

Prosocial Week 2019

Table of description of the activities

Teacher(s) Name and Surname	Elena Corsi – Roberta Reverso
School (Name + city)	Primary School “Luigi Dorigo” IC Madonna di Campagna, San Michele (VR)
Class(es) involved	Fourth grade (class 4 A)
Age of the students	10
Number of students	22
Disabilities	Yes
Special Educational Needs	Yes
Prosocial value(s) chosen (even more than one)	<p>peace solidarity equity gratitude cooperation help each other emotions empathy positive relationship freedom environmental protection multilingualism bullying prevention inclusion</p>
Motivate your choice	<p>As teachers we decided to work with our class through active and workshop didactic’s methods, for quite some time.</p> <p>Throughout the years, we understood that dedicating time and effort to the construction of a positive learning environment where anyone can feel necessary for the creation of it all, is of fundamental importance.</p> <p>The district area of our school has been involved for years in a continuous migratory stream and there are lodgings for families in a condition of social disadvantage. As a consequence our class is characterized by a strong heterogeneity and it is necessary to create a common base for all the children. For this reason we tried to make our children competent without necessarily creating an that</p>

	<p>emphasize the performance. On the contrary, through the workshop didactic, children feel protagonists of their own learning process and everyone's necessary for the success of the class.</p> <p>Those pedagogic choices are regularly shared with the parents.</p> <p>During the school year, we can appreciate together the results of our educational and didactic choices. This, not only repays the fatigue and gives comfort in the moments of difficulty, but it also makes us confident about the fact that we are contributing to the growth of the future citizens of the world.</p> <p>In between the lines of the project we recognized our working method and the values which we believe in.</p> <p>As an example we propose some of the activities that we designed for the creation of a nice learning environment.</p>
Date(s) of the activity	February
Duration	One Month (with tests that will be continued)
Material used	<p>Texts</p> <p>Photo/video</p> <p>Artistical Material (foam rubber, wool threads, colored cards, tempera colors, clothespins ...)</p> <p>Sponges, brooms, detergents</p> <p>Cushions</p>
Subjects involved	Cross-disciplinary
Description of the activity	<p>Preparation (from September 2018):</p> <ul style="list-style-type: none"> · Construction of an adequate setting for the active didactic (remove of the teacher's desk, desks were arranged in learning "islands", opening to the special classrooms of the school and the territory...) · Alliances with the territory and the Institutions appointed to the formation · Training courses and research/ action (even in previous years) <p>It is fundamental to explain the term "learning islands". They are formed by 4-5 students chosen for their characteristics and they are kept also in the canteen and sometimes in the break-time moments. The groups are mixed monthly.</p> <p>Each island has a responsible and, time after time, each member has a specific role according to the specific work.</p> <p>Among the roles, the "facilitator of wellbeing" has great importance: the person with this role strives to make every member of the group feels welcomed, participating and</p>

happy (both in the playing moments and in the working ones).
An island is a team and it has to work respecting the social abilities declared and written in a chart hanged on the classrooms' wall. The whole team is responsible for the "product" of the group and of the reaching of the target of each member. To make the student a protagonist of their learning, moments of individual work are alternated with other in which the team can choose among different activities of methods of work divided in stations or in centres of interest (CEDISMA).
The team is responsible for the care and cleaning of its space in the class and in the canteen. One team at a time takes care also of the cleaning of the classroom' s floor.

Implementation (we report a series of activities for the group participation):

- First individual moment: write on a card five positive adjectives and three negative ones about yourself (it is an occasion to study grammar)
- Second individual moment: write in a coloured card a positive adjective and a negative one about a mate randomly assigned
- Third moment: after a discussion on the meaning of the "being cheerful" or "being moody", the pupils receive another card: on one side they have to write the name of a mate that they consider "cheerful" and on the other side the one they consider "moody".
- Fourth moment: on another card write the name of a person I trust to begin an adventure with.
- Debate on the results: we noticed that the class does not present imbalance despite the great cultural richness (the name of each student was present on at least one of the choices)
- Work in islands: on an orange card the components of the group write the most precious gift that each one of the members can offer to the group; on a smaller yellow card each member write a negative aspect on which they can improve alone or with the help of the group.
- Creation of a huge Sun made of foam rubber (during geography lesson: the manufacture respects proportions) that represents light, heat and the vitality of the group.
- Setting up a reserved and private space where the groups will be able to go any time that working on the identity will be necessary. Together with the pupils we cleaned up a small classroom and created a circle of comfortable seats with

	<p>cushions brought from home.</p> <ul style="list-style-type: none"> • In the small class we hung “our” Sun and on it, we hung the positive and negative characteristics that we can offer. • In a box there are red cards at pupils disposal on which weekly the group is invited, after a moment of discussion, to appreciate-record everyone’s progress. Those cards are placed with clothespins on the individual card on the “sun”. • On a golden card the teachers periodically write the progress of each student. <p>Conclusion: we are convinced of the need to have to build a peaceful learning atmosphere even if it is not easy. We realized that growth, even of the group, cannot be separated from moments of "break" and quarrel. We have faced them and, in some occasions, even valued. The pupils understood that negative emotions should not be condemned but effectively processed and managed.</p>
<p>Material produced</p>	<p>Photo, video, documents</p> <p>https://drive.google.com/open?id=1WEFa38OZqtLKCYi8-vE8nqkjEBzK3vGQe</p>
<p>Students’ feedback</p>	<p>Group and class conversations.</p> <p>Moments of “test” in which each one is asked to express emotions and moods.</p> <p>Positive environment of the class group even in the playing moments and of activities outside the class.</p> <p>Care of the space.</p> <p>Care of the companions during working moments.</p>