

# Erasmus+ ReSpeCtOI



--Follow the subtitles please **Maximum 1000 characters for each action**

**All values have to be covered! (Select only 2 values for one action and delete others)**

a-Title of action

b-Skills targeted

c-Aims and description

d-Results and outcomes

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## **2023-2024: Olympic Games summer Paris 2024: 12 actions**

**Action 1 Maximum 1000 characters for each action**

**Engage: Performance**

a- School sports competitions

b- School sports competitions will be held during the school year in different sports ( orienteering, cross country running, athletics) and students will have to reach specific skills: Physical fitness and skills such as mental alertness, ethical qualities, constructive social abilities and emotional maturity. These skills will help to develop European citizenship and social and awareness competences

c-The students of all the classes will do class competitions, state their performance and then will be qualified for the Institute competition. Performances will be discussed with the teachers who will help them to be motivated, to share points of views with friends and try to do their best supported by friends as a team. Team games will be also object of performance analysis.

Aims of the activity: Develop physical talents to their maximum potential; engage in competitive activities, while promoting health, safety, and physical fitness, exemplify good conduct as a means for learning good citizenship; learn to appropriately experience both success and failure in an educational environment; learn from experience that consequences follow the violation of a rule; learn how to be a good teammate, making positive contributions, regardless of the role on the team or activity; experience a feeling of self-worth and to develop self-confidence.

c- Tables of competitions results- tables of Performance comparisons

**Action 2 Maximum 1000 characters for each action**

**Engage: Body**

a- Our body as wellness and harmony

b- To learn how a human body is built; To recognize different diseases, to see the symptoms of various diseases

To learn how to eat healthily and take care of one's health

to acknowledge the importance of healthy diet and healthy lifestyle on one's well-being

c- During scheduled science classes students will find out how our body works. They will be introduced to the concept of disease and ways of preventing it. Students attending classes will be taught how to eat healthily and they will be made aware of the consequences of tobacco and alcohol abuse. The teaching methods used will include learning by teaching which will let the students participate in the teaching process. They will be given the tasks and will be responsible for sharing the acquired knowledge making slideshows, building layouts of human systems, creating posters, both paper and electronic ones, encouraging to avoiding addictives and promoting healthy eating. Experts will deal with the problems of alcohol and tobacco abuse.

Aims: Developing healthy eating habits, avoiding tobacco and alcohol abuse.

d-All the produced materials will be made available on the project blogs or on ppt presentations .

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## Action 3 **Maximum 1000 characters for each action**

### **Engage: Perfection**

a- Sports in Olympia and art: examples of perfection

b- Students will know the art of ancient Greece and understand how the Olympic games were represented.

During art sections or workshops they will learn the perfection of art in body sculptures for example the discus thrower. They will be able to interpret pieces of art and describe what the sculptor/artist may have wanted to share.

c- students will be asked to comment on pieces of art representing the sports in Olympia such as Equestrian events, Combat sports, Running, Jumping, Pentathlon.. thus developing the cultural awareness and expression competences. They will collaborate for the activity outcome and will develop entrepreneurship competence

d- Picture and drawings display

## Action 4 **Maximum 1000 characters for each action**

### **Engage: Determination**

a- Environmental determination

b- Students will be aware the planet is in danger if we don't do anything to help it. The fight for a clean environment and life style will be done after studying the dangers of pollution. By means of Stem experiments, students will learn how to use renewable forms of energy. The target skills will be problem solving, creativity and innovation

c- Aims of the action: to integrate and apply knowledge and skills across disciplines to solve authentic problems is strengthened through STEM-related learning activities; to develop students to become lifelong learners of science, technology and mathematics, enabling them to meet the challenges in the 21st century. Students will research different ways to produce energy imagining they were representatives of an energy company who had to defend their own type of energy. The research will be done by means of experiments using special kits.

d-pictures of the students while doing experiments. Slideshow of the experiments

## Action 5 **Maximum 1000 characters for each action**

### **Share: Fair Play**

a- A story of fair play: DRAMA activities

b- Students will explore the meaning of fair play and the impact of unfair play by means of drama activities which will help students develop communication and of social interaction skills within the group, Increase confidence in public presentation, explore and learn a range of possible behaviors within life experiences and build upon these experiences to promote personal and social learning within the context of drama

reflect/analyze human behaviors; personality types and life situations within the context of drama Promote creativity by utilizing thinking, feeling and the body in solutions to problems in communication

Develop teamwork to accomplish common goals

Integrate students' understanding and knowledge of drama with the study of other academic disciplines

c- Students will be asked to read a story concerning with fair play experiences, then they will have to act it and comment on the fair play values. They will also be asked to re-write and then play a story developing fair play values

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- d- They will recognize the importance of fair play, not only in sport, but also in life. The plays will be recorded so Videos and script of remade stories will be the product.

## Action 6 **Maximum 1000 characters for each action**

### **Share: Joy**

- a- A Well Balanced Life Based on 'The Joy of Effort' The Olympic athlete as body and mind- yoga workshop
- b- Be aware that an effort can be joyful if body and mind are well balanced ; enable the student to have good health ; practice mental hygiene ; possess emotional stability ; integrate moral values; attain higher level of consciousness.
- c- During the exchange week foreign and Italian students will attend a Yoga workshop at an elementary level. During a two hours session they will practice the basis of **Physical postures** (known as asana) - working to strengthen and tone the body. **Meditation** to invite the mind into a less reactive, calmer state. **Breathwork** to use simple breath practices to boost mood and re-balance the nervous system  
**Relaxation**
- d- Students will be aware of the importance of self relaxation in order to have good performances not only in sports, but also in daily activities and relationships. They will share their feelings in a circle time at the end of the activity and will be conscious that a well balance between mind and body is necessary.

## Action 7 **Maximum 1000 characters for each action**

### **Share: Universal**

- a- The Universal language of sport- sports tournaments
- b- Overcome cultural differences through sport; understand sport on a global scale; take part into sports tournament; develop social qualities such as endurance, brotherhood, support ; develop national or international integration ; respect the role of other people, collaborate with the team ;
- c- Students will take part both in school team sports tournaments both in team sports tournaments with other Italian and foreign schools. The main sports will be volleyball, basketball and badminton. Teams will be composed of students belonging to different nationalities attending local schools or foreign schools
- d- Students will be able to play in teams despite the cultural differences of the players of different nationalities. They will respect the rules of the game cooperating and developing solidarity and team work. The universal language of sport will favour the affirmation of the character and the development of the personality, will improve the affective balance and allow to minimize successes or failures.

## Action 8 **Maximum 1000 characters for each action**

### **Share: Fraternity**

- a- School meets voluntary associations: the sports values in every day life
- b- Understand how the value of fraternity promoted by sport can be find in everyday life; Know the local voluntary associations and understand their daily work; meet volunteers and understand how volunteers facilitate changes in mindsets by raising awareness or championing those changes and inspiring others ; understand how volunteerism strengthens civic engagement, safeguards social inclusion, deepens solidarity

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- c- Students of different classes of the school will meet the local voluntary associations who will show their activity by means of role-play and active participation, group brainstorming, and real examples.
- d- Students will learn how one person can be helpful to the community by joining volunteers groups, they will get to know the different possibilities given by the local association. They will increase their social and relationship skills

## Action 9 **Maximum 1000 characters for each action**

### **Respect: Diversity (Paralympics)**

- a- Music beyond diversity
- b- Special lessons of music will be held by an expert in classes with special needs students. The main aim of the activity is to overcome the barriers of diversity and make the students relax so that they feel part of a united group. The activity will help students overcome their personality problems and music will be used as the way of releasing emotions and negative feelings
- c- Music therapy interventions will be run for students having personality, recovery or behavior problems. It will help them to express their feelings and will facilitate communication with them. They will describe what they feel and how their attitude changes under the influence of music.
- d- Listening to music can reduce stress, eliminate negative emotions, and alleviate pain. It is supposed to help to the great extent in work with children who feel inhibited and constrained. It should facilitate their social interactions and relieve symptoms of restraint.

## Action 10 **Maximum 1000 characters for each action**

### **Respect: Inclusion (Paralympics)**

- a- Sport for everyone disabled people and sport: how the sport can go beyond differences (Congress)
- b- to become more sensitive about disabled people's needs, to practice sport with disabled people, to understand that sport is a means of inclusion
- c- Students take part in sports activities with disabled people of the local association. They talk with them about the problems and the joy that this activity gives. They try to understand the everyday life of a disabled person.
- d- Students create a report of the day. They organize interviews with disabled people asking about their daily life and sport activities. They practice inclusion activities with them.

## Action 11 **Maximum 1000 characters for each action**

### **Respect: Dignity (Paralympics)**

- a- New games for disabled people
- b- Students will learn how athletes with disabilities train, their needs and their limit; they will develop their creativity; they will develop their problem solving skills
- c- Students will be asked to design some physical activities for students with intellectual disabilities. Some of these students are sensitive to sound, others have difficulties with coordination. They will create some fun games that these students could play. Going through this process, they may need to research the features of the disability and adapt equipment, or the structure of the activity, to support the students.
- d- Students will reflect on what they have learned in this process. How their understanding of sport has changed for diverse ranges of ability. The new games will be then practiced with disabled people of local associations or with students attending the school. A booklet will be produced.

## Action 12 **Maximum 1000 characters for each action**

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## Respect: Ethics (Paralympics)

- a- Rising Phoenix – a documentary about the story of paralympics
- b- To introduce the Paralympics as one pathway to raise visibility for people with disabilities and engender excitement and curiosity about the larger movement for disability rights. To reinforce that not all people with disabilities have the capacity or desire to become Paralympians. Most people with disabilities are not Paralympians, just as most people without disabilities are not Olympians. To use an intersectional lens in recognizing the diversity of individuals with disabilities. Disability is one aspect of the athletes' identities, comprising a whole people with different life experiences— racial, national, class, religious and other identities—that also influence who they are and how they interact in the world
- c- Students watch the film then do some activities: they will explore the life and work of Dr. Guttman through first-hand testimonials and primary sources, discuss their findings and observations, and chart the different push/pull factors in play and connect the genesis of the Paralympic Movement within its historical context. They study a time line of Paralympics history
- d- Students will learn more about the growth of the modern Paralympic movement. The Paralympics brings visibility to the community of people who are disabled, celebrating the athleticism and achievement of the athletes, and also the connection between the athletes and the audience of non-disabled people.

## 2024-2025: Europe : 9 actions

### Action 13 **Maximum 1000 characters for each action**

#### **Engage: Courage**

- a- Talent show- How courage can support participation in a talent show
- b- Promoting all the talents within the school in a creative and coherent way. Developing passions and hobbies of students who are artistically talent. Exploring the concept of European identity and develop self-esteem through presentation and appreciation of talents. Developing social skills/awareness and courage to take part. Promoting Inclusion
- c- Students will organize and then take part in “Romani’s got talent”, motivating students to showcase their special talents related to art in general: dancing, singing, photography, painting, etc. Special needs students will take part in the talent in group with other students.
- d- The talent show will take place in the last part of the school year at the local theatre. Courageous students will perform according to their talent and personal skills.

### Action 14 **Maximum 1000 characters for each action**

#### **Engage: Perseverance**

- a- School games, competition and contests in different subjects
- b- Students Recognise that perseverance can empower them to achieve success and realize their potential, students Engage in school subjects in order to take part in certification exams competitions and contests ( science green game contest, Cisco contests, language certification exams)
- c- Single students or in class teams take part in competitions or contests in the different subjects of the school curriculum according to the grade. They take part in the Green games competition about sustainable development, they participate in the ICT Olympics and Cisco contexts. Some of the students apply for writing contests ( poetry and novel writings) or art ones.
- d- Perseverance is often quoted as a value or life skill that helps students deal with the challenges that life can present them. They will learn to Keep going, move forward, not to yield to pressure and to overcome their difficulties. Outputs will be the results of the contests and competitions

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## Action 15 **Maximum 1000 characters for each action**

### **Engage: Citizenship**

a- Young researchers for a better world

b- To promote wellness, healthy life style and active citizenship, to know how science research progresses against the diffusion of illnesses such as cancer; to prevent diseases caused by pollution, and to share good practices.

c- Students will take part in the talks and workshops proposed by “Fondazione Veronesi” in order to foster the importance of science to improve life styles. The students of the different classes will follow workshops about smoke and pollution diseases prevention, the importance of a balanced diet and of keeping fit. They will speak with researchers on topics about bioethics and they will attend the international conference “Science for peace and health”

d- Students will be aware of the importance of science and of science studies for the future of human kind and that it is impossible to separate the technological progress from its impact on human beings. Outputs will be presentations, written reports, posters.

## Action 16 **Maximum 1000 characters for each action**

### **Share: Peace**

a- The international day of mother tongue-Unesco ( Congress)

b- The objective is to promote linguistic multilingualism, and the preservation and protection of all languages, especially endangered ones. The day aims to raise awareness about the importance of linguistic diversity in promoting cultural understanding, peaceful coexistence, and sustainable development. It will be an opportunity to celebrate and promote the use of mother tongues, which are an important part of people's cultural heritage and identity and to encourage students to take pride in their mother language thus supporting linguistic diversity and promote social inclusion.

c- Students of the school belonging to different nationalities will work in groups the previous days in order to organize workshops about the culture of their country of origin: cooking, poetry, language, habits, traditional clothes, music etc. They will prepare presentations and will take objects to show. Foreign students taking part to the congress week will organize the event the previous day together with the local students.

d- Students will understand the idea that linguistic and cultural diversity is a source of strength and means of achieving a more peaceful and sustainable world. By celebrating linguistic and cultural diversity, the day aims to build greater awareness and understanding among different communities and to foster greater respect and tolerance for all languages and cultures. Outputs will be pictures, videos, presentations.

## Action 17 **Maximum 1000 characters for each action**

### **Share: Identity**

a- The interreligious dialogue (Congress event)

b- Promoting the relationship between religious communities and convicts of proximity, understanding religious beliefs and practices and knowing more the meaning that each religion and spirituality gives to life; discovering the common points, especially in the ethical field, and the differences between different religious and spiritual traditions; making visible and normalize the religious fact and the religious diversity; organizing joint acts, round tables, talks or celebrations open to everyone to help raise awareness among the local and foreign students and adults .

c- The event will have two main parts: a workshop with students divided into groups who will reflect on their daily life ( school and activities), about ethics, about their opinion on religious and moral





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values; a talk between the Imam and a catholic priest about their faith, what they have in common and what they differ.

d-Students will be aware of every one's identity and culture. Constructive contact with those who are different from "us" requires having intercultural and interreligious competences as integral life skills in this increasingly interconnected world. They will strengthen self-awareness and empower internal voices and forces which support respect of diversity. They will learn to accept those who hold different perspectives even within the same religious and cultural or national group

## Action 18 **Maximum 1000 characters for each action**

### **Share: Solidarity**

- a- Debate: The effectiveness of the new word "Communiter" (together) in the Olympic motto
- b- The main objective is to compare students' idea about the meaning of the Olympic motto and to be aware of the meaning of the new added word. Their opinions will be shared by means of debate activities which develop **critical thinking** that allows them to get to the bottom of the matters and form their own opinion about them, **linguistic abilities** by respecting turns of speech and arguing their own position in public with data and contrasted information, knowing how to use pauses and silences, controlling body language in public appearances and knowing how to listen actively to others even if they represent an opinion opposed to their own.
- c- Eight students of the group will be splitted into two groups and each group will be told if they are pro or versus the new word added . They will brainstorm to identify between 7 and 9 arguments which will be divided between 4 speakers. The first speaker should have three arguments. The second and third speaker should have two or three arguments. The fourth speaker does not have any new arguments. The ideas of the speech structure will be written on the board. The students will be given time to organize then the debate will start. The rest of the class will be the judges.
- d- Students understand the exchange of opinions as an increase in knowledge, beyond a competition to be right or wrong. And this enhances values such as **solidarity** ( which is in the motto itself) **respect, tolerance, empathy and sportsmanship**. Students will develop their **ability to work in a team** to achieve a common goal and will increase their **self-esteem and confidence** when speaking in public

## Action 19 **Maximum 1000 characters for each action**

### **Respect: Liberty or Justice or Democracy**

- a- Violence prevention school days
- b- To learn about and reflect on cases of gender-based violence and discrimination; to understand which human rights are violated in different cases of gender-based violence; to reflect on personal roles and consider the type of actions which could help to prevent gender-based violence today, to share and discuss the use of violence in the digital media, to learn how to recognise hate speech and act against it; to develop gender awareness among participants
- c- Some activities will be addressed to the students of the different grades of the schools about violence prevention on international or national days: speeches and conferences by experts on the international day for the elimination of violence against women, workshops for older students so that they can be peers for younger students; group activities do develop awareness of the problem. Younger students of the school will take part to workshop about the abuse of digital media and speech violence. The whole school will share the MANIFESTO of Parole O\_stili.
- d- Students will be given tools to prevent any kind of violence gender, digital, word. The events will be recorded and shared on the school site. Posters will be hung in each classroom. Students will prepare pictures displays for school visitors.

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## Action 20 **Maximum 1000 characters for each action**

### **Respect: Liberty or Justice or Democracy**

- a- Mafia victims remembrance Day (21<sup>st</sup> March)
- b- To raise students' awareness of the history of Mafia in Italy and of the sacrifice of the people who fought for the freedom of others. To know what Italian magistrates and judges did during their lives to fight against mafia; to be aware that the phenomenon is still present nowadays, to understand the meaning of democracy to fight any illegal act and so to hand down the culture of legality and common sense so that certain mistakes are no longer made
- c- On the day of the massacre of Capaci when Judge Giovanni Falcone, his wife and his escort died, students will take part to workshops held by experts and will read pages of books to remember all the victims of the mafia and to remember that the commitment of us citizens lasts 365 days a year and not just one day a year. Students will prepare pictures or research displays to show their commitment for democracy
- c- By focusing the event on the discovery of people who have fought the mafia and who have been victims of it, students will take part to a path of active citizenship in which they will be promoter of the spirit of legality and good example. They will be aware of democratic legality based on equality, a living and shared memory, and of a citizenship that lives up to the spirit and hopes of the Constitution. Outputs will be videos of the activity and an exhibition tour guided by students.

## Action 21 **Maximum 1000 characters for each action**

### **Respect: Liberty or Justice or Democracy**

- a- The human rights festival (Trama dei diritti) sustaining peace
- b- to recognize and promote fundamental and inviolable human rights embedded in the constituent dignity of each individual; to be peacemakers, wherever peace is wounded, the balance of the world is compromised, or human rights are denied; to be a practical response to overcome conflict with dialogue; to educate others and ourselves to practise legality; to take measures for justice to defend the dignity of each individual life
- c- Students of the school will take part as main protagonist to activities organized both by the school and local associations ( movements for peace, volunteers -CSV..) developing the topic of the respect of human rights to promote peace. They will take part to conferences and workshops on human rights, peace, legality and justice organized for example by PAX Christi and Religion for Peace and they will act as volunteers on the territory promoting the respect of human rights and democracy.
- d- Students will commit themselves in today's world that is in their hands, they will act as protagonists to build a better world and will share with everyone challenges and actions. They will organize events developing life skills. Outputs will be interviews, pictures, posters, videos.

## **2025-2026: Europe and Winter Olympic Games Milan 2026: 9 actions**

## Action 22 **Maximum 1000 characters for each action**

### **Engage: Will**

- a- Interview with the Olympic local champions.
- b- Students will understand how important human values are for athletes' performance. They will understand that "will" is important to face the steps to take part to the Olympic games as well as courage,





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determination. They will also understand the post Olympic phase and the athlete well-being during this time.

c-Local athletes who won Olympic games or who took part in them ( rowing Seoul 1988, Sydney 2000, Tokyo 2022 and athletics relay) will be invited to be interviewed by the students. Students will prepare interviews considering the Olympics values, their efforts, their life.

d- Students will have the opportunity to share their opinions about sport and athlete students will have the opportunity to be advised by champions. Out puts will be scripts o f the interviews, recordings and videos.

## Action 23 **Maximum 1000 characters for each action**

### **Engage: Participation**

a- Discover the history of the town guided by students (peer education)- The peace heritage game: town trail

b- help participants to understand different perspectives and beliefs and to promote peace and reconciliation; To recognise the importance of other people’s heritages and cultures with regards to sport and peace: to discover new places and understand the importance of local culture

c-In this game participants in small groups visit key heritage sites of a city or country and then reflect on the question: “What is the significance or the meaning of each heritage site to you?” The participants will then engage in dialogue. Participants not only work together to find clues and solve problems, but they are also expected to present and interpret their findings for the other groups and/or their communities

d-Students discover the historic monuments of the town they are visiting and understand local habits and culture. They answer questionnaires of the town trail and compare their team results.

## Action 24 **Maximum 1000 characters for each action**

### **Engage: Pride**

a- The Language of Olympics workshops Italian ( or student’s mother tongue)-Greek-Latin

b-Students will learn how some words of Greek and latin origins are translated in different local languages and are similar. They will enrich their vocabulary and work in teams. They will compare languages and will feel the pride of the language.

c-Students, divided in groups of different nationalities, will be given a list of Greek and latin words connected with the Olympics and they will have to translate them into their mother tongue in order to build a dictionary of Olympics

d-Students will fill in grids , they will make posters with words translations. They will be aware of the origins of the different languages and above all of their language.

## Action 25 **Maximum 1000 characters for each action**

### **Share: Resistance**

a- The Ways of Europe: Walking the “Cammino del PO” (Congress)

b- Students will learn the importance of walking as a sport activity for the body wellness and for health; walking along the bankside of the river PO will allow the students to discover the natural environment; students will be aware that to reach an objective determination, resistance, engagement and endurance are necessary

c- The group of students will take part to a walk along the river PO guided by the volunteers of the association. According to their resistance they will walk from 10 to 20 km and they will discover the natural landscape and the plant and animal species of the area.

d- Walking has fewer drawbacks and more advantages than other sports too, as it is low-impact and accessible to everyone. Students will be more aware of the importance to be physically active and

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encouraged to embrace a healthier lifestyle, with more concern about the amount of exercise they practice. Students will have the opportunity to disconnect from the virtual life and connect to the nature and to sport in a familiar environment.

## Action 26 **Maximum 1000 characters for each action**

### **Share: Independence**

- a- Developing independence thanks to mobility and students' exchange
- b- To engage and empower young people to become active citizenship help them acquire and develop competences for life and their professional future; to learn how to be independent in unfamiliar places and situations, to solve problems and propose solutions to unexpected facts; to start new relationships with peer and adults of different nationalities and of different cultures
- c- Students will take part in students' exchanges according to the Erasmus plan. They will be hosted by families and participate in the planned actions of the project. They will behave according to the values promoted by the project itself and they will do their best to spread them among other students and adults.
- d- Students will learn to be independent in moving from one place to another, to organize the propose activities, to collaborate with peers. They will develop long life skills such as understanding and managing emotions, setting and achieving goals, feeling and showing empathy and making responsible decisions. The outputs will be pictures, videos and reports of the exchange weeks.

## Action 27 **Maximum 1000 characters for each action**

### **Share: Reconciliation**

- a- Sport: a means of reconciliation
- b- To understand the importance of Olympic games and of sport in general as means of reconciliation between people and countries; to develop an improved knowledge, understanding and awareness of the importance of peace and reconciliation
- c- Going through the history of the Olympic games students will have to find out the actions which excluded athletes of particular countries to participate, the suspension of the games due to political situations and any examples to show how sports was a means of reconciliation between athletes and groups (sport for refugees, Aboriginal athletes... ) They will find out the friendly and reconciliation behaviour of athletes (for example Shuhei Nishida and Sueo Oe, pole vaulters, Berlin 1936 or Lawrence Lemieux, sailor, Seoul 1988)
- d- Students will make a report of their findings, they will prepare a presentation to show the classmates in order to reflect on the importance of reconciliation not only in sports but also in everyday life

## Action 28 **Maximum 1000 characters for each action**

### **Respect: Heritage**

- a- Discover the local culture and heritage to share common identity: Local history traditions (flag wavers, medieval dances, archery)
- b- The main aims of the proposed activities are: to foster interest in historical and cultural heritage, leading students to reflect, investigate, disseminate and share it.  
To acquire some skills through motivating and meaningful learning in local context.  
To encourage teamwork spirit in multidisciplinary groups.  
To develop a collaborative and research work of curriculum content associated with the use of Web 2.0 tools, including Google Earth and smartphones.



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To share information on the Internet as a way to promote the local environment, in conjunction with the school and the Local Authority.

Discovery and problem solving learning;

To learn about ancient (medieval) local games and habits

- c- In collaboration with historical local groups (Il Torrione) students will take an active role in local events linked to the traditions of the town. Wearing medieval costumes they will participate in the parade performing typical local dances, they will try sports such as archery, and they will take part in local medieval jobs workshops
- d- Students will feel part of the local community and will learn the past history and tradition of Casalmaggiore. Students with a migration background will be integrated in the activities and will have the possibility to share their own origins. With living heritage, learning becomes more interesting, meaningful and motivating for students. Output will be pictures, videos and activity report.

## Action 29 **Maximum 1000 characters for each action**

### **Respect: Equality**

- a- Breaking through barriers: women in sport
- b- Compare perspectives of female athletes from the early 1900s to today Evaluate gender disparities in sports; research and identify evidence from multiple sources on the challenges faced by a female sports icon; fight against any kind of sex-based discrimination not only in sports
- c- Students will read articles about gender discrimination in sports and will learn how women struggled for equality and how laws changed in favour of women as in Title IX (<https://youtu.be/LKH3MptKF0E>). They will watch the film "Battle of the sexes" and discuss about Billie Jean. They will interview female athletes of the school and also female athlete who took part in the Olympic games.
- d- Students will be aware of the importance of equity, not only in sports, but in every day life, they will understand that gender equality in sport means breaking down the harmful stereotypes that continue to make women less likely to take up sporting activities. It also means promoting women's advancement as professional athletes and leaders in the sport sector. Outputs will be presentations, articles, broadcasts of the interviews on the school radio RR21

## Action 30 **Maximum 1000 characters for each action**

### **Respect: Conviction, Heritage**

- a- Workshops at the local museums (Bijou museum- Diotti museum)
- b- Develop students' critical thinking, creativity, manual skills
- c- Students will visit the local bijou and Diotti museum to be aware of the the history of the region and the traditions or social customs of the peoples concerned thus stimulating curiosity, openness and tolerance towards different cultures and respect for other traditions. As a matter of fact site museums can bring visitors into contact with local communities, acting as showcases for local communities' cultures and traditions as well as enhancing the understanding of living cultures, including local crafts, culinary traditions, beliefs and customs. In both museum they will do workshops to reproduce objects and paintings
- d- Students will know about the history of the local firm producing bijou and how it helped to the economic development of the town in the early 50s-60s. They will also discover local painters who reproduced and the landscape of the river Po. Outputs: jewels and paintings (portraits/landscapes)

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