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OVERVIEW OF THE 5 WORKSHOPS ORGANIZED BY LICEO N. MACHIAVELLI ERASMUS+ WEEK 6-12 OCT. 2019

WORKSHOPS	Title	#	Machiavelli Teachers	Experts
1	Translations, transactions, transitions - performative language as a common ground for mutual understanding and collective development	#transformprose #interculturaldialogue	Prof. G. D'Eugenio Prof. S. Grieco	Dott. Marta Gilmore, theatre director Dott. Marco Fieni, musician, Orff-Schulwerk methodology expert, music teacher
2	"Don't tell me you're afraid", An experiment of creativity in language transformation of fictional prose	#transformprose #transliteracy #interculturaldialogue	Prof. M. Rizzo	Prof. M. Rizzo
3	Craft your Elevator Pitch for global issues!	#transformpublicspeaking #interculturaldialogue	Prof. M. R. Fasanelli Prof. M. Rizzo	JCU Alumnus Giovanni Raguso from John Cabot University, Rome
4	Words have power	#transformhatespeech #interculturaldialogue	Prof. F. Galli Prof. G. Pastore	Nicoletta Vulpetti, expert from Fondazione Mondo Digitale, Rome
5	Smiling Italian	#smilingItalian #interculturaldialogue	Prof.ssa G. Pastore	Machiavelli students: Aurora Pisano, Luca Aragona

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WORKSHOP 1

Liceo N. Machiavelli - Rome - Italy	
Workshop title	*Translations, transactions, transitions - performative language as a common ground for mutual understanding and collective development*
Methodology	Non formal cooperative learning Learning through drama and play Orff-Schulwerk Devised theatre
Subject	Cross-curricular
Target group	Erasmus + students from 4 European countries
Students'age	From 14 to 18
General description	The group has the opportunity to explore its creative and expressive skills, throughout a work of improvised composition, based both on the Orff-Schulwerk methodology and the devised theatre techniques. The objective is the creation of a musical and theatrical performance created by the participants in a horizontal and playful work in progress. The teachers tutor and guide this process, providing the kids with the necessary tools and encouraging them to be daring and cooperative, while gradually delivering the correct inputs related to the contents of this Erasmus+ project.

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Steps and activities	"In the future, all persons performing, (...) Mystery-Bouffe should change the content, making it contemporary, immediate, up-to-the-minute." V. Majakovskij Performative language includes various levels of communication, it involves space - distance vs closeness, rejection vs hospitality, ecc. - body language, sounds, light, music and so on. And of course, it deals with spoken language. Finding a way to communicate is necessarily the first challenge that a group of international teenagers must face. It is also, potentially, a game, a very funny game indeed, since it implies the risk of misunderstanding, opening up a lot of unexpected and exciting possibilities. As the general frame of this project suggests, language can be an object and subject of change and collective development. Theatre and music can provide a wide range of games and educational activities centered on this pursue for a common language. The first step of the workshop is based on the need to get to know each other and create a sense of belonging to a common group. Thus, the pupils aree introduced to some games and activities based on action and body language, both to break the ice and to create the group. Then they are asked to work in small groups and create some improved sketches on certain inputs and images. The performing materials produced by every group is shared and further developed. The group is also asked to work on choreographed and musical sequences, representing a collective action to which everyone is contributing. The last step of this process combines the different scenes, songs and other materials produced inside a common frame which becomes the group's final performance. A performance which is freely inspired by V. Majakovskij's Mystery-Bouffe, where a new flood submerges the earth and a group of poor people starts a journey in search of the promised land. Our teenagers living under the threat of climate change are our contemporary version of this group of survivors in search of a better world. A world which is nothing more than the one they live in now, enriched by the necessary awareness that developing a new common vocabulary is the only way to conquer a sustainable future.
Values and competences	• COOPERATION • INCLUSION • CARE ABOUT OTHERS • INITIATIVE AND SELF-DIRECTION • COMMUNICATION • CULTURAL AWARENESS AND EXPRESSION COMPETENCE

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Useful links	Teaching with Orff https://teachingwithorff.com/ Workshop 1 Translations, transactions, transitions - performative language as a common ground for mutual understanding and collective development, at Liceo N. Machiavelli https://vimeo.com/406896700 Devised theatre https://en.wikipedia.org/wiki/Devised_theatre

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WORKSHOP 2

Liceo N. Machiavelli - Rome - Italy	
Workshop Title	"Don't tell me you're afraid" An experiment of creativity in language transformation of fictional prose
Methodology	Project-based learning Non formal cooperative learning Learning through prose and fictional language
Subject	English as a foreign language, Cross-curricular
Target group	Erasmus + students from 4 European countries
Students'age	From 14 to 18
General description	An experiment of creativity in language transformation of fictional prose inspired by the Italian novel Non dirmi che hai paura by Giuseppe Catozzella. Participants in the workshop read the first chapter of the novel and learn the tragic story of its protagonist, the Somali sprinter Samia Yusuf Omar. Then pupils transform the language of fiction into that of a graphic novel (by putting together images and text), tv journalism (by making a tv news report of the story) and a song (they will write music and lyrics).
Steps and activities	Don't tell me you are afraid a novel by Giuseppe Catozzella (based on a true story) Workshop planning, language transformation Step 1 1. General introduction on this Italian novel, plot summary, characters, setting, political, historical and cultural background to the story (15 mins); 2. Reading of chapter 1 (5 mins);

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3. Class discussion, brainstorming on the chapter: style, words, and then feelings, emotions, ideas it aroused, focus on Samia Yusuf Omar's true story (30 mins);
4. Work on language transformation (2 hours)

Step 2
Kids are arranged into 4 groups so that there are 3 groups working at the project and 1 group working at the 'making of' video.

Step 3
Language transformations

- Group one transforms the chapter/story into the language and images of a graphic novel and illustrates what they decide is relevant into a storyboard. As they will not probably have time to make original drawings, students might get images from the Internet and just add words/text. The product can be entirely digital and shown at the final ceremony during which kids will just briefly introduce their work (total duration of the activity 3 mins).

- Group two does some reasearch, find material, watch and read news on Samia Yusuf Omar and eventually make a tv news report. One pupil introduces the news and another one acts as a reporter delivering the story 'live' (this will be a video previously shot by participants in this workshop bit).

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Operative hints/details: pupils I use a background on a whiteboard with a landscape of Mogadiscio and then the Mediterranean sea with pictures of migrants on boats, while the 'reporter' tells Samia's story and tragic end. The whole shooting actually takes place in class.

In the final ceremony the tv news speaker will launches the reportage on Samia on screen (total duration of the activity 3 mins).

- Group three writes some lines for a short song/music ballad. Kids have to write some lines about Samia's life and destiny and put them into music. The final result is performed live at the final ceremony (total duration of the activity 3 mins).

- Group four makes a footage of all the class activities and makes a video of the work in progress.

Methods:
- Pupils work in groups and manage the organisation of the work through steps: planning, including the distribution of tasks to various

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participants, selection of suitable information/material and eventually building of interesting and effective final result according to the different linguistic registers they are called to experience in the workshop;

- They have to concentrate on language transformations in the passage from one linguistic register to another, in this case from the language of fiction to that of 1. graphic novels, 2. tv news reports, 3. songs;

- They have to pay special attention to communication skills and make sure that in the shift from one language register into another there is no loss of impact and communicative effectiveness. Therefore they have to pay special attention to the selection of vocabulary and techniques peculiar of the various registers they explore in the workshop;

- They get familiar with new and improve their already acquired skills with digital tools necessary to accomplish the various tasks such as PPT presentations, video making, slideshows, use of Interactive Whiteboard, sound and video devices.
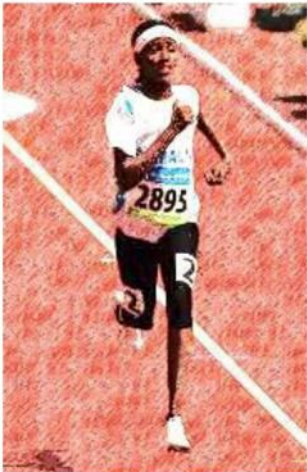
Objectives:

- Pupils learn to cooperate, be open to the opinions of other group members, manage possible conflicts and point all together to the final, shared result;

- They become aware of the importance of clear communication when it comes to the exposition of their own ideas/opinions on a given topic;

- They learn to take their own positions on topics of current interest and therefore develop critical thinking;

- They get to know stories intrinsecally linked with topic of current interest and peculiarly European such as current migrating waves towards Italy and Europe;

- They learn to skim, scan and eventually select the material relevant to the tasks they have to carry out;

- They acquire competences of global issues and active citizenship by learning, studying and analysing worldwide phenomena that have an impact on everyday life on a political, economical and sociale scale;

- They explore the two channels, the emotional one, in order to sympathise with socially weak subjects, and the rational one, in order to develop critical awareness about crucial current situations that have soon become an emergency to tackle on a political, economical, social and personal level;

- They experience the power of creativity to express what they have to say in an innovative and original way. Likewise they experience the challenge of shaping creative writing according to the rules of communicative techniques absolutely central to make the creative

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	message understandable to recipients.
Values and competences	- COOPERATION - INCLUSION - CARE ABOUT OTHERS - COMMUNICATION - CITIZENSHIP COMPETENCE - CRITICAL THINKING - CREATIVITY AND INNOVATION
Bill:	

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Useful links	Samia Yusuf Omar Tribute (1991 – 2012) by Citius Altius Fortius https://www.youtube.com/watch?v=MEq1-rwgEcs Workshop 2 "Don't tell me you're afraid", An experiment of creativity in language transformation of fictional prose https://vimeo.com/406909314 eTwinning page https://twinspace.etwinning.net/93505/pages/page/693036

WORKSHOP 3

Liceo N. Machiavelli - Rome - Italy	
Workshop title	Craft your Elevator Pitch for global issues! (public speaking, language as an agent of transformation)
Methodology	Non formal cooperative learning Learning through public speaking
Subject	English as a foreign language, Cross-curricular
Target group	Erasmus + students from 4 European countries
Students' age	From 14 to 18
General description	[Source: https://www.johncabot.edu/entrepreneurship-institute/italy-pitches/default.aspx] The overall objective of this activity is to show young people how to find their voice and train it to bring about social change. Participating students are introduced to the world of nonprofit organizations and social businesses and are required to construct an elevator pitch for an organization of their choice. Widely used for networking and fund-raising, pitching is a learnable skill that generates confidence and empowers students to change their world. Students learn how to: - Perform research using digital sources in English - Build a persuasive argument supported by evidence - Engage the audience through eye contact and oral delivery - Understand the challenges of the nonprofit world - Develop a greater awareness for socially important topics

	- Feel empowered and gain confidence
Steps and activities	STEP 1_ 30' - Students are divided in groups of 5 - Each group is given a global issue to cope with (e.g. the environment, the right to education in underdeveloped countries, injustice against minorities, migrants and refugees, prevention of disease, medical research, protection of the cultural heritage, etc.) - Each group selects and studies a non-profit organization whose mission is related to that global issue. This research should include: • An understanding of the organization's mission statement • The problem the organization aims to solve • A quantification of the problem (how many people affected, what costs involved, etc.) • Activities the organization engages in to solve or alleviate the problem • Uses of funds STEP 2_ 30' - Students are invited to imagine they have to support the chosen non-profit organization and convince the audience to donate to its cause by delivering a 1 ' elevator pitch (= an elevator pitch is a short speech used to quickly convey the key points of an argument and to initiate a conversation that will eventually lead to action.) - To prepare the pitch students reflect on how confident they are when they have to speak in public - Students are shown a video to get an example of what an elevator pitch for a non-profit organization is like - The teacher asks the students what the shown pitches have in common and then points out that each good pitch has got 3 elements: • Emotions • Logic • A story - To improve their public speaking, the teacher gives them 3 tips: • Prepare your material well

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- Practice makes perfect
- Relax

STEP 3_ 30'

- Students are invited to cooperate to create their 1' speech

As for the content their speech has to stick to this structure:
- The Hook
- The Problem
- Your Solution
- Your Motivation
- The Call for Action

As for the form they have to pay attention to
- Substance: clarity, persuasiveness of the argument presented, supporting evidence
- Delivery: attention to tone, volume, pronunciation and pace
- Non-verbal communication
- Timing: only the first 60 seconds of the pitch will count

STEP 4_ 30'

- Each group chooses one spokesperson who delivers the speech (without reading

- At the end of each pitch, the teacher and the other groups give their constructive feedback in terms of :

Content (e.g is there a clearly articulated idea? does it express the goal, the benefits, and the social impact of the organization?, does it provide a compelling reason to support the cause?);

Form (e.g. is the pitch 1' long? does it engage the audience with verbal and non verbal language?)

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Values and competences	• COOPERATION • CARE ABOUT OTHERS • COMMUNICATION • CITIZENSHIP COMPETENCE • ENTERPRENEURSHIP COMPETENCE • CRITICAL THINKING • LEADERSHIP AND RESPONSIBILITY
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Useful links	Top 100 non profits
	https://topnonprofits.com/lists/best-nonprofits-on-the-web/
	John Cabot University Italy pitches
	https://www.johncabot.edu/entrepreneurship-institute/italy-pitches/default.aspx
	Examples of elevator pitches for non profit organizations
	https://gat.to/cfx7g
	Workshop 3 Craft your Elevator Pitch for global issues!
	https://vimeo.com/365294771

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WORKSHOP 4

Liceo N. Machiavelli - Rome - Italy	
Workshop title	"Words have power" Combatting hate speech, language as an agent of transformation
Methodology	Examples: Inquiry-based learning Non formal cooperative learning
Subject	Cross-curricular
Target group	Erasmus + students from 4 European countries
Students' age	From 14 to 18
General description	This workshop aims at: - making young people become more aware of what online hate - making young people aware of the negative effects online hate can have on individuals, groups, society - empowering young people to disrupt online hate It offers sustainable strategies to generate positive change around online hate speech
Steps and activities	Step 1 15" Divided in groups students are asked to reflect on - what hate speech is - freedom of speech on the Net - the Net as a global village or a battlefield Groups share ideas through their spokespeople Step 2 15" The groups are invited to analyze the Manifesto of Non-Hostile Communication, to pick up their top 3 rules and explain the other groups the

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reasons for their choice

Step 3   30"

The groups have now to tackle with the concept and practice of "fake news"

Each group has to pick up 1 example of fake news they have heard of which has turned out to be offensive, dangerous or somehow harmful to somebody

Each group presents its case, through a spokesperson

The teacher then shares with students the decalogue for spotting false news released by Facebook

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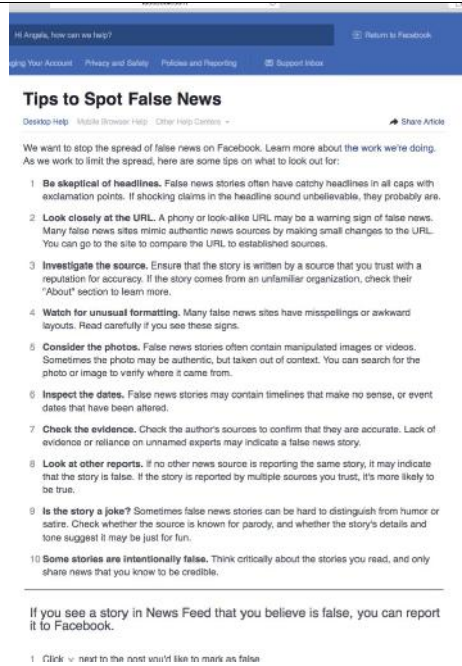
Among some given cases, groups have to spot false/fake news and say why they regard them as such

Step 4   30"

The groups are handed out 1 poster each + some colored felt tip pens, some colored post- it and asked to design an effective billboard for a public service campaign aiming at making young people recognize fake news and not becoming responsible for online hate dissemination

At the end all the billboards are put on the wall for teachers' and students' observation and reflection

Values and competences	- COOPERATION - COMMUNICATION - DIGITAL CITIZENSHIP - CRITICAL THINKING

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Useful links	Workshop 4 "Words have power" https://vimeo.com/406880648 The Manifesto of Non-Hostile Communication https://paroleostili.it/manifesto-for-companies-2/?lang=en Tips to spot false news https://gat.to/90gq8

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WORKSHOP 5

Liceo N. Machiavelli - Rome - Italy	
Workshop title	"Smiling Italian"
Methodology	Non formal cooperative learning Gamification
Subject	Italian as a foreign language, Cross-curricular
Target group	Erasmus + students from 4 European countries
Students'age	From 14 to 18
General description	The main purpose of this Italian crash course is to make foreign students learn some basic Italian through on and offline games and activities created by Italian teachers and students.
Steps and activities	PART 1 45' "Smiling Italian" eTwinning lab In the school lab two Italian students invite their European partners to log into the eTwinning project related to the Erasmus+ and autonomously work on the "Smiling Italian" page arranged on purpose by an eTwinning class of the school (https://gat.to/kg7lf). The page is built in such a way to make the learning of Italian fun and pleasant way. It is structured this way: - a poster that introduces the activity; - "basic Italian chunks", in which students can view a list of words commonly used in the Italian language; - "Don't tell me you're afraid", in which students are presented with some basic vocabulary related to the Italian novel;

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	- digital games made by students with Learningapps
	- a video made by students on the language of love;
	- a short list of recommended sites to learn Italian;
	- a couple of videos about Italian learning;
	- a test to self-evaluate your Italian language competences.
	
	Foreign students work on the TwinSpace in the computer lab, playing the games and exploring the different activities.
	
	PART 1 45' "Smiling Italian" challenges
	
	<u>How do we structure our game?</u>
	   - students are divided in four teams (red, blue, green, and yellow), composed of two Italian and three foreign students;
	   - each team has to compete in four categories: poetry, singing, tongue twisters and movement;
	   - the groups can access the different activities by scanning a QR code with a cell phone;
	   - at the end of each test, a judge gives each team two scores (on a scale from 1 to 3): one for the ability to perform the task given and the other one for the level of enthusiasm and involvement shown by the group
	
	<u>Why do we use QR codes?</u>
	We use QR codes because we want to participate in the EU Code Week (celebrated all over Europe)
	
	<u>What is the purpose of this game?</u>
	The purpose of the game is to evaluate the level of Italian achieved nt by the foreign students during the Erasmus+ week in Rome
	
	The Challenges
	<u>How do you recite Italian poetry?</u>
	  1. scan the QR code;
	  2. read the text and practice your pronunciation;
	  3. ask your Italian partners to help you with the accent;
	  4. recite the poem to the jury
	<u>How do you learn an Italian song?</u>
	  1. scan the QR code;
	  2. ask your Italian partners how to sing the melody and how to pronounce the words;
	  3. rehearse the singing many times;
	  4. have an Italian judge your performance.

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How do you learn a tongue twister?
1. scan the QR code;
2. have your Italian partners help you with your pronunciation;
3. repeat it several times;
4. present it to the jury and the other groups

How do you learn to have coordination?
1. scan the QR code;
2. watch the video and try to replicate what's shown;
3. practice the movement several times;
4. perform what you've learnt in front of the judges and the other groups

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Useful links	Italian crash course "Smiling Italian" on eTwinning https://gat.to/kg7lf Workshop 5 Smiling Italian 10.10.2019 https://vimeo.com/406875857