

## FIRST YEAR ACTIVITIES IN ITC CALAMANDREI

### 1. ECONOMICS REPORT:

#### A PLASTIC BOTTLED WATER FREE CLASSROOM.

By 3A students with prof.ssa Orietta Vozzi

(NOVEMBER 2019 - ...)

The course chosen for the project was 3A (16 yrs old students).

#### The purposes:

1. Raising awareness among students of the damage caused by the excessive use of plastic bottled water
2. to delete not reusable plastic bottled water and to use refillable bottles in 3A classroom

#### November 2019:

Students started the new project: **A PLASTIC BOTTLED WATER FREE CLASSROOM.** The deadline to decide whether the stop to plastic bottles or not: the 3rd of December



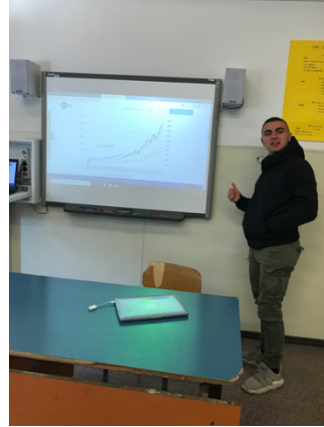
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Students working on the risk in drinking water from plastic bottle: even though water is not acidic (unlike soda), whenever you drink out of a plastic bottle, you risk ingesting the chemicals used to make the bottles as these toxins can leach into the water over time





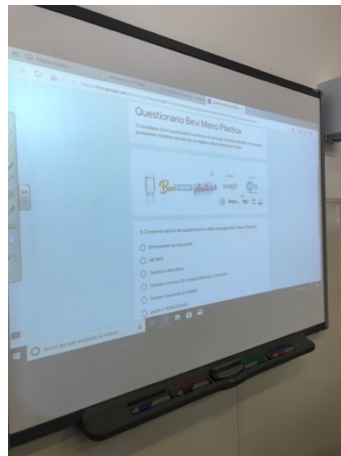
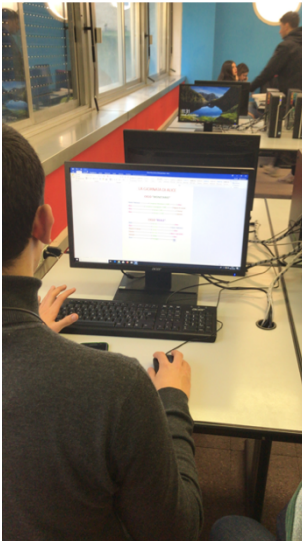
Discussing the results



### The 3rd December 2019:

Students made their choice: From today on, plastic bottles are no more allowed inside this classroom.

The rule is for both teachers and students. For hosts too!



*Students working on a questionnaire about:*

- *how many plastic bottled water we usally buy at school*
- *how many plastic bottled water our families usally buy*
- *what I know about risks of excessive use of plastic bottled water*



### January 2020:

During Economics class, students decided to launch a challenge in the school:

**LET'S INVOLVE ALL THE SCHOOL IN THE BOYCOTT OF PLASTIC BOTTLED WATER!**

### February 2020:

Studying a strategy!



1. *Students writing the TO DO TTalk with Headmistress to inform her about the project and to be allowed to*
2. *Presentations and class in the first and in the second course*
3. *Exhibition with display billboards*
4. *Post explanatory signals all over the school*

*Working in progress*

**March 2020**

### **Lockdown!**

During the online school work due to the Covid19 emergency situation, very few students went on working to the project. A power point presentation has been prepared by some students as well as some posters. Despite the effort of the teacher, attention and motivation decrease. Everything is postponed to September.

## **2. SCIENCE REPORT:**

### THE WATER CYCLE

By 1C and Prof. Marco Dell'Aquila

**(February 2020)**

The class chosen for the project was 1C (14 yrs old students). The class was divided into four teams composed by five students. The teams decided to extract the topic to study and describe. The topics were:

- ● atmosphere
- ● oceans and seas

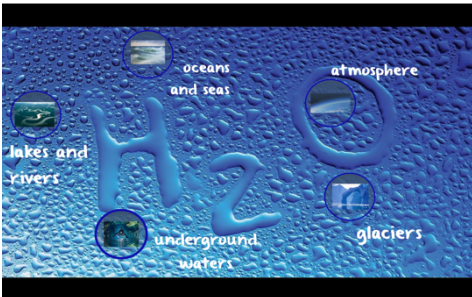
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- ● underground water
- ● glacier
- ● lakes and rivers





All presentations were organized using Prezi in order to create a single slideshow



### 3.LITERARY AND HISTORY REPORT:

#### VIA SALARIA, OVVERO LA VIA DEL SALE (SALARIA: THE SALT ROAD)

By 3C and prof.ssa Anna Cinque

(OCTOBER 2019)

In the first week of October, the teacher divided class 3C into 4 groups of 5 students each. Only the first group managed to participate in one of the planned activities mainly scheduled from the spring onwards and interrupted by the lockdown for Covid-19.

The first group quickly carried out a small research on the Via Salaria, the destination of an educational trip that took place on 13rd and 14th of October.

During the short trip, Ludovica took many photos while Lorenzo and Valerio took notes from the guides' explanations. Upon returning to class, together with Chiara and Giulia, they selected photographic material and wrote a summary text. Afterwards they presented the images to the class, illustrating and commenting



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The ideal baton then passed to a second group that should have been formed to design the celebration for World Water Day, March 22. However, at this point, the activities were interrupted due to the lockdown for Covid-19.

Meanwhile, Marta and Eleonora, from the second group, had chosen Roberto Piumini's poem "And water" to keep as a source of inspiration for subsequent works.

The whole class would then have had to participate in the vision of the documentary on the waters of the Italian territory shot by two young authors - a journalist and a graduate in Environmental Economics.

The documentary is presented on the site <https://www.controcorrentedoc.it/>



The third group of students - Alessandro, Davide, Filippo, Gabriella and Alessia - was preparing an interview to be done with the authors of the documentary on the occasion of its presentation.

The 4 groups would then elaborate a sensitive digital map to present all the collective work with images, texts and music.

## 4. ART REPORT:

ROMA CITTÀ DELL'ACQUA  
WALKING AROUND ROME, THE CITY OF WATER.

by mixed students with special needs students and proff.sse Andreoli, Aquili and Molinari

JANUARY 2020)

At the end of January 2020 some of the students of our school have been involved in a memorable walk around the centre of Rome to report the beauty of the city ancient fountains and the importance of the use of water throughout history.

Most of the students involved, aged 14-18, are those who are taking part in the Erasmus Project "Drops" and these include Special Educational Needs students, too. As a matter of fact, our school is well known in Rome for our Special Needs Department providing support to learning difficulties and physical disabilities students. This contributes to make our institute as rich, varied as well as outstanding. During the walk experience some of our special need students could contribute in the project by reporting the information, learning new things and getting ready for our first trip to Spain.



A group of approximately 20 students guided by 5 teachers have toured the centred of Rome visiting the most popular and well-known fountains of the city. The aim of this walk was to report to the first DROPS gathering (which was held in February in Caceres, Spain) the beauty of the Roman Arts, linked to the topic of water .

The group was divided into a few subgroups formed by a few pupils each including a special need student. Beforehand, every student in every group chose a fountain to describe and reasearch on using both the Italian and the English language. Every group had to find information such as: the name of the fountain, the historic period it was built, the name of the architect who made it, the reasons for it was built and also some particular anecdotes revolved around the fountain.

### **The Trevi Fountain**

The throwing of coins into the Trevi Fountain in Rome is a popular ritual that tourists from all over the globe just love to take part in and our students too! Our students learnt that the throwing of a coin from the right hand over the left shoulder will ensure that you will return to Rome in the future.



A group of students researched on the **Triton dei Monti Fountain**. They learned it is a Baroque-style fountain also called “the Barcaccia” for its shape as a half-sunken ship. It is situated at the foot of the Spanish Steps and built by the well known architect Pietro Bernini as part of a Papal project to erect a fountain in every major square in Rome.



### Fontana delle Tartarughe

in the Sant’Angelo District of Rome. The fountain is an admiration of the Renaissance art and what makes it so different is its decoration representing dolphins, shells and turtles.



### Conclusion

Helping our pupils to stand in places where the things they learnt about really happened had a surprising impact for everyone involved.

Our school visit to the fountain sites was very important not only to bring a history lesson to life but to enable pupils to develop a deeper understanding of the concept of water. In fact, the visit could serve as a catalyst for sparking the kids’ imagination and showing them a world beyond the classroom.

Not only did the visit help with the students’ overall enjoyment and deeper understanding of the subject of art and history, it also encouraged them to realise the importance that water had through history in ancient Rome. Throughout the visit the students were encouraged to reflect about the use of water in ancient Rome and its conservation in modern time too. Finally, once the students were back in the classroom they were encouraged to share their thoughts with the rest of their classmates and reflecting about the current shortage of water that the entire planet is experiencing.



