C1: ***CLAY WHISTLES* in Italy** April 2017

**Duration and involved subjects:** Two days, 5 hours approximatively.Whistle making-expert, primary teachers, 5th grade students, teachers from all over Europe.

**Objectives:**

* To acquire knowledge of practical skills, allow the exchange of experiences and the use of local resources;
* Prevent forms of disadvantage, discomfort and dispersion;
* Encourage the educational and interpersonal relationship, in the group, in the class, at school and above all in the presence of children with a disability.

**Methodology:**

1.Separate clay into some small balls. 2. Roll clay into ball. Push thumb into clay. 3. Pinch clay to form pinch pot. 4. Press until clay is even in thickness. 5. Keep all unused clay covered. 6. Make another pinch pot same size. 7. roughen both surfaces with fork and add water or slip. 8. Force two halves together. 9. smooth over joints. 10. work clay back and forth over joint. 11. smooth until no joint is visible. 12. fold clay over paddle pop stick. 13. remove stick from mouth piece. 14. make hole with stick at angle. 15. remove clay to leave a wedge shape. 16. enlarge hole for mouth piece and clean up wedge shape. 17. position the mouth piece so air when passing through it will be split by the clay wedge. 18. score, wet, join and smooth the mouth piece to the main body.

**Achievements:**

The most interesting result about this activity is that these students did this activity first, so they enjoy the position of being able to help others, the European teachers coming to our school to exchange good practice. The students find this activity very rewarding and always remember it as it presents a problem that requires them to understand the mechanics of a whistle in order to get it to work. The easiest way to test the whistle is to wrap your hands around the mouth piece and blow onto your hand or hold the whistle in front of your mouth and not onto it.

C1: ***STOP MOTION* in Italy** April 2017

**Duration and involved subjects:** Four months approximatively.Movie director, Art teacher, foreign languages teachers, 8th grade students, teachers from all over Europe.

**Objectives:**

**A video based on an invented tale on the spirit of EUROPE, made with the stop motion technique**

**Purpose of the Project**

• To make a short stop motion animation film (object animation).

• Conceiving a micro script

• Understanding the stop motion animation technique

• Understanding the relationship between images and sounds in the audio-visual language

• Learning how to subdivide a movement in its phases and reproduce it along a trajectory

**Methodology**

During the introductory meeting, the director presented the stop motion animation techniques and explained how to write a script.

Later the students, working in groups, independently wrote the screenplay. During the lessons of Art the class created the backgrounds and characters of the story.

Supported by the expert, the students realized the individual animations and the recording of the soundtrack.

During the Erasmus week in Moncalieri Italian students, Spanish students, Italian teachers and teachers from all over Europe, work together to realize the short video, acting in the movie.

Two weeks later the expert with the Italian students put altogether and create the video.

**Materials and tools used**

• Professional video editing software

• Lim

• Projectors

• Drawing materials (cardboard, colours, scissors)

**Achievements:** The result was that Italian and Spanish students work together also with teachers from all over Europe, communicating in English language. They also could be more independent and they also have improved their self-esteem. The same was for teachers that could work with their pairs and students sharing good practices.

C1: ***HOME MADE “PLIN”* (Italian special stuffed pasta) in Italy** April 2017

**Duration and involved people:** 2 hours approximatively. The cook of the restaurant, Italian and Spanish students, Italian and the other European teachers.

**Objectives:**

* To acquire knowledge of social reality, allow the exchange of experiences and the use of local resources;
* Encourage the educational and interpersonal relationship, in the group, in the class and out of school.
* Enhance practical skills;
* Share with other people our local culture.

**Methodology:**

An iconic dish from Piedmont, “***agnolotti del plin”*** gets its name from the regional dialect for “pinch,” which is how you made the pasta. To form each agnolotto, you pinch two sheets of pasta together, or “fare il plin,” to create the small pouches.

The cook prepared the filling before, so students and teachers had to prepare only the Dough. At the end we ate the *plins* we made before, paired with a traditional sage-and-butter sauce.

**Achievements:** The result was that Italian and Spanish students work together also with teachers from all over Europe, communicating in English language; our guests learned some words in Italian, especially about *cooking*. For our students and for our European colleagues it was the first time they “*got they hands in doug*h” cooking a typical pasta.

C2: ***MAKING PIZZA* in Bulgaria** May 2017

**Duration and involved people:** 2 hours approximatively. 7th gradeBulgarian students, Italian and the other European teachers.

**Objectives:** to show the Italian cooking tradition, making one of the best known dish, “Pizza”. To encourage Bulgarian students to make pizza and working together, enjoying the activity and talk together using English, about what they like.

**Methodology:** We prepared some pizzas before, to show the result to students. We prepared the dough before to show all the steps of how to make a pizza. Then, with students, we started mixing all the ingredients to make pizza, and at the end students and teachers made their own pizza.

**Achievements:** The result was that students work together with teachers from all over Europe, communicating in English language. Students learn us some Bulgarian words about cooking and they show us some typical Bulgarian dishes.

C3: ***MAKE JEWELRY WITH T-SHIRTS* in Northern Ireland** March 2018

**Duration and involved people:** 1 hour approximatively. 3th gradeNorthern Irish pupils, Italian and the other European teachers.

**Objectives:** To acquire knowledge of practical skills, allow the exchange of experiences and the use of local resources; Encourage the development of the student as a person with critical thinking and capable of self-orientation and integration into contemporary society; let pupils enjoy the activity expressing their emotions.

**Methodology:** with old T-shirts and some precious stones, beads and colours make some necklaces.

**Achievements:** pupils enjoy the activity very much, they decided by themselves how to decorate their necklace and some of them realize one for their mum. At the end they were enthusiast to have create all this jewelry.

C3: ***ENJOING WITH MUSIC (MAM APP)* in Northern Ireland** March 2018

**Duration and involved people:** 1 hour approximatively. 6th gradestudents, Italian and the other European teachers.

**Objectives:**

* To acquire knowledge of practical skills, allow the exchange of experiences and the use of local resources;
* Prevent forms of disadvantage, discomfort and dispersion;
* Encourage the educational and interpersonal relationship, in the group, in the class, at school.

**Methodology:** Introduction of the “MAM” app, to learn some music. Students learn too two Italian but international words “TRILLO” and “ALEGRO”. Through this app, students knew, listened to and acted “the Vivaldi’s spring” and “*Rossini’s William Tell Ouverture”.*

**Achievements:** The result was that students enjoyed the activity, learning a new way to understand music and working together with teachers from all over Europe.

C4: ***THE ROSES WORKSHOP* in SPAIN** May 2018

**Duration and involved people:** 1 hour approximatively. 7th gradeSpanish pupils, Italian and the other European teachers.

**Objectives:**

* To acquire knowledge of practical skills, allow the exchange of experiences and the use of local resources;
* Prevent forms of disadvantage, discomfort and dispersion;
* Encourage the educational and interpersonal relationship, in the group, in the class, at school and above all in the presence of children with a disability.

**Methodology:** To make a rose with plasticine you will need the following materials: red, pink, yellow and green plasticine, straws, round molds, glitter, 1 cutter, vinyl glue, brushes.

Create small balls with plasticine. With fingers, make thinner the spherical paste and cut with a mold. So we have created our petals. Now we roll a small piece of green plasticine creating a thin snake with the palms of the hands. With the cutter cut into the center and then introduce a straw. We close all around and with our fingers we pinch to create thorns here and there. Then we roll a piece of green plasticine and we cut some small pieces, press flat into oval shapes to create small leaves, which we will then add to the stem of the rose. Now let's take the first petal and roll it around the straw, and so on with the other petals. To finish, we gently work the goblet of the rose with index and thumb. In the block of plasticine we can pour some glitter, in order to give the rose a shiny appearance.

**Achievements:** The result was that students work together with teachers from all over Europe, communicating in English language, but also in Spanish and Italian, facilitated by the similarity of these two languages. They also understand that both Italy and Spain have other similarities in tradition, because of the “ROSES”, indeed St George in Spain and St Rita in Italy are represented by this flower in their legend.

C5: ***BUILD SOME MONUMENTS IN PAPER MODELS* in CROATIA** April 2019

**Duration and involved people:** 1 hour approximatively. 8th gradeItalian and Croatian students, Italian and the other European teachers.

**Objectives:** to build some models representing some important monuments in Turin.

To acquire knowledge of social reality, allow the exchange of experiences and the use of local resources; encourage the educational and interpersonal relationship, in the group, in the class, at school and above all in the presence of children with a disability; motivate to study and promote meaningful and personalized learning

**Methodology:**  material needed - SCISSORS, CUTTERS, GLUE, RULERS.

1.**Cut** slightly along the fold lines. 2. **Cut** the individual pieces along the edges.3. Gently **fold** the model into the correct shape. Fold all the pieces before gluing them. 4.**Glue** the edges together and then the pieces together. 5.Your model is ready!

**Achievements:** The result was that Italian and Croatian students work together with teachers from all over Europe, communicating in English language. Italian students improved their self-confidence because they were the teachers that explained the activity to do and they also help the Croatian students to make the models. Doing this activity, Croatian and Italian students became more confident.