



Life-skill development

Teacher's handbook





MODUL 10

LEARNING AS AN EXPERIENCE – "LITERARY CAFÉ"

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LEARNING AS AN EXPERIENCE – "LITERARY CAFÉ"

	Knowledge	Ability	Attitude	Autonomy and responsibility
10. Learning as an experience – "Literary café"	He knows how to: strengthen knowledge on the formal and linguistic aspects of each poetic text; learn about new allegorical figures; how to identify and analyze the central themes in a poem; learn to paraphrase and comment a text; understand the denotative and connotative functions of a poetic text; identify the themes of a poetic text; know and use some rhetorical figures; compare poetic texts; express themselves clearly and correctly; read aloud clearly; understand the essential meanings of the various types of text; recognize the main steps of the historical evolution of the language, to understand and report the essential elements of reflection on cultural and social aspects of the language.	He is able to: promote a critical reflection on the fundamental values of society and of the person through the study of classics; develop the linguistic, communicative and expressive skills of children; increase reading pleasure as a fundamental tool for one's growth.	They develop the attitude to teamwork, in which everyone has a task that is relevant for the whole work.	Students manage the whole activity, in all the steps. They deal with economic and time resources. They learn how to promote organizational skills.cultural and social aspects of the language.

Introduction

Why make a "literary café" with the kids?

The idea of a "literary café" came up together with the students after studying Italian and Foreign Poetry and History. The Age of Enlightenment was a period of trust in human reason and cafés played an important role. They became a place of culture, of exchange of ideas, of criticism, of the birth of a civil conscience. Its connection with school is really close, if we think that school is a place of culture, where everyone can develop a critical conscience and exchange opinions and ideas. This project allows the students to share their readings and the reflections that arose from them through a work of criticism and interpretation of the texts studied. Furthermore, the final convivial moment, which marks the goal of a long path of readings and insights, also allows students' parents to be involved. The work aims to bring children closer to reading classical texts, with the hope that it will form the basis for having a deeper breath later on and for having a small baggage of knowledge that helps them to distinguish what is really beautiful and useful for the growth of the spirit.

In organizing the path, you can follow a historical thread or choose a theme (love, friendship ...) that is close to students' interests.

The chosen theme allows us to carry out a work of deepening reflection and discussion with the students, making them feel close to the great authors of the past.



The philological research work on the interpretation of texts and the in-depth study on reading and diction can be facilitated by educational visits to libraries or archives in their own city to allow students to historically contextualize the authors they have studied, understand the importance of historical documents, philological work on manuscripts, interpretation and archiving understand the essential purposes of a library to carry out research, study, analysis and also to rediscover the pleasure of reading.

The project is multidisciplinary and involves almost all the teachers. Students can also work on Foreign Language texts, memorizing them later on. Theatrical and diction works allow children to foster the perception of themselves as a person with their own feelings, thoughts and emotions, to gain confidence in their own person in relation to others and reality. Parents can be involved in the organization of the show, particularly in setting up the sound part and in the refreshments for the final event.

Memorizing poems after studying them is important and has been re-evaluated by recent pedagogy. In order to express ourselves, to convey concepts and emotions, to learn, to grow up, to live, we must master language (verbal and otherwise) and the acquisition of language cannot ignore memory. Memory is a function of the brain and must be trained, otherwise it will lose its properties. Our brain feeds on emotions, music, words and draws on memory to be able to express itself. Furthermore, getting adults, it is always exciting to discover that you still remember the poems learned

as children, just as it is to discover that you remember the texts of the poems. Learning a poem by heart also means making it your own: everyone can access it without any filter, in any moment, simply because it is inspired by an event, a sensation or a thought.



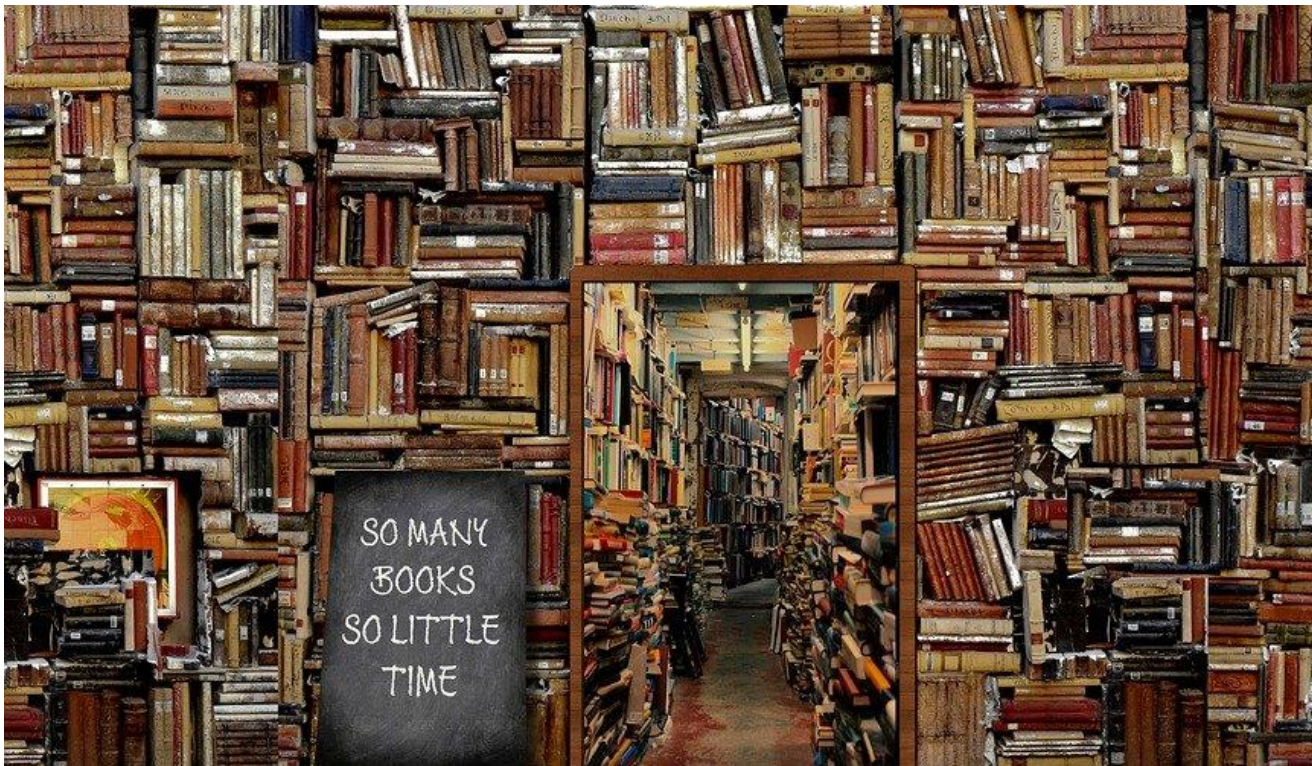
Subjects involved

Internal teachers: teachers of Italian and Languages, of Physical Education, of Technology, of Art and Music.





















External experts: library science experts, paleography experts.

Families: parents of students who collaborate in staging the show for the audio part and in preparing for the refreshment for the literary café. Collaboration in the realization of a DVD of the show

Aims of the project: to promote a critical reflection on the fundamental values of society and of the person through the study of Italian and foreign classics; develop the linguistic, communicative and expressive skills of children; increase reading pleasure as a fundamental tool for one's growth.



Targets: to recognize others' emotions

-  Strengthening knowledge on the formal and linguistic aspects of each poetic text.
-  Learning about new allegorical figures
-  Identifying and analyze the central themes in a poem
-  Learning to paraphrase and comment on a text
-  Understanding the denotative and connotative functions of a poetic text
-  Identifying the themes of a poetic text
-  Knowing and use some rhetorical figures
-  Comparing poetic texts
-  Promoting organizational skills
-  Expressing yourself clearly and correctly
-  Reading aloud clearly.
-  Understanding the essential meanings of the various types of text
-  Recognizing the main steps of the historical evolution of the language, understanding and reporting the essential elements of reflection on cultural and social aspects of the language.
-  Expressing judgments and reflections related to their experience
-  Promoting the development of the ego in the relational relationship with realities
-  Bringing out the awareness of the body-mind unity
-  Promoting the perception of oneself as a person with one's own feelings, thoughts and emotions
-  Gaining confidence in oneself in relation to others and reality through teamwork
-  Promoting meaningful learning
-  Strengthening the ability to express oneself through foreign languages

Activities

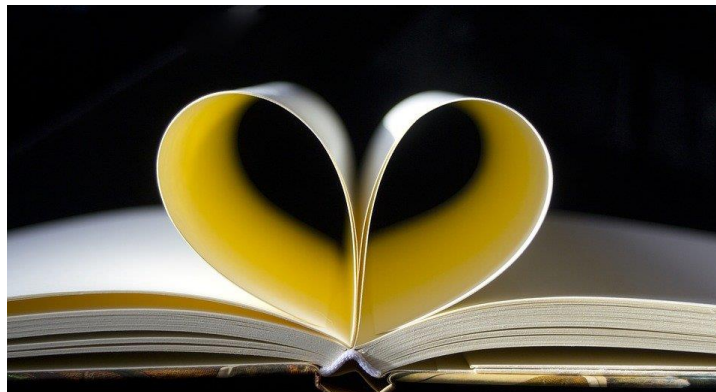
Before starting the work to make the literary café, the teacher proposes games to better understand the poetic text and learn to express and get to know each other through this form of writing.

Poetry puzzle

*The teacher chooses poems and divides the class into small groups.
The words of each poem are cut out and given to each group.*

Students will have to paste the words onto a sheet of paper to create a new poem.

At the end of the activity the teacher will read the original poems and those written by the students, the choice of each group will be discussed.



Dadaist poetry

The teacher explains to the students that everyone can write poetry, as well as draw, sing, dance or play an instrument, even if it is as simple as the recorder.

The important thing is to try to express yourself in many different ways. As with all activities, even writing poetry you have to practice and the best way to do it is to "copy" the activity of poets. How to proceed? We follow the suggestions of Tristan Tzara, who in this poem explains how to go on to make a Dadaist poem. A photocopy of the poem is given to each student.

MAKING A DADAIST POEM

“Take a newspaper.

Take the scissors.

Choose an article of the length you want for your poem from the newspaper.

Cut out the article.

Then carefully cut out each of the words that make up the article and put it in a bag.

Shake gently.

Then take out one cutout after the other, arranging them in the order in which they came out of the bag.

Copy carefully.

Poetry will look like you.

And here you have become an infinitely original writer of exquisite sensitivity, though misunderstood by the people”.

Tristan Tzara

The teacher invites the children to play making a Dadaist poem following the instructions contained in the poem by Tzara and provides them with the text above to work on.

Personification

The teacher explains to the students what personification is and chooses a poem where animals and plants acquire human characteristics.

Create personifications, describing - like a person - an animal, a plant, a thing: that is, attributing to it thoughts, feelings, desires, words, and own actions that are human. For example, imagine you want to personify the sun. What does it do? It rises, sets, shines, illuminates, heats etc.

Synesthesia

The teacher divides the students into groups of five.

Describe an object (a leaf, a flower, an artichoke ...) choosing one of the senses: sight, smell, taste, touch or hearing.

Then the descriptions are put together and the students have to find a single adjective to describe their meaning. Finally, with those adjectives they must create a poem that describes the object.

Then we move on to the activities to make the literary café. The example was created for a show that includes medieval poetry texts.

Summary of activities

Reading, analysis and interpretation of some poetic texts of mother tongue and foreign literature

Memorization of the texts

Correct interpretation and diction of the texts

Research and selection of a common theme of the poetic texts

Visit to a State Archives to understand the importance of historical documents, philological work on manuscripts, interpretation and archiving (optional activities to complete the preparation)

Visit to the public library in to understand the essential purposes of a library to carry out research, study, analysis and also to rediscover the pleasure of reading (optional activities to complete the preparation)

Creation of a class library:exchange of books by children (optional activities to complete the preparation)

Learning of simple theatrical techniques (gestures and diction)

Study of medieval music relating to the period of the poetic texts

Instrumental realization of some medieval musical pieces

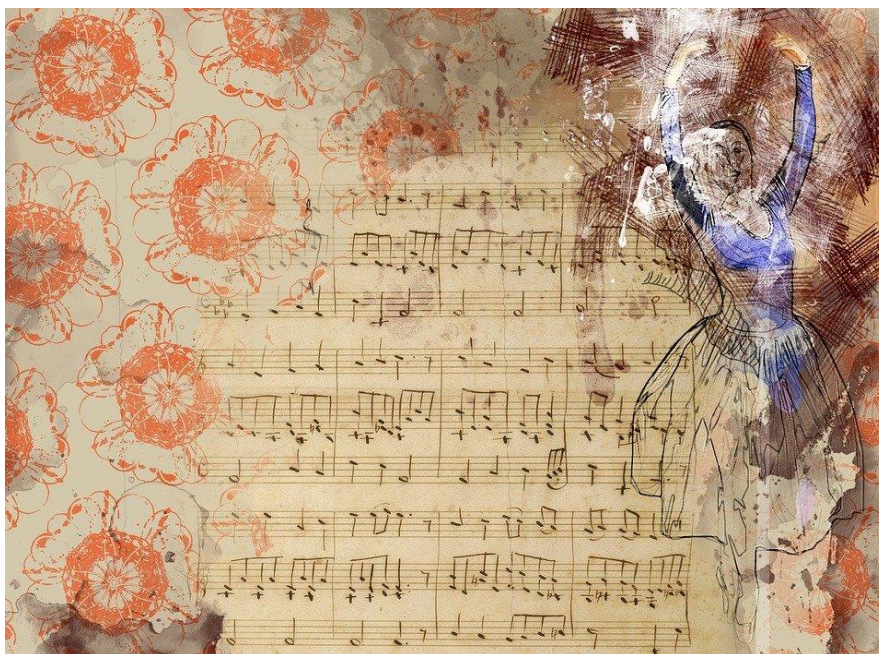
Choreographic staging of some medieval dances

Study of medieval costumes

Realization of some medieval clothes

Organization and preparation of the final show (Literary Café)

The workshop aims to create a recital of poetry, music and dance.



Development of activities

Students brainstorm to find out what they think about poetry in general and what topic they would like to deal with through the poem.

Once the topic has been decided, the teacher suggests different authors and invites students to look for poems that deal with the chosen theme.

After that he suggests authors from different periods in order to follow a chronological thread.

The teacher divides the class into small groups and the poems are analyzed by writing the feelings they arouse in each boy.

For each chosen poem, write a short presentation and motivate your choice. Contextualize the work, studying the historical period, the costumes of the time and the music. Memorize the chosen texts.

The Art teacher presents the features of medieval costumes.

Create medieval costumes: draw/ design them. Create your own costume using recycled materials (scarfs, old shirts, etc.).

The P.E teacher creates simple choreographies inspired by poems.

The Music teacher gives the students some pieces of music.

Choose the suitable music that is appropriate for the text.

The students, before acting the poem, read a short presentation motivating the choice.

To complete the show and make it a real literary café, the parents prepare a final refreshment.

Methods used:

Brainstorming

Guided conversation on the topic

Participatory lesson with the reading and understanding of the texts

Deepening through the reading of supplementary texts and viewing of audio-visual supports

Work of synthesis and reworking of the knowledge learned, through oral exposure, the creation of concept maps, diagrams, graphics

Frontal lesson

Group work

Diction and theatrical techniques

Instruments:

Textbooks and reference documents

Audiovisual Laboratories

Visits to local library.

Testing

Testing is based on oral and written tests on the interpretation of the studied texts, on participation and involvement.

Final check : participation, collaboration and realization of the final show.

In particular, the following aspects will be assessed:

- Collaboration skills
- Regular and constant participation of the students;
- Interest shown in the proposed activities;
- Level of motivation, satisfaction, self-esteem;
- Level of skills acquired;
- Positive impact of skills on curricular learning;

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

The author of the modul 10
(Learning as an experience –
"Literary café")

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