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THE PEDAGOGICAL SAILBOAT



IO2 -C GUIDANCE FOR CHILDREN WITH SPECIFIC NEEDS DURING A PEDAGOGICAL TRIP ABROAD

Participation in a microplastics sampling
campaign at sea aboard a sailboat.



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1. Context

Sailing has a real power of attraction for young people. The image of a sailboat expresses an ecological message and arouses a feeling of freedom and adventure. In practice, sailing conveys values such as rigour and team spirit and provides young people with hands-on experience to acquire leadership skills. Besides, sailing is one of the rare activities in which anyone can participate, regardless of their socio-cultural status and age, including people disability.

The partners of the Pedagogical Sailboat project have developed three pedagogical modules around the theme of microplastics pollution (scientific, technological and social).

Within the first module, the students acquired skills related to scientific culture as defined by the PISA survey. The teachers worked with high-level researchers and improved their knowledge of the scientific process, which also benefited the students. The students have built a microplastics sampling instrument in the frame of the technological pedagogical module.

This document concerns the social pedagogical module. Secondary school students from the social education sector learn to develop a proposal for a pedagogical trip abroad in which they accompany and guide children with specific needs. as part of a microplastics sampling campaign on board a sailing ship. The objective is that the content of this document can serve as a working basis for any teacher wishing to carry out a similar experiment.

2. Objective

The goal of the project is that secondary school students from the (social sector) learn to:

- plan and organise a pedagogical trip abroad in which they provide support to children with specific needs;
- prepare a grant application for their project;
- carry out and simulate, throughout the school year, activities with children with specific needs to ensure the smooth running of the pedagogical trip.

Future social educators learn (by doing) how to set up a support project for young people with specific needs. They should encourage young people with special needs to be as independent as possible in learning situations, to come into contact and to bond with others.

This project is in line with the job of the education agent which consists of providing support to people within the framework of an educational project (Wallonie-Bruxelles, 2000)

3. Preliminary decisions

3.1. The theme

The project theme is the pollution of the seas by microplastics. During the trip abroad, the students will participate in a citizen science campaign aboard a sailboat organised by the Ayam Sailing Europe association (www.ayamsailing.eu). Students from other schools will also participate in this campaign.

3.2. Collaboration with a specialized school

The consortium decided that the accompaniment work should be done in collaboration with a specialised primary school. The school 'La cordée' in the city of Fontaine'Evêque in Belgium was chosen for the following reasons:

- This school welcomes pupils with a mild intellectual handicap of type 1 (see details below).
- By working with a group of children younger than themselves, the accompanying pupils will be able to deal with group phenomena more easily.
- The "La Cordée" school is located in the same town as the school for the pupils of the social sector, which facilitates the organisation of frequent visits which will create an atmosphere of trust between chaperones and children with specific needs.

3.2.1. The specialized school 'La cordée'

La cordée welcomes children aged 6 to 13 who receive an education adapted to their specific needs and their educational possibilities. The objective is to ensure for the pupils the development of intellectual, psychomotor, affective and social skills (Bruxelles, 2004).



Figure 1 The school la cordée

The specialised education in Belgium pursues the same objectives and missions as those pursued in ordinary education while taking into account the needs and capacities of children

with specific needs. Specialised education offers the child reinforced supervision to allow the individualisation of learning.

3.2.2. Type 1 handicap

Children with a type 1 disability show slowness in learning and (or) show a lack of autonomy for one or more of the reasons listed below:

- Limited attention and concentration-time;
- difficulties with perception, language, memory, abstraction;
- difficulties in transferring learning to new situations;
- impaired critical sense, initiative and (or) creativity

Children are also admitted to this specialised school for dyslexia and dysorthography problems:

- Dyslexia: severe and lasting impairment in the acquisition of reading and its automatism.
- Dysorthography: severe and lasting disorder in the acquisition of spelling

Do not Confuse Intellectual Disability with Mental Illness

3.3. The trip abroad

The mobility stay will take place over five days in Spain at a nautical centre in the province of Castellón. This centre has extensive experience in welcoming groups of students and offers several advantages:

- The infrastructure is totally enclosed with a direct exit to the sea and another to the interior of the harbour, which offers greater security.
- Its include double rooms for 96 people and a canteen
- The schooner, on which the students will participate in the scientific campaign can be moored in the harbour.

Besides, this infrastructure belongs to the Generalitat Valenciana, which is a partner of the project. A preliminary visit was arranged to discuss details regarding accommodation, activities and costs of the stay.

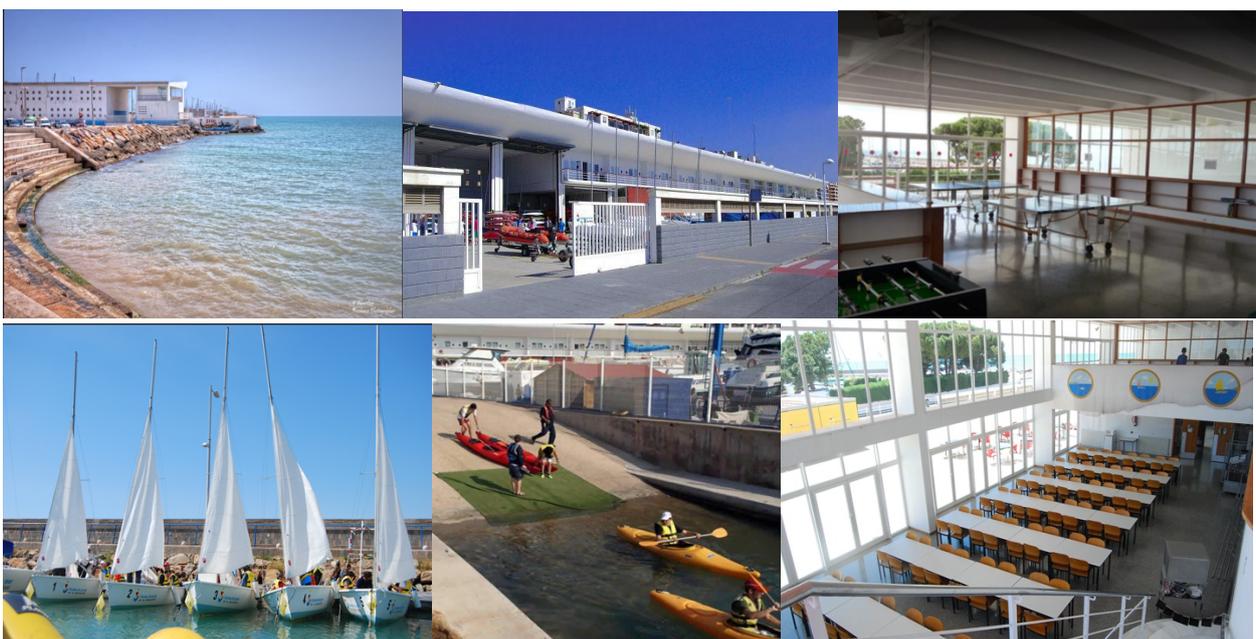


Figure 2 The Nautical Centre



Figure 3 The schooner “Tirant Primer” on which students will participate in a citizen science campaign on microplastics

Table 1 : Détails du séjour de mobilité

Duration of the trip abroad	
Total duration of activities (in days), excluding travel days	5 days
Number of nights spent on site (day of departure excluded)	5
Place where the exchange takes place	Castelló – Spain
Host entity	Escoles del mar de Burriana
Coordinating and organizing entity of the stay (citizen science campaign onboard the schooner)	Ayam Sailing Europe

Table 2 : Budget accommodation and activities

	Price / person/day EUR	Nb of persons (students + teachers)	Nb of days	Total price EUR
Accommodation Full board + water activities + citizen science campaign aboard the schooner	50	14	5	3500

Table 3 : Provisional budget for transport

Transport		Approximate budget	
Expenditure students			Remarks
Price/student (EUR)	Nb of students	Price (EUR)	
200	12	2400	
Expenditure teachers			
Price/teacher (EUR)	Nb of teachers	Price (EUR)	
200	2	400	
<i>Total</i>		<i>2800</i>	

3.4. Ratio of accompanying students / pupils with specific needs (1: 1)

A meeting was organized between the director of 'La Cordée' school and the project partners during which it was decided to work with a small group with a high level of supervision: Six students from the social sector will supervise six pupils from 'La cordée'.

3.5. Teacher / student ratio (1: 6)

Two teachers, one from the secondary school Athénée Royal Louis Delattre and another from La cordée coached the accompanying students and provided help to the pupils when needed.

3.6. The participants

Six students from the Athénée Royal Louis Delattre (16 years and over) were selected to plan and carry out their mobility and support project as well as six 12-year-old pupils from the specialised school 'La cordée' having learning difficulties.

School	Number of students	Age group	Remarks
Secondary school 'Athénée Royal Louis Delattre'	6	16-17	Futur social educators
Primary school 'La cordée'	6	11-12	Pupils with learning difficulties
Total	12		



Figure 4: Students and Pupils during the presentation of the project

4. Learning phase (March 2018- June 2018)

The teachers worked (four hours per week) with the pupils of the social sector to inform them about the different aspects of the project and to let them know the steps and procedures necessary to prepare the trip and stay in Spain. The goal is to be able to involve them and that they take responsibility for the organization of travel and stay during the upcoming school year (2019-2020).

4.1. Educational objectives

- Learn to plan and carry out a mobility project
 - o Fix achievable objectives,
- Raise students' awareness on the view that must be given to people with disabilities
- Evaluate the risks of the trip and stay abroad and determine the appropriate measures to take

4.2. Topics covered in class:

- The context of the trip (The Pedagogical Sailboat project)
- Identification of the group of pupils and their specific needs
 - o Analysis of children's files
 - o familiarising with any precautions and treatment to be taken with children.
- How to organize group transport (flight search, reservation)
- Legal framework
 - o The administrative procedures for traveling in Europe with minors
 - o Parental authorizations
- Caring for another person on a daily basis
- Drafting of a behaviour charter including
 - o the rules of personal hygiene, clothing, dental
 - o screen time log
 - o politeness of oral language,
 - o order and cleanliness (suitcase, room, management of clean and dirty linen)
- Risk assessment
 - o Review the safety measures and guarantees offered by the nautical center and by the Ayam Sailing Europe association concerning sea activities (kayaking, dinghy, sup).
 - o Behaviour problems
 - o Information on medication planned against seasickness (side effects, interaction with other medications, real impact on health)

4.3. Presentation of the project to the mayor of the city of Fontaine l'Évêque

A meeting was organized with the mayor of the city to present the project. The project coordinator, the teachers and the directors of the schools attended this meeting. The pupils chose a representative of the group to provide a presentation of the project.

5. Implementation: The students organise the project -September 2019- February 2020

After the learning phase, the students should be able to carry out the necessary tasks to plan and organise the mobility project. These tasks and activities should be, of course, supervised and evaluated by the teachers.

5.1. Information evening with the parents

The principal of the school 'la cordée' organised an information evening for the parents of the students.

The students presented the project to all the parents. Preparatory work was carried out beforehand to present in a structured way, for 30 minutes and in turn, the different aspects of the project.

5.1.1. Educational objectives

- Inform stakeholders (funders, parents of students)
 - o Present the details of the project in a structured way using a visual aid.
 - o Master the gestures and maintain eye contact,
 - o Demonstrate self-confidence.

This meeting created a climate of trust with the families

5.1.2. Points covered during the presentation

- The objectives
- Transport
- Administrative formalities, insurance etc.
- Accommodation, catering in the nautical center
- Activities,
- Coaching from teachers and daily evaluation sessions
- Security measures
- The students' trousseau
- Parents' authorization

5.2. Accompaniment activities accompanying pupils / pupils with specific needs before the stay - October- 2019 - February-2020

The accompanying pupils carried out accompanying activities with the pupils of the roped party. These activities carried out in the classroom in the form of projects make children feel useful. They served as training and training in order to be able to carry out the support work during the mobility stay. The teachers guided the work of the guides. The main instruction was above all to make sure that the child was listening before giving clear instructions. The students have each established a mentorship for one child and changed every day so that they could work individually with all the children.

5.2.1. Activities:

- Project 1: zero waste activities
- Project 2: Travel journal including the preparation activities, time and place of departure, list of equipment to take, detailed program of activities)
- Project 3: Make note cards on
 - o Spanish culture
 - o The sailboat

- The marine environment
- The pollution of microplastics and what scientists are doing about it

6. The travel abroad

The mobility stay should have taken place the first week of May 2020 but had to be postponed because of the Covid19 crisis.

7. Conclusion

Students learning to become social educators understood how to plan and organise a pedagogical trip abroad in which they accompany children with specific needs. t

The first learning phase was done with the teachers to understand :

- The various aspects of the stay (nautical activities and participation in a citizen science campaign aboard a sailboat) ;
- the work to be carried out with the pupils and;
- the administrative procedures.

In addition, the students have built a grant file which they presented (with the help of their teacher) to the municipal administration of their city, which agreed to finance the project.

The second phase was realised at the start of the new school year to put into practice what they learned. They introduced the project to the parents (including their own parents). They carried out activities in class with the pupils, which made them feel confident to carry out the accompaniment work and also gain the confidence of the children.

Even if the trip had to be postponed because of the Covid19 crisis, the students acquired essential skills which will surely be useful in their professional careers.

8. Bibliography

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