

KA219

**SCUOLA
COORDINATORE**

**SCUOLA
PARTNER**

E Twinning
Forum dei
partner

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COORDINATORE

**IDEA
PROGETTUAL
E**

INNOVATIVA

**RISPONDENTE PARAMENTRI
ERASMUS**

ATTUABILE

**FRUIBILITA'
NEL TEMPO**

RICERCA PARTNER

CARATTERISTICHE DELLA SCUOLA

**OBBIETTIVI BEN CHIARI
SCUOLA E CON IL BUDGET**

AFFIDABILITA'

**Email
Skype meeting face to
face**

**GRADO DELLA
MANIFESTAZIONE
D'INTERESSE**

**COSTANZA
COMUNICAZIONI**

PROGETTAZIONE

FISSARE GLI OBIETTIVI DA CUI DISCENDE LA SUDDIVISIONE DELLE ATTIVITA' E L'ASSEGNAZIONE **EQUA** DEI COMPITI ALLE SCUOLE PARTNER

Priorities and Topics

Confrontarsi
con le esperienze già realizzate

Activity Type

Timetable

TEAM DI PROGETTO

Creazione del gruppo

Ideatore /ideatori

Manifestazione di interesse

Capacità linguistiche

Discipline afferenti all'idea di base di progetto

SUDDIVISIONE DEI COMPITI

REFERENTE DEL PROGETTO

COORDINA

FISSA CALENDARIO RIUNIONI DI TEAM

MOBILITY TOOL

RESPONSABILE DELLE COMUNICAZIONI

CURA LE COMUNICAZIONI CON I PARTNER
E COORDINA LE ATTIVITA' SU eTwinning

RESPONSABILE DEL MONITORAGGIO

SI OCCUPA DI TEMPI E MODI DEL MONITORAGGIO

REFERENTE DEL BUDGET

E' IL TRAMITE TRA IL RESPONSABILE
AMMINISTRATIVO ED IL TEAM DI PROGETTO

How did the project partners contribute to the project? Please detail specific contributions made by the partner organisations.

All the participating countries were equally involved in project tasks. During our transnational project meeting we have all decided to focus on different aspects of fair trade.

We focused on particular issues in the following countries:

Italy - food.

Visits and workshops were organised where students came into contact with different food business realities and discussed global influence we all have on international economy. In particular during the visit to the international fair "salone del gusto - Terra madre" students had the opportunity of taking an active part in the promotion of fair trade products by illustrating the activities of their project and interviewing people about their attitude towards Fair Trade.

Spain - conflict minerals.

During a week, a campaign was run by German, Italian, Polish and Spanish students. The objective of this campaign was to raise awareness among the student's families. Tablets and mobile phones were collected to be dismantled in order to reuse the gold, coltan, etc.

Poland - fast/fair fashion

During the student's visit in Poland, a fashion show was held to present Fairtrade clothing. This fashion show was organized by the students (music, lighting, models, clothes, audience). To spread the information on Fairtrade clothing, the local community members were invited to this fashion show. Journalists from local newspapers were invited to report about the fashion show in the local newspaper.

Germany - economics

During the action week in Germany, we visited BASF on the subject of sustainability, where we had a guided tour and took part in a discussion. In addition, representatives from Fairtrade Germany and Lidl came to intensify the economic aspect with the students. In a workshop, the students worked out the production and distribution channels for fair-trade jeans. We were also accompanied throughout the project by representatives of the city of Ludwigshafen, who are seeking the "Fairtrade Town" seal, and employees of the hospital of Ludwigshafen.

What is more we have all decided to take up specific tasks within the project.

Germany - Evaluation surveys, monitoring of the project tasks, crating leaflet template to promote Fair Trade, setting-up FlipGrid

Poland - Creating and administration of the project blog,

MONITORAGGIO

RISPETTO DEI TEMPI

RAGGIUNGIMENTO
PROGRESSIVO DEGLI
OBIETTIVI

IMPATTO E RICADUTA

BUDGET

AZIONI CORRETTIVE

COINVOLGIMENTO ALUNNI

PRESENTAZIONE PROGETTO NELLE CLASSI

**REPORT DEGLI ALUNNI PARTECIPANTI ALLE
LTTA**

EMAIL INFORMATIVA ALLE FAMIGLIE

SELEZIONE

Motivazione

Livello di lingua inglese (A2/B1)

Competenze ITC

Media scolastica

Partecipazione alle attività extracurricolari facoltative

COINVOLGIMENTO DOCENTI

Collegio docenti

Riunione dipartimenti disciplinari

Bachecca dedicata progetti

TIPOLOGIA DELLE MOBILITA'

LTTA

has been updated to "Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective"

Development of communication and adapting skills

AGENDA WITH COMPULSORY ELEMENTS

DAY 1 – 09/16

- teambuilding
- presentation of the country/city
- sightseeing

DAY 2 – 09/16

- planned activities development
- workshop

DAY 3 – 09/16

- planned activities development
- workshop

DAY 4 – 09/16

- meeting the local communities
- sightseeing

DAY 5 – 09/16

- conferences/lectures/round table
- devoted guided visits
- certificate ceremony

THE METHODOLOGY YOU APPLIED IN YOUR PROJECT.

FOR THE ACQUISITION OF KNOWLEDGE AND THE MOTIVATION OF STUDENTS, ALL FOUR SCHOOLS USED THE FEEL-THINK-ACT METHODOLOGY.

FEEL: THE TEACHERS CONFRONTED THE STUDENTS, NOT ONLY THE ONES INVOLVED IN THE PROJECT BUT RATHER STUDENTS IN REGULAR CLASSES, WITH CURRENT TRADE SITUATIONS, I.E. THE EXPLOITATION OF WORKERS, INHUMAN WORKING CONDITIONS, CHILD LABOUR, ENVIRONMENTAL PROBLEMS, ETC. THIS MADE THEM EMPATHIC AND MOTIVATED TO WORK ON THE TOPIC. IN SMALL GROUPS OF THREE TO FOUR PEOPLE, THE STUDENTS OF EACH COUNTRY INFORMED THEMSELVES ABOUT FAIRTRADE. THEY DID RESEARCH USING MAINLY THE INTERNET, BY VISITING COMPANIES, SUPERMARKETS, SHOPS AND FACTORIES AND BY TALKING TO PEOPLE INVOLVED IN FAIRTRADE.

IN ADDITION, WE CONDUCTED ROLE PLAYS WHICH SHOW THE PROBLEMS FOR FAIR TRADE PRODUCTS ON FREE MARKETS.

THINK: FIRST ON THEIR OWN, THEN IN GROUPS OF 2 TO 3 PEOPLE AND LATER IN LARGE GROUPS, STUDENTS REFLECTED AND CREATED THEIR OWN OPINION ON CONVENTIONAL TRADE AND FAIR TRADE.

ACT: THE STUDENTS ALSO TOOK ACTION TO CONTRIBUTE TO FAIR TRADE BY TAKING THE FOLLOWING MEASURES:

- FINDING OUT MORE ABOUT THE BACKGROUND OF CONVENTIONAL AND FAIR TRADE PRODUCTS, THE PRICES (ECONOMIC ASPECTS) AND THE TASTE. SO THE STUDENTS STARTED TO SPREAD THEIR EXPERIENCES.
- PREPARING AN ACTION WEEK FOR THE OTHER STUDENTS, PARENTS, TEACHERS, THE SCHOOL AND LOCAL COMMUNITY.
- RUNNING A CAMPAIGN TO INFORM ABOUT CONFLICT MINERALS (E.G. RARE EARTH METALS) AND COLLECT OLD MOBILE PHONES FOR RECYCLING.
- MAKING VIDEOS AND POSTERS ADVERTISING FAIR TRADE FOR THE SCHOOL WEBPAGES.
- CREATING A GUIDE ON FAIRTRADE, FAIRTRADE FOODS AND PRODUCTS, LOCAL SHOPS SELLING FAIRTRADE PRODUCTS, ETC.
- SETTING UP A BLOG ABOUT THE WHOLE PROJECT, THE TRAVELLING AND THE PROCESS IN EACH SCHOOL.
- TALKING TO CONSUMERS AT SUPERMARKETS AS WELL AS ON THE STREET ABOUT THE MATTERS AROUND (FAIR) TRADE.

IMPATTO

PARTECIPANTI

Upgrade delle competenze specifiche del progetto: creatività, scienze naturali e delle competenze trasversali.

ISTITUZIONI SCOLASTICHE

**Generale
miglioramento dell'ambiente in termini di collaborazione e di motivazione allo studio.**

Risultati tangibili
Aumento certificazioni linguistiche.

Raccolta differenziata

Prodotti fair trade

STAKEHOLDERS

Maggiore disponibilità a collaborare con la scuola.

Rapporti continuativi.

PCTO

DISSEMINATION ACTIVITIES

INTERNO DELLA SCUOLA: BACHECA (MANIFESTI, NEWSLETTERS)

ERASMUS DAY (10 OTTOBRE e GIUGNO)

OPEN DAY

TERRITORIO: CONTATTI CON ISTITUZIONI, STAMPA, STAKEHOLDERS.

SITO WEB DEDICATO

LONG – TERM CONTRIBUTION

STRENGTHENING SUBJECTS OF NATIONAL CURRICULA

USING OF MULTIMEDIA PLATFORMS AND DEVICES

INCREASE OF SCHOOL APPEAL

USING OF TEACHING MATERIALS (INTRANET)

MAINTENANCE OF PROJECT'S WEBSITE/MOBILE APP

e - twinning

TO WORK TOGETHER BEFORE – DURING – AFTER THE MOBILITY

FOCUSED TOPICS

TEAMWORK

SOCIAL RELATIONS

INTERCULTURAL LEARNING

PLANNING AND UNDERTAKING PROJECT ACTIVITIES