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FUTURE CLASSROOMS' LEADERSHIP SCENARIO

Sfincione is not pizza!

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TOPIC: Mediterranean Diet

GRADE: “Sfincione is not Pizza!” the future has roots in the past.

APPROACH: Cooperative Learning, Laboratory Teaching, Peer Education, Workshops.

DURATION: 3 weeks

Summary:

This class is planned by providing laboratory activities using the school’s multimodal classroom. The main topics of this lesson are presented to students through educational films, multimedia presentations, and brainstorming in a class by the teachers and through meetings and workshops with the experts of the program "*Sicilia in tavola. come bio comanda!*" in which the school participates together with other schools in the area.

The students will work together using teaching methods such as Cooperative Learning and Peer Education to produce a multimedia digital work.

This class aims to give the student all the tools he needs to think about the lab’s experience and what he learned about the lesson’s topics, as well as develop problem-solving skills in carrying out activities and in reworking the topics learned. In particular, finally, the purpose of this activity is to rediscover the tradition of Bagheria through one of its culinary products and bring it closer to the new generations, talking about good eating habits and Sicilian history and language. The topic of the lesson involves different disciplines such as science, technology, history, and Italian in an interdisciplinary perspective.

Learning Objectives, Skills and Competencies:

Skills and Competencies: according to the frame of reference of digital citizens’ skills - DigComp2.1:

- **Information and data literacy** (Surfing, researching and filtering data, information, and digital content – To predict information and digital content – To manage information and digital contents)
- **Communication and co-working** (To interact through digital technologies – to share information through digital technologies – to exercise citizenship through digital technologies – To co-work through digital technologies).
- **Digital content creation** (Developing digital content - integrate and rework digital content).





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- **Problem-solving** (To solve technical issues - Individuate technical needs and answers- Creative use of digital technologies - Identifying digital skills gaps).

Learning Objectives:

- Learn about the present by analyzing the cultural phenomena of the Sicilian tradition;
- Compare its cultural traditions with the European and global ones;
- To be able to select healthier foods and proportions to avoid the damages of a wrong diet;
- Use problem-solving skills by direct observation;

Learners' role:

According to the teaching methods used (Cooperative Learning, laboratory teaching, active search, workshops and Peer Education), the pupil is at the center of the building of his own knowledge, producing digital work using the school's multimedia classroom. Also, students rediscover their traditions through dialogue with past generations and compare their culture with European ones.

Tools and Resources

In particular, the following will be exploited as technological resources:

- Multimedia classroom
- Digital Board 3.0
- Computer
- graphics programs (Google Presentazioni and Canva)
- Virtual classroom (Google Classroom on Google spacework)
- Google Sites by Google Workspace





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Learning space

The activity is introduced to the pupils by the teachers using the classroom's Digital Board and is deepened during workshops with agriculture and food experts, then the pupils work in the multimedia classroom.

Future Classroom Scenario Narrative

The teacher introduces the educational path through a direct approach to the topic. It motivates students by reading texts on the subject and by watching educational films and videos, also stimulating the student's curiosity towards the proposed activities. The pupils are involved in expert-led workshops and through practical activities they become aware of the importance of the subject matter.

The last activity is the realization of the digital work, exploiting the pupil's digital knowledge. Students are divided into 3 small groups that take care of each of the 3 website's sections (both in Italian and English). The realization of website has the task of exposing the student's reflections on the learning experience on the subject matter and making the tradition of their territory accessible to everyone globally through the recipe of "sfincione baghouse".

Learning Activities

Warm-up activity	<p>Through brainstorming the teacher invites the pupils to reflect on how territory and culture influence human nutrition, specifically, on the Mediterranean diet also referring to the 2030 Agenda; it asks the students to reflect on their nutrition habits in order if they are related to culture, lifestyle, family tradition and if the consumed food is mostly from our territory or not.</p> <p>At this point the class is invited to reflect on the individual contribution that each one can make to improve their lifestyle and even the impact it has on the environment.</p> <p>This activity will be carried out in one hour.</p>
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Collaborative work	Students are divided into 3 groups and collaborate to carry out the task assigned by the teacher, trying to internalize learning; The students identified as tutors also guide students in difficulty to achieve the tasks. This activity will be carried out in one hour.
Investigation work	Students research information on the making of Sfincione, its tradition and the history and origin of its ingredients (such as Aspra's anchovies, Rimacinato flour, yeast, white onions and Tuma cheese) using the Digital Book supplied on the web, afterward they will do some interviews with grandparents, relatives and traders on the streets of Bagheria, making small video reports.
Practice work	The pupils divided into small groups, carry out a multimedia project using the information obtained from the research after analyzing them. With the guidance and coordination of the teacher, the groups confront each other, highlighting the different choices made.
Producing work	The students divided into small groups work on the multimedia project assigned to the multimedia computer classroom of the school. The assignments are as follows: <ul style="list-style-type: none"> Create a website to let people around the world know about the "Sfincione Bagherese" and its traditions related.
Discussion	Pupils make decisions independently and discuss the choices made about the selected information and the website layout, correcting any mistakes and researching again on the subject matter.
Presentations	The students, in groups, communicate to teachers and classmates, based on the knowledge learned, the work projects, the chosen study method and the work done. They reflect on the laboratory experience carried out and reflect critically by formulating hypotheses and judgments on the problems of the subject matter.
Assessment and feedback	Finally, the work of the individual groups is evaluated using a suitably prepared evaluation rubric. Feedback is given to students, based on the final result and the entire path of choices undertaken to achieve it.





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