

Prosocial Week 2019

Table of description of the activities

Teacher(s) Name and Surname	KATIA PERBELLINI
School (Name + city)	IC LUGAGNANO DI SONA
Class(es) involved	Second grade
Age of the students	7 years old
Number of students	18
Disabilities	No
Special Educational Needs	Yes
Prosocial value(s) chosen (even more than one)	peace solidarity equity gratitude cooperation help each other emotions empathy positive relationship freedom environmental protection multilingualism bullying prevention inclusion
Motivate your choice	Foster the inclusion of immigrant pupils
Date(s) of the activity	01/10/18
Duration	12 lessons (2 hours each)
Material used	Robot Photo/video Artistical Material Circles
Subjects involved	Italian Geography
Description of the activity	Preparation of cards and plastic-coated paper with syllable and images, preliminary tests
	Implementation of activities FOCUS GROUP (2 hours): The teachers decide to start an action-research, so they meet to take stock of the

situation regarding the identified objectives and the hypotheses of intervention assumed in May. One of the pupils, who is from Morocco, finds it hard to fit into the class group due to her difficulty in expression and partly because of her shyness: she intervenes during the lessons only if requested, she does not ask for help to the teacher, she does not interact and does not speak a lot even with her classmates. For this reason, the teachers decide to arrange the class work in pairs and in small groups, in which the intervention of each child is necessary and organized. As regards the Italian language, the teacher notices the pupil's difficulty in reading some syllables, in particular some with similar sounds, (pa, pe, pi, po, pu, ba, be, bi, bo, bu, ra, re, ri, ro, ru, fa, fe, fi fo, fu, etc) and to join them to read simple stressed on their penultimate syllable words. The Italian teacher decides to introduce the division into syllables to create multi-level tasks in which the girl, who does not speak Italian, will learn the syllables, while the other children learn the division of the same words into syllables.

FIRST MEETING (2 hours): The responsible teacher presents herself and introduces to the children the purpose of her presence and to intrigue and capture the attention of the children, she explains that they will do activities using robots.

The teachers prepare three preliminary tests:

- To start to play they have to read some instructions and play games on some sheets of paper (Geography entrance tests on “forward”, “right”, “left”, in which the children trace routes given precise directions, see attached photos).

- The second is a reading test in which the teacher takes the reading time of the 25 words linked to the activities they are going to play. Thanks to this test, the reading speed of the foreign girl is established.

- Finally, the pupils have to try to divide into syllables the 25 words (it is a new task for them).

SECOND MEETING (2 hours): The class is divided into two groups, each group is monitored by a teacher. 16 circles are placed on the ground to form a square (4 x 4) for each group. The two groups sit around the grid. Each group is divided into pairs (A-B).

The first pair, from each group, child A chooses from a 5-cards deck (Farfalla, Ferrari, Fico, Foca, Fuoco) an image (e.g. Foca) and he/she has to form the word choosing from a plastic-coated card – syllables deck (e.g.

FOCA). Once composed, he/she shows to the group the corresponding image next to it and they repeat together the syllables clapping their hands.

The child A chooses the initial syllable of the word (FO) and places it in a circle. He/she goes to the starting circle (chosen by the teacher) and waits for the voice commands (for example “a step forward”, “turn right”, “two steps backwards”) by child B, to reach the syllable (FO). Once reached the right circle, the children and the teacher applaud the two children.

Then the roles are reversed, and it’s next couple’s turn until all the children of each group have performed the roles A and B.

Once finished the first card deck, the teacher takes the move to the second one with other words (banana, becco, bici, bocca, burro). Even the girl coming from Morocco can assemble the word because the corresponding word is written below the image, so it can be an aid for children to choose the right syllables.

For some children, turning their partner to the right rather than to the left is difficult.

THIRD MEETING (2 hours): The class, again divided into two groups, do the same exercise of the previous meeting in pairs, but the child (A) places all the syllables inside the circles instead of just the initial syllable of the word. The child (B) will have to give the commands (“right”, “left”, “forward”) to the child (A), to reach the circles with the all the syllables that compose the word. The children of the couple will then exchange roles.

FOURTH MEETING (2 hours): the class is divided into 3 groups. The teachers give the children a sheet of paper with 25 words. In groups, they have to divide the words into syllables with the pencil, then cut them and paste them on a card. Then each child is asked to recompose the word and place the corresponding image next to it.

The three groups are monitored by the teachers so that all the children participate in the proposed activities.

Later, the children used the Clementoni DOC robot on a grid (4 x 4) where the images of the words created by the children were placed and each child have to program the robot to reach the image.

FIFTH MEETING (2 hours): The class is divided into

	<p>3 groups, each monitored by a teacher. Each component has a specific task:</p> <p>The first one chooses an image from a 5-cards deck wich word begins with certain syllables.</p> <p>The second one creates the word using the cards with the syllables pasted in the previous meeting</p> <p>The third reads the word.</p> <p>The fourth places the syllables on the grid (4 x 4). Each group works on a grid with a different colour.</p> <p>The fifth child uses cardboard-arrows to create the path that the robot must make to form the word.</p> <p>The sixth child programs the robot, so that it reaches the boxes in which the syllables are positioned, possibly using the path of cardboard-arrows created by the previous child.</p> <p>All six children will perform all the roles, exchanging with each other with the help of the teachers. The group that finishes first is the winner.</p> <p>SIXTH MEETING (2 hours): The teachers give to the pupils 3 final tests like the entrance ones: improvements occurred in all three tests, but above all in the Moroccan girl's one, who, in addition to improving the reading time of the initial syllables of the words, manages to read them in full, going beyond the set expectations.</p>
	<p>Conclusion of a successful exit test</p>
<p>Material produced</p>	<p>Photos http://i63.tinypic.com/978wo1.jpg http://i68.tinypic.com/2s0bli0.jpg http://i67.tinypic.com/amutuc.jpg</p>
<p>Students' feedback</p>	<p>All the children enthusiastically participated in the proposed activities and expressed positive opinions.</p>