



Project: I SEE – Internet SafEty Education in school

GOOD PRACTICES ANALYSIS in ITALY

1. Description of the ICT current policy situation in Italy

Our school, coherently with how much anticipated from the PNSD (Plain National Digital School), introduces his/her own plan of intervention, contained in the PTOF, to come true within the triennio, whose objective it is that to support, acting on different aspects, the overcoming of the frontal traditional lesson to draw near to a model in which the pupil is active protagonist of the process of learning, in how much he builds the to know through the experience and the investigation. The areas of intervention foresee the inside formation of the personnel of the school, the involvement of the scholastic community and the creation of innovative solutions.

The formation inside aim to the correct use of the present technological (pc, tablet, LIM, Smart Tv) tools already in school, to the functional use of the environments of learning for the integrated digital Didactics, to the experimentation and the diffusion of innovative methodologies and processes of active didactics, collaborativa, inclusive, to the formation on the use of the programming language and (coding) the apps for the creation of virtual classes, to the frequency of courses related to the administrative (personal ATA) digital adjustment, to the formation for the parents of the use of the electronic register.

The involvement of the scholastic community happens through the coordination with the figures of system and with the technical operators, the experimentation of solutions digital hardwares and software more and more innovative, the promotion of initiatives of electronic twinship among European schools through the European bases.

The creation of solution innovative it foresees the recognition of the technological endowment of Institute and his/her possible implementation, the realization of new environments of learning for the integrated digital didactics with the use of new methodologies, the creation of tools of sharing and virtual classes, the development of the thought computazionale and introduction to the coding, the proclamations share national and European in base to the anticipated actions from the PNSD.

The school adopts safety least measures ICT to the goals of the evaluation of the risk and the realization of measures of prevention especially in reference to the sensitive data. The net of



reception office and the relative devices are endowed with personalized password and in conformity with to the safety standards, a firewall is active on every car and an active antivirus always.

It treats more complex data to middle risk, to such end the safety measures foresee the physical separation and software of the two segments of net (didactics to of reception office).



2. Describe 5 good practices from your school on the chosen topics

1

1 practice on methodologies for primary school: COOPERATIVE LEARNING WITH ICT

ICT promote cooperative learning as an educational method in which students work together in small groups in order to achieve common goals, trying to improve their knowledge. This method is different from both competitive and individualistic learning and, can be also applied to every task, to every subject, to every curriculum. The students enjoy working together in a common activity, they are the protagonists of all the steps of their work, from programming to evaluation, the teacher is a facilitator and a manager of the learning activities, while the computer plays a central role in the acquisition of knowledge and skills development.

The methodology will be used with students ranged 8-10 years old (classes 3 ^, 4 ^ and 5 ^) for the development of the following skills:

student

1. collaborates on a common project;
2. Create relationship with the group and with the adult;
3. use the knowledge learned to develop a product;
4. uses technical and digital devices

This methodological approach will be divided into 5 STEPS:

1. Let's make music!
2. Welcome in Italy –
3. We travel ...by surfing
4. Learn with Popplet
5. The Constitution and the principle of equality

2



1 practice on development of basic skills for primary school: KNOWLEDGE AND USE OF ICT

The aim of this good practice is to provide students with a first computer literacy: the computer becomes the educational tool to introduce multimedia in ordinary curricular activities, encouraging interdisciplinary work opportunities.

The teacher's task is to get students familiar to new technologies, this tool should allow them to get access to new knowledge and a new organization of the knowledge. The teacher is also a "supervisor" to evaluate the reliability of the websites visited and to protect their privacy and personal data from the web. It is a matter of making students acquire a technological mindset, oriented towards the comprehension of general functions and the ability to select and frame ICTs different possible contexts where can be used.

This activity's target group will be students ranged 6-10 years old (classes from 1[^] to 5[^]) for the development of the following skills:

student

- get used to computer and use it as a tool, for simple didactic activities and as for search;
- develop computational thinking;
- get used to the most common functions of Microsoft Office applications (Paint, Publisher, Word, Excel, PowerPoint);
- surf safely on Internet.

This activity will be developed in 5 STEPS:

- Travel with the Mouse
- Coding in your classroom
- Maths with computer
- ...Not to forget
- At school of... journalism



3

1. practice on methodologies for high school: Eclipse crossword

The technologies, to be more incisive and meaningful in the learning, must be mediate from the job of the small group.

We will use the free software "Eclipse crossword" to produce in class a crossword. To realize a crossword means to practice an elevated competence in how much, to have good mastery of the subject of study, needs further to be able to formulate some questions.

EclipseCrossword is perhaps the simplest and fast way to create a crossword departing from a proper list of words. It will be enough only to insert the answers for the words that it is desired to include in the crossword together with the correspondent suggestion for every term.

EclipseCrossword he will take care of the whole rest inserting the answers and the words to create his/her own crossword.

The footstep The following footstep is that to establish the dimensions of the crossword experimenting different layouts to find what seems us more interesting.

Finally it is necessary to choose a format of output: it is possible to effect a press (only the grate with the definitions or the completed grate), to save the crossword as a page web (what it will use JavaScript and applet Java), or to save him/it as a document RTF.

4

1. practice on cyberbullying prevention: SIC – Safer Internet Centre Italia (Generazioni Connesse)

Today The school is found to face sceneries in continuous transformation, it is common opinion that the generations youngest they will be found to face complex and unpublished problems. The more young people, grow particularly in a world that offers them continuous digital stimuli, through the access to the socials network, to the games, to the music, to video of every type. Through the technological tools the young people communicate and, new people often, know, they acquire information and they go to the discovery of the world.



Some risks that belong to the digital world are able not to be perceived as such and it is therefore assignment of the adults, I included the teachers to face them with the objective to prevent them. For this motive the Committee Europea has chosen to finance projects that have the objective to support the teachers in this phase of passage to the digital world, furnishing them concrete tools and useful information to prevent certain situations of risk and to manage her to the best in the case is verified. Particularly "European Superkids Online", co-financed by the Committee Europea - DG Giustizia, Liberty and Safety within the Program Daphne III, is a project that has developed some forms on thematic specifications, to es. cyberbullismo.

With the term cyberbullismo ("electronic bullismo" or "bullismo in internet") he intends a form of embezzlement aimed to damage a person or a group, repeated and effected through the use of the Technologies of the information and the Communication (TIC).

In the virtual scenery, actions of real bullismo can be actions of real bullismo can be photographed or tapings, publish and diffused on the web (social network, sites of photo-video sharing, email, blog, forum, chat, etc.) turning by force himself/herself/itself into real actions computer science, of persecution, of nuisance and calumny. Our school has currently stuck to the project SIC. Safer Internet Centre Italy (Connected Generations), co-financed by the Committee Europea and coordinated by the Office of the education, of the university and of the Search, in partenariato with Police of State - Postal Police and of the Communications, Authority Guarantor for the infancy and the adolescence, Save the Children Italy Onlus, S.Or.S - beginning from this thematic you/he/she is thought about realizing a didactic and interactive video that faces the matters from points sight different. Idea is that to allow the students to change perspective and, through the games of role, to live the problem list in matter, to acquire tools to manage the risks and, finally, to put on in the cloths of the others. One of the objectives of these forms, are besides that to turn the experience online of the boys into a gym of citizen, to learn to know his/her own rights and those some others. Besides he will make use of the programs software: Padlet, Pinnacle, Movie Maker.

The cooperative activities, the games of simulation, the meetings with the experts stimulate the reflection and they favor the following observable attitudes:



- awareness of the connected dangers to the use of the tools of net currently available on internet what the social network (Facebook, Myspace), the chats and the instant messaging (Twitter, Whatsapp), the publication of contents (Youtube);
- recognition of his/her own role of actors in the promotion of the comfort and in the realization of actions of prevention of behaviors to risk;
- correct use and responsible of the net through the adoption of new tools for the guardianship of the privacy, turns to guarantee great transparency and control on the information;
- recognition of the importance of the respect of the rules, of the behavioral canons to be assumed in the social community and of the juridical norms that regulate the same.

Webliography

www.sicurinrete.it

www.youtube.com/sicurinretechannel

<http://navigaresicuri.telecomitalia.it/>

<http://www.smontailbullo.it/webi/>

www.generazioniconnesse.it

5

1 practice for development of music skills in high school: MUESCORE2

The fifth good practice, freely chosen by our school, regards the use of a free musical-writing software called MUESCORE2. Its skills are used in order to acquire and improve musical competences, as regards the specific writing and the elements of musical theory (rhythm, key signatures, tones) and the rules of compositive structure of a simple track.

The digital work, in small groups, helps the students in the development of musical, digital, social and comparative competences and their critical thinking.

The activity is addressed to the students of the 2nd and 3rd classes of musical courses.



3. Methodologies and tools used: Useful software and accessories to protect the privacy of the children

The school adopts simple safety measures ICT to evaluate the risk and to adopt the measures of prevention especially as regards the sensitive data. The net of the administrative office and the relative devices are endowed with personalized password and in conformity with to the safety standards, a firewall is always active on every pc and an active antivirus. It treats more complex data to middle risk, so that the safety measures foresee the physical separation and software of the two segments of net (didactics and of administrative office).



4. Max Five short lesson plans with descriptions of interesting Curriculum Opportunities to protect children and/or develop digital skills

Lesson 1: COOPERATIVE LEARNING WITH ICT


- LET'S MAKE MUSIC!

STEPS	ACTIVITY
1° STEP (input, challenging situation)	<p>The students are invited to observe some terracotta (earthenware) musical instruments (whistle and ocarina). Interested, they can search on internet information on how to build some of this instruments in the artistic laboratory.</p>
2° STEP (organization of the class and distribution of tasks)	<p>It starts with a circle time activity and then continue in the multimedia laboratory, where the origins of the ocarina are searched from different Internet's sources. They discover that from being a simple toy in terracotta, sold in Bologna markets, it turns into a real musical instrument in the second half of the nineteenth century.</p> <p>The teacher observes the students to understand the working method used, encouraging the collaborative approach and conscious thinking on learning approach.</p> <p>The past becomes important to design in the present time, so students build their own knowledge investigating on the historical traces of the ocarina, while the teacher views the notes of the students, helping them in elaborating a summary text to be written with a program already known to them, just like Microsoft Office Word.</p> <p>Afterwards the teacher invites the students to observe the instrument and note its particularities. The students proceed with their research on internet, discovering information on the elements necessary for its creation (fire, water, earth and air); in fact, the ocarina is an aerophone instrument, since the air itself is the primary mean that is put into vibration by producing the sound.</p> <p>Gli alunni si mettono in gioco, "giocando" con varie tipologie testuali, mettendo in campo le loro abilità linguistiche, realizzando un rebus, un indovinello e un calligramma, che verranno presentati sulla LIM all'insegnante, che li invita ad esporre quanto mostrato.</p> <p>Nel laboratorio artistico, gli alunni cominciano a manipolare la creta e seguendo i consigli del video tutorial, realizzano la propria ocarina, collaborando con i compagni e sperimentando diverse tecniche per la realizzazione del manufatto. Nel frattempo l'insegnante segue gli alunni in difficoltà ed osserva le dinamiche relazionali all'interno dei gruppi.</p> <p>The students, following on the IWA a lesson by an expert ceramist (YouTube), pay attention to the steps for the creation of the instrument.</p> <p>The pupils collaborate and the most experienced one share their knowledge with their friends. Thus, they discover that this tool has stimulated the fantasy of "game designers": in a video game, "The Legend of Zelda", the hero can help his</p>



	<p>friends and overcome different trials, only if he can play the ocarina.</p> <p>Students get involved, "playing" with various textual typo, using their linguistic skills, creating a puzzle, a riddle and a calligram, which will be presented on the IWB to the teacher and the other students.</p> <p>In the artistic workshop, the students begin to manipulate the clay and following the tutorial, they realize their ocarina, collaborating between them and experimenting different techniques for its realization. In the meantime, the teacher assists the students in difficulty and observes the relational dynamics within the groups.</p>
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> • Students: <ul style="list-style-type: none"> – tell, step by step, their experience; – make a critical analysis on their product; – with the help of the teacher reflect on all the process, understanding the importance of learning by doing. • Submission of a self-assessment questionnaire. • The teacher will make a final evaluation on the product and on the process as a whole by using an evaluation section and an observation grid.

- WELCOME IN ITALY

STEPS	ACTIVITY
<p>1° STEP (input, challenging situation)</p>	<p>Reading and dramatization of the book "La scuola delle sorprese" (the school of surprises) of Il battello a vapore- Piemme Junior.</p>  <p>The story <i>When you go to school for the first time, surprises are always around the corner! This is what Alice has learned, attending the first class of primary school. Why is she lucky? She has a special teacher for every day of the week: the Martians arrive on Monday on board of their flying discs and teach her how to write; the teacher of mathematics is a colorful clown armed with balls and fantasy; for science, witches are best suited to teach the mysteries of nature, and if they are accompanied by frogs, princes and princesses, the result is guaranteed. Lunch time arrives quickly. Who's in the canteen to wait for the children? An African lion, ready to tell the secrets of his country. Last thing to do is some music with the pirates and then move to the gym with Tarzan. I wonder why mom and dad did not explain to Alice that going to school is really a fun!</i></p> <p>Explanation of new words to children using blackboard drawings, dramatization or mime. Reflections on the story and therefore on the importance language as vehicle of communication.</p>
<p>2° STEP (organization of the class and</p>	<ul style="list-style-type: none"> – Circle time on Italian language skills, of how you are learning it and on the school context. – Spontaneous presentations: frameworks for introducing itself or



<p>distribution of tasks)</p>	<p>presenting other people (by verbal manner).</p> <ul style="list-style-type: none"> – Speaking by walking: after writing to the PC the information that describe itself or another person, you arrange the sheets on the ground and as you walk you must introduce yourself or the others following the directions of the sheets. – Writing parts of the body (drawing and words). – Children organize themselves to write the different parts of the body on post-it (group work and mutual amendments); each of them must select a post-it of a part of the body and put it on the correct part of the body of his friend. – Give information on the country of birth and the country you live. – Complete an ID card and introduce yourself to others. – The game "Guess who?" (Canned game and personified game with children). – Creation of a poster related to the activity carried out. – In a collaborative, relaxed and welcoming atmosphere we organize the activity of ROLE PLAYING, which is divided into four phases: <ul style="list-style-type: none"> ○ WARMING UP: through specific techniques (sketches and skits, interviews, discussions, etc.) we create the right environment; ○ ACTION: the students are called to identify themselves with different roles and to imagine solutions; ○ COOLING OFF: out from the roles and the game; ○ ANALYSIS: analyse, comment and discuss on what happened. – ALL ON STAGE ... PUT OURSELVES TO THE TEST! The beginning will be psychomotor and game activities that stimulate the importance of respecting each other and being comfortable with everyone, appreciating diversity. Afterwards students must invent and dramatize a story, in which all children must play a positive role in the act. In a circle, children decide on the history they want to invent, on the environments in which the story will take place and on the roles to be assigned to each one, under the supervision of the teacher. – Shooting with a video camera during the preparation and acting phases and then presentation of the videos on the IWB.
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> – After viewing videos, the students, in circle, identify critical points and positive aspects of what has been done. – At the end the students will be asked to evaluate themselves: <ul style="list-style-type: none"> ○ are we able to accept others and interact with them? ○ to collaborate with them? ○ to be polite and collaborative towards others? – Personal reflection activities and self-assessment of group capacity's. – Comments and conclusions will be made public on poster – submission of a self-assessment questionnaire (on the contribution given to the activity, on how internal conflicts arose within the group during the



	<p>execution of the task, where mitigated) on the IWB; the answers will be provided by the pupils through the responders. Then the results will be commented, visible in grids on the same IWB.</p> <ul style="list-style-type: none"> – The teacher will evaluate the final project and the process as a whole by using an evaluation section and an observation grid.
--	--


- WE TRAVEL...BY SURFING

STEPS	ACTIVITY
1° STEP (input, challenging situation)	<p>Change of the teaching environment: the classroom, organized by islands and equipped with IWB and multimedia tools, becomes a workshop intended as a "method workshop" where itineraries are designed, as a "communication space" where place is given to verbal and non-verbal communication and as "space to socialize" where to construct moments of cooperation .</p> <p>Application of alternative method suitable to different cognitive styles, different ways of learning, different aptitudes: use of visual, auditive, tactile code.</p> <p>Challenging question: WOULD YOU LIKE TO TRAVEL IN ITALY FOR FREE?</p>
2° STEP (organization of the class and distribution of tasks)	<p>The students, in groups, reside in an island in the classroom laboratory. After studying each Italian region, the teacher, who has a role of facilitator-guide, proposes to learn more about a place, a site, an UNESCO heritage site, any kind of place worthy to be evaluated.</p> <p>At the beginning the teacher will suggest how to move in this virtual reality, then the students will do it by themselves.</p> <p>You can search for pictures, experts' interviews, video-reports, images and suggested routes. While watching the group can take notes, write a to do list as a reminder or simply pay attention on it.</p> <p>Afterwards the members of the group share their drafts and ideas, elaborate a review of the place, and can also suggest a possible travel itinerary.</p>
3° STEP (reflective learning)	Display of work carried out and sharing of the travel itinerary designed.

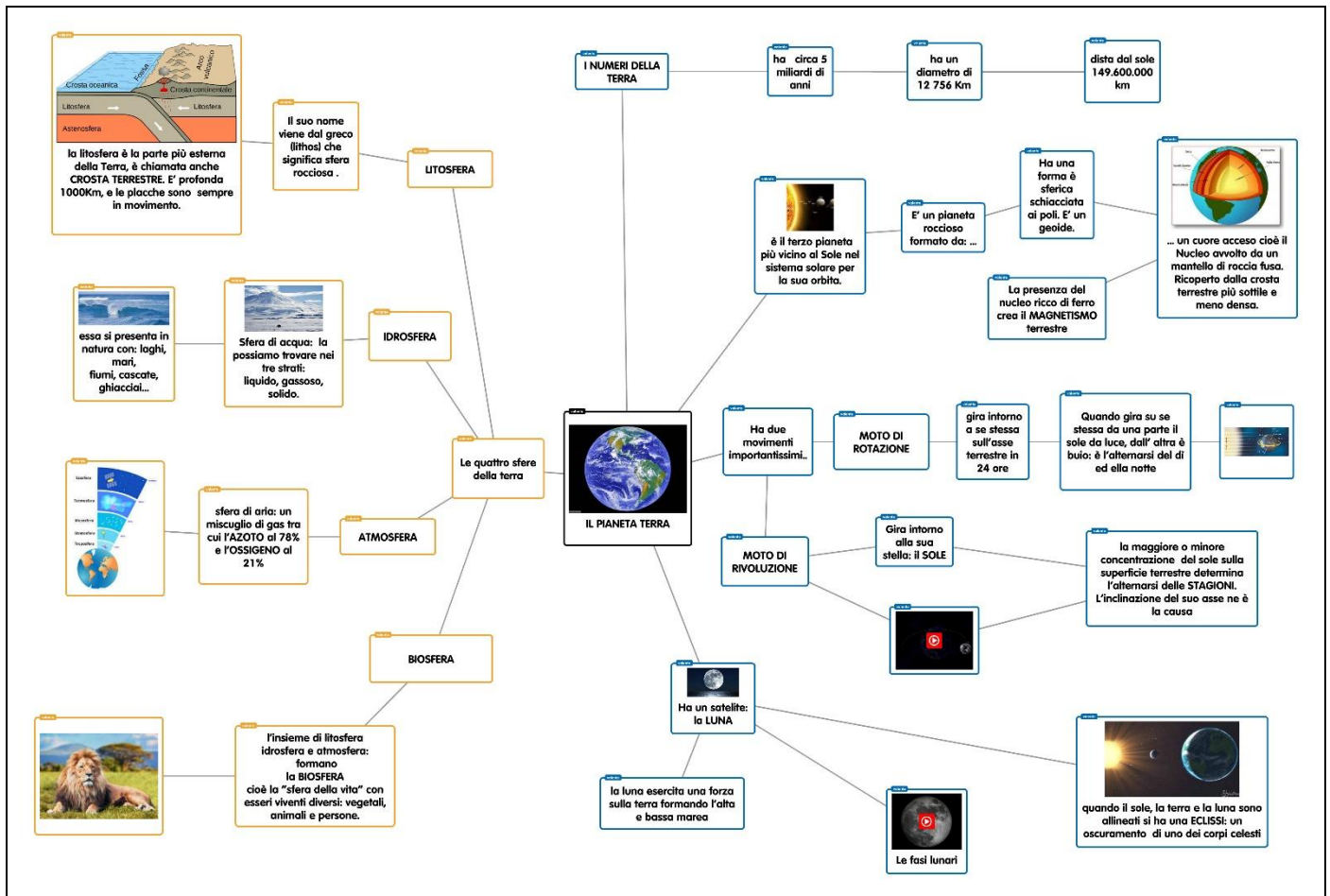
- LEARNING WITH POPPLET

STEPS	ACTIVITY
--------------	-----------------



<p>1° STEP (input, challenging situation)</p>	<p>We show to the students, on IWB, a picture of our planet EARTH:</p>  <p>Afterwards let's start a guided conversation and brainstorming to understand what are the topics on which we want to focus our research. The students will continue the research of the information that mostly interested the class, at home.</p>
<p>2° STEP (organization of the class and distribution of tasks)</p>	<p>Students will be introduced at school, in the multimedia laboratory, to the use of a web tool, the Popplet, able to help us to organize information. It will be illustrated a video lesson:</p> <p>https://www.youtube.com/watch?v=sriSnUPSnGo</p> <p>At this point, the students in groups, will be invited to elaborate maps on the topics researched:</p> <ul style="list-style-type: none"> – the 4 spheres of the Earth – shape and dimension of the Earth – the texture – motions – satellite: Moon. <p>The students, at the end of the group work, through a guided conversation, will reflect on the need to assemble the maps produced to have a complete and organic vision of what has been learned.</p> <p>The teacher will open an account on https://popplet.com/ to proceed to the elaboration of a conceptual map on Earth, accompanied also by textual content, images and videos collected or produced by the students. The PDF or jpg version of the map will be shared through the group in order that can be modified, printed and used by the students even at home (for the verbal presentation of what has been learned or for a better understanding of the relations between the different elements studied).</p>
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> • Guided conversation to express opinions/reflections on the activity performed and, on the result, obtained. • submission of a self-assessment questionnaire (on acceptance of the other's point of view, on the contribution given to the activity, on how the internal conflicts arose within the group during the execution of the task, where mitigated) • The teacher will evaluate the final project and the process as a whole by using an evaluation section and an observation grid.

Please find attached the map created by the students:



- THE CONSTITUTION AND THE PRINCIPLE OF EQUALITY

STEPS	ACTIVITY
<p>1° STEP (input, challenging situation)</p>	<p>Students are asked to view at home the following videos: https://www.senato.it/documenti/repository/relazioni/libreria/Incontro con la Costituzione.pdf https://www.youtube.com/watch?v=cAXWxQF5IJM https://www.youtube.com/watch?v=VkhkoxbHitE https://www.youtube.com/watch?v=23mZhCJsMPk</p>
<p>2° STEP (organization of the class and distribution of tasks)</p>	<p>We show this image in the classroom: Art. 3 is applied also to me</p>



	<div data-bbox="715 360 1102 757" data-label="Image"> </div> <p>Let's begin with brainstorming: students are invited to write on IWB the first words that come to their mind after viewing the image.</p> <p>Second step is activity on groups on analyses and comparison between 2 fairy tales: "The beauty and the Beast" and "The ugly duckling", students must find the the bullying element (diversity) and the emotions experienced by the protagonist-bullied. The group will go on with a guided conversation focused on the cases exposed in order to find solution and actions to avoid bullying. The last activity will be the production of a final chapter of the story "On a stormy night"</p> <p>http://www.icpascolicaltagirone.it/attachments/article/183/8%20in%20una%20notte%20di%20temporale.pdf</p>
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> • submission of a self-assessment questionnaire (on acceptance of the other's point of view, on the contribution given to the activity, on how the internal conflicts arose within the group during the execution of the task, where mitigated) <p>The teacher will evaluate the final project and the process as a whole by using an evaluation section and an observation grid.</p>



Lesson2: KNOWLEDGE AND USE OF ICT

- TRAVELLING WITH THE MOUSE

STEPS	ACTIVITY
1° STEP (input, challenging situation)	<p>The story of “ Il viaggio di Topo Mouse” (the journey of Mouse), discovering his home: the computer (at school).</p> <p>(The novel, created by the teacher, tells the story of a mouse that travels inside the computer world discovering different countries-programs and their use. The first place visited is the colorful country Paint - simple graphic program supplied with all versions of Windows: here begin the adventures of the mouse that, from time to time, will discover the use of the different tools of the program: with the "pencil" he will draw his preferred city, with the "paintbrush" he will paint the walls of the buildings, with the "airbrush" embellish the gardens, with the "eraser" will erase the waste from the street, etc. At this point of the story the teacher and the students will make use of their creativity and imagination for possible suggestion on how the story goes on: when the students have discovered most of the program's commands, the teacher will grab their attention to what is happening in the Paint's country: the landscape appears different and the mayor doesn't like it, so decided to expel the mouse. The poor Mouse, sad, returns home, on a desk next to a computer, and will spend his life looking on a monitor and helping children, like a PC MOUSE, to draw and color on PC)</p>
2° STEP (organization of the class and distribution of tasks)	<p>The students in groups sit at the PC stations in the ICT laboratory and start to:</p> <ul style="list-style-type: none"> – Start a program; – Study and use Paint's tools (Eraser, Pencil, Paintbrush, Airbrush...); – Create simple drawings; – Colour the drawings by using different techniques (Paintbrush, Airbrush...); – enlarge or reduce, modify or delete the drawing; – save and print the drawing:” Here it is my masterpiece”; – Close the program.
3° STEP (reflective learning)	<ul style="list-style-type: none"> – Guided conversation with the group on the skills acquired. – Filling a grid for evaluation of the skills acquired. – Creation of an emoticon with Paint, that represents their emotions on the satisfaction felt for the activity performed. – Create a poster with all the products of the students.

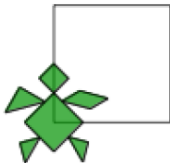
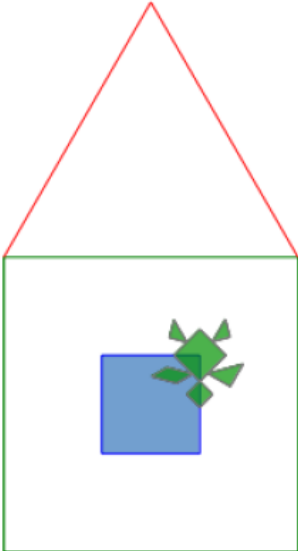
- CODING IN YOUR CLASSROOM

STEPS	ACTIVITY
1° STEP	Brainstorming on “The thought of the objects”, on the objects of daily use



<p>(input, challenging situation)</p>	<p>that can be programmed to run code, as first step for the student to pay attention on “smart” objects, i.e. on things that have and own language and can be programmed.</p> <p>Guided conversation on:</p> <ul style="list-style-type: none"> – objects of daily use that can be programmed; – Every programmable item acts if there is someone that run code; – Coding is the simplest and immediate way to realise your ideas by using the potential of the objects; – Clear instruction is essential for actions to be performed correctly; instruction should be linear, simple and exhaustive: algorithm; – computational thinking and coding.
<p>2° STEP (organization of the class and distribution of tasks)</p>	<p>Nowadays, there are different tools available that help start coding in an instant, intuitive and fun way which make the study of computational thinking as simple and informal as learning to speak: imitation, need, experience, interaction, error. In the computer lab, and not just in it, we implement:</p> <ul style="list-style-type: none"> – the discovery of the Turtle: a children/robot that moves following rotating and advancing commands given to it. In order to let it follow your commands, you must use just some specific words that it knows. <div data-bbox="651 1182 1182 1576" data-label="Image"> </div> <ul style="list-style-type: none"> – The discovery of the virtual turtle using LibreLogo, the union of the famous program Logo and the word processor Writer, which is part of LibreOffice. This is an open source software and a perfect instrument for any educational context. You can use LibreLogo really easily: you have to open a document in Writer and write some comands in Logo language as if they are normal words and then you have to select the specific sign on the toolbar; if the code is correct, the turtle will follow your comands, codified in the text, at the centre of the page. The turtle moves drawing lines and shapes thanks to few comands.



	<pre> HOME FORWARD 100 RIGHT 90 FORWARD 50 RIGHT 90 FORWARD 50 RIGHT 90 FORWARD 50 RIGHT 90 </pre>  <pre> CLEARSCREEN HOME PENCOLOR "green " FORWARD 50mm RIGHT 90 FORWARD 50mm RIGHT 90 FORWARD 50mm RIGHT 90 FORWARD 50mm RIGHT 90 FORWARD 50mm RIGHT 30 PENCOLOR "red " FORWARD 50mm RIGHT 120 FORWARD 50mm RIGHT 120 PENUP FORWARD 50mm/3 LEFT 90 FORWARD 50mm/3 PENDOWN PENCOLOR "blue " FORWARD 50mm/3 RIGHT 90 FORWARD 50mm/3 RIGHT 90 FORWARD 50mm/3 RIGHT 90 FORWARD 50mm/3 RIGHT 90 PENCOLOR "gray " </pre>  <ul style="list-style-type: none"> - LibreOffice 6.0.2 is immediately available from the following link: http://www.libreoffice.org/download/ https://help.libreoffice.org/5.4/he/text/swriter/librelogo/LibreLogo.html http://www.numbertext.org/logo/librelogo.pdf
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> - Guided conversation with the group on the skills acquired. - Filling a grid for evaluation of the skills acquired. - Create a poster with all the products of the students. - Submission of self-assessment questionnaires.

- MATHS WITH COMPUTER

STEPS	ACTIVITY
<p>1° STEP (input, challenging situation)</p>	<p>The story of “Doctor Cell and his assistant Num”, discovering electronic calculator. (The story, created by the teacher, has as protagonist a strange scientist, that is a bit genius and a bit unusual. Thanks to his latest invention, the "Rimpicciolitor 9000" enters the computer and becomes an expert of electronic calculators; thanks to his advice also his assistant Num, a bit “spiteful and playful”, can find the solution to the problems).</p>



	<p>Question: Do you want to learn more?</p> <p>First suggestion is to enter the sheet, get confident with the places, activate them, digit numbers and be guided by the keypads. The transformations will begin and, from click to click, the students will be able to unite, remove, multiply, divide.</p> <p>After getting used to most of the commands of the program, they will turn their attention to Num's problems and, through data and formulas, in a short time will have the answers they were looking for.</p> <p>What if there is a need to tidy up Dr. Cel's experiments? No problem! Step three: write the name of the experiment in sequence, one for each space, write the data on the side, highlight them, click on the cells, drag and with the "Create Chart Wizard" you will turn into an expert.</p>
<p>2° STEP (organization of the class and distribution of tasks)</p>	<p>The students in groups sit at the PC stations in the ICT laboratory and start to:</p> <ul style="list-style-type: none"> - open Excel file; - write in the cell - drop down - sum - highlight in different colors the data - subtract - coloring the rows - multiply - insert cell borders - divide - solve problems - create charts - exit from the program.
<p>3° STEP (reflective learning)</p>	<ul style="list-style-type: none"> - Guided conversation with the group on the skills acquired. - Filling a grid for evaluation of the skills acquired. - Create charts by using Excel files that express the satisfaction felt for the activity performed - Presentation of the product realized.

- ...NOT TO FORGET

STEPS	ACTIVITY
<p>1° STEP (input, challenging situation)</p>	<p>Begin the guided conversation by getting connected on IWB to the following website:</p> <p>https://sites.google.com/view/lashoahpernondimenticare/home</p> <p>- What is Shoah; - What does this word mean; - What happened in Europe between 1933 and 1945; - interviews with witnesses; - concentration camps; - writers, religious, poets, philosophers and ... common people: ordinary and extraordinary stories of love and charity.</p>

	<p>- search images</p> <p>- poems on Holocaust (“April” of Anna Frank, “If this is a man” of Primo Levi, “There is a pair of red tiny shoes” of <i>Joyce Lussu</i>).</p> <p>- Guided conversation on “How can you illuminate the darkness?” Start from the story of the Shoah and reflect on situations that seem with no solution, as those of the people that cannot find a solution. It can be listed even on IWB; even if they will be different should be taken all into consideration as part of the experience of the students: from the separation from the mother when the baby go to kindergarten, the sadness for a broken toy or anger for the friend who steals the snack, from anxiety of being bullied and not appreciated, fear for being abused and bullied, fear of death and illness. In the dark, there is no difference between things and our feelings; we must try to go ahead and be careful not to fall. Holocaust can be an important occasion to reflect on the events in our life where we can be help someone or at least can try to build a positive human relationship based of mutual help.</p>
<p>2° STEP (organization of the class and distribution of tasks)</p>	<p>The students are invited to draw and write expressions of encouragement to all their peers who many years ago were forced to interrupt their daily activities or, even worse, who saw their dreams never come true and could not realize their plans.</p> <p>The students, in groups of two, sit at PC station in the computer lab for:</p> <ul style="list-style-type: none"> - by using Microsoft Word, write thoughts and poems to communicate to the children of the concentration camps their ideas on how to overcome sadness and loneliness, also using the material researched on the internet (books or poems), which is still one of the most tormenting evidence of the genocide; - design multimedia presentations using slides enriched with pictures, texts, cartoons, sounds and links related to other websites of the same topic.
<p>3° STEP (reflective)</p>	<ul style="list-style-type: none"> - Guided conversation with the group on the skills acquired. - Filling a grid for evaluation of the skills acquired.



learning)	<ul style="list-style-type: none"> – Create a card for cognitive autobiography, that express the satisfaction felt for the activity performed. – Collection of all PowerPoint produced by the students in a CD.
-----------	---

- AT SCHOOL OF... JOURNALISM

STEPS	ACTIVITY
1° STEP (input, challenging situation)	<p><u>IN THE CLASSROOM</u></p> <ul style="list-style-type: none"> • Presentation of an article on Harry Potter on IWB: https://www.cinefilos.it/speciali/harry-potter/larticolo-rita-skeeter-harry-potter-testo-completo-141523 • Frontal lesson with the use of IWB, illustrating to student the main characteristics of the magazine and in details the main characteristics of the article. • Reading session, analyses and comparison between different newspaper, even online versions. <p><u>In the MULTIMEDIA LAB</u></p> <ul style="list-style-type: none"> • Introduction of the IT tools that will be used to carry out the activities: Microsoft Office Publisher program. • Video tutorials watching on how to use Publisher program. • Web surfing to find and analyse some examples of simple school journals.
2° STEP (organization of the class and distribution of tasks)	<ul style="list-style-type: none"> • editing staff assignment of roles : editors, photojournalists, illustrators. The teacher will be the editorial manager. <p>In the first stage the students on small groups will play different roles as staff of and editing organisation, so that they can experience different type of communication and acquire multiple communication skills</p> <ul style="list-style-type: none"> • Article’s publishing: <ul style="list-style-type: none"> - Selection of topics and experience for the story; - Individual and staff drafts of texts in word; - Web surfing on images not protected by copyright, graphic design or charts for illustration of the articles; - comparison and editing of articles; - final editorial review of drafts; - conclusion of the work on PC and insert of illustration; - conclusion of the work by using Microsoft Office Publisher; - print and distribution of the newspaper in the school.
3° STEP (reflective learning)	<ul style="list-style-type: none"> • Guided conversation with the group on the skills acquired and on the final product. • Create and submit a form for cognitive autobiography, that express the satisfaction felt for the activity performed. • Questionnaires submitted to all the students of the school asking their opinion on the newspaper published by their colleagues (with



	<p>the help of the teacher, by using Google Forms)</p> <p>At the end of the activity the teacher can evaluate the skills acquired and their abilities on the following topics:</p> <ul style="list-style-type: none">• Targeting and definition of the newspaper's structure;• identification and application of the main rules applied to the creation of a newspaper article;• texting of simple articles, news, reports, interviews respecting journalistic style.
--	---



Lesson 3: HOW TO MAKE UP IN CROSSWORD

RECIPIENTS:	STUDENTS OF SECOND YEAR OF HIGH SCHOOL
SKILLS:	DIGITAL COMPETENCES - LANGUAGE SKILLS
KNOWLEDGE:	<ul style="list-style-type: none"> - LINGUISTIC STRUCTURES - ARGUMENTS RELATED TO THE VARIOUS STUDY DISCIPLINES - IDENTIFYING THE MAIN RULES FOR THE USE OF MULTIMEDIA EQUIPMENT.
HABILITIES:	<ul style="list-style-type: none"> - USE OF MULTIMEDIA PROGRAMS - KNOW TO WORK TOGETHER FOR A COMMON GOAL.
STEP N. 1	PRESENTATION
	<p><i>Prerequisites</i> : Lexical knowledge in Italian , French and English to produce a crossword puzzle.</p> <p>Presentation of activities, identification of topics related to some disciplines and assignment of the task. Watch a video related to the formulation of a crossword puzzle.</p>
STEP N. 2	ORGANIZATION OF THE WORK
	<p>The pupils are divided into a small group (4 elements). Within the group cognitive roles are assigned: question formulator, responder, auditor and corrector.</p> <p>After analyzing a sheet provided by the teacher, as a model, afterwards they can make a crossword puzzle, print it and send it to the teacher through the virtual platform</p>
STEP N. 3	MAKING UP OF THE CROSSWORD
	<p>The individual groups after having made the crossword puzzle in Italian, are divided into pairs: one realizes the crossword puzzle in French and the other couple, in English</p>
STEP N. 4	REFLECTION TIME
	<p>Teamwork for solving crossword puzzles.</p> <p>Guided conversation in the classroom to reflect on the acquired knowledge .</p> <p>Ask the students to check the storybord</p>



Lesson 4

RECIPIENTS:	THIRD CLASS first grade secondary school
SKILLS :	DIGITAL , SOCIAL AND CIVIC COMPETENCES
KNOWLEDGE :	<ul style="list-style-type: none"> - Features of bullying and cyberbullying - Psychological and legal consequences - Decalogue of digital privacy
SKILLS:	<ul style="list-style-type: none"> - Recognize the phenomenon of cyberbullying e the dangers of communication / interaction on the net - Use appropriate behavioral strategies and software to prevent and defend them; - S open work together for a common goal
STEP N. 1	INITIAL ASSESSMENT
	<p>Monitoring questionnaire on:</p> <ul style="list-style-type: none"> • use of digital devices; • use of social media; • knowledge of bullying and cyberbullying ; • presence and diffusion of the phenomenon at school. <p>Cyberbullying video , "Generations connected" platform</p>
STEP N. 2	INFORMATION
	<p>Knowledge and prevention of bullying and cyberbullying through activities of:</p> <p>Reading in class and through the virtual platform of texts related to the topic.</p> <p>Search for related material , taken from the Guide for Parents "Education and New Media")</p>



STEP N. 3	FOCUS GROUP
	<p>Debate in class and comparison on the subject through the study of the material provided by the teacher.</p> <p>Method of intervention:</p> <ul style="list-style-type: none"> • division of the class into numerically homogeneous groups; • assignment of the topic under discussion; • enucleation of 3 "pro" and 3 "against" topics related to the proposed theme; <p>discussion , led by the teacher, aimed at focusing the "strengths" in support of the respective arguments. S formatting on the multimedia bulletin board (in a 2-column table) and following illustration of the contrapp host arguments , using the Padlet software</p>
STEP N. 4	MEETING S WITH EXPERTS
	<p>Development of positive behaviors and contrast to the phenomenon with expert interventions:</p> <ul style="list-style-type: none"> • psychologist; • postal police; • judge court of minors; • IT. <p>Realization of cartel ions with rules to recognize and prevent cyberbullying . Creation of a Power Point to rappr exempt and document the activity .</p>
STEP N. 5	VIDEO MAKING
	<p>Creation of a VIDEO to represent and document the work done.</p> <p>The class is divided into groups of three students, all study the materials that the teacher makes available to the group. 1 Phase - screenplay: the student A prepares a summary text; pupil B transforms the text into short captions and titles; the pupil C reviews the work of the comrades, correcting and integrating the information. Once the script has been created, the group activates for the production of the video, searches for the images, searches for the appropriate music, inserts the whole and compacts the video. For the creation of the video you can use dive rsi software, such as Pinnacle and / or Movie Maker</p>



Lesson 5

LESSON:	LEARNING MUSIC... BY PC
Recipients	Pupils classes II and III S The degree of secondary CHOOOL
SKILLS	<ul style="list-style-type: none"> - Digital skills - Cooperative learning - Cognitive development through interaction with peers and with more experienced people - Development of critical thinking
KNOWLEDGE	<ul style="list-style-type: none"> - decoding of musical language - Notation and recognition of figures and musical values - Identification of the main rules for the use of multimedia equipment.
SKILLS'	<ul style="list-style-type: none"> - use of multimedia programs - Knowing how to work together for a common goal - Individual responsibility - positive interdependence - Appropriate use of their skills in collaboration for the realization of a musical product
STEP 1 WRITING MUSIC BY PC	
STEP 2 "TONALITY"	<p>Prerequisites: Knowledge of the musical lexicon , Theory of musical tones (alterations, in key, simple indications on the organization of a musical structure)</p> <p>Activity presentation , explanation of the functions of the MuseScore2 program to write with the sharps and flats. Importance of roles:</p> <p>1) GRADES OF THE MUSICAL SCALE;</p> <p>2) Meaning of TONALITY</p> <p>This paper must consider the simple indications on the construction of a piece of music, and the relationships of each sound according to its role, with respect to the degrees of the scale and the tonality in question</p>



	<p>The students , in a small group , realize a musical score with a single voice, in a tone and time , pre-established by the teacher, with different figures and combinations for each measure, alterations of passage or temporary , and use of the bequadro.</p> <p>The realization of the product will have to take into account the structural references, simple concepts on the musical compositional form.</p> <p>At the end of the work, the students will be able to listen to the score produced several times, recognizing its merits and criticalities, in a simple and instinctive way, proposing any changes or corrections</p>
<p>STEP 3 " CHATTING " .. IN MUS I C</p>	<p><i>Prerequisites: introduction to the discourse of the movement of the parts, musical counterpoint for two voices, musical vocabulary, musical tone theory</i></p> <p>Activity presentation . create a piece of music with two or more voices, creating a dialogue between the musical parts, choosing different instrumental timbres for each voice</p>
	<p>The students in pairs, make a musical score with two or more voices, in one shade and time chosen freely, defining the title and the trend, trying to vary the figures,</p> <p>The work of a small group involves a careful search of the movement of the voices, in an experimental way (listening and replaying, deleting and correction ..), with reference to the tonality, and to the color that each instrumental timbre possesses. Once the work is completed, the groups will be able to listen to the score produced, recognizing its merits and criticalities, in a simple and instinctive way, proposing any changes or corrections.</p>
<p>STEP 4 PLAYNG TOGHETER BY PC</p>	<p><i>Premise: this activity particularly develops discriminative and critical skills , with guided listening through a PC</i></p> <p>The teacher will assemble a score with several voices , for small or large group. It will share the same score, on the network, in read-only mode, sending the file to the pupils who will have previously downloaded the app. on personal tablets or smartphones .</p> <p>The students will have previously studied, with the</p>



	<p>instrument (reading the notes and rhythm), the score related to their instrumental section.</p> <p>Suone r y ear your music track, with audio background pc, by varying the time, the volume of the various voices, playing with the voices of the other instruments in the score</p>
--	---



5. Resources used

Login credentials

Password

Backup

Softword House Argo s.r.l.

Safe box

Antivirus