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### **PHYSICAL THERAPY ERASMUS + REPORT SCHOOL YEAR 2020-2021 IC3 MODENA**

The current school year 2020-2021 has been a different school year, although we have had the students in presence for most of the year, we have been working in small groups in order to respect the COVID19 restrictions and, moreover, for some periods, we had to work in DAD/DDI, having the students at home.

Our Institute is characterised by a strong inclusivity, we have children in need, either with physical and cognitive deficit, in our classes and all the spaces and labs are open to everyone, so students work all together sharing spaces and opportunities. Our Institute Ic3 Modena set up just 5 years ago, we are quite a young reality as Comprehensive Institute, but nevertheless we have some experience in Inclusion and we are aware that there is always something new to learn and something to achieve in order to improve our work and results in dealing with children and facing daily problems and opportunities; therefore we are very pleased to have the opportunity of sharing and taking part in this Erasmus + project as a training and sharing experience focused on cognitive disability and autism spectrum. The realities and settings are different so there is not a standard way of working as every child is unique and an individual with a personal background, different potentials and different

needs, so flexibility is very important.

Despite the differences and the several cases we work as teachers and professionals there is an important ongoing thing that is the group, the importance of relation among classmates and adults.

Working with children in need, also, in small groups has turned out to be essential to increase their autonomy, as learning from peers is much easier, challenging, rewarding and involving for kids.

Knowing and using common spaces, labs and times enhances self esteem, self confidence and confidence in others as well as creativity.

In some cases, the most sensitive ones, teachers have observed that assigning tasks to the students, supporting the teacher role, such as referee or co-coach, develops a sense of inclusion, a sense of being part of something and being at the same time a reference point for the others.

On an operational point of view a child in need feels well when there is, as far as possible, a physical contact in order to guide him/her in the movements. Making the children “feeling” the movement, the gesture and the action, driving the involved limb, helps in developing the sense of self and of different parts of the body, increasing, at the same time, the relation between the parties involved (adult and child).

So we can assume that working and operating in a setting focused on relation with others, it

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is very important not only for the inclusion of the child in need but, as well, in order to encourage empathy and attention in all the students; pointing out the importance of their help and support and making them aware that this is essential for their development to grow up as active, positive and inclusive citizens.

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