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Collana	Tratti geografici. Materiali di ricerca e risorse educative ; ; Volume 5
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Sommario/riassunto	The volume aims to provide an updated overview of School Geography as an inclusive knowledge. As teachers and citizens, we daily deal with the differences we meet. Working and living with a group of students implies, in fact, working and living in contact with the difference, defined by its dimensions: gender, physical ability, cultural heritage, social or economic backgrounds. Following this perspective, the "Officine didattiche" are thought of as a powerful opportunity in fostering the integration between methodological frameworks and educational practices. Inspired by the experience of the "Officine didattiche", organized during the 59° Convegno Nazionale AIIG (held from September 29th to October 3rd, 2016 at the Facolta di Lettere e Filosofia - Universita La Sapienza), the book has been set as an operative tool for teachers. The authors of the contributions integrated theoretical reflections with the didactic relevance emerged from their training experiences. The main aim of this volume is to provide methodological and practical supports and to act as an operative source in planning and conducting training courses for teachers. The contributions are organized in three parts: "Corpi", "Strumenti" and "Narrazioni", re-proposing the guiding themes of the "Officine" set in Rome. Furthermore, these three "parts" work as thematic axes connecting the book to the contemporary debate on school and

children Geographies.
