



Erasmus+

ERASMUS* School Exchange Partnership "Get in shape for Europe" (GISE)

Newsletter No. 2 May 2019

The partnership take place between September 2018 and August 2020 and involves 5 European schools:
"Stefan Procopiu" High School (Romania, Vaslui) - coordinator
Foreign Language Secondary School (Bulgaria, Pleven) –partner
5th General Senior High School of Aigaleo (Greece, Aigaleo) – partner
The High School of Economics and Gastronomy (Tarnów, Poland)-partner
-I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner



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Get in shape for Europe (GISE)

This newsletter contains information about the transnational activities host by I.I.S. „E. Majorana – A. Cascino” Piazza Armerina (Sicily, Italy) between 2-4 April 2019:

C3-Short-term joint staff training Events - **Interculturality and non-discrimination** (30 participants)

C4- Short-term exchanges of groups of Pupils – Learning/teaching/training activity **”Get in Shape for Europe ... in Italy”** (45 participants)

Host school: I.I.S. „E. Majorana – A. Cascino” Piazza Armerina (Sicily, Italy)

I.I.S. „E. Majorana–A. Cascino” is a high school in the town of Piazza Armerina in the Enna region of Sicily (Italy). The high school offers technical training (for mechanics, electronics, chemistry, IT, telecommunications, and tourism classes) and theoretical (classical studies). Human resources: 1.200 students and 90 teachers. The high school was established in 1864.



Welcoming the participants



A short performance



Official opening of the activities



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Artistic moments performed by Italian students in the European Club: Sicilian songs and dances



C3-Short-term joint staff training Events - Interculturality and non-discrimination

Activity Goal: exchange of good practices and experiences on intercultural and non-discriminatory education in order to capitalise and promote diversity and intercultural communication.

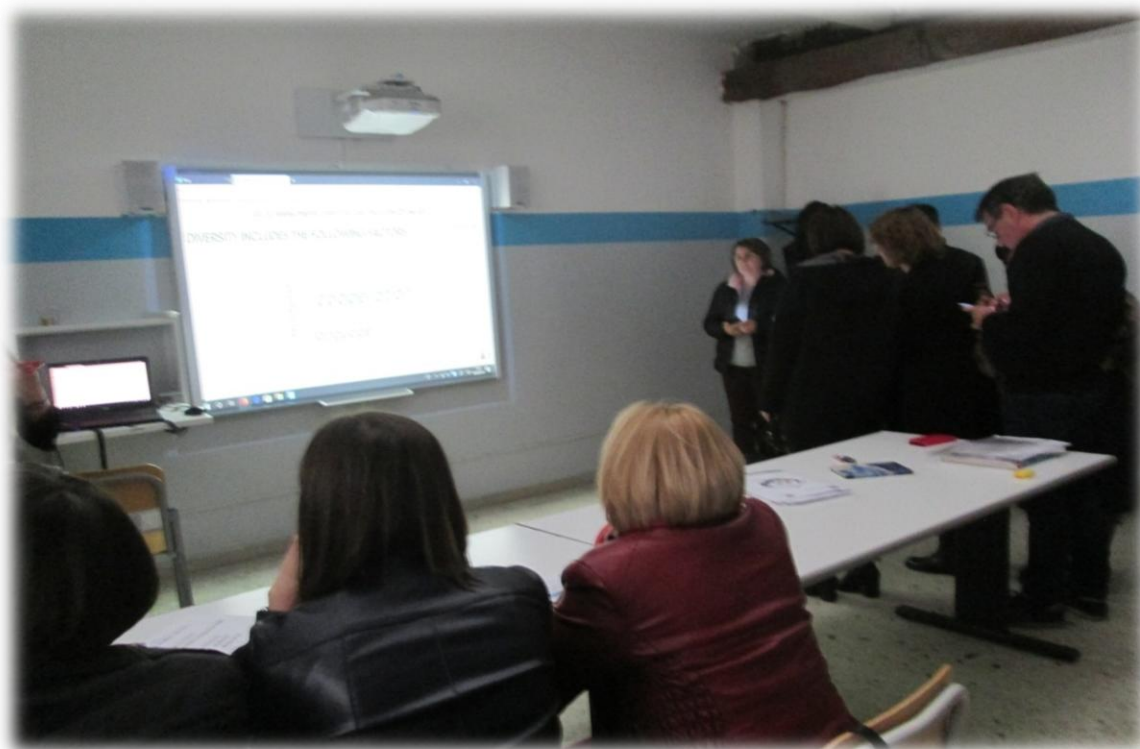
Most of the working sessions were made of presentations and discussions on issues related to European Union policies on interculturality and migration, national policies on intercultural education, examples of good practice in school (extra-curricular activities, lesson plans).



The presentations were interactive, being marked by discussions on the role of the teacher in promoting intercultural diversity and communication, the importance of intercultural competences in the 21st century, ways to improve intercultural competences of students through education (formal, non-formal, informal), knowledge and skills teachers need if they want to help improve intercultural competences among students, portraits of the intercultural school. The participating teachers assessed their intercultural skills (knowledge, skills, attitudes) based on a test proposed within the Pestalozzi Program. The participating teachers worked in mixed teams to develop lesson plans / extracurricular activities.



Brainstorming online: What factors determine diversity?



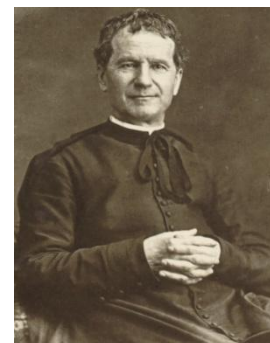
The portrait of the "intercultural school"

- ✚ intercultural school is an area of communication and respect for the different ones; all pupils are valued and stimulated to develop their own potential, have equal learning opportunities; student interactions, cultural exchange, and teamwork are favored;
- ✚ school promotes diversity; the principle of respect for the different ones or equal opportunities,
- ✚ teachers promote intercultural dialogues within the classroom; focusing on each pupil's specific needs and adequately managing cultural differences between environments;
- ✚ there are school activities and extra-curricular activities for all pupils, take into account their specifics, the cultural resources they can bring in the school space;
- ✚ the curriculum is intercultural, both in its explicit dimensions and in terms of "hidden" aspects;
- ✚ school learning environment stimulates the development and appropriate participation of each student in the school life regardless of their cultural background; school works multicultural classes, being structurally balanced and not segregated on ethical criteria;
- ✚ classrooms are organized into mixed cultural groups, without placing minority students in the back of the class or in disadvantaged positions;
- ✚ school belongs to all pupils and to the whole community.

MIGRATION IN EUROPE

Very interesting were the study sessions and study visit conducted in collaboration with the "Don Bosco 2000" Association, Piazza Armerina, which focused on migration to Italy and the national policies of the other partner countries on the subject

The Don Bosco 2000 Association was founded in 1997 and initially aimed at welcoming pilgrims and tourists. Giovanni Bosco, known mostly as Don Bosco (August 16, 1815, Castelnuovo, near Turin, d. January 31, 1888, Turin) was an Italian Roman Catholic priest and educator who used educational methods based on love instead of punitive methods. He placed his work under the protection of Saint Francis de Sales and assured the continuity of founding Salesian Society. He is the only saint who has been called the "Father and Teacher of Youth". In recognition of his holiness and mission to the benefit of the young, he was canonized by the Catholic Church in 1934. In 1877 Don Bosco wrote 7 pages titled "The Preventive System in Youth Education". His mission is in the center of what was called the "pedagogical century": it is clear that he cannot be placed near the great theorists of pedagogy (Pestalozzi, Montessori, Rousseau, Froebel ...), However, his fame and methods have overcome the confessional traditions nationally, being sympathetically assimilated by non-Christian media around the world. Don Bosco's pedagogy looks at the young man in his integrity. The moments of play and fun are important (sports, noisy recreation); there are also important young people's concerns for theater, music, animation ... In 2011, in order to meet the challenges of the migration phenomenon, the association set up La Casa di Mamma Margherita with homes for women in need, pregnant women and single mothers of all nationalities especially those from Africa. Today, the association's activities are focused on the integration of immigrants, especially from Africa (Senegal, Gambia). ..



Don Bosco 2000 has seven operational branches: five in Sicily (Piazza Armerina, Aidone, Catania, Villarosa, Pietraperzia) and two in Africa (in Tambacounda in Senegal and Kekuta Kunda in Gambia).

www.donbosco2000.org - info@donbosco2000.org - 0935.687019

ASSOCIAZIONE DON BOSCO 2000 Aidone (EN) - Catania - Piazza Armerina (EN) - Pietraperzia (EN) - Tambacounda (Dakar Senegal) - Villarosa (EN)



Ali from Senegal, telling his life story and also speaking about
"Circular Migration"
"Don Bosco 2000" Association!



Session of discussions on migration – partner countries





Visit to the Don Bosco 2000 Association: presentations of national migration policies, of the activities and projects carried out by the association with the immigrants from Africa, discussions with immigrants, visiting the headquarters.

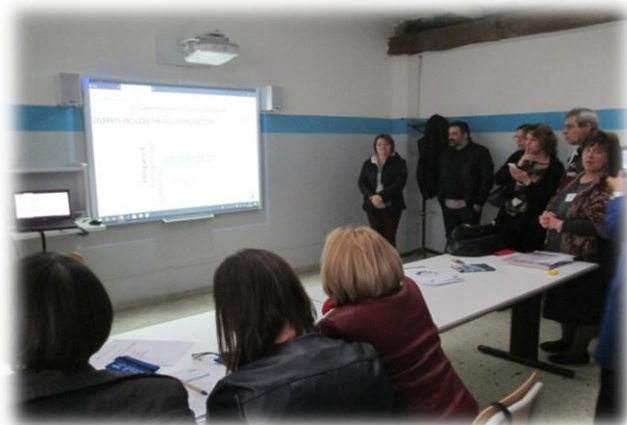


IMPACTUL ASUPRA PARTICIPANȚILOR

The teachers have improved their knowledge of diversity and interculturality and migration in Europe, European and national policies in this field, specific terminology (diversity and non-discrimination, stereotypes, prejudices, discrimination, interculturality, the difference between interculturality and multiculturalism, intercultural competence components, the characteristics of an intercultural school, the competencies of the teacher), the intercultural education approach in their own country and other European partner countries, the culture and civilization of the partner countries.



the culture and civilization of the partner countries.



The teachers have exchanged experiences and good practices on the implementation of European projects and have improved their competencies in the design and implementation of learning activities focused on promoting diversity and intercultural communication, learning new methods, instincts and ideas, integrating them into school work and extra-curricular activities.

As far as skills are concerned, teachers have improved their English communication skills as well as their social skills because activities have provided the opportunity to work in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, to express and understand different points of view, negotiate and empathize. Participating teachers are more motivated now to get involved in other activities and projects.



C4- Short-term exchanges of groups of Pupils – Learning/teaching/training activity ”Get in Shape for Europe ... in Italy”



Workshops

Socializing through games, songs, dancing.

Interculturality: presentations, discussions and group activities about partner countries and cities, contest on the culture and civilization of partner countries using the Kahoot application, visits.

Migration and non-discrimination: socialization and inter-communicative activities alongside immigrants from Don Bosco 2000 Association, Piazza Armerina, presentations of aspects of migration in partner countries, presentation of the "Circular Migration", "Immigrant Stories" , Power Point materials about the impact of migrations across Europe.

” Get in shape for Europe: working sessions, presentations and discussions: "Instigator of hate speech", "Charter of Fundamental Rights of the European Union", "Each of us is beautifully different!", activities of the European Club .

Assessment activities: Discussions and impressions, individual reports, reflection journals.

Photos from the workshops



Photos from the workshops



Photos from the workshops



BENEFITS FOR THE PARTICIPANTS



KNOWLEDGE:

- the development of students' knowledge of the EU (history, values, policies), democratic values and fundamental values, understanding the concepts of inclusion, diversity, interculturality;
- about active citizenship and about the civilization and culture of the host country.
- By participating in such activities that address various European themes, pupils understand better what the EU means and they will develop positive attitudes towards the EU.

COMPETENCES AND SKILLS:

- **Language skills:** Improvement of English communication (speaking and listening skills)
- **Civic, social and intercultural competences:**
 - abilities to participate in different communication situations,
 - teamwork skills and cooperative learning skills
 - better understanding of cultural and linguistic diversity, cultural awareness and expression competence,
 - ability to adapt to and act in new situations, to a new cultural environment, openness to link with people belonging to other cultures

- respect and empathy towards other cultures, more tolerance towards other persons' values and behavior
- citizenship competences, emotional skills (e.g. having more self-confidence)
- **Learning to learn competence, transversal skills:**
 - literacy competence
 - searching for information from various sources, structuring and the information based on certain requirements, ability to reflect, formulate own opinions, arguments and interpretations
 - improvement of the social communication skills within a multicultural environment, organising tasks and activities
 - ability to plan and carry out the own learning independently
 - analytical skills and critical thinking skills
 - problem-solving skills and taking decisions abilities
 - digital competences

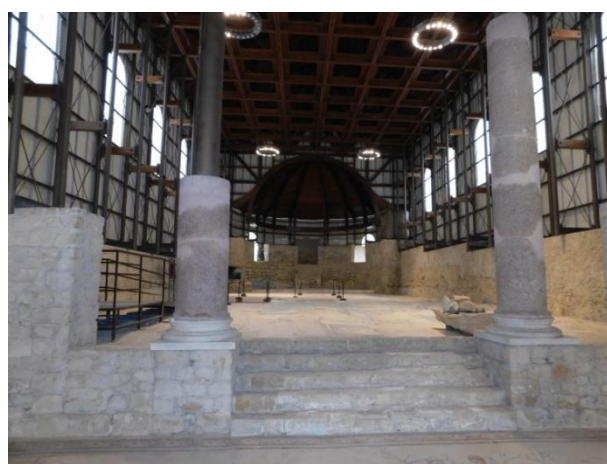
NEW ATTITUDES:

- increasing motivation and confidence in one's own person
- openness to link with people belonging to other cultures, respect, tolerance and empathy towards other cultures;
- positive attitudes towards the EU.
- Students become aware of the importance of lifelong learning.



Interculturalitate prin vizite de documentare

Various aspects of Italian culture and civilization have been presented during a visit at a Roman Villa. Piazza Armerina is famous for its Villa Romane del Casale, a 4th-century Roman villa (circa 320-250 AD), about 5 km from the town. The monument contains the most complex mosaics in the world, being on the UNESCO World Heritage List. The size of the villa, the quantity and the quality of the mosaics indicate that the owner was an important figure in the Roman Empire, a member of the Senate. The villa has 48 rooms (thermal baths, service rooms, guest rooms, dining room, and private apartments). The rooms are covered with mosaics that have been preserved very well. Mosaics present scenes from everyday life, games, hunting scenes, gods, etc. The most famous mosaic is called "The Bikini Ladies" and portrays young sportswomen (throwing the disc, lifting weight, throwing the ball).



Each room is decorated with mosaic flooring. The inner courtyard was equipped with artesian fountains, flanked by statues. In addition, the villa also had a small temple. In the area where the indoor bathroom and private apartments are located, there are gorgeous mosaics that present mythological scenes and competitions between children in miniature chariots drawn by geese or flamingos. The route of the museum is designed in such a way that all of these mosaics can be viewed from above without stepping on them. The walls of the villa were also painted in frescoes; the ceilings were probably covered in frescoes, but were irreparably destroyed. The villa was covered by a landslide in the 12th century, being partially uncovered by archaeologists at the end of the nineteenth century. Restoration work began in 2006.



Villa Romana del Casale – reconstruction



Other elements of Sicilian culture and civilization were discovered on the occasion of the city tour and study visit at the Neapolis archaeological site in Syracuse - "the city of Archimedes".



What is the difference between a Roman amphitheater and a Greek amphitheater?

Students' impressions

During April 2-4, 2019, I took part in the transnational teaching / learning / training activity organized by I.I.S. E. Majorana-A. Cascino in the town of Piazza Armerina, Sicily, Italy. I have been working with students from Bulgaria, Poland, Italy and Greece on activities that helped me develop my English communication skills, acquiring new knowledge about the European Union, migration, interculturality and non-discrimination. I participated in activities that helped me develop my skills

to work in a team, to respect the point of view of others, to be more empathetic, more open to people belonging to other cultures. I have developed my knowledge of the culture and civilization of partner countries and especially of the host country due to the activities of presenting partner countries and cities, socializing activities such as "European dances" and "Italian songs", documentary visits to Piazza Armerina and Siracusa. All these activities have developed my character and have propelled me a step forward on the path of transforming me into an active and responsible European citizen. In conclusion, the transnational activity in Piazza Armerina, Italy has contributed a lot to my development, and it has been a beautiful experience with different people for acquiring new information which cannot be found in the environment they live."(Silviu, student from Romania)



"By participating in the transnational teaching / learning / training activity, I have "discovered" and improved some of my personal skills. Through my project activities, I gained a great deal of self-confidence, communication and support of my own points of view



with solid arguments, I communicated in a foreign language and I met some pleasant new people. I made a much more generous idea about migrants and even developed friendship with them, I discovered a small part of the country's history and people in those places. Due to the activities I have participated in, I have developed both the ability to work in a team and how to respect the point of view of a teammate / participant in the conversation. I think that I have developed my critical thinking and how to inform myself about certain topics on my own, thus increasing my

motivation to know new people and to accept the environment from which they come, each with its small differences. I also developed my ability to empathize with the difficult cases of people. This experience was a unique one and I would like to live it again; the people and the activities inspired / motivated me to have a high self-esteem and to support my ideals far more, I wholeheartedly recommend this project to others." (Vlad, student from Romania)

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During April 2-4, 2019, I had the opportunity and great pleasure to take part in the transnational learning / teaching / training activity entitled "Get in Shape for Europe ... in Italy" held in Piazza Armerina, Sicily, Italy. The work focused, in particular, on the European Union, interculturality, migration and non-discrimination. The activities have focused on socializing, but also on teamwork; being organized into groups, I managed to adapt to the environment, to integrate more easily and to better know the members of the group, working together and interacting.



By knowing people from another culture, we have discovered different mentalities. The new knowledge we have gained about the European Union, the civilization and culture of the partner countries, and the development of English skills are due to this experience. These aspects have contributed to my personal development and my training as a person, but especially as a European citizen. Therefore, this experience has had a positive and beneficial impact on me because I have accumulated information that is needed to be an involved and active European citizen. (Georgiana, student from Romania)



During April 2-4, 2019, I.I.S.E. Majorina-A.Cascino, Piazza Armerina (Sicilia, Italy), partner in the project "Get in shape for Europe" hosted a transnational learning / teaching / training activity involving pupils from Bulgaria, Poland, Greece, Italy and Romania. I was one of the 5 students in the Romanian team. The students from the partner schools participated in training activities that aimed, among other things, at the elaboration of PPT presentations on country, city, school, culture and civilization, as well as materials on the

project themes (European common values, fundamental human rights, active citizenship, non-discrimination, hate speech, media manipulation, the Internet and social networks). I have communicated in English, and so I have improved my communication skills in this language. I worked with the other students in order to accomplish different tasks and so I developed my skills to team up with people who belong to different cultures. Thanks to the activities I learned new things about the EU and the culture of the other countries ... and above all I have tied some new friendships, remaining with irreplaceable experiences, I have seen another part of the world and I managed to change my way of thinking, I developed the ability to socialize to communicate in English, to express / explain to those who listened to me exactly what I was going to say. I took part in a series of memorable activities, moments I will probably not meet again, although I would love to live those wonderful days, to meet those people ... I am very happy because I was selected among the participants , that

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I had the opportunity to go through so many events, that I met wonderful people with mentalities different from mine. These activities have contributed to my personal development, changing my way of thinking and helping me realize that there is another world ... a world that I want to discover even more "(Laura, a student from Romania)

"In April 2019, I participated in the transnational learning / teaching / training activity in Sicily, Italy. For me, this activity has had a positive impact because I have developed my English communication skills, but also the knowledge of the culture and civilization of other states, especially Italy. I have a clear understanding of what the European Union means and I have a better understanding of what it means to be an active European citizen. As part of my activities in Italy, I met new people from different countries, with whom I have tied



new friendships, developed my spirit of initiative, and discovered the need for teamwork, but above all, the ability to overcome my own limits. Thanks to this activity, I managed to put more trust in myself, to easily formulate and argue my own opinions. I can say that the new information gained motivated me and formed a new, more responsible and serious personality. Therefore, the transnational activity in Italy and the project "Get in Shape for Europe" have had a positive impact on me and have helped my cultural and social development. If I had the opportunity, I would certainly repeat this wonderful experience! "

(Loredana, student from Romania)



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