

QL

candidatura del progetto

« Does the Earth have borders?
Migrations and human rights »

Liceo Scientifico Marconi

Foligno

a.s. 2015/2016



Obiettivi comuni piano condiviso e aspetto collaborativo

La stesura di un activity plan è il modo migliore
per condividere il progetto ed iniziare a
collaborare

September

checking our resources
considering different
cultures, school
calendars, school rules;
set the goals being
realistic.

**Investigating and
deciding what we need:**

(Where? in school, at
home? When? during
classtime, after school
time? How? Think
about the activities,
taking into
consideration the
resources you have at
your disposal. With
who? Think about the
pupils and colleagues
that will be involved.
Think about the people
that may support you in
school and outside
school.

**Thinking already
about Evaluation as an
important part of our
plan** (Continuous
evaluation; Peer-
evaluation; Self-
evaluation; Final
evaluation)

With the partners of the
project and the other
teachers

e-Mail, skype

...
know each
other better to
work on the
project...

Activity plan 1

Activity plan 2

1° part of the project : THEY			
September/ October	<p>Introduction of topic</p> <p>Ice-breaking activities <i>„What’s home for you? “</i> <i>„Which object would you take with you if you had to escape from your home? “</i> All students have to collect information on <i>„What do the immigrants take with them escaping from their country? “</i> <i>What’s the strongest reason for immigration?</i></p> <p><i>A LATIN LITERARY CASE: Troy destruction and Enea’s family getaway.</i></p>	<p>In classroom every teacher discusses the activity plan with their class.</p> <p>TwinSpace. Students</p> <p>All the results must be published on Twinspace</p> <p>The teachers create an event on FB Group</p>	<p>Blackboard, ppt blendspace</p> <p>padlet, MP3, Voki (?) Facebook</p> <p>Ppt, link, word file...</p>
October	<p>Every group has to find newspapers, articles, images from their country. They have to create a virtual folder presented on Twinspace based on some topics</p>	<p>Students. in class; results presented on TwinSpace as stimulus for further activities</p>	<p>Ppt padlet word ...</p>

Activity plan 3

	<p>e.g. 1- <i>The country the migrants are escaping from (imagines or articles);</i> 2- <i>The opinions of our politicians (articles from Turkey, Germany, Greece, Croatia, Serbia, Italy)</i> 3- <i>Reportage from Turkey-Syria borders, from the Hungarian, Austrian... borders</i> 4- <i>Reportage from the sea side.</i> <i>The topics as an Index for articles in EM (Emigration Magazine)</i></p>	<p>working on the folders collected to create the first issue of our EM</p>	<p>EM n°1 (Emigration Magazine)</p>
<p>November</p>	<p>Creating a map of Mediterranean Area and Middle-East. The map has to be geographical, economical and cultural.</p> <p><i>Students have to work on the questions below:</i> 1) <i>When and Where did the migration phenomenon start?</i> 2) <i>How was the political and economical situation before and after emigration?</i> 2) <i>How was the political, economical family's or Country's</i></p>	<p>in class; results presented on TwinSpace as stimulus for further activities</p> <p>Mixed groups working on the folders collected to write the 2° EM number</p>	<p>ppt or padlet blendspace google map ecc...</p> <p>EM 2(emigrants magazine)</p>

Innovazione pedagogica/integrazione del curricolo

- Il twinspace è una classe 2.0 aperta all'Europa
- In essa si realizzano attività CLIL
- Si confrontano approcci didattici/programmi diversi/culture differenti
- Si può estendere il tempo classe e favorire l'autonomia degli studenti e il gusto della ricerca
- Si può progettare in PBL (project based learning)

Classe 2.0

Secure | https://twinspace.edmodo.com/2017/pages/page/2474



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[2°Activity HOME is where our story begins..](#)

- [Small bag for big journey](#)
- [A refugee's bag](#)
- [A journey to Lampedusa by Anna La Micela](#)
- [Home is... where refugees are welcome with open arms by Giacomo Alessi](#)

[3° Activity - ANCIENT and MODERN MEDITERRANEAN REFUGEES](#)

[Poetry as a reflection of immigrants' lives](#)

[4° Activity - International group work](#)

[5*Activity - COMPETITION: FIND OUT OUR LOGO](#)

CREATE A PAGE

ARCHIVED PAGES



Small bag for big journey



Sabine Burkhardt • 11me

What would you take, if you had to escape from your home?

Imagine that you have to leave your home tomorrow. Your mum is asking you what you will have to carry yourself. What would you take? Please share your choice.

afef beji / Tunisia

i would certainly take my kitten, my dog , my phone and some food for i don't know for how long i will be escaping.

Kmar LATROUS / Tunisia

Family
foooooood !!!
moneyyy
phone

Amira Ghanney

i am not interested by material thing such as money mobile phone clothes i just will take a heart full of hope and expectation to return to my home

Xristina Kalamaki-Nefeli Bouta-Dimitris Boutas-Nikolas Kurgotasis-Aimilia Balla Anastasis Loukatos

If i had to leave my home tomorrow i think that i would take with me

-A lot of water
-A lot of food
-Warm clothes

Chiara Matalone

I think that if I have to go away from

Estensione del tempo classe



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3° Activity - ANCIENT and MODERN MEDITERRANEAN REFUGEES

Edit page

TASKS: Here is a collaborative activity to do with your partners. Good luck!

THE ODYSSEY

<http://www.boyle.kyschools.us/UserFiles/88/The%20Odyssey.pdf>



Sviluppo delle competenze 1

🏠 Sicuro | <https://twinspace.etwinning.net/9984/pages/page/92306>

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2° Activity HOME is where our story begins..

3° Activity - ANCIENT and MODERN MEDITERREAN REFUGEES

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The "Odyssey" of Humanity

Aeneides

AENEIS ESCAPING

Xenia law

TROY RUIN

WHAT WE LEARNT ABOUT

ANCIENT POEMS

EVALUATION FORM ACTIVITY 3

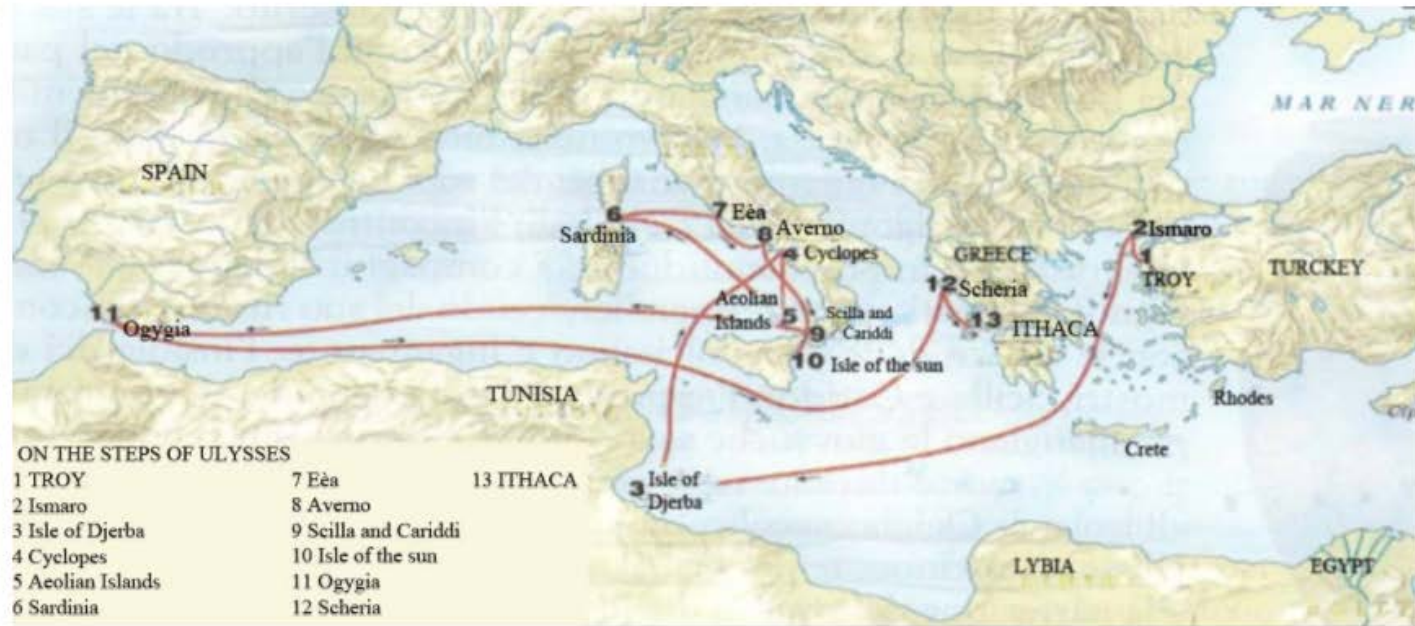
Poetry as a reflection of immigrants' lives

4° Activity - International group

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<http://www.boyle.kyschools.us/UserFiles/88/The%20Odyssey.pdf>



The theme of travel and traveler has always been at the center of literature, both classic and modern. Travel is one of the most present in the collective idealistic metaphors: life is understood as a "path" or a "pilgrimage", death as a "Transfer", the decisive moments of life as "rites of passage", as also safeness or asylum. The trip, a true "literary topos", takes us through the centuries

Sviluppo delle competenze 2

#TASK 2: EACH GROUP FINDS AND POSTS BELOW ANY IMAGES OR MAPS OF THE NEW REFUGEES ROUTES WE CAN COMPARE /OR NOT/ TO ODYSSEUS JOURNEY. GOOD LUCK!

EUROPE'S REFUGEE CRISIS

- Both European Union and Schengen Area members
- Only European Union members
- Only Schengen Area members
- Recently constructed or planned border fences



Integrazione del curriculo 2/1



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The Nausicaa's song - ODYSSEY - n. 3

[Edit page](#)



Integrazione del curricolo 2/2

*We would like to name this law: the **NAUSICAA'S Song**.*

Book VI

The Princess and the Stranger

But now, as she was about to fold her clothes and yoke the mules and turn for home again, now clear-eyed Pallas thought of what came next, to make Odysseus wake and see this young beauty and she would lead him to the Phaeacians' town. The ball—the princess suddenly tossed it to a maid but it missed the girl, splashed in a deep swirling pool and they all shouted out— and that woke great Odysseus. He sat up with a start, puzzling, his heart pounding: "Man of misery, whose land have I lit on now? What are they here—violent, savage, lawless? or friendly to strangers, god-fearing men?"

After the shipwreck Odysseus woke up on the beach of the Phaeacians' island and saw a group of young girls; These girls were playing ball and, at one point, princess Nausicaa tossed the ball but missed the aim and hit Odysseus. He sat up being worried about what kind of people he is going to meet. In this passage we can see how Odysseus is like the modern immigrant, in fact he shipwrecked in an unknown island and he didn't know if the people that live in the island were good or not.

Miriam Lo Piccolo,

Luca Tulli

Through this simile, Omero describes Ulisse's arrive at the shore while Nausicaa, Alcinoos' daughter, is playing ball with her handmaids. After his shipwreck

Sviluppo dell'autonomia dello studente

Sicuro | <https://twinspace.etwinning.net/9984/pages/page/100955>

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Poetry as a reflection of Immigrants' lives

[A poem by Mahmoud Darwish](#)

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To Zakynthos (English translation)



*"Never will I touch your sacred shore again
where my young form reclined at rest,
Zakynthos, regarding yourself in waves
of the Greek sea, where Venus was
virgin born, and made those islands bloom
with her first smile; nor did he bypass
your lacy clouds and leafy fronds
in glorious verse, the one who sang
of fatal seas, and of the broad exile
after which, exalted by fame and by adventure,
Ulysses kissed his rocky native Ithaca.
You will have nothing of your son but his song,
motherland of mine: and our fate already
written, the unmourned grave."*

This is a famous sonnet written by an Italian poet, **Ugo Foscolo**, in 1803.



Comunicazione e scambio/Collaborazione

- Comunicazione tra i partners (tramite skype, mail, diario di bordo)
- Scambio di pratiche didattiche, attività...
studenti
- Collaborazione: ciascuno deve dare il proprio apporto e arricchire le pagine e i threads dei forum con la propria visione

Scambio/collaborazione

Sicuro | <https://twinspace.etwinning.net/9984/pages/page/73010>

- [town.... my county...](#)
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 - [7 Svria before the Civil War](#)

CREATE A PAGE

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Every group has to find newspapers, articles, images from their country. They have to create a virtual folder presented on Twinspace based on this topic. Articles for HUMANIZINE will be written on the basis of someone else's folder.

--> GROUP COMMUNICATION in the Forum. There's a thread for each topic.

Activity 4°

Topic	Italy	Poland	Greece	Tunisia	Turkey	Germany	Teacher
1. The countries the migrants are escaping from. (Reasons)	Paolucci Fabio						
	Tulli Luca Pesciaioli Alessio Azzarelli Simone Rosi Riccardo	Hanna Baranowska		Fathia Atia Mervet Chaktmi		Alexander Degraf Jannik Mauritz	Hedia Zrelli
2. The Islamic State	Alessandro Sdei Leonardo Properzi Vincenzo Piscitelli Ortolani	Filip Kwiatkowski		Louay Benhamda		Leon Kozel Simon Kempf	Giusi Gualtieri

Comunicazione tra docenti

The image shows a screenshot of a web browser with several tabs open: "(1135 non letti) - giusigu", "STUDENTI UNIVERSITARI", "TwinSpace", and "scuole_innovative.pdf". The address bar shows the URL "https://twinspace.etwinning.net/9984/home".

The main content area displays a forum post with the following text:

Type here Post

hello!!!! pleaseee upload any pictures or videos you have done during the skypecall!!!! :-D
- Posted by Giust Gualtieri, 08.06.2016, 17:14 | Delete

*Dear friends
I wish you all a Happy Easter
Joanna*
- Posted by Joanna Lisewska, 25.03.2016, 16:41 | Delete

Hello! I said my student's to check their twinspace-mail and tomorrow we'll have a discussion about. I'm afraid that we won't be ready the 7th of March. I'm sorry but we are still working on it.
- Posted by Δεσπa Βάνα, 06.03.2016, 10:20 | Delete

*hello girls!
I've wrote to my international groups to message as mailing list. Maybe we can better cooperate. Please can you say to your students to check their twinspace-mail? I'll post you what I wrote. Maybe we*

Below the forum post is a screenshot of a Skype video call. The call title is "skyping for eTwinning prize application :-D". The participants are Hedra Zrelli, Iamia ben amor, and Joanna Lisewska. The chat window on the right shows the following messages:

sabato 17 settembre 2016

as i wrote you in a mail...
LET'S KAZ ACTION START!!!

Fan
Guarda trailer
© Tech Raj Films 17:30

Oggi

La conferenza è stata abbandonata. 19:07

hello!!!
i'm late sorry!
there is anybody here? 19:12

Conferenza 19:12

Joanna Lisewska
Hi Giust, 19:23

Imilia Izambik Skype

Scrivi il messaggio qui

our last skype.png

Comunicazione tra studenti



4° Activity - Communication platform for international group work

...there's a thread for every group.

[Back to forums](#)

8. What do countries, organizations, civilians do to help?

by Sabine Burkhardt, 14.01.2016

12 replies

Last reply by amira ghanay, 04.06.2016

10. Syrian children/ teenagers

by Sabine Burkhardt, 14.01.2016

28 replies

Last reply by amira ghanay, 31.05.2016

2. The Islamic State

by Sabine Burkhardt, 14.01.2016

10 replies

Last reply by Giusi Gualtieri, 21.05.2016

6. When and where did the migration phenomenon start?

by Sabine Burkhardt, 14.01.2016

12 replies

Last reply by karima hawyet, 26.04.2016

7. Syria before the Civil War

by Sabine Burkhardt, 14.01.2016

7 replies

Last reply by kmar latrous, 24.04.2016

9. Refugees' stories of their escape

by Sabine Burkhardt, 14.01.2016

10 replies

Last reply by Evina Bekiwrt, 20.04.2016

5. Reportage from the sea side

by Sabine Burkhardt, 14.01.2016

6 replies

Last reply by Dimitris Mpoutas, 20.03.2016

3. The opinions of our politicians

by Sabine Burkhardt, 14.01.2016

5 replies

Last reply by Marian Schnell, 08.03.2016

1. The countries the migrants are escaping from. (Reasons)

by Sabine Burkhardt, 14.01.2016

7 replies

Last reply by Fathia Atia, 05.03.2016

Contributo/Disseminazione/collegamento con il territorio 1/2

4* Activity - [intermediator group work](#)

5* Activity - [COMPETITION: FIND OUT OUR LOGO](#)

6* Activity- [\(Zum ewigen Frieden\) Perpetual Peace and cosmopolitanism](#)

FORUM Activity- [the train stopped at the station](#)

Winter holidays Activity - [brrrrr... Winter-EXPO- holidays!](#)

[EVALUATION FORMS STUDENTS](#)

7* Activity- [Experiencing "An afternoon with Bakary"](#)

8* Activity - [Experiencing a refugee's journey - An interactive exhibition](#)


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helping migrants; Bakary described his history: his long journey from Mali to Italy, until Foligno, where actually he is working helping people looking for papers.

We learnt lots of things... first of all as hard and horrible must be to face these kind of travels; second that there's possibility for integration. Bakary now is a part of our society.

LEAVING MALI....



CROSSING THE DESERT

Contributo/Disseminazione/collegamento con il territorio 2/2



8* Activity - Experiencing a refugee's Journey - An Interactive exhibition

- Work
- Communication
- Build shelter
- Orientation
- Making decisions in difficult situations
- Dreams
- Asylum or not?

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DER WEG
Eine interaktive Ausstellung zum Thema Flucht

Jakobikirche Kiel
08.06 – 20.06.2016

Who? Jugendwerk Altholstein (A group of people, who are doing projects for the youth)

When? 06.08.-20.06.2016

Why? The goal of the exhibition is to confront the pupils with the horrific experience of refugees.

What? The exhibition was developed in 2015 and is made for pupils and students aged between 14 and 25. They take on a new identity and go through the journey of a refugee. They for instance get in contact with human traffickers and need to build shelter. In the following stations they experience interactively what it means to be a refugee on a long journey:

Uso della tecnologia

- Per comunicare
- Connettere (padlet, youtube, ...)
- Ma soprattutto ...

Per collaborare...

The screenshot shows a Moodle page titled "WHAT WE LEARNT ABOUT ANCIENT POEMS" with an "Edit page" link. A grey box contains the instruction: "# FINAL3° ACTIVITY TASK: here are 2 collaborative activities to do with your partners. Good luck!". Below this, a task is listed: "1. Which lines from the Odyssey and Aeneid struck you as thought-provoking in the contest of the current refugees crisis? Write them down [here](#) and explain why." A user post by "giusi gualtieri" dated "11me" features a "#TASK 1" header and the same question. Below the task, four student responses are shown in separate boxes:

- Louay**: after reading the Odyssey and Aeneid stories, i felt like they are similar to what is happening to the refugees now days
- Lara**: I think the situation of the refugees is similar to the stories of Ulysses and Aeneas. For example, that they sailed in a ship on the water, like today refugees
- Mervet Chaktmi**: I think that the situation of ODYSSEY is the same situation of syrian or lybian people . He suffer from homeless but he found who help him that's why ,currently, we must help refugees who are my freinds and humans like us .
- Amira Ghanney**: i am touched by the meeting between Odyssey and Aeneid because it shows the cooperation among them despite of his difference , in fact we have to blink at the inequality ; the allowance and to support each other

Other responses visible include "Riccardo Rosi" and "Edoardo Pietrarelli". The page footer shows "1 member online", the date "02/05/2017", and the time "23:38".

...valutare



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EVALUATION FORMS STUDENTS

[Edit page](#)

All the students have to fill out the evaluation forms

below

Let's take a look back at what we've learnt by answering some questions on the different activities and by creating a HAIKU.

1 HOME IS...

Home is....

you can answer the quiz below after you have a look on the previous activities on the First Activity Page

*Campo obbligatorio

What were the most popular things you took with you escaping from your home? *

clothes, sleeping bag

comparare e riflettere...

ODYSSEY and AENEID - Moduli Google - Google Chrome

Sicuro | <https://docs.google.com/forms/d/1NdaIJR6dAtzevxHGkr4PI7x7DoNlswG2fK2Jql6QlgM/ε>

What should we think in front of a shipwrecked person?
(11 risposte)

Option	Percentage
"nobody writes the destiny except for Gods"	36,4%
"the guest is a donation"	27,3%
"the guest has to receive the guest's presents"	36,4%

What should we do in order to welcome a shipwrecked person?
(11 risposte)

pdf x

gjus

<https://docs.google.com/forms/d/1NdaIJR6dAtzevxHGkr4PI7x7DoNlswG2fK2Jql6QlgM/edit#re>

<https://docs.google.com/forms/d/1wylpV4EoVkrRkqJkAuBr53lqiAtSqsELogQ/edit#responses>

<https://docs.google.com/forms/d/1GP4ABrDNmqOwIBNaftAOmT8ra3tpbrlc/edit#responses>

<https://docs.google.com/forms/d/1pxCGmACafgssjC6qwPytf2yqKbMAW7PCwLE/edit#responses>

What does a refugee can teach or give us?

Thanks! Type another answer here... submit

40 characters remaining

think about what you have
his experience
family team
perseverance
the courage
other's countries
a new culture

ricordare...

What does a refugee can teach or give us?

Thanks! Type another answer here...

submit

40 characters remaining

think about
what you
have

his
experience

perseverance

the courage

family team
spirit

other's
countries
mentality

a new culture
important
values

their
different
culture

other
cultures

love for life

solidarity

hope

their
experience

what is
important
and what
isn't

to be clement
with them

them culture

what is
really
important

that we must
not give up

there are
people less
lucky than us

What does a refugee can teach or give us?

Type your answer here...

Submit

40 characters remaining

Trovare il proprio logo...

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5*Activity - COMPETITION: FIND OUT OUR LOGO Edit page


#1 TASK EACH INTERNATIONAL GROUP HAS TO CREATE THEIR OWN PADLET. IN EACH PADLET THEY HAVE to:

a) **ATTACH THE PICTURE THEY THINK BEST REPRESENTS OUR PROJECT;** b) **EXPLAIN BRIEFLY WHERE THEY FOUND IT;** c) **say why they think it's representative;** d) **Why we (all the teachers) should choose it.**

giusi gualtieri · 11me

 **5*Activity . COMPETITION: FIND OUT OUR LOGO**
TUNISIAN GROUP

Francesca Rosati
For me this picture is the most representative for our project symbolise the trip by the immigrants, the fact that this people often take in this luggage the desire to leave and nothing else.Thanks to this desire that manage to get away.



Commemorare...



Haiku for a migrant

Here we collected all the poems and haiku our students wrote. Be inspired by these lines from "Aeneis" and write a few words (as an Haiku) about the feeling they provoke: What could the refugees feel during their long trip?

Aeneis

"When he had spoken, he reversed his trident and struck the hollow mountain on the side: and the winds, formed ranks, rushed out by the door he'd made, and whirled across the earth. They settle on the sea, East and West wind, and the wind from Africa, together, thick with storms, stir it all from its furthest deeps, and roll vast waves to shore: follows a cry of men and a creaking of cables. Suddenly clouds take sky and day away from the Trojan's eyes: dark night rests on the

1 member online

Risultati visibili e documentabili

- Il twinspace stesso è parte integrante del processo di documentazioni.
- Tutte le nostre performance sul twinspace lasciano una traccia fruibile

Per la pace perpetua di Kant

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[BOZZA BOZZA BOZZA KANT 4 C](#)

[S](#)

[Music video about](#)

CREATE A PAGE

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6° Activity- (Zum ewigen Frieden) Perpetual Peace and cosmopolitanism

curr page

In this page you will find some pieces of information about "For the perpetual peace"; some nice suggestions about Comopolitanism; and, at the bottom, an open "blendspace".

Final task: LETS CREATE A LESSON ABOUT "Cosmopolitanism"using Blendspace- Each student, or each group of students, works to create a piece of a lesson about cosmopolitanism in the centuries (ancient Greece, Stoicism, Christian traditions, Muslim tradition, Kant etc...). You can write some word texts, import video, movie, pictures, and, of course, whatever you like to create a Final Lesson about What Cosmopolitanism is!

Good luck!

"There is a tradition of cosmopolitanism, and if we had time we could study this tradition, which comes to us from, on the one hand, **Greek** thought with the **Stoics**, who have a concept of the 'citizen of the world'. You also have St. Paul in the **Christian tradition**, also a certain call for a citizen of the world as, precisely, a brother. St. Paul says that we are all brothers, that is sons of God, so we are not foreigners, we belong to the world as citizens of the world; and it is this tradition that we could follow up until **Kant** for instance, **in whose concept of cosmopolitanism we find the conditions for hospitality**. But in the concept of the cosmopolitical in Kant there are a number of conditions: first of all you should of course welcome the stranger, the foreigner, to the extent that he is a citizen of another country that you grant him the right to visit and

Dalla Xenia low al Cosmopolitanism

Anna La Micela

tolerance in Islam

The best example must be the example of our beloved Prophet (s.a.w. – may peace and blessing of Allah be upon him), he understood the Qur'anic teachings better than anyone else and his is the example that every Muslim should always follow. The Holy Prophet Muhammad (s.a.w.) actively promoted peace, tolerance and compassion for all non-Muslim minorities. He did not simply demand religious tolerance of his followers; but he laid down the foundations to provide legal and constitutional protections for religious minorities.

When the Holy Prophet (s.a.w.) settled in Medina, he set about creating the first Islamic state. In Medina were not only Muslims, but there was three Jewish tribes and other Arabs who had not accepted Islam. The Holy Prophet (s.a.w.) was asked to govern all the citizens. To achieve this he made a formal agreement, known as the Charter of Medina in 622 A.D.

We should also bear in mind that this Charter of Medina pre-dated the English Magna Carta by almost six centuries. A formal agreement between Prophet Muhammad (s.a.w) and all of the significant tribes and families of Medina, including Muslims, Jews and non-Muslim Arabs.

- Remarkably 45% of the total population in Medina consisted of non-Muslim Arabs,
- 40% consisted of Jews,
- and only 15% consisted of Muslim

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COSMOPOLITANISM

by Giusi Gualtieri


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#TASK 5 How many wars and distructions are in the world? And How many refugees are escaping from wars and distructions as Aeneis from Troy? With your international group do some research on the wars that are destroying people and countries at the moment.



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Grazie per la gentile attenzione

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