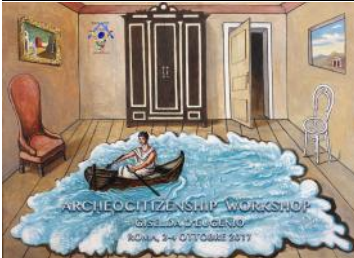


## " ARCHEOCITIZENSHIP "



### VALUES AND COMPETENCES:

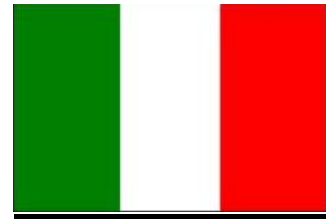
- APPRECIATION OF CULTURALE HERITAGE
- CRITICAL THINKING
- INCLUSION
- CITIZENSHIP COMPETENCE
- CULTURAL AWARENESS AND EXPRESSION COMPETENCE

### DESCRIPTION:

Through the exploration of specific places in Rome ( Piramide Cestia, Arco di Settimio Severo) and the meeting with experts and a refugee, pupils delve into the notions of citizenship and inclusion in ancient and contemporary Rome building up interviews. Students belonging to 6 different European countries take part in the workshop.

### STEPS

1. The students introduce themselves. The expert/teacher introduces herself
2. The expert describes the topics which will be covered during the workshop highlighting its objectives and methodology. Three students are selected: 2 will support the expert in the organization and 1 will be the videomaker.
3. The group set off for a guided archeological tour - led by a professional archeologist \_ focused on the right of citizenship in ancient Rome. The visited archeological sites are Piramide Cestia, which witnesses the taste for Egypt ancient Romans had, and the Arch of Septimius Severus, father of the Emperor Caracalla, who extended the right of citizenship to all the subjects of the Roman Empire in 212.
4. Once back at school, students interview a. an expert who cooperates with the Casa dei Diritti Sociali di Roma, House of the Social Rights in Rome, who talks about the Ius Soli (right of the soil) Bill in Italy; b. a refugee cooperating with the Astalli Center in Rome, who reports about the living conditions of refugees in Italy
5. Students reflect and debate upon the meaning of the word "citizenship" in ancient history and in the contemporary world
6. Students, divided in groups, do a research work on 3 crucial concepts related to citizenship in Europe: a. Ius Soli (right of the soils), b. Ius Sanguinis (right of the blood), c. Ius Culturae (right of the culture).
7. Students pinpoint nine words and key concepts which might sum up their workshop experience
8. Students create a nine-slide presentation using their words and key concepts (leave your solum, soil; xenos e peregrinus; from peregrinus to non-EU citizen; citizenship from the Principality to the Empire; Caracalla's Edict; the meaning of the word "citizenship"; today's foreigners; the Ius Sanguinis; the Ius Soli and the Ius Soli tempered; The Ius soli in Europe
9. Students share the knowledge and competences acquired throughout the workshop in front of an audience.



## " SKILLS FOR GLOBAL CITIZENSHIP"



### VALUES AND COMPETENCES:

- COOPERATION
- INITIATIVE AND SELF-DIRECTION
- COMMUNICATION
- INCLUSION
- CITIZENSHIP COMPETENCE
- ENTREPRENEURSHIP COMPETENCE

### DESCRIPTION:

Under the guidance of young experts on global issues, pupils reflect upon and train specific skills (time management, leadership, negotiation, etc.) in order to set up the concept of a social campaign. Students belonging to 6 different European countries take part in the workshop.

### STEPS

#### Activity 1: Table

Resources: Sheets of paper, scotch tape, an egg or a similar weighing object

Students are divided into groups of 4-5. Their task is to build a table that can support the weight of an egg in 15 minutes. They have five minutes to plan their actions and timing, then they can start building the table. They can only use the materials provided. They discuss the activity afterwards. Suggested questions for discussion: What were the most important factors for your team's success?; Did a leader emerge in the team? If so, how?; Are you happy with the way you planned your actions? What changes would you make? Was it easy/difficult to keep within the set time.

#### Activity 2 : What is leadership?

Resources: Pens, paper, large piece of paper/board.

Firstly students collect ideas, words or phrases that are related to leadership and jot them down on a large sheet of paper. Next, divided into small groups and, using the words from the sheet, students create their definition of what leadership is. When all groups have finished, they share their definitions and vote to pick one. Suggested questions for discussion: Do you think leadership is relevant in your lives? Can you think of examples of leadership from your lives and in general? Do you think leadership can help you to voice your ideas in teamwork?

#### Activity 3: Brainstorming which social issues your would fight for

Resources: pens, a flip chart

Students make their list of possible social issues as long as possible in the set time. They are guided not to make any judgements, evaluations or examinations while they are brainstorming and accept all ideas whether they think they are 'right' or 'wrong'.

When time is over, students are invited to reflect, have their say, debate, negotiate until they come to an agreement about the social issue they will work on as a team

#### Activity: SMART goals

Resources: "SMART goals" activity sheet, pens.

Students debate about goals: "What is a goal?" "How are goals different from dreams?" They understand that goals are more specific than dreams, and people usually have a clear plan to

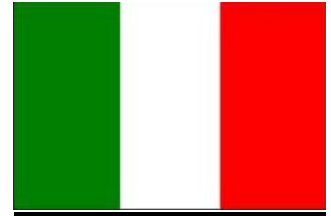


outline the main idea, choose the venue (in which country), name the event, spot the activities to propose, define its duration, period, stakeholders, say how the expenses will be covered, by which sponsors, fill in a timesheet (who does what by when)

#### 4. PROMOTION OF THE EVENT

Students plan the promotion before, during and after the event. Students make a TV commercial

5. Students share the knowledge and competences acquired throughout the workshop in front of an audience.



## "STOP BULLYING"



**STOP BULLYING**



Liceo Statale Niccolò Machiavelli, Rome      National Centre against bullying, Rome

Workshops:  
- Monday 02.10.2017  
- Wednesday 04.10.2017



#### VALUES AND COMPETENCES:

- CARE ABOUT OTHERS
- CONFLICT MANAGEMENT
- INCLUSION
- LEADERSHIP AND RESPONSIBILITY
- PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE
- CITIZENSHIP COMPETENCES

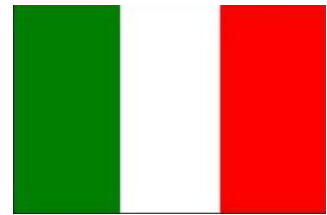
#### DESCRIPTION:

Inquiry-based work with the purpose of making young women and men aware of the problem of bullying and cyberbullying with the guidance of an expert. Focus on the idea of getting involved and helping the others and the belief that united we can make the difference. Students belonging to 6 different European countries take part in the workshop.

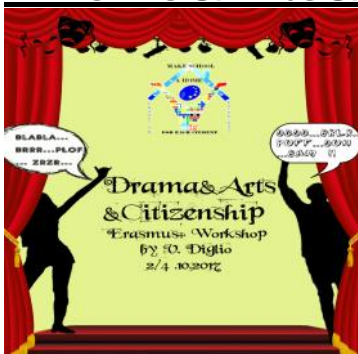
#### STEPS

1. Pupils are invited to sit in a circle. Then the expert leads the group through a brainstorming experience about bullying. "What is bullying?" is the question students have to think about and eventually they have to provide a definition of what they believe bullying is
2. Pupils are invited to take part in activities which involve physical contact with the other members of the group even if they are unknown people. The idea is that of 'feeling' the other and 'experiencing' the power of body contact
3. The expert tells pupils some real stories about bullied teenagers. She gives the details on the victims' personality, habits, hobbies, school life. She also describes the victims' family life and their relationships with parents and brothers/sisters. Basically she makes the victims real young boys and girls, not simply names and faces you see on TV or in newspapers

4. She describes the relationship victim-bully in its various and complex aspects
5. She analyses the signs that must not be underestimated or neglected in order to prevent bullying from getting to its extreme and fatal consequences
6. The expert also makes pupils reflect on the suffering of those who remain, i.e. the victims' families whose sense of impotence and frustration is unbearable
7. She highlights the importance of attention, solidarity and care to prevent bullying and minimise its consequences on victims
8. Pupils are invited to say what they have learnt from this experience and to focus their attention on the conclusion that silence kills, while participation and action in bullying situations might save lives.
9. Students share the knowledge and competences acquired throughout the workshop in front of an audience.



## "Drama&Arts&Citizenship"



### VALUES AND COMPETENCES:

- CREATIVITY AND INNOVATION
- COLLABORATION
- INCLUSION
- FLEXIBILITY AND ADAPTABILITY
- PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE
- CULTURAL AWARENESS AND EXPRESSION COMPETENCE

### DESCRIPTION:

Through non-sense and play, getting to experience how to "speak" with your body and voice occupying a space without boundaries where communication becomes possible. Students belonging to 6 different European countries take part in the workshop run by a professional actor and director.

### STEPS

1. Students are invited to introduce themselves through sounds and gestures
2. Students are invited to greet each other imitating the sounds of their native language, without pronouncing the words
3. The expert makes students listen to some popular songs in different languages and asks kids to mime stories inspired by the songs.
4. Students are shown videos of the Italian Nobel Prize for Literature (1997) Dario Fo, performing in Grammelot, a kind of fake, funny language that anybody, speaking any language, can understand. [Grammelot is a way of speaking employed by the Commedia dell'Arte, with onomatopoeic elements used in association with mime and mimicry].

5. Students are asked to give their feedback and realize they can fully understand the situation performed and the emotions conveyed.
6. The expert suggests students performing in their own Grammelot strong feelings, like anger, joy, hate, love, and situations of inclusion and exclusion where these emotions play a role.
7. Under the expert's guidance the students build up their own script based on everyday teenage life using all the elements they have been working on gestures, sounds, mime, mimicry, songs. The script has to be basic one since kids have to feel free to improvise.
8. Students perform their play in front of an audience

