

A Motor Project For School Inclusion For Disabled Students

Francesco Perrotta

Professor in TFA support specialization courses
UNIMOL Italy

Abstract—School inclusion is achieved in the cultural, educational and planning identity, in the organization and curriculum of school institutions, as well as through the definition and sharing of the individual project between schools, families and other public and private entities operating in the territory (art . 1). It is a fundamental commitment of all the components of the school community who, within the specific roles and responsibilities, contribute to ensuring the educational success of girls and boys, pupils, students (art. 1) . This decree promotes the participation of the family, as well as the relevant associations, as interlocutors in the school inclusion processes (art. 1). State, Regions and Local Authorities guarantee the accessibility and usability of teaching aids and technological and digital tools necessary for school inclusion.

Keywords—*motor activities, inclusion, classroom, tutoring*

Introduction

Motor disability

The term motor disability refers to any limitation or loss of the ability to perform an activity in the manner or within the range considered normal for a human being. Specifically, motor disability is assessed based on the type and degree of difficulty which may concern the alteration, reduction or inefficiency of the functions considered. The motor deficit includes various functions linked to various motor skills and abilities. Motor disability commonly tends to be identified as linked to difficulty in walking; in reality it includes all the dysfunctions and pathologies that can be connected to the neuro-muscular system and consequently concern the motor skills of the limbs, the functionality of the respiratory muscles, the regulation of muscle tone etc. Motor skills are then closely linked to the sensory apparatus with the fundamental addition of the "sixth sense" and that is the kinesthetic sense which allows us to "know" the position of our body in space at any moment.

A hypothesis of a welcoming school

The school operates in a diversified and complex context, therefore the implementation of an effective training intervention requires considerable organizational, planning and teaching flexibility capable of responding to educational needs; the implementation of this project therefore aims at the full inclusion of pupils who present a situation of cultural,

social or physical hardship, to combat school dropout and abandonment, to recover the sense of legality and the notion of common good where they are already visible deviant behaviors. To be able to achieve all this, the school must become a concrete point of reference for families and students by relating to other educational agencies in the area, for valid and lasting cooperation, with the aim of improving the training and educational offer. School failure, one of the sources of marginalization and social exclusion, often leads to negative behaviour, repeated absences, slow learning rates, hostile attitudes and dropouts. The causes that produce school failure are, in fact, to be found in:

1. outside the school (socio-cultural conditions of the family and cultural, environmental, emotional deficiencies);

2. internally at the school (difficulties in the communicative relationship, lack of continuity, methodologies that are not always stimulating, non-effective professional orientation, extracurricular and operational activities insufficient to meet needs due to lack of human and material resources.);

3. in the subject (lack of self-esteem, uncertain aspirations, shyness, limiting commitments at home, work outside the home, psychological problems, students not certified but with learning deficits.).

The ideal school, as an educational and training institution, is proposed, with the r creation of additional training courses (envisaged in this project), to remove the causes that produce failure and to encourage the active collaboration of families and the constant commitment of the other educational agencies present in the area. Above all, foreign students and those who are normally less collaborative are sensitive to the one-to-one relationship, and often develop, with appropriate recovery and support interventions, the most inherent personal skills and competences. When they feel considered and well-liked, students are able to lower their defenses and begin to gain trust in teachers who are thus able to lead them towards profitable and fulfilling experiences.

The idea is to convert the school spaces into active laboratories organized by area. The classrooms are connected to each other, breaking the traditional linear and hierarchical structure; in a flexible and accessible dimension in which the connection space becomes a real public space. The meanings conveyed take on a dual function, namely that of a physical place in which to learn and that of a

conceptual space in which to open up, discuss and grow together.

Learning must be seen as an opportunity to best develop one's potential and an enhanced, alternative, curricular training offer would allow all students to co-plan for the realization of their life project. The central objective is to promote student-centred learning and put "experiences" at the center of the growth path.

In the school we would like, the computer laboratory would allow students to learn not only to use the computer, but to immerse themselves in virtual reality to visit museums, to travel through different historical eras and visit places all over the world.

Outdoor spaces should be easily accessible from classrooms, laboratories and libraries, in a sort of continuity of use that facilitates their appropriation. We would like there to be a relaxation area, green spaces designed specifically, without architectural barriers to allow everyone freedom of movement and expression.

The ideal school cannot be without a large vegetable garden in which to grow typical local products to organize tasting events for families as there would also be a cooking laboratory. A large space cannot be missing for the school swimming pool which can also be accessed outside of school hours as swimming promotes coordination on a physical level, improves breathing, stimulates cardio-circulatory functions, strengthens the entire muscle mass and on a mental level develops the cognitive processes fundamental for learning, reinforces the feeling of autonomy and helps improve students' self-esteem.

In the ideal school, even the spaces of the staff who work there should be rethought as resources for educational action. Especially with a view to extending activities into the afternoon, it would be useful to conceive environments where teachers can work peacefully and comfortably, prepare lessons, do research, co-plan with colleagues or even just have a moment of pause and conviviality.

Materials and methods

The physical structure of the school building

For a school to be accessible, it is therefore necessary to break down all existing barriers, both physical and sensorial-perceptive. For example, in our ideal school to allow all students to experience it to its full potential, we would like there to be large spaces illuminated by large windows, an external path that connects the public road to access to the school; access to the school via ramps; reserved parking spaces for parents or school staff; LIS language workshops for students and teachers; more than one toilet accessible to students with reduced or impaired motor skills; spaces designed to accommodate all types of disabilities; choice of materials to create diversified and as natural surfaces as possible;

classroom libraries stocked with audiobooks and braille books; functioning and spacious elevators and stairlifts; installation of acoustic and visual signals and tactile paths and relief maps connecting the classrooms.

Sport for inclusion

The aim of the project is to promote and strengthen school inclusion through sport, an educational tool with which it is possible to promote well-being and erase diversity.

The purposes are:

- Promote inclusion and collaboration among peers;
- Learn to share common space;
- Teach acceptance and respect for others, especially people in difficulty;
- Value diversity so that it is seen as strengths and not as weaknesses;
- Learn to be together respecting the common space and the rules.

The objectives are:

- Promote a greater degree of inclusiveness among girls
- uncles in the school environment;
- Increase children's sensitivity towards the issue of disability;
- Develop learning situations that allow each student to express themselves and at the same time have fun together with others;
- Train teachers and support them to find answers and proposals for sports practice that are used and a valid tool for full inclusion;
- Help children achieve greater psychophysical well-being.

RESULTS AND CONCLUSIONS

The recipients of the project are children from a second class of secondary school

The class is made up of 18 students: 14 boys and 4 girls. Simone and Nataka are present in the class group. Simone has mild hearing loss and Nataka is an Italian-speaking student from Ukraine. The project will take place during physical education hours in the gym during the second semester. The methodologies used are: peer tutoring which allows students with motor disabilities to introduce their classmates to volleyball initially intended for athletes with physical disabilities, circle time at the end of the activity to be able to exchange the different ideas and sensations they have experienced. The equipment useful for carrying out this activity is: volleyball nets, set of cones with pole to attach the various nets, volleyballs, whistle, green, yellow and red cards. The project involves collaboration between the curricular teacher

and the support teacher to manage the class divided into six groups of three, each of which will occupy a station specially set up with the tools indicated previously. The half field of each station will be occupied by three students, who will begin to gain confidence with the field and with their bodies to play the game. At first, the rules of the game and the meaning of the three cards will be explained with the help of a microphone and a translator which allow both Simone and Nataalka to assimilate the fundamentals of the game. Subsequently, after showing the kids how to move on the court with the ball, they will dribble with each other to gain greater confidence and fluidity in their movements; afterwards, they will start playing short sets with each other to check that they have learned the rules of the game. At the end of the project a mini-tournament will be played. Throughout the project, the teachers will observe the behavior of the children in the scenario towards both the teachers and their classmates; in fact, the teachers will extract the three cards to sanction or reward the children's behavior; this evaluation will also be reported in the activity register. There will be constant observation to evaluate commitment, interest, collaboration, discussion, respect for others and for the rules and the desire to get to know others.

Bibliografy

- [The efficacy of the project motorfit: Educational Actions through physical activity in schools](#) F Perrotta, F Corona, C Cozzarelli 2011 Sport Science 4 (1), 34-39
- [Obesity'child, the problem of children today](#) F Perrotta, A Pannelli 2013 Acta Kinesiologica 1, 12-16
- [Prospects for Teaching a New School of Education in the New Century](#) F Perrotta, A Pannelli 2014 Sport Science 7 (1), 71-75
- [DISABILITY OF STUDENT IN SCHOOL AGE](#) F Perrotta 2010 Citius Altius Fortius 26 (1), 88
- [ICF Classification: Planning Inclusion Through Sports Culture](#), P F 2021 International Journal of Education & Social Sciences (IJESS)ISSN: 2754-2793 .
- [SPECIAL EDUCATIONAL NEEDS, INTEGRATION AND INCLUSION THROUGH TEAM SPORTS](#) G Madonna, F Perrotta 2019 Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva 3 (2)
- [THE EVALUATION PROCESS AS A TOOL FOR IMPROVING THE DIDACTIC OFFER OF MOTOR EDUCATION](#) D Tafuri, F Perrotta, A D'andria 2019 ACTA MEDICA MEDITERRANEA 35, 3025-3028
- [Study on correlation between motor and memory learning](#) D Di Palma, F Perrotta, D Tafuri 2019 Universidad de Alicante. Área de Educación Física y Deporte
- [THE MOTOR LITERACY TEACHING: A PROPOSAL FOR VALID EDUCATIONAL AND TEACHING BODILY AND PSYCHOLOGICAL GROWTH OF THE INDIVIDUAL](#) F Corona, F Perrotta, C Cozzarelli 2011 Jela LABUDOVA & Branislav ANTALA
- [A possible value in terms of education with action inclusive](#) G Altavilla, A Manna, F Perrotta 2013 Journal of Physical Education and Sport 13 (3), 371
- [Development of cognitive, creative and relational skills in the child through the game](#) D Tafuri, F Perrotta, A D'andria 2019 Acta medica mediterranea 35, 2993-2997
- [A project for the education psychomotor for developmental age](#). F Perrotta 2011 Journal of Physical Education & Sport/Citius Altius Fortius 11 (1)