



ACTIVE FOR SCHOOL

YOUTH WORKER EXCHANGE

18/03/2022-

22/03/2022

MOLFETTA, ITALY



Erasmus+



Associazione InCo



Comune di
MOLFETTA

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FOR THE PROJECT



The project was implemented in Molfetta, Italy on the 18th- 22th of March 2022.

The Youth Worker Exchange was focused on ESC volunteers at schools.

The goals were:

- to get tools to improve the daily work with ESC volunteers
- to exchange viewpoints of project coordinators and tutors in schools in order to match the ESC programme requirements
- to discuss basic standards for hosting international volunteers at school
- to establish a solid network in order to implement quality volunteering projects at school
- to improve the ESC training cycle in order to foster the quality of the project
- to share all the best practices for tutoring of international volunteers at school

PARTNERS

INCO-MOLFETTA (ITALY)

A.C.T.O.R. (ROMANIA)

**ASSOCIACAO JUVENIL DE DEAO-
AJD (PORTUGAL)**

**PARAFIA EWANGELICKO-
AUGSBURSKA OPATRZNOSCI
BOZEL (POLAND)**

**AJUNTAMIENTO DE ALZIRA
(SPAIN)**

**SERVICE VOLONTARIE
INTERNATIONAL (FRANCE)**

**ASSOCIATION WALK TOGETHER
(BULGARIA)**

**I.C. BATTISTI-PASCOLI
MOLFETTA (ITALY)**





ROMANIA

THE GARTIC PHONE



The Gartic phone it's an interactive game about communication and how to help the group to interact with each using digital tools. We need a specific number of participants and the host will create the room for the game and will share the link. After all the invited members will log in and will add a sentence. Afterwards, the members will draw what is mentioned in the sentence and when the round is completed they will see a picture and they need to write a sentence which is relevant to the picture.

In the end all participants will be able to see the results and to analyze together from where they started and where they arrived. This tool is helping to emphasize how important is to communicate and how the messages can be understood differently.

PORTUGAL

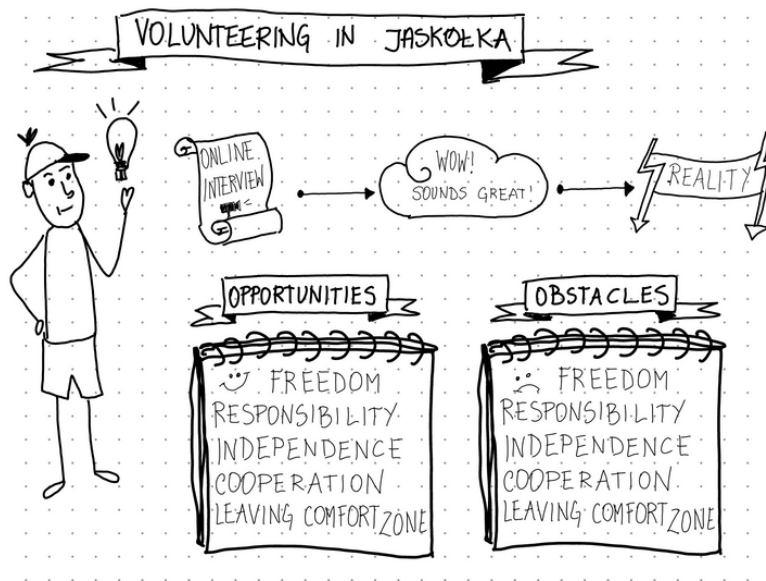
HOW WE INVOLVE YOUNG ESC VOLUNTEERS IN SCHOOLS

AJD seeks to provide the young CES volunteers it receives with a very diverse volunteer experience. Thus, involvement in schools is not daily, but part of each volunteer's weekly calendar, once or twice a week.

Whenever we receive a new team we hold a meeting in each school cluster where the following participate: volunteers, school principal, teachers who are available to work with the CES and the project coordinator. At this meeting the school gets to know the motivations and skills of each volunteer and the volunteers get to know the needs of the school. Then, the coordinator tries to make a connection between the motivations and competencies of each volunteer and the needs identified by the school. In this way, the work plan to be developed by the ESCs in the school and with which teachers they will work is found.

Throughout the project, meetings are held to monitor the work developed, this time with the teacher accompanying the volunteer, the coordinator and the volunteer himself/herself. It is in these meetings that small adjustments will be made to the tasks as needed.

POLAND

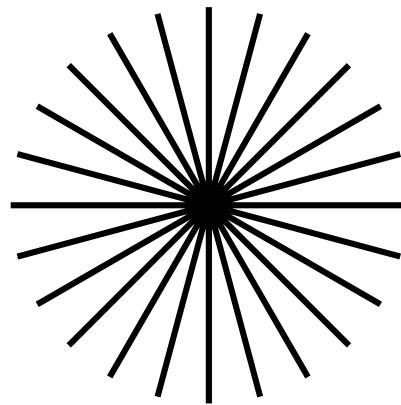


COOPERATIVE LEARNING

COOPERATIVE LEARNING

The innovative techniques developed seek to respect the natural process of learning, encourage pupils to be active and increase intrinsic motivation. The basic rule is that there is no immediate correction of mistakes or interruption of pupils' speech. The teacher "only" collects the most frequent errors during the exercise and generally corrects them after exercise, so the participants are not under pressure, they are not individually named, which significantly contributes to the positive acceptance of errors and their awareness. Everything is linked with humour. This approach leads to the development of intrinsic motivation, which is essential, for achieving a good language level.

The implementation of the prepared techniques in the classroom is therefore a social activity that contributes to the improvement of the pupils' key competence with the support of other classmates and in a simulation environment.



COOPERATIVE LEARNING

What you get in this methodology:

- a comprehensive tool for the systematic use of drama- improvisation techniques in teaching (i.e. not only partial exercises), which will enable a shift from frontal transfer of knowledge to the role of the teacher as a mentor
- basic information on how to work actively with pupils and how to successfully integrate dramatic- improvisation techniques into teaching
- specific descriptions of individual exercises, activities and games and their application to particular language phenomena
- modifications that allow the individual techniques to be further expanded

Basic information on the Impro- education work rules:

- give clear safe rules
- take exercise and what children say and do with a grain of salt
- do not negate or correct, preferably during the exercise
- engage in play with the pupils (being a partner), show them a different adult perspective, develop cooperation and teamwork
- error is a gift because it allows us to see how children think
- do the exercise repeatedly in different variations, the first time children are often more afraid of making a mistake because they don't understand the rules
- discuss and give feedback- break down stereotypes



SPAIN



TASKS & ACTIVITIES

Here you can find some examples of activities that can be done with a volunteers at school:

1. Assistance on school trips

Volunteers are a support in the school trips and excursions

2. School decoration

Volunteers are a support for decorate the school

- Crafts with students
- Festivities posters
- Natural Science murals

3. Costumes workshop

Volunteers help teachers, parents and students to create costumes for the festivities as Halloween, Christmas and Carnival.

4. Culture Presentations

Volunteers have the opportunity to introduce and share their cultrure with the students and the rest of the educative community.

TASKS & ACTIVITIES

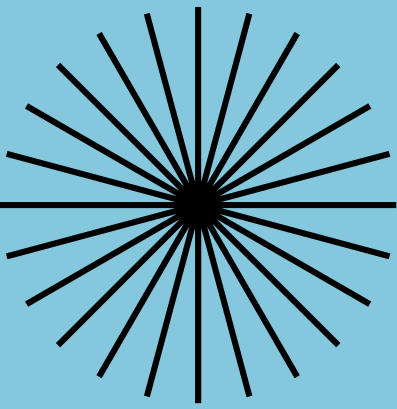
5. Digital and oral activities

Volunteers plan active and motivating oral activities in order to develop communicative skills and review contents.

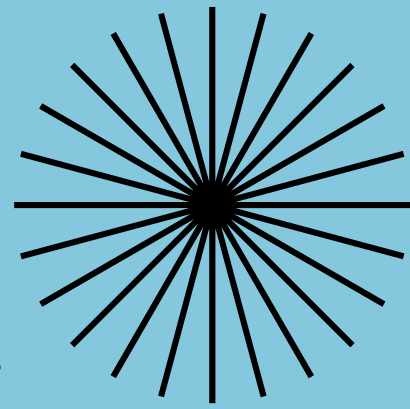
- Shadows Theatre
- Stories with Stop Motion
- Rollplayings with the green screen
- Games with Plickers

6. In high school:

- English coffee facilitator for teachers and parents
- Speaking corner in the playground
- Teachers assistance
- Language learning
- Culture ambassador
- English language campus assistant
- Library & Bookbank service
- Students Conflict mediator
- Sports leader- competition organizer
- Students role model- ESC representative
- School radio & magazine team member
- Media assistant: website & social nets
- Watch team member
- School Garden support



FRANCE



ABIGAËL LOVES TOM...

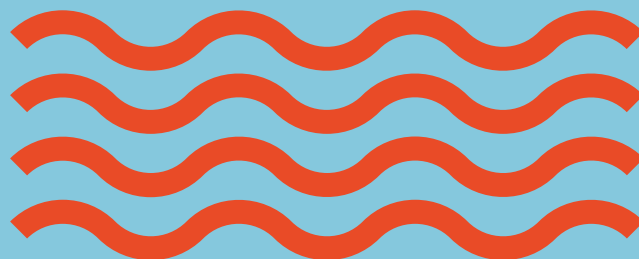
Abigaël loves Tom who lives on the other side of the river. A flood has destroyed all the bridges over the river and only one boat was left standing.

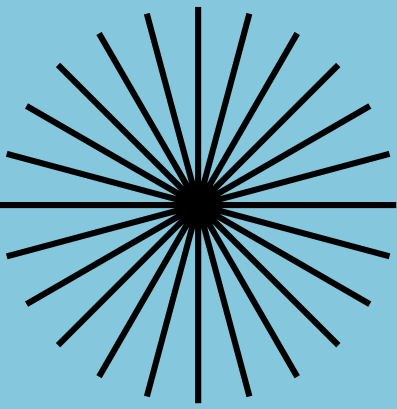
Abigaël asks Sinbad, the owner of the boat, to take her across the river. Sinbad accepts on condition that Abigaël first gives herself to him. Abigaël, not knowing what to do, runs to her mother for advice, who replies that she does not want to interfere in her daughter's affairs.

Desperate, Abigaël gives in to Sinbad, who then takes her across the river.

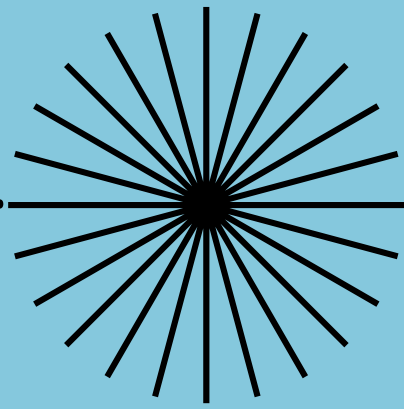
Abigaël runs to Tom, hugs him happily and tells him everything that has happened. Tom pushes her away and Abigaël runs away.

Not far from Tom's house, Abigaël meets John, Tom's best friend. She tells him everything that happened. John slaps Tom and leaves with Abigaël.





ABIGAËL LOVES TOM...



COURSE OF THE ANIMATION

1. Give a copy of the text opposite to each participant, asking them to take the time to read it and evaluate each of the characters according to their behaviour:

Who behaved the worst?

Who behaved the best?

- Ask participants to get together (4-6 people) to share their perceptions of the behaviour of the characters.

2. Ask each group to agree on a list ranking the characters on a value scale ("from worst to best").

3. Bring everyone back together and ask them to:

- Read the lists made by each small group

- Discuss the similarities and differences

- Discuss how participants made their rankings, on what basis they decided what was right and what was wrong?

4. To conclude the exercise by highlighting:

- Our different approaches to the notion of "good" and "bad",

- Our different "scales" of values,

- The difficulty of "negotiating" around our respective values.

BULGARIA

Language development



The activity's objective was language development. The activity included basics lessons in foreign language which could be implemented either in the training of the volunteer or the volunteer can teach his/her language to the students where the voluntary service takes place.

It includes basic knowledge on the common phrases and expressions. This is a very useful tool to help with the adaption of the volunteers to the new language and cultural environment.

On the other hand if the volunteer wishes to teach their native language to some students this are the steps that can be followed for some basic knowledge to be acquired.

ITALY



?

The technique of Caviardage

Caviardage is a creative writing method that can be used both personally and as a work tool by different professionals.

The method was created by Tina Festa and features various poetic creative writing techniques that help to write poetry not starting from a white page but from texts already written: pages torn from old books, newspaper articles and magazines, but also texts in digital format.

We try to understand this technique from the meaning of the word. Caviardage comes from French CAVIAR. We might improperly translate with blacken.

Indeed, the action of "Caviardage" was done in the past to suppress in some writing passages considered immoral by censorship.

The technique of Caviardage

In our case, the phrases or words that we do not need will be 'blackened' to show what remains. This technique consists in the elimination of words or phrases to obtain a "poetic" composition.

To make this technique in the most (and simple!) traditional way we will need a text (pages torn from books, newspaper articles and magazines, but also texts in digital format and a black pencil.

Let's start reading the page and we will see that there are words that draw our attention. We'll try to make a small composition with them. There is no need for rhyme. With the black pencil we search for these words and we blacken all the others.

It is possible to leave the work in black or make the changes you want. Indeed, the basic technique is contaminated with various expressive artistic techniques (such as collage, painting, watercolour, etc.) to create visual poems made by words, signs and colours.

Sometimes you find words or small phrases that are not placed one after another on the page. In that case, you could create a "route" with a line so that you can read what you have highlighted as you want.

In America this technique is known as "FOUND POETRY".

The technique of Caviardage

Basic techniques

1. Take a deep breath, close your eyes and connect to the emotions of the moment.
2. Read the page to catch the words that draw your attention.
3. Choose about ten words and underline them without thinking about the composition you are creating.
4. Read again the words chosen, focus on the sensations you feel.
5. Find some other words you need to gather the first words chosen, to express your feelings.
6. Create your poem.
7. Read silently your “hidden poem” to check it really means what you feel.
8. Circle with a pencil only the words you want to use in your poem.
9. Blacken, if you want, all the other words.
- 10 Sign your poetic composition and date it.

The technique of Caviardage

Russian (Sting)

In Europe and America
there's a growing feeling of hysteria
conditioned to respond to all the threats
in the rhetorical speeches of the Soviets
Mr. Krushchev said we will bury you
I don't subscribe to this point of view
it would be such an ignorant thing to do
if the Russians love their children too
How can I save my little boy
from Oppenheimer's deadly toy
there is no monopoly of common sense
on either side of the political fence
We share the same biology
regardless of ideology
believe me when I say to you
I hope the Russians love their children too
There is no historical precedent
to put words in the mouth of the President
there's no such thing as a winnable war
it's a lie we don't believe anymore
Mr. Reagan says we will protect you
I don't subscribe to this point of view
believe me when I say to you
I hope the Russians love their children too
We share the same biology
regardless of ideology
what might save us, me and you
is if the Russians love their children too

PROJECT NUMBER: 2021-1-IT03-
KA151-YOU-000005348

PROJECT TITLE: "ACTIVE FOR
SCHOOL"

THIS PROJECT HAS BEEN FUNDED
WITH SUPPORT FROM THE
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