by the use of "L" consonant



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	Structure of the activity	correct pronunciation of the vowels and syllables
	Working modality	group work; the working modality was mainly student-centered
	What the children did	they pronounced very clearly the vowels and the syllables, they played different games using the cards they had received (with syllables and vowels), they involved us in their activities.
	What we had to do	we took part at all the activities developed by the students, we had to pronounce very clearly the vowels and syllables, we guessed the hidden syllable from the cards
	Learners' difficulties	Because The Romanian and Italian languages are quite similar, we did not have difficulties in understanding what we had to do, or in pronouncing correctly the vowels and syllables, but if we did mistakes, the students helped and encouraged us to correct them.
	Reflection on the activity carried out.	There is a very good relationship between the teachers and the students, there is a friendly environment, the students are encouraged to express themselves, to take part at the activities. The students were eager to work with us, and we found very interesting the students' ease to interact with us, to explain us what we had to do, their determination to help. We had the feeling that we are foreign students in a new classroom, but in the middle of friends ready to help us. Caniga school is very well equipped and the teachers involve each students in the activities.
TURKEY		
	Teachers involved	YETKIN Bahattin, CEYLAN Yakup, KANAT Ibrahim Halil, DURU Levent, HALAT Mehmet Emin
	Class	First grade
	Age of the children	6-7 years old
	Space	A classroom in Caniga Primary School
	Material:	Flash cards, authentic fruit basket, word charts in Italian language in order to match cards with fruit pictures.
	Brief description of the activity carried out	Learning the names of fruit in Italian language and matching them with flash cards.
	Main aim of the activity	To teach the trainees the names of the fruit in Italian language and being able to pronounce them in Italian language. And then, to match them with flash cards.
	Structure of the activity	Teaching Italian vocabulary and its uttering sounds in Italian language system.
	Working modality	The children were sitting in groups and were having group work. The working modality was mainly student-centred and effective
What the children did	The children pronounced letters and words and showed the rules of the matching game.	



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		When we could not pronounce the words in Italian, they corrected our mistakes by repeating slowly the words. They were very patient to us.
	What we had to do	We had to pronounce the letters and words by repeating after the students and follow the rules of the matching game.
	Learners' difficulties	As the sound systems in Italian and Turkish language were different, we had some difficulty in singing the Italian children song about letters and some of the 1 st graders laughed at our mistakes. We found difficulties in the pronunciation of CI, CA, CO sounds.