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# Knowing and Practicing Care at School: Inclusion Exercises

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This activity is conceived as a real empirical activity in the classroom. After having faced a path of theoretical and methodological reflection on the concept of Care linked to the Storytelling technique, now children will be working on the principle of «taking Care of others», to build real moments of inclusion.

We have thought about research activities on some important educational and social categories, so that children can build on their own the idea and content of what it means to take Care of others by building an inclusive environment. An environment where everyone is welcomed, helped and fully lives their citizenship condition.



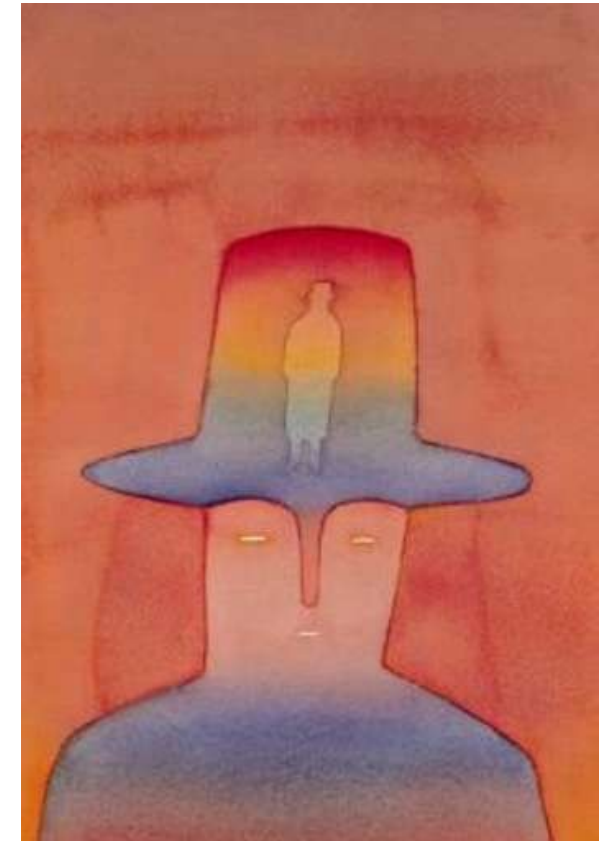


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- KEYWORD
- SEARCH OF MEANING WRITTEN TEXT
- TALKING BILLBOARD
- DRAWINGS THAT SHOW THE KEY WORD
- IN-CLASS DRAMA OF ACTIVITIES RELATED TO THE KEY WORD
- FINAL RETURN BY ALL CHILDREN OF THE WORK DONE ON THE KEYWORD: A TEXT AND A COLLECTIVE FRAMEWORK





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Some key words that introduce and support the theme of «Inclusion»:

Hospitality  
solidarity  
friendship  
citizenship  
ecology: take care of the world participation  
respect





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## Knowing and Practicing Care at School: Inclusion Exercises (didactic and educational proposal)

- 1) The teacher asks the children: «What do you think about hospitality? What does it mean to welcome a person?». In this first phase of the project, teachers activate a group discussion (brainstorming).
- 2) After the discussion in the classroom, teachers ask each child to write a short text to express their point of view (acceptance of the point of view of others is inclusion).
- 3) The class creates a talking billboard where all the texts written by the children are collected and everyone can read what has been written, by their friends, about hospitality (sharing is inclusion).



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4) The class is now organized in small groups and each group creates a drawing which, according to the children, represents the key word well. The drawing will be placed on the talking poster together with the written texts (group work is an inclusive activity because everyone has an important role in the realization of the project)

5) The teachers ask each group to think and make a short sketch about hospitality. Each group shares the work done with the others and this can enrich and implement the knowledge of each child on the principle of «hospitality» and on each topic that will be addressed.

6) Teachers and students have a final meeting where all together share their impressions. Teachers will have to document, as their editorial activity, how much the class has acquired more information and improved knowledge on the topic addressed.



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7) **STORYTELLING:** The class writes a story about welcoming. Each child contributes to build the story by writing their own part. Once the text is finished, the class shares it with other classes and with other children. At the end of this research, the class will have produced many stories that will be collected in a single book, written directly by the children with the support of the teachers (everyone took care of the others and of the group to complete the work in the best possible way: the construction of an inclusive place where you can authentically dialogue, write and live).

This didactic itinerary, which we have proposed, can certainly be adapted according to the choices of teachers, but it would be appropriate to introduce the concept of care and inclusion into the classes through educational and learning activities (children need to "do" learning by doing J. Dewey). Storytelling certainly generates knowledge and inclusion, if supported by good educational care practices.