

# ERASMUS A DUBLINO

4-8 LUGLIO 2022

CORSO «21° CENTURY SKILLS»

---



Il corso si è tenuto presso la «Teacher Academy», nel cuore di Dublino.

---

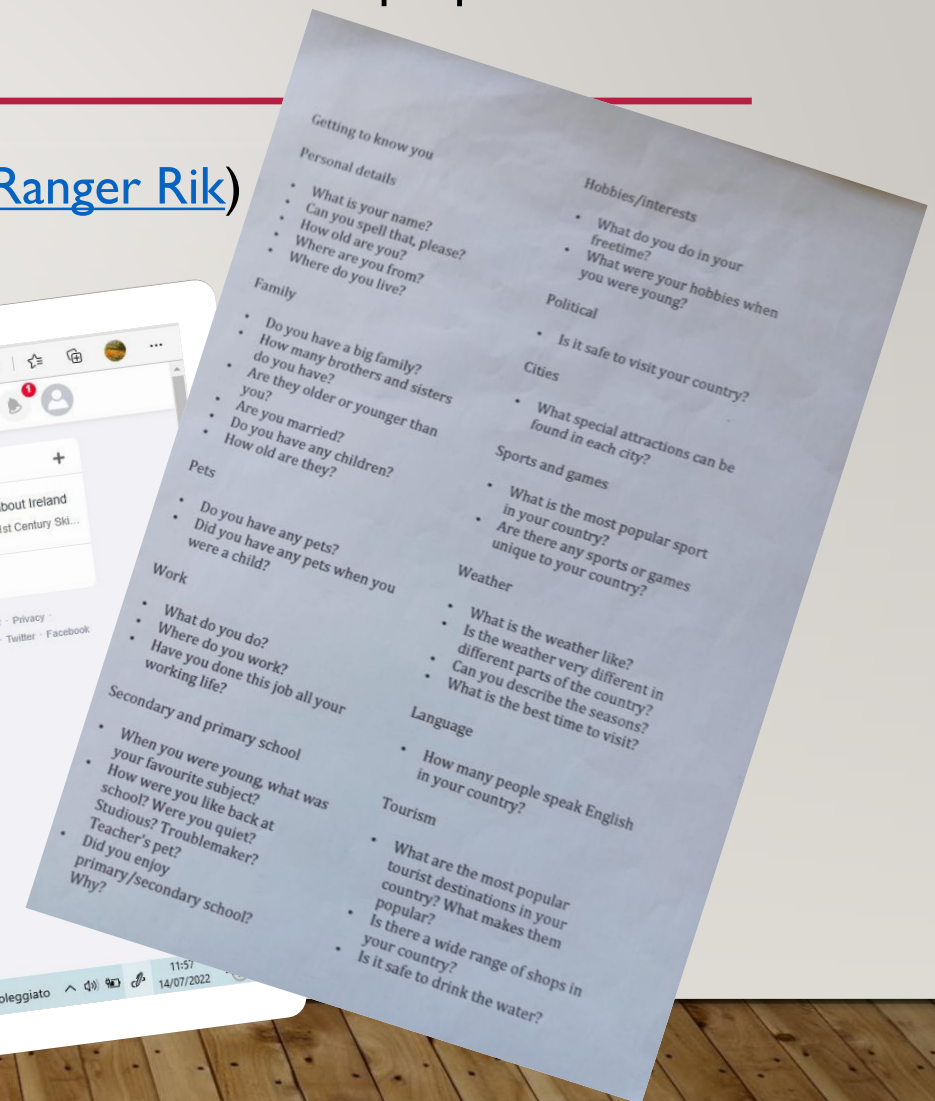
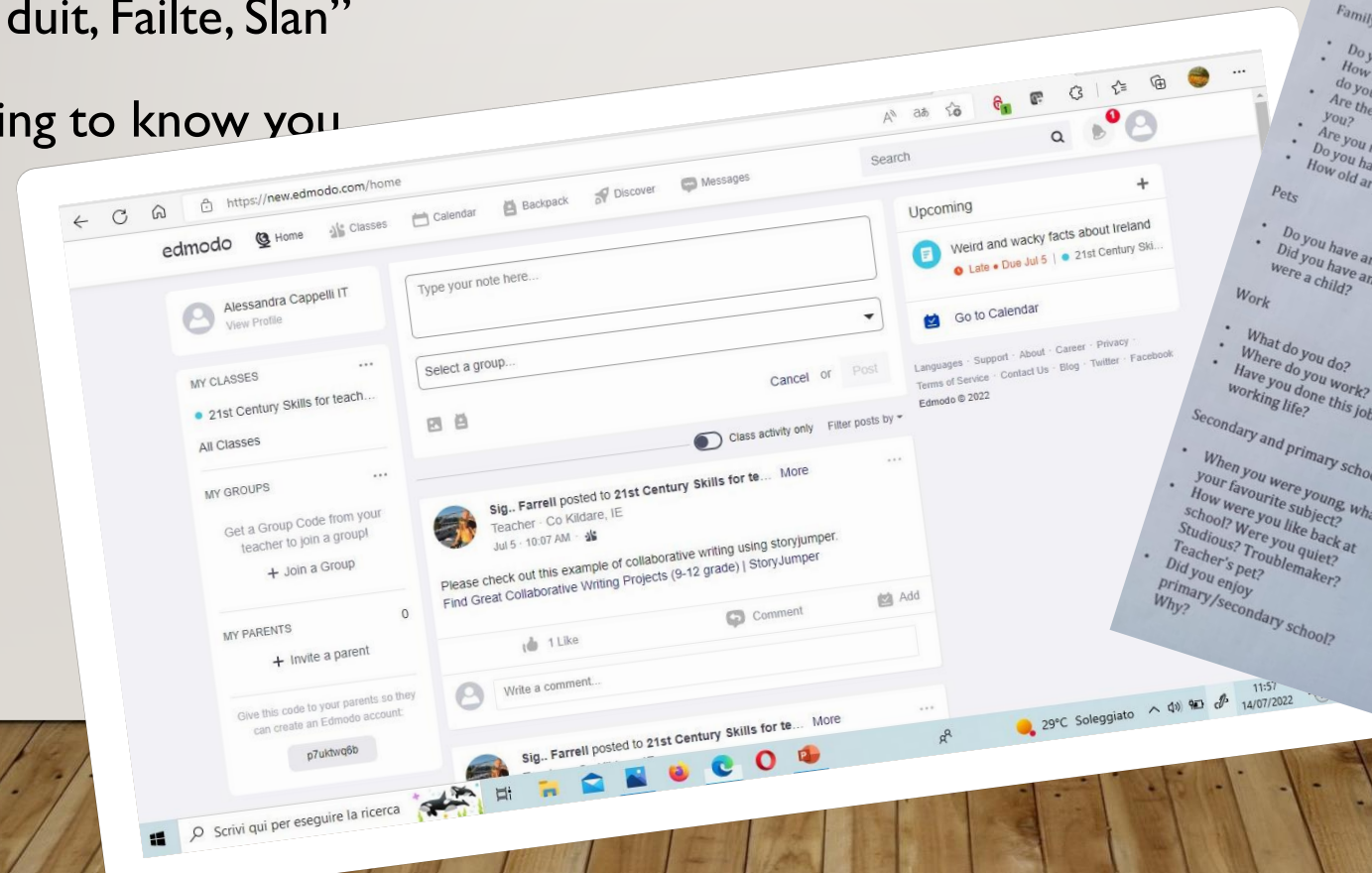


La classe era composta da otto insegnanti e da una counselor, provenienti da cinque nazioni diverse. Varie le discipline insegnate (dall'inglese come lingua straniera, alla psicologia, alla teologia) e vari anche i gradi della scuole rappresentate (dalla secondaria di primo grado all'università). Ognuno di noi ha presentato agli altri la propria scuola e metodi e strumenti didattici utilizzati.



Il primo giorno di corso il trainer Michael ci ha presentato il programma, ci ha fatto accedere alla piattaforma Edmodo per la condivisione dei materiali e ci ha proposto alcune attività di ice breaking.

- [Chop the tree \(“Wah and “Name Wah” Ice-breakers – Ranger Rik\)](#)
- “Dia duit, Failte, Slan”
- Getting to know you



Per il secondo giorno di corso ci è stato assegnato un compito interessante: rispondere a queste dieci domande. L'attività ci ha permesso di scoprire la parte strana e stravagante dell'Irlanda e ci ha dato l'opportunità di fare gruppo. Infatti, da bravi studenti, abbiamo creato una chat di gruppo e ci siamo confrontati sulle risposte.

---

- **Weird and Wacky Ireland**

1. What do the colours of the Irish Flag symbolise?
2. Why are there lots of protestants in Northern Ireland and very few in the Republic of Ireland?
3. How did Saint Patrick use the shamrock to convert the Irish to Christianity?
4. Why does the humble potato have such significance in Ireland?
5. What is the connection between Ireland and Halloween?
6. Ireland's national sport is one of the fastest ball sports in the world, what is it?
7. Why is the population of modern Ireland less than it was in the 19<sup>th</sup> century?
8. What is the connection between Count Dracula and Dublin?
9. Lambay Island has a unique animal population, what is it?
10. How did the term "the luck of the Irish" originate?

Purtroppo Michael è risultato positivo al Covid e dal secondo giorno siamo stati seguiti dalla collega Magda. Poiché ci era stata data la possibilità di scegliere tra un corso teorico e uno pratico e la maggior parte della classe aveva optato per la seconda proposta, da subito le lezioni sono consistite nella sperimentazione di attività mirate a rafforzare competenze di vario tipo: personali, comunicative, cognitive, organizzative.

INSIDE OUT Resource Pack

### 2C A blind date

Complete one part of the story of a blind date. Then fold the paper over and pass it to the person on your left.

In preparation for my blind date last week, I had decided to wear ... (WHAT DID YOU WEAR?)  
*a linen shirt, red sandals and a great hat*

As an ice-breaker, I had bought my date ... (WHAT HAD YOU BOUGHT?)  
*I BOUGHT A ~~COFFER~~ OF FRESHLY BAKED BREAD AND A BOX OF SALES PRODUCED IN MY VILLAGE WITH TYPICAL CHESTNUT*

We had arranged to meet in my favourite restaurant. (DESCRIBE IT)  
*a small typical one downtown where you can taste good food and drink a pint of Guinness.*

When I arrived, I couldn't believe my eyes. My date was wearing ... (WHAT WAS YOUR DATE WEARING?)  
*a clown suit. Apparently she was working as a clown for kids birthdays and didn't have time to return home.*

After we had sat down, my date surprised me again by ordering ... (WHAT DID YOUR DATE ORDER?)  
*an omelette and a sandwich.*

Then, out of the blue, my date got up and ... (WHAT DID YOUR DATE DO?)  
*TOLD ME TO FOLLOW HIM IMMEDIATELY. HE WANTED TO SHOW ME SOMETHING VERY IMPORTANT*

Out of the corner of my eye, I noticed that the waiter was ... (WHAT WAS THE WAITER DOING?)  
*Smiling and blinking while looking at me.*

Nobody could have anticipated what happened next but, as it turned out, it was the perfect end to the evening. (WHAT HAPPENED?)  
*We went for a picnic in Mary's Square.*

© Ceri Jones, Tania Bostan, Sue Kay and Vaughan Jones, 2001. Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class. Photocopiable

### 4 THE GOSSIP GAME (Notes sheet A) (Questionnaire B)

© J Hatfield 1987

A: Notes  
 Spring Street

B: Questionnaire

Why does Sally in No. 1 stay out of 'Who is the gentleman who visits'?

What is the relationship between *Vanessa* who lives in No. 5? Why don't they *live in*?

Why do the couple in No. 6 quarrel so violently?

Where do the couple in No. 7 get all their money? Why do they?

Where is Geraldine's husband?

What happens in house No. 4? *empty*

Advanced Communication Games, Longman, © J Hatfield

### 2 B Communicative It was a cold, dark night

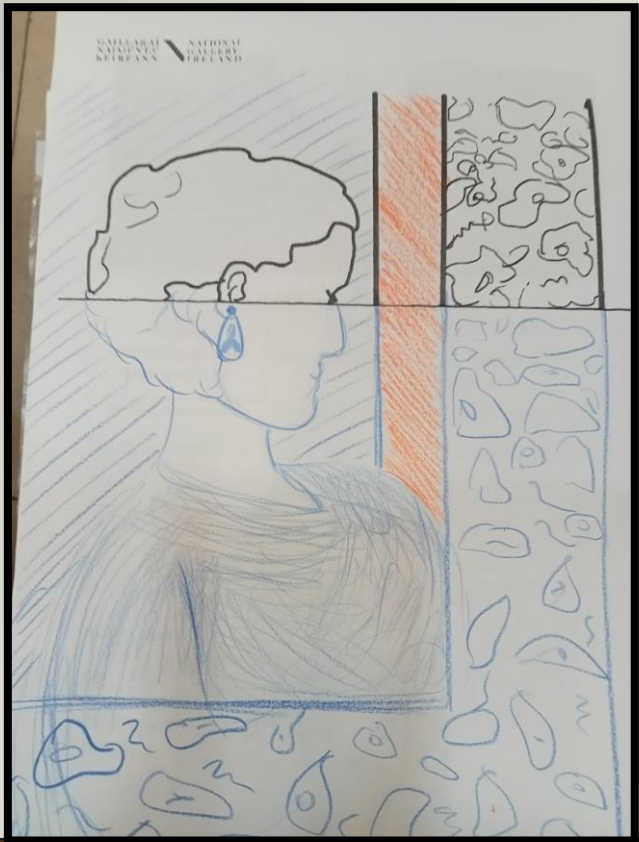
New English File Teacher's Book Pre-intermediate Photocopiable © Oxford University Press 2005

It was a cold dark evening in November. It was six o'clock and people were going home from work. Vanessa was driving out of the town. She was in a hurry, but she wasn't going home. She stopped to buy a bottle of wine, and then got back into the car and continued driving.

Where do you think she was going?

## ESPERIENZE PIÙ IMPORTANTI

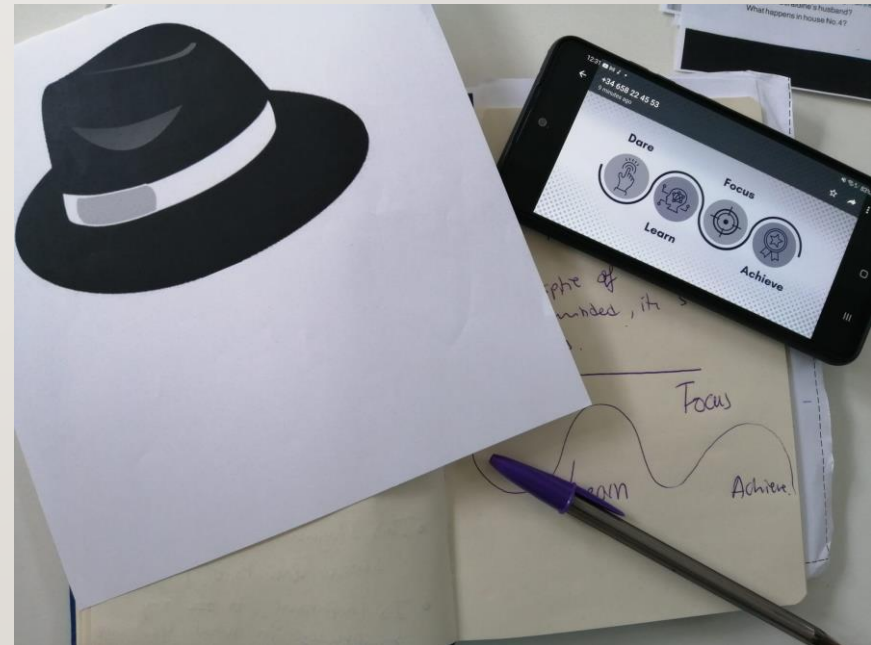
Il corso prevedeva visita al National Museum of Ireland. Durante la visita dovevamo svolgere dei «compiti» che ci hanno permesso di esplorare le opere d'arte con divertimento e creatività. Questo è un buon esempio di come si possano impostare le lezioni in modo originale e efficace.



Art Gallery Treasure Hunt		
Find a picture/painting/photograph of:	Name of Painting	Artist
1. An Irish landscape.	James Arthur O'Connell	James Arthur O'Connell

## ESPERIENZE PIÙ IMPORTANTI

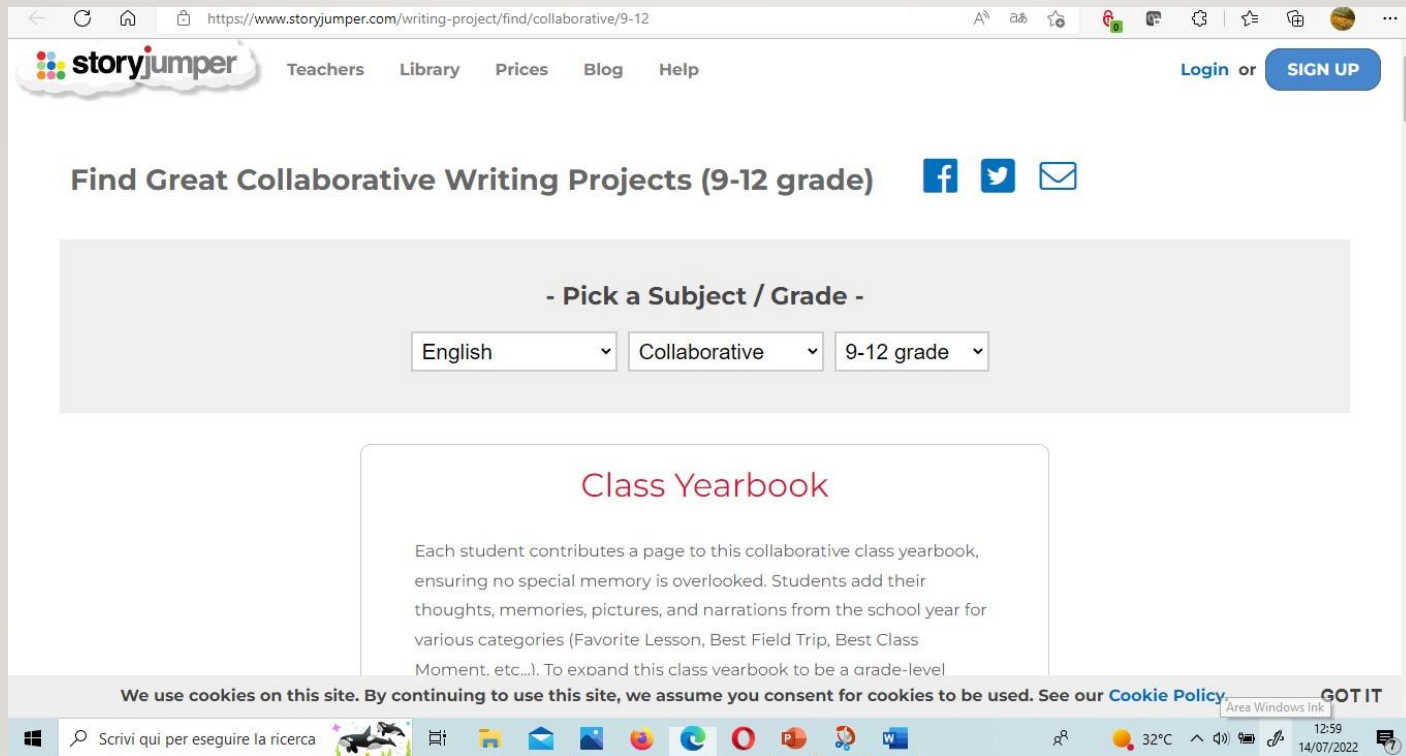
Le attività che secondo me sono state più stimolanti sono quelle svolte in piccoli gruppi perché, più delle altre, hanno richiesto di mettersi in gioco sia come persona che come insegnante, permettendo di migliorare alcune conoscenze, abilità e capacità personali, sociali e metodologiche





## QUALCHE ASPETTO NEGATIVO

A volte ci è stato presentato solo un elenco di strumenti didattici (digitali e non) da utilizzare, senza però esplorarli insieme. Inoltre molte delle attività proposte saranno spendibili esclusivamente dagli insegnanti di lingua straniera.



The screenshot shows the StoryJumper website interface. At the top, there is a navigation bar with the StoryJumper logo, links for Teachers, Library, Prices, Blog, and Help, and a 'SIGN UP' button. Below the navigation bar, the main heading reads 'Find Great Collaborative Writing Projects (9-12 grade)' with social media icons for Facebook, Twitter, and Email. A filter section titled '- Pick a Subject / Grade -' contains three dropdown menus: 'English', 'Collaborative', and '9-12 grade'. Below the filter, a card titled 'Class Yearbook' is displayed. The card text states: 'Each student contributes a page to this collaborative class yearbook, ensuring no special memory is overlooked. Students add their thoughts, memories, pictures, and narrations from the school year for various categories (Favorite Lesson, Best Field Trip, Best Class Moment, etc...). To expand this class yearbook to be a grade-level...'. At the bottom of the page, there is a cookie consent banner that says 'We use cookies on this site. By continuing to use this site, we assume you consent for cookies to be used. See our Cookie Policy.' and a 'GOT IT' button. The Windows taskbar is visible at the very bottom, showing the search bar, taskbar icons, and system tray with the date 14/07/2022 and time 12:59.

La partecipazione a questi progetti rappresenta sempre un'esperienza indimenticabile e di grande arricchimento, sia per le persone che si incontrano, che per le cose nuove che si apprendono e i luoghi che si scoprono.

---

Grazie di cuore a tutti coloro  
che hanno lavorato per  
realizzare i progetti Erasmus  
nella mia scuola e grazie ai  
miei compagni di viaggio.



