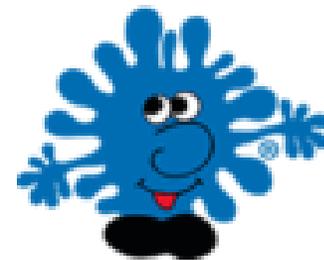


Naevus Italia Odv was started in 2005 and it now involves families from all over Italy.

Among its main goals, the association promotes the inclusion of people with CMN in everyday environments, especially in **school**.



Naevus Italia Odv

Our **projects in schools** act on 3 levels according to **age range**:

1. Children
2. Adolescents
3. Adults (teachers and educators)

Presentation of the **books** by the writer Michele D'Ignazio, a person with CMN, on topics related to the theme of **aesthetic diversity**.



A **photographic exhibition** accompanied by an open discussion on the themes of **beauty, perfection and diversity**.

The subject of photographs and conductor of the discussion is Luisa Calvano, a person with CMN.

AESTHETIC DIVERSITY AND INCLUSIVITY

Training for teachers and educators

Manager Luisa Calvano – teacher, member of the Executive Board of Naevus Italia

Coordinator Rosalba Semeraro – psychologist, Psychosocial Area coordinator of Naevus Italia

Trainers Sharon Rosati – art therapist
Cristina Morosi – drama therapist
Francesca Pozzo – psychologist
Rosa Gracia Manganaro – pilates and yoga instructor

What

1. Diversity
2. Corporeal identity
3. Social identity
4. Inclusivity

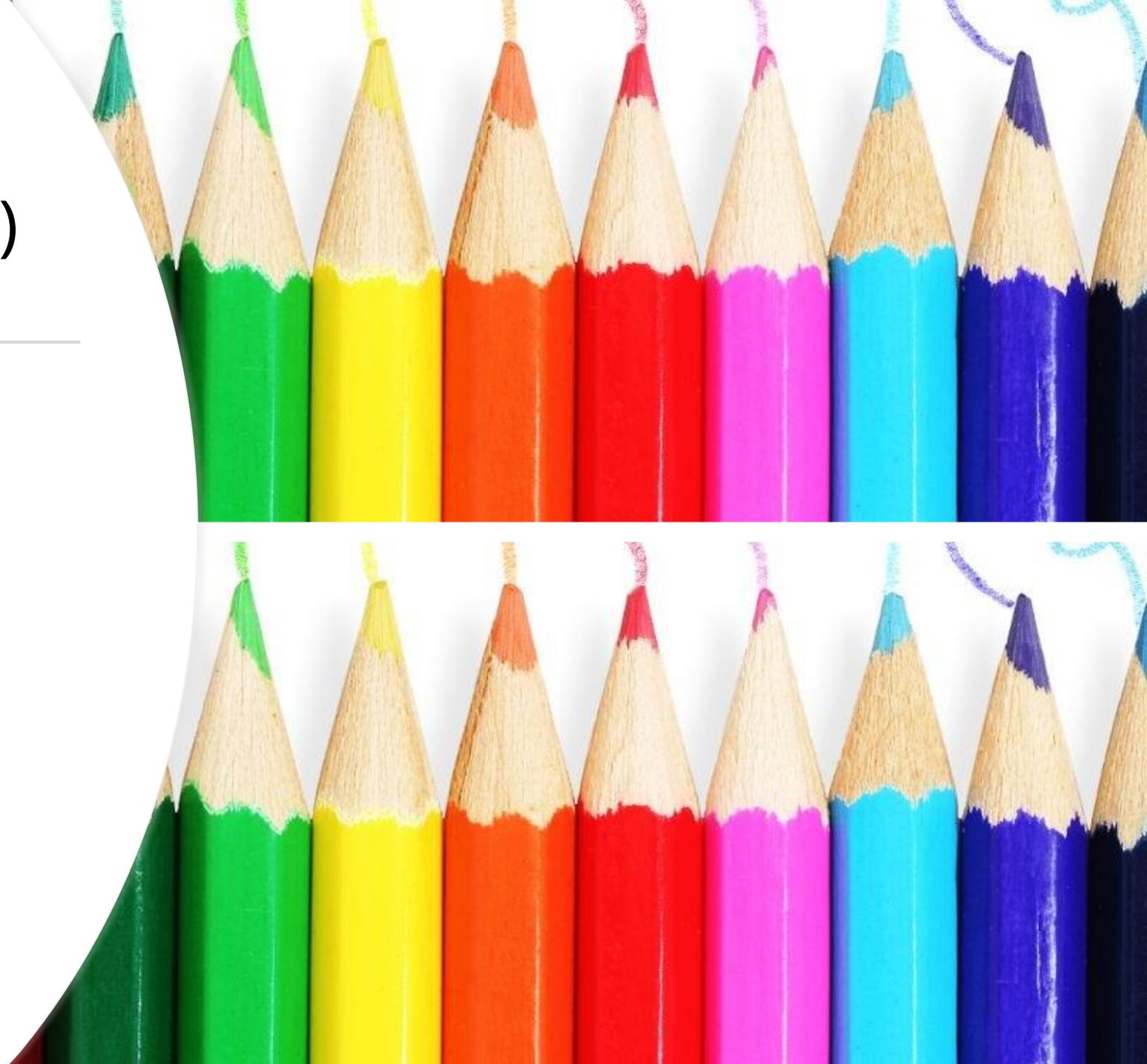
How

1. **Theory:** introduction
2. **Practice:** art therapy workshop
3. **Methodology:** adaptations according to target age



Imagining diversity (1)

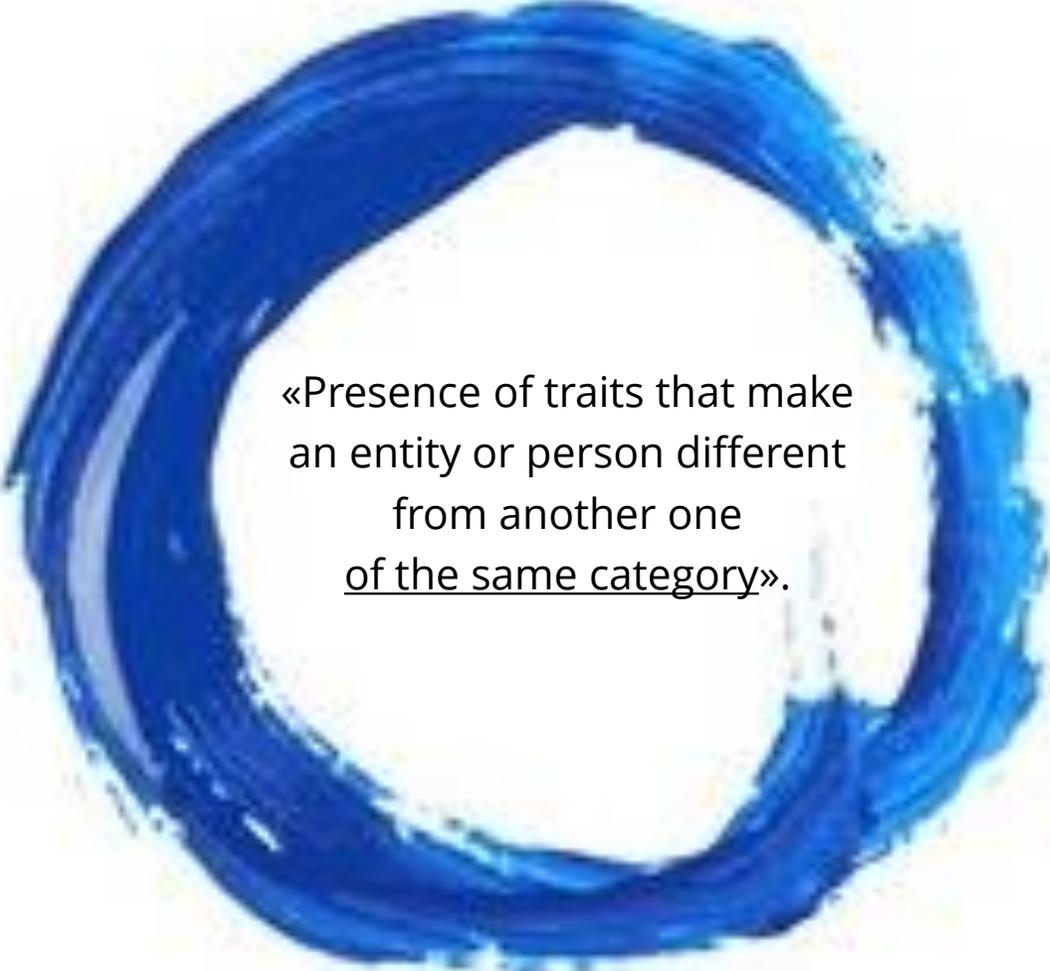
If diversity had shape, color, pattern,
how would it look like for you?



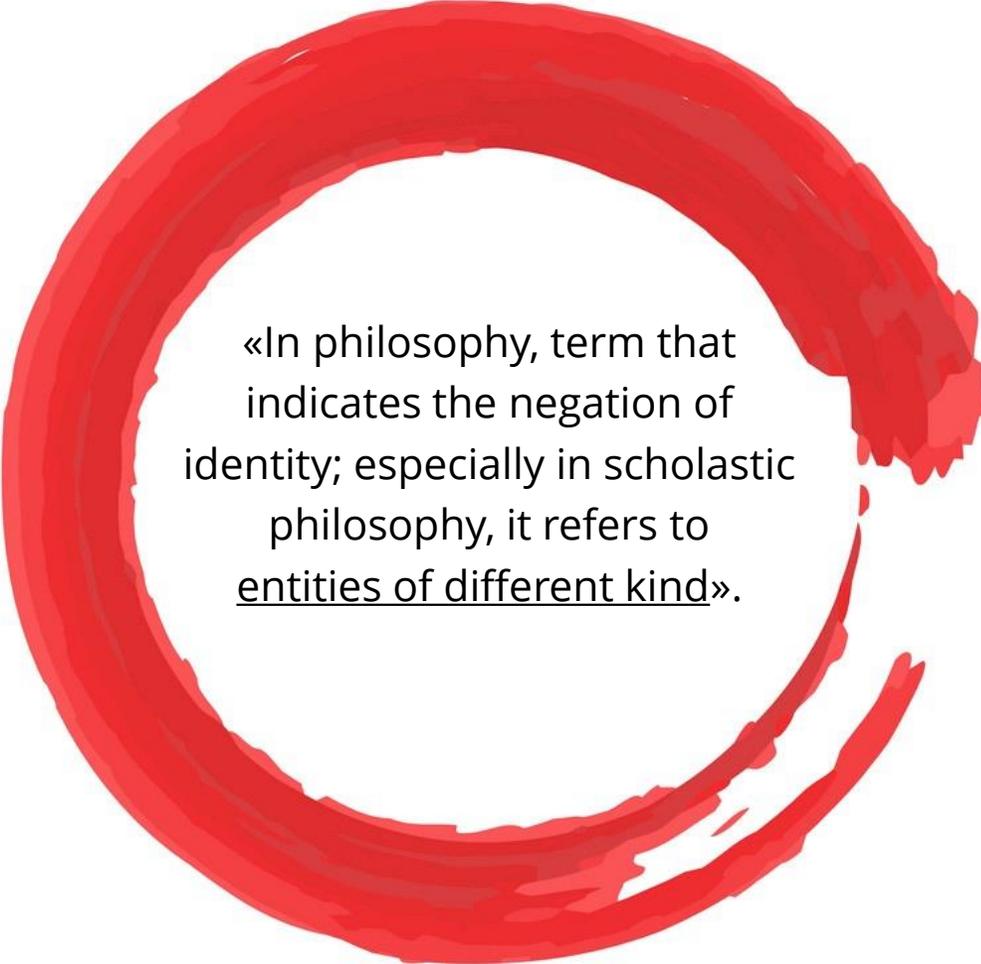
1.

DIVERSITY

definitions



«Presence of traits that make an entity or person different from another one of the same category».

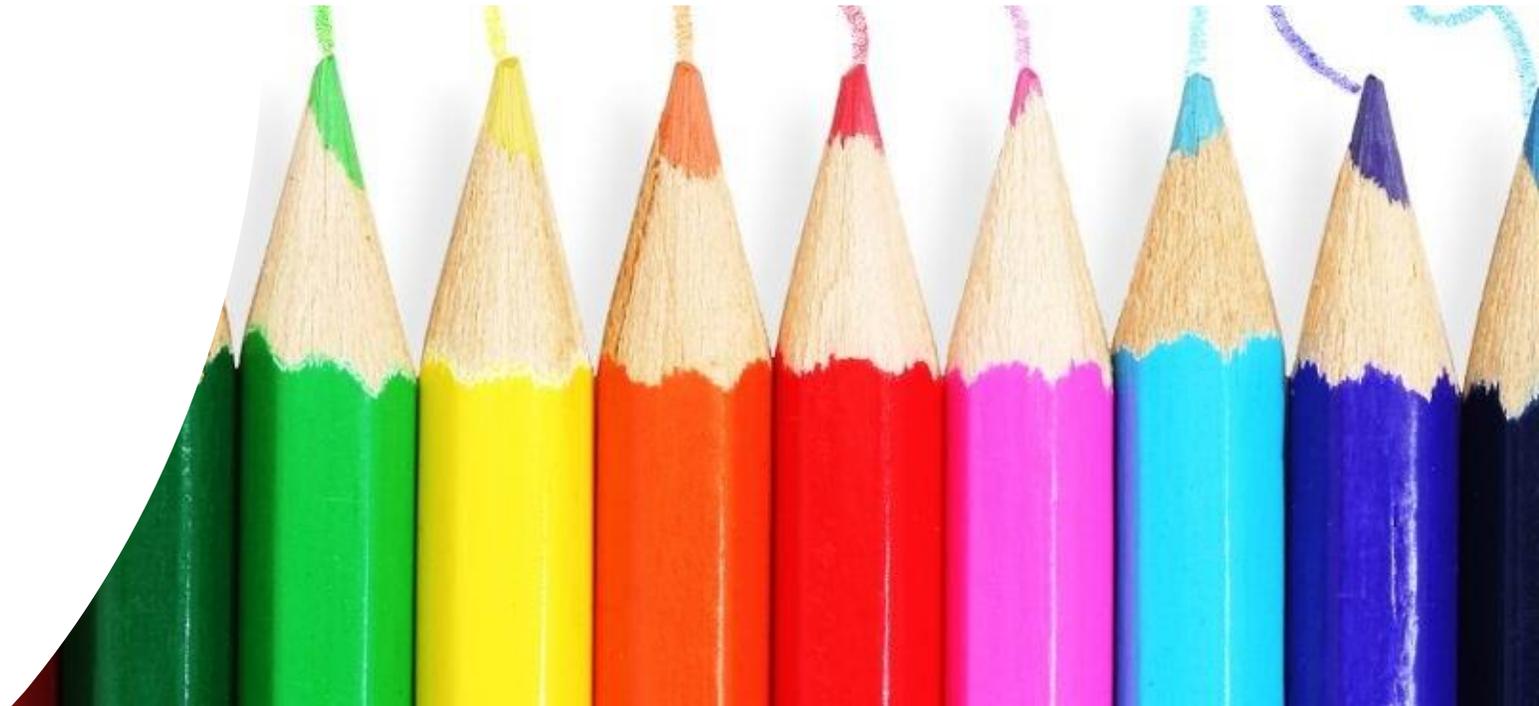


«In philosophy, term that indicates the negation of identity; especially in scholastic philosophy, it refers to entities of different kind».

Imagining diversity (2)

Which of the two definitions of diversity is best represented in your drawing?

Write in the chat!



DIVERSITY OR DIVERSITIES?

We integrate the perception of an **aesthetic-morphological-functional** diversity
that elicits judgments on self and others

Adaptive function → Rapid evaluation of the environment

Maladaptive function → Prejudice and exclusion

IDENTITIES

Identity can be categorized on three different levels:

Supraordinated Human identity

Ordinated Social identity

Subordinated Personal identity

2. PERSONAL IDENTITY: BODY IMAGE

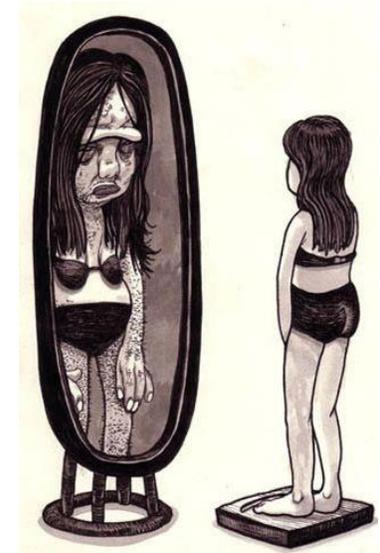
How we represent our body to ourselves in our minds,
including psychological and social factors



Positive BI



Neutral BI



Negative BI

A low-angle, upward-looking photograph of a diverse group of people holding hands in a circle. The individuals are wearing various colored clothing, including pink, yellow, and green checkered shirts. The background is a bright, overcast sky with some greenery visible at the edges. The overall mood is positive and collaborative.

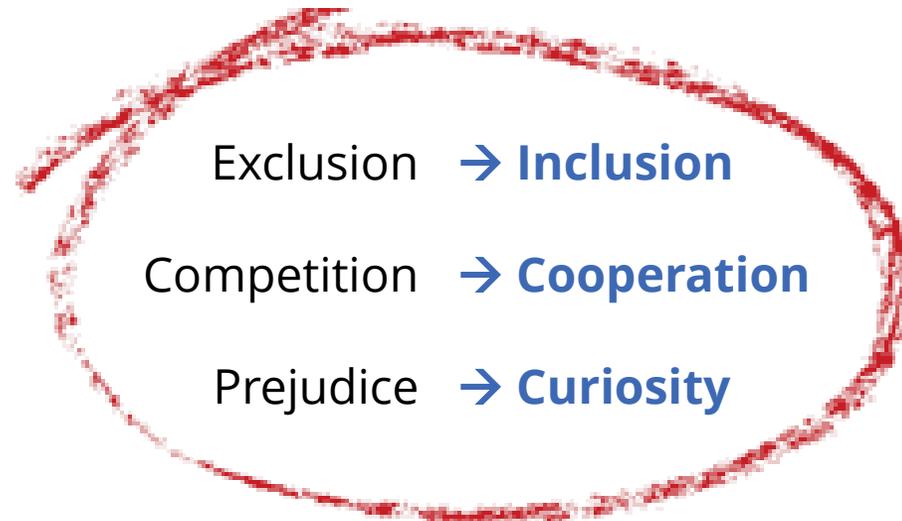
3. SOCIAL IDENTITY

Our sense of self also relies on the **feeling of belonging** to social groups, to which we attribute value and emotional meaning

4. INCLUSIVITY

Individuals with aesthetic-morphological-functional diversity (such as persons with CMN) experience **more difficulties** in developing a sense of belonging to their community.

The school is responsible for promoting a **flexible and inclusive** environment:



Imagining diversity (3)

How would you modify your drawing now?

