Prosocial Week 2019
Table of description of the activities
Today for tomorrow

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School	Primaria C. Collodi Valeggio sul Mincio (Vr)
Class(es) involved	II C and II D
Age of the students	7/8 Years
Number of students	47
Disabilities	Yes, 2 students
Special Educational Needs	Yes, 9 students (no diagnosis by a specialist)
Prosocial value(s) chosen (enven 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,	It more often happens that children are in troubles with relations. They are so used to their whole life already planned, scanned by timetables, courses etc., under the constant oversight of adults, that when they are with their peers, they struggle to manage relations, and often conflicts arise. The diversity, especially connected with the different answers of behaviour, is not always welcome and accepted. The action of the Others is often interpreted, judged and attributed of negative intention where there wasn't instead. With this intervention it meant to provide occasions of reflection about diversity and tools for the management

	of the anger, to prevent conflicts.
Date(s) of the activity	February and March 2019
Duration	4 weeks
Material used	Robot Texts Artistical Material Motoric games
Subjects involved	Italian, citizenship, geography, Math, art
Description of the activity	**Preparation**: Organizational meetings among class teachers for the organization of the educational path. - Choice of the book with the central idea of the story (A.A.V.V., Quando Evaristo si arrabbia, Gruppo Abele Editore – When Evaristo gets angry) - Organization of the meetings - Plan of the activities (4 meetings of 1 hour each one) - Preparation of the needed material (book, posters, white A4 sheets, marker pens, cardboards for cards, 5 Clementoni Doc Robots). **Implementation** **Meeting 1** **Activity 1.** Games to get to know each other (description of themselves through what they like or don't like, creation of subgroups that understand those who own the same features- for instance in the centre who has brothers and sisters) **Activity 2**. Reading of the first part of the book "Quando Evaristo si arrabbia" **Activiy 3.** Identification with the characters of the story; choice and representation of them on paper disks for the realization of medals. **Meeting 2.** **Activity 1.** Reading of the second part of the book **Activity 2.** Attribution to each character of the story of a specific attitude in the situations of conflict (for example how behaves an angry animal). Creation of a poster with the descriptions of each behaviour. **Activity 3.** Identification of themselves, when they are angry with one of the animals of the story. Realization of medals illustrating the animal.

	Activity 4. Construction of cards with the explicit need had when are angry (ex. "Apologize to me"; "I want to be alone"; "Do you want to play with me?"; "Will you help me?"; "Do we make peace?"; "I love you"; "will you hug me?"; "Will you cuddle me?"; "Would you make me laugh?" etc. **Meeting 3.** **Activity 1.** Reading of the last part of the book **Activity 2.** Discussion about the ending of the story: thoughts about the relevance of rules to feel good together. **Activity 3.** Realization of a poster with the single drawings that illustrate one of these rules. **Meeting 4.** **Activity 1.** Division in groups; each group has the task to read a brief conflictual situation. After the reading, the group, finds which card expresses the need behind that anger, then arranges the card on the notice board of the DOC, and one by one sets up the robot to reach the card.
	Conclusion
Material produced	Video: "Ciascuno diverso, ma tutti uguali" https://youtu.be/wp7_Ejr_d4M
Students' feedback	Photos and drawings visible in the video clip (see the link) self- evaluation form of the project(as follows)