

Prosocial Week 2019
Today for Tomorrow
Table of Description of the Activities

Teacher(s) Name and Surname	Menato Celina Paoletto Stefania
School (Name + City)	Primary School "A. Pisano" Avesa, Verona IC4 VERONA
Class(es) involved	2 A
Students' Age	7-8 years old
Number of Students	15
Disabilities	No
Special Educational Needs	Yes
Prosocial Value(s) Chosen (one or more)	peace solidarity equity gratitude cooperation help each other emotions empathy positive relationship freedom environmental protection multilingualism bullying prevention inclusion
Motivate Your Choice	<p>The class is predominantly male, since there are only 3 girls who are also more fragile, culturally speaking, being immigrants. One of them is also attending a starting class in the Italian language, having moved to Italy only at the end of September. Through robotics, we believe she can interact with her classmates on an equal learning level, since the lack of knowledge of the language should not affect her possibility to perform the same task as her classmates.</p> <p>In general, the pupils of this class have a rather short attention span and tend to hurry assignments, failing to check their accuracy. Furthermore, in answering questions, they show a certain impulsivity.</p>

	In addition, the relational dynamics of the group are a source of tension, since they are often based on the desire to be part of the group, often through strong physical games, competitions, and the mocking of others' behaviors.	
Date(s) of the Activity	February - March	
Duration	5 two-hour classes for robotics 4/5 two-hour classes to carry out the activities related to social skills (jar, billboard, suitcase)	
Material Used	<ul style="list-style-type: none"> ✓ Robot ✓ Others: describe <ul style="list-style-type: none"> • gymnastic circles • glass jars (for the "Jar of Words that Make me Fly") • stationery material to create the poster "Working Together to Build Great Bridges" and the chessboard for the Doc robot; 	
Subjects Involved	Technology, Mathematics, P.E., Art and Image, Italian Language	
Description of the Activity	CODING & ROBOTICS	PRO-SOCIAL VALUE ACTIVITY
Activity 1:	<p>Coding Unplugged Preparation:</p> <p>In the Gym: After presenting Cody Roby's commands, circles are drawn to form chessboards: The students are robots who must move on the chessboard following the instructions given by the teacher. Pupils are divided into groups of 3-4 and prepare commands on slips of paper in order to alternate in the roles of robot and programmer.</p>	<p>The robotic activities carried out have often brought children to reflect on the dynamics, efforts and advantages of working together. For this reason, the robotics activity was enriched by:</p> <p>THE JAR OF WORDS THAT MAKE ME FLY When children have experienced work in pairs or in small groups for a few times, they are invited, at the end of each activity, to write a note to thank the partner they have worked with or acknowledge some of their qualities. The note is signed and exchanged to be read and stored in their own "Jar of words that make me fly".</p>
Activity 2:	<p>Coding Plugged: Implementation.</p> <p>Doc's commands are reviewed (the pupils had already used Doc last year) and a chessboard is drawn on the notebook with numbers in some boxes. The children work in pairs and have to write down commands to make Doc pick the numbers in</p>	<p>This way, the children live a moment of reflection to remember and understand what helped or made them feel good</p>

<p>Activity 3:</p>	<p>ascending order. The activity is simplified because the routes must be always planned restarting from the starting box.</p> <p>The correction of the work, written in the notebook, is done by the teacher and the students take turns trying to get Doc to get a number by programming it directly with the commands placed on its head.</p> <p>Coding Plugged</p> <p>The children work in pairs. They have to write the coding lines to make Doc pick up the number double of the one the robot is on. The difficulty of the activity is planning a multi-stage path, where the orientation of the robot changes because it depends on how it arrived on the number that becomes the starting point of the next stage.</p> <p>Having to work together is also a challenge. Often children think of work in pairs as a work simply made near someone else who independently prepares their work, or a work made taking uncritically the work of the partner or accepting it even if they do not share its correctness.</p> <p>There are therefore two cases:</p> <ul style="list-style-type: none"> • The work of the two components of the couple is completely different • In the face of reflection on possible errors, the responsibility is "discharged" on the partner 	<p>in working with their partner. They also get a gift that can bring them to the recognition of a quality they already knew to have, or to the discovery of some of their "treasures" that they did not know to have.</p> <p>In time, the jar is enriched with colored cards that help the children's self-esteem and implement a positive and trusting atmosphere within the class.</p> <p>LET'S BUILD A GREAT BRIDGE</p> <p>"Do you think great bridges were built by one person?" "What bridge can one person build alone? What size? "</p> <p>These were the stimulating questions that made the children reflect on the need to learn to work together, to overcome the strain of confrontation, diversity of views, and methods of action. After the first enthusiasm of working in pairs, the fatigue of seeing the harmony with the playmate that changed when he/she became a workmate often took over. The need to conclude the activity in a positive way brought them to re-evaluate the company of other companions or to propose the relationship in different ways, aimed at achieving the goal, concentrating efforts, requesting and listening to the help of peers and of the teacher. Explaining the aims of the project was also a stimulus for the pupils.</p> <p>"Why do you think I made you work together?" "I want you to learn coding, but</p>
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<p>Activity 4</p>	<p>In both cases it is an opportunity to encourage reflection on the fact that working together is an opportunity to:</p> <ul style="list-style-type: none"> • obtain a better result, since "two heads work better than one" • perhaps spare time • learn to express one's ideas • learn better, in a safer and funnier way <p>Coding plugged and debugging</p> <p>In pairs, the children decide which path to invent, explaining the instructions that Doc will have to carry out. They prepare the appropriate chessboard with indications of the way or of the starting point. After writing the coding to program Doc, they debug it to check.</p> <p>The choice of the type of path was free, but all the students set the path on the consolidation of their mathematical knowledge (times table of 5, numbers, odd numbers, difficult operations, ...). Perhaps the lack of time has prevented them to use their technological knowledge and skills to invent paths involving other subjects, but this can be done in the next school year, to further expands the view of students, freely touching subjects others than those taught by the teacher they are working with.</p>	<p>I also want you to learn to work together, because there is a need for people who know how to work together, people who build great bridges"</p> <p>Thus, one activity became intertwined with the other. They programmed Doc, and they welcomed the verification of the accuracy of their work through the debugging procedure with Doc in order to correct their errors, which were not hidden, but sought and corrected. Faced with a problem, the ability to get involved, to express one's ideas, to seek solutions, the ability to face difficulties in order to solve them was enhanced, even when it simply consisted of having to turn to the teacher because they had arrived at "a dead end". From there came new stimuli, new questions, the search for proposals and solutions. Nor should we neglect the satisfaction of seeing that Doc, at the end of all the work, carried out the path without errors. It was also very satisfying for the children to see that their schoolmates played in turn to program the steps of the path invented and proposed by them. So, almost naturally, at the end of the project there was also the desire to create a billboard with this large bridge, created assembling pieces made by each person.</p>
<p>Activity 5</p>	<p>Coding plugged and debugging</p> <p>The children take turns moving Doc on the board according to the path invented by their mates in phase 4.</p>	<p>This was also a great team game, where each of the pupils played their role to create the poster. Searching, among the cutouts, for the cardboard for the</p>



	<p>At this stage the children</p> <ul style="list-style-type: none"> • wait their turn to play with Doc • they watch their playing mates, with a behavior which is important both for the single and for the group. 	<p>silhouettes of the men, drawing them, cutting them out, preparing the drawing and / or the writing on the billboard, arranging the men, gluing them, coloring the free areas between the men with coloured powder....</p> <p>There was a job for everyone, according to their abilities, inclinations and needs.</p>
	<p>Conclusion</p>	<p>LET'S REOPEN THE SUITCASE</p> <p>The final activity was the reopening of the suitcase in which, at the beginning of the school year, the children had put:</p> <ul style="list-style-type: none"> • the precious stone that is in me ... • what I expect to receive from others, what I need from others ... • I promise to ... <p>The welcome-back project had focused on reflecting on what the pupils brought to school from their holidays, what they were willing to share with their classmates, what their strengths were, what they needed and what commitments they assumed so that being together would help everyone to feel good and to grow while learning.</p> <p>It was almost a ritual, an emotion, the surprise of forgotten words, and the desire to enrich the suitcase with a different, perhaps deeper, knowledge of oneself. The increased knowledge of being able to ask the others. The will to take on new commitments, perhaps more important ones, or that seemed unattainable only a</p>

		<p>few months before. It was a reopening of the suitcase to empty it of useless fears, of goals that have already been achieved, and to fill it with new energy in proposing, asking, and committing oneself.</p>
<p>Material produced Photos, videos, documents (add the online link to the material):</p>	<p>https://drive.google.com/open?id=1yBBEMjul5ERpZH-nHIgRS2gYF0wcyCg4</p>	
<p>Students' feedback Unformal methods of collecting impressions: photos, drawings, personal tables/schemes, etc.)</p>	<p>Cards and notes written by the children, photos, drawings.</p>	