

# IC Bosco Chiesanuova - Verona, Italy

# WITHOUT CLASSROOM MULTIPLE-STUDENT CLASS





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PROJECT GREEN S.E.E.D.S. - Synergy and Environment to Empower Decentralised Schools, www.greenseeds.eu

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## PROJECT PARTNERSHIP

This essay has been written by a group of teachers from IC Bosco Chiesanuova, in Verona (IT). Its contents are additional and complementary to those of the "Toolkit GREEN S.E.E.D.S.". The authors put at the project disposal their experience and competence to further examine one of the crucial issues of teaching in small schools.

SYNERGY AND ENVIRONMENT TO

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# INTRODUCTION

This short booklet, designed and written specifically for the European project GREEN S.E.E.D.S. has as its first objective to draw a direction, start to define some lines that may indicate strategies for the exploitation of the multiple-student class as a resource and not as a limit.

To realize this short writing we've started from the experience of a very small school of the Veronese Lessinia, located in the village of San Mauro di Saline, part of the Istituto Comprensivo Bosco Chiesanuova.

The daily work that has been made in this small reality is a passionate, dedicated and continuous research; there has been never a lack of sound self-criticism but the will, in all the educational actions, to strive for children's future.

We've imagined to start building a tool for each teacher who has to work in a multiple-student class.

For this reason this writing has been organized in four parts. In the first part it is described the relationship between a small school and the context in which it is. To do this we've started from the concept of "vertical continuity". The next section provides some clarifying examples about living in a multiple-student class. In the third part there are some theoretical notes, certainly not complete and exhaustive, that want to underline the didactic validity and, above all, the social and pedagogical one, in a context of multiple-students class. The last paragraph deals with illustrating a school day, suggesting some operational schemes and some tools, useful to provide all teachers with a practical vision of how lessons can be organized.

We hope that this booklet will give some answers but, above all, that it will leave the reader with curiosity, trust and esteem for an educational model, that of the multiple-student class, which deserves to be valued and respected for the learning opportunities it offers to boys and girls. We also hope that it can be a incubator of opportunities for those who want to contribute in sharing ideas and skills.

Editors

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# I. THE CONTEXT OF THE MULTIPLE-STUDENT CLASS

## Horizontal continuity

...it takes an entire village to raise a child... (African proverb)

In order to introduce the multiple-student class, we consider beneficial to start from the concept of continuity, in particular horizontal continuity.

The importance we give to horizontal continuity comes about the belief that, parallel to the school, the whole Community must look after the education of its new generations.

Family, institutions, associations or simply individuals can give their contribution to a "complete education" aimed at those who will be the future managers of a territory: children.

"Living in a Territory" in a conscious way assumes the full knowledge of its potential and its limits.

It is fundamental that horizontal continuity recognizes the specificity and equal dignity of each educational agency, in the dynamics of diversity and the specificity of roles and functions between the different environments of life and relationship of the child, in order to constitute a sort of educational ecosystem. The school must therefore place itself in continuity and complementarity with all the territory's institutions, thus avoiding fractures.

The multiple-student class, therefore, fits into a very particular context.

The birth of a school organized in mixed classes is generally the consequence of a territory that responds to these characteristics:

- isolation: distance or bad connections from a medium-large inhabited centre;
- urban depopulation: for lack of work or opportunities;
- low birth rate.

Those elements naturally lead to the impossibility of creating homogeneous classes, relying on the formation of mixed classes.

For this reason the schools with this organization are smaller one, with a reduced staff of teachers, mirroring the human context of which they are part.

This context, sometimes not correctly defined as disadvantaged, obliges the involved subjects to cultivate an even more careful horizontal continuity, in order to stimulate a more attentive collaboration between the school and the extracurricular actors with several educational functions.



In particular, the community's and parents' support benefits all types of educational activities by positively influencing students' learning. Such type of support is particularly crucial for the presence of multiple-students classes as the approach is unfamiliar to most citizens.

In some schools the teaching practices related to a multiple-student class environment are settled and have been used for a long time; for some adults, however, this approach still seems unknown, as it does not take up the school model experienced first-hand.

In order to overcome these doubts, it is necessary a teachers' commitment to build a dialogue with the subjects of the territorial context.

School, family, society... are necessarily called to turn on an integrated training circuit, in which the action of the one and not damage the other one's, by denying it. (Calidoni P. and M., 1995)

# 2. LIVING A MULTIPLE-STUDENT CLASS

# Vertical continuity

If horizontal continuity acts as glue between the school and the territorial context, vertical continuity can act as a common thread for daily action and annual and multi-annual planning in multiple-student classes.

The need for connection and continuity of the school's educational path is combined with the duty of continuous and constant care, i.e. a daily elaboration of everything the child owns, manifests, requires, dreams and desires.

For our school, designing and implementing paths that promote "transition" means organizing, taking care and keeping under control this delicate moment, full of emotions and expectations, creating situations, attitudes and a environment suitable for welcoming pupils and parents. It is essential that the educational experience takes place in a form of continuity, where the family and the school share their educational positions, placing the child at the centre of their attention.

A good educational path cannot therefore neglect continuity, intended as the ability to enhance the skills already acquired by the pupil in respect of the educational action of each school, despite the diversity of roles and functions.



"Continuity in education stems from the need to guarantee the right of the pupil to an organic and comprehensive training course, which aims to promote, an articulated and multidimensional development of the subject... " (D.M. 04/03/1991).

The educational action must act on this assumption.

In the following we will highlight the aspects of continuity useful for carrying out activities in multiple-students classes. It is possible to propose projects that deal with:

- elaborate intervention plans in order to adequately promote educational and didactic continuity;
- realize a cultural, relational and institutional environment that allows everyone to participate and be protagonists, promoting a gradual knowledge of the "new", to facilitate the transition from kindergarten to primary school, up to secondary school;
- to respond to the prior need of integration and prevention of discomfort, since the student who lives the school reality serenely has the prerequisites to consolidate self-esteem, use new forms of communication, achieve personal and scholastic success.

# A COMMUNITY, RELATIONSHIP AND LEARNING

First of all, to speak about a community means to create the basis for building up sincere and authentic human relationships between the people. In a multiple-students class framework, this aspect is of the utmost importance. The school can turn out to be a gym, a period that presents the reality in a smaller context.

The relationship, built and cultivated, comes back to the fore again, waiting for the authenticity of the other, in this case of each child, with his/her peculiarities, path and experience. The relationship cultivated first and foremost by the adult, especially a multiple-student class one, is made up of listening, of getting involved and deconstructing a relationship that is generally disproportionate to the forces deployed, a change of point of view that can no longer be adultcentred.

The child being heard, respected and accompanied in his growth path will be at ease in coming to school.

Another fundamental aspect is the co-construction of the school environment, the study path and the planning of the path.

Building it together does not mean delegating to the children the choice of the learning stages, but it means to be dynamic and flexible, trying to meet their needs, finding ways as close as possible to their way of being, approaching their language. We are co-pilots.



This position requires a strong commitment from teachers. Teachers need to be motivated, to immerse themselves in the daily but also territorial reality and invest in a project that is an opportunity of growth for them but also for boys and girls.

As said, teachers are the link between school and context, especially families. A small community responds to peculiar dynamics. The teacher, in addition to the daily work, also has the task of enhancing the practice of the multiple-student class with families and institutions, in order to clarify possible doubts.

Therefore, the school can propose some paths and provide some tools to help this microcommunity to blossom.

#### THE DEMOCRATIC CIRCLE

All the subjects of the micro-community can participate in this moment which is both the foundation and the goal of the multiple-students class. The position of the circle is fundamental, by definition, all the elements are equally distant from a point defined as centre. Starting from this assumption, no one dominates the other, any hierarchy is cancelled. Each participant can see in the eyes of the other, dialoguing directly, without the intrusion of intermediaries.

The circle or assembly is first of all a practice, being a practice, it must be exercised.

It is useful to start, especially at the beginning, from themes proposed by the boys and girls so that they feel involved and understand that they can be the protagonists of this moment. Generally they will bring to the participants' attention quarrels, problems or even proposals. The teacher will be able to indicate the guidelines for leading the discussion, reminding the children to speak one at a time and to do everything possible to keep listening to the other.

This tool is indispensable, when the practice will have entered into the habit of school life, also to make shared decisions. It should be pointed out that using the circle does not mean delegating to boys and girls the responsibility of managing the multiple-student class, but involving them, listening to them.

## PEER EDUCATION

Peer education is a widespread practice all over the world: literally peer education, where peers mean individuals of the same age or, generally, belonging to the same social group. The environment of peer education lends itself in a particular way to this learning-teaching mode, due to the presence of different levels of preparation and maturation within the same study group.



The best way to describe peer education practices is to highlight the qualities that are being developed. Life skills can be briefly summarized in the following points:

- problem solving skills, critical and creative thinking, possibility to solve problems, identifying original and completely personal solutions
- effective communication, the ability to express oneself appropriately in different situations
- empathy, ability to "decentralize" to recognize the emotions and feelings of others, but also manage one's own emotions and possible states of tension
- personal effectiveness, the conviction of being able to organize a series of actions effectively and to manage new situations
- collective effectiveness, sharing by a group of ideas and values that enable common goals to be achieved

#### **OPEN QUESTIONS**

In the heterogeneous group of the multiple-student class, the teacher's leadership role is relaxed. A tool that reinforces this different balance is the use of open-ended questions during lessons. This is beyond the closed, binding and uninspiring question. The group members can answer the questions, asked by the teacher or classmates, focusing on the elaboration of the answer and the explanation, giving precedence to the path, i.e. the method of resolution, over the actual solution. It is also possible to proceed by successive errors, until a shared answer; in this way the error takes on a dignity and becomes the real tool to improve learning (1).

It is therefore of great importance to be able to ask the right questions.

#### **ROLES AND HIERARCHIES**

The three practices outlined above need time and foresight to become fundamental in creating the community environment needed in a multi-class environment. At the basis of a children community, but it's the same for adults, there are two problems: the dominance of some students who monopolize interaction and the non-participation by students who feel they are not yet competent enough or who do not feel able to interact openly with the group.

The first important step is to dedicate time, all that is needed, to observe and identify these roles and the subsequent dynamics that arise among the children. The teacher's work will consist in creating a learning environment that, through known and already experimented strategies, will be able to soften the power relations between the children, while being aware of their permanence.

1. Elizabeth G. Cohen, Organizzare i gruppi cooperativi. Ruoli, funzioni, attività, Erikson, Trento, 1999.



# 3. THEORIES OF REFERENCE

## What context is created **naturally** in a multiple-student class?

In a group made up of boys and girls of different ages, the opportunities for developing **relationships** take on a central character. In this case, we speak of **social learning**, because social interaction, as a vehicle for learning, goes hand in hand with the growth of the individual.

In this context, the moments of contact between students are multiplied, encounters that favour the potential development of each individual, amplifying the "region of proximal development" theorized by Vygotskij (1), since the other is the bearer of different experiences or new, because bigger or smaller.

In a heterogeneous group, moreover, there is a more recurrent possibility of incurring in sociocognitive conflicts (2), situations in which several subjects have different points of view, converging towards the same problem, in an attempt to find a solution. These are occasions of great enrichment and growth, especially, as mentioned above, if the group involved in the conflict is heterogeneous.

Another aspect, underlined by Bandura (3), is the importance of the observation and subsequent imitation of the social models present in the context; it is self-evident that in a group heterogeneous by age the younger ones recognize in the larger ones an effective social model.

1. Lev Vygotskij, *Pensiero e linguaggio. Ricerche psicologiche*, a cura di L. Mecacci, Roma-Bari, Laterza, 1990 (nona edizione del 2001).

2. Willem Doise, *Confini e identità*, Il Mulino, Bologna 2010.

<sup>3.</sup> Albert Bandura, Autoefficacia: teoria e applicazioni. Tr. it. Erikson, Trento, 2000.



# **Operational theories**

Constantly developing relationships, confrontation, **dialogue** and new social dynamics. In such a context it is useful to plan certain aspects in order to make the scope of action more effective. On one hand, social and collaborative interaction can be supported by structuring the environment to facilitate learning, creating places suitable for meeting and, in parallel, study areas.

In designing spaces it is very important to involve pupils as an integral part of the learning community and, in their own way, knowledge builders (4). In a community context, moreover, the teacher takes on the role of facilitator (5), mediator, director of what happens in the school learning process.

In doing so, it is important to be able to put oneself at stake, listening to the emotional demands of boys and girls and developing, on the other hand, a mental elasticity that allows the relationship, a founding characteristic of a mixed class, to be maintained at all times.

The didactic approach possible and necessary in the learning path within a multiple-student class is based on the assumption that the child is at the centre of this process (6), having, in this way, the possibility to design personalized educational plans, partly leveraging on skills and notions that follow a path that is at the same time anticipatory and recursive. By anticipatory we mean the possibility for younger children, if they wish, to learn contents of the following classes, following their own propensity; while by recursive, the return on topics dedicated to the previous classes, a review that can undoubtedly benefit older children.

Some useful strategies to try to best express the potential present in a mixed class are: *cooperative learning* (7), the use of new technologies (8), the creation of shared projects.

It is useful to remember that each class, whether it is a homogeneous or heterogeneous group, creates within it unique dynamics as unique as the subjects participating in it. For this reason, the teacher facilitator-director has also the task of developing strategies that are adapted to the educational community of which he or she is part; this is to underline that it is not possible to repeat the same scheme with different classes.

- 4. www.reggiochildren.it
- 5. Pino De Sario Daniela Fedi, L'insegnante facilitatore. Una nuova frontiera, edizioni La meridiana, Lecce, 2011.
- 6. www.operanazionalemontessori.it/
- 7. Elizabeth G. Cohen, Organizzare i gruppi cooperativi. Ruoli, funzioni, attività, Erikson, Trento, 1999.
- 8. http://www.indire.it/wp-content/uploads/2017/05/manifesto\_scuole\_piccole\_web2.pdf



# GREENS.E.E.D.S

# 4. THE LESSON IN MULTIPLE-STUDENT CLASS

We imagined two simulations, one referring to a day that ends at 4pm and one that ends at 12.30pm.

## THE DAY (8.30 a.m. – 3.30 p.m.)

**8.30** - Arrival at school: welcome and "acclimatisation" time in which children are free to say goodbye and start the day with self-managed activities (development of social and communication skills among peers).

8.45 - We're all here: let's set up the classroom setting for the planned activities. Each teacher enters the classroom with the pupils and gives instructions on the arrangement of the desks.
8.50 - We start the calendar activities according to different organizational schemes.

10.20 - 10.40 - Interval.

**10.40 - 12.20** - Activities continue according to the time schedule.

**12.20 a.m. - 1.00 p.m.** - Let's have lunch together. Also in this moment we work on strengthening social skills because there are no fixed seats but the cafeteria worker randomly distributes the place cards. After lunch the children tidy up and clean the tables themselves.

1.00 - 1.45 - Intermission after lunch. Recreational activities self-managed by the children. If the weather is nice, they go out into the yard and take care of the garden.

**1.45** - **1.50** - Democratic circle in which the teachers on duty explain the activities planned for the afternoon and entrust any tasks to the pupils.

**1.50 - 3.20** - The afternoon activities are mainly of a workshop type so it starts with the "homework workshop" with the presence of the teacher who, if necessary, intervenes with additional instructions or explanations. The children learn to seek the help of even the most "experienced" classmates. At the end we proceed with the other planned activities (English, art, robotics, music, motor skills).

15.20 - 15.30 - Closing activities.

## THE DAY (8.30 - 12.30)

**8.30** - Arrival at school: welcome and "acclimatisation" time in which children are free to say goodbye and start the day with self-managed activities (development of social and communication skills among peers).

**8.45** - We're all here: let's set up the classroom setting for the planned activities. Each teacher enters the classroom with the pupils and gives instructions on the arrangement of the desks. Workshop-type activities are included at this time. You can concentrate them in a single day or distribute them throughout the week.

**8.50** - The calendar activities start according to different organizational schemes.

10.20 - 10.40 - Interval

**10.40 - 12.00** - Activities continue according to the schedule.

12.00 - 12.30 - Democratic circle and closing activities.



# GREENSEEDS

# DIDACTIC SCHEMES / LESSON PROPOSALS

Diagram 1: LEARNERS AT THE CENTER OF LEARNING

The teacher tries to bring the learners into the centre of the learning process. In proposing this scheme, the teacher stimulates the individual student to use their acquired skills and tools to learn independently. The personal motivation of the student is fundamental and grows when the teaching is in tune with his/her learning style.

This is achieved by adapting the predefined objectives to the potential of individual learners. With this approach we contribute to the consolidation of the social structure of the class, because every child, developing a positive self-image and a strong self-esteem and succeeding in achieving goals within his or her reach, does not feel neither judged nor in competition with his or her

classmates.

#### Diagram 2: PEER TO PEER - HETEROGENEOUS GROUPS

The teacher divides the class into heterogeneous age groups who take advantage of the pedagogical opportunities offered by this division. Pupils are encouraged to cooperate with each other, allowing the younger ones to learn from the older ones. This scheme is also useful when it is necessary to propose remedial and reinforcement activities because it is possible to organise the work with different degrees of difficulty. In order to work in this way, the teacher has to prepare the lesson by adapting it to different age groups.

Geography ANNEX 1 Position me ANNEX 2 Chunky Phrase ANNEX 3

#### **Diagram 3: LABORATORIOUSNESS IN HOMOGENEOUS GROUPS**

The teachers divide the class into mini-classes according to age. The teacher has planned the teaching activity in detail and during the lesson you can have several different topics, one for each class. This scheme is useful to deal with specific and detailed topics and topics of one age compared to another.

## **Diagram 4: MULTILABORATORY**

This proposed scheme provides a classroom setting previously set up by the teacher or, alternatively, co-developed with the students. In the classroom are set up several stations, where it is possible to carry out activities related to a subject (therefore dealing with different aspects or topics) or different subjects. The children can be left free to choose which activity to carry out or divided into groups and, in rotation (15 minutes), change proposals. This scheme is useful for the differentiation of the proposal which makes the lesson dynamic as well as leveraging individual choice.

We work on ANNEX 4 Tables ANNEX 5



# ANNEXES

## **ANNEX 1**

TITLE	THE MOUNT	AIN IN IT/	ALY				
CLASSES	III - IV						
SUBJECT	Geography						
OBJECTIVES	The lesson proposed takes into account the fact that in class III we talk about the mountain environment in general while in IV we apply the knowledge acquired to Italian environments, in this case to the mountain ranges of the Alps and Apennines						
MATERIALS	MATERIALE Cards, colors, SETTING The children w group will have "island" shape	box, pens, r ill be divide e the mater to encourag	notebook ed into hete ial indicate ge interacti	erogen ed. The on bet	eous grou desks wil ween the	ps by o l be ar compc	age and each ranged in an onents
ΑCΤΙVIΤΙΕς	The students o mountain" (lex	f IV explain ical review of La mon over an displet on our naturale into over an displet or reloaded or opput over a conso formatical a diverse part into a conso formatical a diverse part into a conso formatical montagena Versa o cima diffaccialo Versa NTE Valle Piebe o Falla * observe o conso en or opput of the conso conso en or opput versa of the conso en opput v	to the com for the low for the IV).	Osserva l'immogia elencate più solta elencate più solta cascata pineta vulcano *Osserva l'immogia cascata pineta vulcano	ns of III th	e "worr parate che trovi internet ghiacciaio versante reges 2	ds of the



# GREENSEE.D.S





ACTIVITIES In the meantime, class III, after finishing the drawing, realizes together with the teacher an introductory diagram on the mountain. LA MONTAGNA Cosa è una m ontagna? l È un innalzamento del suolo, ovvero un rilievo naturale I Quanto è alta? Un rilievo per essere chiamato montagna deve essere più alto di 600 metri I Come si presentano le montagne? Insieme ad altre Da sole montagne, insieme formano le catene montuose U Quante catene montuose ci sono in Italia? due Gli Appennini Le Alpi www.scolasticando.it



# TITLE MY POSITION CLASSES III - IV- V SUBJECT Mathematics OBJECTIVES • Read and write natural numbers based on 10 • Compare and serify natural numbers in ascending and descending order • Recognize the positional value of the digits • Dial and break down

	<ul> <li>order</li> <li>A Recognize the positional value of the digits</li> <li>♦ Dial and break down</li> </ul>
MATERIALS	MATERIALS Cards, colors, box, pens, notebook
	SETTING Children will be divided into heterogeneous groups by age and each group will have the material indicated. The desks will be arranged in an "island" shape to encourage interaction between the components
ACTIVITIES	Each child will draw on the cards "in bold" one or more numbers from 0 to 9 and color them; all the numbers drawn and colored will be placed in the empty box and mixed.
	Subsequently, one child at a time will randomly take three cards from the box and must initially read the individual digits, then the whole number that will be formed by placing them together, indicate the positional value of each digit and then dictate the number that all members of the group will write in their notebook.
	Each of them will proceed individually to break down the number and then check it through comparison. Then, with the same cards, another member of the group will have to compose a different number from the previous one and the children will be invited to hypothesize the possible combinations between the digits and to verify them. This will continue until all the cards in the box have been used. At this point, the numbers written on the notebook can be used in different ways depending on the children's skills: the older ones will combine two or more numbers so as to obtain one of the class of thousands or millions with which to work on the positional value and decompositions; the younger ones will use the numbers obtained to perform arithmetic operations and everyone will be able to work on the ascending and descending order.



# ANNEX 3

TITLE	PUZZLE
CLASSES	1 - 11
SUBJECT	Italian language (every language)
OBJECTIVES	<ul> <li>Construction of the subject/predicate/expansions sentence</li> <li>Distinguish between phrases and non-phrases</li> <li>Write simple sentences independently</li> <li>Recognize whether or not a sentence is complete</li> <li>The structure of the word and phrase</li> </ul>
MATERIALS	MATERIALSLarge sheets of paper, markers, box containing cards with variousdrawings (box of nouns), box with cards where the teacher will havewritten action-words (box of verbs).SETTINGThe class will be divided into couples gathered around the "island"arrangement; each couple will be composed possibly of one child in classone and one child in class two.
ΑϹΤΙΝΙΤΙΕς	The teacher will present the activity to the children; then each pupil in the first class will be invited by his "tutor" to draw a picture from the box and write its name on a strip of paper. When all the images have been transcribed, the paper strips will be placed in the name box. At this point, each second class "tutor", who may have helped the smaller classmate in writing, will invite him to draw from each box: a card representing the action-words and a strip representing the names. At this point each pair will form a minimum sentence (or a NON sentence) and using the markers available will transcribe it on the sheet of paper centimeter. At the end of the work, when all the sentences (or NOT sentences) have been written on the sheet, it will be hung on the wall and read to the class. The children will be invited to circle the NOT sentences with the red marker and to dramatize the sentences instead.
	The second grade students will then be invited to expand the sentences by adding the "pieces" that enrich them and to recognize the subject, predicate and expansions. The children will be helped to understand that each piece of the sentence answers a question. The children in the first class will be able to "analyze" the parts of the sentence by representing each one with a drawing.



## I bambini di classe prima potranno "analizzare" le parti della frase ACTIVITIES rappresentando ciascuna con un disegno, per esempio The fish in the sea swims Pupils in the II, by answering the questions: **%HO** WHAT IS IT DOING? WHERE? Will recognise: **SUBJECT** PREDICATE **EXPANSION** The whole activity includes and promotes arguments, socialization and peer sharing, since it is based on a workshop and cooperative lesson. The activity, especially in the second part, has a transversal and interdisciplinary connotation(?).



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## **ANNEX 4**

TITLE	WORKSHOP
CLASSES	11– 111
SUBJECT	Mathematics - Geography
OBJECTIVES	<ul> <li>MATHEMATICS</li> <li>Construction of solids</li> <li>Recognition of the main polygons</li> <li>Manual skills and lines</li> <li>GEOGRAPHY</li> <li>Research and study of the Italian Peninsula</li> </ul>
MATERIALS	<ul> <li>MATERIALS Cards, colors, box, pens, notebook, development of solids, map (political/physical) of Italy. </li> <li>SETTING Four corners are set up in the classroom: Construction of solids: on cardboard is printed the development of numerous geometric solids of your choice. Scissors, pencils, glues are made available. Recognition of polygons: the main polygons are drawn or made to be drawn on cardboard. Scissors, pencils, glues, sheets and colors are made available. Manual skills and lines: looms (plastic nets), cotton and wool threads are provided Italian Peninsula: the geographical map of Italy and the notes, prepared in advance, with indicated geographical locations on the map are made available. </li> </ul>
ΑϹΤΙΝΙΤΙΕς	Construction of solids: the participants will cut out the shapes and, with the bends, they will build the solids. At the end of this phase, they will report on the mathematics notebook the design of the development and the name of the constructed solid. Recognition of polygons: the participants will cut out the figures and compose a subject of their choice on a sheet. After having colored it, they will write the profiles of the chosen figures and their names in the math notebook. Manual skills and lines: participants will weave the cotton threads on the loom until it is almost completely filled. The various types of constructed lines (straight, curved) will then be reported in the notebook and the relationships between them will be observed (incident, parallel, perpendicular). Italian Peninsula: participants will fish a location from among the cards. Together they will try to locate this location on the map. After finding it, they will record the area in which it is located in the geography notebook (for Italy north, center, south, islands).



## ANNEX 5

TITLE	MULTIPLICATIONS	
CLASSES	11 - 111	
SUBJECT	Mathematics	
OBJECTIVES	Approach and study of the tables	
MATERIALS	MATERIALS Cards, colors, box, pens, notebook SETTING Three corners are set up, compatibly with the three proposals	
ΑϹΤΙνΙΤΙΕς	Tables as repeated addiction Each student writes the entire table in his or her notebook as a repeated addition. 2X0=0 2X1=2 2X2=2+2=4 2X3=2+2+2=6 [] Drawing mandala table On the notebook is written the table and, afterwards, with the help of a stencil built by the teacher, the corresponding mandala is drawn. $y = \frac{1}{\sqrt{\frac{1}{\frac{1}{\frac{1}{\frac{1}{\frac{1}{\frac{1}{1$	