Science and technology in our school

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The Italian school system takes as a reference towards which the framework of Key Competences for lifelong learning is defined, defined by the European Parliament and the Council of the European Union (Recommendation of18-12-2006).
In particular :
Competence in science refers to the ability and willingness to use the set of knowledge and methodologies possessed to explain the world around us, knowing how to identify problems and drawing conclusions that are based on proven facts. Competence in the technological field is considered the application of this knowledge and methodology to give answers to the desires and needs felt by human beings. Competence in science and technology involves understanding the changes brought about by human activity and awareness of the responsibility of each citizen.
THE KINDERGARTEN (from 3 to 6 years)
Children are our future and the most profound reason for preserving and improving common life on our planet. Children come to school with a story: in the family or in the nest they have learned to move and get in touch with others with increasing levels of autonomy; they experienced the first relationships; they lived emotions and played roles through the game and the words ; they started asking questions about the world and life. The kindergarten therefore presents itself as a cautionary protective environment to create many possibilities for growth and knowledge. Teachers welcome, enhance and extend the curiosities, the explorations, the proposals of the children and create learning opportunities to encourage the organization of what the children are discovering. Direct experience, play, proceeding through trial and error allow to the children,appropriately guided , to deepen and systematize learning. This is why everything happens through EXPERIENCE FIELDS, that is a set of objects, situations, images and languages, referring to the symbolic systems of our culture, capable of evoking, stimulating and accompanying increasingly secure learning.
They are :
- the self and the other
- the body and the movement
- images, sounds and colors
- speeches and words
- knowledge of the world

PRIMARY SCHOOL AND SECONDARY SCHOOL

The child confronts the new media and the new languages of communication as a spectator and an actor. The school helps him to become familiar with the experience of multimedia, encouraging active contact with the media.
THE FIRST EDUCATION CYCLE IN ITALY INCLUDES THE PRIMARY SCHOOL AND THE SECONDARY SCHOOL OF THE FIRST GRADE.

SCIENCES

The modern scientific knowledge of the world has been built over time through a method of investigation based on the observation of facts and their interpretation, with explanations and models always susceptible to revision and reformulation.
The observation of the facts and the spirit of research characterize an effective teaching of the sciences and are implemented through a direct involvement of the pupils, encouraging them to ask questions about phenomena and things, to design experiments / explorations, following hypotheses of work and to construct their interpretative models.

THE LEARNING OBJECTIVES AT THE END OF THE PRIMARY SCHOOL (6-11 y.) ARE:
- explore and describe objects and animals
- explore and experiment in the field
- know the man, the living and the environment
- know objects, materials and transformations

THE LEARNING OBJECTIVES AT THE END OF THE SECONDARY SCHOOL (11-14 y.) ARE:
- explore and experiment with the most common phenomena, imagine and verify the causes, search for solutions to problems, using the acquired knowledge, in relation to the fundamental concepts of physics and chemistry, astronomy and the Earth's sciences, biology

TECHNOLOGY

The technology deals with the interventions and transformations that man works towards the environment to guarantee the survival and satisfaction of their needs.
Therefore, the principles of operation and the methods of use of all the instruments, devices, machines and systems, material and immaterial, that man designs, realizes and uses to manage or solve problems or improve the own condition of life , fall within this study field. The new multimedia tools and languages are now a fundamental element of all disciplines, but it is through CODING and simulation, typical methods of technology, that technical and practical knowledge are combined and contribute to the understanding of complex systems.

AT THE END OF THE PRIMARY SCHOOL the student:

- recognizes and identifies artificial elements and phenomena in the environment
- knows some processes of transformation of resources and energies and of their environmental impact
- knows and uses everyday objects and tools, can describe them and can explain how they work
- orientates itself among the different media and knows how to use them appropriately
- begins to know critically the characteristics, functions and limits of current technology
- programs elementary computer environments and elaborates simple instructions to control the behavior of the robots.

AT THE END OF THE SECONDARY SCHOOL the student:

- recognizes in the environment the main technological systems and the relationships they establish with living beings and other natural elements
- knows the main processes of transformation of resources and the different forms of energy involved
- knows and uses commonly used objects, tools and machines and knows how to classify them
- appropriately uses material, IT and organizational resources for the design and production of digital products
- knows the properties and characteristics of different media and knows how to use them effectively and responsibly
- designs and implements graphic representations using multimedia languages
- programs computer environments and develops simple instructions to control the behavior of the robots.

Some examples of projects/laboratories

Schools for European Cetacean Society Conference

Project involving the active participation of schools in the province of La Spezia at the European Cetacean Society international conference.

Exit at sea for the sighting of cetaceans

This year the project "Schools for the ECS Conference" takes a leap forward, becomes a three-year project, consolidates and expands the network of collaborations with research institutes, universities, organizations, associations and changes its name: "Progetto Giona". The goal, however, remains the same: to create in our children an environmental awareness, to grow in them the love for the sea (through biology, technology, art, sailing ...) because we are convinced that we can only defend, preserve and protect what we love.

Project Giona: monitoring of the MACRO plastic on the beach. Subdivision of the different materials found and calculation of the density, i.e. the number of pieces of plastic per square meter set

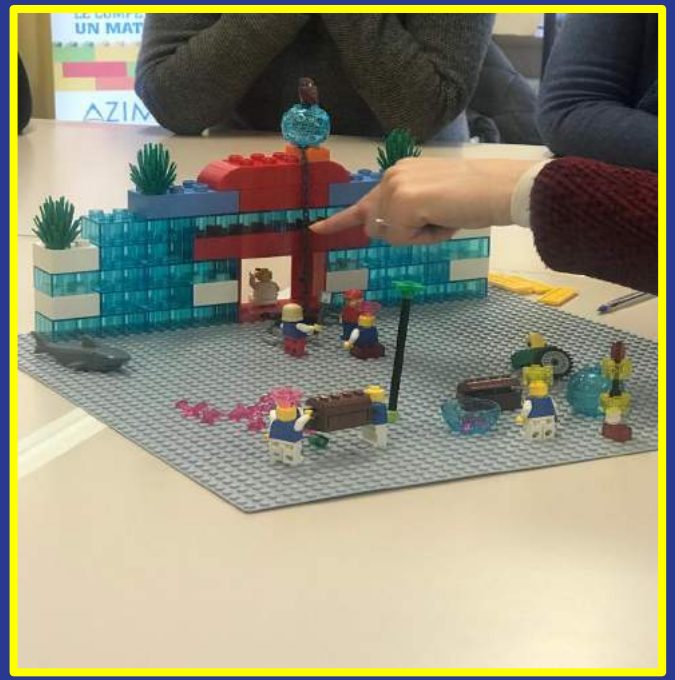
An example of activity about

ROBOTICS

SCIENTIFIC WORKSHOPS

Experiments on the recognition of the presence of fat in some foods. Testing of bile action. Analysis of the anatomy bowel.

LEADERSHIP EDUCATIVA COURSE



LEADERSHIP EDUCATIVA is a program aimed at initiating a process of educational, cultural transformation and development of Leadership.

Educational Leadership:
Learning for Transformation Educational Leadership is a work program that you extends over three school years, with the aim of launching a learning process to give depth and sustainability to the necessary change, and with the involvement of the whole school and families, helps students develop the skills and security they need to successfully lead your life in school and beyond.

Primary Destinations

Help students to succeed in:

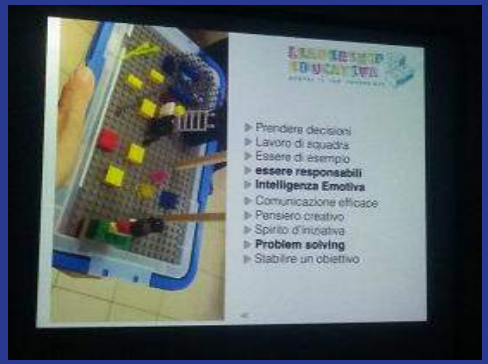
1. Directing their life. Be sure of yourself and independent.
2. Work well with others. Being able to be interdependent.
3. Make significant contributions to their place of work, in their family and in the community, in a balanced manner

Secondary Destinations

1. Allows school staff to be more effective from a personal and professional point of view.
2. strengthen the school-family relationship, mainly by helping students take leadership skills with them.
3. improve communities by offering a future workforce and citizens that make the community a more attractive and safe environment in which to live and work.

Educational Leadership is spread over 3 areas

Integrated Teaching for all school staff in the first two years (Educational Leadership: Foundation Lab 1.0 and Educational Leadership: Foundation Lab 2.0)
Workshops with students with classroom facilitator for the first two years. From the third year onwards, the teachers who participated in the course will be able to independently follow the facilitation in the classroom.
Workshops with parents to involve them with their children's leadership development activities.

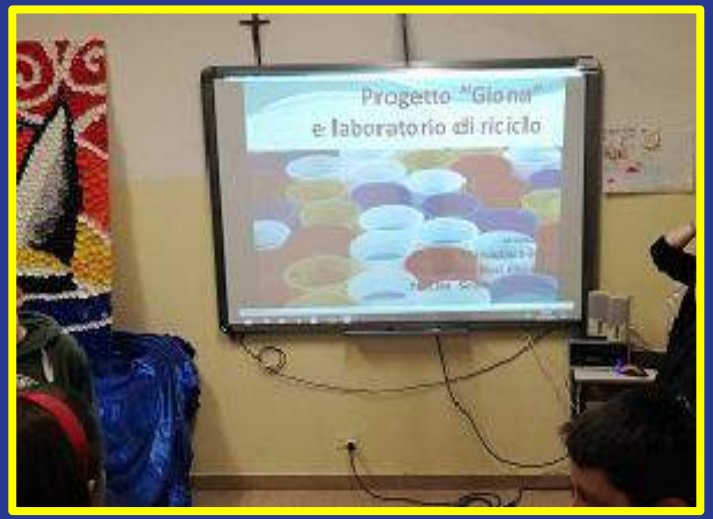


ASTRONOMY

Solar system explained by secondary school students

Chemistry laboratory: creation of perfumes. Secondary school explains to primary school

Recycling laboratory



Physics laboratory: measure the friction

Technology by E-Twinning

The project was born with the aim of enhancing the learning of foreign languages by offering students the possibility of using the vehicular language in a real learning context such as that of Etwinning. Etwinning is a learning community that promotes eTwinning between European schools, an instrument that promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT). Electronic twinning promotes the exchange of knowledge and experience as well as the cultural, linguistic and human enrichment of the participants. In a virtual learning environment, pupils learn to know each other, to share information using the foreign language. The communication will be done by e-mail, sharing images and audio and video materials, participating in video conferences.

A student speaks about a twinning with an other school in English and French .

ISTITUTO COMPRENSIVO
S. STEFANO DI MAGRA ISA12
ITALY

Tomorrow's school for all starts today

ERASMUS PLUS 2017/20

2017-1-BE01-KA219-024746_8

Italy has 20 regions

Our region is Liguria


SWITZ.
AUS.
HUNGARY
SLO.
CROATIA
Mont Blanc de Courmayeur
FR.
Milan
Verona
Trieste
Turin
Venice
Genoa
Bologna
Ravenna
SER.
BOS. & HER.
MONACO
X Cinque Terre
Livorno
Florence
MONT.
Corsica (FR.)
Adriatic Sea
KOS.
ROME
VATICAN CITY
ALB.
Bari
Sassari
Naples
Taranto
Salerno
Sardinia
Tyrrhenian Sea
Cagliari
Ionian Sea
Palermo
Messina
Reggio di Calabria
Mediterranean Sea
Sicily
Catania
Augusta
Melilli Oil Terminal
Pantelleria
ALG.
MALTA
TUNISIA
ISOLE PELAGIE
0 100 200 km
0 100 200 mi

The “Cinque terre”

LA SCUOLA ITALIANA

In each italian school the teaching activities are provided by the NATIONAL PROGRAMS drawn up by the Ministry of Education:

"Indicazioni Nazionali per il curricolo della Scuola dell'Infanzia e del Primo Ciclo d'Istruzione"

The school certifies the skill levels in all the disciplines, at the end of each cycle of studies.

- Italian school is free and obligatory until 16 years
- We have three steps(2^ 5^ primary, and 3^ secondary) of evaluation very hard for children, called INVALSI (Istituto nazionale per la valutazione del sistema educativo di istruzione).
- Children have to do some tests of italian language, maths and English language.
- We achieved an hight level of competence.

Training offer

- Six schools with a different timetable:
- Two kindergartens (from 2and half to six years) not obligatory.
- Three primary schools (from six to eleven years) obligatory.
- One secondary school (from eleven to fourtheen years) obligatory.

SCUOLA DELL'INFANZIA "IL BISCOTTO"

TIMETABLE

From Monday to Friday
From 8:00 a.m.
to 4:00 p.m

PRESCHOOL TIME

From 7:30 a.m.
to 8:00.am.

In the school there are :

76 Pupils

8 teachers

2 Scholastic Staff

Projects and activities

SCUOLA DELL'INFANZIA BELASO

TIMETABLE

From MONDAY to FRIDAY

from 8:15 a. m.

to 4:15 p.m.

Preschool time

from 7:45 a.m.

to 8:15 a.am

In the school there are

78 pupilS

8 teachers

2 Scholastic collaborators

PROJECTS AND ACTIVITIES







SCUOLA PRIMARIA "E. FERMI"

TIMETABLE

MONDAY TUESDAY AND THURSDAY

From 8:00 To 16:00

WEDNESDAY AND FRIDAY

From 8:00 a.m.
to 12:30 a.m.

In the school there are

138 Pupils
18 Teachers
3 School staff

PROJECTS AND ACTIVITIES

SCUOLA PRIMARIA XXIX NOVEMBRE

TIMETABLE

From Monday
to Friday
From 8:05 a.m.
to 4:35 p.m.
On Wednesday
from 8:05 a.m
to 2:30 p.m

In the school there are:

175 Pupils
23 Teachers

4 school collaborators

PROJETS AND ACTIVITIES

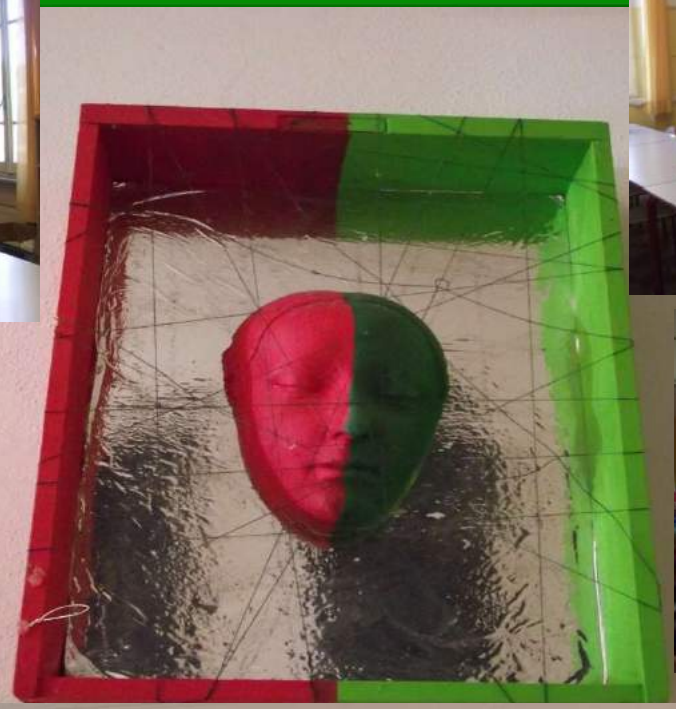
SCUOLA PRIMARIA ARZELA'

TIMETABLE
From Monday to Saturday
From 8:10 a.m. to 12:40 a.m.

In the school there are:

120 Pupils
13 Teachers
2 school collaborators

PROJECTS AND ACTIVITIES



SCUOLA SECONDARIA DI PRIMO GRADO "A. SCHIAFFINI"

TIMETABLE

From Monday to Friday
From 7: 50 a.m.
To 1:30 p.m.

In the school there are:

N° 35 teachers
N° 302 students
N° 2 School collaborators

In this school there are:

The Headmaster office
The Managing director office
and
The secretarial Office,
with
6 employees

PROJECTS AND ACTVITIES

PROJECTS AND ACTiVITIES

The **Comprehensive Institute of S. Stefano di Magra** this year is institute leader for different projects among which that managed by

"The European Cetacean Society" .

This project will guarantee:

•The **VERTICAL CONTINUITY** between the various orders and scolastic degrees from the **Kindergarten** to **Secondary** one of first degree and through programmed activity by the teachers for the students.

(The Kindergarten "Belaso" also developes the Continuity with the nearby nest infancy)

• The **HORIZONTAL CONTINUITY,** through activity organized with society and corporate body of the territory (you go out in sailboat..)

The town finances the **PROJEC**T of **MUSIC** for all the schools of te institute, that use the experts and professionals as for the project of the **ART.**

In the schools it has spread the activity

CLASSES OPEN LABORATORIALE CLIL ,Recoveries and expansion of the competence more and more.

The use of **I C T** (PC, LIM, coding and robotic activities softwares, cartoon softwares etc..) is slowly transfforming the way to make school.

SPORTS PROJECTS

Swimming, Aikido, Volley, Sail,Danzamovimentoterapia

I.C. ISA 12
Santo Stefano di Magra
Italy

Development school for Inclusion

History of disabled children at school

- In the sixties: ➡ Special Schools and special classes (only for disabled children)(differential);
- Law n° 51/77 ➡ abolition of special classes;

  Integration of disabled children in classes of Primary and Secondary Schools. No more than 20 children per class and the institution of a Teacher with specific competences;
- Ministerial Circular n° 199/79 ➡ allows disabled children in classes at the Infant School;
- 1987 ➡ disabled children are included in classes of Higher Secondary Schools.

Law 104/92

In 1992 the law n 104 was passed.
It established the principles of a beneficial Scholastic Inclusion.
Inclusion promotes the potentialities of the disabled children in learning, communication, relationship and socialising processes.
Education rights can’t be prevented by difficulties deriving from disabilities.

The research or specialised teacher

- He or she takes care of the learning process
- He or she is an expert in teamwork
- He or she can plan individualised strategies to be carried out in social contexts

The Multidisciplinary team

Social and health workers with the teachers and the learning support/specialised teachers together with the children's parents

.

DRAW
The Individual Educational Plan
The document which designes the teaching – learning processes as to assure the right to Education.

The P.E.I

School as a learning educational environment plays an important role in the P.E.I. as promoting the interventions in favour of pupils with learning difficulties.

P.E.I. becomes the planning tool to carry out the teaching-learning process and to ensure that pupils with learning difficulties achieve maximum results as compared to their possibilities and skills.

This is possible by analysing the variables involved: the pupil, the class, the family, the teachers, the organization of the school, the time tables and the spaces, the socio-economic background.

The inclusive school

Vision

- Supporting the different weaknesses
- Valuating and respecting differences
- Respecting learning times
- Being open to the community
- Being update

Mission

- Promoting welcoming and attention towards everybody's needs
- Promoting the dialogue and the interaction with families
- Promoting the development of the school community, also with adequate training courses

Vision and Mission → The P.A.I. (Year Inclusion Plan)

The year Inclusion Plan

To implement the culture of inclusion

To tailor adjusted learning programs and didactics

To implement, model, monitor and evaluate teaching programs for students with additional learning needs and support them together with regular classroom teachers

To be aware of the critical issues and strength of the Institution, by taking over the typologies of the different special educational needs and the resources that can be used, the set of difficulties and disturbances encountered, the importance of the educational interventions and of the educational strategies in an inclusive direction.

Our children with special educational needs

Certified disabilities (Law 104/92 art. 3, com. 1 e 3):

- **Visually impaired → 2**
- **Impaired hearing → 1**
- **Psychophysical disabled → 18**

Specific developmental disorders (additional learning needs):

- **DSA → 3**
- **ADHD/DOP → 4**
- **FIL → 3**

Disadvantage:

- **Cultural linguistic disadvantage → 11**
- **Educational risk → 15**

Total disabilities: 13%

Infant School

Inclusion: high functioning autism

Cooperative games

Infant school:
inclusion for high functioning autism children

Creative workshops

INFANT SCHOOL:

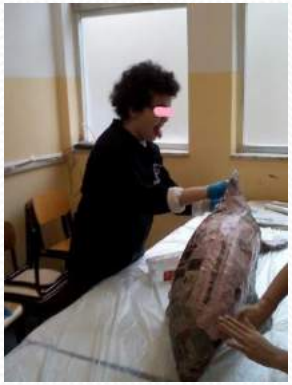
INCLUDING WITH CODING

High functioning autism at the Infant school

Swimming lessons

Workshops at the Primary School

Autism and intellectually disabled children with their classmates during Carnival workshops.



Primary School:
all together in the gym!

Primary school: homework and cooperative learning

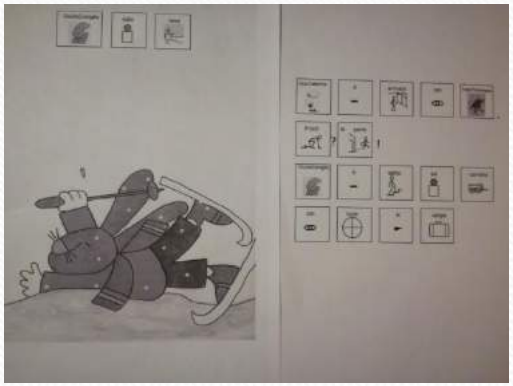
Primary school: autism and drama …..and music

In the courtyard at the break

Aids for students

PECS and simplified books

Prompts



Lower Secondary School :

İnclusion for students with low e high functioning autism, mentally disabled, impaired hearing and visually impaired

Drama and music

Sport together at the lower Secondary School

Volley

Bowling

Scuba diving

Rafting

Everybody joining in!

Cooperative learning

Workshops

Inclusion in progress

All in

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Class: primary education (infant)

Age range: 5/6 years old

Activity description: PRODUCTION OF A SOCIAL HISTORY

Production of a booklet with the CAA and video reprocessing.
Social stories are an excellent educational-didactic approach to manage problem behaviors in autistic individuals.
The CAA is an effective tool for the kindergarten, where the image, an immediate tool and accessible to all, tells.

AIMS:
• Interiorization of the rules of school coexistence
• Prolongation of attention times
• Encourage:
- the development of thoughts: Convergent, Divergent and Creative
- AUTONOMY and SOCIAL INTERACTION, Verbal and non-verbal.
- The recognition and management of EMOTIONS and FEELINGS
- A COOPERATIVE ATTITUDE
- An active and shared participation
- The use of different materials and techniques (ICT..ecc)

The teachers invented the following rhyming story:

C'era una volta un bambino Sempre sorridente E molto competente. Anche se piccino Sapeva leggere le lettere di un libricino, I numeri e le lettere erano molto interessanti E lui si fermava a guardarle per tanti istanti. Con i suoi amici lui giocava, Ma in piccolo gruppo meglio stava	Once upon a time there was a child Always smiling And very competent. Although small He could read the letters of a booklet, The numbers and letters were very interesting And he stopped to look at them for many moments. He played with his friends, But in a small group it was better

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Pochi bimbi tutti insieme Possono giocare molto bene.	Few children all together They can play very well.
Quando i Lego lui recuperava Un grande gioco inventava Ma Tutti i pezzi lui voleva E quel che succedeva non sapeva. A volte piangeva A volte si arrabbiava A volte i pezzetti in aria lanciava.	When the Legos he recovered A great game invented But all the pieces he wanted And what happened did not know. Sometimes he cried Sometimes he got angry Sometimes the pieces in the air threw.
Ma le regole guardando Chiedeva scusa abbracciando.	But the rules looking He apologized, hugging.
Un bel giorno in sezione I Lego spariron senza spiegazione.	One day in section The Legos disappeared without explanation.
Tutti i bimbi volevano giocare E nella scuola iniziarono a cercare.	All the children wanted to play And they started looking in the school.
Il bambino molto competente Trovó un biglietto che attiró la sua mente.	The very competent child He found a note that drew his mind.
Sopra c'era scritto : I Lego sono nell'aula rossa Questa è stata la mia mossa Se con i Lego non sanno giocare Ad altri bambini li possiamo regalare.	Above it was written: Lego are in the red classroom This was my move If with Legos they can not play We can give them to other children.
Il bambino molto sorridente Andò dai suoi amici felicemente Sveló il segreto a tutti quanti E lo abbracciarono davvero in tanti.	The very smiling child He went to his friends happily He revealed the secret to everyone And they really hugged him.
I suoi amici per incanto	

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Trovarono una soluzione a tutto quanto. Se con i Lego vogliam creare Una mano ci dobbiamo dare. Con il tuo aiuto il gioco l'abbiam trovato Con il nostro aiuto sarai meno arrabbiato. Prendiamoci per mano E rendiamo questo mondo più umano !!!	His friends by magic They found a solution to everything. If with Lego, we want to create We have to give a hand. With your help we found the game With our help you will be less angry. Let's take each other's hands And we make this world more human

Sequences

The children are read the rhyming story in real time.
The children identify the character of the story in their companion who adds: "yes, I play with legos, I like them very much!"
The story is written back to CAA with SYMWRITER.
The child with high autism, who knows the symbols of CAA, together with the teacher tells the story to his companions.

Conclusions

The management of a problem behavior for an autistic playmate, through Socialization, Objectivization and the Proposal of Shared Resolution, has produced the desired results, allowing the individual and the group to pursue the objectives set.

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Activity name: geography verification using Scratch "Do you know the regions of Italy?"

Class: primary school, level 5

Age range: 10/11 years old

Activity description:

An 10 years old hight-funcioning autistic child has scheduled a geography check for classmates using the Scratch program.
To familiarize with the program the child was left free to explore the program by starting to play with the Sprites, at a later time the support teacher taught him to program a maze using specific commands

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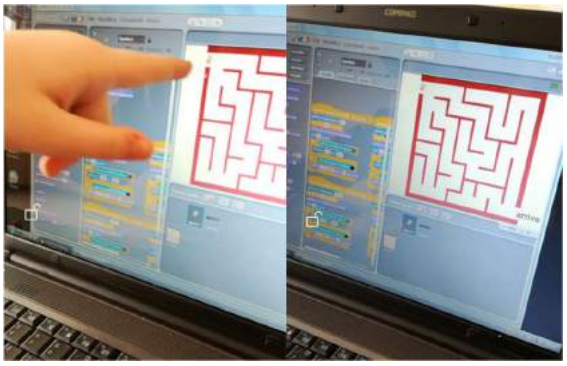

After a few weeks of activity, the child has acquired the skills to program geography verification. A video tutorial was used to help the student remember all the steps of the programming.

Sequences

The child looked for the map of Italy on the Internet, uploaded it as a background and then entered all the regions of Italy (sprites) and gave each one the commands (script) using variables to have the regions randomly extracted and made them blink.

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Every time the green flag was pressed on the program, 

the cat sprite asks the player to say the name of the flashing region: "What is the name of the blinking region?"

If the player responds well, the cat responds: "Exactly, the flashing region is just the .....", if the player misses, the Sprite gives the name of the right Region.

After the activity was individually planned by the pupil with autism, the verification was projected to the Lim and, one turn, each partner answered the questions of the Sprite.

Objectives achieved:
1) Development of the ability to orientate oneself and place oneself in Italy, naming the regions;
2) Use of new technologies and multimedia languages
3) Use of information and communication tools in significant situations of play and relationships with others.
4) Development of computational thinking.

Photos during the programming: the child with autism programs the geography check

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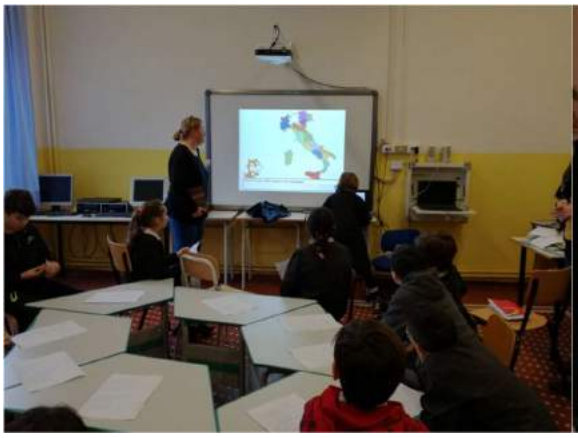
Photos during the check: the classmates answer the questions of the program on the Regions of Italy.



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Santo Stefano di Magra Comprehensive School I.S.A. 12 La Spezia Italy

ISTITUTO COMPRENSIVO SANTO STEFANO MAGRA - ISA 12
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ICT AND GAMES
LEARNING THROUGH GAMES

Play is one of the main ways in which children learn.As repeatedly stated by various researchers and educators, play, in addition to being present in the most varied cultural backgrounds, can contribute to enriching learning and developing essential skills for everyday life . The research emphasizes, in particular, the importance of play in kindergarten as it contributes to the cognitive, social, motor and linguistic development of children.

Piaget

According to Piaget, playful activity directs towards a complete development of the individual as it facilitates socialization, thanks to community games and the teaching of respect for the rules, and the development of intelligence, in relation to which recreational activities should be proposed - appropriate didactic:

stage of exercise games (0-2 years)

stage of symbolic games (2-7 years)

rule games stage (7-11 years)

stage of construction games (from 11 years)

At an educational-didactic level, play, if significant, makes children actively participate with respect to passive listening to a lesson.

Our schools

In our 6 schools, play is very important: in the three school grades (kindergarten, elementary and secondary), pupils use play as a useful way of learning in different ways.

In recent years, from manipulative, practical, sensorial play, we have moved on to technological play.

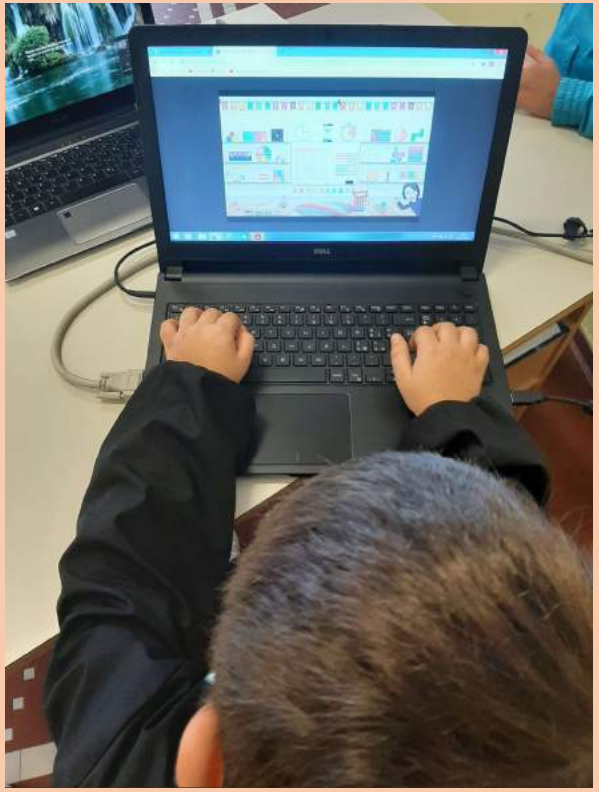
At the nursery school, pupils use the IWB, PCs, small robots, such as BEE BOT, supported by the help and instructions of the teachers.

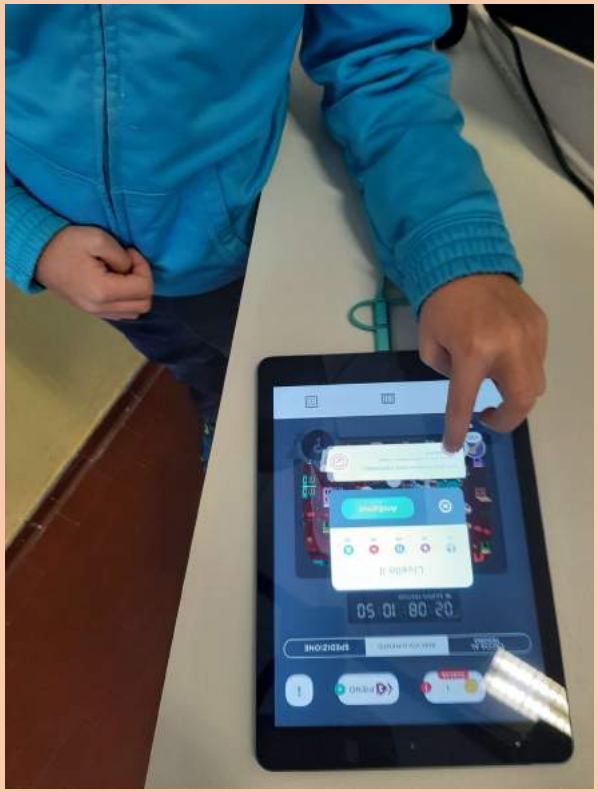
At primary school, pupils use the IWB, PCs, robots and targeted educational programs to learn curricular subjects.

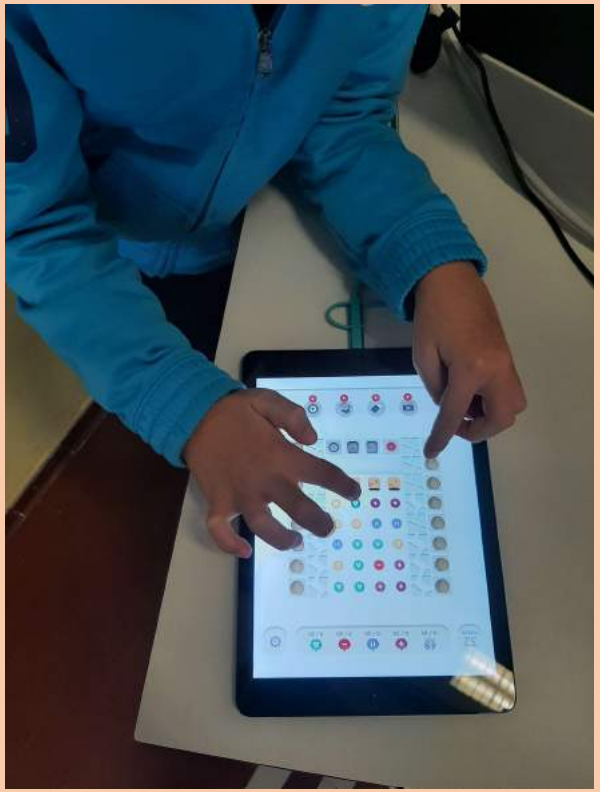
At secondary school, pupils mainly use educational videogames and PCs to study in more depth.

Our schools have long begun to buy various types of computer media, to be used with children in a safe way, making them careful also in the use of the INTERNET.

The videogame-education relationship can therefore help perceptual development, increase problem solving strategies, promote autonomy and participation, encourage motivation and creativity, acquire critical thinking, but only if it is mediated by the adult and is not seen as a simple "game".







In Itay there are some of leading experts in educational computer games:
Alessandro Bogliolo(www.campusstore.it) e Roberto Sconocchini(www.robertosconocchini.it).
They work for the italian schools writing books about the ITC.

Erasmus+ Lesson Plan

School:	Primary school “29 Novembre” Belaso	**Country:**	Italia	
Lesson Title:	The Smurfs and the discovery of comics	Age group:	Second class	
Date:	01/12/18	Size:	17	

Lesson Objective:	Success Criteria:
read, understand and know how to use the iconic language of comics tell stories read or heard through the comics clearly and report any significant elements manage the time and means at their disposal use drawing and drawing programs with the multimedia board	clarity in the expression of ideas work to achieve the purpose of the group demonstration of multimedia skills
Resources:	Key Vocabulary:
educational cards, comics, material for writing and drawing, multimedia board	- Fumetto; - vignetta; - margine tra le vignette; - nuvoletta (balloon); - didascalie; - onomatopee.

Key Questions:

- What do you know about Belgium?

What are the comics you prefer to read?

what do you think you have to do during the activity?

Starter Activity:

The teacher shows images and videos on the belgium with the multimedia blackboard, invites to express opinions and reflections to stimulate curiosity and imagination. Then he shows comics, and then the smurfs comics.

The activity is carried out through stimulating questions:

do you like reading comics?

what features do you want to deepen?

do you want to make a comic? such as?

can we do it with the IWB?

Main Activity:

the children are divided into groups to read a comic and understand how it is structured

Lesson Plan

each group will examine the layout of the cartoons, the outline lines, the shape of the balloons, the onomatopoeias and will reflect on the peculiarities of each smurf

each group will invent a small story with smurfs, draw it and write the dialogues.

each story will be transformed into a comic, with a main character, an antagonist and helpers, to stimulate the understanding of emotions, the analysis of reality and the resolution of problems.

each group will use drawing and writing programs with the IWB to represent their own story.

finally, each group will show their work to their peers, to stimulate analysis and reflection.

Plenary/Summary Activity:

re-elaboration and photographic reconstruction of the activities, collection of the produced material, also on posters.

Evaluation of Lesson:

systematic observations by the teacher, concerning the relational dynamics in the group, the socio-affective sphere of the pupils and the modality of participation in the work.

Lesson Plan

Erasmus+ Lesson Plan

School:	Kindergarden “Il Biscotto”	**Country:**	Italy	
Lesson Title:	Our garden (Nature science and technology)	Age group:	5	
Date:	November 2018	Size:		

Lesson Objective:	Success Criteria:
-To Explore the natural reality that surround us - To reflect on it - To formulate hypotheses	-Learning by doing - -
Resources:	Key Vocabulary:
Our garden; Pc, LIM, digital microscope	Nature Touch Discovery

Key Questions:

1.What about our garden? (Earth, tree,leaves, flowers, etc..)
2.What do you about what you see?
3. Do you Know why?

Starter Activity:

The children observe and touch the natural elements, present in the garden (land, trees, leaves , flowers etc..)

Main Activity:

The Children argue about natural elements, about their own experience and Knowledges.

Plenary/Summary Activity:

The solid match between nature and science, will allow every, to formulate and to confirm known and unknown thesis.

Evaluation of Lesson:

The students partecipated with interest, curiosity and enthusiasm, to the proposed activities

Lesson Plan

The

OUR TREE FRIEND

THE CHILDREN OBSERVE TOUCH AND EMBRACE A TREE.

THE CHILDREN ARGUE ABOUT THEIR EXPERIENCES

THE CHILDREN EXPLORE LEAVES WITH DIGITAL MICROSCOPE

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ITC and curriculum

The ISA 12 of S. Stefano Magra includes 6 schools: 2 kindergartens, 3 primary schools and 1 secondary school.

The institute has around 110 teachers, more than 900 pupils and around fifty office staff and janitors. At the head of the institute we give the principal and the administrative manager.

In each school there is a laboratory with numerous PCs, tablets, printers, laptops and 5/6 IWBs per school, with numerous programs.

OUR SCHOOLS

A LABORATORY….

THE NATIONAL DIGITAL SCHOOL PLAN

The National Digital School Plan is the guideline document of the Ministry of Education, University and Research for the launch of an overall strategy to innovate the Italian school and for a new positioning of its educational system in the digital age.

It is a fundamental pillar of La Buona Scuola (law 107/2015), an operational vision that reflects the Government's position with respect to the most important innovation challenges of the public system: at the center of this vision are the innovation of the school system and the opportunities of digital education.

This Plan has a multi-year validity and directs the activity of the entire Administration, with already financed actions that will be taken on by the individual Departments of the Ministry for implementation; contributes to catalyzing the use of multiple sources of resources in favor of digital innovation, starting from the resources of the European Structural Funds (PON Education 2014-2020) and from the funds of the law 107/2015 La Buona Scuola).

In 2007, a National Plan for the Digital School was discussed for the first time, and since then a lot has been done:

ACTION LIM (2008) for the dissemination of multimedia interactive whiteboards

ACTION CL @ SSI 2.0 (2009) for the design and implementation of innovative learning environments

ACTION School digital publishing (2010) aimed at the production of digital content in schools

ACTION SCUOL @ 2.0 (2011) with appropriations for institutes regarding innovation

MIUR -regions agreements: agreements were created to accompany the digital innovation process to ensure greater synergy and collaboration between the central and regional levels

Action for Digital School Centers to equip schools on small islands or in the mountains with technological infrastructures

Training Poles Action: some school institutions have been identified for the management of training courses for teachers

All these actions, supported by considerable state funding, have led to the achievement of a wealth of skills, tools and models not to be missed, and have produced and propagated models of replicability and sustainability important in the daily experience of schools.

OBJECTIVES PURSUED:

Provide all schools with conditions for access to the information society

Making the "right to the INTERNET" a reality, starting with school

Cover the entire digital access chain of the school, to enable digital teaching.

The Ministry has therefore prepared:

-SPACES AND LEARNING ENVIRONMENTS FOR INTEGRATED DIGITAL EDUCATION

-CHALLENGE PRIZE FOR THE DIGITAL SCHOOL

-ACTIVE POLICIES FOR BYOD (BRING YOUR OWN DEVICE)

- MILLIONAIRE LABORATORIES AND ALLOCATIONS FOR INNOVATIVE SCHOOL BUILDINGS

- DIGITAL IDENTITY FOR EVERYONE

-ELECTRONIC REGISTER

- STAFF TRAINING AND TECHNICAL ASSISTANCE

PROMOTION OF OPEN EDUCATIONAL RESOURCES AND GUIDELINES ON THE SELF-PRODUCTION OF DIGITAL EDUCATIONAL CONTENT

- SCHOOL LIBRARIES AS ALPHABETIZATION ENVIRONMENTS FOR THE USE OF DIGITAL INFORMATION RESOURCES

PNSD OBJECTIVES:

Law 107 therefore provides that from 2016 all schools insert actions consistent with the PSND (national digital school plan) in their Three-year Plans of the Educational Offer to pursue the following objectives, mandatory for all Italian schools, and therefore also for the schools of S. Stefano Magra:

- development of students' digital skills

- strengthening of the laboratory teaching tools necessary to improve training and innovation processes of educational institutions

- adoption of organizational and technological tools to promote governance, transparency and data sharing

-training of teachers for didactic innovation and development of digital culture

-training of administrative staff and strengthening of network infrastructures

- valorisation of the best national experiences

- definition of the criteria for the adoption of didactic texts in digital format

- identification of a teacher as a Digital Animator

MAIN GOAL TO BE REACHED BY THE STUDENTS:

NO MORE JUST "DIGITAL NATIVE" BUT "DIGITAL AWARE".

THE DIGITAL COMPETENCE:

It consists in knowing how to use the technologies of the information society with familiarity and a critical spirit. It is supported by basic ICT skills: The use of the PC to find, evaluate, store, produce, present and exchange information as well as to communicate and participate in collaborative networks via the internet.

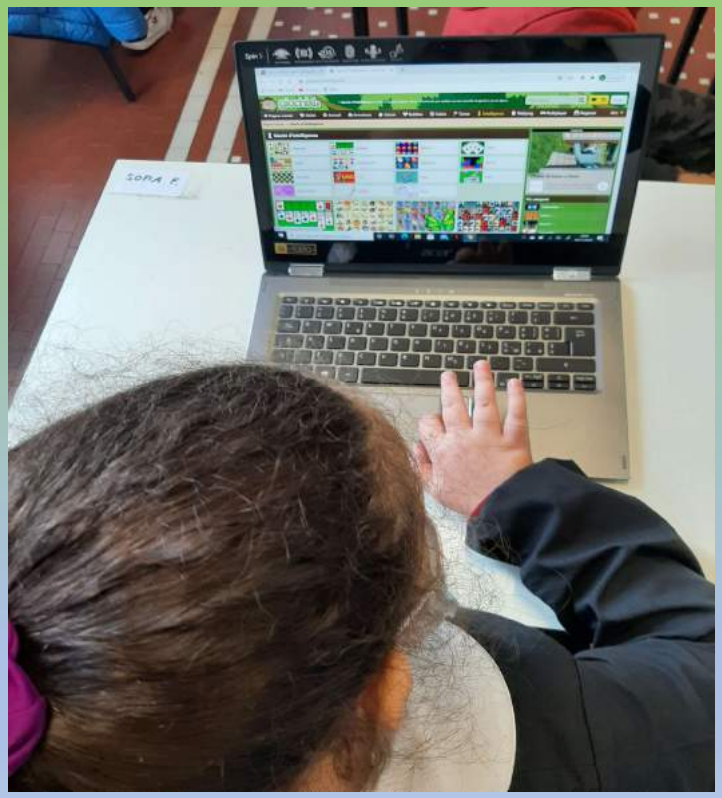
ICT prepares students for an active and conscious participation in a rapidly changing world, and they have these educational purposes:

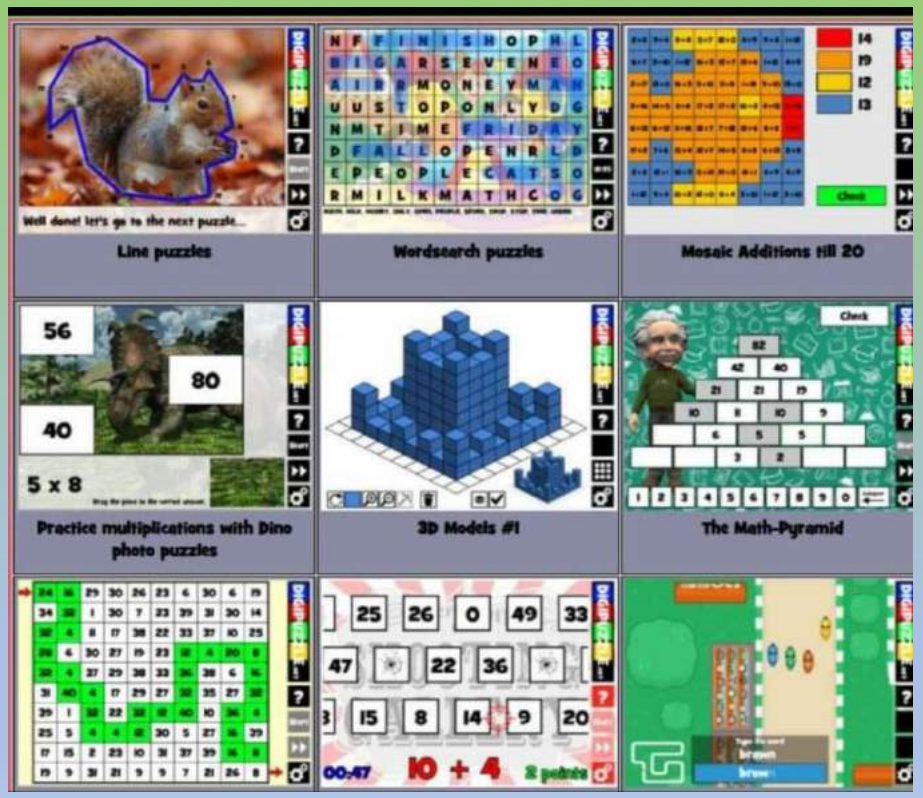
- support computer literacy by guiding the student towards an informed use of technologies
- facilitate the teaching-learning process (support for traditional curricular teaching)
- provide new tools to support the teacher's professional activity
- promote collaborative work and study situations
- constitute one of the citizen's cultural development environments.

ICT, used appropriately, in our schools can:

- improve student learning, motivation and performance
- develop the different intelligences and the related languages by promoting individualized learning
- help students find, explore, analyze, interpret, evaluate, share, present information in a responsible, creative and critical way
- to make students protagonists in the processes of knowledge construction - to provide citizens with the necessary skills for an active and aware citizenship.

AT WORK…




Line puzzles
Wordsearch puzzles
Mosaic Additions till 20
Practice multiplications with Dino photo puzzles
3D Models #1
The Math-Pyramid

Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY	
Lesson Title:	Leo il Beluga	Age group:	from 5-6	
Date:	all the year - 2/ 3 months	Size:	10	

Lesson Objective:	Success Criteria:
Represent a story with the kamishibai technique Encourage a playful and motivating approach to reading Focus on narration as a tool for integration between people	Laboratory as an innovative teaching tool. Positive socialization as a basis for communicative development.
Resources:	Key Vocabulary:
Primary school and kindergarten teachers	What is KAMISHIBAI ? (paper theater)

Key Questions:

how can I do a KAMISHIBAI ? why?

Starter Activity:

Reading of the story “LEO IL BELUGA”

Main Activity:

- Division of the story into sequences
- Graphic representation of the sequences relating to the story
- Realization of the images in small groups
- Dramatization of the story
- Realization in AAC OF THE STORY : children realise the paper theater with pictures, paper,cardboard, wood,painting,hinges..

Plenary/Summary Activity:

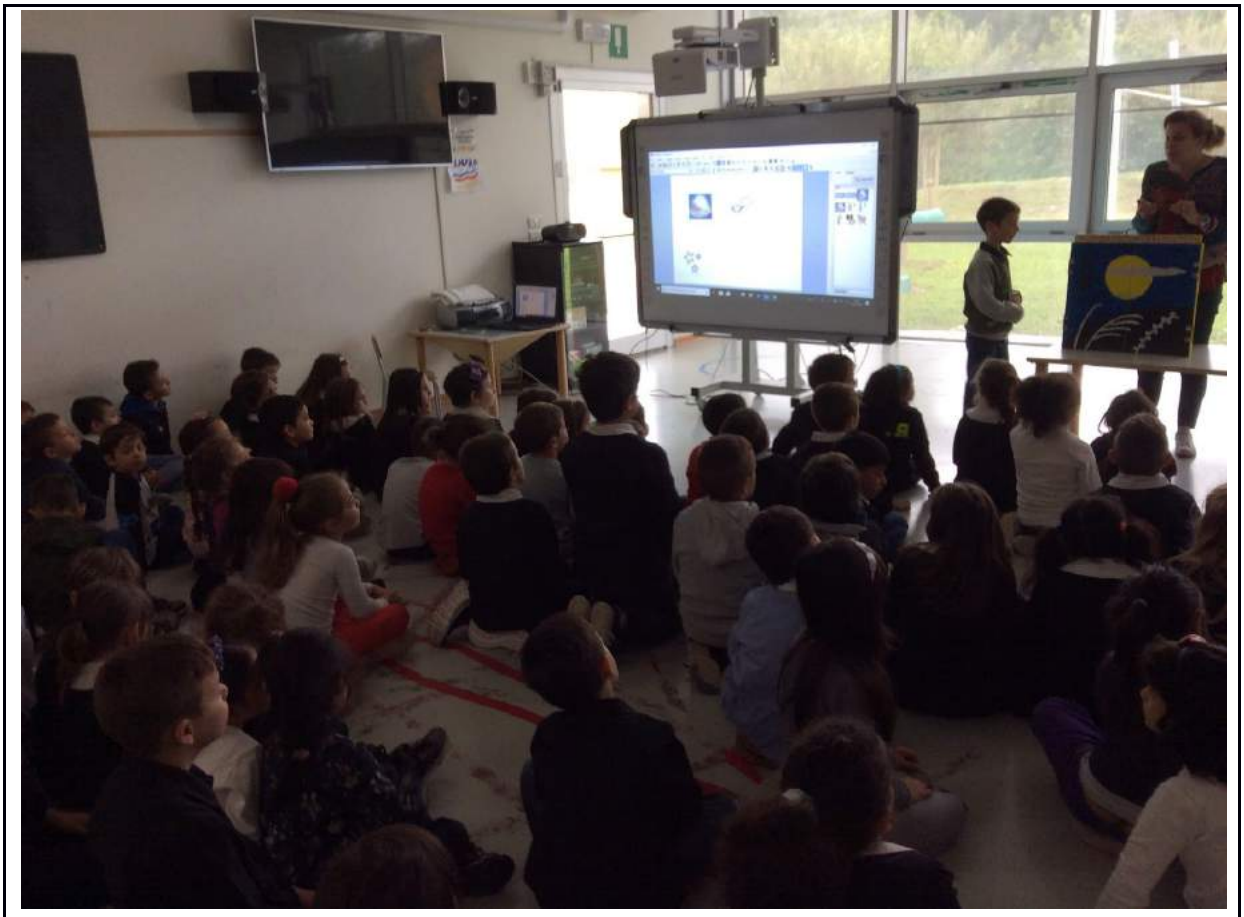
Final meeting with presentation of the activity and reading of the history in AAC

Evaluation of Lesson:

Occasional and systematic observations will provide the data necessary for the evaluation of path undertaken by the individual and by the group according to the key competences. A final meeting with shared reading will constitute the reality task and the relative evaluation.

The project / lesson offers possibilities that curricular paths don’t allow for the use of different languages and tools.
A curricular topic in the form of paper theater generates an emotional involvement and a different and more motivating learning approach to knowledge.

Lesson Plan

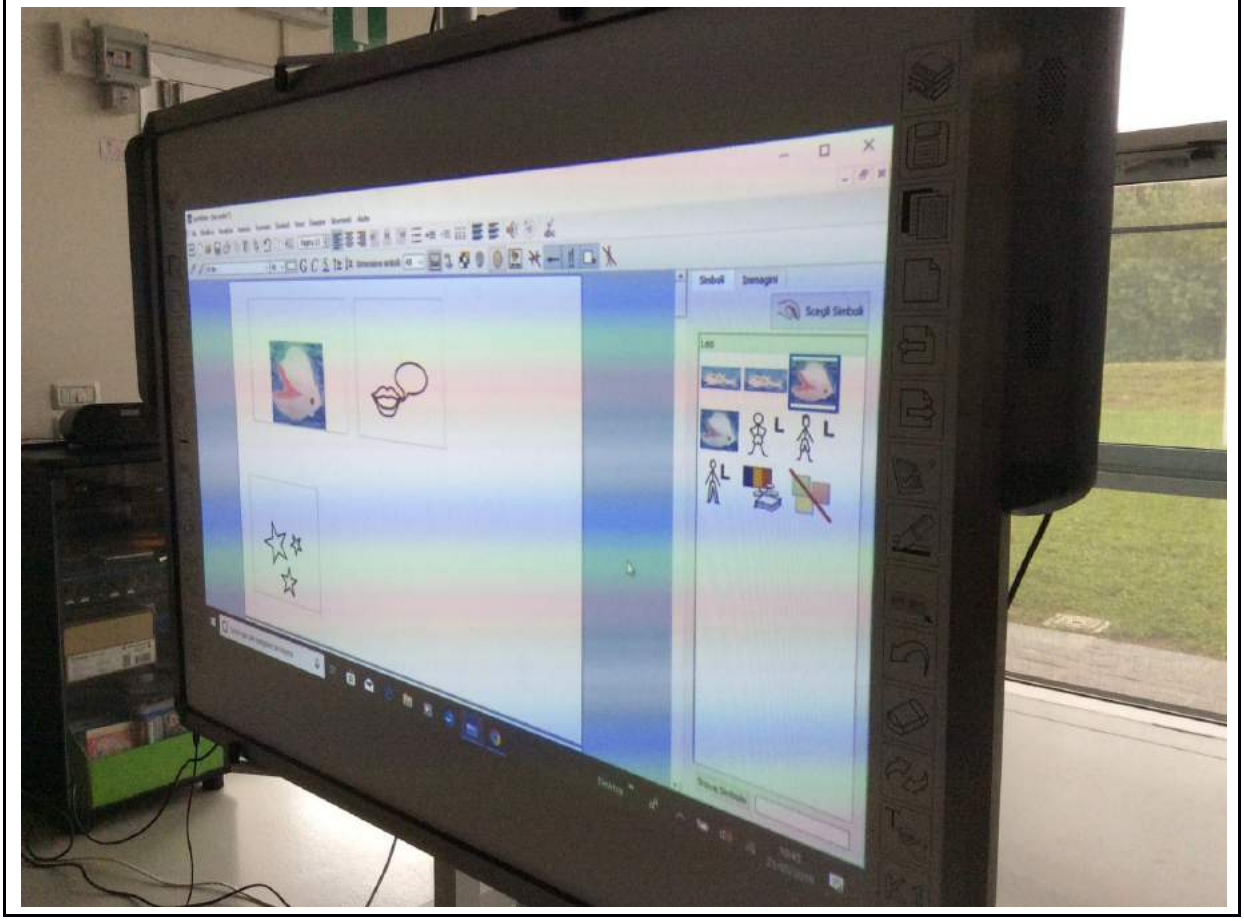


Lesson Plan

Lesson Plan

Lesson Plan

Lesson Plan



Lesson Plan

Lesson Plan

	Primary school Erasmus+	**Country:**	Italia	
Lesson Title:	create, read, edit,	Age group:	class	
Date:	01/12/18	Size:		

Lesson Objective:	Success Criteria:
create a digital book and share it	work in a cooperative way. to know how to compare. have a critical spirit. unleash the creativity of the students.
Resources:	Key Vocabulary:
pc or tablet, e-book creator program, books	

Key Questions:

what is an e-book?

what is it for?

how is it achieved?

do you want to create one?

Starter Activity:

watch a video on how to create an e-book together.

decide the topic of the e-book to be created: Italy.

choose what to insert in the e-book: text, colors, images, type of writing, audio and video.

Main Activity:

assemble all the collected information, write the texts, add images and drawings.

plenary activity

view the e-book together and print the book on paper.

Plenary/Summary Activity:

view the e-book together and print the book on paper.

Lesson Plan

Evaluation of Lesson:

pupils evaluate the finished book and its level of involvement in its business.

teachers evaluate the pupils' commitment to choosing text, images, colors, ...

they evaluate peer collaboration, connection in learning, positive involvement of all.

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ACTIVITY NAME: Making a video with the "Stop motion studio" program with Lego characters

CLASS: Secondary School-Level III

AGE RANGE: 13-14 years old

ACTIVITY DESCRIPTION:
An 16 years old autistic boy has limited fields of interest, one of these are the superheroes. He invented and designed a story with lego characters that depict them. To familiarize with the program the pupil watched videos of projects already done by others and with the support teacher tried to use the program.
Later, after acquiring the appropriate skills, he started designing the realization of the video.

SEQUENCES:
The student has listed and written in a sheet all the characters and objects to be used to make the story.

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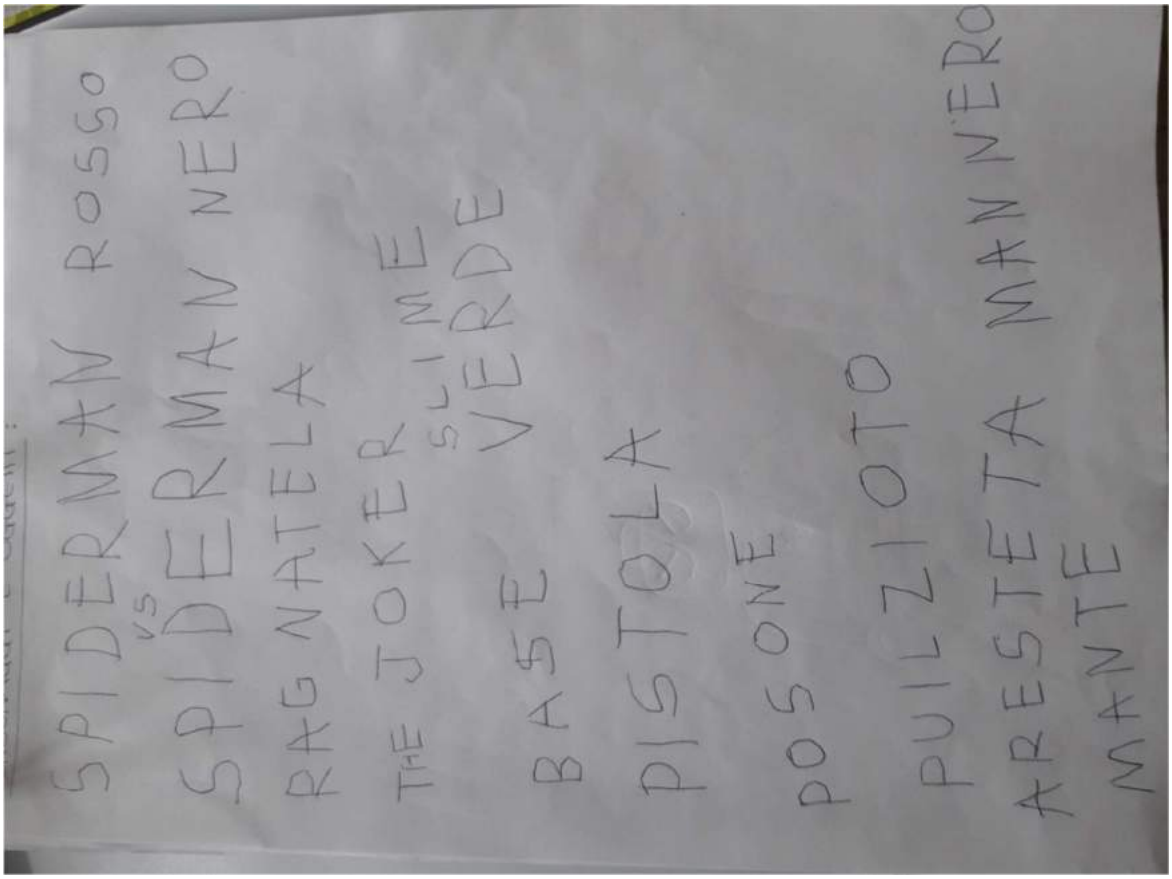

Slowly he defined the story and the setting with the help of the Supporting Teacher. The pupil began to simulate the encounter between the characters and the teacher transcribed it faithfully.

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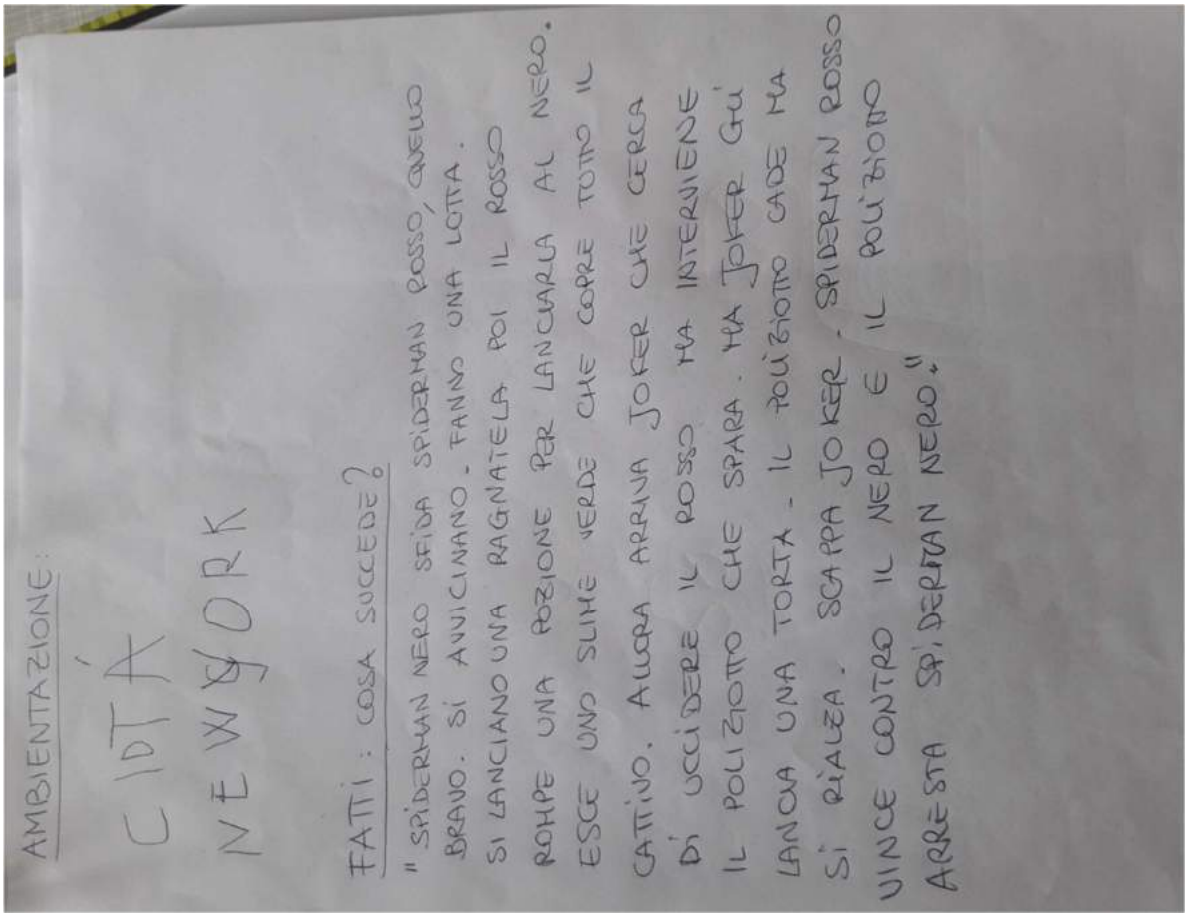

The pupil searched the internet for the background suited to the setting of the story, downloaded it and printed it.

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He then defined the title of the video and wrote it.

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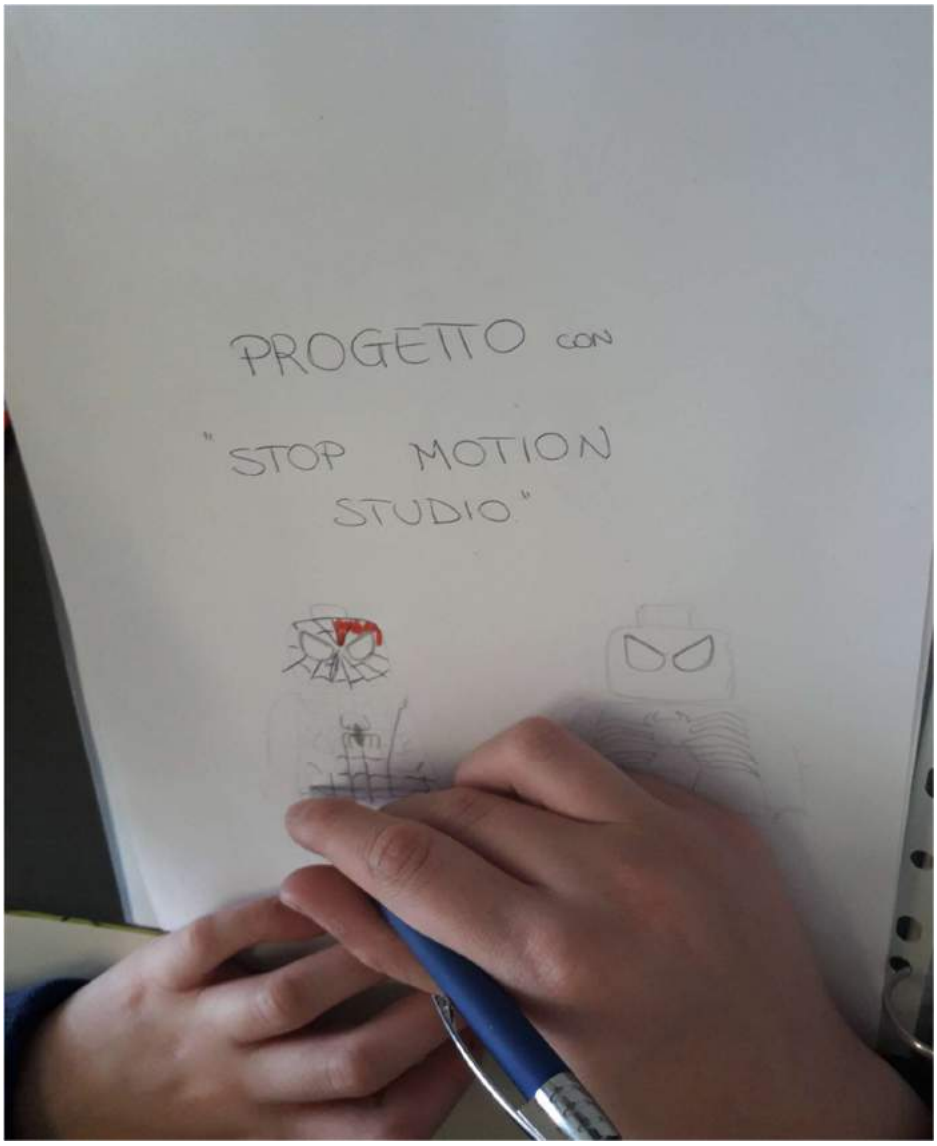

Later he began to position and move the characters by taking pictures in sequence with the phone.

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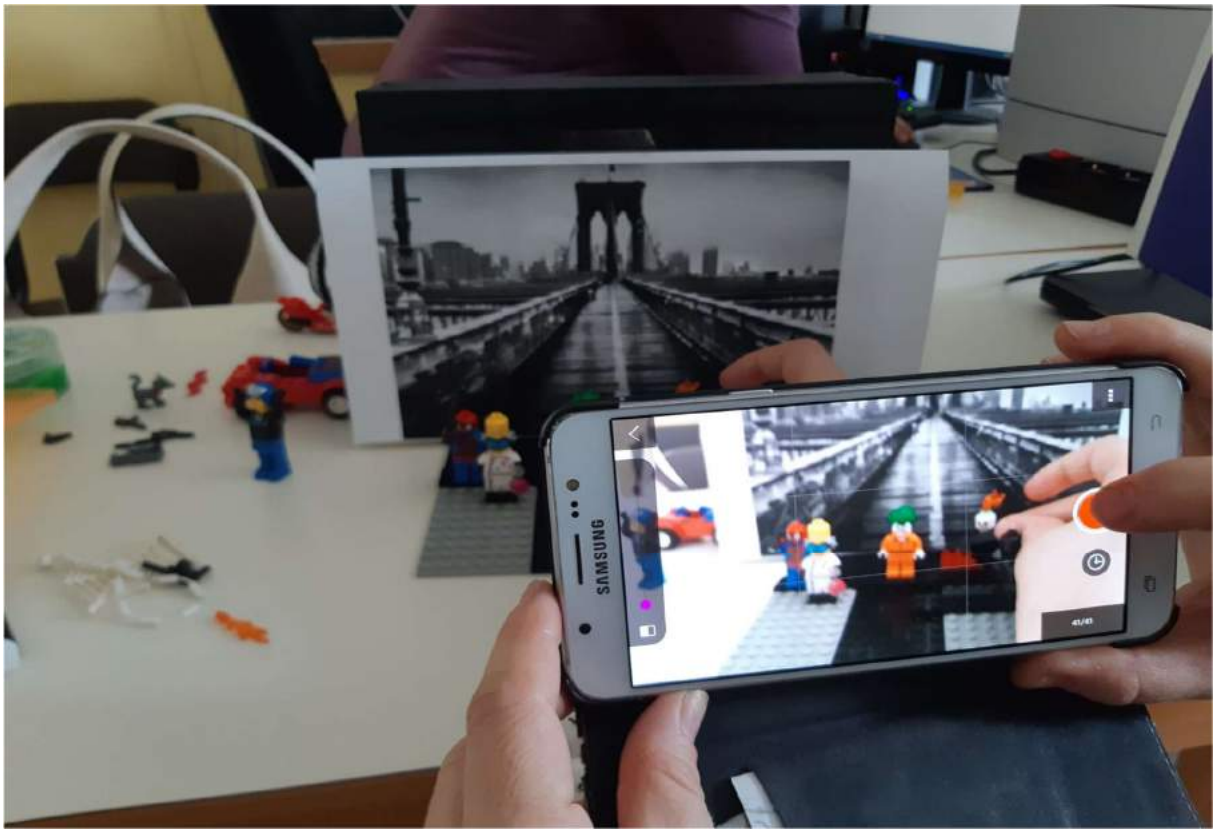

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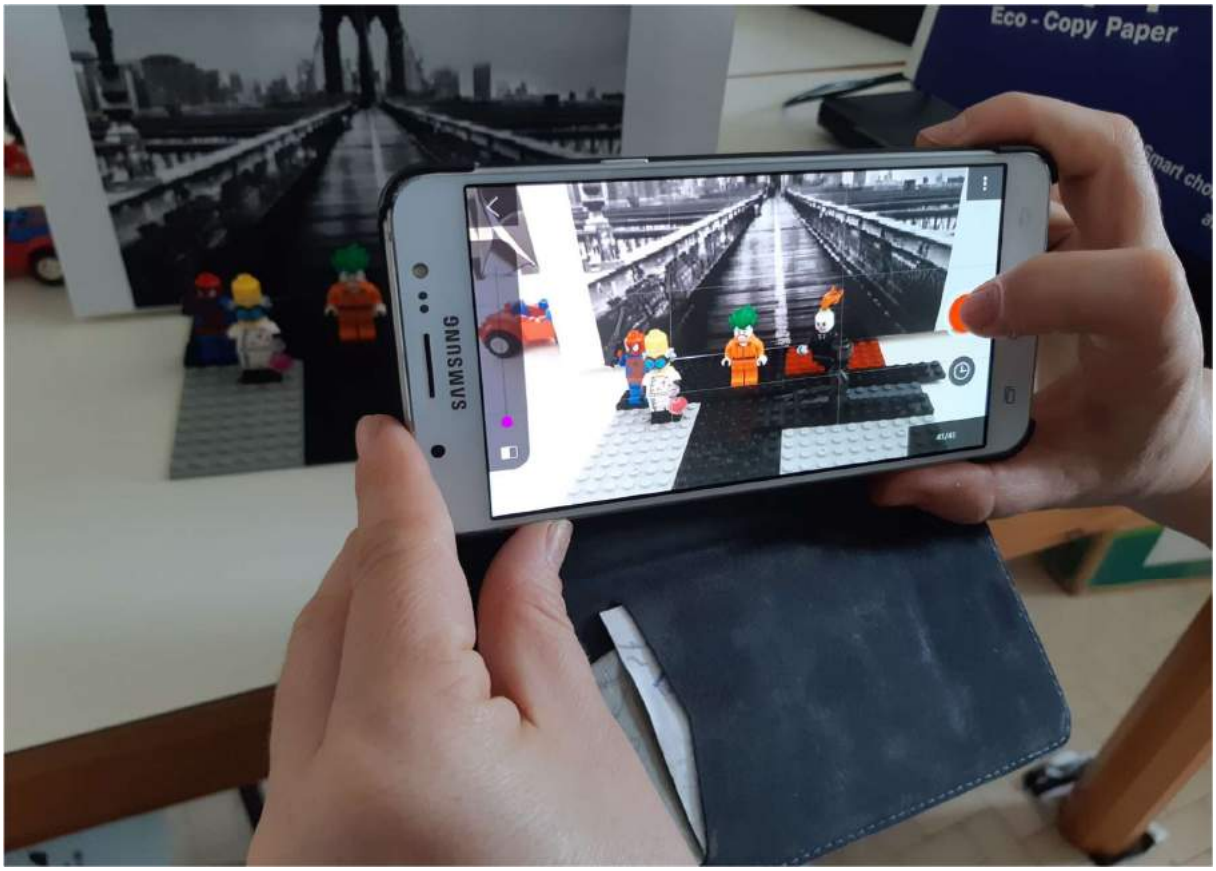

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Afterwards the pupil showed his work to the class and explained to the comrades how the program works, cooperating in the realization of other videos
Afterwards the pupil showed his work to the class and explained to the comrades how the program works, cooperating in the realization of other videos

By Secondary school teachers

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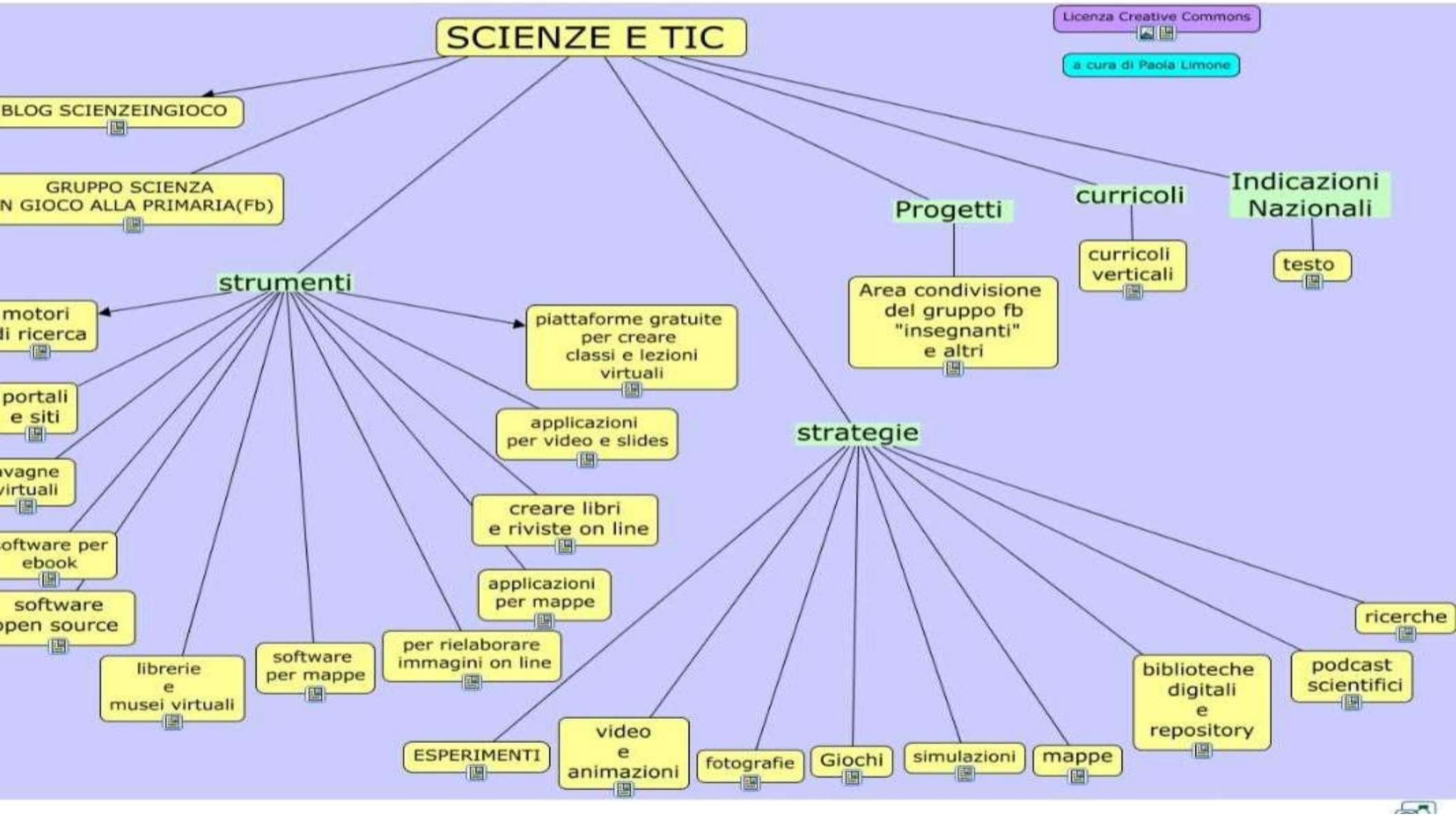
I.T.C. AND SCIENCE

The National Indications for the nursery school curriculum and the first cycle of education say that modern scientific knowledge has been built over time, through a method of investigation based on the observation of facts and their interpretation, with explanations and models always open to revision and reformulation. The observation of facts and the spirit of research must also characterize an effective science teaching and must be implemented through the direct involvement of the students, encouraging them, without a rigid temporal order and without forcing any phase, to ask questions about phenomena and things, to design experiments / explorations following working hypotheses and to build their interpretative models.

Experimental research, individual and group, strengthens in the children the confidence in their thinking abilities, the willingness to give and receive help, the learning from their own and others' mistakes, the openness to different opinions and the ability to argue their own .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podcast
scientifici
ESPERIMENTI
video
e
animazioni
fotografie
Giochi
simulazioni
mappe

The ministerial science programs provide for the achievement of the following goals:

TARGETS FOR THE DEVELOPMENT OF COMPETENCE AT THE END OF THE KINDERGARTEN:

The student :

- groups and sorts objects and materials according to different criteria, identifies their properties and quantities, uses symbols and performs measurements;

- places actions and events over time, relative to his experience;

- carefully observes his body, living organisms and their environments, natural phenomena and their changes;

- is interested in machines and technological tools, knows how to discover their uses and functions.

TARGETS FOR THE DEVELOPMENT OF SKILLS AT THE END OF PRIMARY SCHOOL (6-11)

The student :

- develops attitudes of curiosity and ways of looking at the world that stimulate him to seek explanations of what he sees happening;

- explores the phenomena with a scientific approach: with the help of the teacher, peers, autonomously, observes and describes the unfolding of the facts, formulates questions, also on the basis of personal hypotheses, proposes and carries out simple experiments;

- identifies similarities and differences in phenomena, makes measurements, records significant data, identifies spatial / temporal relationships;

- identifies quantitative and qualitative aspects in phenomena, produces graphic representations and diagrams of an adequate level and elaborates simple models;

- recognizes the main characteristics and ways of life of animal and plant organisms;

- is aware of the structure and development of his own body, recognizes and describes its functioning, using intuitive models, and takes care of his health;

- has attitudes of care towards the school environment that he shares with others, respects and appreciates the value of the social and natural environment;

- explains in clear form what he has experienced, using appropriate language;

- find information and explanations from various sources (books, internet, etc ..).

TARGETS FOR THE DEVELOPMENT OF SKILLS AT THE END OF THE FIRST GRADE SECONDARY SCHOOL (11-14)

The student :

- explores and experiments, in the laboratory and outdoors, the unfolding of the most common phenomena, imagines and verifies their causes;

- search for solutions to problems, using the acquired knowledge;

- develops simple schematizations and modeling of facts and phenomena;

- recognizes in its own organism structures and functioning at macroscopic and microscopic levels, knows its potential and limits;

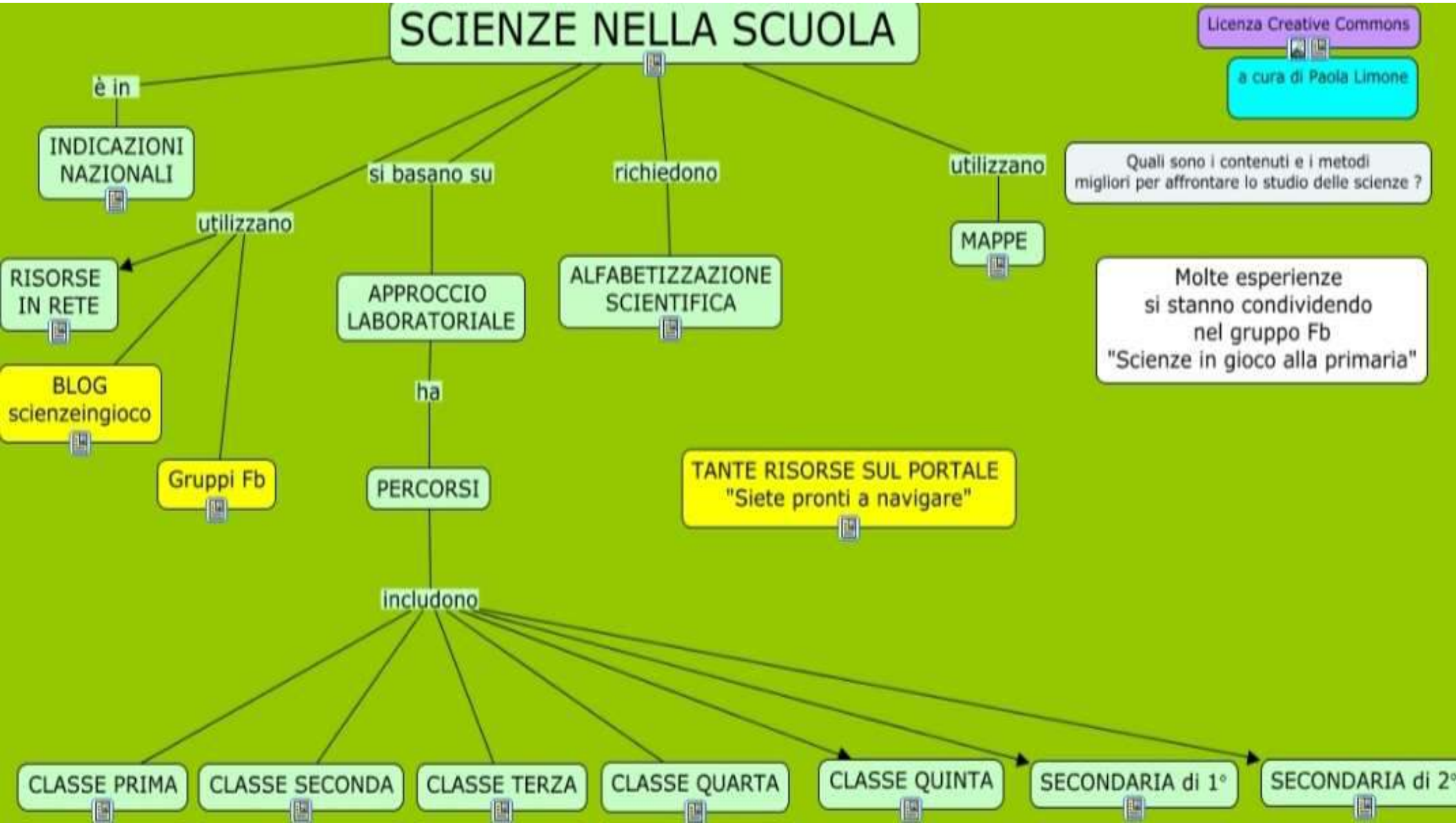
- has a vision of the complexity of the system of living beings and their evolution over time;

- recognizes the basic needs of animals and plants,

- is aware of the role of the human community on Earth, of the finite nature of resources, as well as of the inequality of access to them, and adopts ecologically responsible ways of life;

- links the development of the sciences to the development of human history;

- has curiosity and interest in the main problems related to the use of science in the field of scientific and technological development.


SCIENZE NELLA SCUOLA
Licenza Creative Commons
a cura di Paola Limone
è in
INDICAZIONI NAZIONALI
si basano su
richiedono
utilizzano
Quali sono i contenuti e i metodi migliori per affrontare lo studio delle scienze ?
utilizzano
MAPPE
RISORSE IN RETE
APPROCCIO LABORATORIALE
ALFABETIZZAZIONE SCIENTIFICA
Molte esperienze si stanno condividendo nel gruppo Fb "Scienze in gioco alla primaria"
BLOG scienzeingioco
ha
Gruppi Fb
PERCORSI
TANTE RISORSE SUL PORTALE "Siete pronti a navigare"
includono
CLASSE PRIMA
CLASSE SECONDA
CLASSE TERZA
CLASSE QUARTA
CLASSE QUINTA
SECONDARIA di 1°
SECONDARIA di 2°

WHAT WE DO?

To achieve all this, and to satisfy the need for knowledge,

ISA 12 teachers use all possible tools at their disposal: from traditional books, to laboratory activities, to field experiments, to Institute projects (for example the Giona Project), to computer and technological supports that provide use of the pc and the IWB.

LITTLE SCIENTISTS AT WORK…

Here are some of the most used links:

Astronomy:

pd.astro.it

asi.it

uai.it

vialattea.net

Biology :

atlantebotanica.unito.it

plants-and-bushes.it

celisalive.com

darwinfoundation.org

Environmental education :

minambiente.it

wwf.it

The human body :

portalebambini.it

risorsedidattiche.net

sciences in play.blogspot.com

VARIOUS…

WWW.POKSCUOLADIGITALEIT

WWW.UZZAZ.COM

WWW.SIETEPRONTIANAVIGARE.IT/PORTOSCIENZE

WWW.SCUOLALOCA.BLOGSPOT.COM

WWW.WIKISCUOLA.IT

WWW.ROBERTOSCONOCCHINI.IT

WWW.INSEGNANTIDUEPUNTOZERO.WORDPRESS.COM

Erasmus+ Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY
Lesson Title:	the cicada and the ant	Age group:	7/8
Date:	Spring 2019 (2 weeks)	Size: 20	A class

Lesson Objective:	Success Criteria:
how to build a concept map on the cycle of life and the seasons build an interdisciplinary lapbook involve the major disciplines of study	the pupils used memorization strategies, they identified links between information found or known. They applied information organization strategies. They have implemented correct behavior in work and play, listening and respecting the point of view of others.
Resources:	Key Vocabulary:
colored cards, pencils, scissors, glue, photocopies of diagrams, tables, drawings, IWB: softwares open sources, cmap tool	map: what is it? how is it built? what is it for? lapbook: what is it? what is it for? how is it built?

Key Questions: map: what is it? how is it built? what is it for?
lapbook: what is it? what is it for? how is it built?

Starter Activity:

Reading the fable "the cicada and the ant" allows you to develop interdisciplinary connections using the seasons and the life cycle of living beings as a common thread. The scenario of the story and the passing of the seasons help children understand that time passes and transforms and changes living beings. Time is the protagonist of the dominion of history, because the sequences must be rearranged according to the chronological order. The story offers ideas for deepening the study of the anthill and insects.

Main Activity:

an interdisciplinary study and analysis activity is launched that involves most of the disciplines:
Italian (6 hours) the spelling difficulties ca-co-cu, cia-cio-ciu, chi-che, ci-ce, the sequences of the story
history: (2 hours) review of the seasons
English (2 hours): greetings
science (2 hours): the cicada, the ant, life in the anthill, the cycle of living beings

Plenary/Summary Activity:

Lesson Plan

during the hours of the various disciplines, starting from the discussion that took place on the protagonists of the story and on the settings, the teacher will introduce the study with maps, starting the pupils to create them. To facilitate learning the correct way of building a conceptual map, which requires chaos of understanding and synthesis, the work is done collectively and with the use of the IWB.
at the end each pupil will bring his own map back to the notebook. in addition, diagrams, drawings, cards and tables are prepared to be completed, colored and cut out to build a summary lapbook.
expected times
15/20 days

Evaluation of Lesson:

evaluation of group work through observations on how pupils interacted, overcome problems, helped each other, respected their roles.

completion of a self-assessment questionnaire by pupils

COOPERATION

during the activity:

- you have completed the assigned work
- you didn't ask for help
- you asked for help
- you had some difficulties

THE FINAL PRODUCT

what did you like?

what would you change?

DURING WORK

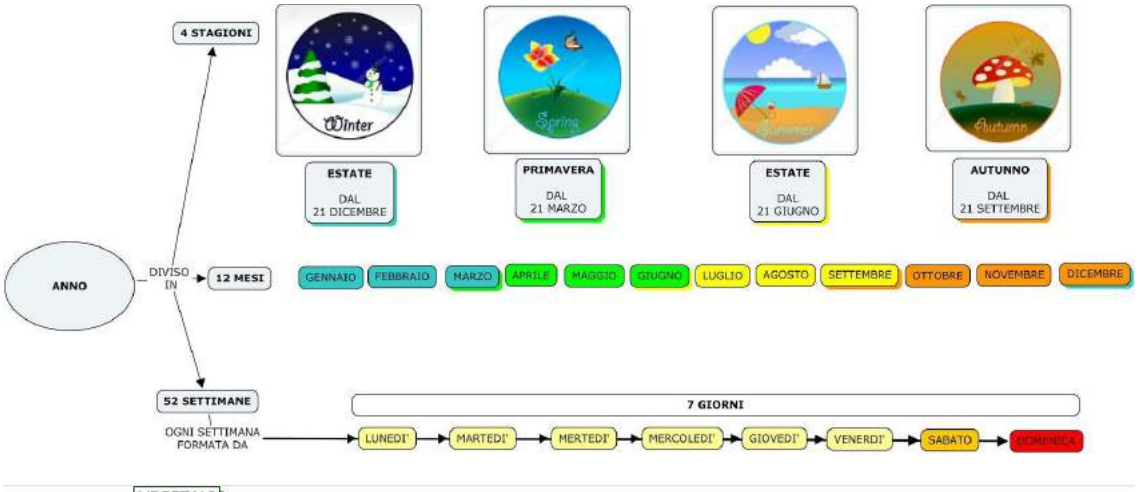
what was the most difficult moment?

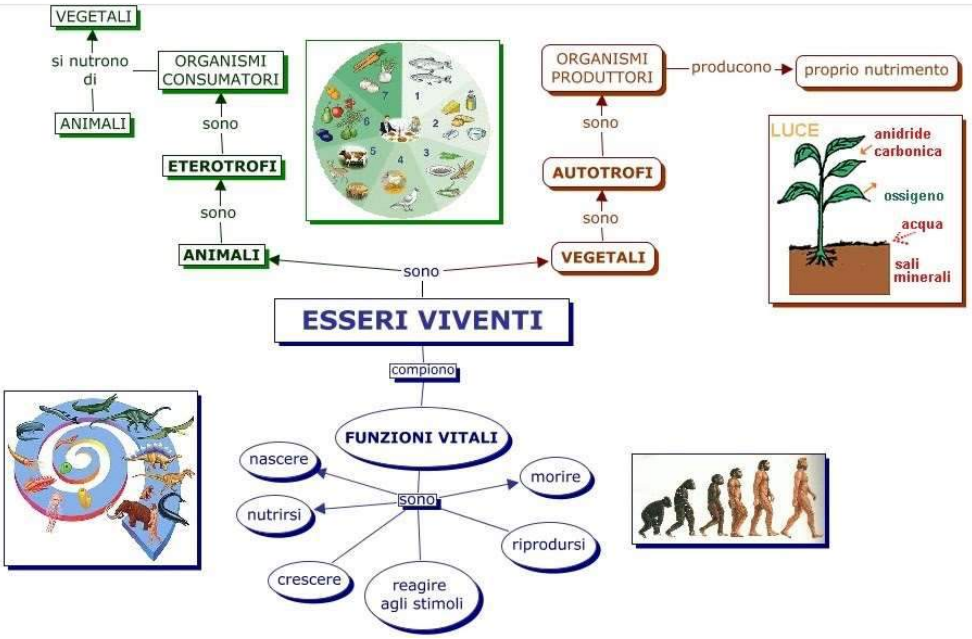
and the funniest one?

YOUR POINT OF VIEW

what do you think you have learned?

Lesson Plan


4 STAGIONI
Winter
ESTATE
DAL
21 DICEMBRE
Spring
PRIMAVERA
DAL
21 MARZO
Summer
ESTATE
DAL
21 GIUGNO
Autumn
AUTUNNO
DAL
21 SETTEMBRE
ANNO
DIVISO IN
12 MESI
GENNAIO
FEBBRAIO
MARZO
APRILE
MAGGIO
GIUGNO
LUGLIO
AGOSTO
SETTEMBRE
OTTOBRE
NOVEMBRE
DICEMBRE
52 SETTIMANE
OGNI SETTIMANA FORMATA DA
7 GIORNI
LUNEDI'
MARTEDI'
MERTEDI'
MERCOLEDI'
GIOVEDI'
VENERDI'
SABATO
DOMENICA


VEGETALI
si nutrono di
ANIMALI
ORGANISMI CONSUMATORI
sono
ETEROTROFI
sono
ANIMALI
ORGANISMI PRODUTTORI
producono
proprio nutrimento
sono
AUTOTROFI
sono
VEGETALI
LUCE
anidride carbonica
ossigeno
acqua
sali minerali
sono
ESSERI VIVENTI
compiono
FUNZIONI VITALI
nascere
morire
nutrirsi
sono
riprodursi
crescere
reagire agli stimoli


APRENDO
LA CICALA E LA FORMICA
LE STAGIONI
LA CICALA E LA FORMICA
LE SEQUENZE DELLA STORIA
INDICE:

Lesson Plan

Lesson Plan

Erasmus+ Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY	
Lesson Title:	the solar system	Age group:	10	
Date: spring 2020	2/ 3 weeks	Size: 18	A class	

Lesson Objective:	Success Criteria:
learn to use virtual reality learn how to use a virtual viewer learn about the solar system build a Merge cube and a model of the solar system involve several disciplines of study: science, technology, art	The pupils were very interested in proposing, after having introduced the topic through brainstorming, watching videos, films ... the use of a virtual viewer to fully understand the distances between planets and their dimensions. Thanks to the advent of virtual reality, today it is possible to teleport anywhere, and the potential in teaching has proved enormous because its flexibility has represented an excellent opportunity to bring children into the most disparate situations, putting them in front of real and concrete problems. , where being a model student is often not enough. This learning methodology, also based on fun that facilitates the consolidation of new concepts, has allowed us to enter a new dimension of school: one in which the pupil is an active part of the experience, even in the "most remote" situations.
Resources:	Key Vocabulary:
resources LIM, open source softwares to connect smartphones to LIM (Titans of Space Cardboard VR and ORBULUS) VR viewer, material to make models	what is the solar system? what is virtual reality? how and why is a virtual viewer used?

Key Questions:

what is the solar system? what is virtual reality? how and why is a virtual viewer used?

Starter Activity:

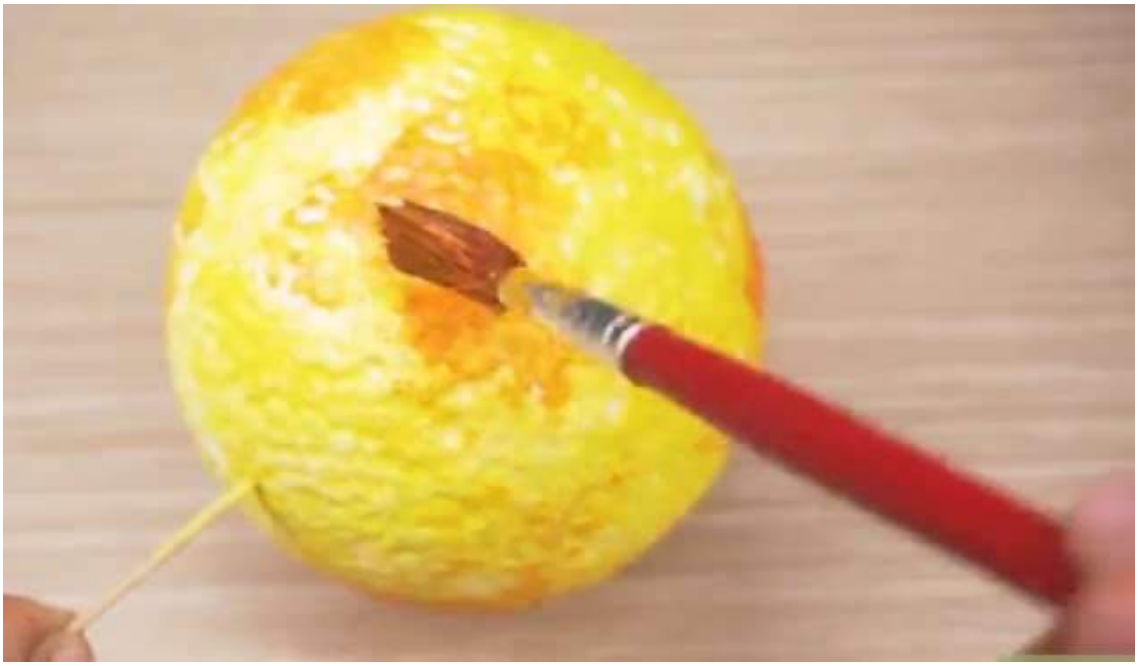
the teacher brainstorms about the solar system
then together several films / reconstructions / documentaries on the solar system are viewed, with the teacher's explanation and collective

Lesson Plan

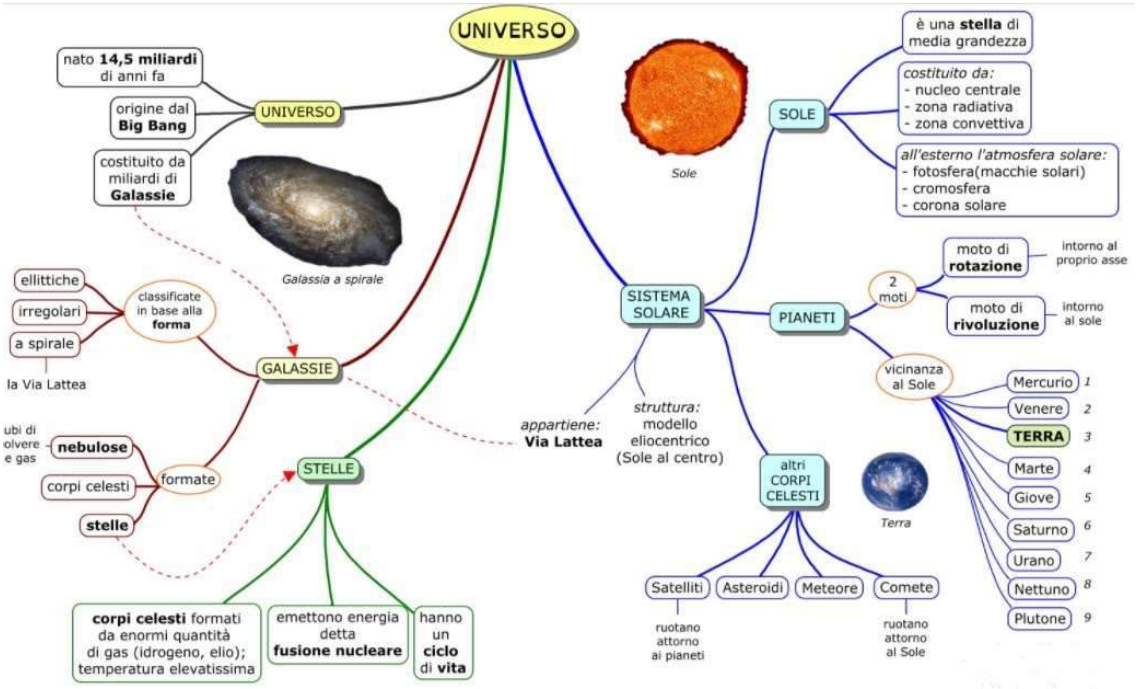
Main Activity:
the teacher makes the children use the virtual viewer, who, thanks to its use, can immerse themselves in unknown planets and verify their features and dimensions. the same images, even if in 2D.
Plenary/Summary Activity:
the students build a conceptual map of the solar system and a Merge cube (holographic cube for augmented reality made of semi-rigid rubber, which when combined with special APPs allows you to view 3D objects) starting from a model printed on paper. Finally, a model of the solar system is built, with easy-to-use material.
Evaluation of Lesson:
evaluation of group work in terms of process through observation by the teacher. administration of a self-assessment questionnaire, regarding the collaboration, the satisfaction of the activity, what has been learned.

Lesson Plan


VR BOX
VIRTUAL REALITY GLASSES
PLAY GAMES
WATCH FILMS
AND EXPLORE
VIRTUAL WORLDS
VR BOX

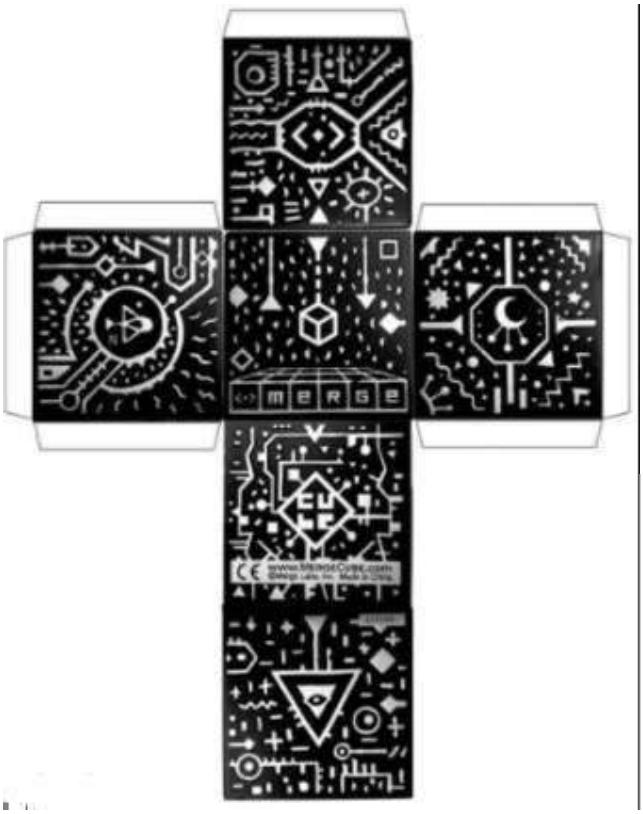


Lesson Plan


UNIVERSO
nato 14,5 miliardi di anni fa
origine dal Big Bang
costituito da miliardi di Galassie
UNIVERSO
Galassia a spirale
ellittiche
irregolari
a spirale
la Via Lattea
classificate in base alla forma
GALASSIE
ubi di olvere e gas
nebulose
corpi celesti
stelle
formate
STELLE
corpi celesti formati da enormi quantità di gas (idrogeno, elio); temperatura elevatissima
emettono energia detta fusione nucleare
hanno un ciclo di vita
Sole
è una stella di media grandezza
costituito da:
- nucleo centrale
- zona radiativa
- zona convettiva
SOLE
all'esterno l'atmosfera solare:
- fotosfera(macchie solari)
- cromosfera
- corona solare
SISTEMA SOLARE
appartiene: Via Lattea
struttura: modello eliocentrico (Sole al centro)
PIANETI
2 moti
moto di rotazione
intorno al proprio asse
moto di rivoluzione
intorno al sole
vicinanza al Sole
Mercurio 1
Venere 2
TERRA 3
Marte 4
Giove 5
Saturno 6
Urano 7
Nettuno 8
Plutone 9
altri CORPI CELESTI
Terra
Satelliti
Asteroidi
Meteore
Comete
ruotano attorno ai pianeti
ruotano attorno al Sole

Lesson Plan

Lesson Plan



Lesson Plan

ALLEGATO 1

Autovalutazione (self evaluation)

COLLABORAZIONE

Durante questa attività:

hai portato a termine il lavoro che ti è stato assegnato

non è stato necessario richiedere aiuto

è stato necessario chiedere aiuto

non hai chiesto aiuto ma hai incontrato delle difficoltà

Svolgere questo lavoro per te è stato:

:) :I :(

IL PRODOTTO FINALE

Che cosa ti è piaciuto dell'attività "La cicala e la formica"?

Lesson Plan

Che cosa cambieresti?

DURANTE IL LAVORO

Qual è stato il momento più difficile?

Qual è stato il momento più divertente?

IL TUO PUNTO DI VISTA

Cosa pensi di avere imparato?

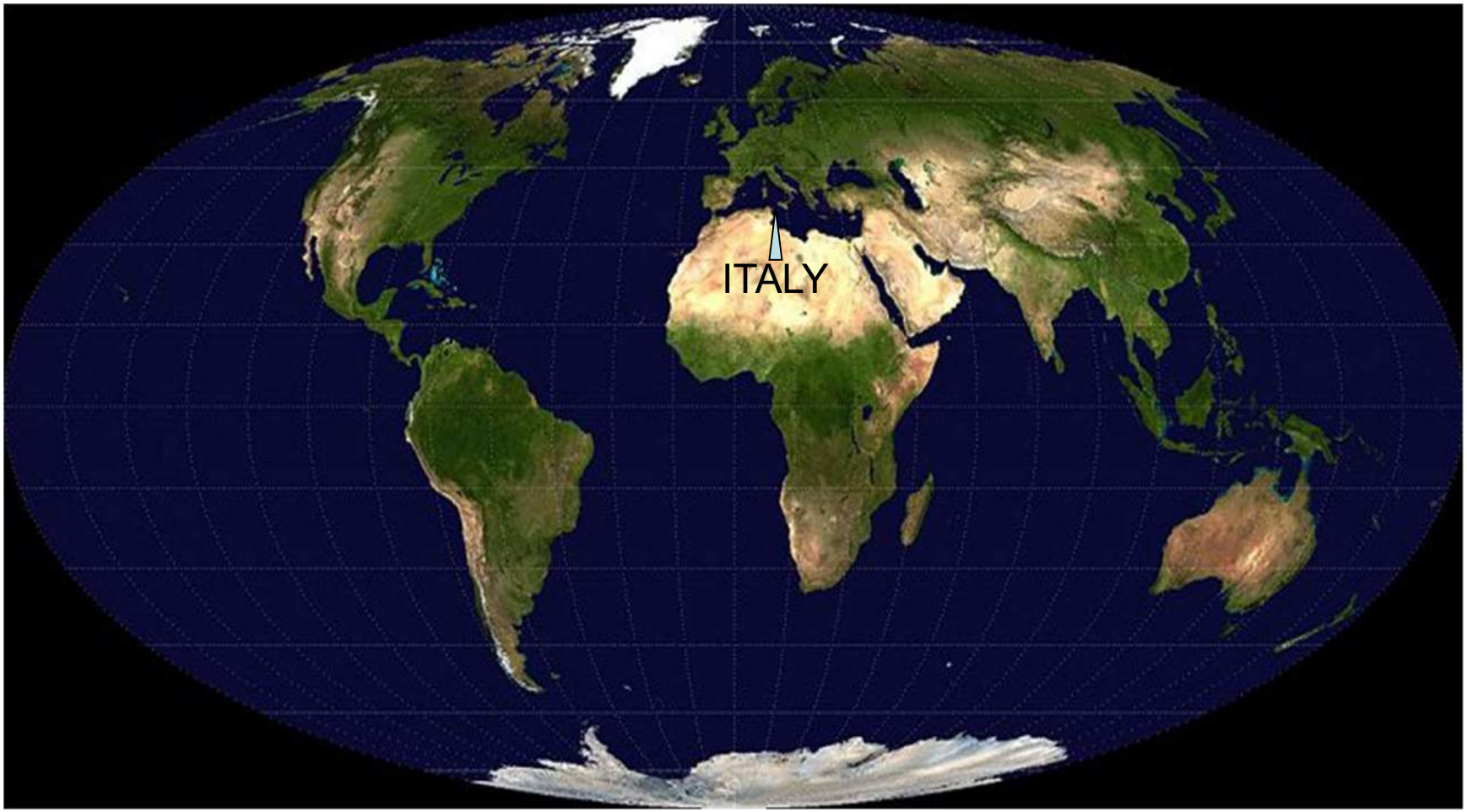
Lesson Plan

Santo Stefano di Magra Comprehensive School I.S.A. 12 La Spezia Italy

ISTITUTO COMPRENSIVO SANTO STEFANO MAGRA - ISA 12
Via Tavilla, 46 – 19037 S. Stefano Magra Tel. 0187-699220 fax 0187-699126
e-mailspic807003@istruzione.it
spic807003@pec.istruzione.it

We introduce ourselves

WE IN THE WORLD



EUROPE


ICELAND
Norwegian Sea
SWEDEN
FINLAND
NORWAY
Oslo
Helsinki
Stockholm
Tallinn
ESTONIA
RUSSIA
U.K.
IRELAND
Dublin
DENMARK
Riga
LATVIA
Moscow
Copenhagen
LITHUANIA
Vilnius
Atlantic
RUSSIA
Minsk
NETHERLANDS
Berlin
London
Amsterdam
BELARUS
Ocean
POLAND
Warsaw
BELGIUM
Brussels
GERMANY
Kiev
LUXEMBOURG
Prague
UKRAINE
Paris
CZECH REP.
SLOVAKIA
FRANCE
LIECTENSTEIN
Bratislava
AUSTRIA
Budapest
MOLDOVA
SWITZERLAND
Bern
Ljubljana
HUNGARY
ROMANIA
SLOVENIA
Zagreb
Belgrade
ITALY
CROATIA
PORTUGAL
SAN MARINO
BOSNIA & HERZEGOVINA
Black Sea
Madrid
ANDORA
Lisbon
Sarajevo
SERBIA
BULGARIA
Podgorica
Sofia
SPAIN
Rome
MONTENEGRO
Tirana
ALBANIA
Skopje
MACEDONIA
Angora
TURKEY
GREECE
Mediterranean Sea
Athens
AFRICA
MALTA
Mediterranean Sea

HERE IS ITALY

Our flag

What does Italy look like?

Italy looks like a boot!

In Italy there are 20 regions

Liguria is our region

WINE AND OIL

OUR LANDSCAPES

……AND FIVE LANDS

LA SPEZIA:THE GULF OF POETS

The Gulf of La Spezia is called the Gulf of Poets because famous poets of English Romanticism stayed in this eastern Ligurian arch that goes from Porto Venere to Lerici. About these presences, myth and reality, legend and history, blend themselves. The legend tells about a suggestive and legendary swim by Lord Byron, in 1822, from Porto Venere to Lerici, to reach his friend Percy B. Shelley and his wife Mary, who were staying at Villa Magni in San Terenzo. In honor of Lord Byron, in Porto Venere, the Arpaia cave was named Byron, and a plaque commemorates this daring undertaking.

SANTO STEFANO MAGRA

OUR TRADITIONS

THE ITALIAN SCHOOL

In each italian school the teaching activities are provided by the NATIONAL PROGRAMS drawn up by the Ministry of Education:

"Indicazioni Nazionali per il curricolo della Scuola dell'Infanzia e del Primo Ciclo d'Istruzione"

The school certifies the skill levels in all the disciplines, at the end of each cycle of studies.

- Italian school is free and obligatory until 16 years
- We have three steps(2^ 5^ primary, and 3^ secondary) of evaluation very hard for children, called INVALSI (Istituto nazionale per la valutazione del sistema educativo di istruzione).
- Children have to do some tests of italian language, maths and English language.
- We achieved an hight level of competence.

Training offer

- Six schools with a different timetable:
- Two kindergartens (from 2and half to six years) not obligatory.
- Three primary schools (from six to eleven years) obligatory.
- One secondary school (from eleven to fourtheen years) obligatory.

OUR SCHOOL

https://www.comprensivosantostefanoisa12.it

SCUOLA DELL'INFANZIA "IL BISCOTTO"

TIMETABLE

From Monday to Friday
From 8:00 a.m.
to 4:00 p.m

PRESCHOOL TIME

From 7:30 a.m.
to 8:00.am.

In the school there are :

76 Pupils

8 teachers

2 Scholastic Staff

SCUOLA DELL'INFANZIA BELASO

TIMETABLE
From MONDAY to FRIDAY
from 8:15 a. m.
to 4:15 p.m.
Preschool time
from 7:45 a.m.
to 8:15 a.am

In the school there are
78 pupilS
8 teachers
2 Scholastic collaborators

SCUOLA PRIMARIA "E. FERMI"

TIMETABLE
MONDAY TUESDAY AND THURSDAY
From 8:00 To 16:00

WEDNESDAY AND FRIDAY
From 8:00 a.m.
to 12:30 a.m.

In the school there are

142 Pupils
18 Teachers
3 School staff

SCUOLA PRIMARIA XXIX NOVEMBRE

TIMETABLE

From Monday
to Friday
From 8:05 a.m.
to 4:35 p.m.
On Wednesday
from 8:05 a.m
to 2:30 p.m

In the school there are:

175 Pupils
23 Teachers

4 school collaborators

SCUOLA PRIMARIA ARZELA'

TIMETABLE
From Monday to Saturday
From 8:10 a.m. to 12:40 a.m.

In the school there are:

120 Pupils
13 Teachers
2 school collaborators

SCUOLA SECONDARIA DI PRIMO GRADO "A. SCHIAFFINI"

TIMETABLE

From Monday to Friday
From 7: 50 a.m.
To 1:30 p.m.

In the school there are:

N° 35 teachers
N° 302 students
N° 2 School collaborators

In this school there are:

The Headmaster office
The Managing director office
and
The secretarial Office,
with
6 employees

The **Comprehensive Institute of S. Stefano di Magra** this year is institute leader for different projects, among which that managed by

"The European Cetacean Society" and " Facciamo quadrato".

This project will guarantee:

•The **VERTICAL CONTINUITY,** with activities programmed between the various orders and scholastic degrees, from **Kindergarten** to **Secondary.**

(The Kindergarten "Belaso" also develops the Continuity with the nearby nursery)

• The **HORIZONTAL CONTINUITY,** with activities organized by the organisations of the territory (boat trips)

The town finances the **PROJEC**T of **MUSIC** for all the schools of the institute, that use the experts and professionals as for the project of the **ART.**

In the schools it has spread the activity

CLASSES OPEN LABORATORIALE CLIL, Recoveries and expansion of the competence more and more.

The use of **I C T** (PC, LIM, coding and robotic activities softwares, cartoon softwares etc..) is slowly transforming the way to make school.

SPORTS PROJECTS

Swimming, Aikido, Volley, Sail,Danzamovimentoterapia

Development school for Inclusion

History of disabled children at school

- In the sixties: Special Schools and special classes (only for disabled children)(differential);
- Law n° 51/77 abolition of special classes;

  Integration of disabled children in classes of Primary and Secondary Schools. No more than 20 children per class and the institution of a Teacher with specific competences;
- Ministerial Circular n° 199/79 allows disabled children in classes at the Infant School;
- 1987 disabled children are included in classes of Higher Secondary Schools

Law 104/92

In 1992 the law n 104 was passed.
It established the principles of a beneficial Scholastic Inclusion.
Inclusion promotes the potentialities of the disabled children in learning, communication, relationship and socialising processes.
Education rights can't be prevented by difficulties deriving from disabilities.

The research or specialised teacher

•He or she takes care of the learning process
•He or she is an expert in teamwork
•He or she can plan individualised strategies to be carried out in social contexts

The Multidisciplinary team

Social and health workers with the teachers and the learning support/specialised teachers together with the children's parents.

DRAW
The Individual Educational Plan
The document which designes the teaching – learning processes as to assure the right to Education.

The P.E.I

School as a learning educational environment plays an important role in the P.E.I. as promoting the interventions in favour of pupils with learning difficulties.

P.E.I. becomes the planning tool to carry out the teaching-learning process and to ensure that pupils with learning difficulties achieve maximum results as compared to their possibilities and skills.

This is possible by analysing the variables involved: the pupil, the class, the family, the teachers, the organization of the school, the time tables and the spaces, the socio-economic background.

The inclusive school

Vision

- Supporting the different weaknesses
- Valuating and respecting differences
- Respecting learning times
- Being open to the community
- Being update

Mission

- Promoting welcoming and attention towards everybody's needs
- Promoting the dialogue and the interaction with families
- Promoting the development of the school community, also with adequate training courses

Vision e Mission

The P.A.I. (Year Inclusion Plan)

The year Inclusion Plan

To implement the culture of inclusion

To tailor adjusted learning programs and didactics

To implement, model, monitor and evaluate teaching programs for students with additional learning needs and support them together with regular classroom teachers

To be aware of the critical issues and strength of the Institution, by taking over the typologies of the different special educational needs and the resources that can be used, the set of difficulties and disturbances encountered, the importance of the educational interventions and of the educational strategies in an inclusive direction.

Our children with special educational needs

Certified disabilities (Law 104/92 art. 3, com. 1 e 3):

- **Visually impaired** **2**
- **Impaired hearing** **1**
- **Psychophysical disabled** **18**

Specific developmental disorders (additional learning needs):

- **DSA** **3**
- **ADHD/DOP** **4**
- **FIL** **3**

Disadvantage:

- **Cultural linguistic disadvantage** **11**
- **Educational risk** **15**

Infant School

Inclusion: high functioning autism

INCLUDING WITH CODING

High functioning autism at the Infant school

Swimming lessons

Workshops at the Primary School

Autism and intellectually disabled children with their class mates during Carnival workshops.

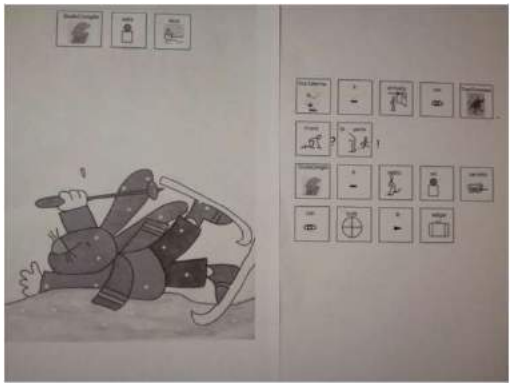
homework and cooperative learning

Primary school: autism and drama …..and music

Aids for students

PECS and simplified books

Prompts



Lower Secondary School :

inclusion for students with low e high functioning autism, mentally disabled, impaired hearing and visually impaired

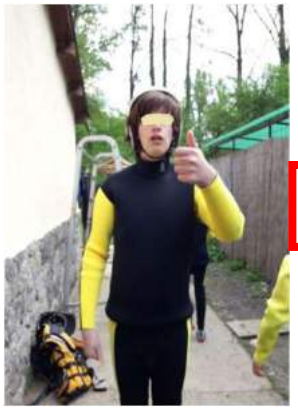
Drama and music

Sport together
at the lower Secondary School

Volley

Bowling

Scuba diving



Rafting

Inclusion in progress

SCHOOL DROP OUT

In the I.S.A. 12 the various activities carried out attract every year more and more families and students. So we don’t have any problem about the drop out, because the classes are increasingly !

All in

Come visit!

Erasmus+ Lesson Plan

School:	Kindergarten “Il Biscotto”	**Country:**	Italy	
Lesson Title:	The construction of the graphic gesture	Age group:	5	
Date:	November 2019 / October 2020	Size:		

Lesson Objective:	Success Criteria
Explore the space outside oneself I move and leave traces with the body Footprints, traces and graphic gesture Manipulation and games with: * natural materials (sand, earth, flour etc.) and different (paint, brushes, pencils,chalks, waxes, etc.) * Montessori structured material Free an guided graphic paths, on horizontal and vertical planes.	Learning by doing Discover and learn through the senses

Resources:	Key Vocabulary:
Natural materials (sand, earth, flour etc.) and different resources (paint, brushes, pencils, chalks, waxes etc), LIM, Montessori structured material	Natural, touch, move, trace, discovery

Key Questions:

1. When do you leave a trace?
2. What do you think about?
3. Play and discover
4. Argue about it

Starter Activity:

The children observe and touch the natural elements, create graphic free and guided graphic paths.

Main Activity:

The Children argue about natural elements, movements about their own experience and Knowledges.

Erasmus+

Plenary/Summary Activity:

The opportunity of discover by creating the way to learn and write naturally, generate enthusiasm.

Evaluation of Lesson:

The students partecipated with interest, curiosity and enthusiasm, to the proposed activities

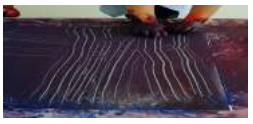
This lesson plan is the first step of a long-term project.

To be continued...

THE CHILDREN LEAVE FREE TRACES ON THE LIM (Vertical Plane)

THE CHILDREN LEAVE TRACES ON THE FLOUR

THE CHILDREN FOLLOW FREE AND GUIDED GRAPHIC PATHS ON THE PAPER (Horizontal Plane)



Part of the Montessori structured material

Tesserae with graphemes in relief, which promote learning through sensory memory.

The material can be purchased or handcrafted.

The child can be touch, follow the direction of the track and copy using different materials

School:	Kindergarten “Il Biscotto”	**Country:**	Italy	
Lesson Title:	WAITING FOR ERASMUS DAY (Pepe and Cubetto in kindergarten))	Age group:	5	
Date:	January 2020	Size:		
Lesson Objective:		Success Criteria:		
-To Explore the robotic games - To reflect on it To formulate hypotheses and thesis about it Identify the error in the learning process		-Learning by doing - -		
Resources:		Key Vocabulary:		
		Computational thinking Think, touch, discover and learn		
Key Questions:				
1.What about robotic games? 2.What do you about what you see? 3. Who, what , where, when, why?				
Starter Activity:				
Explore the robotic game “cubetto”: The children observe, touch the elements of the game				
Main Activity:				
The Children: - formulate hypothesis on the modalities and tools necessary for the paths. - argue about their own experience and knowledge.				
Plenary/Summary Activity:				
Discovering new ways to play and learn while having fun is the best opportunity for students and teachers.				

They both learn and teach at the same time, reciprocally.

Evaluation of Lesson:

The students participated with interest, curiosity and enthusiasm, to the proposed activities "Pepe and Cubetto"

THE CHILDREN OBSERVE AND EXPLORE " CUBETTO"

THE CHILDREN CHOOSE THE TOOLS AND THE WAY

THE CHILDREN ARGUE ABOUT THEIR EXPERIENCES


Erasmus+

Santo Stefano di Magra Comprehensive School I.S.A. 12 La Spezia Italy

ISTITUTO COMPRENSIVO SANTO STEFANO MAGRA - ISA 12
Via Tavilla, 46 – 19037 S. Stefano Magra Tel. 0187-699220 fax 0187-699126
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Stop motion in Italy

The schools of S. Stefano and Vallata del Magra have a ten-year tradition of workshops on STOP MOTION.

A teacher of the "E. Fermi" primary school, Giulia Battistini, is an expert on the subject and has always proposed to the pupils, and implemented, workshops for the design and creation of cartoons with the STOP MOTION technique.

Giulia has been collaborating for some time with "AnimArci", a cultural association that aims to promote animation cinema at school, in the city of Sarzana and in the municipalities of the Magra valley.

ANIMARCI ASSOCIATION

Associazione Culturale AnimArci
Piazza Terzi – SARZANA
email: info@animarci.com

www.animarci.com

27 - 28 OTTOBRE 2009

Animata mente

Fare Cinema di Animazione a Scuola

III Manifestazione sul cinema di animazione prodotto a scuola

L'evento, giunto con successo alla sua terza edizione, quest'anno sarà suddiviso in due giornate per consentire la realizzazione di laboratori, conferenze e proiezioni dei cartoni animati realizzati durante questi ultimi mesi.

Per la prima volta si ospiterà l'artista Fusako Yusaki che terrà un laboratorio di modellazione della plastilina, mostrandone in particolare l'impiego nel cinema di animazione.

E' molto attesa anche la partecipazione della docente universitaria Anna Oliverio Ferraris che interverrà alla conferenza sull'importanza dell'educazione dei bambini ai nei media e sull'utilità del processo di creazione di un cartone animato.

MARTEDI 27 OTTOBRE

10.00-12.00 : ***Cinema Moderno***
Proiezione dei lavori prodotti dalle scuole nell'anno scolastico 2008 – 2009.
Consegna dell'attestato di partecipazione e di un piccolo riconoscimento alle classi, con menzione motivata, ai film d'animazione prodotti più meritevoli.

17.00-19.00 : ***Sala incontro Coop***
Fusako Yusaki: laboratorio di modellazione della plastilina finalizzato all'animazione, riservato agli insegnanti che hanno frequentato i corsi di base nell'ambito del Progetto "Fare cinema d'animazione a scuola".

MERCOLEDI 28 OTTOBRE

10.00-12.00 : ***Scuola primaria Emanuele Luzzati***
Fusako Yusaki: laboratorio di modellazione plastilina per gli alunni delle classi II e III.

17.00-19.00 : ***Cinema Moderno***
Anna Oliverio Ferraris docente Università "La Sapienza" di Roma, incontra gli insegnanti e i genitori sul tema **"Combattere il bullismo con la creatività e le competenze"**.
Elena Pasetti Pres. Onorario CIAS (Coordinamento Italiano Audiovisivi a Scuola) sul tema "**Si muove!** *Come mettere in movimento intelligenze, emozioni, apprendimenti con il Cinema d'animazione a scuola*".

21.00-23.00 : ***Cinema Moderno***
proiezione film d'animazione di **Fusako Iusaki** alla presenza dell'autrice.
Interventi di **Attilio Valenti** (esperto di cinema di animazione) e **Ariodante Petacco** (critico cinematografico).
Omaggio a **E. Luzzati**, con proiezione di alcuni suoi lavori di animazione.

The association is aimed at school operators, educators, pupils, with the aim of encouraging the conscious use and production of animated films in the educational and training fields.

On the YOUTUBE channel of the association there are numerous animated films made by pupils and / or teachers who are members of the Network Project "Making animated films at school". This project offered numerous free training courses to teachers of kindergartens, primary and secondary schools in the municipalities of the Magra valley, held by teachers from the "AnimArci" cultural association.

These courses are aimed at acquiring the technique of animation cinema, so that teachers are then able to make short films in the classroom with their pupils.

In the ISA 12 schools there are therefore PCs with programs such as ANIMATE IT, SMOOVIE, Zu3D, STOPMOTIONMAKER, STOPMOTIONSTATION, STOPMOJO .. then webcams, digital cameras and video cameras.

Pupils work by inventing the stories, creating the storyboards and designing the characters and backgrounds, then use the software to create the cartoons in STOP MOTION. The activity appeals to all pupils and allows them to work in peer to peer and problem solving modalities, and promotes ICT management skills.

COURSES

Le iniziative di Animarci

ANIMATAMENTE
Fare cinema d'animazione a scuola

Fare Cinema a Scuola AnimataMente

2009

3° Manifestazione sul cinema d'animazione prodotto a scuola

Sarzana (La Spezia), 27 – 28 ottobre 2009

Scarica il programma

2011

4° Manifestazione sul cinema d'animazione prodotto a scuola

e

1° Rassegna di video di animazione prodotti dalle scuole della provincia della Spezia

Sarzana (La Spezia), 10 maggio 2011

Leggi la presentazione

Fusako Yusaki

"Nel nostro mondo tutti ci trasformiamo, ma troppo lentamente perché la nostra trasformazione sia visibile e possa diventare uno spettacolo. Siamo feti e poi bambini, poi signori e signore, e poi, se tutto va bene, vecchietti. Ma le trasformazioni avvengono nel tempo e sono, in qualche modo, prevedibili. Solo il bruco si trasforma in farfalla, solo le nuvole cambiano forma. Nei film dell'autrice giapponese, ormai italiana, tutto si può trasformare in qualcosa di totalmente diverso, un elefante in una mosca, un treno in una montagna, stravolgendo ogni regola della natura. È questa logica della trasformazione (che è alla base del cinema d'animazione) non è solo pura magia, ma una magia al servizio nel cinema animato: serrata, velocissima, capace di sintesi estrema. Uno spettacolo davvero per tutte le età, come possono esserlo i fuochi d'artificio o le esibizioni di un grande illusionista." (**Luca Raffaelli**)

Fusako Yusaki é nata nel 1937 in Giappone dove si é laureata in design creativo nel 1960. Ha partecipato a vari concorsi ottenendo premi e segnalazioni. Nel 1964, dopo aver vinto un concorso internazionale, si é stabilita a Milano dove ha frequentato l'Accademia di Brera e dove tuttora risiede.

Ha lavorato molto per la pubblicità (con i filmati del Fernet Branca ha vinto il Bagatto d'oro nel 1971) e poi come produttrice indipendente, ottenendo diversi premi nei festival internazionali. Collabora con televisioni europee e giapponesi realizzando sigle, cortometraggi e brevi serie. Ha collaborato con il Consiglio Nazionale delle Ricerche, Dipartimento Litosfera, realizzando dei film sull'origine dei terremoti. Ha lavorato anche nel settore industriale ed artistico per la decorazione di ceramica e piastrelle e tiene attualmente dei corsi di illustrazione tridimensionale presso l'Istituto Europeo di Design di Milano.

La sua statura d'artista é stata riconosciuta dall'invito ad essere membro di giuria dei più prestigiosi festival di cinema d'animazione, quelli di Annecy in Francia (1989), di Hiroshima in Giappone (1990), di Zagabria in Croazia (2000), di Espinho in Portogallo (2002) e di Wissembourg in Francia (2003).

La serie completa dei suoi film é inserita nella collezione dello Hara Museum of Contemporary Art di Tokyo.

Per vedere i suoi filmati: http://www.youtube.com/watch?v=bC7qELJTsr0

OBJECTIVES OF THE STOP MOTION PROJECT:

1) arouse / enhance pupils' interest in cinema and animation through the development of an audiovisual product.

2) to train participants in the new technologies of animation cinema, declined in the production of an audiovisual product.

3) develop a shared and horizontal path for the integral creation of a cinematographic product.

4) stimulate creativity, the aptitude for teamwork, manual skills. individual potential and qualities through a path that reaches a common goal.

ON FACEBOOK…


AnimArci
15 novembre 2018 alle ore 13:58 ·
Don Chisciotte animato con il decoupage alcuni anni fa dagli alunni della scuola Secondaria di Primo grado "A. Schiaffini" S. Stefano di Magra
YOUTUBE.COM
2007 - Don Chisciotte sognatore visionario
Cartone animato realizzato nell'ambito del progetto di rete "Val di Magra"...


SAN DENT
DENTI PULITI
LATTE VISO

WORK IN PROGRESS!

Let's watch the videos on youtube

https://www.youtube.com/user/AnimarciSarzana/videos

Erasmus+ Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY
Lesson Title:	Discovering stop- motion	Age group:	From 5
Date:	All the year (3/ mounths)	Size:	A class of 18/20

Lesson Objective:	Success Criteria:
Work on a common goal, with the use of technique STOP MOTION	STOP MOTION is a very effective tool to support educational paths, support meaningful learning from a constructionist point of view, stimulating the motivation to learn, enhancing the logical analytical competence
Resources:	Key Vocabulary:
App STOP MOTION, tablets, mobiles, paper, colours, glue, scissors..	What is a storyboard? What is STOP MOTION ?

Key Questions:

What is a storyboard? What is STOP MOTION ?

Starter Activity:

Invent a short story together, sharing characters and events

Main Activity:

Draw the characters of the story and the agreed environments : the storyboard
Create a backdrop on which to make them

Plenary/Summary Activity:

Pupils shoot their own STOP MOTION movie, using tablets or mobile phones, based on the storyboard created, take the photos and assemble them, creating the movie

Evaluation of Lesson:

Self-evaluation, enjoyment of the activity, collaboration between pupils, comparison on any critical issues

Lesson Plan

Lesson Plan

Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY	
Lesson Title:	Do animated cinema at school.	Age group:	10	
Date:	01/12/18	Size:	Fifth class	

Lesson Objective:	Success Criteria:
-Raising a critical spirit towards the media in young people. -Know an animation technique. -Use more expressive ways to express your point of view. -Compare opinions.	Create a strong continuity between parallel and non-parallel classes,wih particular attention to the interdisciplinary vision and the use of technologies to create good practices.
Resources:	Key Vocabulary:
Pc,paper and colours, the “Adobe premiere elements” pc program, webcam for stop-motion.	Animated films, cartoons,stop-motion.

Key Questions:

1.Do you like the cartoon?

2.Do you want to create one?

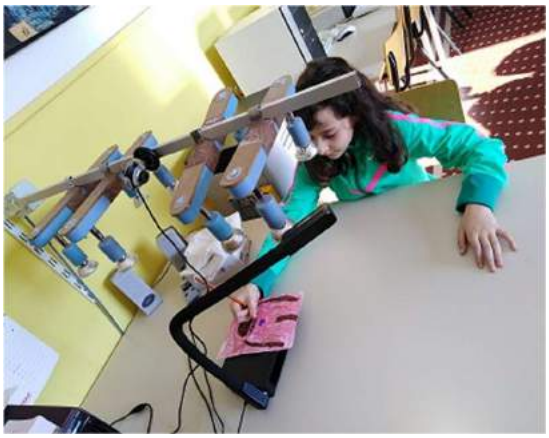
3.Do you think it’s hard?

Starter Activity:

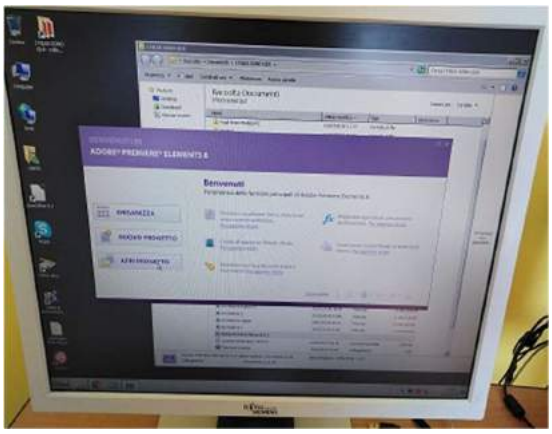
The students invent and stage a story : they create the story,draw it,write the dialogues, realize the backdrops.

Main Activity:

The students build the story board, record sounds, music and voices for dialogues. They realize the animation with the program “Adobe premiere elements” after having connected the pc to a webcam that allows to insert stop-motion, that in sequence will form the movie.



Lesson Plan

Plenary/Summary Activity:
The students assemble images, sounds, music and dialogues to create the final product :the cartoon.  
Evaluation of Lesson:
The students are self-evaluating : did I like the cartoon ? I worked hard? I worked with my classmates ? Teachers evaluate the strengthening of curricular areas, the ability to use multiple areas of expression, collaborating in the working group.

Santo Stefano di Magra

Comprehensive School

I.S.A. 12 La Spezia

Italy

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EDUCATIONAL ROBOTICS

SCHOOL ROBOTICS: WHAT IT IS AND HOW TO START

Robotics is becoming one of the most important tools in teaching and is revolutionizing teaching and learning in schools around the world.

Together with coding it is revolutionizing the methods of learning and teaching, making both more enjoyable for both teachers and pupils. More pleasant because the robots are perceived by everyone as a playful moment, of fun, of play, more than a real moment of learning.

BUT IS NOT SO!!

SCHOOL ROBOTICS: WHAT IT IS AND WHAT YOU CAN LEARN

Educational robotics, which some also call pedagogical robotics, is learning (and teaching) robotics, learning with robotics, learning through robotics.

Learning robotics is learning its basics, what lies at the basis of the functioning of an android: mechanics, electronics, the fundamentals of programming. In this case the robot is the tool to learn through practical activities how a robot is made and how it works.

But together with this ROBOTICS AT SCHOOL is an opportunity to learn "other".

For example, IN OUR SCHOOLS:

IN KINDERGARTEN, children with robots learn to count.

IN PRIMARY SCHOOL, pupils learn orientation by moving the robot on a lattice.

IN SECONDARY SCHOOL a humanoid robot can help you better understand human anatomy.

If you then print the pieces with a 3D printer it's even better ...

This is what is being done in the schools of ISA 12, where educational robotics is an opportunity for the acquisition of transversal skills, the development of cognitive and social faculties, the ability to plan, the development of critical thinking, the development of personality and self-esteem.

SCHOOL ROBOTICS, HOW IT WORKS

Robotics at school is a group effort. The groups are composed of 3-4 students who work together, helped by the teacher and the digital animator in achieving a result. And from one exercise to another the difficulty and commitment gradually increase, because the use of robots in the classroom can actually find an infinite number of applications ...

One of the most famous is NAO, a robot with multiple possibilities, but still prohibitively expensive ..

ISA 12 students could only see him at work .. for a future purchase we still have to think about it!

EDUCATIONAL ROBOTICS

Educational robotics, why insert it in teaching.

With the introduction of the National Digital School Plan (2015), MIUR (ministry of education, universities and research) offers schools new tools, methodologies and proposals that, in recent years, have changed the way many teachers do schools.Action 17 of the Plan reads "Among the classes of" characterizing "content, that is, those that call for specializations, for the application and active use of technological and online dynamics, we expect that all students are offered courses on : ... making, educational robotics, the internet of things. "

Robotics, among school activities, is provided for by Directive 93 of 30.11.2009 and in decree 851 of 27.10.2015 of the National Digital School Plan.

Actions 4 and 6 of the Plan speak of "digital skills, BYOD, coding and computational thinking".

Many schools have included in their educational activities paths in which educational robotics is present because it is motivating, innovative and engaging. If well inserted and adapted to transversal and interdusciplinary paths and projects, it becomes a great learning and inclusion tool.

Today on the market there are several tools suitable for making robotics courses at school, for every age group .. BEE BOT, the LegoWeDo line, MIndstorm..etc .. It is a wide offer, which must be evaluated and known by the teacher before being used, so that a captivating methodology is used, which stimulates and intrigues the student, leading him to the expected results.

One of the most important aspects in using these tools is the programming of small robots, or their construction.

It is not enough to turn on the product to make it work, but you must learn how to use a programming language suitable for the age group of the pupil.

Each robot offers opportunities, in a transversal, multidisciplinary way, in continuity paths, peer learning, bridge projects, vertical curriculum, in a playful and creative way, where the student can best show his skills.

It is the technology that puts itself at the service of teaching.

Robotics helps to develop COMPUTATIONAL THINKING and PROBLEM SOLVING because it "forces" to think, to solve a problem, to help each other.

The correction of the error (debug) becomes automatic, as well as the vision of the final product.

WE ARE WORKING...

WHY INSERT EDUCATIONAL ROBOTICS IN TEACHING

- Because educational robotics is able to place the student at the center of the teaching-learning process.

- Because it promotes an individualization of teaching in an inclusion process where the digital tool or robot is used indiscriminately by all the pupils in the class and inclusion becomes automatic.

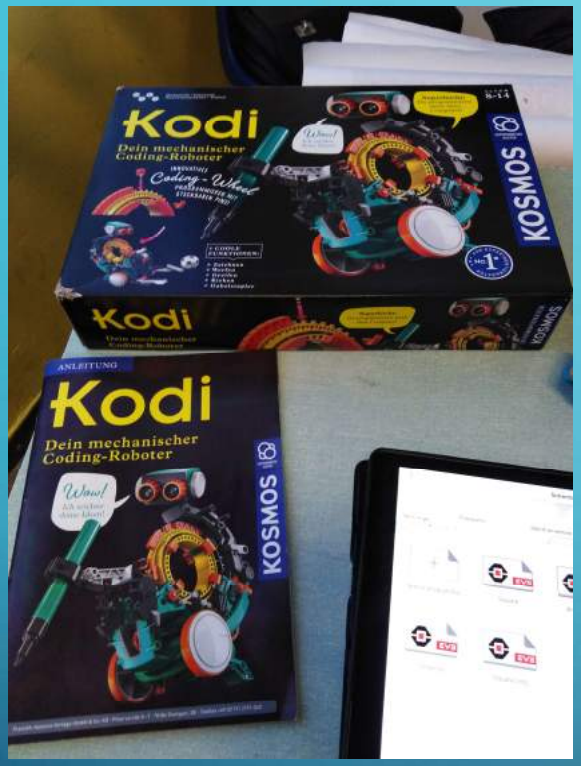
- Because it develops group work and peer learning dynamics even between different school grades, when the activation of vertical continuity projects leads to sharing, planning and activities in which the presence of robots brings older children closer different. The robot becomes something to take care of, which generates attention, amazement, curiosity and interest.

SEYMOUR PAPERT

SEYMOUR PAPERT, South African mathematician, creator of educational robotics and theorist of "constructionism", argues that "learning is a construction rather than a transmission of knowledge and is made more efficient when it is part of an activity, such as building a product. significant".

When we talk about robotics we are talking about involvement, motivation, curiosity, "active" school and workshop where the child learns by doing and playing (LEARNING BY DOING).

THE DESIRE TO LEARN BEGINS WHERE MOTIVAZONE AND CURIOSITY COME INTO PLAY ..


Kodi
Dein mechanischer Coding-Roboter
KOSMOS
Kodi
ANLEITUNG
Kodi
Dein mechanischer Coding-Roboter
KOSMOS

AVATARS SAY: SEE YOU SOON!

Erasmus+ Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY
Lesson Title:	use of videogames to support multidisciplinary learning	Age group:	12/13
Date:	February 2020 / all the year	Size:	A class

Lesson Objective:	Success Criteria:
use of a cycle of "Total War" videogames, of strategic genre and historical setting, with a turn-based management part and a tactics on the battlefield in real time.	these games stimulate simulation, management, strategies, historical and geographical research and help in the study of curricular subjects, but in a playful way.
Resources:	**Key Vocabulary:**
videogames "Total War" by The creative Assembly, Electronics Arts; Activision, SEGA; pc.	what is a videogame? what is it for? can you help me at school?

Key Questions:

what is a videogame? what is it for? can you help me at school?

Starter Activity:

pupils explore videogames: the peculiarity of these games is that they are all based on satellite maps, ie on real data. Soil morphology, hydrography, coasts, islands and location of cities are based on real data.

Main Activity:

the boys choose the historical period (from 500 BC to 1850 AD), with a time shift that covers, in the game, 4 months. the player builds buildings, produces troops, develops technologies, explores the territory, fights rebel troops, forms alliances.

Plenary/Summary Activity:

the choice of alliances leads to war ... whoever has made better choices will win!

Evaluation of Lesson:

evaluation of cooperative learning, peer to peer

self-evaluation and satisfaction

Lesson Plan

Lesson Plan


#2 Progettare
#3 Comunicare
#1 Imparare ad imparare
#4 Collaborare e partecipare
#8 Acquisire ed interpretare l'informazione
#5 Agire in modo autonomo e responsabile
#7 Individuare collegamenti e relazioni
#6 Risolvere problemi

Erasmus+ Lesson Plan

School:	Primary school “Enrico Fermi” Santo Stefano Magra	**Country:**	ITALY
Lesson Title:	Robotics	Age group:	From 7/8
Date:	All the year / 2-3 mounths	Size:	A class

Lesson Objective:	Success Criteria:
Present the programming of a robot, briefly explaining the 3 fundamental concepts : mechanics, electronics,information technology.	Didactic use of robots Familiarity with mechatronics
Resources:	**Key Vocabulary:**
Robots : Lego Mindstorms V3, Sprero RD-D2, Kody mechanic robot ; tablets, LIM. school material : pens, paper, colours etc	Robot Programming electronics

Key Questions:

What is a robot? How can I program a robot? Why?

Starter Activity:

Program the robot Kody trought its pin system and draw the paths which the robot moves its crate

Main Activity:

Children mount the sensors and motors of the Mindstorm and create a path that the robot is able to follow

Plenary/Summary Activity:

Pupils program the Sphero via a tablet and the IWB to allow them to dance and interact with them, noticing their presence and avoiding obstacles.

Evaluation of Lesson:

Self -evaluation, satisfaction, ability to interact with peers

Lesson Plan

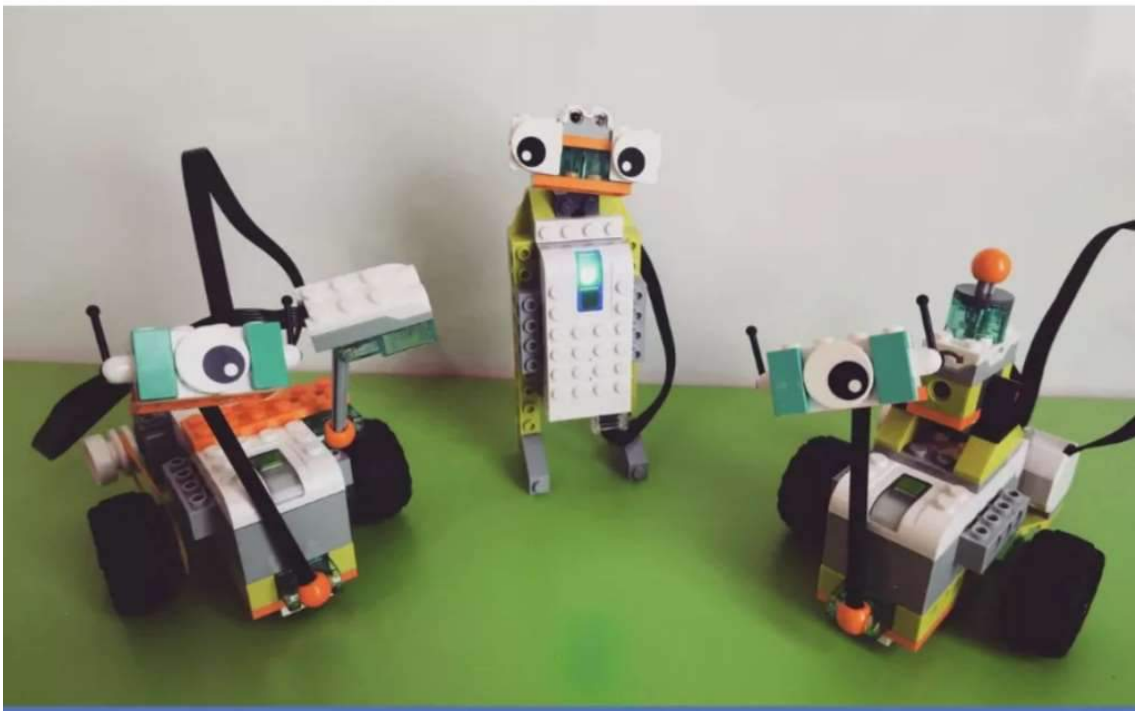

Mathematik • Informatik
Naturwissenschaften • Technik
Kodi
Dein mechanischer Coding-Roboter
ALTER 8-14
Superleicht: Du programmierst mich ohne Computer!
Wow! Ich zeichne deine Ideen!
INNOVATIVES Coding-Wheel
PROGRAMMIEREN MIT STECKBAREN PINS!
5 COOLE FUNKTIONEN:
+ Zeichnen
+ Werfen
+ Greifen
+ Kicken
+ Gabelstapler
EXPERIMENTIER KASTEN
KOSMOS
FÜR EXPERIMENTIERKASTEN No. 1


STAR WARS
STAR WARS
© & ™ Lucasfilm Ltd.

Lesson Plan

CUBETTO

Lesson Plan



I NFORMATION AND C OMMUNICATIONS T ECHNOLOGY

TOMORROW'S SCHOOL FOR ALL STARTS TODAY

ERASMUS PLUS 2017-1-BE01-KA219-024746 8

ISTITUTO COMPRENSIVO S.STEFANO DI MAGRA ISA 12

ITALY

Information and Communications Technology

The Italian School has learned to recognize and promote widwespread learning that takes place in the multiple environments in which children grow and through new envolving technologies.
In the kindergarten the child confronts the new technologies as a spectator and actor.
The school can help him to familiarize himsef with the multimedia experience.
In the subsequent degrees of education new tools and new languages of technology are the key elements of all disciplines and through planning and simulation,typical methods of digital tecnology, theoretical and practical knowledge combines and contribute to understanding of complex system.

I CT SKILLS & KINDERGARTEN

Field of experience languages, creativity and expression,

technology has filles and change all aspects of everyday life and influenced them.

New generations are the first to be involved in this process of renewal showing a natural propensity for New Technologies.

The Kindergarten is involved in this process, especially as a promoter of acquiring competences for the use of New Technologies in a conscious way.

Using the different comunicative codes (iconic, sonorous..), the child , with the help of the teacher, is invited to discover what the world can offer him, in terms of quality and competence, in line with his age, from the knowledge of the different devices, functions and controls.

By using the different tools of a computer (mouse and keybord) , each child improves hand motility developing memory related processes.

The playful aspect of the approach, stimulates curiosity, motivates pupils to learn and teacher can structure new objectives.

STEPS OF A CODING GAME

THE HOUSE

A BIG PICE OF CHEESE

READY TO START

THE TRAP

Coding game
A WAY FOR PEPE

Ready to start

Finally at home!

Yes! Cheese!!!

The trap! Noo!!

Help me!

PEPE MEETS CUBETTO

CUBETTO SHOWS UP!
WE PLAY TOGETHER!

KINDERGARTEN and PRIMARY SCHOOL

CUBETTO MEETS BEE BOT

KINDERGARTEN and PRIMARY SCHOOL

CODE GAME BETWEEN KINDERGARTEN AND PRIMARY SCHOOL AND ELMER THE COLOURFUL ELEPHANT

PRIMARY SCHOOL
Lego Education WeDo

BUILDING THE GAME…

Santo Stefano di Magra Comprehensive School I.S.A. 12 La Spezia Italy

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ITALY

Final post- training evaluation

1st training session UK

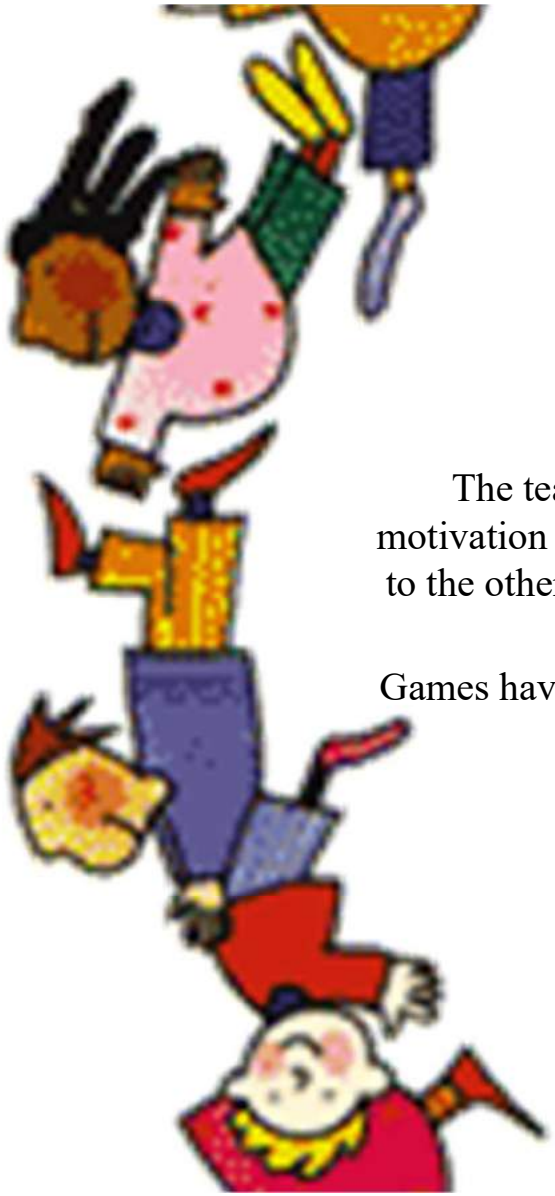
New technologies in facing didactics with special need pupils and students.

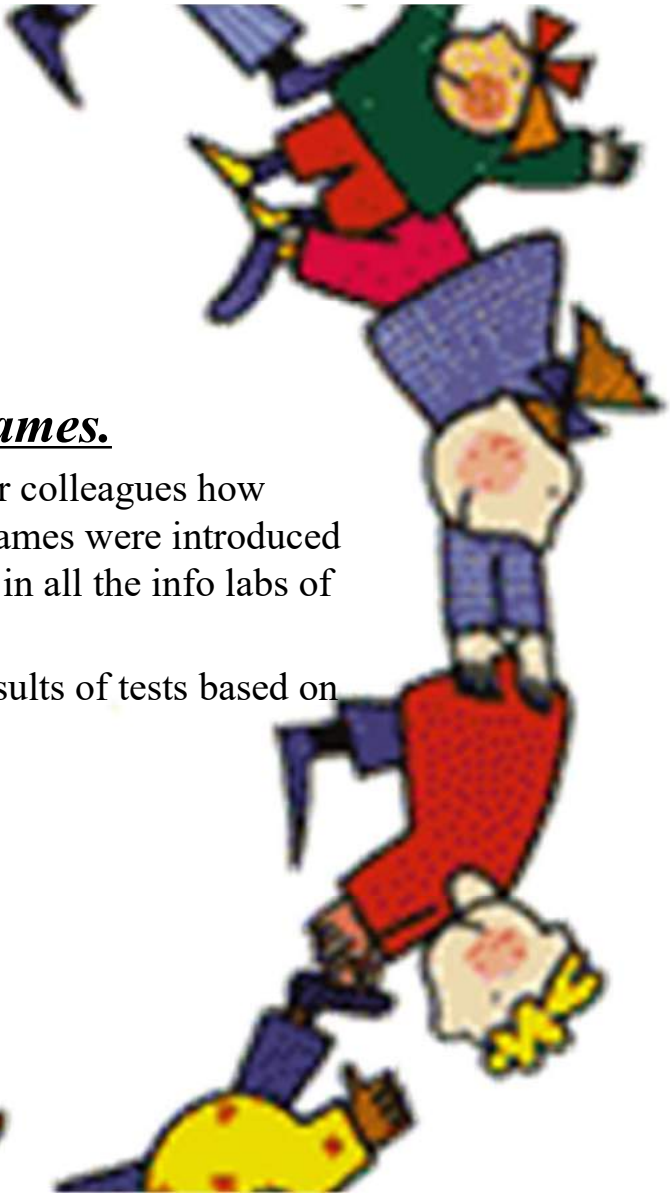
The headteacher and the teacher joining the session informed all the teachers about the software and informatic apps useful in the day to day didactics.

Meetings were organized to show how the different apps could be used and the teams of teachers learned how to use some of them.

Special need students appreciated coding, based software and math's apps.

Nowadays they are used by most of the students with special needs.



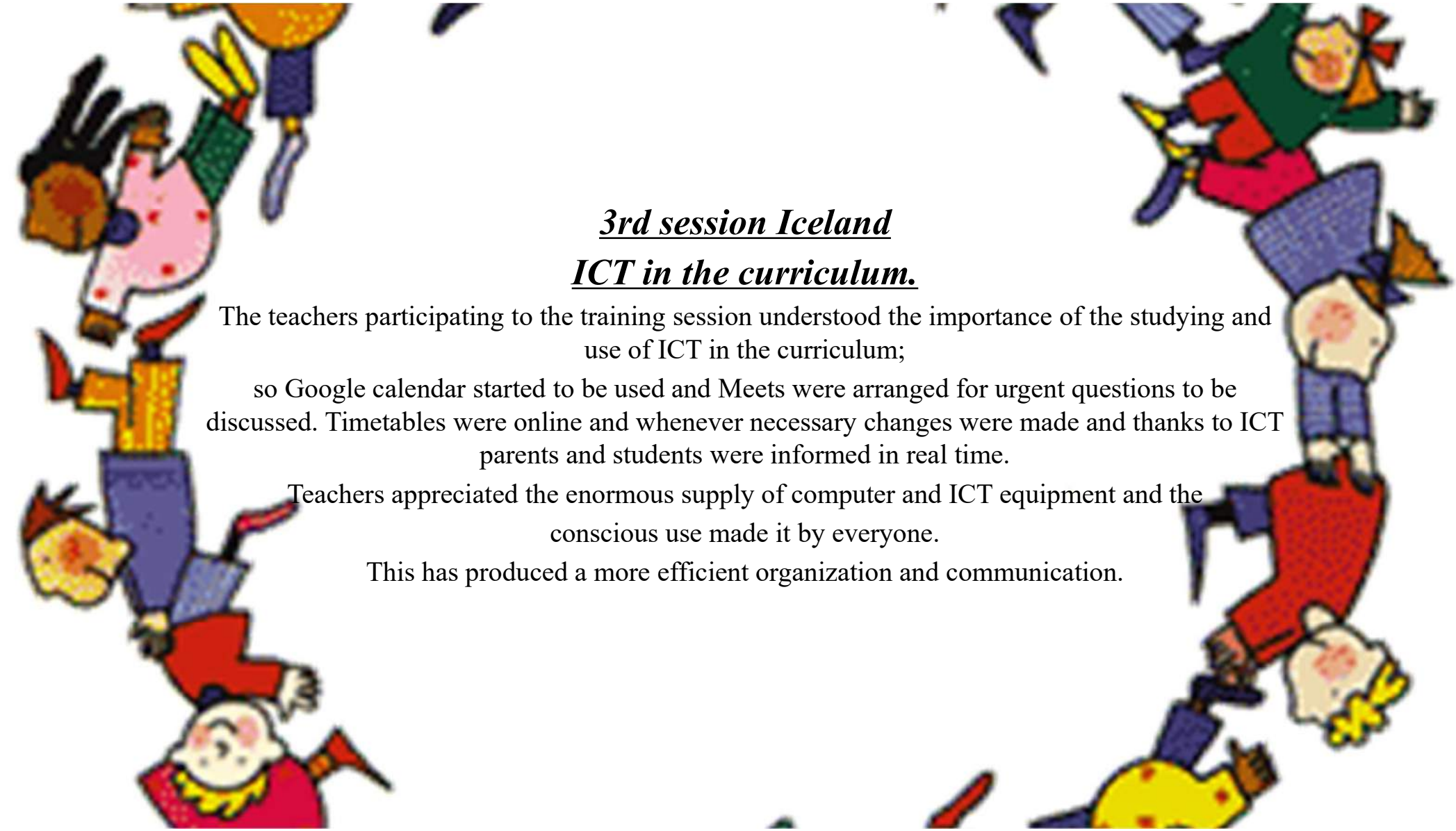


2nd training session Bulgaria

ICT and games , learning through games.

The teachers involved in the training session referred to their colleagues how motivation can be the spring of real learning, so new computer games were introduced to the other teachers and a few games were bought and installed in all the info labs of the school.

Games have shown a rise in the level of motivation and in the results of tests based on the info of the games.



3rd session Iceland

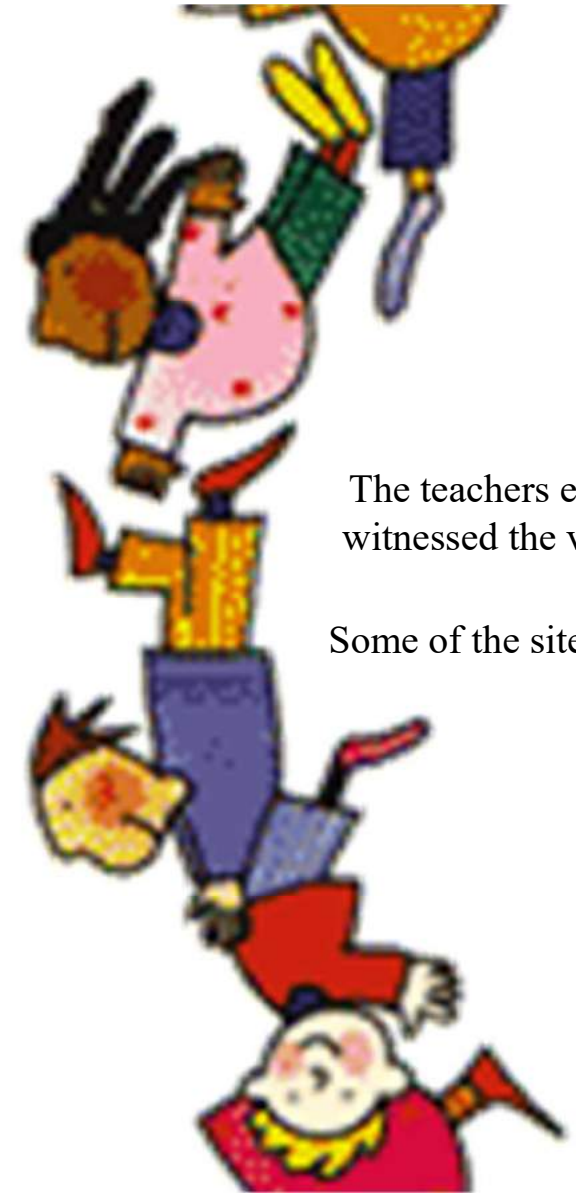
ICT in the curriculum.

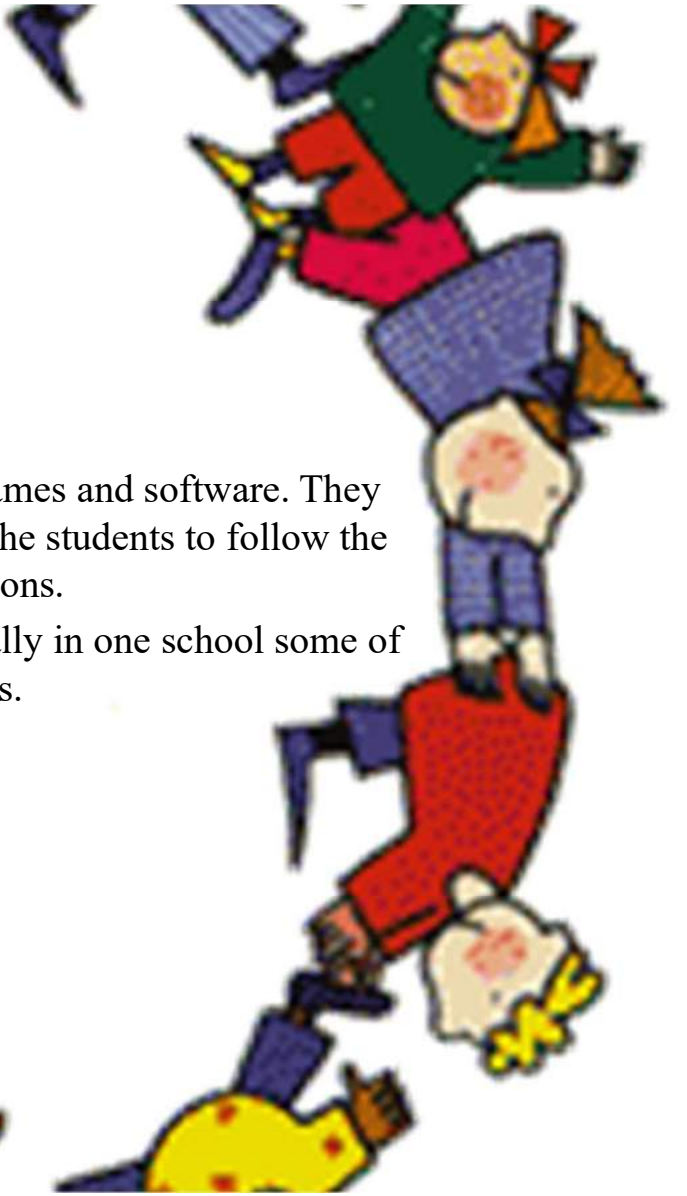
The teachers participating to the training session understood the importance of the studying and use of ICT in the curriculum;

so Google calendar started to be used and Meets were arranged for urgent questions to be discussed. Timetables were online and whenever necessary changes were made and thanks to ICT parents and students were informed in real time.

Teachers appreciated the enormous supply of computer and ICT equipment and the conscious use made it by everyone.

This has produced a more efficient organization and communication.



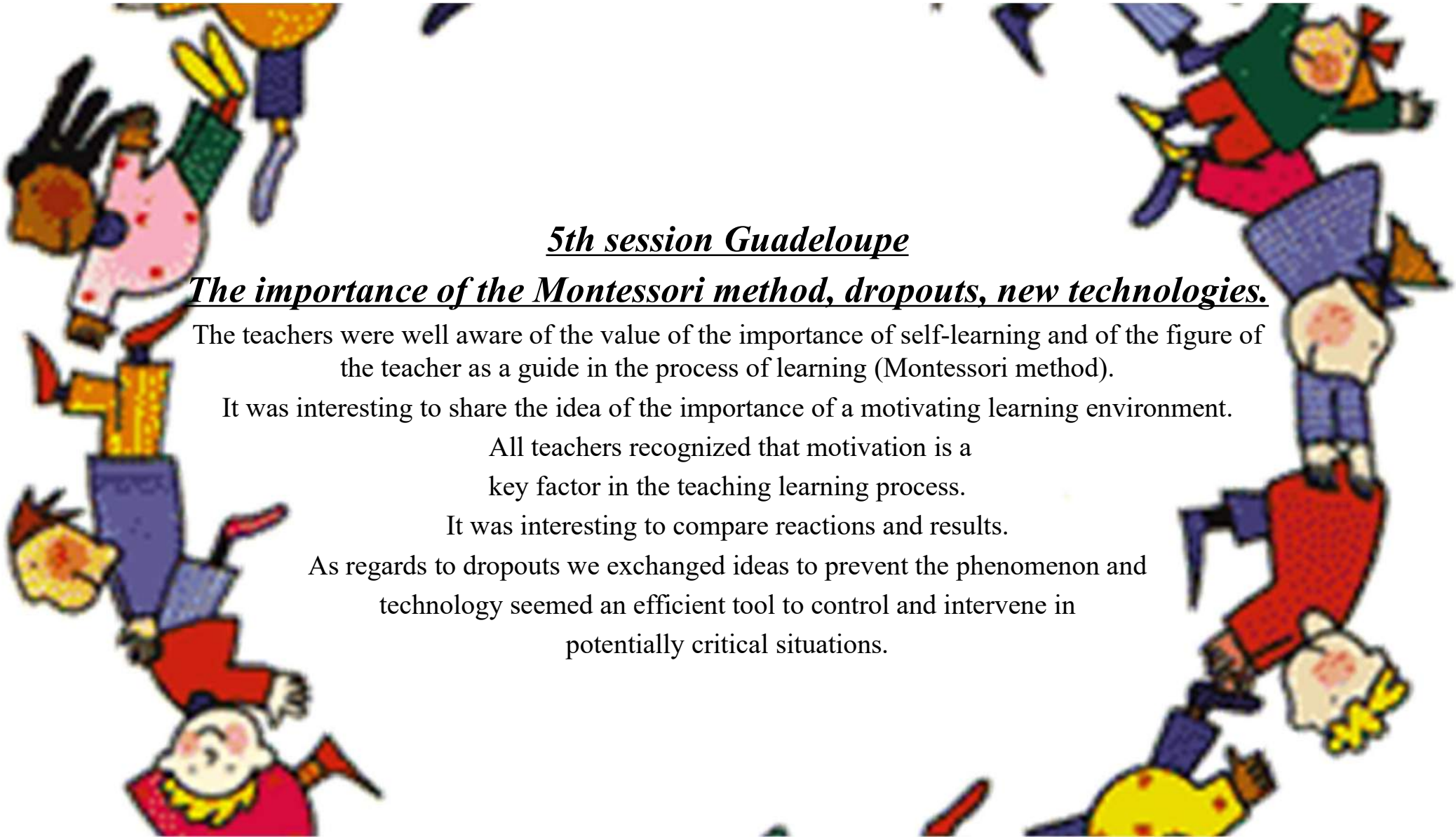


4th session Belgium

ICT and Sciences.

The teachers enjoyed the possibility of teaching sciences through games and software. They witnessed the value of virtual scientific experiences which allowed the students to follow the phases and processes of scientific experimentations.

Some of the sites were presented to the teams of teachers and especially in one school some of the software are used by teachers and students.



5th session Guadeloupe

The importance of the Montessori method, dropouts, new technologies.

The teachers were well aware of the value of the importance of self-learning and of the figure of the teacher as a guide in the process of learning (Montessori method).

It was interesting to share the idea of the importance of a motivating learning environment.

All teachers recognized that motivation is a

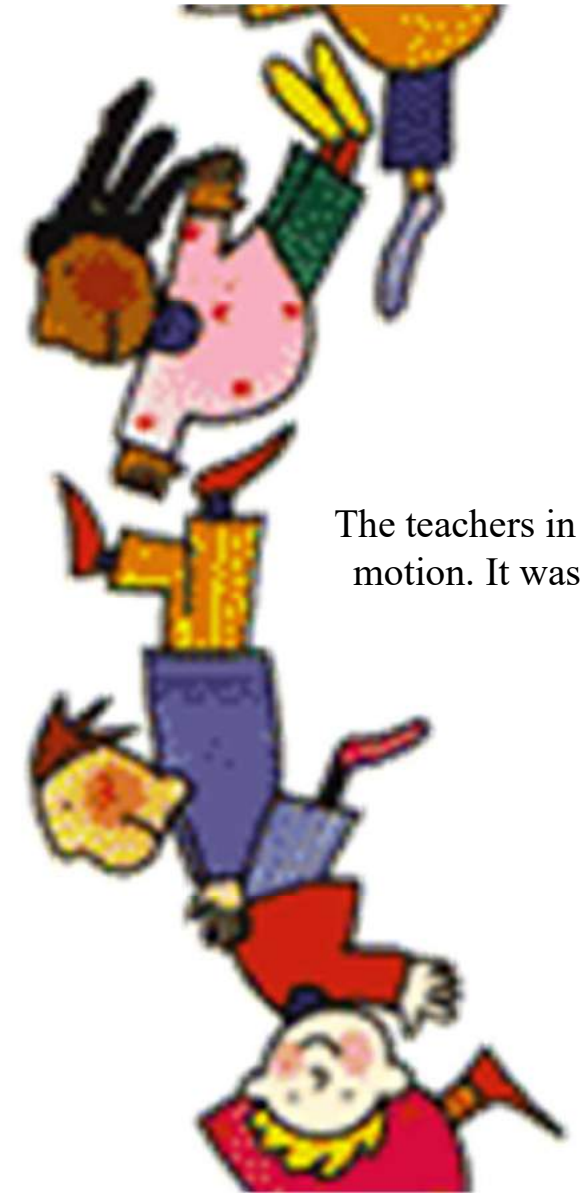
key factor in the teaching learning process.

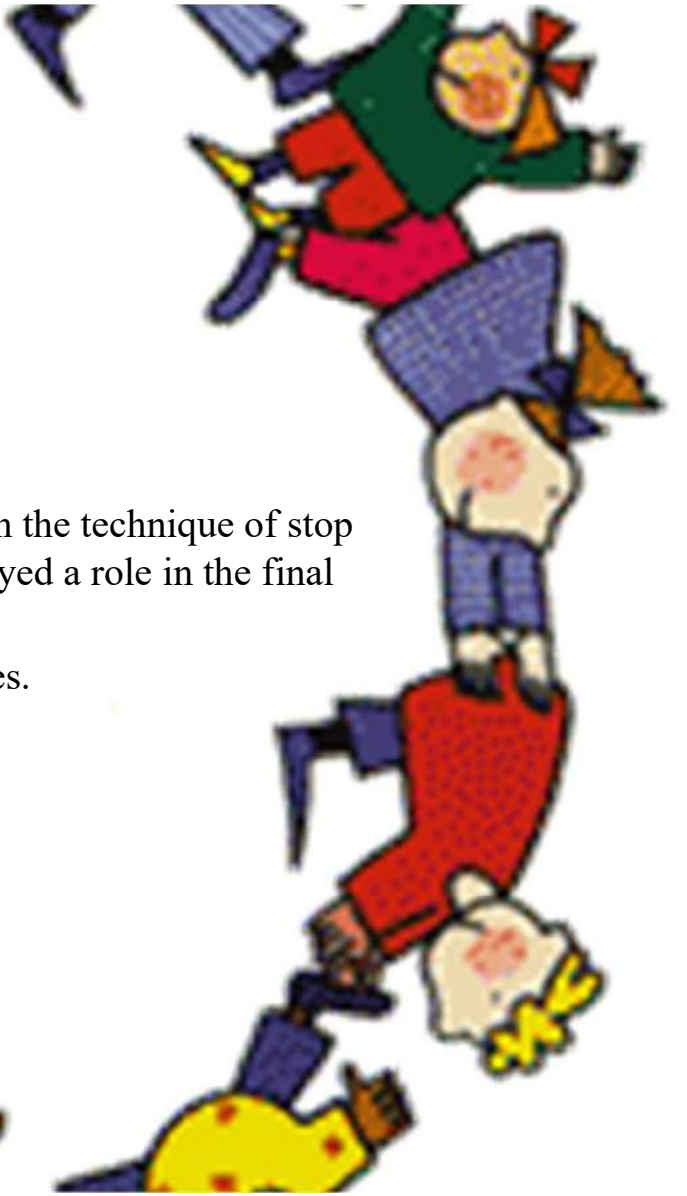
It was interesting to compare reactions and results.

As regards to dropouts we exchanged ideas to prevent the phenomenon and

technology seemed an efficient tool to control and intervene in

potentially critical situations.



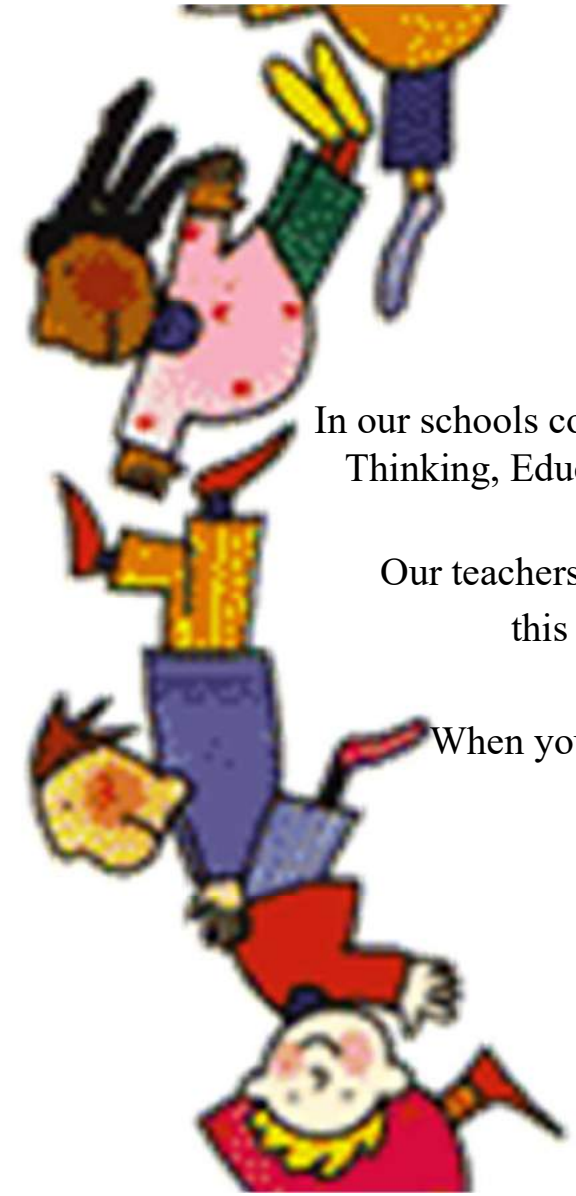


6th session Turkey

Animation in stop motion.

The teachers in Turkey were involved in the creation of cartoons with the technique of stop motion. It was interesting to see how creativity and imagination played a role in the final products.

We exchanged ideas and proposals for future uses.



7th session Italy

Educational robotics.

In our schools coding is taught from the Infant school as a playful approach to Computational Thinking, Educational robotics are learned by programming movements using math's and algorithms.

Our teachers and students enjoyed to show what they do during their ICT lessons and this helped them to understand better what is beyond the making and moving of their robots.

When you can explain what you are doing and why you are doing it, your level of awareness and competence grow.