

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

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

Objectives:

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

Methodology:

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

Achievements:

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

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

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

Objectives:

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

Purpose of the Project

- To make a short stop motion animation film (object animation).
- Conceiving a micro script
- Understanding the stop motion animation technique
- Understanding the relationship between images and sounds in the audio-visual language
- Learning how to subdivide a movement in its phases and reproduce it along a trajectory

Methodology

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

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

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

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

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

Materials and tools used

- Professional video editing software
- Lim
- Projectors
- Drawing materials (cardboard, colours, scissors)

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

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

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

Objectives:

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

Methodology:

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

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

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