

Designing curricular and extracurricular activities for cultivating social inclusion in school environment

Our IIS Grandis school in Cuneo is a complex reality: among its 1.100 students coming from Cuneo and surroundings there are 283 students with special needs (BES), and 38 different nationalities. The teachers' committee draws for each of the BES students a **PDP**, that is a Personalized Didactic Programme, following the specific indications contained in the diagnosis, or according to the needs of the individual students.

Other curricular activities for social inclusion include: **classes in open groups** according to levels (in subjects like Economics, Law, Human Sciences), **Peer Education**, after courses guided by educators and psychologists on the themes of "Prejudices and Discrimination", and "Wellness in the Classroom".

Extracurricular activities organized at our Grandis school include, among others, the activity named '**Incontriamoci**' (Let's meet).

This project is developed with the Social Cooperative "Il Ramo" (the Branch), which takes care of social and working inclusion of people with disabilities. It is focused on the use of body language, dance, theatre to integrate people with disabilities in the society.

The students are involved in activities of body movements to bring out emotions and sensations under the supervision of an expert of 'emotional theatre'.

Each lesson is set in the gym of our school and it is focused on an issue related to disability, physical or mental, in a purely experiential way. For example, one lesson focused on 'blindness' with the presence of one blind student of our school. During this lesson all the students were blindfolded and then stimulated with voice, sound and movement activities. Some students played to be trees in a wood and provided indications and suggestions just with their arms.

During the lessons, students experiment different types of experiential communication activities using the body language: sounds experiences, unusual body positions, mime theatre, folk dancing.

The project involves members of the pro-social behavior club, students with disabilities, people with disabilities of the cooperative 'il ramo', experts of the cooperative and experts of 'emotional theatre', teachers of the school.

Here are the principles and development of competences regarding students with disabilities, concerning the dimension of cognition:

- Students can identify different ways of communicating through their body, different positions, different sounds, different steps in a dance
- Students can use their body to communicate
- Students can understand what other people want to communicate while using their body, movements, sounds

Regarding the dimension of emotionality, the activities of this project :

- Encourage the social lives of people with disabilities inside the school
- Improve autonomy, self-consciousness, self-esteem of the participants throughout the comparison with others
- Create social impact, promote social inclusion of people with disabilities
- Encourage our students towards the voluntary sector

As regards the dimension of the will, we expect our students with disabilities to develop:

- Will to be part of the school, of the class and of the theatre group
- Will to work systematically in the activities proposed
- Will to express themselves through the activities and to understand the other