

IC SAN CESARIO DI LECCE CON SAN DONATO DI LECCE



Classi 5A e 5B “Via Verdi” San Donato di Lecce
Classe 4C “G.B. Saponaro”, San Cesario di Lecce
Classe 2C “A. Manzoni”, San Cesario di Lecce



Cos'è eTwinning?



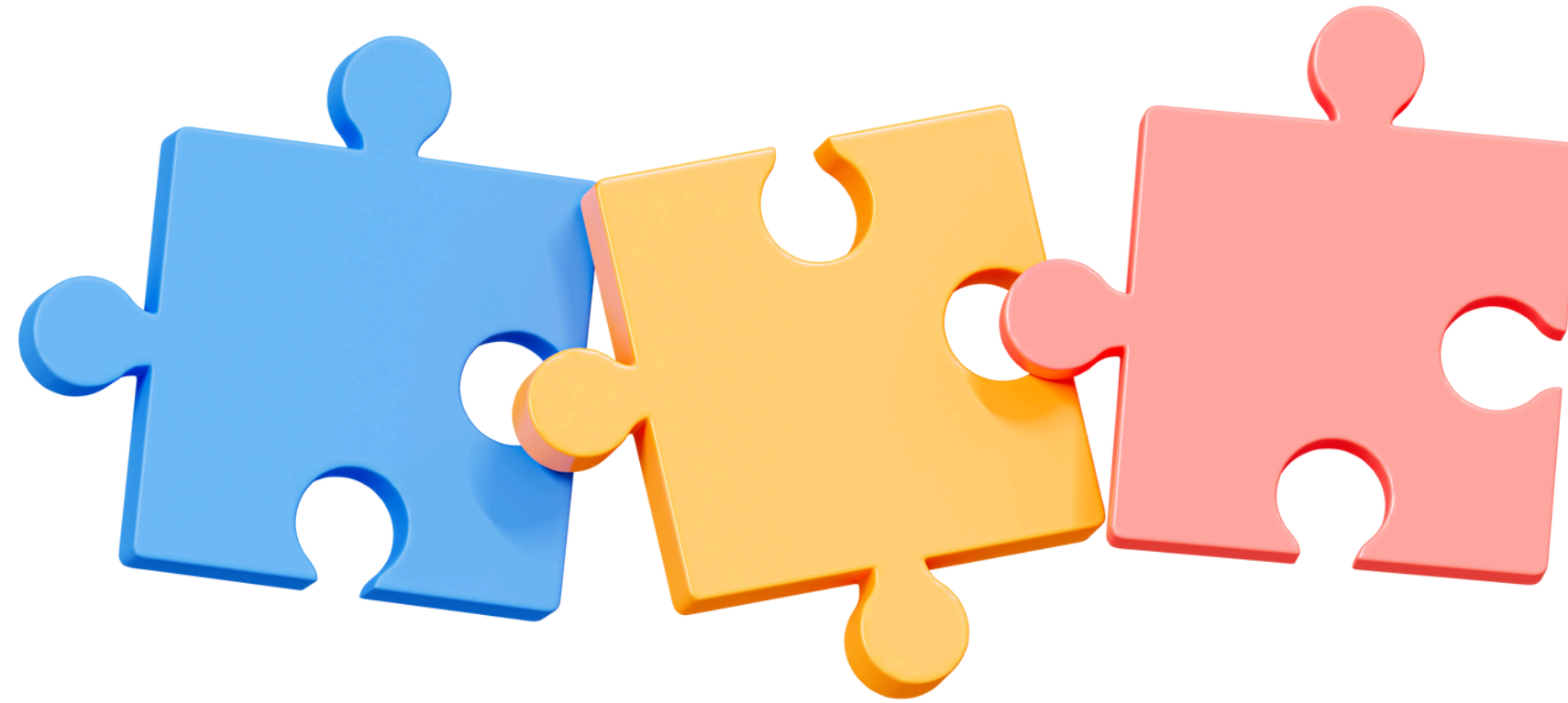
eTwinning è la più grande community europea di insegnanti attivi in progetti collaborativi tra scuole. Nata nel 2005 su iniziativa della Commissione Europea e attualmente tra le azioni del Programma Erasmus+ 2021-2027, eTwinning si realizza attraverso una piattaforma informatica che consente agli insegnanti di organizzarsi in gruppi di scuole partner per realizzare progetti didattici collaborativi nei quali insegnanti e alunni interagiscono tra loro. eTwinning e la sua piattaforma sono coordinati centralmente da Bruxelles da European Schoolnet (EUN), consorzio composto da 34 Ministeri dell'Istruzione di Paesi UE specializzato in innovazione didattica e tecnologie per l'istruzione che opera su mandato della Commissione Europea.

From pen to pixel



Il progetto, coordinato dalle docenti Fatma Kul e Anna Maria Paiano, ha coinvolto docenti e studenti da tutta Europa e si è posto l'obiettivo di utilizzare il digital storytelling come strumento didattico innovativo per favorire l'apprendimento e la cittadinanza globale. La narrazione digitale coinvolge gli studenti in un processo creativo che unisce elementi visivi, narrativi e tecnologici, stimolando il pensiero critico, la risoluzione dei problemi e la collaborazione interculturale. Attraverso questo progetto, gli studenti hanno acquisito competenze linguistiche - nella madrelingua e nella lingua veicolare inglese, hanno implementato le competenze digitali e sviluppato empatia e capacità di comunicazione interculturale, spendibili in un mondo sempre più interconnesso.

Le fasi di lavoro



Le progettualità eTwinning sfruttano spesso le modalità di lavoro a stazione e le metodologie cooperative. Attraverso la piattaforma si condividono schemi di lavoro e output su cui collaborare sfidando le distanze. Si tratta di un vero e proprio lavoro in team che coinvolge docenti e studenti in modo dinamico, attivo e creativo.

Le fasi di lavoro di questo progetto sono state ricche e stimolanti.

Fase 1 - Let's meet

Attraverso piattaforme grafiche condivise (Canva, Pallet, Supporti Ai), meeting virtuali e webinar docenti, scuole e studenti hanno avuto modo di presentarsi e conoscersi a vicenda.



LUCIA GIANNI
ISTITUTO COMPRENSIVO
SAN CESARIO DI LECCE
CON SAN DONATO DI LECCE
ITALY

ABOUT

Hello, my name is Lucia Gianni. I am a teacher at a primary school. This is my second year participating in an eTwinning project. Last year, my students enthusiastically engaged in the activities proposed, and through them, they learned how to use new programs and apps. Therefore, I decided to participate again this year. Storytelling has always been part of my lessons, and students have often been invited to create stories related to the learning topics.

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PINA QUARTA
ISTITUTO COMPRENSIVO
SAN CESARIO DI LECCE
CON SAN DONATO DI LECCE
ITALY

ABOUT

Hello everyone!

My name is Pina Quarta and I live in Italy. I teach at a primary school in a small town in the province of Lecce, in sunny southern Italy. Last year, I joined an eTwinning project, and it was a wonderful experience! I learned so much from working with partners and sharing ideas.

I'm excited to join new projects and bring fresh ideas to my students. I believe international collaboration is a great way to learn and connect with others. I look forward to working with you all!

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ELISABETTA GUIDO
SPECIAL NEEDS TEACHER
A.MANZONI - MIDDLE SCHOOL, SAN
CESARIO DI LECCE (LE)

ABOUT

Hello everyone! I'm Elisabetta Guido, I am a teacher of Italian language and literature, history and geography. I am specialized in special education and pedagogy and I am therefore a Special Needs Teacher.

I am not so good in English language, but I love to travel, take on challenges and always offer new perspectives to my students.

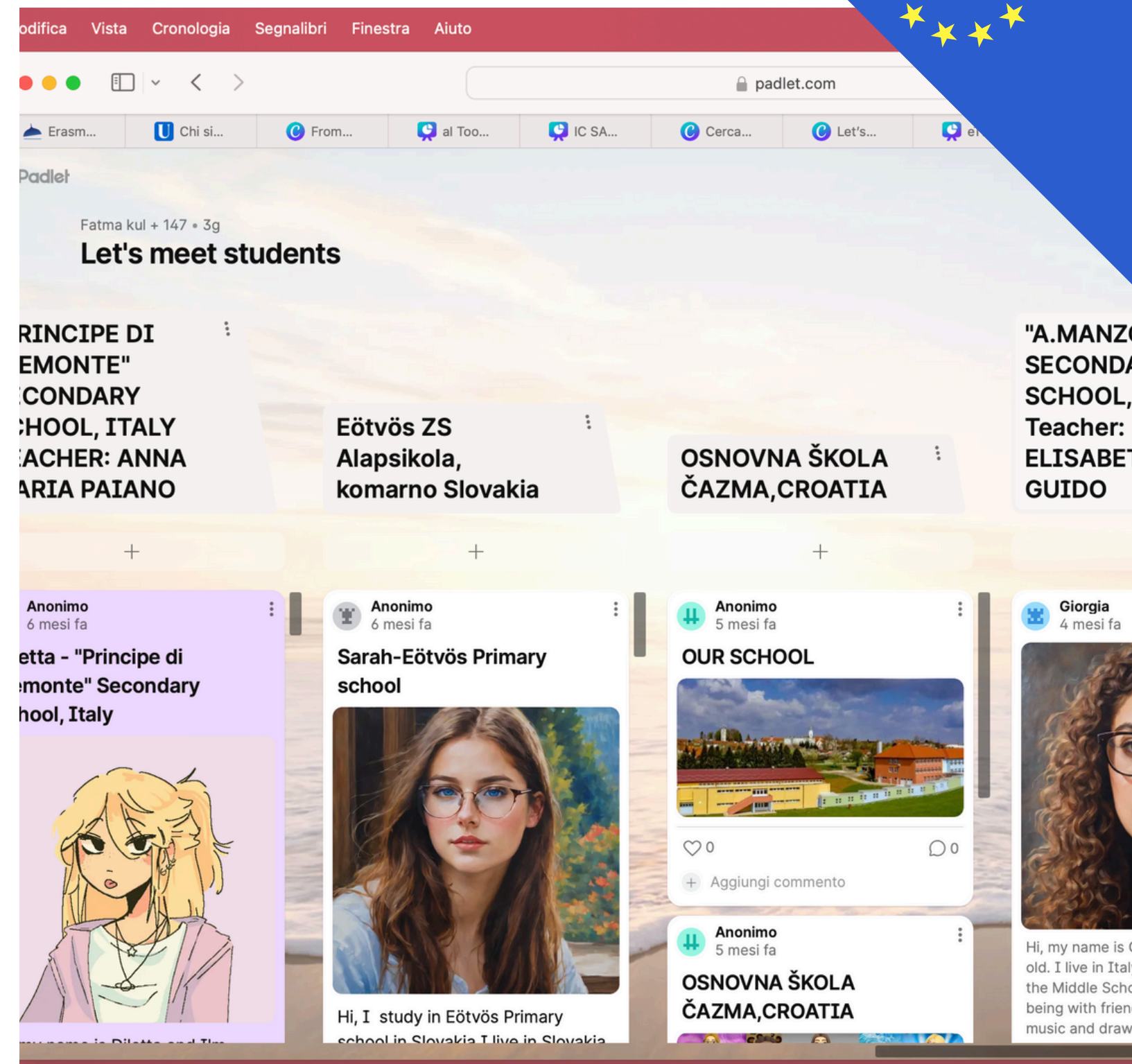
This is my first direct participation in an E-Twinning project (so far I have always been only a support teacher) and I hope to be able to offer my contribution!

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La creazione di Avatar da utilizzare per presentarsi agli altri studenti europei, ha consentito di tutelare immagini e dati personali dei minori mantenendo intatto lo stimolo ad incontrarsi e collaborare.



Fase 2 - Safe Web

Per lavorare in sicurezza in ambienti virtuali e per utilizzare al meglio gli strumenti digitali in nostro possesso, è fondamentale stabilire delle regole condivise a tutela della privacy e una netiquette per incentivare un impiego virtuoso del digitale.



10 STEPS TO MAKE WEB A SAFE PLACE

01. First think, then post

Remember that once online, content travels independently and it is difficult to control its spread

Take care of your data

03. think well, type well

Respect netiquette, the rules of the virtual world

05. Password

Protect your password and NEVER use those of others

Only interact online with known and trustworthy people

07. E-mail

NEVER share overly personal information on the web that can be traced back to you

09. Meet

If you read or see something on the Internet that makes you feel uncomfortable or scary, talk to your parents or teachers right away.

02. Privacy

Always communicates clearly and respectfully

04. Respect

Protect your password and NEVER use those of others

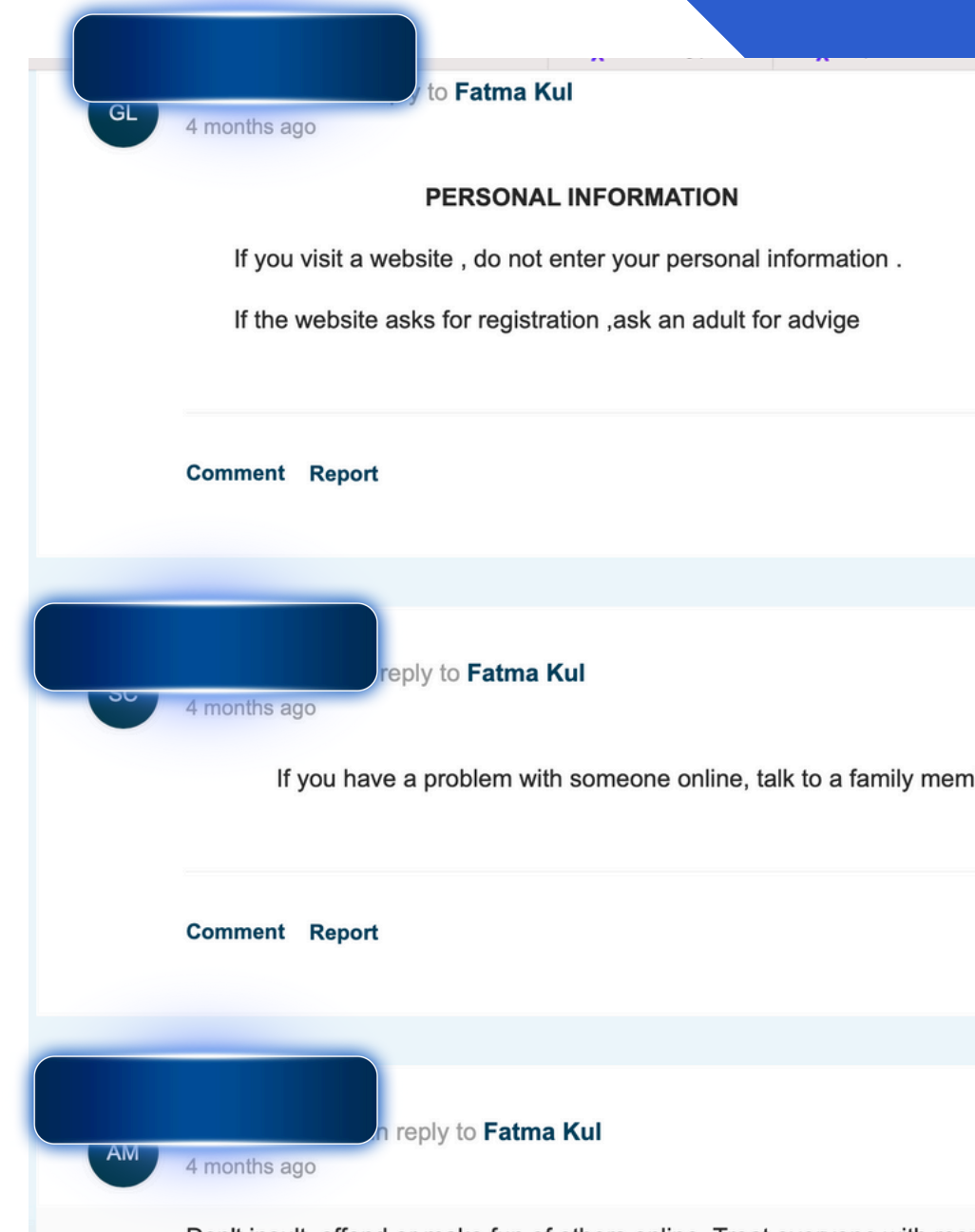
06. Known people

Do not open emails sent by strangers, always check the sender and the subject of the communication

08. Personal Informations

NEVER meet people you meet online without telling your parents

10. Talk to your parents

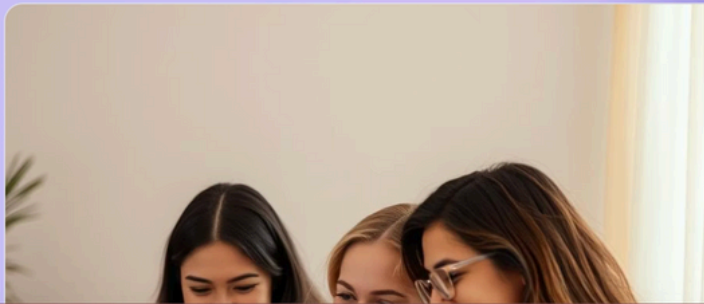




eTwinning Project Netiquette

Fostering respect and collaboration is essential for the success of an eTwinning project. This netiquette guide will help the project partners communicate effectively, set clear expectations, and ensure timely task completion for a rewarding experience.

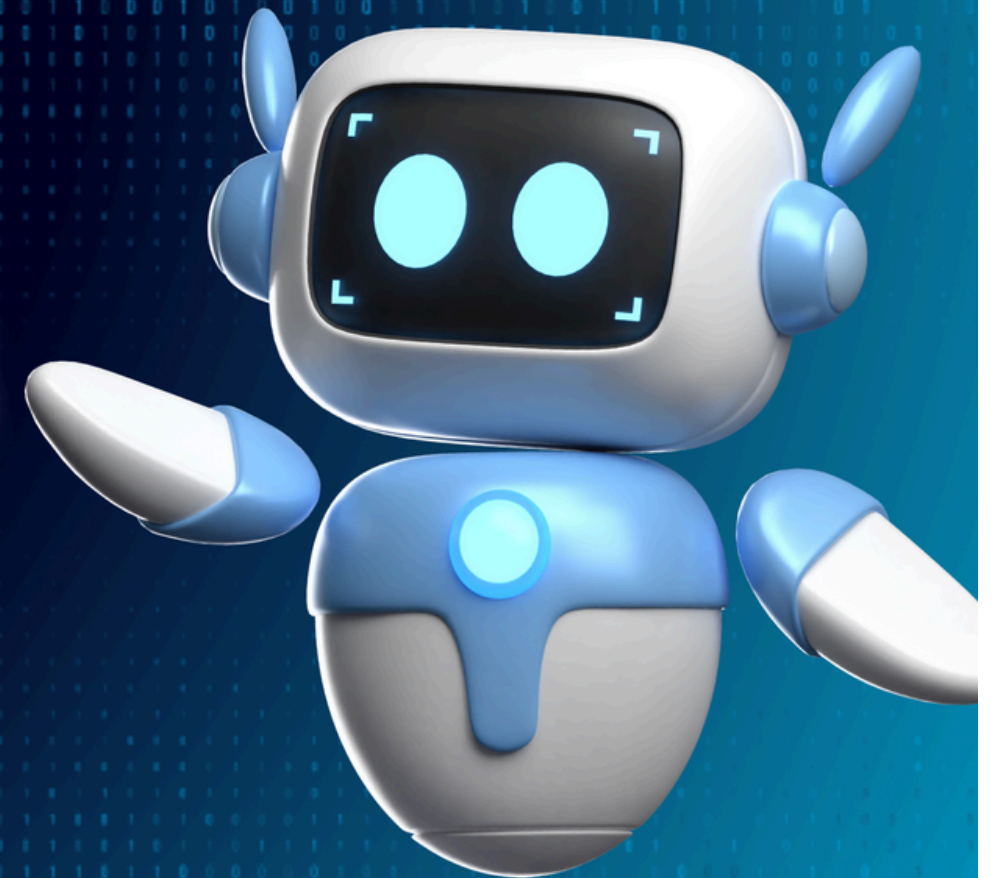
F by Fatma Kul
Last edited 27 days ago



eTwinning Project Netiquette

AI TOOLS

As we use these tools in our project, we would like to give a brief information about AI Tools.

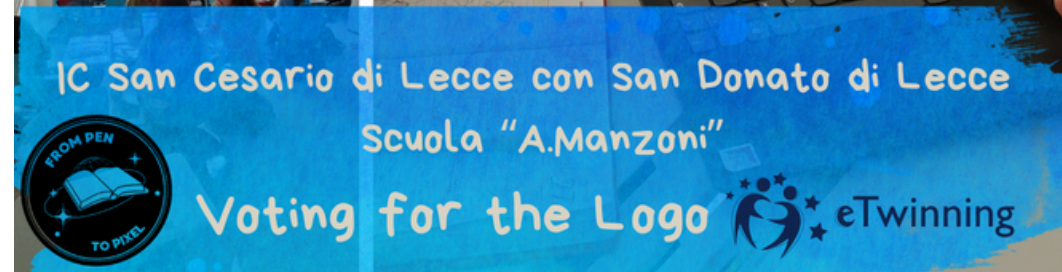
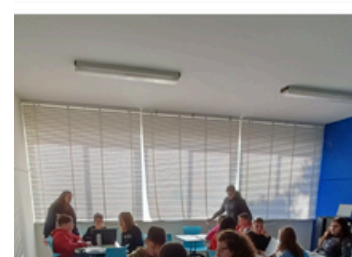
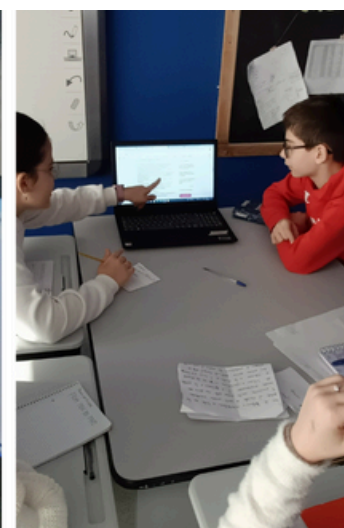
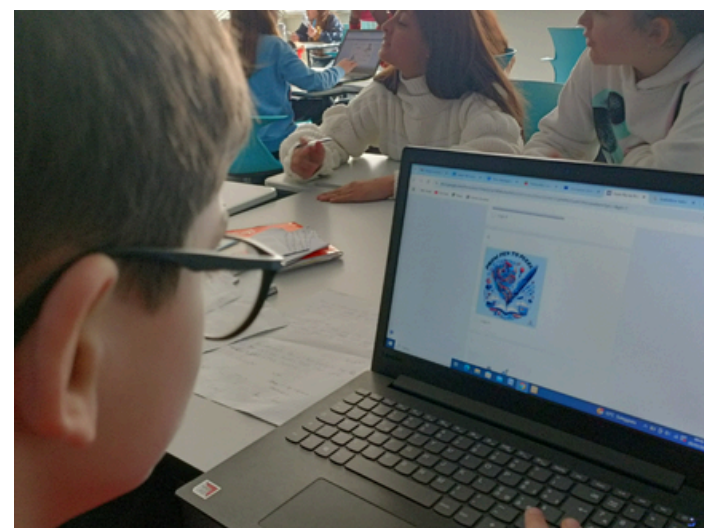
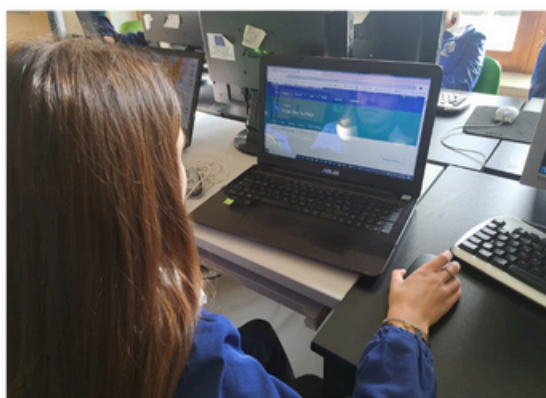
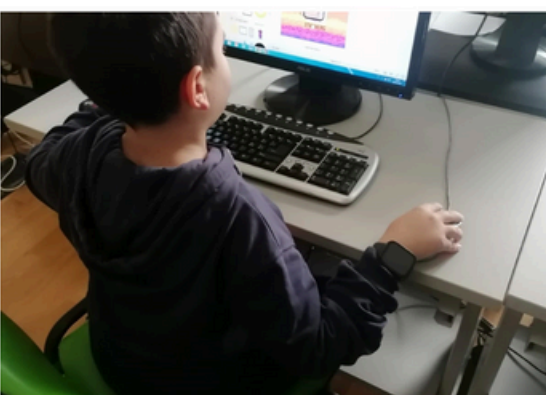


Fase 3 - Creazione e scelta del logo



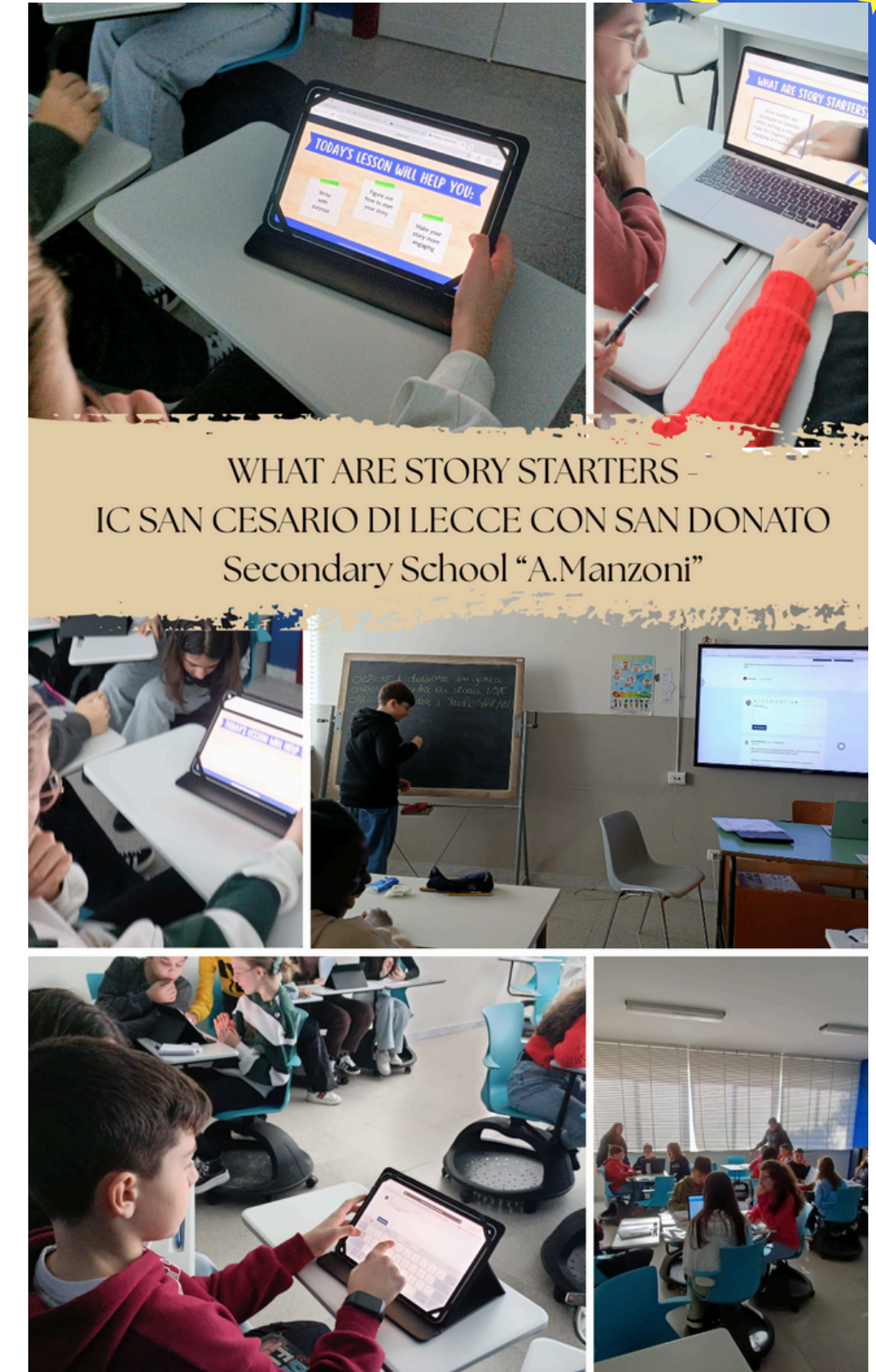
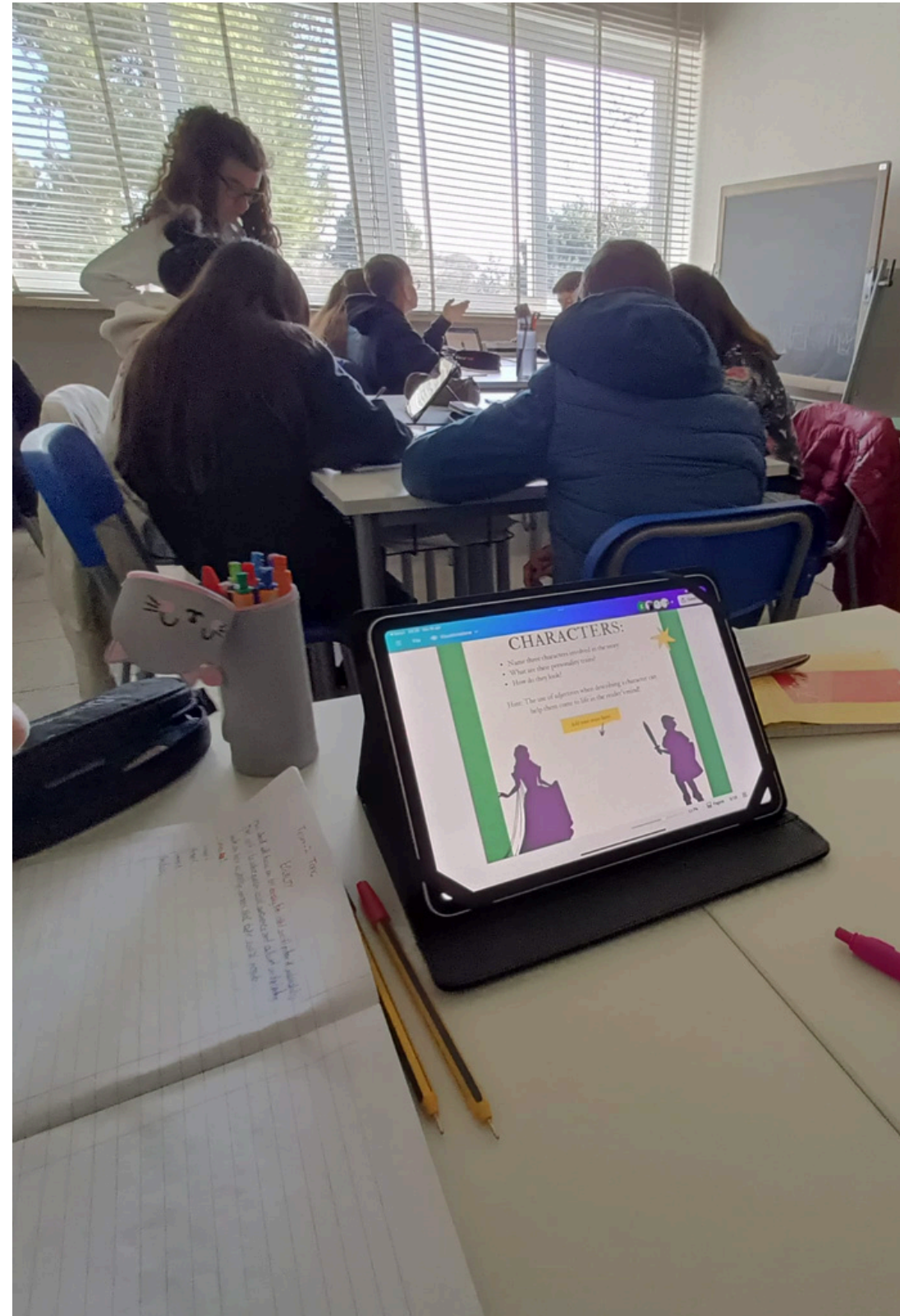
Il logo è un progetto grafico capace di sintetizzare una visione progettuale in modo creativo. I bambini e le bambine delle classi V del plesso “Via Verdi” hanno interpretato il passaggio dalla penna al pixel come un passaggio di consegna artistico e una forza creativa e generatrice di infinite possibilità. Il logo non è risultato quello vincitore, ma ha riscontrato molti pareri positivi per l’originalità e la qualità della sua realizzazione.

In the Istituto
Comprensivo of San
Cesario-San Donato di
Lecce, in Italy, students
are working on a logo for
the 'From Pen to Pixel'
project.



Fase 4 - What a story starters

Trovarsi di fronte una pagina bianca non è facile per nessuno. Attraverso le tecniche del creative writing, la condivisione di spunti narrativi e l'impiego delle TIC, i bambini e le bambine, i ragazzi e le ragazze, sono riusciti ad apprendere strategie di scrittura creativa: hanno imparato a contestualizzare delle idee, far dialogare i personaggi, restituire le atmosfere di un'ambientazione o la personalità di un protagonista.



The Colour of Days



A Story of Autism, Courage, and Friendship.

Edoardo is ten years old, and he is a special boy. He is autistic and sees the world in his own unique way. He loves music and calmness, but he has a particular passion: roller coasters!

He saw them in a book, and the idea of a fast ride with twists and turns excites him. Edoardo sees the world in colours. Each day has a special colour that reminds him of an emotion.

Mondays are blue, like the sky.

Tuesdays are green, like the grass in the park.

Wednesdays are red, like the sunset.

Thursdays are yellow, like the pizza he eats with his family.

Fridays are black, like the night.

Saturdays are orange, like the roller coaster.

Sundays are white, like the beginning of a new adventure.

One day, the teacher announced a school trip to an amusement park. Edoardo felt happy but also worried: there will be many people and a lot of noise!

Finally, the Friday of the excursion arrived. It seemed like a black Friday, black as the night, but the sky was blue, and the park was surrounded by bright green grass. The park is big, crowded, and noisy. Loud sounds and the screams of other children scared him. He wanted to run away, yet at the same time, he wanted to see the roller coaster up close.

He stood before the towering ride, his heart was beating fast. It was big, majestic, and orange, just like the one in his book. Orange is his favourite colour.

At that moment, he heard the reassuring voices of his friends:

"Come on, Edoardo! It will be fun!" Marco exclaimed.

"We're here with you!" Sara added with a smile.

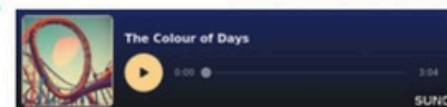
Edoardo looked at his friends, then at the roller coaster. He took a deep breath and decided to get on.

The ride began. At first, he gripped the seat tightly, but then he felt the wind on his face, his heart racing, in an explosion of emotions. When he got off, he was smiling. Now, everything seemed white, white like the beginning of a new adventure.

He looked at the teacher and said excitedly: "I feel safe! I am happy!"

From that day on, whenever he felt afraid, Edoardo was thinking about the roller coaster. It reminded him that courage comes from friendship and believing in himself.

Now, every day was red as the sunrise in the morning, full of emotions, and he is exciting to be alive.



<https://suno.com/s/kWnBVmQjs6NXGRtf>

Friendship



A story of friendship in the gym

"G.B.Saponaro"
San Cesario di
Lecce

In the fourth grade of a Primary school, there is a shy and smiling boy named Mario. Mario wears big glasses and often gets distracted during lessons. Some of his classmates like to call him "Chubby" and laugh at his glasses.

In gym class, he is the slowest of all and his team often loses the games. Because of this, the other kids make fun of him and never want him on their team.

One day, during a PE lesson, the teacher asks Mario to lead a team in a volleyball game. Mario's team wins the game and Marco gets angry. Mario is happy and the whole class claps for him. Marco gets jealous and starts to insult him, so Mario starts to cry. At recess, Marco goes up to Mario and apologizes for how he treated him. Mario is surprised, smiles and feels happy again. From that day, Marco and the other classmates started to respect him more and together, they made the class and more united.

<https://suno.com/s/4lG6fQFipIP6jvMu>

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Anastasia G.
Secondary School
"A.Manzoni"



A LOVE STORY

Livia sat at the table, the blank sheet of paper in front of her seemingly waiting, silent. "If I could write something that resonates with him, maybe he'll understand how I feel," she thought as she picked up the pen. His mind raced, searching for the right words. "What do I write?" he whispered to himself.

"What are you doing?" her friend Sara asked her, passing by her. "I'm trying to write a story, something that can make him understand how much I like it," Livia replied, without looking up from the paper. "A story? Wouldn't it be easier to tell him directly?" Sara laughed, but Livia shook her head. "No, I don't want to seem impatient. History... history is my chance."

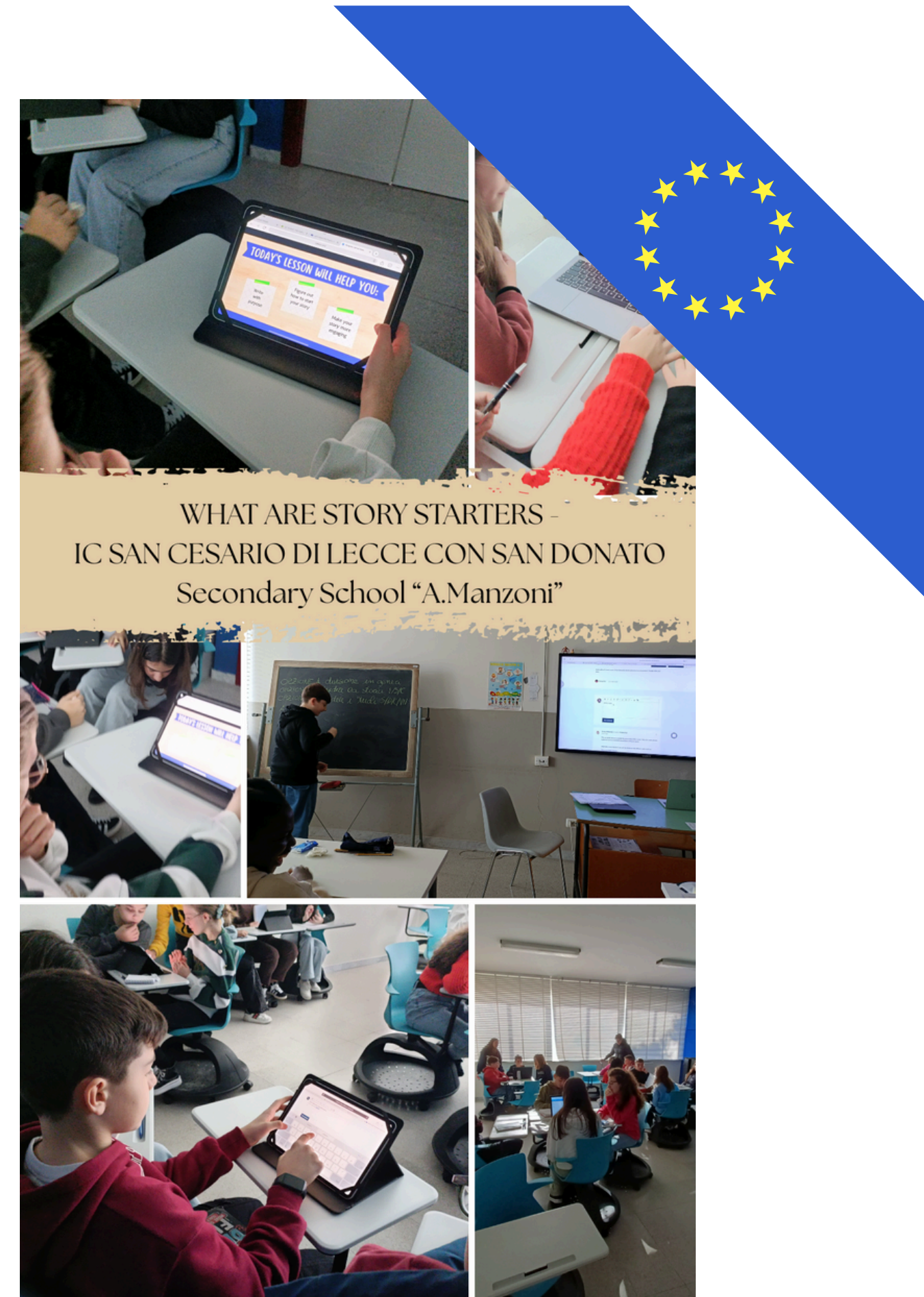
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Fase 5 - Creative Writing

Scrivere una storia significa organizzare il proprio pensiero creativo in strutture narrative codificate e incanalare le proprie emozioni nella creazione di scenari e ambientazioni così come nel modo di agire di personaggi. La scrittura creativa permette dunque di sviluppare competenze logiche, linguistiche e di problem solving. L'impiego di TIC per la didattica innovativa e di strumenti digitali tecnologici consente agli studenti e alle studentesse di amplificare la potenza espressiva e permette loro di "vedere" e "sentire" quello che la loro mente ha immaginato.





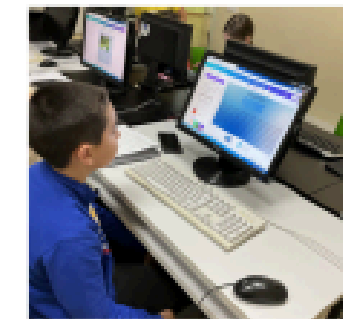
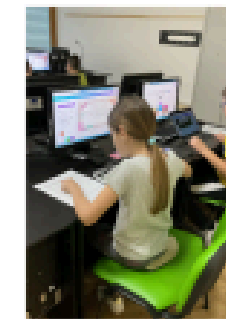
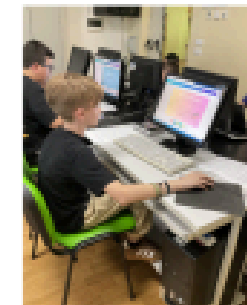
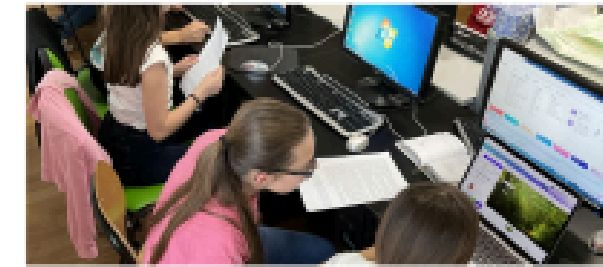
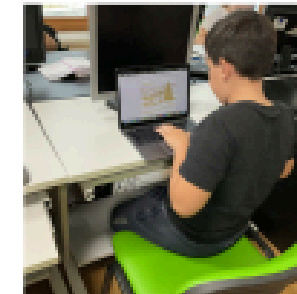
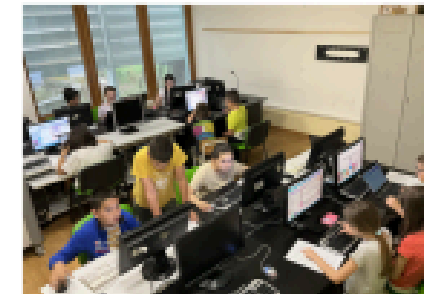


Fase 6 - Realizzazione di 3 EBook

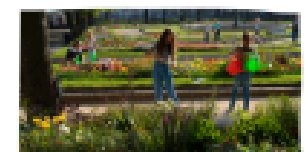
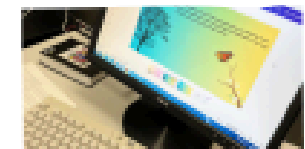
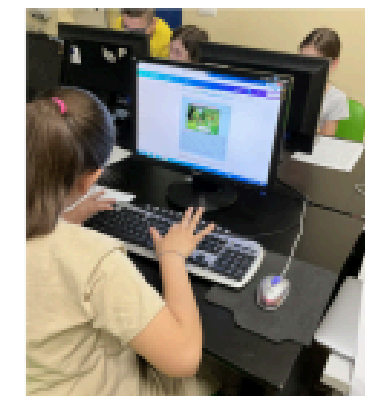


Una volta appresi i metodi e le strategie, alunni ed alunne, sono riusciti a sprigionare la loro energia creatrice declinando in modo personale ed originale il tema a loro assegnato, quello della sostenibilità. Un tema importante e sfaccettato, capace di spingere alla riflessione su aspetti diversi: la sostenibilità ambientale, l'equità sociale, la cittadinanza attiva e universale.

TEAM 1



I.C. SAN CESARIO
PRIMARY SCHOOL
VIA VERDI SAN DONATO
ITALY



R O O T S F O R F U T U R E

Team 1 - The Environment



Let's save the environment!

It's a hot summer afternoon Luca, Olivia and Gemma are watching a film on TV. At one point, the film stopped for commercials. One of these really struck them: someone was talking about the chain of factories they were going to start building soon. The guys realized that the forest would have to be deforested and many trees would disappear. Lucas commented: "Girls, we have to prevent the city's forest to be destroyed."

Olivia agreed with him with a nod, and said: "I'm with you. But how do we prevent it? We are just kids, not adults, but we are just kids." There was a moment when Olivia had an idea: "What if we write a letter to the mayor? It would be a good idea, I'm sure he'll listen to us." So, the guys took their bicycles and went to the municipality. Arriving at their destination, they entered the mayor's office and waited for their turn. When they entered, and explained the situation, the mayor spoke first: "Mr. Mayor, we would like to know if the Forster industries." Lucas continued: "Hundreds of trees will be cut down for

The mayor, after examining the documents, was forced to stop the work, and so Lucas, Gemma, Olivia and all the other citizens were able to take a walk in the woods breathing clean air and listening to the wonderful sounds of nature.



Written and illustrated by **GIORGIA L., MARIA ELEONORA, ALESSANDRO, GINEVRA, GIORGIA I.**

IC SAN CESARIO DI LECCE CON SAN DONATO,
Secondary School "A. Manzoni"

A NEW DAY



Today began a new day, it seemed like a monotonous day like all the others, but evidently I was wrong.

I am Naay, I am fourteen years old and I am the heir to the throne of the Mayan Empire, daughter of the king, "Great Mayty". My greatest passion is to explore new places, discover new worlds and learn about new civilizations with cultures different from mine. I inherited this nature from my mother, but my father hinders me in every way. Since my mother never returned from one of her adventures, she is too afraid of losing me too. This morning, while I was in the temple of Kukulcan, I found an old scroll, it was written: "The Legend of Tutumaz",

and it spoke of a temple located in a remote place. I took the scroll and hid it in my room. When I was sleeping, I woke up. I found a scroll with empanadas, fruit, panuchos and water. We walked for three days. One day we finally found the temple, which was an enormous structure, which we had to solve in order to proceed. At the end of the day, across a particular well containing

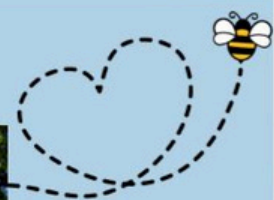
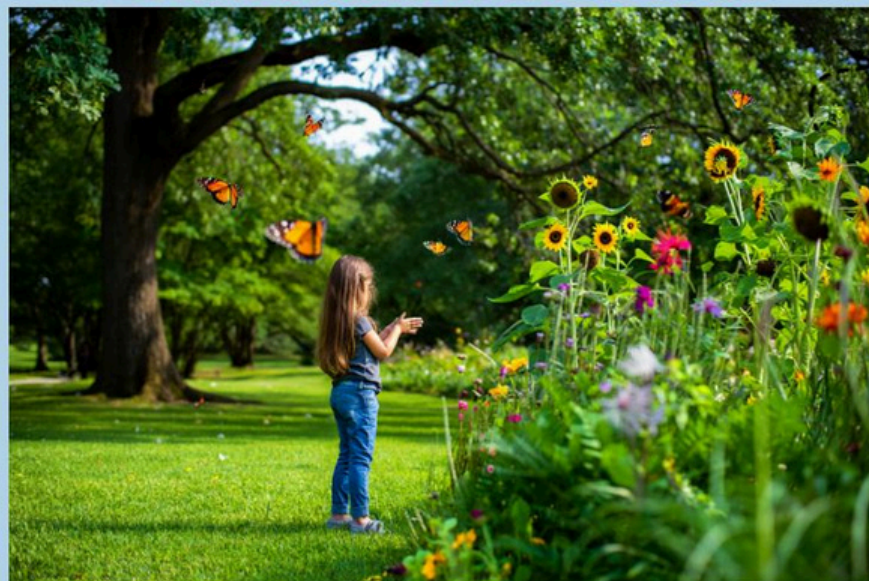
Global equity is a key concept in the fight against climate change and to ensure a sustainable future. It is based on the idea that all people have the right to live on a healthy and unpolluted planet. Having completed our mission, Sol, my mother and I were finally able to return home, as if only one day had passed since my departure. I was back with my father, in my land, Mexico and with my people, but with the awareness of having given a great help to our Earth.



A story written and illustrated by **Sofia, Giorgia, Angela, Anastasia, Sanila**

IC SAN CESARIO DI LECCE CON SAN DONATO,
Secondary School "A. Manzoni"

Roots for the Future



Once upon a time there was a girl named Adele who loved spending her

afternoons in the Lecce Community garden two years ago, when she was a refuge hidden between towering apartment buildings. While her classmates spent their free time on their smartphones, Adele found peace among the flowers, stalks, butterflies, and bees. There, she learned from Grandpa Jack, an elderly man who emphasized the importance of interconnectedness in nature.

Moved by their courage and vision, the mayor and council members changed their mind and didn't destroy the garden, choosing instead to save it. The Park was also expanded, becoming a model of sustainability with new solar panels and other eco-friendly tools.

From then on, the garden became a symbol of the power of community. A special sign was placed at the entrance: "This garden was saved thanks to the courage of a little girl who believed in her dreams." Adele continued to take care of the garden, but now she was never alone, surrounded by children and families learning, growing, and respecting nature together.



Created by Mattia, Adele, Lucrezia, Alessia, Linda, Valerio, Gioele
from Primary School "Via Verdi" San Donato di Lecce-Italy

FRIENDS OF THE ENVIRONMENT



Written and illustrated by Elena, Francesca,
Deva, Edoardo
"G.B.Saponaro"
I.C. San Cesario di Lecce



Team 2 - The Equity



BEYOND THE DOME



Samuele was a tall and thin boy. He had black curly hair and dark eyes. He lived in a perfect world. It was inside a big glass dome. The dome was closed and far from the outside world. In this place, there was no hate and no violence. People were kind. They smiled and helped each other. There was no money or power—only peace and friendship. Samuele didn't want to leave. He thought the whole world was the same: full of good people who listened and cared.

One Wednesday, he was running down a long corridor. He saw a window. It was usually closed, but that day it was open. Samuel, curious, went to the edge of the dome and went through it. Outside, he saw the real world: it was cruel and scary.

Samuel was surprised, he thought he lived in a perfect world, but he saw that the real world was not at all. The streets were full of people who hated each other. Many families had no food and some fought over a single piece of bread. Only kings, nobles, and rich people lived well.

BEYOND THE DOME



Many others had nothing. Even children had to work hard to survive. Samuele felt very sad. He wanted to help. He started talking to people and listened to their stories. He saw that they had dreams and wanted to change their lives.

He made a small group with young people. They wanted a better world where everyone was equal. Samuele helped the children learn to read and write. He told them what justice means. The adults began to help each other too. After many years, the world started to change. People were more equal. Justice was stronger than fear. Finally, the world had no more hate, no more war, and no more poverty.



Written and illustrated by Giulia, Thiane, Marco, Angelica, Vittoria, Andrea

IC SAN CESARIO DI LECCE CON SAN DONATO
Secondary School "A. Manzoni"

Child Revolution - GOING TO A BETTER FUTURE

Children notice that adults insult and discriminate against each other.

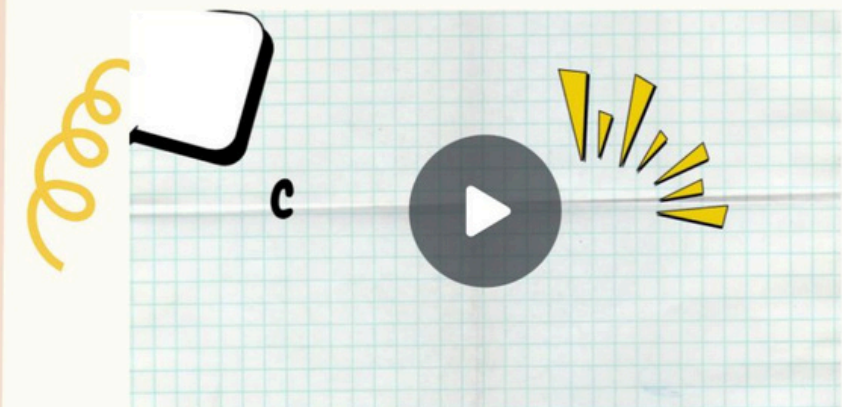
So the children go to their trusted investigator who didn't waste time to act.

After a meeting he agreed with the children to create a robot made of good phrases and words.

After creating it they went to the city center and found a flood of adults arguing and so the robot began to shoot good phrases and words and so the adults calmed down, they all became friends and began to play all together.

Once again the investigator and his team came victorious!

Child Revolution - GOING TO A BETTER FUTURE



A story written, illustrated and animated by Edoardo, Alessandro, Sara, Nicolò, Gioele

IC SAN CESARIO DI LECCE CON SAN DONATO,
Secondary School "A. Manzoni"

SMALL GESTURES OF FRIENDSHIP

ONCE UPON A TIME THERE WERE THREE CHILDREN NAMED FRANCESCO, ALESSANDRO AND MARCO WHO ATTENDED THE FOURTH GRADE OF PRIMARY SCHOOL NEAR AN ORPHANAGE. ONE DAY, WHILE THEY WERE COMING HOME THEY SAW CHILD IN THE COURTYARD THE ORPHANAGE. THE CHILD WAS SAD AND SO THEY APPROACHED AND ASKED HIM WHY HE WAS SAD. THE CHILD SAID THAT HE LOVED TO DRAW BUT HE DIDN'T HAVE ANY COLORS TO USE AND HE DIDN'T HAVE ANY FRIENDS TO DO IT WITH.



AT FIRST THE CHILDREN DIDN'T KNOW WHAT TO DO, THEN FRANCESCO HAD AN IDEA: ORGANIZE A MARKET OF THEIR OBJECTS AND USE THE PROCEEDS TO BUY COLORS AND BRUSHES FOR ALL THE CHILDREN IN THE ORPHANAGE. SO, EVERY AFTERNOON THEY WENT TO THE SQUARE TO SELL THEIR OBJECTS AND OTHER CHILDREN JOINED THEM. AFTER A WHILE, THEY MADE A GOOD AMOUNT OF MONEY SO THEY WENT TO THE STATIONERY STORE AND BOUGHT SCHOOL SUPPLIES, COLORS, BRUSHES AND DRAWING HAPPY.



FROM THEN ON, THE THREE CHILDREN OFTEN WENT TO THE ORPHANAGE GARDEN TO PLAY WITH THEIR NEW FRIENDS AND HELP THEM WITH THEIR HOMEWORK AND DRAW TOGETHER.



Sara, Ruben, Mouhamadou, Andrea
"G.B.Saponaro" San Cesario di Lecce

Team 3 - Cultural Heritage



The Secret of Salento's Forgotten Chapels



Once upon a time, in the heart of Salento in Puglia, a land where the sun shines bright and wheat fields dance in the wind, there lived a girl named Lucia. Lucia went to primary school in her small village and had always noticed small stone chapels scattered in the countryside.



Then Grandpa Giuseppe arrived, who knew all the village stories. With eyes shining with memories, he began to tell: "In that chapel there, my grandmother sang ancient Salento songs. In this other one, they celebrated harvest festivals. Every stone has a memory!"

This story, set in the beautiful Salento region of Puglia, teaches children that everyone can be guardians of their own cultural heritage and that, by working together, they can bring back to life the beauty and history of their land.

*Gabriel, Sophia, Andrea,
Rebecca, Celeste,
Agnese, Diego*

*Primary School
Via Verdi - San Donato
I.C; San Cesario
Italy*

The old Castle
Once upon a time, there was an old ruined castle
surrounded by a garden where children often
went to play.



One day they entered the castle and found an old diary
of a little girl named Aurora. At first they tried to
know the story of Aurora and found out that she was
the daughter of the king of that castle. The children
decided that the castle had to be as beautiful as
before.

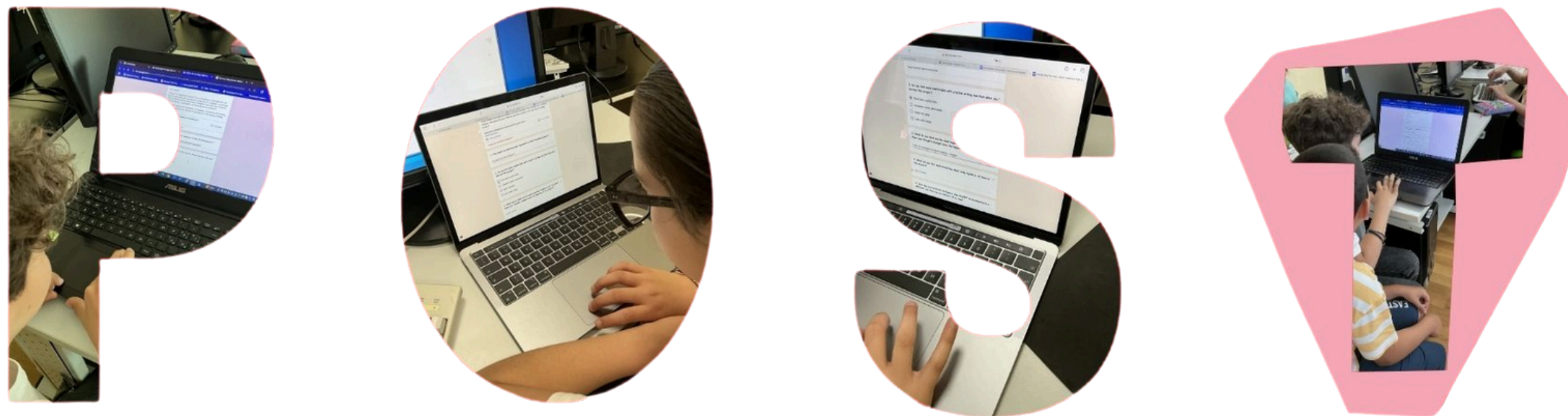


Then, at the village festival they organized an exhibition
with their drawings of the castle and a stand to raise
money to start the restoration work. After a while the
mayor, amazed by the children's commitment, decided to
restore the castle and make it an orphanage for children
without families while its garden became a
playground. Finally the old castle shone again and from
then all the citizens took care of keeping the park clean.



Cosimo, Marco, Ambra, Benedetta, Alessandro, Gabriele
"G.B.Saponaro" San Cesario di Lecce

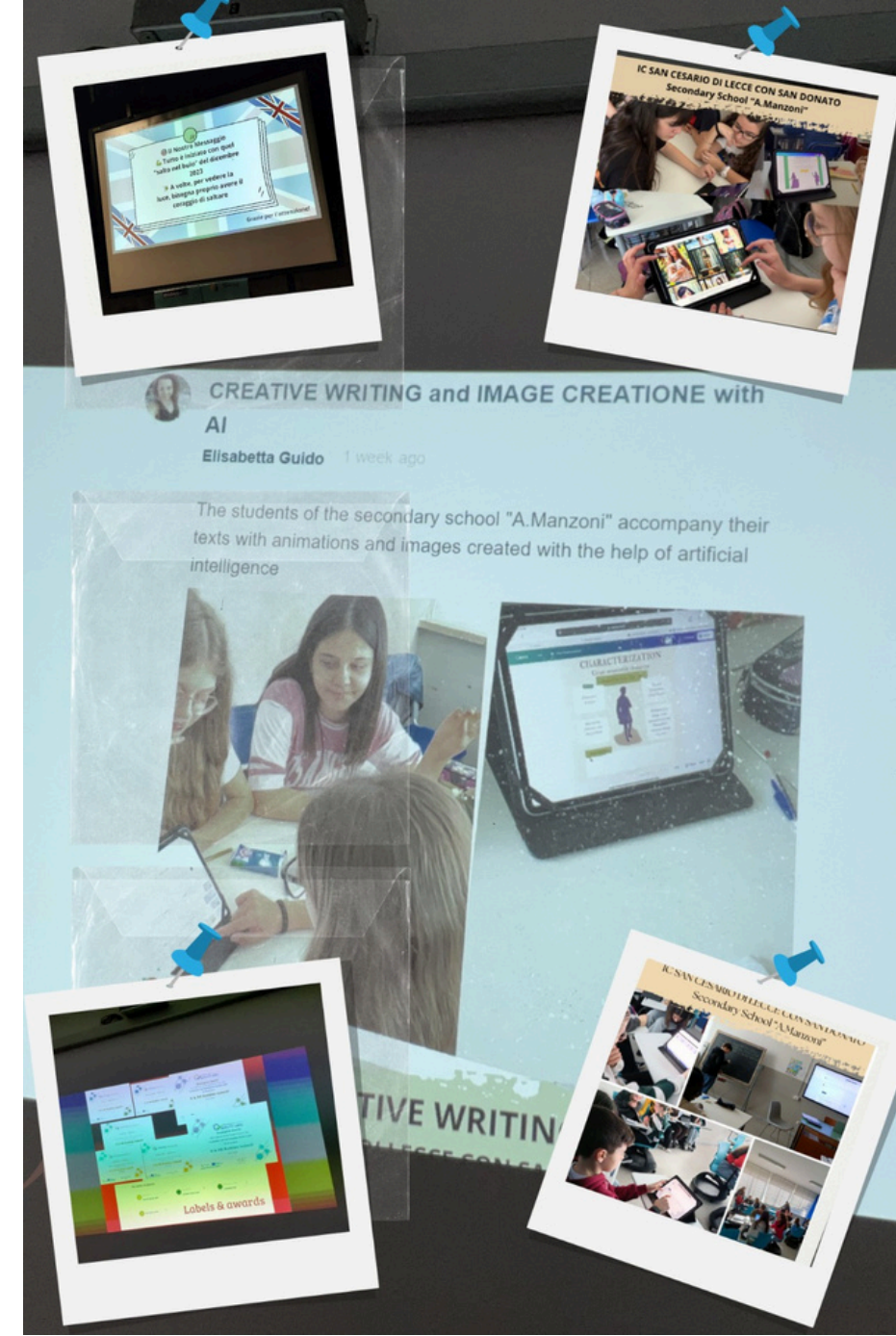
Fase 7 - Questionari di valutazione



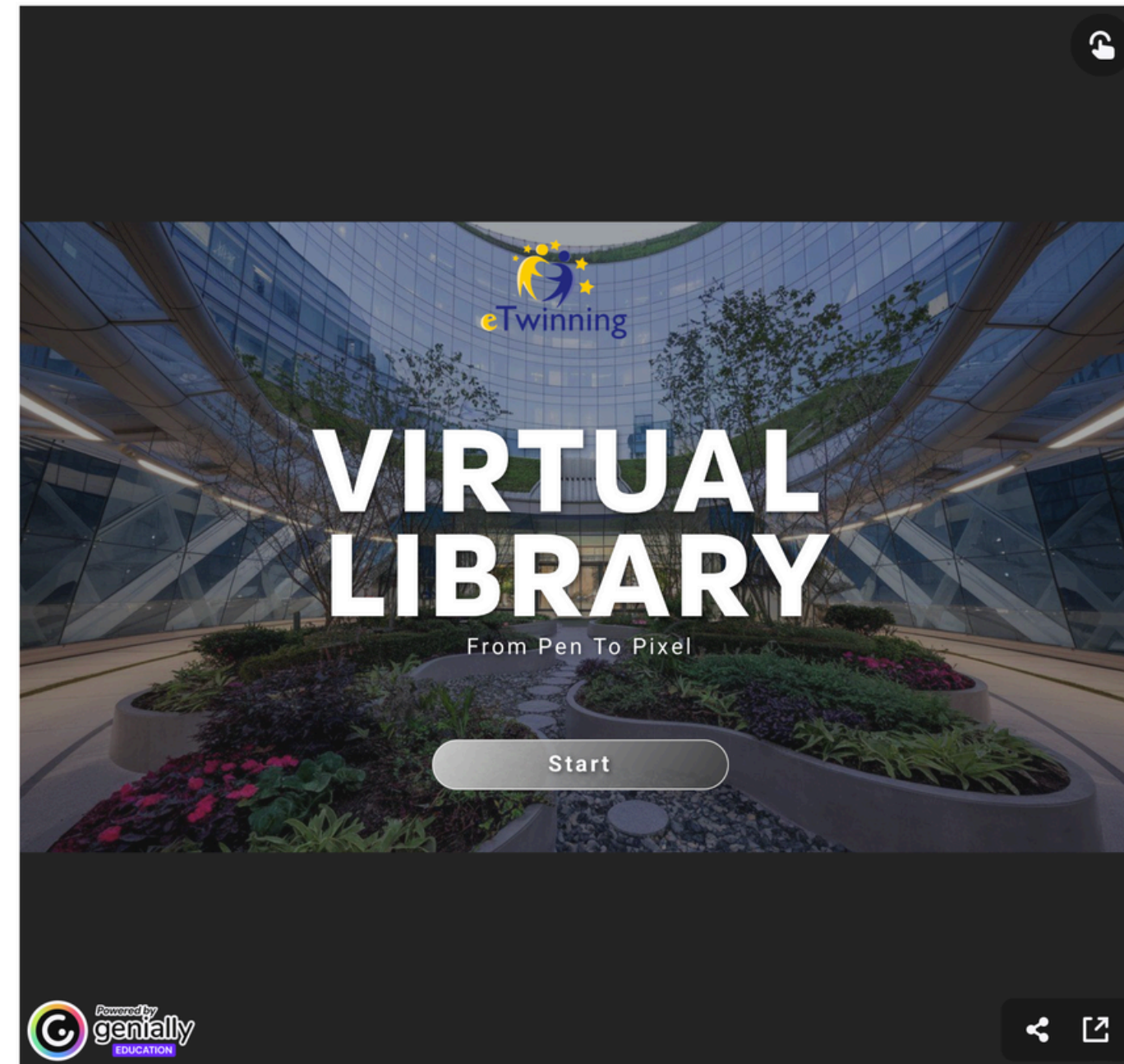
I.C. SAN CESARIO - SAN DONATO



Fase 8 - Azioni di disseminazione



Qui tutti i prodotti realizzati



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