

Competences (BIC)

Project Number: 2016-1-DE02-KA204-003276

Name of Activity	CREATING A LAP-BOOK - A migration journey
Language(s)	Italian and others
Suggested Level	From A1
<p>Suggested Objectives</p> <p>Procedure</p>	<ul style="list-style-type: none"> - Connecting school disciplines (knowledge and skills) with life experiences - Enhancing knowledge gained in the field - Activating skills - Assessing the actual development of disciplinary competences - Learning to learn - Designing - Improving communication skills - Collaborating and participating - Making individual and group decision. - Acquiring and interpreting information - Increasing self-confidence and creativity - Understanding historical facts, geographical and social backgrounds in order to confront different opinions and cultures - Analyzing close and distant (in space and time) territorial systems to evaluate the effects of human action on them <p>Setting: the classroom: The group works around a table. Time: 4 hours Materials: Colored cards; pencils, pencils, glue, scissors; white sheets for writing and drawing; tissues; lap-book model as a guide</p> <p>Activity 1: observation of a lap-book model Step 1 (15 minutes) Teacher:</p> <ul style="list-style-type: none"> - shows a lap-book as an example. - answers to questions about how the lap-book works and how to make its parts - distributes materials and tools: Colored cards: pencils, pencils, glue, scissors; white sheets for writing and drawing; fabrics; lap-book template as a guide. <p>Students:</p> <ul style="list-style-type: none"> - watch, listen, and ask questions about the lap-book tool. <p>Step 1 (1 hour) development / processing of the first part of the lap-book Teacher:</p> <ul style="list-style-type: none"> - guides the realization of <u>the first part of the lap-book, which is about space and time concepts</u>, driving questions, personal deepening, physical, political, and thematic maps - observes students to work independently by intervening only on request <p>Students:</p> <ul style="list-style-type: none"> - work autonomously in the construction the first part of their own lap-books. - ask the teacher for explanations or advice - ask other students for explanations and advice ; they help each other <p>Activity 2 development / processing of the second part of the lap-book Step 11 (45 minutes) Teacher:</p> <ul style="list-style-type: none"> - shows <u>the second part of the lapbook, which is about the lines on the Earth and the lines crossed in a hypothetical journey</u> - invites students to build the second part of the lap-book freely, clarifying what is the minimum content expected; and inviting them to personalize it with personal contributions. <p>Students:</p> <ul style="list-style-type: none"> - look and ask questions. - elaborate the second part of the lap-book. - find solutions individually or collaborating in the group. - ask the teacher for suggestions <p>Step 2 (1 hour): development / processing of the third and last part of the lap-book Teacher:</p> <ul style="list-style-type: none"> - asks students how they intend to use the third part of the lap-book - listens to their ideas, hypotheses, plans - discusses with them the validity of their proposals, enhancing them and helping them to adapt them to the lap.book structure when needed - gets the job started

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	<p>Students:</p> <ul style="list-style-type: none"> - propose ideas, plans, materials, hypotheses and texts to implement the third part of the lap-book. - exchange opinions and ideas with the teacher and the group - work on the elaboration of the third part, free <p>Activity 3 (1 hour) closure / observation of the results, revision, completion of the lap-book</p> <p>Teacher:</p> <ul style="list-style-type: none"> - asks each student to show their lap-books, and to try to present it - looks, listens, asks for details, listens to the answers, proposes corrections or ways to complete and to deepen the steps. - enhances individual work. - closes the activity by postponing to the next lesson the preparation of the oral presentation <p>Students:</p> <ul style="list-style-type: none"> - each student shows the group and the teacher their work. - look at other students' products, listen, ask questions, get involved with suggestions. - those who decide to make changes, after the discussion of the elaborate, work on additions, corrections, reductions - listen, ask questions for clarification. <p>.....</p> <p>This Lap-book about the topic of "A journey" was proposed by Chiara Pasquato and Giovanna Vignato at the CPIA of Padua as a tool for a re-elaboration of personal experience and valorization of competences, practical knowledge, and knowledge of disciplines.</p> <p>In this activity:</p> <ul style="list-style-type: none"> - Teacher elicited space and time terminology which had already been carried out at the beginning of the school year. - Students were asked to elicit questions to ask to get information about a journey. - Students asked to think of two historical journeys dealt with when studying history and tried to narrate them using the answers to the questions before elicited. - Students were invited to move from History as a discipline to their own personal history and they were prompted to presenting their own journeys towards Europe, primarily showing them on maps. - Students resumed the mapping and spatial orientation skills learned over the course of the year. - Students were invited to draw the route on the map and read Africa's physical and political map; - Students were asked to describe some of the lines on the Earth, chosen, among those crossed or met during their journey writing texts, making sketches, outlines or drawings; - Students were asked to reflect on some of the landscape and anthropic elements observed during their journey. <p>The activity proposed is the workshop part of a module of 5 lessons organised as follows:</p> <p>Lesson 1: introduction of the workshop. Proposal of a draft booklet prepared for the occasion; keywords to insert into the lap-book: travel, space, and time.</p> <p>Lesson 2 Workshop: making the lap-book.</p> <p>Lesson 3 Workshop: making the lap-book.</p> <p>Lesson 4 review of individual works, completion of missing parts, exercise in the use of the lap-book as an exposure tool.</p> <p>Lesson 5 simulation of an oral presentation with lap-book support</p> <p>This activity was proposed to a class formed by 7 boys, aged from 17 to 22, all from Western Africa, all in Italy for less than one year. Their level of knowledge of Italian as L2 went from the initial A1 to A2. Their already acquired skills and knowledge belonged to educational and cultural systems distant from the European ones. Their cross-competencies, on the other hand, were very high due to their life experience, travelling, people met, discoveries, adaptation, and resilience due to curiosity, courage, and determination that had led their steps up to Europe. The Italian language and History/Geography teachers cooperated on the design and development of the activity.</p> <p>On one hand, the activity allowed a re-reading of a strong and often traumatic life experience mediated by historical-geographic concepts and tools for a first re-elaboration in terms of enhancing a personal path. On the other hand, the activity put into play knowledge, skills and competences acquired and developed over the course of the school year, in Italian language and history/geography lessons, re-elaborated matching them with personal experience. The topic of the "journey" became the key that opened the gates towards historical/geographic characters and processes they had viewed, experienced in their own "journey" and it allowed them to narrate them with the lexis of the disciplines.</p> <p>The lap-book, made by hand, allowed them to re-elaborate and to show, to give actual form to what the words still failed to do. At the same time, it helped students to develop the Italian micro-language of the disciplines.</p>