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**Slow down, Move your body, Improve your diet,  
Learn for life, and Enjoy school time  
S.M.I.L.E.**

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School **I.I.S. P. SRAFFA**

Country **ITALY**

**Write about what activities you did during the project:**

**Evaluate your skills while working for the CLIL Modules as regards:**

- 1) Working with your classmates
- 2) Independence in carrying out tasks
- 3) Working with technology
- 4) Time Management
- 5) Your contribution to the Final products

### **CLIL Module 1**

During this module we asked our parents about their games. Then we tried these games and we made posters for every traditional game. We liked this module a lot because we discovered the links among games all over Europe when we compared ours with the ones from the other countries. As a final product we produced an ebook with all the traditional games.

### **CLIL Module 2**

The second module was about sport in history, and we dealt with sport in the Middle Ages. We linked this activity to history lessons and we wrote articles about various sports like golf, tournaments, jousts and so on and we discovered the origins of modern games. As a final product an e-magazine about Sport in History was made with articles from all the partner schools.

### **CLIL Module 3**

In this module we deepened our knowledge of individual sports. As part of it we emailed some champions of table tennis, gymnastics, judo, running, rowing, cycling, badminton.... We met them during various meetings and conferences as well and we also went climbing and tried running, step, badminton and tennis table at school. The letters were collected in an ebook and we also used Twitter to send poems we wrote about respect and acceptance.

### **CLIL Module 4**

The fourth module was about team sports and we interviewed some sportspeople (a goalkeeper, a basketball player, two volleyball players) in Brescia and here in Crema. Then we filled in questionnaires about team sports and thanks to our P.E. teacher we had a hint of real team sports. As part of this module we wrote guidelines about fair play and refusal of cheating.

### **CLIL Module 5**

Doping was the topic of this module. We discussed about it, read articles and had meetings with experts. We analysed cases of sportspeople involved in the use of performance-enhancing drugs and we wrote an article which is now part of an e-magazine about doping the students from the partner school made collaboratively as a final product. We also ran a relay race here in Crema and when the race was over we flew some anti-doping slogans attached to balloons and kites in the air. In the end we tweeted slogans about doping and made a photostory with the pics taken during the race.

## **CLIL Module 6**

During this module we talked about healthy diet and lifestyle. Thanks to the help of our Food Science teacher and cooking teacher we wrote some recipes and we recorded the process to prepare some of the dishes. We also made two pyramids (a physical activity pyramid and a healthy diet pyramid) to give guidelines to try to have a healthy lifestyle like a sports person. With the recipes we made an e-book in all the languages of the project.

## **CLIL Module 7**

The last module was about our education system, and it also included our reflections on the previous modules. We also made a commercial about non-traditional learning as a trial for the final spot of the project that was made during the last mobility in Latvia.

In general we may say that we did a lot for the project. We worked well in groups, we learned new words, values and deepened our knowledge of different topics and improved our skills and competences in specific and general fields and we enjoyed the activities linked to the modules. We also learned to use social media like Facebook and Twitter for educational purposes.

### ***Evaluate your skills while working for the Etwinning activities as regards:***

- Working with your classmates
- Independence in carrying out tasks
- Working with technology
- Time Management
- Your contribution to the products

For the eTwinning project we recorded some videos and we wrote the script for them. We interviewed people about their lifestyle and we wrote articles about them, we made cards to teach the basics of our language, and to describe our traditions and prepared presentations about our culture. Our partners did the same.

We talked about the European Union a lot as well and we joined our mates from the partner schools in discussions in the forum section. We also recorded an interview with an expert from the local Europe Direct Centre and got information about the study, work or volunteer opportunities offered to young people by the EU .

We enjoyed collaborating with our friends all over Europe and learning new habits, words and lifestyles.

### ***Evaluate your skills while working during the Mobility weeks you took part in, as regards:***

- Working with other students during the mobility week
- Independence in carrying out tasks
- Time Management
- Working with technology
- Your contribution to the Final products
- Your participation in sport activities
- Your participation to the cultural programme

***Mobility to Bari, South Italy – February 2016***

***Mobility to Bialystok, Poland – April 2016***

***Mobility to Istanbul -Turkey – May 2016***

***Mobility to Crema , North Italy – November 2016***

***Mobility to Moreni, Romania – February 2017***

***Mobility to Latvia – April 2017***

During the mobility weeks we improved our skills in relation to: team working , using technology and social networks, speaking English and dealing with English-speaking people. We met new people and cultures. During the sports activities we had lots of fun, we learned the true meaning of teamwork and fair play and in Bari we discovered traditional games from all partner countries.

***Answer the following questions in relation to the Mobility experience:***

What difficulties (language and integration problems) did you have in integrating in a foreign country and how did you sort them out?

The main difficulty was the way we communicated. In the beginning we needed to “speak” with our hands, then we started to speak in English. Other difficulties were about food habits.

***Answer the following questions about the whole project:***

What difficulties did you have in carrying out the assigned tasks during the whole project and how did you face and overcome them?

The activities had to be done quickly because we also had to do the usual programme, but working in groups helped us to complete them.

What satisfactions and positive impressions did you get?

From the Project

The experience of being part of a European project has no comparison. We felt valued.

From the CLIL Modules

We learned lots of facts we didn't know about our country and other countries in the project. The meetings with sportspeople and experts taught us the value of sport.

From the Mobility week you took part in

The cities were beautiful and the food was excellent. The families that hosted us were kind and we hope one day we will go back to the country we visited. In general we think mobilities help fight prejudices and build a united Europe.

From the eTwinning project

The eTwinning project was useful to strengthen ties with our European mates and get to know our countries and the European Union better.

What influence will this experience have on your future?

We firmly believe that this experience will help us in the future as it enabled us to improve our English skills as well as our teamwork and problem-solving skills and to boost our creativity.