GUIDE ACTIVITY INTELLECTUAL OUTPUTS

INNOVATIVE SCHOOLS ADAPTED TO THE DIGITAL SOCIETY FOR IMPROVING TECHNOLOGICAL EDUCATIONAL SKILLS

Project no. 2020-1-ES01-KA201-082648

Co-funded by the Erasmus+ Programme of the European Union

OUTPUT 5
VISUAL THINKING & SPATIAL INTELLIGENCE

VISUAL THINKING IS THE METHODOLOGY OR TECHNIQUE THAT CONSISTS OF TRANSFERRING YOUR THOUGHTS OR IDEAS INTO IMAGES CAPTURING IN THEM THE ESSENCE OF THE MESSAGE TO BE TRANSMITTED

5

output

ACTIVITY 1

TITLE Renaissance

ABSTRACT

The Renaissance is one of the most important artistic currents in human history. It has its origins in Italy, in Florence and is based on the rediscovery of the cultural and artistic values of Antiquity. It must be borne in mind that it is a long current in which changes have gradually taken place so it has been divided into three stages, namely: the Pre-Renaissance, the Early Renaissance and the apogee of the Renaissance.

The Pre-Renaissance, also called the Trecento, is specific to Italy in the 13th-14th centuries and is characterized by the fact that man is placed at the centre of all things against the background of the development of Humanism.

Humanism was a current promoted by European intellectuals who emphasized the study of the texts of the ancient writers Plato and Aristotle. During this period, ancient statues are discovered that change the vision of man and determine him to reproduce as well as possible the art of the ancient Greeks and Romans. Italy was a follower of Catholicism so many religious works are performed. The most representative painters of this period are Cimabue and Giotto.

Giotto is the one who reintroduced in art the mural painting also known as fresco (it had been used in antiquity by the Greeks and Romans). This technique involves painting on wet plaster and requires a lot of speed and attention because the colour dries with the plaster, and if you did something wrong you cannot intervene, you cannot repair.

During this period, civil and religious buildings such as Palazzo Vecchio and Santa Maria del Fiore were built in Florence.

The early renaissance is also called the Quattrocento and is specific to the 15th century. It is an extremely important period because the PATRON appears (rich people, including representatives of the Catholic Church, finance the appearance of works and encourage the development of the arts).

Leading families in Italy such as the Medici family in Florence or the Sforza family in Milan contributed to the discovery of great artists whom they determined to perfect by commissioning works of art with religious or mythological subjects.

ACTIVITY 1

The most important artists of this period are: Fra Angelico, Paolo Uccello, Piero della Francesca, Sandro Botticelli, Donatello, Fillippo Brunelleschi, Leon Battista Alberti, Lorenzo Ghiberti and others.
During this period, Santa Maria Novella in Florence is completed, Donatello makes David, and Botticelli paints the panels with the Birth of Venus and the Spring for Lorenzo de Medici.

The apogee of the Renaissance known as the Cinquecento refers to the 16th century in which the great masters such as Leonardo da Vinci, Michelangelo Buonarroti, Rafael Sanzio, Tiziano Vecellio, Andrea Palladio and many others assert themselves. During this period, the emphasis is on the study of the human body, on the representation of the proportions of the body and the rendering of the perspective, ie the sensation of depth based on mathematical concepts. We mention the fact that the artists performed dissections, secretly, to see how the human body is made up.

The papacy is becoming increasingly important in the process of creation by commissioning works of art for both the Vatican and many churches throughout Italy.

The 16th century is marked by the appearance of the Mona Lisa, by the presence of the image of the Virgin Mary penetrating the Pietà, by the frescoes that dominate the ceiling of the Sistine Chapel or by the imposing villas designed by Palladio.

The renaissance spread to other European countries such as Germany, France, England and the Netherlands. In these areas, the Renaissance influences penetrated more and more easily in painting, sculpture and architecture being more difficult to influence.

AUTHOR/S

Scoala Gimnaziala Maria Rosetti

DATE 20/03/2021

VERSION 1

ACTIVITY 1

DIDACTIC OBJECTIVES

Understanding how humanity has evolved from a cultural-artistic point of view.
Discovering the stylistic transformations according to the century and the country.
Analysing some masterpieces in order to discover the messages transmitted by artists.
Awareness of the fact that Renaissance art is multidisciplinary.

- ☐ SCIENCE
- ☑ TECHNOLOGY
- ☐ MATHEMATICS
- ☑ GEOGRAPHY/HISTORY
- ☐ LANGUAGES
- ☑ LITERATURE
- ☐ MUSIC
- ☑ OTHERS: ARTS

EDUCATION LEVEL

This activity is prepared to be completed by...

☑ 12 - 14 YEARS ☐ 14 - 16 YEARS ☐ OTHERS .....

TOOLS NEEDED

- Paper
- Pencils
- Markers
- Images to make the map

ACTIVITY 1

DEVELOP ACTIVITY

1. Making the map starting from the Renaissance
2. Make the lesson sketch
3. Editing images

KEYWORDS

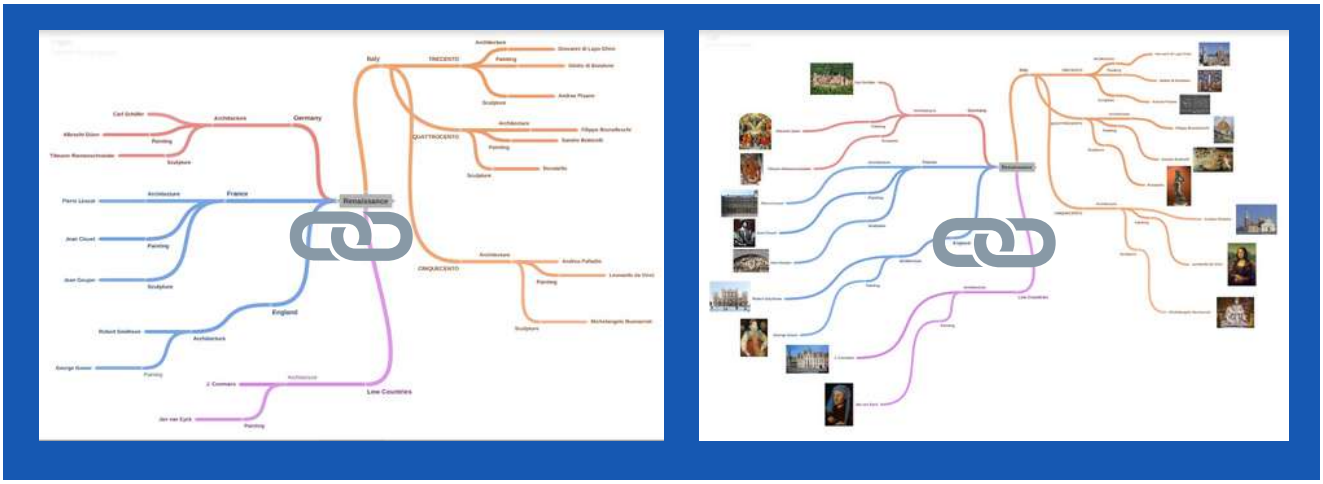
- Italy
- Florence
- Germany
- France
- England
- Lower Countries
- The Painting
- Architecture
- Sculpture
- Humanism
- Papacy
- Patron
- Sistine Chapel
- Leonardo da Vinci
- Michelangelo Buonarroti

ICONS

ACTIVITY 1

RESOURCES

Look at the maps in the following links.



STUDENT'S EVALUATION

The teacher's role is to guide students in the learning process, to provide them with new information, to challenge them to think and to encourage them to express their opinions on a certain subject.
At the same time, the development of the students' critical spirit is considered, starting from the analysis of some images. In this context, students are encouraged to express their ideas in front of their classmates, learning based on discovery and dialogue.
It seeks to develop the ability to assign certain meanings to religious or mythological symbols in order to understand the work of art.

ACTIVITY 1

Ability level	IN THE ACQUISITION PHASE	BASIC LEVEL	MEDIUM LEVEL	ADVANCED LEVEL
	4-5	6-7	8-9	10
Knowledge	Minimum knowledge about the taught subject that is updated with the help of the teacher or classmates .	Basic knowledge that can be used in solving work tasks.	In-depth knowledge of the subject that allows individual analysis of images.	An excellent knowledge of the subject that allows the issuance of arguments and contributes to the realization of logical schemes that are the basis for acquiring new information.
Authority	The student rarely has questions or opinions about what is being discussed.	The student uses previous experiences in order to create new skills in order to solve some exercises	The student makes logical connections, easily understands multidisciplinary topics and makes the connection between the subject and everyday experience.	The student critically relates to the topic proposed for debate, can analyze an image himself and can formulate original ideas.
Attitudes	The teacher must constantly intervene during the student's activity.	The student needs the teacher's advice from time to time.	The student is self-confident and in control during the activity.	The student is able to solve the work task alone and with a lot of creativity. He has an assumed behavior.

BIBLIOGRAPHY

- Botez-Crainic, Adriana, Renaştere, Manierism, Baroc: istoria artelor plastice, Bucharest, Editura Didactică şi Pedagogică, 2010.

- Farthing, Stephen, Istoria artei de la pictura rupestră la arta urbană, Bucharest, Editura RAO, 2011.

ACTIVITY 1

SCALABILITY

The map is for everyone to understand.

MORE INFORMATION

After teaching the lesson, students will be presented with a series of images with the most important works of art produced in the Renaissance period both in Italy and abroad. Together we will analyze these masterpieces to better understand this historical epoch, to discover how important were the innovations of Italian masters and how they influenced later art. Students will also be encouraged to make art comments on their own that will help them understand the works of art.

ACTIVITY 2

TITLE CITIZENSHIP

ABSTRACT

The term **CITIZENSHIP** expresses a bond, which is also a right, of belonging to a city or state by an individual, native or naturalized, called a citizen. In the legal field, the term indicates the set of rights and duties of those who belong to a particular state or a specific community. Citizenship can be seen as a status of the citizen, but also as a legal relationship between citizen and state. The concept of citizenship is linked to the ownership of certain rights, called citizenship rights, set out in the constitutions and declarations of rights and which are divided into civil rights, political rights and social rights. Citizens as members of the political community generally have certain rights that take the name of political rights: for example the right to vote, to be elected to public office, to associate with a political party, to access public offices. In Italy, these rights are solemnly enunciated by the Constitution, which recognizes, among other things, the Italian citizen's right to work, free movement, assembly and association. On the other hand, all persons as human beings and regardless of the possession of citizenship are entitled to certain rights that traditionally take the name of human rights: for example the right to the expression of thought and the right to religious freedom.

Active Citizenship is the ability of citizens to organize themselves in a multifaceted way, tomobilize human, technical and financial resources, and to act with different methods and strategies to protect rights by exercising powers and responsibilities aimed at the care and development of common goods. The keyword sharing is not limited to the sphere of interests, but needs to be extended to a set of values. Fostering awareness of shared values, working so that common action does not ignore them, even before being a political exercise, is configured as an eminently educational fact. The meaning of citizenship has an added value which surelyresides in the terms of active and supportive citizenship. By Active we mean wanting to take part concretely in civic action in its many forms, while by solidarity we mean having an attentive and ready eye towards those who, for various reasons, feel outside, not integrated, not involved in public life.

ACTIVITY 2

By active citizenship, or civic activism, we can synthetically mean the set of forms of self organization that involve the exercise of powers and responsibilities in the field of publicpolicies, in order to make rights effective, protect common goods and supporting subjects in conditions of weakness. Consumer associations, social movements, environmental groups, grassroots movements, local committees, self-help groups, cooperatives and social enterprises, voluntary organizations, international cooperation organizations, civic initiatives on theInternet, groups for urban gardens and public parks, movements of users for public services, centers of advice and support for citizens, movements for the rights of women or migrants, canteens for the poor are some of the forms that civic activism assumes, while the commoncharacter of these active citizenship organizations is their being actors in the public sphere.

Digital Citizenship refers to the ability to engage in a positive, critical and competent way in thedigital environment, drawing on effective communication and creation skills, to practice forms of social participation that respect human rights and dignity through the responsible use of technology .
Digital citizenship represents a new dimension of citizenship education that focuses on teachingstudents to work, live and share in digital environments in a positive way.

Digital Citizenship is “Competent and positive engagement with digital technologies (create, work, share, socialize, investigate, play, communicate and learn); participate actively and responsibly (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); be involved in a double process of lifelong learning (in formal, informal and non-formal contexts) and continuously defend humandignity ".

Scientific citizenship can be defined as an "informed exercise of citizenship rights", in a context - the "knowledge society" - in which knowledge is the prime mover - of social, economic and cultural dynamics -, technological development is faster and faster, and more and more often we are called to take part in decision-making processes that include strong techno-scientific components. Thus a demand for scientific citizenship rights arises as a prerequisite

or the realization of a substantial democracy. The experience of COVID-19, which led us to passively accept decisions taken by a technical-scientific committee without having the opportunity not only to participate, but also to be informed and be able to fully understand the data on which those decisions were based , showed how far we are from the participatory exercise of scientific citizenship. We are in a context of "post-normal" science - in which the decisions to be made are urgent, the stakes are very high and the science is uncertain - which highlights the need to quickly prepare the tools useful for the realization of a scientific citizenship.

European citizenship

European citizenship was first introduced in Articles 9-12 of the Treaty on European Union (EU). Articles 18-25 of the Treaty on the Functioning of the European Union establish the rights deriving from European citizenship.

Each citizen of an EU country is considered an EU citizen. European citizenship does not replace national citizenship, but adds to it. European citizenship is the legal condition of every person belonging to an EU member state. Citizenship gives the right to:

- move and reside throughout the EU;
- vote and be elected in municipal and European Parliament elections in the state of residence;
- receive diplomatic and consular protection from the authorities of each EU country outside the Union if the State of which the individual is a citizen is not represented;
- submit a petition to the European Parliament and appeal to the European Ombudsman;
- address the European institutions in one of its official languages and receive an answer in the same language;
- not be discriminated against on grounds of nationality, gender, race, religion, disability, age or sexual orientation;
- invite the Commission to present a legislative proposal (citizens' initiative);
  • access documents of institutions and bodies, under certain conditions (Article 15 of the TFEU).

ACTIVITY 2

Economic citizenship

In contemporary society we are, once again, going through a historical moment in which crisis, declining consumption, indebtedness, families in difficulty, etc., are perhaps the most spoken and written words in the news and in everyday life. .

Financial education has become an important aspect of the education of citizens and is globally recognized as an essential element of stability and socio-cultural development. It also allows considering the future as a controllable time frame, though not always predictable, thanking to greater critical skills acquired from an early age.

The proposed approach to citizenship economic education allows addressing that issue from two different perspectives. The first one is based on an analysis conducted according to the different "stages of life". Each stage corresponds to different discussions and approaches, problemsconcerning money and its management, required and acquired skills and feasible education. The second perspective is based on the analysis of the approaches of the various educational agencies and of the strategies to be adopted, for a coherent economic literacy in a broader context, aimed at educating people as a whole. Research shows that the family, the parents and the children talk about money, especially in the face of expenses; while monthly income, savings, debts and economic problems are discussed only on a few occasions.

Global Citizenship is a way of life that recognizes that the world is an increasingly complexnetwork of connections and interdependencies. A way of life in which our choices and actions can have repercussions on people and communities on a local, national or international level. Global citizenship nurtures personal respect and respect for others, wherever they live. Encourage people to think deeply and critically about what is fair and just and what will minimize harm to our planet. Exploring global citizenship issues helps students become more confident in defending their beliefs and more adept at assessing the ethics and impact of their decisions.

ACTIVITY 2

A global citizen is someone who:

- is aware of the rest of the world and has a sense of his role as a citizen of the world
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at different levels, from local to global
- is willing to take action to make the world a fairer and more sustainable place assumes responsibility for their actions.

To be effective global citizens, young people need to be flexible, creative and proactive. Theyneed to be able to solve problems, make decisions, think critically, communicate ideas effectively, and work well within teams and groups. These skills and attributes are increasingly recognized as essential to being successful in other areas of 21st century life as well, including many workplaces. These skills and qualities cannot be developed without the use of activelearning methods through which pupils learn by doing and collaborating

AUTHOR/S

IPS Maffeo Pantaleoni

DATE 22/02/2021

VERSION 1

DIDACTIC OBJECTIVES

"**Knowing**" and "**knowing how to think** ", to develop a reflective citizenship through freedom, tolerance, equality and solidarity: this implies knowing the public institutions and the rules of freedom and action to defend against abuses of power.

"**Knowing how to be**", or living citizenship by internalizing democratic rules and sensitivity to values and human rights.

"**Knowing how to do** ", or making decisions in the social and civil sphere in a participatory manner, assuming commitment and responsibility: this is deliberative citizenship

Active citizenship must be a transversal educational purpose. Knowledge must be combined with know how or practical knowledge will lead to competence.

ACTIVITY 2

Active citizenship can be divided into different areas of competence since it includes:

1 - **Scientific citizenship**: groups the skills that allow the citizen to become involved and socially competent with respect to technological innovations and to understand in a simplified but critical way the complexity of the current world, crossed by scientific and ecological aspects that pertain to social and individual life .

2 - **Economic citizenship**: they group the skills that allow the citizen to become, within society, a person truly informed and aware of the basic functioning of the economy in the world to contribute not only to individual well-being, but also to the social one .

3 - **Digital citizenship**: offers the possibility of defending one's rights through the use of virtual means such as a social network or an app.

4 - **European citizenship**: it is citizenship that gives the possibility to exercise one's rights also towards the European institutions.

5 - **Global citizenship**: it is the ability to understand the global problems of the world in which we live, increasingly complex and interconnected, characterized by threats and opportunities, such as those indicated by the UN 2030 Agenda for Sustainable Development

- [ ] **SCIENCE**
- [ ] **TECHNOLOGY**
- [ ] **MATHEMATICS**
- [x] **GEOGRAPHY/HISTORY**
- [x] **LANGUAGES**
- [ ] **LITERATURE**
- [ ] **MUSIC**
- [x] **OTHERS: LEGAL AND ECONOMIC SCIENCE**

ACTIVITY 2

EDUCATION LEVEL

This activity is prepared to be completed by...

☐ **12 - 14 YEARS** ☑ **14 - 16 YEARS** ☐ **OTHERS .....**

TOOLS NEEDED

- Video using paper
- Pencil
- Makers
- Photos
- Clipping and record a time laps
- Picture of visual map

DEVELOP ACTIVITY

1) Drawing the map citizenship
2) Write Script
3) Record a time lapse while drawing your map. The record your voice by reading the script
4) Editing image and audio + music
5) Video to share on social media

ACTIVITY 2

KEYWORDS

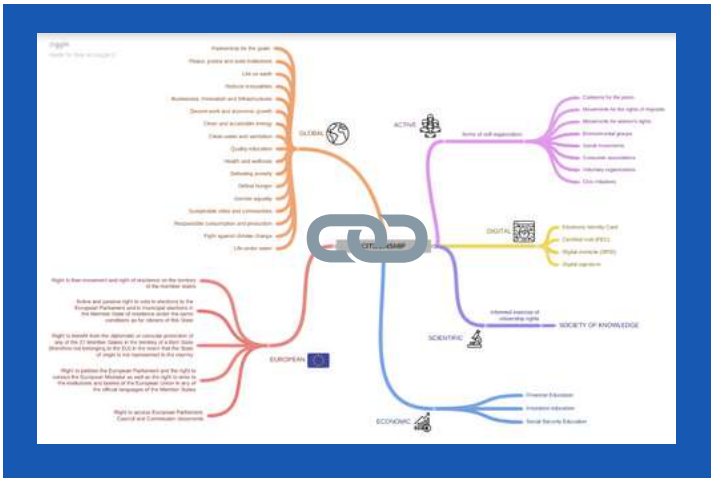
- Digital Citizenship
- Active Citizenship
- Scientific Citizenship
- European Citizenship
- Global Citizenship
- Economic Citizenship
- knowledge society
- Pease
- Justice
- Inequalities
- Enterprise
- Innovation
- Infrastructure
- Work
- Innovation
- Economic Growth
- Clean energy
- Clean water
- Sanitation
- Quality education
- Health and Wellness
- Poverty
- Hunger
- Gender Equality
- Sustainable cities
- Responsible Consumption
- Climate change
- Life under water
- Indigent
- Migrant
- PEC
- SPID
- Digital Signature
- Electronic Identity Card
- Right to vote
- Right to residence
- European Parliament
- Consular Protection
- European mediator
- European Council
- Commission documents

ICONS

ACTIVITY 2

RESOURCES

Map developed with coggle.it in Italian and translated into English with the English teacher. Access the map through the link.



STUDENT'S EVALUATION

Visual Thinking Strategies (VTS) is a teaching method that improves critical thinking skills through teacher facilitated discussions of visual images. VTS encourages participation through a group problem-solving process. It uses art to teach thinking, communication skills, and visual literacy. Students contribute to the discussion by presenting their own observations and ideas to the class. All contributions are accepted and considered neutrally by the teacher and class so that students can learn from the perspectives of others.

VTS emphasizes the student learning process, individually and in conjunction with others, rather than the instructor's dissemination of knowledge. Therefore, VTS is learner-driven. places the power in students' control. is process focused not product focused - students are not given a right answer because the process of learning and discussing is the answer. Fosters critical thinking skills.

ACTIVITY 2

SKILLS

Citizenship competence refers to the ability to act as responsible citizens and to participate fully in civic and social life, based on an understanding of social, economic, legal and political structures and concepts as well as global evolution and of sustainability.

Competence in citizenship is based on knowledge of basic concepts and phenomena concerning individuals, groups, work organizations, society, economy and culture. It presupposes an understanding of the common values of Europe, expressed in Article 2 of the Treaty on European Union and in the Charter of Fundamental Rights of the European Union. It includes the knowledge of contemporary events as well as the critical interpretation of the main events in national, European and world history. It also embraces knowledge of the goals, values and policies of social and political movements as well as sustainable systems, especially global climate and demographic change and its causes. Knowledge of European integration is essential, together with an awareness of cultural diversity and identities in Europe and in the world. This includes understanding the multicultural and socio-economic dimensions of European societies and the way in which national cultural identity contributes to European identity.

Competence in citizenship requires the ability to engage effectively with others to achieve a common or public interest, such as the sustainable development of society. This requires critical thinking and integrated problem-solving skills, as well as the ability to develop arguments and constructively participate in community activities, as well as decision making at all levels, from local and national to the European level. and international. It also presupposes the ability to access both traditional and new media, to interpret them critically and interact with them, as well as to understand the role and functions of the media in democratic societies. Respect for human rights, the basis of democracy, is the prerequisite for a responsible and constructive attitude. Constructive participation presupposes a willingness to participate in democratic decision-making at all levels and in civic activities. It includes supporting social and cultural diversity, gender equality and social cohesion,

sustainable lifestyles, promoting a culture of peace and non-violence, as well as a willingness to respect the privacy of others and be responsible for the environment . Interest in political and socio-economic developments, in the humanities and in intercultural communication is essential for the willingness to both overcome prejudices and reach compromises where necessary and to ensure social justice and equity

EVALUATION OF SKILLS

SKILL LEVEL	IN THE ACQUISITION PHASE	BASIC	INTERMEDIATE	ADVANCED
	1	2	3	4
PUPIL 1				
PUPIL 2				
PUPIL 2				

PUPIL n				

LEVEL 1	**4 - 5**
LEVEL 2	**6**
LEVEL 3	**7 -8**
LEVEL 4	**9 - 10**

ACTIVITY 2

SKILL LEVEL	IN THE ACQUISITION PHASE	BASIC	INTERMEDIATE	ADVANCED
	4-5	6	7-8	9-10
Knowledge	Knowledge on the proposed topics is minimal, can be organized and recovered with the help of the teacher	Knowledge on the proposed topics is essential, can be organized and retrieved with thehelp of the teacher or classmates.	Knowledge on the proposedtopics is consolidated andorganized. The pupil knows how to recover them independently and use themat work	Knowledge on the proposed topics is comprehensive, consolidated and well organized. The pupil knows how to recover them, relate them independently and use them at work. He knows how to refer to them using diagrams, maps, schemes and use them in his work also in new contexts
Skills	The pupil occasionally adopts behaviors and attitudes consistent with constitutional principles and needs constant reminders and solicitations from adults	The student puts in place the skills related to topics covered in most cases simple and close to own direct experience, otherwise with the help of the teacher	The pupil autonomously implements the skills related to the topics covered and knows how to connect knowledge to lived experiences, to what has been studied and to the texts analyzed, with good relevance.	The pupil puts in place autonomously the skills related to the themes treated; connect the acquaintances with each other, notes the links and the relate to how much studied and at concrete experiences with relevance and completeness. Provides personal contributions e original, also useful to improve the procedures, which is in able to adapt to varying situations
Attitudes	The pupil occasionallyadopts behaviors and attitudes consistent with constitutional rules and needs constant reminders and solicitations from adults	The pupil occasionally adopts behaviors and attitudes consistent with constitutional rules and needs constant reminders and solicitations fromadults	Assume the Responsibilities that come tohim entrusted, which honors withthe adult supervision or the contribution of comrades It is assumed responsibility in the workand towards the group	Door personal contributions e original, proposed by improvement, yes assumes responsibility towards work, the others people, the community and exerts influence positive about the group

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- https://eur-lex.europa.eu/legal content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN

SCALABILITY

The map can be easily used in all education levels as it is easy to understand

MORE INFORMATION

The map can be further developed in its ramifications. Each branch can be the subject of a UDA (Didactic Learning Unit)

ACTIVITY 3

TITLE ART. 1 Italian Constitution

ABSTRACT

The purpose of the activity is to acquire the value of the Italian Constitution as the fundamental law of the state. It not only establishes the "rules of the game" that is the fundamental norms of a state, but also represents a map of values, indicating which are the ideals and the objectives that a community decides to set itself, as well as the content of the fundamental principles.

AUTHOR/S

IPS Maffeo Pantaleoni

DATE 16/05/2022

VERSION 1

DIDACTIC OBJECTIVES

- Interactive screen
- Computer
- Smartphone

- ☐ **SCIENCE**
- ☐ **TECHNOLOGY**
- ☐ **MATHEMATICS**
- ☐ **GEOGRAPHY/HISTORY**
- ☐ **LANGUAGES**
- ☐ **LITERATURE**
- ☐ **MUSIC**
- ☑ **OTHERS: LAW**

EDUCATION LEVEL

This activity is prepared to be completed by...

- ☐ **12 - 14 YEARS**
- ☑ **14 - 16 YEARS**
- ☐ **OTHERS .....**

ACTIVITY 3

TOOLS NEEDED

- Video Scribe
- Book of Italian Constitution
- Kahoot
- Interactive screen
- Computer
- Smartphone

DEVELOP ACTIVITY

1)Presentation of the activity
2)Watch the video scribe
3)activity by Kahoot
4)Debate

In the student evaluation part, the students answered the questions based on what was reported in the visual thinking video, by Kahoot

KEYWORDS

- Democracy
- Direct democracy
- Representative democracy
- Republic
- Work
- Self-employment
- Subordinate employment
- Italian state
- Sovereignty
- Territory
- People
- Form of government
- State form
- Monarchy
- Absolute power
- Division of powers
- Right to vote
- Referendum

ACTIVITY 3

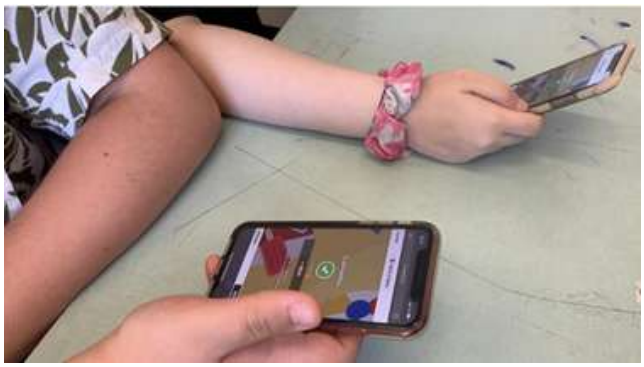
ICONS

RESOURCES

See video of the activity and the implementation with the students.

ACTIVITY 3





STUDENT'S EVALUATION

I evaluated the students on the basis of the answers given on kahoot and the debate

I presented the lesson to the students explaining the content of the video and after having seen it, we discussed the principles contained in art. 1.

https://create.kahoot.it/details/252f0278-3375-4c5c-b14e-99e89a8ac59c

BIBLIOGRAPHY

- Italian Constitution-Book of Law-iMovie to create the video.

- https://www.governo.it/it/costituzione-italiana/principi-fondamentali/2839#:~:text=Art.,e%20nei%20limiti%20della%20Costituzione.

SCALABILITY

The activity can be easily used in all education levels as it is easy to understand, considering the laws of another state.

ACTIVITY 4

TITLE Egyptian architecture

ABSTRACT

The aim is to explain the different types of Egyptian buildings, specifically by analysing the different types of existing temples and tombs, as well as their evolution over time. To do this, we believe that visualisation through drawings, cartoons or comics greatly facilitates the assimilation of these concepts by our students.
Moreover, with this activity we propose an interdisciplinary work where knowledge and skills from different disciplines come into play, not only from Geography and History, but also from Plastic and Visual Education, and English.

AUTHOR/S

IES MEDITERRANEO

DATE 14/02/2021
VERSION 1

DIDACTIC OBJECTIVES

- Know the main architectural manifestations of Egyptian art,
- Distinguish the main characteristics of Egyptian architecture.
- Explain the different stages of Egyptian art and history.

- [ ] **SCIENCE**
- [ ] **TECHNOLOGY**
- [ ] **MATHEMATICS**
- [x] **GEOGRAPHY/HISTORY**
- [ ] **LANGUAGES**
- [ ] **LITERATURE**
- [ ] **MUSIC**
- [ ] **OTHERS .....**

ACTIVITY 4

EDUCATION LEVEL

This activity is prepared to be completed by...

☑ **12 - 14 YEARS** ☐ **14 - 16 YEARS** ☐ **OTHERS .....**

TOOLS NEEDED

- Coloured pencils
- Notebook
- A4 and A3 format drawing sheets

DEVELOP ACTIVITY

Three sessions.

1-.First introductory session, students will be shown an explanatory example of Egyptian architecture through Visual Thinking. In addition, a short video will be shown on YouTube as an example of "Academia Play" as a form of inspiration and brainstorming for the students.

https://www.youtube.com/watch?app=desktop&feature=youtu.be&v=6a_gIpv_XD4

2-. Second session. Students will develop their own Visual Thinking in class with the guidance of the teacher.

3-. Presentation in class and presentation of the Visual Thinking developed individually to the rest of the classmates.

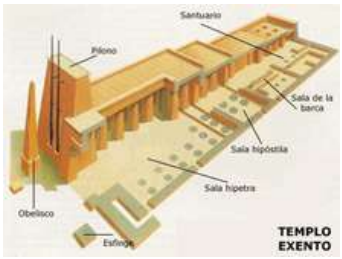
ACTIVITY 4

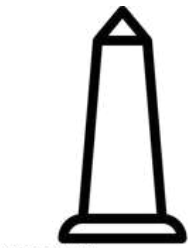
KEYWORDS

- Mastabas
- Pyramids
- Hypogeum (funerary architecture)
- Temples (Luxor, Karnac)
- Avenue of sphinxes
- Hypostyle hall
- God's chamber (religious architecture)
- Characteristics:
  - Colossalim
  - Architraved or intelled architecture (lintel)
  - Papytus-shaped columns (Papiriform)

ICONS

Wall icons (pillars), columns, tombs, mastaba obelisks, pyramids, arrows, key concepts.





Created by Icon 54 from Noun Project

Created by Smalllike from Noun Project

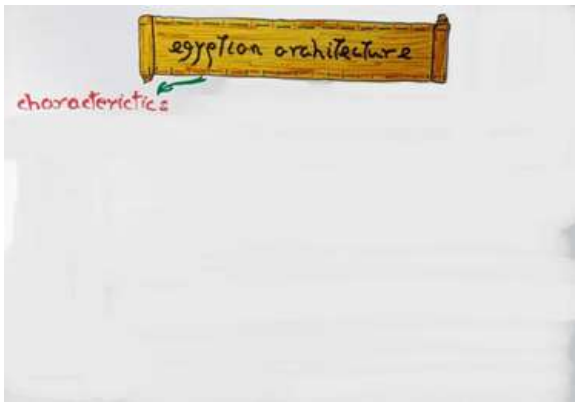
Created by Vectors Market from Noun Project

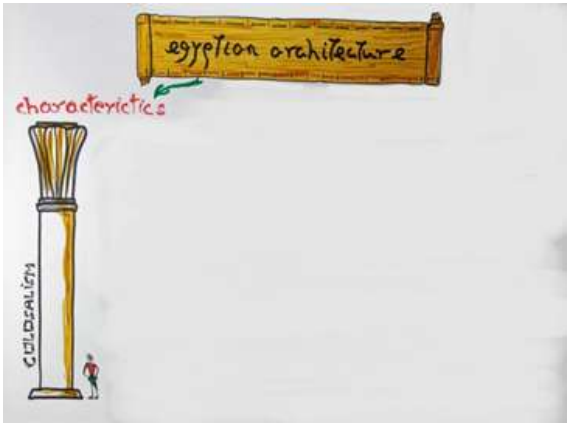
Created by Ralf Schmitzer from Noun Project

ACTIVITY 4

RESOURCES

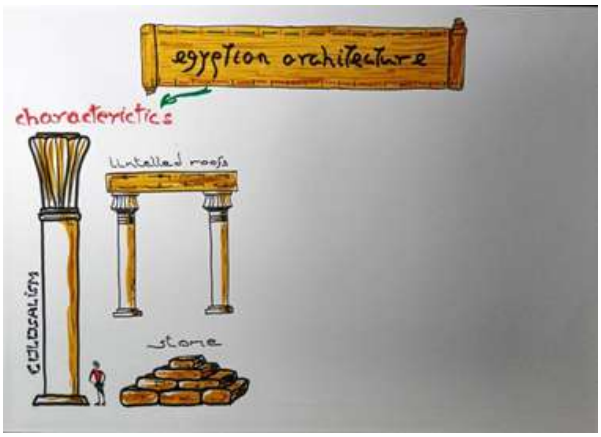
See video of the activity

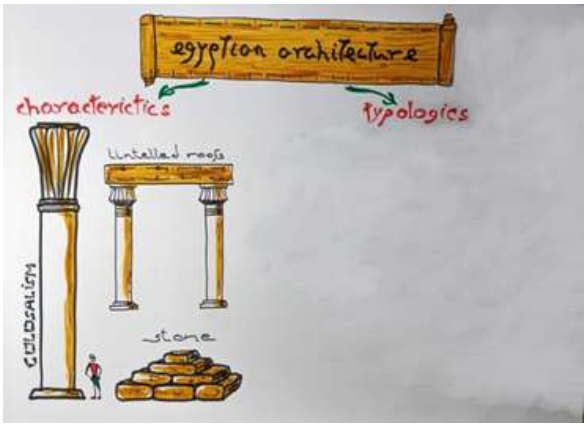


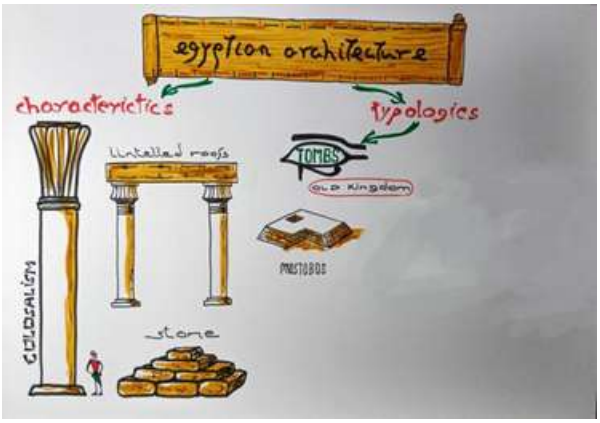


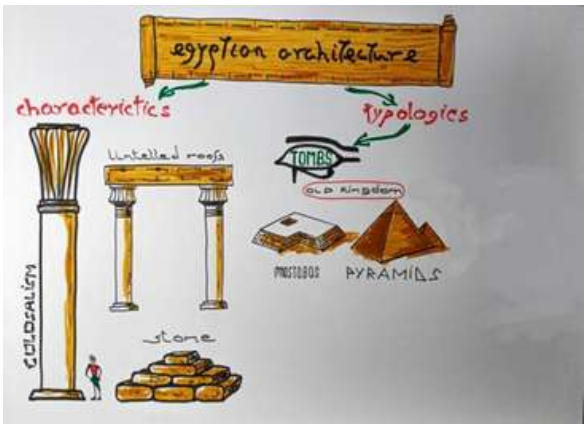
ACTIVITY 4

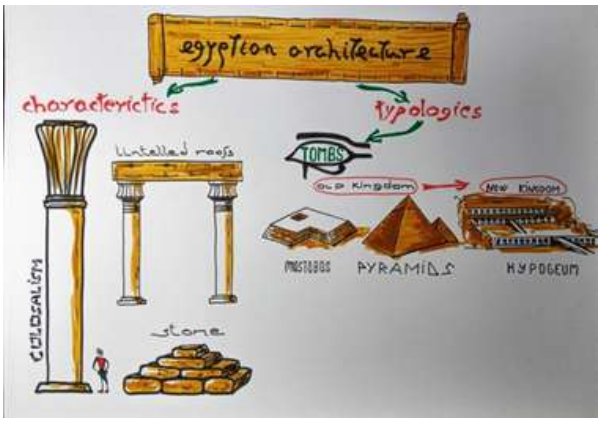

egyptian architecture
characteristics
lintelled roofs
COLOSSALISM


egyptian architecture
characteristics
lintelled roofs
COLOSSALISM
stone

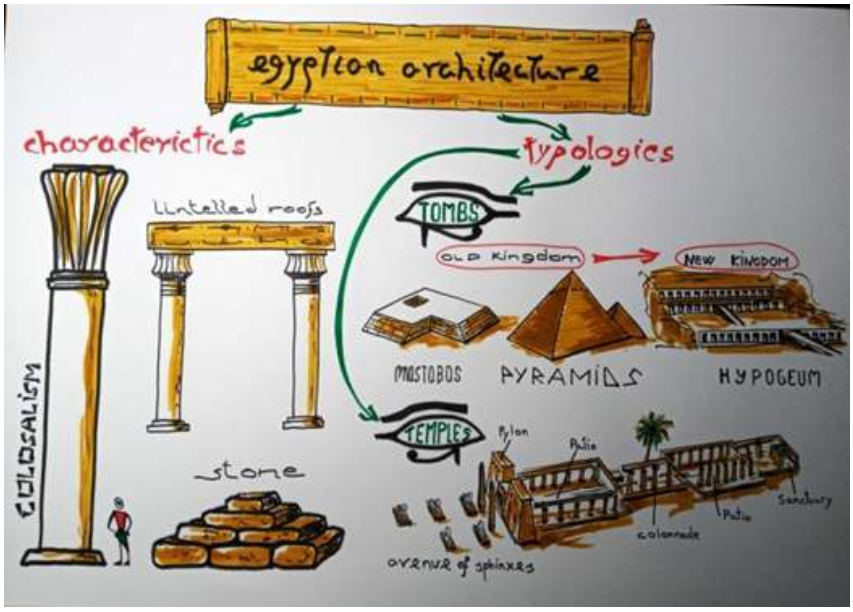

egyptian architecture
characteristics
typologies
lintelled roofs
COLOSSALISM
stone


egyptian architecture
characteristics
typologies
lintelled roofs
TOMBS
old kingdom
MASTABAS
COLOSSALISM
stone


egyptian architecture
characteristics
typologies
lintelled roofs
TOMBS
old kingdom
MASTABAS
PYRAMIDS
COLOSSALISM
stone


egyptian architecture
characteristics
typologies
lintelled roofs
TOMBS
old kingdom
new kingdom
MASTABAS
PYRAMIDS
HYPOGEUM
COLOSSALISM
stone

ACTIVITY 4



STUDENT'S EVALUATION

A rubric is used

BIBLIOGRAPHY

- "Historia del Arte en Cómic. El Mundo Clásico". Cifuentes,P. Desperta Ferro Ediciones, 2020.
- "La Historia como nunca antes la habían contado. Un libro de Academia Play". Rubio Donzé, J. Editorial Esfera de los Libros, 2018.

ACTIVITY 4

SCALABILITY

Applicable to a more complex level, such as the subject of Historical Heritage in the 1st year of Bachillerato (16-17 years). For class work at this higher level, the content will be extended. In addition to studying the different architectural typologies, we will work on sculpture and its evolution from the Ancient Egyptian Empire to the Lower Empire and the arrival of the Roman Empire.
From the sculptural point of view, we also find it quite interesting to carry out Visual Thinking. comparing the evolution of Egyptian and Greek sculpture, seeing the Egyptian influence on the first Greek statuary and its evolution towards the conquest of movement.

ACTIVITY 5

TITLE Evolution of Communication

ABSTRACT

People have improved their communication skills and devices for thousands of years. Art teacher teaches Evolution of Communication to students by Visual Thinking.

AUTHOR/S

Sultantepe Prof. Dr. Cemil Taşçıoğlu Ortaokulu

DATE 10/02/2021

VERSION 1

DIDACTIC OBJECTIVES

Teaching the Evolution of Communication to students.
Guiding to students about Visual Thinking, Time Lapse, Mind Mapping.
To teach technological devices for using innovation.

- ☐ SCIENCE
- ☑ TECHNOLOGY
- ☐ MATHEMATICS
- ☐ GEOGRAPHY/HISTORY
- ☐ LANGUAGES
- ☐ LITERATURE
- ☐ MUSIC
- ☑ OTHERS:VISUAL ART

EDUCATION LEVEL

This activity is prepared to be completed by...

- ☑ 12 - 14 YEARS
- ☐ 14 - 16 YEARS
- ☐ OTHERS .....

ACTIVITY 5

TOOLS NEEDED

- Smart Phone
- Paper
- Felt tip pen
- Tripod

DEVELOP ACTIVITY

This activity has 4 phrases:

1-To decide what we work about. (Title)
2-Starting for Mind Mapping
3-Supply to all necessary materials (Smart Phone, Paper, Felt tip pen, Tripod)
4-Drawing, writing script(but we didn't read it), recording a time lapse while drawing map, adding music

KEYWORDS

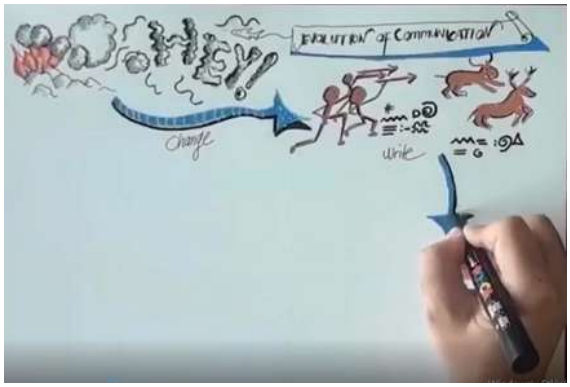
- Smoke
- Cave paintings
- Pigeon
- Radio
- Television
- Telegraph
- Computer
- Wireless
- Internet
- Telephone
- Broadcast
- Antenna
- Drone
- Online shopping
- Communication
- Invention
- Ages
- Evolution
- Online education
- Audience
- Electricity
- Visual learning
- Writing
- Connecting

ACTIVITY 5

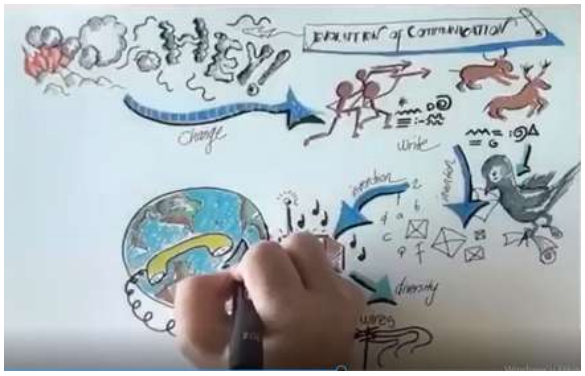
ICONS

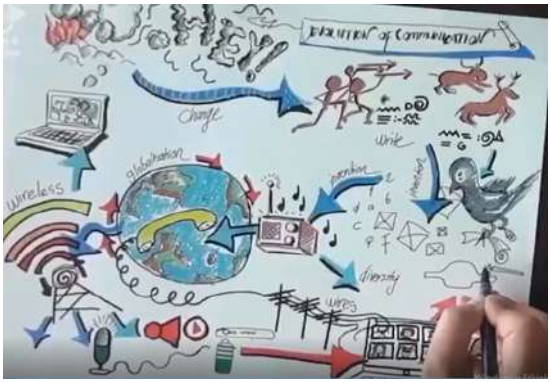
RESOURCES

See video of the activity



ACTIVITY 5





STUDENT'S EVALUATION

After teaching about Visual Thinking, students started to improve themselves. Creating visual explanations improves retention of information and deeper understanding of complex concepts. For this reason, students benefit from learning Visual Thinking and communication skills.

BIBLIOGRAPHY

- https://www.youtube.com/watch?v=A2evzLCjprU&t=104s

ACTIVITY 6

TITLE Pollution

ABSTRACT

Environmental pollution began to make its presence felt with the start of the industrial revolution of the nineteenth century and has continued to grow since then, becoming a real public health problem today. Pollution occurs when the natural environment cannot destroy an element that has reached the air, soil or water in an unnatural way. The process of destruction can vary from a few days to thousands of years, depending on the nature of the pollution. In everyday life we identify several types of pollution: air pollution, water pollution, noise pollution and soil pollution.

Among the causes of environmental pollution are number ithout a series of activities such as industry, transport, activities of glycols and commercial, residential areas etc.

Wastewater can have a considerable impact on the quality of our water resources. Water is an essential element for our society and for our health. Clean rivers, lakes and coastal waters are important for the business environment and for recreational activities, while contributing to the creation of an identity of the areas in which we live. If not treated properly, wastewater can have very detrimental effects on water quality. These effects range from local increases in fish mortality to widespread problems, such as the spread of algae that threaten entire ecosystems.

Agriculture is mainly responsible for water and oil contamination. This is caused by the increasing use of pesticides, as well as the intensive nature of agricultural production. Almost all pesticides are made from chemicals designed to keep diseases and pests away from crops. However, in the long run the whole environment suffers - a paradox that ultimately affects people's health (the appearance of obesity).

With the evolution of the car industry, environmental pollution has increased. In this sense, transports are a major source of environmental pollution, due to internal combustion engines. As traffic increases day by day and more and more people on the planet want a means of personal transport, environmental pollution follows an upward curve and we will not soon see a

ACTIVITY 6

decrease in pollution, mainly due to cars multiplying year by year that leads to the appearance of respiratory diseases.
Noise pollution caused by airplanes and long-term exposure to noise can produce various health effects, namely discomfort, sleep disorders, negative effects on the cardiovascular, auditory and metabolic systems, as well as cognitive disorders.
The results of using disposable plastic can be seen on the seashore, but also in the oceans. Plastic not only pollutes the ribs, but is also harmful to marine animals that are caught in larger chunks and confuse smaller chunks with food. Swallowing plastic particles can impede the digestion of normal foods and could attract toxic chemical pollutants into their bodies. People consume plastic through the food chain, but the effects on health are not known.
Industry has been polluting the environment since the beginning of the industrial revolution, mainly due to the increasing use of fossil fuels. The nineteenth and early twentieth centuries were a period in which human strength was replaced by the widespread use of force from burning coal, leading to massive environmental pollution and the formation of acid rain. rainfall is mainly caused by emissions of carbon dioxide, sulfur oxides and nitrogen oxides; the molecules of these substances react with the water molecules, producing dangerous acids. villas designed by Palladio.

AUTHOR/S

Scoala Gimnaziala Maria Rosetti

DATE 21/03/2021

VERSION 1

DIDACTIC OBJECTIVES

Understanding how pollution occurs.
Often covering the causes of pollution and the effects of each cause.
Analysis of pollution effects on the natural environment and the human body.
Awareness that pollution affects the environment and people on a global scale.

ACTIVITY 6

- [x] SCIENCE
- [x] TECHNOLOGY
- [ ] MATHEMATICS
- [x] GEOGRAPHY/HISTORY
- [ ] LANGUAGES
- [ ] LITERATURE
- [ ] MUSIC
- [x] OTHERS: BIOLOGY

EDUCATION LEVEL

This activity is prepared to be completed by...

- [ ] 12 - 14 YEARS
- [x] 14 - 16 YEARS
- [ ] OTHERS .....

TOOLS NEEDED

- Paper
- Pencils
- Markers
- Images for the mapping

DEVELOP ACTIVITY

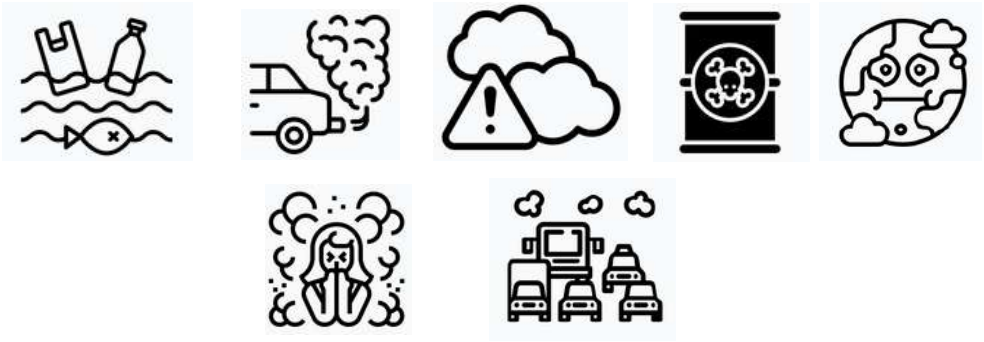
Making the map starting from Pollution
1.Making the lesson sketch
2.Editing images

KEYWORDS

- Pollution
- Pesticides
- Obesity
- Lung / respiratory diseases
- Hazards
- Noise pollution
- Soil pollution
- Toxic residues

ACTIVITY 6

ICONS



RESOURCES

See video of the activity

STUDENT'S EVALUATION

The teacher's role is to guide students in the learning process, to provide them with new information, to challenge them to think and to encourage them to express their opinions on a certain subject.
However, it considers un elopement critical thinking of students asked to analyze images. In this context, students are encouraged to express their ideas in front of their classmates, learning based on discovery and dialogue.
It seeks to develop the ability to assign certain meanings to images in order to understand the phenomenon of pollution.

ACTIVITY 6

Assessment of skills

Ability level	IN THE ACQUISITION PHASE	BASIC LEVEL	MEDIUM LEVEL	ADVANCED LEVEL
	4-5	6-7	8-9	10
Knowledge	Minimum knowledge about the taught subject that is updated with the help of the teacher or classmates .	Basic knowledge that can be used in solving work tasks.	In-depth knowledge of the subject that allows individual analysis of images.	An excellent knowledge of the subject that allows the issuance of arguments and contributes to the realization of logical schemes that are the basis for acquiring new information.
Authority	The student rarely has questions or opinions about what is being discussed.	The student uses previous experiences in order to create new skills in order to solve some exercises	The student makes logical connections, easily understands multidisciplinary topics and makes the connection between the subject and everyday experience.	The student critically relates to the topic proposed for debate, can analyze an image himself and can formulate original ideas.
Attitudes	The teacher must constantly intervene during the student's activity.	The student needs the teacher's advice from time to time.	The student is self-confident and in control during the activity.	The student is able to solve the work task alone and with a lot of creativity. He has an assumed behavior.

BIBLIOGRAPHY

- Gavrilescu E lena, Sources of pollution and environmental pollutants , Bucharest, Sitech Publishing House, 2007.

- Ferdinand Pricope , Environmental Pollution and Nature Conservation , Bucharest, Rovimed Publishing House, 2019

ACTIVITY 6

SCALABILITY

The map is for everyone to understand.

MORE INFORMATION

After the lesson, students will be introduced to a series of images with aspect important of the effects of pollution in different parts of the country and from Europe . Together we will analyze these images and identify the causes that caused the pollution and the effects produced to better understand how pollution affects the circuits of matter in nature and the effects on human health. Students will also be encouraged to make their own comments and come up with personal examples from everyday life .

ACTIVITY 7

TITLE FOOD PYRAMID

ABSTRACT

A food pyramid is a representation of the optimal number of main food portions to be eaten each day

AUTHOR/S

IPS Maffeo Pantaleoni

DATE 15/03/2021

VERSION 1

DIDACTIC OBJECTIVES

- To learn about and consolidate healthy habits for everyday life and physical and sporting practice and to assess negative habits for health, such as smoking, drinking alcohol, sedentary lifestyles or an unbalanced diet
- To organise and coordinate basic habits, understanding the health pyramid as a transversal whole that goes beyond purely nutritional aspects.
- To know the qualities of different types of food.
- To identify balanced diets.

- [x] **SCIENCE**
- [x] **TECHNOLOGY**
- [ ] **MATHEMATICS**
- [ ] **GEOGRAPHY/HISTORY**
- [ ] **LANGUAGES**
- [ ] **LITERATURE**
- [ ] **MUSIC**
- [ ] **OTHERS .....**

ACTIVITY 7

EDUCATION LEVEL

This activity is prepared to be completed by...

☑ **12 - 14 YEARS** ☐ **14 - 16 YEARS** ☐ **OTHERS .....**

TOOLS NEEDED

- Definitions
- Concepts
- Principles
- Food Book
- images
- Web
- Software
- Hardware

DEVELOP ACTIVITY

Students watch a video by Video Scribe as a theoretical part of the activity, in which proportions of food to be eaten daily and principal nutrients are explained.

They will find the video on the school platform Google Classroom and learn the main concepts following their time and having the opportunity to listen to the recording again and again until they don't get the teaching.

At school they will implement a practical activity of completion of a mind map based on the Food Pyramid to show their knowledge of the topic.

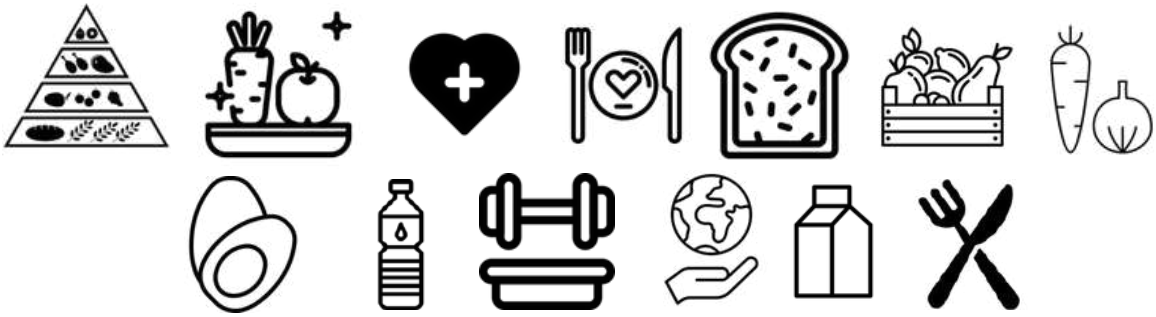
ACTIVITY 7

KEYWORDS

- Health
- Food sustainability
- Mediterranean diet
- Conviviality
- Proper nutrition
- Nutritional principles
- Healthy nutrition
- Top
- Daily nutrition
- Unhealthy foods
- Healthy foods
- Dairy products
- Vegetables
- Fruit
- Meat
- Pyramid
- Fish
- Eggs
- Water
- Bread
- Alcohol
- Eating disorders
- Base

ICONS

https://thenounproject.com/search/icons/?iconspage=1&q=food



ACTIVITY 7

RESOURCES

See video of the activity

ACTIVITY 7

STUDENT'S EVALUATION

They'll learn that the Mediterranean diet is the correct lifestyle and visual thinking methodology facilitates the learning process.

BIBLIOGRAPHY

- https://www.alimenti-salute.it/content/piramide-alimentare
- https://www.issalute.it/index.php/la-salute-dalla-a-alla-z-menu/p/piramide-alimentare
- Text book

ACTIVITY 7

SCALABILITY

As far as upper secondary school images and Concepts related to food nutrients and the eatwell plate, the Mediterranean diet as a healthy lifestyle, foodborne diseases and eating disorders,Food allergies and intolerances ,the importance of sport and daily physical activity according to a famous Latin statement "Mens sana in corpore sano"(a healthy mind in a healthy body)

MORE INFORMATION

Students learn how to deal with food and get to know the important concepts of “healthy” and “unhealthy” food starting to think in terms of nutrients contained in it.
If the activity is in English, they will learn the vocabulary of food, nutrients and health disease.

ACTIVITY 8

TITLE THE COLOUR

ABSTRACT

The activity consists of studying colour, its origin, its characteristics, its perception and physical foundations through a methodology based on the involvement of students in the teaching-learning process, using drawing (Visual Thinking) as an instrument for expressing, understanding and reinforcing concepts, creating significant learning based on the organisation of visual spaces

AUTHOR/S

IES MEDITERRANEO

DATE 12/02/2021

VERSION 1

DIDACTIC OBJECTIVES

- To know the elements of the human perceptual system and how they work.
- To know the physical and biological processes that allow the visualisation of colours.
- To know the qualities of colour, and to be able to make mixtures and chromatic ranges.
- To know the mixtures of light colour and pigment colour, their primary and secondary colours.

- ☐ **SCIENCE**
- ☐ **TECHNOLOGY**
- ☐ **MATHEMATICS**
- ☐ **GEOGRAPHY/HISTORY**
- ☐ **LANGUAGES**
- ☐ **LITERATURE**
- ☐ **MUSIC**
- ☑ **OTHERS: ARTS**

ACTIVITY 8

EDUCATION LEVEL

This activity is prepared to be completed by...

☑ **12 - 14 YEARS** ☐ **14 - 16 YEARS** ☐ **OTHERS .....**

TOOLS NEEDED

- Pencil
- Paper
- Pen
- Markers

DEVELOP ACTIVITY

Session 1: Presentation of the activity. Brainstorming
Session 2: Concept map. Selection of main ideas. Drawings and key concepts according to these ideas.
Session 3: Execution. Realisation of the final product using previously selected drawings.

KEYWORDS

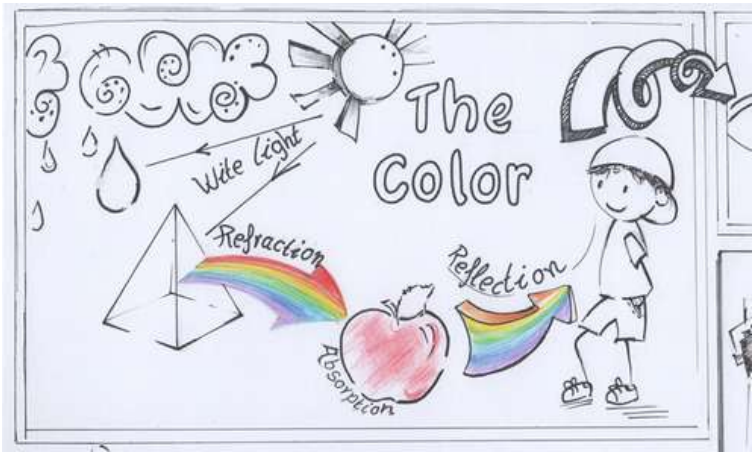
- The colour
- White light
- Refraction
- Reflection
- Long
- Medium
- Short
- Wavelength
- Additive synthesis
- RGB
- Pigment
- Subtractive synthesis
- Cool
- Warm
- Wheel
- Prymary
- Secondary
- Tertiary
- Mixed

ACTIVITY 8

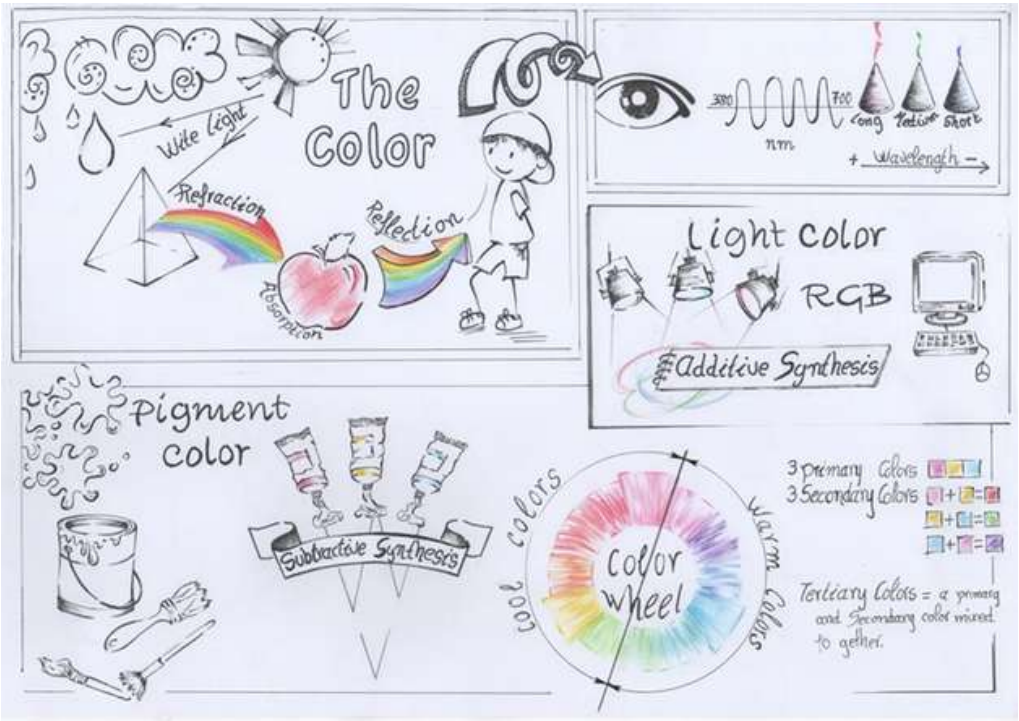
ICONS

RESOURCES

See video of the activity



ACTIVITY 8



STUDENT'S EVALUATION

A rubric is used

BIBLIOGRAPHY

- Classbook

ACTIVITY 8

SCALABILITY

At lower levels, it would probably be more appropriate to focus on the colour matter and subtractive mixtures.

The field of colour is so wide that it would not be a problem to adapt it to higher levels, it would only be necessary to go deeper into each of the four containers in which the exercise is structured, by means of a more concrete and specific vocabulary, whose only problem would be the creation of images for more and more abstract terms, so it is essential to use colours to talk about ranges, qualities ..... It would also be possible to resort to the world of physics and especially of chemistry, as optical, visual and structural phenomena.

ACTIVITY 9

TITLE AGENDA 2030

ABSTRACT

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind. The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

On 25 September 2015, the 193 heads of state of the UN member countries met in New York to sign the 2030 Agenda, a political document containing 17 Sustainable Development Goals (SDGs) and 169 sub-targets or concrete goals to be achieved by 2030. The Agenda entered into force on 1 January 2016 and replaced the previous Millennium Development Goals, whose expiry year was 2015. The objectives are valid for both development than for advanced countries. All countries, regardless of their degree of development, must give their support to a cause that is of common interest because it affects the whole world. Each country, in its own way, must propose its own sustainable development strategy, aimed at achieving common objectives, and must account for the results achieved

ACTIVITY 9

Specifically, the objectives hinge on the "five Ps".
•People: putting man and his dignity at the center of every consideration, eliminating hunger and poverty in all their forms, and promoting equality.
•Prosperity: ensuring a better quality of life for all.
•Peace: promoting societies based on peace and inclusion, which make dialogue their weapon
•Partnership: implement the Agenda program with valid international and global collaborations.
•Planet: protecting the environment and fighting climate change to ensure a future for the generations to come.
By signing the document, the States undertake to decline and calibrate the objectives of the 2030 Agenda as part of their economic, social and environmental planning

Sustainable Development Goals
Goal 1. End poverty in all its forms everywhere
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3. Ensure healthy lives and promote well-being for all at all ages
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5. Achieve gender equality and empower all women and girls
Goal 6. Ensure availability and sustainable management of water and sanitation for all
Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10. Reduce inequality within and among countries
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

ACTIVITY 9

Goal 12. Ensure sustainable consumption and production patterns
Goal 13. Take urgent action to combat climate change and its impacts
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

AUTHOR/S

IPS Maffeo Pantaleoni

DATE 20/03/2021
VERSION 1

DIDACTIC OBJECTIVES

The learning objectives are described within the cognitive, socio-emotional and behavioral spheres.
The cognitive dimension encompasses the knowledge and thinking skills needed to better understand the SDGs and the challenges of achieving them.
The socio-emotional dimension includes the social skills that enable learners to collaborate, negotiate and communicate to promote the SDGs, as well as the self-reflection skills, values, attitudes and motivations that enable them to develop themselves.
The behavioral dimension describes the capacity for action

ACTIVITY 9

- [x] SCIENCE
- [x] TECHNOLOGY
- [x] MATHEMATICS
- [x] GEOGRAPHY/HISTORY
- [x] LANGUAGES
- [ ] LITERATURE
- [ ] MUSIC
- [x] OTHERS: GRAPHIC AND ADVERTISING DISCIPLINES

EDUCATION LEVEL

This activity is prepared to be completed by...

- [ ] 12 - 14 YEARS
- [x] 14 - 16 YEARS
- [ ] OTHERS .....

TOOLS NEEDED

- PC
- Internet
- Video Scribe
- Social platform

DEVELOP ACTIVITY

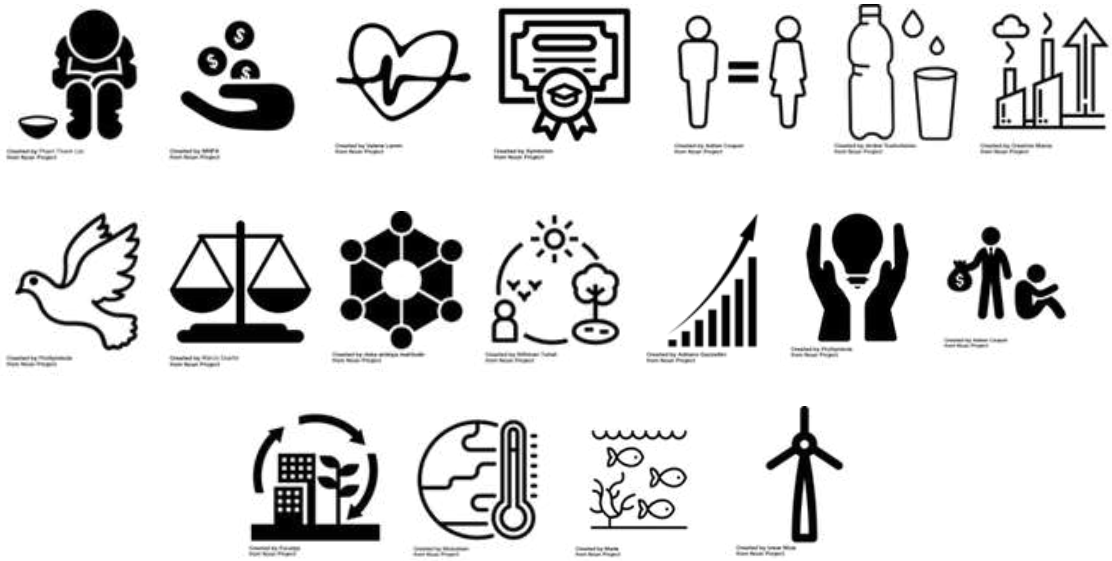
1) Drawing the map Agenda 2030
2) Write Script
3) Record a time lapse while drawing your map. The record your voice by reading the script
4) Editing image and audio + music
5) Video to share on social media and in the classroom

ACTIVITY 9

KEYWORDS

- Poverty
- Hunger
- Health
- Education
- Gender Equality
- Clean Water and Sanitation
- Renewable Energy
- Job
- Economic growth
- Innovation
- Infrastucture
- Sustainable cities
- Consumption
- Climate
- Life below water
- Life on land
- Peace
- Justice
- Partnerships

ICONS



ACTIVITY 9

RESOURCES

See video of the activity and see the map in the link.

STUDENT'S EVALUATION

Visual Thinking Strategies (VTS) is a teaching method that improves critical thinking skills through teacher-facilitated discussions of visual images. VTS encourages participation through a group problem-solving process. It uses art to teach thinking, communication skills, and visual literacy. Students contribute to the discussion by presenting their own observations and ideas to the class. All contributions are accepted and considered neutrally by the teacher and class so that students can learn from the perspectives of others.

VTS emphasizes the student learning process, individually and in conjunction with others, rather than the instructor's dissemination of knowledge. Therefore, VTS is learner-driven. places the power in students' control. is process focused not product focused - students are not given a right answer because the process of learning and discussing is the answer. Fosters critical thinking skills.

ACTIVITY 9

SKILLS

Systemic thinking competence: the ability to recognize and understand relationships; to analyze complex systems; to think about how systems are incorporated into different domains and different scales and to manage uncertainty.
Foresight competence: ability to understand and evaluate multiple futures - possible, probable and desirable; to create their own visions for the future; to apply the precautionary principle; to determine the consequences of actions and to manage risks and changes.
Normative competence: ability to understand and reflect on the norms and values that lie behind everyone's actions; and to negotiate the values, principles, objectives and targets of sustainability, in a context of conflicts of interest and compromises, uncertain knowledge and contradictions.
Strategic competence: ability to collectively develop and implement innovative actions that promote sustainability at the local level and beyond.
Collaborative competence: ability to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to manage conflicts in a group; and to facilitate a collaborative and participatory approach to problem solving.
Critical thinking competence: ability to question norms, practices and opinions; to reflect on their own values and perceptions and actions; and to take a stand on the issue of sustainability.
Self-awareness competence: the ability to reflect on one's role in the local community and in (global) society; to relentlessly evaluate and further motivate their actions and to manage their feelings and desires.
Integrated problem-solving competence: fundamental ability to apply different problem-solving frameworks to complex sustainability problems and to develop valid solution options

ACTIVITY 9

EVALUATION OF SKILLS

SKILL LEVEL	IN THE ACQUISITION PHASE	BASIC	INTERMEDIATE	ADVANCED
	1	2	3	4
PUPIL 1				
PUPIL 2				
PUPIL 2				

PUPIL n				

LEVEL 1	**4 - 5**
LEVEL 2	**6**
LEVEL 3	**7 -8**
LEVEL 4	**9 - 10**

ACTIVITY 9

SKILL LEVEL	IN THE ACQUISITION PHASE	BASIC	INTERMEDIATE	ADVANCED
	4-5	6	7-8	9-10
Knowledge	Knowledge on the proposed topics is minimal, can be organized and recovered with the help of the teacher	Knowledge on the proposed topics is essential, can be organized and retrieved with thehelp of the teacher or classmates.	Knowledge on the proposedtopics is consolidated andorganized. The pupil knows how to recover them independently and use themat work	Knowledge on the proposed topics is comprehensive, consolidated and well organized. The pupil knows how to recover them, relate them independently and use them at work. He knows how to refer to them using diagrams, maps, schemes and use them in his work also in new contexts
Skills	The pupil occasionally adopts behaviors and attitudes consistent with constitutional principles and needs constant reminders and solicitations from adults	The student puts in place the skills related to topics covered in most cases simple and close to own direct experience, otherwise with the help of the teacher	The pupil autonomously implements the skills related to the topics covered and knows how to connect knowledge to lived experiences, to what has been studied and to the texts analyzed, with good relevance.	The pupil puts in place autonomously the skills related to the themes treated; connect the acquaintances with each other, notes the links and the relate to how much studied and at concrete experiences with relevance and completeness. Provides personal contributions e original, also useful to improve the procedures, which is in able to adapt to varying situations
Attitudes	The pupil occasionallyadopts behaviors and attitudes consistent with constitutional rules and needs constant reminders and solicitations from adults	The pupil occasionally adopts behaviors and attitudes consistent with constitutional rules and needs constant reminders and solicitations fromadults	Assume the Responsibilities that come tohim entrusted, which honors withthe adult supervision or the contribution of comrades It is assumed responsibility in the workand towards the group	Door personal contributions e original, proposed by improvement, yes assumes responsibility towards work, the others people, the community and exerts influence positive about the group

ACTIVITY 9

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- https://www.savethechildren.it/blog-notizie/i-17-obiettivi-di-sviluppo-sostenibile
- https://unric.org/it/agenda-2030
- https://scuola2030.indire.it/

SCALABILITY

The map can be easily used in all education levels as it is easy to understand

MORE INFORMATION

The map can be further developed in its ramifications. Each branch can be the subject of a UDA (Didactic Learning Unit)

ACTIVITY 10

TITLE Web 2.0 Technologies

ABSTRACT

Enthusiastic educational commentators are casting the internet in a new light through the emergence of so-called 'Web 2.0' technologies, which place learners at the centre of online activities and facilitate supposedly new forms of creation, collaboration, and consumption. Proponents anticipate a host of new pedagogical challenges posed by a 'Facebook generation' of 'wiki kids,' whilst schools and colleges are delivering courses in 'Second Life' rather than real-life environments. An impassioned minority of educationalists has even heralded a 'Web 2.0 transformation of learning' with "potentially groundbreaking implications for the field of education" (Thomas 2008). Yet such enthusiasm has been tempered by a more sceptical reaction throughout other sectors of the educational and technology communities. Mindful of these debates, this presentation will overview briefly the emerging research literature in the area of Web 2.0 enhanced learning (specifically the Facebook and Second Life applications) and focus on the following issues: • what evidence is there for informal learning taking place within Web 2.0 applications, and if so, in what ways? Can Web 2.0 applications be designed to facilitate informal learning? • What potential benefits and risks do Web 2.0 applications pose for formal learning in educational institutions such as schools? Does Web 2.0 herald the increased individualization and personalization of informal online learning at the expense of learning in more formal offline settings?

We are living in times where the age difference between generations is decreasing. The lifestyle of the Y generation started to not satisfy the Z generation. This brings new methods and techniques for the Z generation. Here, we examined Web 2.0 technology, which we can say as an important innovation.
What is Web 2.0
What are Web 2.0 tools?
What are the pros and cons, we researched?

ACTIVITY 10

We reviewed the scientific articles written on this subject and shared them with you.

AUTHOR/S

Sultantepe Prof. Dr. Cemil Taşçıoğlu Ortaokulu

DATE 07/03/2021

VERSION 1

DIDACTIC OBJECTIVES

What is Web 1.0, learns.
W is Web 2.0 learns.
To know the differences between Web 1.0 and Web 2.0
To knows Web 2.0 tools and application locations.
To knows the effects of using Web 2.0 tools on Visual Thinking.
He knows at what stage of his daily life he can use Web 2.0 technologies.
To use and share Web 2.0 technologies.
He says that he does not have the problem of distance difference with Web 2.0 technologies.
Knows the contribution of Web 2.0 tools to the education system.

- ☐ **SCIENCE**
- ☑ **TECHNOLOGY**
- ☐ **MATHEMATICS**
- ☐ **GEOGRAPHY/HISTORY**
- ☐ **LANGUAGES**
- ☐ **LITERATURE**
- ☐ **MUSIC**
- ☐ **OTHERS .....**

EDUCATION LEVEL

This activity is prepared to be completed by...

- ☑ **12 - 14 YEARS**
- ☐ **14 - 16 YEARS**
- ☐ **OTHERS .....**

ACTIVITY 10

TOOLS NEEDED

- Pc, tablet or smartphone
- Internet
- Social platform (forums, blogs, social channels etc...)
- Software programs or package Web 2.0 tools.

DEVELOP ACTIVITY

- These studies can be done with free programs that are not limited.
- Help can be obtained from experts in this field, provided that they use their names.
- A platform that can contribute to the project can be created by using Web 2.0 tools.
- Detects negative aspects of web 2.0 technologies, if any.

KEYWORDS

- Information research
- Technology
- Social media
- Blog
- Forum
- Information sharing
- Internet
- Software
- Tagging
- Storage
- Animation
- Photo and picture tools
- Poster
- Game development tools
- Test and exam tools
- Presentation tools
- Video conferencing tools
- Survey tools
- Text and authoring tools
- Training

ACTIVITY 10

ICONS

RESOURCES

See video of the activity

ACTIVITY 10

STUDENT'S EVALUATION

Web 2.0 technology is actually a technology that many people use, either knowingly or unknowingly. After our students discovered what these technologies were, they realized that they were actually using them in their lives. But now they know the rules they should pay attention to. They are especially aware of the possible inaccuracies in the process of sharing information.

At the same time, our students learned the usage areas of web 2.0 tools in education. They discovered the importance of using web 2.0 tools for remote education during the pandemic process.

New generation students like to access information quickly. But they realize that the main thing is to get the right information.

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ACTIVITY 10

SCALABILITY

Especially during the pandemic process, we see that our students who receive education using web 2.0 tools are superior to other students. Web 2.0 tools make lessons more efficient and ensure that the student stays motivated for a longer period of time.

MORE INFORMATION

Web 2.0 technology and education relationship can be examined in more detail. Web 2.0 tools used by large companies can be examined and the place of web 2.0 tools in commercial life can be observed.

ACTIVITY 11

TITLE EQUALITIES

ABSTRACT

An equalityin mathematics is two expressions separated by the sign "=". It has two members, the one on the right, and the one to the left of the equals sign.The equalities are classified as numerical and algebraic, and these can be of different types, such as:

- A numerical equality is one in which there are only known quantities, which we represent by numbers.. They can be:can be:
  - A false numerical equality.For example 2+1=5 , because the result of the first member is different from that of the second.
  - A true numerical equality. For example 3+4=7, because the result of the first member is equal to the result of the second.

- An algebraic equality is one in which there are known quantities, which we represent by numbers, and unknown quantities, which we represent by letters.
  - An identity is an algebraic equality that is numerically verified for any value we assign to the letter or letters appearing in its. For example: $2\cdot(x+2)= 2x+4$,If we substitute x for any value, the resulting numerical equality is always true.
  - An equation is an algebraic equality that is only true for certain values of the variables.For example: $2x+3=5$, if we substitute $x=1$ the resulting numerical equality is true, but for any other value of x it is false.

AUTHOR/S

IES MEDITERRANEO

DATE 12/02/2021

VERSION 1

DIDACTIC OBJECTIVES

Know and identify the different types of equalities.

ACTIVITY 11

- [ ] SCIENCE
- [ ] TECHNOLOGY
- [x] MATHEMATICS
- [ ] GEOGRAPHY/HISTORY
- [ ] LANGUAGES
- [ ] LITERATURE
- [ ] MUSIC
- [ ] OTHERS .....

EDUCATION LEVEL

This activity is prepared to be completed by...

- [x] 12 - 14 YEARS
- [ ] 14 - 16 YEARS
- [ ] OTHERS .....

TOOLS NEEDED

- Pencil
- Paper
- Pen
- Markers

DEVELOP ACTIVITY

One session:
We made a brief presentation to explain what Visual Thinking consisted of, through the projection of the document: training session on visual thinking.
The teacher explains the different types of equalities. The rest of the time was dedicated by the students to make an outline about the topic: Equalities..

ACTIVITY 11

KEYWORDS

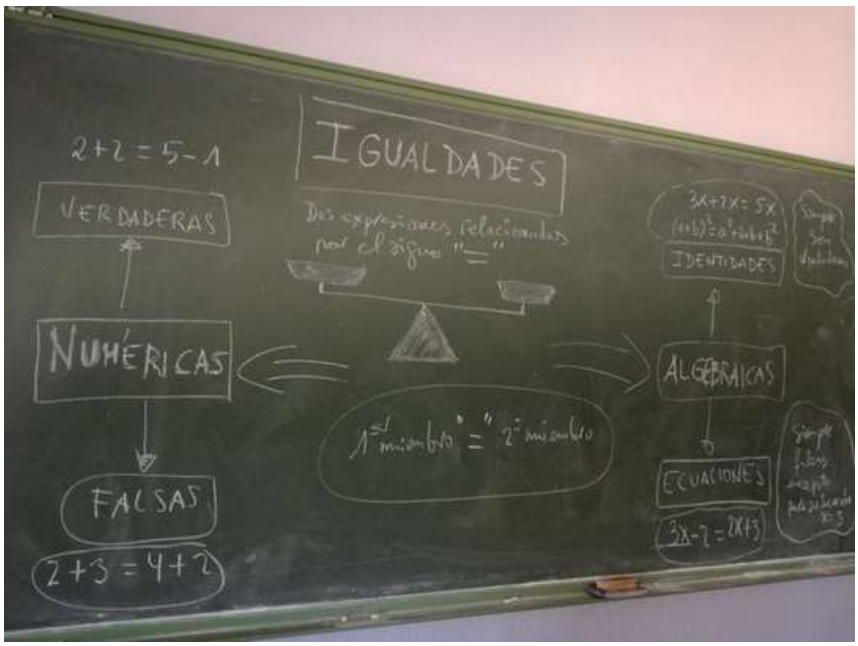
- Equality
- Numerical
- True
- False
- Algebra
- Identity
- Equation
- Member
- Letters
- Unknown
- Solution
- Roots
- Expression
- Certain
- Terms

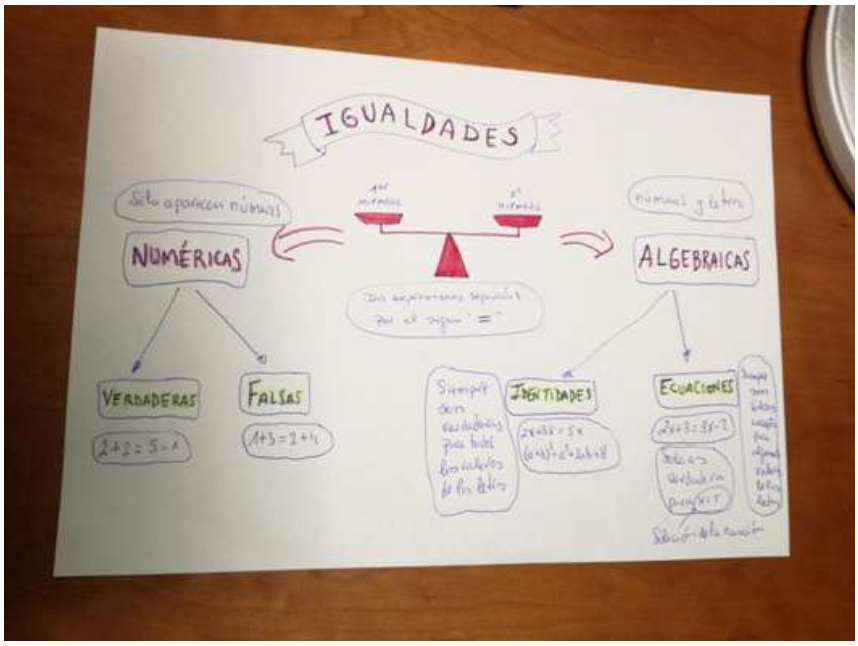
ICONS

RESOURCES

See video of the activity

ACTIVITY 11





STUDENT'S EVALUATION

A rubric is used

BIBLIOGRAPHY

- Math book
- https://www.youtube.com/watch?v=qwpQbVBAlj0&t=11s

SCALABILITY

It can be used as a review for other levels.

ACTIVITY 12

TITLE Danube River and Danube Delta

ABSTRACT

The importance of the Danube River in Europe and the uniqueness of the Danube Delta is important to be known and popularised.
First, let's make a brief presentation of the river beginning from about 2000 ago . The river was the northeastern boundary of the Roman Empire.
Now we must know why this great river is so important in Central Europe. It crosses 10 countries: Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, the Republic of Moldova and Ukraine. It springs from the Black Forest Mountains in Germany and flows 1770 miles (2850 km) and it ends forming a delta near the Black Sea, where it ends it`s journey.
The Danube Delta has been included in the Unesco heritage since 1991, being the largest wetland in Europe and the best preserved.
But what is so special about the Danube Delta? It is the largest and most remarkable biosphere reserve in Europe. It has a great biodiversity here, there are over 5000 species of animals comparable tothe Great Barrier Reef.
There are over 300 resident and migratory bird species.
That is due to the position of the delta halfway between the distance from the Equator and the North Pole. Here is the largest pelican colony in Europe.
Here are 12 distinct aquatic and forest habitats, some similar to the Mediterranean region.
Hunting and fishing are strictly controlled because there are endangered species here: red-necked geese, cormorants or otters.
In the delta live about 16,000 people, a cultural mix of Romanians, Lipovans and Ukrainians whose main activity is fishing.
We hope that we aroused your interest and you will definitely make a trip to the Danube Delta.

We wanted to summarise, clearly, the main elements of identity of one of the few European regions that are little affected by human intervention, which is on the Unesco World Heritage List. This unique region may have aroused your interest in getting to know it.

ACTIVITY 12

AUTHOR/S

Scoala Gimnaziala Maria Rosetti

DATE 14/03/2021

VERSION 1

DIDACTIC OBJECTIVES

Teaching the Danube River and Danube Delta to students.
Where in Europe is the Danube River?
What is the course of the river? What countries is the river going through?
Why is the Danube Delta on UNESCO World Heritage List?
To know the location and peculiarities of the Danube Delta.
Why are hunting and fishing strictly controlled?
What species of animals are protected?
To know the distinctive inhabitants.
They are invited to get to know this region up close.

- [x] **SCIENCE**
- [ ] **LANGUAGES**
- [ ] **TECHNOLOGY**
- [ ] **LITERATURE**
- [ ] **MATHEMATICS**
- [ ] **MUSIC**
- [x] **GEOGRAPHY/HISTORY**
- [ ] **OTHERS .....**

EDUCATION LEVEL

This activity is prepared to be completed by...

- [x] **12 - 14 YEARS**
- [ ] **14 - 16 YEARS**
- [ ] **OTHERS .....**

TOOLS NEEDED

- Pc, tablet or smartphone
- Internet

ACTIVITY 12

DEVELOP ACTIVITY

These studies can be done with free programs that are not limited.
This material can be improved with additional information or interesting images. The video can be watched by students from many European countries because the delta is a UNESCO World Heritage Site.

KEYWORDS

- Danube River
- Danube Delta
- Country
- Black Forest
- Black Sea
- Germany
- Birds
- Otters
- Pelican
- Goose with red throat
- Cormorants
- Country
- Inhabitants
- Wetlands
- Forest
- Aquatic habitats
- Fishing
- Hunting

ICONS

ACTIVITY 12

RESOURCES

See video of the activity

STUDENT'S EVALUATION

Students learned the basics about the Danube River.
They understood why the Danube can be considered an international river.
They became aware of the uniqueness of the Danube Delta and why it is part of the UNESCO heritage.
They discovered why the delta can be an important tourist destination during the pandemic because this region is sparsely populated.

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- http://romaniatourism.com/danube-delta.html (EN)
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ACTIVITY 12

SCALABILITY

Especially during the pandemic process, we see that our students who receive education usingsimplified information are superior to other students. Short video tools make lessons more efficient and ensure that the student stays motivated for a longer period of time.

MORE INFORMATION

Danube River, Danube Delta and education relationship can be examined in more detail using another sources. By adding more information to this scheme, students can deepen their knowledge of the region.