



Istituto Comprensivo Statale ad indirizzo musicale  
Scuola dell'Infanzia, Primaria e Secondaria di 1° grado

“Emanuele Armaforte”

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Erasmus+

KA2 - Cooperation for Innovation and the Exchange of Good Practices  
Strategic Partnerships for Schools Only



“We, the kids of the EU, believe...”



Project code: 2016-1-HR01-KA219-022209\_4 CUP: I46D16000070006

PARTNERS



Croatia



Greece



Italy



Slovenia



Turkey



Lithuania

MOBILITY REPORT

**2<sup>nd</sup> Learning/Teaching/Training Activities**

Short-term exchanges of groups of pupils

Short-term joint staff training events

**ITALY- ALTOFONTE(PA)**

**26<sup>th</sup> November 2<sup>nd</sup> December 2017**

## PARTICIPANTS

Partner countries	Schools	Teachers	Students
<b>CROATIA</b> Split	Osnovna škola Manuš	Tajana Bundara Ilijana Dominović	Luka Bajto Katarina Boko Kaja Kolnago Tonino Zorotović
<b>SLOVENIA</b> Ljubljana	Osnovna sola Valentina Vodnika	Marjeta Rztresen Marija Ogorevc Damjana Potočnik	Lea Bendra Rebeka Marinšek Počivavšek Nika Novak Matija Peternel Tinkara Vidovič
<b>GREECE</b> Alexandroupolis	Trito Gymnasio Alexandroupolis Domna Visvizi	Panagiota Lazaki Vasiliki Papadopoulou Effrosyni Patapati	Maria Koukourikou Dimitrios Mintoglou Zacharoula-Rafailia Skamnou Panagiotis Zisidis
<b>LITHUANIA</b> Klaipeda	Klaipedos Vites pagrindine mokykla	Lina Bružienė Rasa Kastėnienė	Eva Kart Lukas Andriulevičius Povilas Savickas Agnė Kardišauskaitė
<b>TURKEY</b> Izmir	Karşıyaka Ortaokulu	Özgür Doğukan Cemile Kasar Keziban Özdoğan	Meray Güler Ahmet Yaşar Ovacıklı Deniz Duman Sude Ulusoy
<b>Number of students: 21</b> <b>Number of teachers: 13</b>			

**ITALY Altofonte-PA**  
**Emanuele Armaforte School**

**Team**

**Natalia Caracci**  
**Ninfa Randazzo**  
**Arianna Mascarella**  
**Paola Inglima**  
**Maria Teresa Brucato**  
**Margherita lo Iacono**  
**Salvatore Lo Coco**

**School teachers**

**Giuseppe Russo (Headmaster)**  
**Mario Chiancone**  
**Francesco Pace**  
**Leoluca Davì**  
**Giovanna Terranova**  
**Francesca Salvato**  
**Anna Mastellone**  
**Anna Lupo**  
**Maria Francesca Megna**  
**Gioacchino Zimmardi**  
**Carmela Saccone**  
**Zaira Di Mitri**  
**Stefania Mazzagreco**  
**Noemi Bencivinni**  
**Giuseppe Sinforini**  
**Giuseppe Gianforte**

**Host students**

**Mattia Mistretta**  
**Marco La Versa**  
**Beatrice Mammina**  
**Gloria Rasa**  
**Giovanni Brucato**  
**Francesca & Simona Amato**  
**Elena D'Ignoti**  
**Francesco Castellisi**  
**Costanza Morgante**  
**Katrine Romeo**  
**Mirko Monteverde**  
**Emily Sposito**  
**Alessandro & Giulia Bruno**  
**Filippo Ferdico**  
**Giuseppe Carlo Marfia**  
**Adriano Lo Nigro**  
**Silvia Modica**  
**Alberto Lo Presti**  
**Alessandro Di Stefano**  
**Riccardo Cirrincione**  
**Ilenia Alotta**

**School classes**

**Primary school classes**

<b>3E</b>	<b>5A</b>
<b>3D</b>	<b>5C</b>
	<b>5D</b>

**Secondary middle school classes**

<b>1A</b>	<b>1B</b>	<b>1C</b>	<b>2E</b>	<b>2F</b>	<b>3D</b>
<b>2A</b>	<b>2B</b>	<b>2C</b>			
<b>3A</b>	<b>3B</b>	<b>3C</b>			

**Number of host students: 23**  
**Number of school students: 280**  
**Number of teachers: 23**

## HOST FAMILIES

### Italy

**Mistretta**  
**La Versa**  
**Mamma**  
**Rasa**  
**Brucato**  
**Amato**  
**D'Ignoti**  
**Castellisi**  
**Morgante**  
**Romeo**  
**Monteverde**  
**Sposito**  
**Bruno**  
**Ferdico**  
**Marfia**  
**Lo Nigro**  
**Modica**  
**Lo Presti**  
**Di Stefano**  
**Cirrinzione**  
**Alotta**

### Partners

Panagiotis Zisidis (Greece)  
 Dimitrios Mintoglou (Greece)  
 Zacharoula-Rafailia Skamnou (Greece)  
 Maria Koukourikou (Greece)  
 Tonino Zorotović (Croatia)  
 Kaja Colnago (Croatia)  
 Katarina Boko (Croatia)  
 Luka Bajto (Croatia)  
 Sude Ulusoy (Turkey)  
 Meray Güler (Turkey)  
 Ahmet Yaşar Ovacıklı (Turkey)  
 Deniz Duman (Turkey)  
 Eva Kart (Lithuania)  
 Lukas Andriulevičius (Lithuania)  
 Povilas Savickas (Lithuania)  
 Agnė Kardišauskaitė (Lithuania)  
 Tinkara Vidovič (Slovenia)  
 Nika Novak (Slovenia)  
 Matija Peternel (Slovenia)  
 Lea Bendra (Slovenia)  
 Rebeka Marinšek Počivavšek (Slovenia)

**Number of parents: 42**

### Local authorities

Mayoress, Deputy Mayoress, Council Member of Altofonte  
 Mayor, Council Member of Piana degli Albanesi

### Associations for protection of asylum seekers and refugees

Representatives of Centro Astalli in Palermo, of Caritas in Santa Cristina Gela

### Volunteers from the field of children's rights

Representatives of UNICEF

### Local Music and Art Associations

Flute players from the Music Associations "Parco" and "I venti" in Altofonte and from "Sicelides Musae" in Palermo.  
 French horn teachers from Palermo Music Conservatory and from Palermo Music Lyceum

Clarinet teacher from Palermo Music Lyceum  
Trumpet teacher from the Secondary School "Scianna" in Bagheria.

**Number of stakeholders: 40**

## IMPLEMENTATION OF THE ACTIVITIES

**Sunday, 26<sup>th</sup> November 2017**



All partners arrived on Sunday at different times, except the Greek ones. Because of the wind one of their flights was cancelled, so they arrived the day after.

At Palermo Central station, teachers and students met the host families.

**Monday, 27<sup>th</sup> November 2017**

### **Reception at school**

The first day partners teachers were welcomed at the headmaster's room. They exchanged greetings and gifts. Partner students attended the classrooms. Evaluation questionnaires prior the mobility were administered.



## Official welcome



After a warmhearted speech by the headmaster, our students performed welcoming activities for partners at the Main hall. Students' families were very happy to join us and enjoy the show.

## *The Sicilian folk dance, the "tarantella"*



## *The song "I can believe"- English and French version*



The "SAY NO TO BULLYING" dance



The Music teacher, Mr. Davì, directed the choir and the musicians in the performance of the six national anthems of each partner countries besides to the anthem of Sicily. We were very grateful to the local Music associations for their cooperation.



## Guided tour of the school buildings

Emanuele Armaforte includes Infant, Primary and Secondary school with more than 1000 students from 3 to 14 years. Our guests, divided into small groups, were led to the five different school buildings, where the classrooms are located: Central seat, Secondary seat, Di Carlo, Don Milani, Rodari. Partners not only visited the school spaces, but also they were informed about the Italian school system and the activities in Armaforte School.





A pleasant stop at the “chill out lounge”, painted and decorated by pupils, teachers and parents with the cooperation of Art School students.



### Visit to Altofonte Town Hall and Municipal library



## Sightseeing tour round Altofonte

Arranging the tour of Altofonte highly motivated our students. They deepened and learned about the historical roots and the cultural heritage of their native little town. They were very busy in doing researches and visits, looking for information, reading maps, taking photos, creating accurate drawings and descriptions and they practiced to be able to explain some interesting places to visitors: the central square “Falcone Borsellino”, the fountains, the church of Santa Maria di Altofonte, the Norman chapel. They wanted to create a flyer as souvenir for the partners and a video brochure also aimed to the contest “Conosco le origini del mio paese” “I know the origins of my little town”.

### Video “Altofonte brochure”



### 1<sup>st</sup> Project meeting

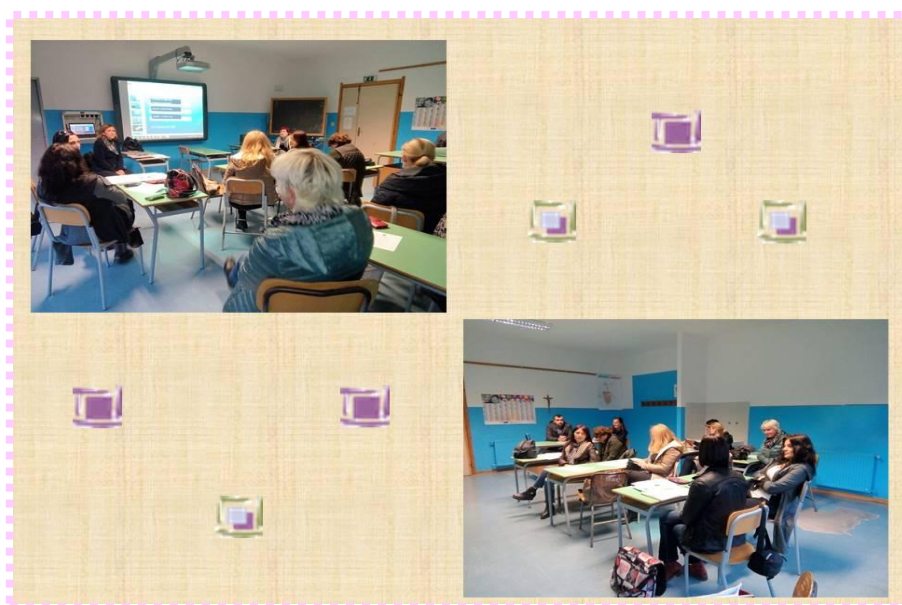
Agenda: 1) joint lessons 2) forthcoming activities

1) The joint lessons, to be performed on Wednesday 29<sup>th</sup>, were presented.

JOINT LESSON	SUBJECT	STUDENTS' AGE
Prejudices and stereotypes	Citizenship	12-13
The State of the Union	Geography	12

Lapbook "My pocket Erasmus"	Art	8
Electro lab	Science	13
Body percussion	Music	11-12-13
Odyssey	Literature	12-13
From pictures to figures	Maths	8
I read, I learn...I grow up with Peter Pan!	English	10

Days before the mobility, a doodle survey was sent to the partner teachers to identify their preferences about the joint lessons proposed. According to the results, a calendar with times and places of lessons was prepared and given to the partners to make sure that each of them could take part in three lessons. Lessons topic, learning objectives, strategies, and structure of each lesson were described to partner teachers, who were willing to cooperate in co-conducting the lessons, as great opportunity of exchanging good practices and sharing ways of teaching and methodologies in everyday activities.



## 2) Forthcoming project activities:

- ✚ reading, discussing, elaborating the national literature work on a certain type of discrimination; writing essays in English and reading them to partner students via videoconference (December 2017)
- ✚ research work on national minorities and presentation of the results to partners from other schools via videoconference (February/March 2018)
- ✚ Safer Internet Day (February 2018)
- ✚ Evaluation of basic skills: analyses & comparison(March 2018)
- ✚ Movie on discrimination (May 2018- Croatia Mobility)

## **Workshops**

We offered four types of workshops for partners, aimed at preparing students for the three important events of the week: the rap song festival, the football match and the flash mob of peace. Pupils enjoyed the opportunity of learning in a completely different cultural environment directly cooperating with teachers and pupils originating from other countries and using English as a communication and research language. They strengthened communication skills in foreign language, built confidence, improved their self-esteem, enjoyed team work and experienced various ways of learning/teaching.

### **Rap song workshop**

Under the guide of the Music teacher, Mr. Davì, the realization of the common rap song became possible. The lyrics of the common song had been written previously by each partner country. Partners choir practiced together and expressed creativity actively. What a great time singing together!

### **Flash mob workshop**

During this workshop, led by the P.E. teacher, Mrs. Lupo, the students practiced together the choreography of the flash mob, that they had already memorized, thanks to the video tutorial we had prepared last October. Dancing all together was very exciting and thrilling.

### **Football workshop**

In the football workshop, students and the P.E. teacher, Mr. Lo Coco, arranged the tournament and the teams, made up of mixed players from each country. The students had the opportunity to watch videos showing the bad/good behavior of famous athletes during important international football matches. They debated on the rules of fair play, on the correct manners of fans and players and on the importance of sport as element of union among people.

### **Flyers/banners workshop**

In this workshop, the students were incited by Mrs. Lo Iacono, the Art teacher, to express their creativity and inspiration, drawing colorful posters to cheer up the fans during the football match. Fair play, loyalty, fairness, justice are some of the words they wrote on the banners.





**Tuesday, 28<sup>th</sup> November 2017**

### **Visit to Palermo city centre**

In the morning our group was accompanied by two touristic guides to discover the history and the artistic beauties of Palermo. The partners have had the opportunity not only to visit some of the wonderful monuments of our city (Massimo Theatre, Via Maqueda, Four corners, Pretoria square, the Cathedral, Salinas museum), but above all to be acquainted with the history of Sicily, inextricably linked to the peoples who inhabited it. The island was a destination, since prehistoric times, of peoples attracted by its position in the Mediterranean as well as its unspeakable beauty. The succession of multiple civilizations has made Sicily rich in signs that time has preserved to this day. Palermo is a mix of Asian and European architecture ranging in style from Arabic to Norman to baroque and Art Nouveau.

**Massimo theatre** is the largest theatre in Italy and the third in Europe, worldwide renowned for the perfect acoustic of the horseshoe-shaped hall. Its construction was begun in 1895 according to designs by Giambattista and Ernesto Basile. The theatre was built in neoclassical style, dominated by a huge dome and a flight of steps with two majestic bronze lions on both sides. After a long closure for restoration works, in 1997 the theatre finally reopened to public. Now it is very much alive and kicking, hosting operas, musicals, plays, ballets, classical and contemporary dance productions, exhibitions and several activities filled with culture of Palermo.

**Via Maqueda**, is an important street of Palermo. Together with the Cassaro, it represents the main axis of the historic centre and provides access to a number of important sights, including Teatro Massimo and Fontana Pretoria. The street is named after the Viceroy of Sicily Bernardino de Cárdenas y Portugal, Duque de Maqueda. With the Cassaro, Via Maqueda forms the famous Baroque intersection known as Quattro Canti

**Four corners** is a square at the intersection of two of the most prominent streets in Palermo, Via Maqueda, and Corso Vittorio Emanuele. This baroque square formed in an octagon is known officially as Villena Square to honor the Spanish Viceroy who commissioned this construction in 1609. This intersection and square acquired the name Four Corners because of its four eighteenth-century palaces. The convex façades have been skillfully decorated making this square quite unique

There was a time when the **Pretoria square** in front of Palermo's Praetor's Palace was known as "Square of Shame", due to the naked statues around the spectacular fountain at its center. The Pretoria Fountain, sculpted by Francesco Camilliani, arrived in Sicily's capital in 1574, after having enhanced a beautiful garden in Florence for a few years. Palermo's Senate had purchased it from the original owner, who needed to solve his financial problems and pay his debts. The people of Palermo looked at those half-dressed statues and identified them with the corrupt officials in their city hall... but in reality they were meant to represent mythological figures.

In 1184, during Sicily's Norman period, Archbishop of Palermo Gualtiero Offamiglio founded the **Cathedral of Palermo** on the site of a Muslim mosque. It is dedicated to the Assumption of the Virgin Mary. As an architectural complex, it is characterized by the presence of different architectural styles, due to a long history of additions, alterations and restorations, the last of which occurred in the 18th century: Neoclassical, Gothic, Catalan, Norman, Islamic.

**Salinas Museum** is situated in a Renaissance monastery, this splendid museum houses some of Sicily's most valuable Greek and Roman artefacts, including the museum's crown jewel, a series of original decorative friezes from the temples at Selinunte. Visitors have access to its gracious, fountain-studded courtyard, citrus-filled cloister and a selection of ancient sarcophagi, statues and pottery.

We proceeded our day, having lunch at a typical Sicilian restaurant “Il culinario” in the city centre. We all were in a relaxed mood, enjoying the specialities of Sicilian food.



### Meeting to the Astalli Centre

In the afternoon we went to the Astalli Centre, in the Ballarò district, a place where the mixture of cultures, languages and traditions finds fertile ground for a possible coexistence.

The “Centro Astalli” is the Italian office of the Jesuit Refugee Service. Founded in 2000, the Association has as its main objective to contribute to promoting a culture of acceptance and solidarity, starting from the protection of human rights. The Jesuit Refugee Service is an international Catholic Organization, active in more than 40 nations, whose mission is to accompany, serve and defend the rights of refugees and asylum seekers.

We were welcomed by Emanuele Cardella, a volunteer from the Astalli for several years, who showed us the services that the Centre offers: the canteen, the clinic, the Italian language school, the listening centre. Emanuele explained to us that the Centre is not only concerned with meeting the material needs of refugees, but also with promoting human dignity. Immigrants are accompanied on their difficult path towards social inclusion and integration in our country, through support, understanding and empathy.

It was a very touching experience for everyone. Partners offered gifts for charity and our students' families organized a collection of food that they brought personally to the Centre.

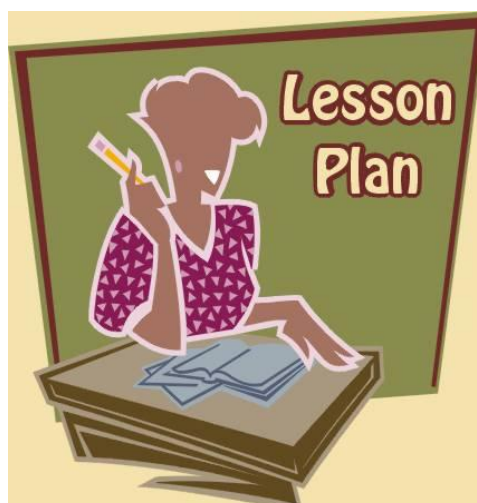
[Video « A day in Palermo »](#)





**Wednesday, 29<sup>th</sup> November 2017**

In the first part of the day, while the students were taking part into to the workshops for the second time, the teachers attended the joint lessons, giving their contribution and cooperating.





# CITIZENSHIP

## Prejudices and stereotypes

**TEACHER:** Mrs. Natalia Caracci

**LESSON TOPIC:** "Prejudices and stereotypes"

**AGE GROUP:** 12/13

**LEARNING OBJECTIVES:**

- Understanding what is meant by prejudice and stereotypes.
- Recognizing stereotypical and prejudiced attitudes.
- Raising awareness of the negative consequences of prejudice and stereotypes.
- Stimulating students' meta-linguistic awareness.
- Developing students' thinking skills.

**LEARNING STRATEGIES:**

Pair work- group work- role play- learning through drama- cooperative learning

**PREPARATION:** activity which aims to reveal some subtle prejudicial thinking and stereotypes within the class.(10 minutes).

**PRESENTATION:** 1) introducing gender stereotypes 2) labelling teenagers.(10 minutes)

**PRACTICE:** reading extracts from newspapers and highlighting the prejudicial views.(20 minutes).

**EVALUATION:** writing essays around what is wrong with some of the people's attitudes.

**EXPANSION:** 1) riddle revealing prejudicial and stereotypical thinking- 2) role-playing the script "Prejudice party"

**MATERIALS:** papers, power point slides, interactive whiteboard, video.



This lesson was performed with the precious collaboration of the Croatian partner, Tajana Bundara, who enriched the different phases of the lesson, giving our students the opportunity to discuss about one of the themes of our project and to express their personal opinions.



# GEOGRAPHY

## THE STATES OF THE UNION

### FIRST PART



- ❖ **INTRODUCING MYSELF AND WHY WE'RE HERE** (Erasmus project "We, the kids of the EU, believe)
- ❖ **INTRODUCING THE LESSON'S TOPICS:** 0. Why and when Europe-project was born (other examples of Unions of States in the world); 1. Europe and the EU (an incomplete Union); Differences between the EU and the USA (different names, money, languages, army, politics); 2. Similarities between the EU and the USA (federalism, parliament, democracy, the value of freedom and the way of living); 3. Risks for the UE (Separatism inside some States, but mostly the difficulty of making many different countries feel like "one country of brothers"—**one of the most important goals of the Erasmus project**).

BRAINSTORMING - INTERACTIVE EXPLANATION

TIME: 20 MINUTES

### SECOND PART

#### LET'S DISCOVER THE EU!

- ❖ **GAME ONE** Members of the EU: are you able to identify the 28 States of the EU? The class is divided in 4 international groups; every group must identify 7 Countries of the EU and their capital city in a blind paper map of Europe and then locate them on an interactive map on the white board. If the 1<sup>st</sup> group fails, the other group will take the advantage to identify more than 7 Countries and win the game.
- ❖ **GAME TWO** Euro- €: can you name the 19 States where Euro is the national currency? Write a list with your group and then verify it on the IWB. The group who identifies more States wins the competition.

COOPERATIVE LEARNING

TIME: 40 MINUTES



# MUSIC

## Body percussion

**TEACHER:** Mr. Leoluca Davi

**LESSON TOPIC:** Rhythmic activity

**AGE GROUP:** 12/14



**LEARNING OBJECTIVES:** Involving students in experiencing music as expression and communication

**LEARNING STRATEGIES:** Using the body as expressive and rhythm instrument, exploring the potential sonority, developing the coordination.

**1. PREPARATION:** 15 minutes

**2. PRESENTATION:** 5 minutes

**3. PRACTICE:** 40 minutes

**EVALUATION:** Evaluating the musical performance by students, taking into account their starting levels and the development processes in progress. The activity will reckon on outcomes not only in the musical area, but also in the cognitive and relational areas such as the enhancement of logical, expressive skills and especially the strengthening of interpersonal relationships.

**MATERIALS:** Musical bases, PC, amplification system, mixer.



# ART

## My pocket Erasmus

**TEACHER:** Mrs. Arianna Mascarella  
**LESSON TOPIC:** Lapbook  
**AGE GROUP:** 8/9



### LEARNING OBJECTIVES:

- Facilitating group teaching, inclusiveness and peer comparisons
- Acquiring skills in synthesis and organization of space and content

### LEARNING STRATEGIES:

- learning by doing

**PREPARATION:** 5 min.

**PRESENTATION:** 5 min.

**PRACTICE:** 50 min.

**EVALUATION:** manual skills, creativity, initiative, and ability to work in groups

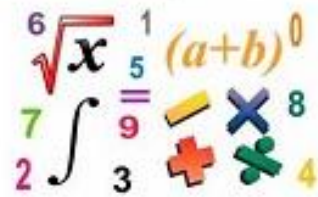
**EXPANSION:** The pupils, once learned this learning strategy, will be able to apply it to any discipline.

**MATERIALS:** templates, cardboard sheets, scissors, glue.



# MATHS

From pictures to figures



**TEACHER:** Mrs. Giovanna Terranova

(with the support of English native language Mrs. Maria Francesca Salvato)

**LESSON TOPIC:** The Analogical Method of Camillo Bortolato (Visual Mental Maths)

**AGE GROUP:** Children 8/9 years old - third graders -

**LEARNING OBJECTIVES:** Stimulating the students ability to reason, by combining the reflective function with the fundamental visual and imagination function in order to solve the problem.

**LEARNING STRATEGIES:** from observation to rules.

**PREPARATION**(time): 45 minutes

**PRESENTATION**(time): 10 minutes

**PRACTICE**(time): 35 minutes

**EVALUATION:** At the end of the lesson.

**EXPANSION:** Making students learn Maths in a visual and perceptive way.

**MATERIALS:** Interactive white board



# SCIENCE

## Electro lab



**TEACHER:** Mr. Francesco Pace  
**LESSON TOPIC:** Electricity and magnetism  
**AGE GROUP:** 13 years old

**LEARNING OBJECTIVES:** learning the basic mechanisms of the electric and magnetic phenomena.

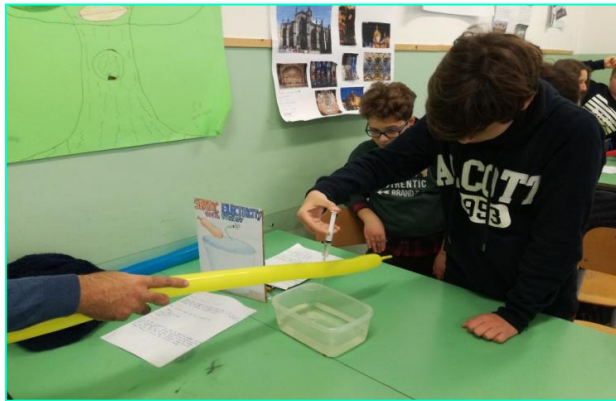
**LEARNING STRATEGIES:** cooperative laboratory for a better understanding of electricity and magnetic phenomena. So, the pupils will build different electric circuits and they will make experiments about electricity and magnetism.

**PREPARATION:** various time

**PRESENTATION:** one hour

**PRACTICE:** various time

**MATERIALS:** water, magnets, electric circuits, balloons.



# ENGLISH

I read, I learn...I grow up with Peter Pan!

**TEACHER:** Mrs. Anna Mastellone

**LESSON TOPIC:** "Peter Pan story"

**AGE GROUP:** 9/10

**LEARNING OBJECTIVES:**

- Reading and comprehending a story.

**LEARNING STRATEGIES:**

Listening, reading and translating the book, division into sequences.

**PREPARATION:** Reading the book, cutting sheets, drawing sequences.

**PRESENTATION:** Children tell the story and write short sentences.

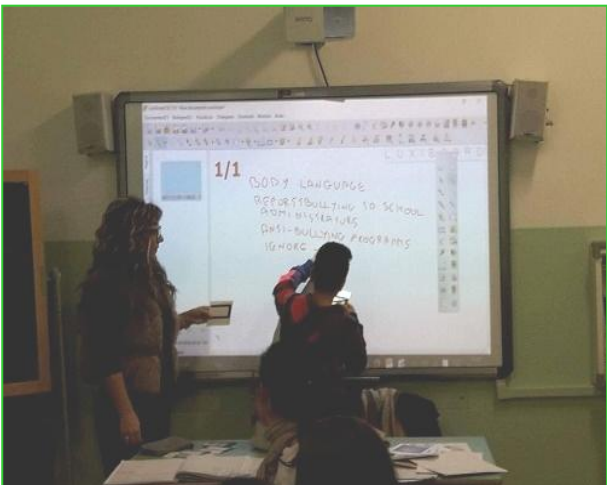
**PRACTICE:** Children attach the sequences of the story on the billboard.

**EXPANSION:** Speaking about the moral of the story and the feelings of the characters.

**MATERIALS:** Sheets, colors, billboard, book.



A valuable opportunity for the students attending the lesson performed by our partner from Greece, Panagiota Lazaki. She taught **“Odyssey and how to handle bullying”** in a very innovative way, capturing students’ attention and interest.





## 2<sup>nd</sup> Project meeting

During the second project meeting, the project coordinator, Tajana Bundara explained the activities that will take place during the mobility in Croatia from 20<sup>th</sup> to 26<sup>th</sup> May 2018.

- ✚ Awarding Oscar for the best movie on discrimination
- ✚ Aikido workshop
- ✚ Safer Internet workshop
- ✚ School play „UN Convention on the Rights of the Child”
- ✚ Tasting food of national minorities (Italian)
- ✚ Workshop in cooperation with Juraj Bonači
- ✚ Picigin workshop
- ✚ City tour

Teachers also exchanged their ideas on new joint lessons and methodologies, they discussed about the evaluation of the activities and they gave their suggestions about the dissemination and the sustainability plan of the project.



## Lunch at school

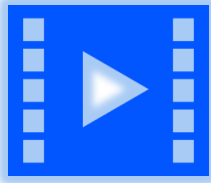
The parents of our students honoured the presence of our partners, preparing the wonderful dishes of Sicily's culinary heritage. Even the delicious food, made in Sicily, shows traces of all cultures that have existed on the island over the last two millennia and consequently the Greek, Spanish, French and Arab influences. Our guests appreciated a lot the Sicilian cuisine, making the mothers of the students proud and happy. It was a moment of great conviviality and joyfulness that led us to dance folk dances from all the partners' countries.



## Rap Song Festival

In the afternoon the rap song festival took place: all partner countries showed a video of the song realized at their school and, after watching the six videos, the students of the project group performed together in the common song, learnt during the workshop with Mr. Davi.

### Rap song festival- Italy



### Rap song festival- Common song



**Thursday, 30<sup>th</sup> November 2017**

## Visit to Piana degli Albanesi



Piana degli Albanesi is the most important centre of the Albanians of Sicily, as well as the largest and most populous colony of Arbëreshë (Italo-Albanian or Albanians of Italy). It is the episcopal seat of the Eparchy of Piana degli Albanesi, constituency of the Italo-Albanian Church, who practice the Byzantine rite.

Once arrived, we were welcomed by Maria Francesca Megna, one of our Primary school teacher, who lives in Piana and by the City Councilor, Simona Scalia. We went to the Town Hall Library, where we met the Mayor Rosario Petta, who explained to visitors the history of his community. Piana, after five centuries from its foundation, has maintained many ethnic elements of Albanian culture like language, religious ritual, traditional costumes, music and folklore. The inhabitants are the descendants of Albanian families, including nobles and relatives of Skanderbeg, that settled in Southern Italy during the Ottoman Turkish conquest of the Balkans.

Partners visited the City Museum “Nicola Barbato” and the The Cathedral of Shën Mitri Dëshmor i Math (St. Demetrius Megalomartyr), and they were excited to find out the historical, cultural and sociological identity of the Albanians, who maintained their own unique Arbrëshe personality in the Sicilian and Italian reality.

The most obvious traces of the strong ethnic identity of Piana degli Albanesi is the Albanian language (Arbërisht). It is spoken by all, and can be seen in street names, road signs, and shop signs in the village. The traditional female costume of Piana degli Albanesi, along with language and the Byzantine rite, is one of the most obvious signs of Arbëreshe cultural identity, and is a unique expression of local self-consciousness, which manifests itself in the desire to retain identity and traditions.

After a sweet break for tasting the typical local dessert, “Cannolo”, we moved to Santa Cristina Gela, completing the tour based on the concepts of integration and sharing of cultural and identity diversity. We went to Caritas Centre, protection system for asylum seekers and refugees, where we met a goodhearted man, Don Enzo Cosentino, who together with some volunteers, takes care of unaccompanied minors. We met some of the twelve young boys that live in the Centre and we listened to the stories of their sad experiences of life. We lived moments of intense emotion and we felt united by the same feelings of hope and altruism.



**Visit to Piana degli Albanesi**



## Football match

In the afternoon, students, divided in six mixed teams (each team composed of people from different countries and sex) played the football tournament. Students were so excited, they gave the best of them, playing with passion and enthusiasm. Most important thing, they were always respectful of the rules and the opponents. The match was a true example of loyalty and good competition. After the first round, high spirits and amusement spread in the sport facility and teachers performed as cheerleaders during the break. All the people enjoyed the event and the joyful atmosphere. At the end of the event Giovanna Marfia, representative of the Italian Football Game Federation, awarded all the students with medals and two best fair players prizes were given to Ahmet Yaşar Ovacıklı from Turkey and Beatrice Mammina from Italy.



**Friday, 1<sup>st</sup> December 2017**

At 8 o' clock in the morning students attended host-classes and afterwards described their impressions, comparing the Italian way of teaching with their home-classes.

Here are some of their comments:

*"I think that Italian teachers teach similar to Slovenian teachers...they are very polite and they explain everything that students don't understand...it's good that students stay all the time in the same classroom, because that saves a lot of time."*

*"I think that the teaching is very interesting. It's weird to me that the students stay in the same classroom a whole day...classrooms are very quiet...there are good relations between teachers and students."*

*"Your education system is amazing...the students listen carefully when their teachers are speaking and they are good at Music, Sport and Art. I like your school!"*

*"I didn't understand much but I saw that lessons are good...teachers and students are good, lessons are entertaining."*

*"Italian school is really fun with friendly people. School has more than one building, which is strange...in lessons students don't write anything on the notebooks, which is strange too."*

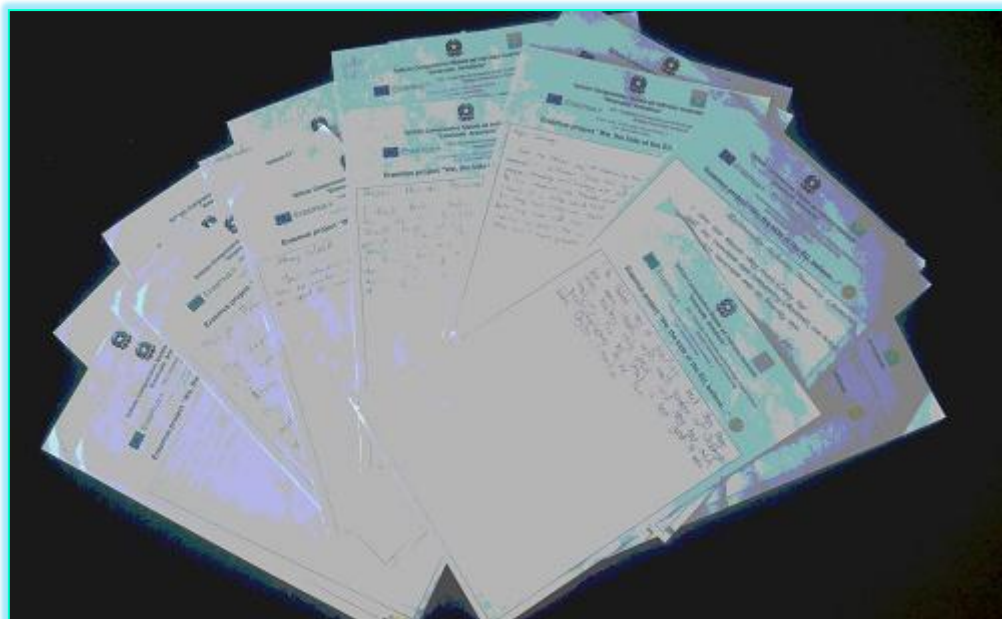
*"I think lessons here are more funny and playful. Kids have their classrooms, where they have their lessons."*

*"The Italian way of teaching is more different than in Croatia, but I like it. I didn't understand the lesson, because I don't speak Italian. The students are nice and silent when the class starts."*

*"I like that physics, chemistry and biology are all together in one book. Students have all the subjects in one classroom, they don't have grades, but primary and middle school."*

*"The courses are very interesting as all the classes of the school that resemble quite a lot with those of Greece."*

*"They use the classic board and books but also new teaching methods"*



## Meeting with the representatives of UNICEF

Istituto Comprensivo Statale ad Indirizzo Musicale  
Scuola dell'Infanzia - Primaria - Secondaria di 1° grado  
"Emanuele Armaforte"



ERASMUS PROJECT

"We, the kids of the EU, believe..."-

MEETING

"CHILDREN'S RIGHTS"

"CONVENTION ON THE RIGHTS OF THE CHILD"

"IMMIGRANT CHILDREN - UNACCOMPANIED MINORS"

FRIDAY 1<sup>st</sup> DECEMBER 2017

9.30- 10.30

With the cooperation of **UNICEF** - Palermo

Participants:

- **Romina Di Vanni - Psychologist/Psychotherapist**
- **Volunteers from Asante Centre in Palermo**

During the meeting we discussed the work of UNICEF and how our school collaborates in charitable actions. One of these is the "pigotta", a handmade doll by students and their mothers. The volunteers sell these dolls in the main squares in Palermo to get money for the vaccination of children in Africa. At school a lot of these dolls are bought by our students and after the meeting the partner teachers had the pleasure to offer money for some of them.



## Flash mob

The closing event, the flash mob, had to undergo some changes. It had to take place in the “Falcone Borsellino” square in Altofonte, but unfortunately the weather was very rainy and windy. Consequently, we had to rearrange it at school, in the Atrium of the Secondary building. Because the space was not enough to contain all the expected participants, about 250 people, we had to repeat it three times, not to disappoint the expectations of the students, who had been practicing it for a long time. Luckily, the event was very successful, students and teachers danced together happily and lots of parents attended and enjoyed the show.

### Flash mob video



## *Certificate of attendance*





### Dinner at restaurant (teachers)

In the late afternoon teachers took partners for a ride to Mondello and then completed the evening, having dinner at the restaurant “Moltivolti”, a space for co-working, food and exchange of different cultures, located in the ethnic district of Ballarò.



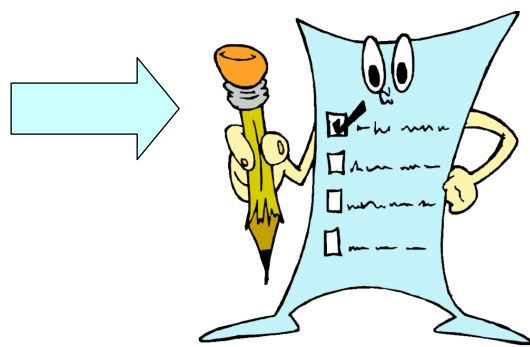
**Saturday, 2<sup>nd</sup> December 2017**

### Departure

At the Central station we say goodbye to partners. How deep emotions! Warm hugs, big smiles and sweet tears among students, teachers and parents.



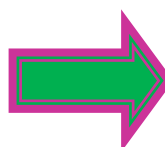
## EVALUATION



Questionnaires before and after the mobility were given to teachers, students and host families. The feedback received was very satisfying for us, we are really happy that the mobility contributed actively to strengthen the bonds of friendship and to widen the cultural horizons of all the participants. The results of the evaluation questionnaire have been posted on the Etwinning platform.

## DISSEMINATION

Pictures and videos of the activities were posted on Facebook Project page, on School Facebook page, on School website and on Etwinning platform. An article about the mobility was published on the local on line newspaper <https://www.monrealenews.it/scuola-altofonte/19845-altofonte,-conclusa-la-fase-della-mobilit%C3%A0-italiana-del-progetto-erasmus-%E2%80%9Cwe,-the-kids-of-the-eu,-believe%E2%80%A6%E2%80%9D.html>.



Researches and videos by students, teachers and parents of Emanuele Armaforte School