



# Italy LTTA

March 2018



**The whole group of students who participated to the LTTA in Italy.**

**Piazzetta dei Leoni, Venice**

This LTTA was centered on the topic of Migration.

Before the LTTA the students of the partner school approached the topic from various point of view, producing different works which were shared on the Twinspace in a meeting in Italy. The students took part in many activities during the week, all addressing the Projects' objectives and topics and including sport, art, intercultural experiences. Teachers participated to a workshop on Cooperative Learning held by Claudia Matini, an expert teacher from the association "Scintille".

### First day

The students were involved in a some **warming up** activities and then participated to a two hours' workshop on **BODY PERCUSSION**, where they learnt to use their body to express themselves and to create music all together. The workshop was held by a professional musician, graduated in psychology, Daniele Pinato.

He started the workshop with some warming up games to make the students feel more at ease with the new experience and then gradually teach them how to use single parts of one's body to produce different sounds; finally they learn how to create simple rhythms and to coordinate with all the other to produce a 'music'.



The rest of the morning was devoted to a **WELCOME CEREMONY**, which involved the whole school students in some dances and songs.

The little pupils of kindergarten sang some songs on friendship and told a poem about peace, using also the international language of signs.



PEACE IN THE WORLD  
PEACE IN OUR HEARTS  
PEACE INSIDE AND PEACE OUTSIDE  
LOOK AT MY EYES  
HOLD ME TIGHT;  
  
PEACE IN THE WORLD  
PEACE IN OUR HEARTS  
PEACE INSIDE AND PEACE OUTSIDE  
MY HEART IS BEATING FAST,  
GIVE ME LOVE

Older students chose to sing “We are Unity”, to celebrate the chance to overcome cultural differences and build a new world together.



All students performed sort of a flash mob dance, concluded with the Italian anthem. The performance was designed and prepared by our two teachers of P.E., Renata Trinco and Katia Fontana.



Our Headmistress and the Local Authorities participated to the ceremony and officially welcomed the partner teachers and students, who briefly introduced themselves and their school.



### Cyprus



## Poland



## Germany



## Greece



**In the afternoon**, the students attended a **workshop** at the **National Archeological Museum of Altino**, followed by a guided tour of the museum. The workshop was held by a cultural association “**StudioidArcheologia**” which regularly organizes didactic activities and cultural events in many archeological museums in Veneto. The workshop focused on the trading activities that the ancient town of Altino had with most of the Mediterranean countries as well as with the Northern ones. The constant connection with other people and other cultures had deeply influenced many aspects of the town life and of its artistic production.







## Second day

### PIZZA FLAGS: cooking activity at Peter Pan kindergarten

Our students worked with the pupils of the kindergarten – and their wonderful teachers- to learn how to make a typical Italian pizza. A special thank to Giuliana Gallerani, who coordinated the activity.

Each pizza tried to represent one of the partner countries' flag. It was very difficult to reproduce the Greek flag using natural ingredients...!

**European Union**



**Poland**



**Greece**



**Germany**



## TABLEAUX VIVANTS WORKSHOP

Elisa Bonetto, our teacher of Art, briefly summarized the work that had already been carried out by the Italian students: research on the paintings and their authors, analysis of the paintings, the construction of the raft and the canvas for Guernica.

The two paintings selected for the workshop were *The Raft of the Medusa* by Gericault and *Guernica* by Picasso; they were chosen because they could represent two aspects of migration, in the past as well as in the present: the raft was seen as a symbol of all the migrants who attempt to cross the Mediterranean Sea on decrepit boats, while *Guernica* was the best representation of war, which is still among the main reasons why refugees escape from their own countries.



Our students and the partner students worked together at the final construction of the paintings scene and discussed about the 'action' that should be played before 'freezing' into the original painting.









In the afternoon the students went to the Kindergarten where they played some traditional games of the partner countries; they also engaged in dancing 'tarantella', sirtaki and other traditional dances. No photos of the experience can be shared here because some of the young pupils did not give their permission.

## Third day

### SPORT & NATURE: Nordic Walking along the River Silis



The students were introduced to the basic techniques of Nordic Walking and practiced them along the banks of the River Silis. The River Silis has always been an important means of trading communication between the hinterland, the lagoon and the sea influencing also the customs of the people living along its bank. The river is also important as a natural resource and has in fact been recognized as a Natural National Park.

## NATURE & HISTORY: the River Silis and the Lagoon

In order to make the River Silis and the lagoon more deeply known by the partner students, our students – with the help of Science teachers - had prepared some short videos which illustrated the main historical and natural features of the two environment. Some of our students presented the materials to their friends from the partner countries.

<https://youtu.be/2AjsIOyfU6E> Video RIVER SILIS

<https://youtu.be/dEGPPRy16e4> Video VENETIAN LAGOON

In the afternoon we had **A GENERAL MEETING** and all partner students reported about their previous work on migration and presented their products. Each partner school had explored the topic from different point of views and adopting a different approach.



The German students prepared interviews and investigated on the original countries, the stories, experiences and feelings of some of their own schoolmates who had to migrate to Germany for some reason or another; then they organized the answers into very effective posters, which they showed and explained during the meeting.

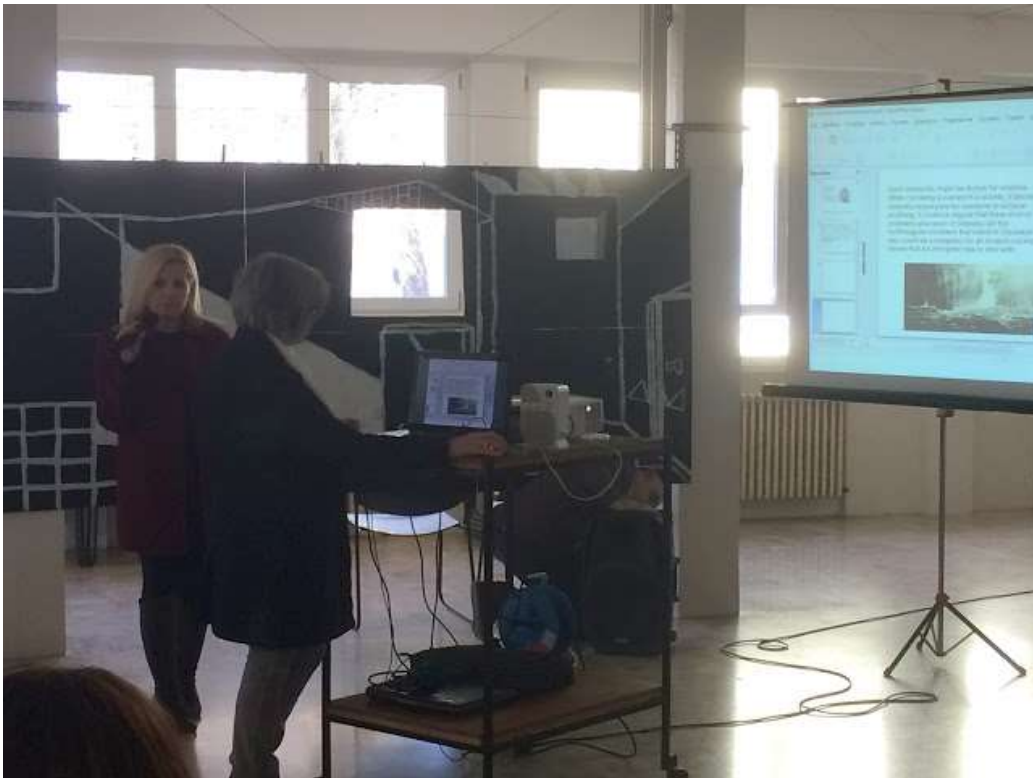


The Cypriot students explored the history of their own country and analyzed the consequences of the Turkish invasion which gave birth to a large of refugees, escaping to the free part of the country. The students' work was very detailed and its result were collected in a PPT which they illustrated during the meeting.





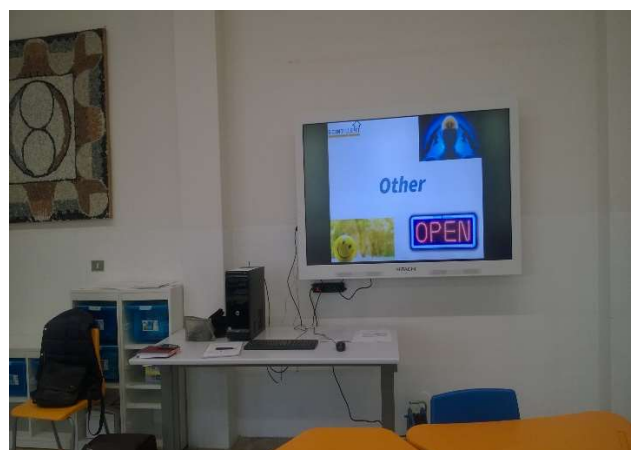
The Polish students prepared to the presentation from different points of view. First, students got familiar with the vocabulary and watched few videos presenting stories of children that had to leave their country. They discussed and analyzed the topic very deeply. They also talked with children from Ukraine and Belarus that are in our school. They searched for ideas that could be helpful for children from different countries, that come to our school. As a result, they created short leaflet: „We’re helping newcomers in our city” with ideas that could be useful for foreign students. They included the map of the nearest area, means of transport and most important places. The leaflet was presented during LTTA in Italy.



The Greek students prepared a very interesting video on Ulysses, identifying and presenting him as The first Migrant. They also shared their personal elaboration of his travels and adventures in a very effective and brilliant performance.

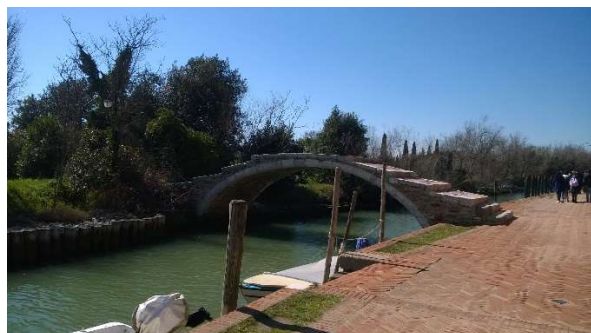
## Cooperative working Workshop

On the second and third day the partner teachers attended a workshop on Cooperative Learning, held by a professional expert teacher from “Scintille”, an association providing support, advice and training for innovative educational practices.



## Fourth day

The whole day was devoted to a **BOAT TRIP** that starting from Portograndi, along the River Silis, brought us to the lagoon of Venice where we stopped on the three major islands: Torcello, Murano e Burano. These were the first places where the inhabitants of Altino settled down when they escaped from Attila's invasion of their own town. The birth of the city of Venice started from these 'refugees' first settlements. In Murano the students attended a workshop in an old glass blowing factory.







## Fifth day

Thanks to the collaboration of a group of students from a Venetian high school, the partner students and teachers were guided through some 'Sestrieri' of Venice and discovered the less known parts of the city. After the guided tour we all met in Saint Mark Square and in the afternoon everyone was free to wander around Venice on their own.

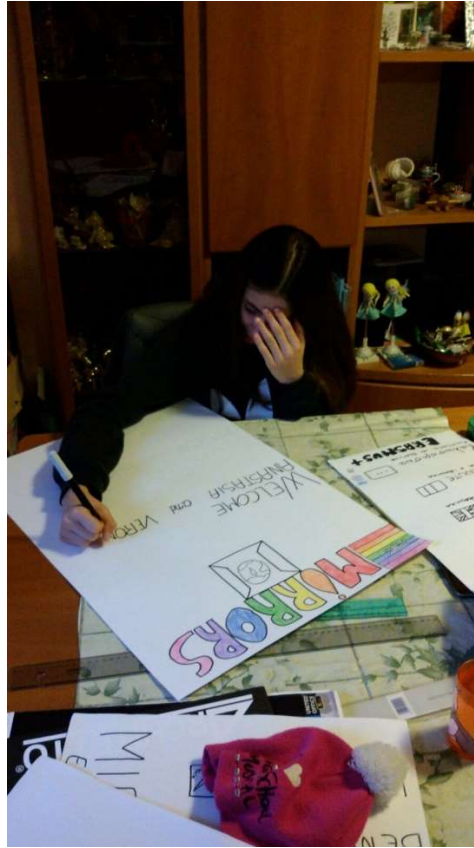






## Family Life

One of the most positive outcomes of the LTTA was represented by the families amazing involvement with the partner children they were hosting: they really became part of their family and it was very hard for all when everyone has to come back home!!!





## Goodbye...At the airport



