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PLATFORM 9 ¾ E-BOOK

"The Guide of the New Paradigm of Inclusive Education Through Informal Learning"



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Introduction

Education as a foundamental right has been universally acknowledged for all through various international declarations, starting from the 1948 Universal Declaration of Human Rights. Notably, the Convention on the Rights of the Child (CRC) and specific treaties emphasize the right to education for children with disabilities, girls, racial minorities, and migrant workers. The importance of inclusive education within mainstream systems is underscored by initiatives like the "Education for All" (EFA) movement and the subsequent "Sustainable Development Goals". Despite these efforts, many children still face exclusion within education systems, whether through complete denial of access or segregation into special education or non-formal programs.

Discrimination in its various forms remains a significant barrier preventing millions of children from realizing their right to education, with over fifty grounds of discrimination recognized by the UN Committee on the Rights of the Child. The European Commission's announcement of the European Green Deal in December 2019 signifies a strategic commitment towards achieving EU climate neutrality by 2050, building upon earlier agreements such as the Paris Agreement in 2015.

The international guidelines regarding inclusive education found their way into European policies as well as national policies of the individual European countries, however expressed very differently (Ramberg & Watkins, 2020).

The Salamanca Statement in 1994 played a crucial role in raising awareness among European countries about the significance of inclusive education for all children (Haug, 2017). Within the EU the European Commission for example adopted the European Disability Action Plan 2004-2010 (Commission of the European Communities, 2003) and the European Disability Strategy 2010-2020 (European Commission, 2010) to facilitate inclusive education especially for people with disabilities. Also, the 5 Council of Europe, a human rights organization, adopted the Disability Action Plan 2006-2015 (Council of Europe, 2006) and the Strategy on the Rights of Persons with Disabilities 2017- 2023 (Council of Europe, 2017). The European Social Charter, a treaty by the Council of Europe to address social and economic rights, was as well a crucial step (Council of Europe, n.d.). Moreover, the European Agency for Special Needs and Inclusive Education aims to improve

the implementation of inclusive education.

Attempting to catalyze significant advances in the field of inclusive education and to make a substantial contribution to this worthy cause, the present e-book has been meticulously created as an essential guide to the emerging paradigm of inclusive education through nonformal learning. Its formulation is rooted in the collaborative efforts undertaken by all partners involved in the preceding months, with the explicit goal of offering not only some pragmatic insights, but also relevant concepts and innovative ideas for their implementation.

This effort aims to make tangible impact on enhancing the quality of inclusive education by introducing an innovative approach that seamlessly integrates arts and sports into the educational framework. It will include in-depth discussions on integrated arts and sports learning, the cultivation of soft skills, illustrative case studies, and a strategic roadmap for the effective implementation of inclusive education.

The Platform 9 ¾ e-book is designed to serve as a valuable resource, presenting a model that incorporates an online course and interactive workshops focused on enhancing core competencies. These resources will be delivered in an engaging mini-Olympics format. The partners behind this initiative aspire for this tool to play a pivotal role in shaping a more inclusive, innovative, and enriched educational landscape.

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Short explanation of the project

The project "Platform 9$^{3/4}$ - Rigor and Creativity" is the result of the collective vision of four partners spanning three European countries, dedicated to pioneering innovative teaching, training, and learning methodologies. It aims to promote non-formal learning, foster new inter-institutional relationships within the realms of education, training, and sports.

At the core of this project is the development of a groundbreaking non-formal learning model that emphasizes soft skills by blending the foundational principles of the 9 arts with the enriching values of sports ($^{3/4}$), including fair play, mutual respect, cooperation, and embracing outcomes.

The partners aspire to cultivate conscious, active, and reflective student engagement by restructuring knowledge and skills through the cultivation of soft skills drawn from the worlds of sports and arts. This approach is tailored to address individual student needs effectively by offering tailored educational solutions.

The ultimate goal is to create a programme that can provide all students and teachers with the tools to develop and make visible to them skills and competences that they themselves did not think they had; competences that will be indispensable for the educational success of each student with a view to inclusion, participation and active citizenship, as well as education.



The Importance of Inclusive Education

Inclusive systems play a pivotal role in delivering high-quality education to every student and serve as a catalyst for transforming discriminatory mindsets. Schools serve as the initial gateway for student to engage with the world beyond their families, fostering the development of social skills and interactions. Respect and empathy flourish when students from diverse backgrounds and abilities engage in shared activities, socialize, and learn together.

Education that segregates and excludes perpetuates discrimination against historically marginalized groups. In contrast, inclusive education fosters a more equitable society by promoting concepts of civic engagement, employment opportunities, and community integration. Educators should strive to reach every student with a commitment to learning. Believing in the potential of all students to learn should also entail advocating for their inclusion across all facets of education.

A truly inclusive education system embraces all students irrespective of race, ethnicity, gender, or physical, social, and emotional disparities. Educators and school communities must grasp the essence of inclusive education and recognize its benefits for students. Central to this understanding is the imperative to champion inclusive education through best practices that nurture continuous growth in all students' lifelong learning journeys.

Overview of the e-book

The e-book Platform 9 ¾ is a digital resource able to provide detailed information on the topic of inclusive non-formal education and the importance of integrating arts and sports into learning, the development of which is the result of collaborations between the project partners during the previous months.

As a cornerstone of the project, this e-book serves as a comprehensive guide, delving into profound concepts and presenting diverse case studies from European educational settings. These cases showcase real-world experiences and best practices, serving as sources of inspiration to identify strengths for replication and areas for improvement.

A meticulous reflection on the acquired knowledge and an in-depth analysis of teaching strategies employed by similar institutions; the effectiveness of this educational resource has been optimized. The result is a refined educational environment tailored to meet the specific needs and characteristics of the target audience.

The goal of the e-book is to provide ideas for the creation of two fundamental outputs for the definition of the model: the creation of a complete, practical, and functional online course and a kit of practical workshops focused on the development of problem-solving, emotional understanding and conflict resolution skills, presented in the form of engaging mini-Olympics.

The structure of the e-book's content is organized according to key topics, taking into consideration the following points:

1. **Innovative and Inclusive approach to Education:** An analysis of the fundamentals of innovative education, with a focus on the integration of arts and sport into the fabric of inclusive education.

2. **Integrating Arts and Sport into Inclusive Education:** A detailed exploration of how arts and sports can meaningfully integrate into the fabric of inclusive education.
    - Art integrated learning,
    - Sport integrated learning,
    - Soft Skills integrated learning.

3. **Case Studies (Art and Sport):** an analysis of concrete examples and good practices of teaching strategies, methods and techniques successfully adopted by educational institutions in Italy, Romania and Turkey to grasp the strengths and gaps to be filled in the implementation of the new model.

4. **Map for the implementation of inclusive schooling:** a tool that provides a step-by-step guide for the implementation and integration of inclusive practices within the school environment. This map is designed to promote the integration of art, sport and soft skills into learning to accommodate and respond to the diverse needs of students, regardless of their abilities or characteristics. With the definition of the pillars and topics of the map and consequently of the model, it will be possible to improve the competences of educators in supporting students, refine approaches that adapt curricula in order to meet the different skills and learning styles of students, active engagement strategies, greater accessibility and initiatives to promote an educational environment that is inclusive, welcoming and respectful of diversity.

Non-formal and Informal learning

Non-formal learning occours outside traditional educational settings but within a structured framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. It need not follow a formal syllabus or be governed by external accreditation and assessment. Non-formal learning typically takes place in community settings: swimming classes for small children, sports clubs of various kinds for all ages, reading groups, debating societies, amateur choirs, and orchestras, and so on. Some non-formal learning arrangements become increasingly formal as learners become more proficient; one thinks, for example, of graded exams in music and other performing arts.

Adult migrants engage in non-formal language learning when they participate in organised activities that combine the learning and use of their target language with the acquisition of a particular skill or complex of knowledge.

Informal learning, on the other hand, takes place outside schools and colleges and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life; for that reason, it is sometimes called experiential learning. Learning that is formal or non-formal is partly intentional and partly incidental: when we consciously pursue any learning target, we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.

The innovative and inclusive approach to education

Innovation is one of those words we like to throw around whenever possible. To innovate means to make changes or do something in a new way. At the core of innovation are creativity and adaptability, essential elements that fuel progress and transformation.

Innovation in education isn't a specific term with fixed definitions. The spirit of innovation education is an openness to looking with fresh eyes at problems and to address them in different, new ways. It is a recognition that we don't have all the answers and are open to new approaches to improve such as methods of knowledge transfer with innovative teaching strategies.

Innovation in education can be:

- Recognizing that students are better served by a **flipped classroom** where they watch lectures at home and complete assignments in the classroom.
- Introducing more technology in the classroom to create **a blended classroom** where students experience technology as they would in the real world.
- Providing greater ways to facilitate **clearer and better communication** between school districts' parents with powerful video tools.

Innovation in education comes from identifying problems, watching and learning from others, to develop new methods to address these problems, and iterating on them when these experiments don't necessarily give the results needed.

How can you teach a student to adapt? Well, in most industries, the catalyst of change is innovation. There are always improvements to be made. Innovation education helps prepare students for a dynamic workplace by providing them opportunities to develop skills such as creativity, adaptability, and resilience.

Educators can leverage innovation in education to improve student outcomes from a purely academic standpoint as well as to develop those **soft skills** that students need to succeed in life. They can also introduce more and more technology that students will need to be comfortable with overtime.

Sport and Arts are important in helping to raise future generations in the spirit of the core values promoted by the Council of Europe and European Commission. Sport and Arts mean respecting the rules and giving everyone an equal chance of taking part; it incorporates the concepts of friendship, respect for others and sporting behaviour. Transformation in societies requires active participants who, endowed with certain assets, can effect the change. Art and sport are powerful tools to create changes in society. To promote positive values, attitudes and behaviours, as well as tolerance and respect for diversity, we must instil them in Art and sports. One of the tools of change is excellence in the practice of teachers and coaches; they are the key to creating and maintaining appropriate programmes for students. By recognising and promoting key cultural values, attitudes and behaviours through arts and sport, they can effectively support tolerance and diversity in art and sport.

Diversity is a natural aspect of modern societies, and Physical education (PE) and sport can play an important role in helping people to learn how to live together in diverse communities. If qualified players at the political and practical levels create and implement the standards outlined above, sport and PE have great potential to teach respect for diversity. Such respect ensures the involvement of young people through learning and participation in social and civic activities, creating an inclusive society and improving the tolerance and mutual understanding of its members. PE and sport play an important role in building and maintaining society and communities. They are tools to raise awareness of democratic and human rights and develop relevant attitudes. Co-operation among various sectors of society, particularly between sport and education, is very important if sport is to achieve its highest potential impact in promoting these values of democratic and human rights. PE and sport are also an important economic factor, not only as physical investment, but also the psychological, mental, social, and intellectual capital of citizens. PE and sport can be used to develop “physical literacy” and civic engagement, combining, and connecting physical abilities with learning based on values and communication, and enhancing cognitive processing. These benefits allow us to question prevailing prejudices and stereotypes related to sport, which is a great start to lifelong civic participation and physical health. Learning through PE and sport should be encouraged and improved by pedagogy.

The integration of arts and sport in inclusive education

The development of transversal competences is today a central issue in the definition of the quality of training provision. In today's knowledge-based society, characterised by the increasing availability of new information and communication technologies, teaching action cannot be framed solely on frontal theoretical lessons, but must necessarily respond to the multiple constraints and complexity of the phenomena that characterise the reality of modern times.

The educational experience based on inclusion, non-formal learning and acquisition of transversal skills, alongside formal training, allows to cover different aspects that are missing in formal educational programs. It is a flexible experience that allows personalized and targeted learning, in line with the emerging expansion of the concept of teaching methodology and the role of transversal skills for the future.

Italy, Romania and Turkey, in line with the European Union, show great interest in the binomials "youth and art" and "youth and sport" with all the positive implications on learning, transversal skills and inclusion.

However, research data shows that the connection between artistic education, sports and the world of education is part of a process that has not been very common to date; therefore, the asymmetry between good intentions and implementation practice is obvious. While all Partners agree on the preference for motivating teaching that is close to students' lives and attitudes, promoting knowledge and understanding of subjects, it appears that, in general, schools in Italy, Romania and Turkey tend to combine artistic and creative teaching. turning to other humanist teachings rather than considering it as a discipline.

Art Case Studies (Art integrated to learning)

Arts integration is an approach to teaching that integrates the visual and performing art, as a primary tool for learning. Arts integration differs from traditional education by its inclusion of art, arts discipline and a traditional subject as part of learning, for example; play and dialogue delivery is beneficial for language learning and express delivery.

Arts integration is related to arts education in schools. Arts education, while existing in different forms during the 19th century, gained popularity as part of John Dewey's Progressive Education Theory. The first publication that describes a seamless interplay between the arts and other subjects (arts integration) taught in American schools was Leon Winslow's The Integrated School Art Program (1939). No Child Left Behind (Act of 2001 was a U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act) legislation describes arts education as "essential to every child's education" and include it as one of the core subjects.

Art case study in Italy

Title: “Theatrical production of The Wizard of Oz”.

Context: theatre can be a tool to promote the scholastic and social inclusion of people with disabilities and, more generally, with “special” educational needs. Theatre becomes an opportunity to approach a narrative in the ways and with the means available to everyone. The project is aimed at a class of 13 children (4th year).

Aims:

- Use and research different verbal and non-verbal expressive languages,
- Use voice and instruments creatively and consciously, gradually expanding your abilities for invention and improvisation,
- Develop cooperative and collaborative attitudes for civil coexistence,
- Build a positive self-image by strengthening self-esteem,
- Develop the ability to face difficulties and awareness of one’s possibilities,
- Live the theatrical experience as an opportunity for personal and social growth.

Age: 9 years old.

Materials: the textbook, cardboard paper, scissors, sound objects (chopsticks, sheets, boxes, plastic bags, metal jar with pebbles).

Spaces: classroom and theatre/gym.

Execution time: the course will take place from March to June (once a week), during school hours.

Number of participants: 13 students.

Methodologies: text analysis and theatrical experimentation.

Subjects involved: literature, theatre, music, sport, art.

Procedures: the work is divided into the following phases:

1. Stimulation and work on the text: THE WIZARD OF OZ,
2. Group discussion to define the scenic elements and sound effects. From the first spontaneous interventions we move on to an activity of analysis and reflection that leads to the solution of problems, to the socialization of ideas and projects. Students brainstorm: they must feel free to express their thoughts, without judgment,

3. Identification of tutor students, to support classmates with special educational needs,
4. Choice and assignment of roles.

Final production: a final show will be held, with the involvement of all the students participating in the project and with the parents auditing.

Comments: the experience of the theatre workshop at school undoubtedly influences the students and their growth path, but it also has an important methodological impact on the daily practice of teachers. The goal is to create a space in which differences coexist and become an asset. This is possible thanks to the theatre where one strips oneself of one's identity to become others, to transform together and inhabit a fantasy universe.

Art case study in Romania

Title: “When Goldilocks went to the house of the bears”.

Context: This unit is a presentation of the implementation of drama activities with 25 primary students in optional classes of Languages and Art, 4th form, 4th year of study English as a second language. Optional class is parents and students’ choice from a list of optional classes offered by the school. Languages and drama are in great demand. The use of drama activities has clear advantages for language learning regarding motivation and the use of the language in a context. Drama has been increasingly taken into consideration in linguistic research and in the field of language learning. There are several studies that support the benefits of drama in foreign language learning and not only.

Age: 8-12 years old.

Organization: pairs/groups, whole class

Aims:

- Get familiar with drama activities and use them to develop the linguistic skills,
- Foster creativity and imagination, encouraging students to be spontaneous and improvise,
- Develop performance skills and speaking in front of an audience, acting from a script, helping them to overcome stage fright,
- Build self-confidence among students; they perform in a non-competitive, everyone has a chance to shine,
- Develop cooperation and collaboration working in groups, together with autonomous learning.

Materials/Resources: basic materials that can be found in any school: the textbook, cartoon paper, glue, stapler, scissors, a digital camera and a photocopier. The selected play is adapted to their linguistic and cognitive level. Furthermore, it has a repetitive structure which helps the memorization of lines.

Procedure: this unit of work can be developed in 7 sessions of 30 minutes each (once a week).

The sessions of this unit have been divided into three stages:

1. Beginning (session 1): introduce theatre, simulation and role play, check their previous knowledge and their prejudices towards drama techniques and reach an agreement regarding rules of work during the unit (concentration, cooperation, communication).

2. Middle (sessions 2 to 5): warm-up activities to work body language, voice and so on; working with the text, adaptation of the original according to the children's preferences, listen to, read and re-write the text; assignation of roles; familiarization with the characters searching information about them in the Internet; creation of masks for the performance; rehearse and learn the lines, learn the song used in the play.
3. End (sessions 6 and 7): performance and photos-taking; feedback watching the performance.

Comments: the children are able to work fairly independently at times. The teacher can stand back and observe the working relationships and dynamics within the groups and take notes. There will be important improvement of listening and speaking skills: students listened attentively to their mates while rehearsing to be ready for their turn. Surprisingly, some of the students improvise greatly and are very keen on playing a role. They are motivated and they like the experience.

Moreover, acting exercises help students understand and use body language. Using drama in the classroom does not necessarily mean preparing the performance of a play with the students, but it can also be enriching the textbook with activities involving drama techniques.

With careful preparation and planning, things should not get out of hand. The main danger is over-enthusiasm on the students‟ part, leading to noise and confusion, as everyone tries to make themselves heard at the same time. The teacher has to show firm control over potentially problematic moments such as furniture shifting and group rehearsal; and clearly state the aims and method of the project. The possible obstacles of drama activities can be minimized if the teacher has a good lesson planning, all we have to do is give clear instructions to the students and reach an agreement with them establishing some rules of behaviour in the classroom. Teachers need to believe in the efficiency of drama techniques in order to transmit that to their students. Through drama, we can teach communicative competence and its sub competences we can foster interculturality and teach cross-curricular topics, among many other things.

The use of theatre in education has got a lot of benefits for students overall, but also for teachers. There is an exchange of ideas between the teacher and the students. Learners are active participants in the teaching and learning process. They negotiate the meaning and the kind of input received. Collaborative work is promoted, and this helps to lower the students‟ affective filter and reduce frustration.

Learners' multiple intelligences are involved and the quantity and quality of language learnt or memorized is increased. Using the language in a context, the learners can see the meaning and the purpose of it and are more motivated. With a high level of motivation, the learning process takes place almost unconsciously and better because the affective filter is low, being more like the acquisition process. If the student is motivated s/he will learn more, and if s/he learns more, s/he will be more satisfied and will show more confidence in his/her learning capacity. It is like a chain; one thing leads to the other.

Art case study in Turkiye

Title: “The Art of Marbling”

Context: Students will learn about EBRU, a traditional Turkish art. Marbling is formed by placing dyes on pre-purified water to draw patterns with “size”. This course is applied as an art lesson for individuals with mild mental disabilities to feel the feelings of teamwork and achievement. The marbling artist then gently places the paper on the surface (water) to absorb the colors, lifts it away, and creates a unique design. The traditional Turkish Marbling artist uses natural dyes obtained from the soil, which do not fade in light and do not dissolve in water. Bile is added to float these dyes on the surface of the water.

Age: 12-13 years, 6th Grade Art lessons.

Aims:

- Students will use their Paper Marble Design as a background for a calligraphy project.
- Students will explore Ebru and the Ebru process.

Organization: art students will collaborate in small teams to set up marbling stations to teach the art of Ebru to 6th graders.

Materials/Resources: Carageenan Alum, Marbling, Bile Blender, Rakes, Combs, Bradawl, Rose stem/Horsehair brushes, Plastic Broom Straw (rubber bands to hold them together), Eye Droppers instead of Brush, Scraper Stick, Paper Towel, Pre-cut Newspaper, Phthalo blue, Phthalo green, Napthol red (light), Quinacrodon magenta, Hanseatic yellow (medium), Carbon black, Titanium White, Small canning jars with lids, Paper (any absorbent paper), Texoprint paper, watercolor paper, copy paper for testing colors Drying Rack (use printing rack or folding laundry rack), Protect for workspace, Old work shirts or aprons.

Procedure:

1) Organize the workspace by protecting the desk with newspaper. Keep old towels or paper towels handy.
2) Place 1/2 inch of paint in a glass jar (small canning jars with lids would be fine), thin with water until milky. Continue to mix all the desired colors in their own jars. Repeat the thinning process with water mixed with bile added and stirred with a separate bundle of brush or broom for each color. Put these prepared jars next to the “size” container of water.

3) Before applying color to the surface of the water, make sure that there are no bubbles. Life foams with a sheet of newspaper or pops anyone with a needle.
4) Remove the color you want to use. A dark color works best to use for the base color first. Holding the brush horizontally over the pan, tap it with your finger to splash small drops of paint on the surface. Continue to lightly tap the entire surface with various splashes of color.
5) Four colors should be sufficient to create the Classic Turkish Stone Marbling. This style of marbling is the oldest and foundation of all other marbling models. There is no limitation for this style of pattern.
6) To remove the pattern created, take a sheet of prepared paper from opposite corners, hold it with the marked side facing up and the processed side facing down.
7) Next, come to dry the print. Flat on newsprint, draped over a drying rack, flat on a hard surface, and then placed on a printmaking wire rack. Leave to dry.

Sport Case Studies (Sport integrated to learning)

Sports Integration to learning it uses physical and sports skills to reinforce concepts in minds of learners. According to the technical definition, Sports integration utilizes physical activities to help develop skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, and citizenship.

The process of Sports Integration into the Learning process is a long overdue. Curtailing to the learning habits of the school-age group, Sports Integration not only makes the process of learning fun but also addresses issues like mind blocks, boredom in the classroom, and dullness in students. It makes them active and attentive. It enforces them to apply their presence of mind.

It is one thing to have a physical education class in the timetable, but it is a whole other thing to collaborate physical and sports skills with academics. People often confuse the idea of sports integration with the inclusion of sports activities in the weekly schedule, such as games or competitions. This is not sports integration, but sports enhancement.

For example, collaborating a science class with a sports class. The concepts in science like the relation between speed, gravity and weight can be taught by a game of throwing balls using balls of different weights. In the science class, the students can learn the academic definitions and formulae, but they will learn the real-life application of sports.

The inclusion of Sports not only stimulates cognitive but also disciplinary and motor learning. It reinforces fitness and academics at the same time, sharpening the instincts of the learners through an active process instead of rote learning with textbooks.

Sport case study in Italy

Title: “Sport and music in circle time”.

Context: this study case is an example of a scholar unit aimed at improving inclusion within a class through music and sport. The class considered is made of 17 primary school students (third year) with a new foreign and shy student. This laboratory has the purpose of improving the relationships among pupils. The activity is experienced in circle time and sport and music are involved.

Aims:

- Increase speed, mobility, and extremities’ force,
- Increase selective visual attention and eye-hand coordination,
- Stimulate attention and fast perceptual-motor adaptation,
- Coordinate and put in relation a remarkable number of natural movements,
- Control emotions, increase socialization, interrelationship competencies, and empathy.

Age: 8 years old.

Materials/Resources: sponge ball or any easy-to-grip ball.

Spaces: open or closed environment.

Execution time: approximately 50/60 minutes.

Number of participants: 17 students.

Methodologies: circle time, laboratory teaching.

Subjects involved: physical education, music, civic education.

Procedures: at the teacher’s direction, the children sit in a circle on the floor or a carpet. Before the start of the motor-relational laboratory activity, the teacher will give a child an easy-to-grip ball and begin to explain the rules of the game. Each of them will have to talk about themselves, their passions, their family, and everyday life. To ensure a welcoming atmosphere, the teacher himself, sitting next to the circle of children, will start talking about himself. Each moment of openness and dialogue will be preceded and succeeded

by specific movements: each child will have to pass the ball with arms raised to the partner next to him, as fast as possible, clockwise, and anti-clockwise depending on the auditory stimulus administered by the teacher: a beat of hands: clockwise, two claps: anti-clockwise. When the teacher says the word “freeze” the students will stop motionless, remaining with their arms raised. The child who has the ball in his hand will have to talk about himself. At that point, the companions will lower their arms and listen to him attentively. Everyone can take turns participating in this cognitive and dialogic exchange. Speed, listening, and concentration will be the keywords of this game. The activity will end once everyone has had the opportunity to express their feelings, and their thoughts, to share a small piece of the puzzle of their life. Children will have to listen carefully to auditory stimuli and know how to differentiate them by responding with a specific movement and respecting the rules of the game. They must be skilled in grasping and passing the ball quickly.

Comments: this recreational motor activity could promote a better classroom atmosphere, better inclusion, and acceptance of others. Through comparison, even the shyest children will be able to discover that they have aspects in common with their partner, and they will be able to begin to get to know the other person who is often so scary. From a motor point of view, students are asked to respect the rules, and remember and pay constant attention when passing the ball. Finally, they must be able to stop immediately after listening to the word pronounced by the teacher. For this purpose, an auditory-motor association, and the ability to coordinate with the class group are required.

Sport case study in Romania

Title: “Move & Sing”

Context: this unit is a presentation of the implementation of sport, music, and games in teaching 4th form primary students. This kind of activity is part classes of Romanian, English, Music, and Physical Education. There are not special moments when teacher uses acting out songs and rhymes with movements as a successful activity. Singing and moving are used anytime during the lesson when the teacher wants to explain things in a more attractive way or when s/he feels students are ready for it, or tired, or bored, or for so many other reasons. This can be prepared earlier, or it can be a spontaneous activity, required by a certain situation, certain conditions.

Aims:

- Associate language and actions,
- Develop concentration and memory skills,
- Sing a familiar song loudly or softly,
- Develop voice and breath control,
- Change voice at different levels of pitch,
- Learn short action songs,
- Mime simple actions,
- Able to clap to the rhythm of music,
- Acquire the skill of attentive listening,
- Create awareness of the space around the child,
- Have the courage to move freely,
- Think about actions and to be aware of the actions around us.

Age: 8-12 years old.

Organization: whole class.

Materials: piece of music.

Procedure: ask the children to stand in a semi-circle like a choir. Say the rhyme or sing the song doing the actions and encourage the children to join in. Repeat once or twice in the same lesson and again in subsequent lessons. Vary the procedure e.g., you sing the song and children do the actions; you do the actions only and children sing the song; divide the

class into pairs and children take turns to sing the song or say the rhythm and act it out with their partner.

Examples of a rhyme and song to act out are:

"The elephant rhyme"

An elephant goes like this, like that, (take big strides from side to side) He is terribly big, he's terribly fat. (make yourself big and fat)

He has got no fingers, he's got no toes, (move your fingers; shake one foot and then the other)

Head, shoulders, knees, and toes): Put your rubbish in the bin, in the bin Put your rubbish in the bin, in the bin Picnics in the countryside are fun Keep it clean for everyone.

Everyone!

Comments: acting out songs and rhymes is a standard procedure in primary education which can be applied to many rhymes and songs. Children usually respond enthusiastically, and it is often the simplest and most successful way of engaging children's attention and helping them to memorize the words in a natural way.

With older children, once the class is familiar with the activity, you can ask individual children to conduct the class instead of you. You can also divide the choir into sections and bring different groups in either separately or together.

Sport case study in Turkiye

Title: “Baloon, thread the rooms”.

Aims: to promote problem solving and out-of-the box thinking. This task should also encourage and reinforce cooperation, teamwork, and communication.

Target group: Students able to cooperate and communicate.

Group size: 9 per group.

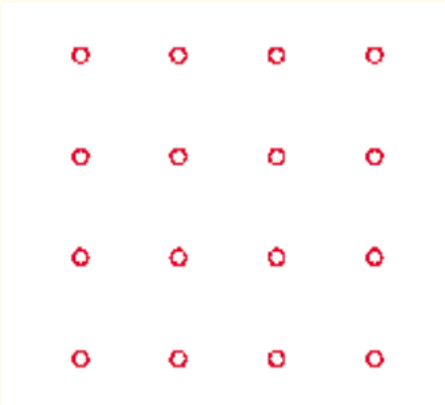
Time: 15 minutes.

Space: an open, flat space large enough to be set up as shown below.

Activity level: low.

Procedures:

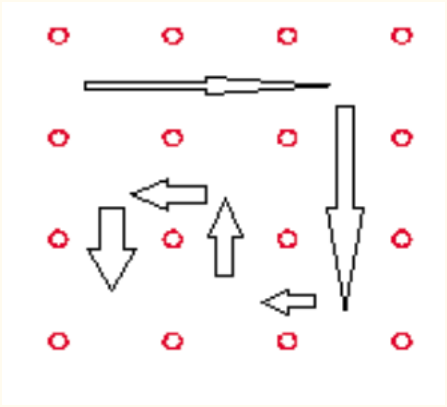
- Set out a grid of cones in the format shown below.



- Have one student in each sub-square of the grid.
- Set up enough grids for groups of nine students; each grid of students becomes an adventure team.

The task is to pass a ball so that is enters every student’s grid at least once. The conditions are that the ball must stay on the ground, that students must stay in their grid square, and no student can touch the ball more than once. The aim is to complete the task with as few

students touching the ball as possible. Here is an example of the balls route when seven students of the nine touch the ball.



Solution: with nine students, the minimum number of students who can touch the ball and get it into each room is three. However, students will have to work together and think outside the box to reach this conclusion. We leave it up to you to determine how to achieve this goal.

Debrief: ask each adventure team to debrief the activity. Some members choose a question from a hat and talk to each other trying to identify the benefits of the activity for developing cooperation, teamwork, out-of-the-box thinking, and communication skills.

The benefits of a well-developed and implemented adventure education program are many: students learn to cooperate and depend on each other to solve problems presented to them. Adventure activities are a way to increase participants' self-esteem, reduce antisocial behavior, promote critical thinking, and improve problem-solving skills. These benefits can be directly linked to several outcomes that we believe are needed for student achievement in physical education.

Improving soft skills with Platform 9 ¾ educational method

The innovative integration of arts and sport in education offers a multidimensional approach to traditional education to enrich students' soft skills.

The analysis of reports and case studies led the partnership to identify four important pillars around which the creation and development of both the online core and the practical activities will revolve:

1. Collaboration between the different educational actors (managers, teachers, educators, students, families): it makes it possible to value individual differences and overcome obstacles of various kinds (physical, methodological, cultural, etc.).

2. Thoughtful content design: makes each discipline accessible to all students.

3. Effectiveness of teaching methodologies: it allows the use of different metacognitive strategies to encourage cooperative learning and create a positive environment.

4. Relational and emotional approach: the right involvement of educators is essential for the success of teaching methodologies.

Related to these pillars, the topics that could be considered to successfully implement inclusive teaching and ensure that every student could reach their full potential, could be:

1. **"Educational teamwork"** connected to the first pillar "Collaboration between different educational actors", with which notions will be given on strategies and techniques to improve collaboration between different educational actors.

Above all, physical education and art teachers will be involved to give indications to plan together a day of activities such as the creation of works of art inspired by sport or the creation of artistic performances based on sporting events.

2. **"Cooperative and collaborative learning"** connected to the second pillar "Accurate content design", aimed at giving students the coordinates for the creation of an inclusive learning environment. Teachers will need to provide the characteristics of an environment aimed at ensuring that all students can grow, learn, and thrive. Some coordinates could be valuing individual differences, creating a safe environment, promoting open and effective communication channels with everyone.

3. **"Innovative Teaching Strategies for Inclusivity**" connected to the third pillar "Effectiveness of teaching methodologies", which will lead to the knowledge of methods that integrate at least three different teaching strategies to enhance inclusivity. Students will find a magic tool kit that will help them learn better and understand their own feelings and those of others. Teachers will provide an outline on how to use these tools in the world of sports and art.

4. **"Emotional intelligence"** connected to the fourth pillar "Relational and emotional approach", aimed at making people understand one's own emotions and those of others and how emotions influence learning and teaching performance. Students will have an outline to reflect on their own educational experiences, exploring how sport and art can influence their emotions and reactions. For example, after seeing a dance performance or participating in a sports session, students could write or discuss their emotional reactions and how these activities affected their mood and self-understanding.

The integration of arts and sport creates an inclusive educational environment that stimulates diversity of thought. Students learn to appreciate and respect differences through artistic expressions and sporting activities, promoting intercultural understanding and diversity.

Active participation in the project provides beneficiaries with a unique opportunity to develop self-esteem and self-confidence. Students will learn to express their individuality and overcome challenges, thus contributing to their personal development, and building a solid emotional foundation.

Thanks to the model, students will acquire the tools to enrich their personal growth; they will learn how to communicate more effectively, how to collaborate, how to enhance their creative skills, how to solve problems methodically, and how to manage emotions by channeling them productively.

Arts and sport, as vehicles of knowledge, not only enrich students' transversal skills but contribute to forming more complete and aware individuals, ready to face life with a wealth of skills that go beyond mere formal learning.

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MAP FOR THE IMPLEMENTATION OF INCLUSIVE SCHOOLING

The inclusive school ensures that every child learns and is part of a welcoming environment regardless of ability, background or circumstances.



Meetings

It will start with the organization of regular meetings between school leaders, physical education and art teachers, educators, students and families to discuss and present the model.

inclusive learning environment

Teachers will be able to collaborate in the integration of new elements aimed at creating an inclusive learning environment that values individual differences and promotes open and effective communication





E-LEARNING

Platform 9 & 3/4 model

Teachers will adopt the Platform 9 & 3/4 model in their lessons and will organize the mini-Olympics at the end of the year

Inclusive communication

Teachers will be able to collaborate in the integration of new elements aimed at creating an inclusive learning environment that values individual differences and promotes open and effective communication.





Magic Toolkit

Teachers will also be able to introduce a "magic toolkit" that will include different teaching approaches and techniques to improve inclusivity, such as problem-based learning, peer teaching and role-playing. These tools can be used in sports-related and art-related contexts to help students learn better and understand their own feelings and those of others

Platform 9 ¾ Team

Istituto Ancelle Del Sacro Cuore Di Gesù Agonizzante – Istituto San Giuseppe Artigiano

The istituto Ancelle del Sacro Cuore di Gesù Agonizzante is an equal Catholic school based in Rome. The Institute is made up of a Spring session, three kindergarten sections and five school section primaries. It offers children the opportunity to grow up in an edcational atmosphere with serenity and harmony in self-respect and of the next. Each student is accompanied to discover himself by educators and teachers who look to its potential. The goal is not accompanying the student step by step in his everyday life experinces, but to propose an education that pushes him to make autonomous and fruitful choices because of a continuoius comparison of his planning with the values that guide the society in which lives.

WIDE Srl

WIDE, founded in 2002, has in a very few years estabilished itsef as a leading company in various field: training, communication, and research. There are the three pillars on which WIDE bases its activity. Thanks to the rapid evolution of infomation technology and the ever-new expectations of the knowledge society with respect to the means and modes of communication, WIDE responds by enriching its offer with a service for implementing access to knowledge electronic publishing and innovative design. WIDE believes in a world in which knowledge of people and communication are recognized as the heritage of humanity that constituite it. Recognizing that heritage means giving credit to everyone’s intuition and experience. And one can give credit to everyone’s intuition and experience only if freedom and responsability are recognized as the essential ingredient of every organization.

Theoretical High School Stefan Odobleja

"Stefan Odobleja" Highschool, part of the national education system, was established in 2002. At primary, middle school level we approach the principle of basic education and at high school level we keep the theoretical specificity with the training in the field of mathematics-informatics but also the diversification of the areas of interest, as a result, starting from the school year 2014-2015, we also introduced specializations natural sciences and social sciences. The school is adapting it to the trends of education at European level. Thus, it targets key competencies and cross-disciplinary topics through optional courses: foreign languages, science and technology, ICT, entrepreneurship, intercultural awareness, and expression.

Akdeniz Yukselis Sport Club Association

AY Sport Slub Association, which was founded in 2005, has successfully carried out various sports training activities to ensure the healthy upbringing of young people. We are raising athletes in football, handball, volleyball, tennis, basketball, golf, swimming, bike races, and other sports areas. Our athletes are participating in many national and international competitions. We are giving sports trainings to students at primary, secondary, high school level and university level. Our sports club is full of handball in the 2016 World High School tournament. We teach our athletes all kinds of training and innovative approaches in sports. Our club operates in the field of music and visual arts with young people aged 11-19 years. Activities to support the social and cultural development of young people, trips, cultural organisations, and teamwork are performed.

Co-founded by the Erasmus+ Programme of the European Union

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