

# BOOK OF GOOD PRACTICES

**Erasmus + Drama and Theatre –  
An Innovative Path To Education  
Project 2017-2019**



## **BOOK OF GOOD PRACTICES**

**Erasmus + Drama and Theatre – an innovative path to education project 2017-2019**

### **Activity 1 (no. 4 in the application)**

#### ***Live theatre visits***

##### **Aims:**

To get to know the atmosphere of the place,  
To find positive and negative aspects of acting,  
To learn about the unknown places and tricks at the theatre  
Activity 4 Live theatre visits

##### **Implementation:**

Students will attend at least two live theatre shows then a survey will be administered to all students, For each play teachers ask students some questions about the plot and about the vocabulary used.

##### **Description:**

Taking students to the theatre gives them a unique experience of visiting the hidden alleys of the place. Students can experience how a real actor feels when he/she works on the stage. They are given the opportunity of watching how a performance is prepared and witnessing the making of props and costumes.

#### **IES POLITÉCNICO JESÚS MARÍN. MALAGA, SPAIN**

The students of 2nd course baccalaureate of Scenic Arts and some also of Plastic Arts came to the representation of the stage play Punk Rock by Simon Stephens.

“ Seven young people, in full transit towards the adult life, faces the tests that will open to them the doors of the University and will allow them to flee of the low-industrial area where they have grown up. The pressure is maximum and each one will have to do their best to get their goals. However, not all of them are ready to stand the effort.

After the representation, the artists carried out a meeting with the public during whom our students could talk with the artists and ask them some questions on those aspects that were more interesting for them.

When we came back to class we were analyzing aspects of the drama, of the text, of the interpretive work as well as of the scenography and the inclusion of music and video projection.

“ An intense work, interpreted intensely, it completely gets the public moved and makes us empathize with the characters ”

Andrea Márquez Ruiz

“ I got goose-flesh understanding what was happening to every character (...) the time when there was a shot, I felt as if it was really happening.”

Sandra Alba Caballero

“ In the work there are abuses, insults and violence, they make you think and question not only the behavior of the characters but also your own actions and they also make you think about what you would do in these situations ”

Fátima Alcoholado Fernández

“ The staging of projected images not only managed to get the public attention but they were interludes to mark the passing of days. It turned out to be very original ” to me (Maria)



**Polish students' study visit to the theatre (Teatr Polski).**

During the visit the students had an opportunity to visit the backstage, learn how a performance is prepared, talk to people who work there and witness the making of props and costumes. Next step is the visit to see a live performance the following week.





### Commentary of the play "The Bazaar", Spain

The students of second of baccalaureate that are studying performing arts, premiered the original collective creation work "The Bazaar" in our center Jesús Marín of Málaga.

"The Bazaar" is a play close to the Wagnerian concept of "total art" that combines interpretation, music and dance (as well as a simple set design and lighting and sound resources) and claims less explicit horror as a form of entertainment and artistic experience.

It seems to us a very credible work because all characters acted very well and they also believed it, that is, they got into the paper a lot and it was clear that each of them was living the moment to the fullest. Another thing that made possible to believe the performance was the terrifying characterization of the characters. They were the ones who put on makeup themselves. So they have talent for it too.

The public was very motivated with this play and the result of the pupils' work was satisfactory. The work in team was the best in this play because it was remarkable the effort that everyone put into making this play, with all kinds of musical instruments, such as saxophone and electric guitar, and also dancers and singers who showed their own talent with creativity, that is, the dancers invented the dance steps and the singers composed the songs. In short, this was a play made by the creativity and effort of each of the students.



With all this, it was also remarkable the hours of rehearsal, which is something very important in the world of performing arts. Your show will be better as long as you spend more time to rehearse it and prepare it correctly.

Lastly, we can only say that we were delighted to see this great work, a play that was very worked by the student



On Tuesday 13/2/18, students participating in the European Erasmus program attended the theatrical play "Are you talking to me?" (1996) by writer Rainer Hafffeld, who watches the daily life of four teenager afterwards the suicide of their schoolmate Mace. How does the loss of lonely Mace affect them? In short and full action scenes, Hafffeld, offends with modern way, the question of intimidation in the school and touches the issue of intimidation at school in a modern way and invites young and adult viewers to reflect on issues such as violence, friendship, personal responsibility, fear, loneliness, sexuality, relationships in school and the family.



Live theater Visit of Greek Erasmus team



Italian students from I.I.S.S. "E. Fermi-Lecce, at Theatre

Enea's Dream at DON BOSCO THEATRE in LECCE 11th December



Italian Students ' live theatre visit : The picture of Dorian Gray at Salesiani Theatre in Lecce



Italian students from "E. Fermi" school at Apollo Theatre : "One No one one-hundred thousands" by L. Pirandello

Comments to "One No one one-hundred thousands" by L. Pirandello

the experience at the Apollo theatre on 7 February was very productive for us. In addition to describing the meaning of the famous work by Pirandello "ONE, NONE, CENTOMIL" the actor Enrico lo Verso has allowed us to discover techniques and anecdotes concerning



the theater. He has aroused great curiosity in us and has allowed us to introduce ourselves behind the scenes of the theater just before the show, making us understand everything that is behind a simple theatrical representation, which is actually the set of emotions and feelings that the actor tries to convey in the public. And in our case, the actor managed to transmit it to us, as well as enriching our knowledge of Pirandello's work. 5AEN

-Federico C.

-Alessio M.

Enrico lo Verso in this monologue illustrated all the beauty of Pirandello's poetics, allowing us to experience the story of the play. The monologue also made us understand his humor and his style.

5AEN

-Francesca

I liked the interpretation of this monologue just as much as the story represented. In particular, I appreciated the skill of Enrico lo Verso in representing the various roles, through a marked phonic distinction of the characters.

5AEN

-Alex

Beautiful theatrical representation of the well-known actor Enrico lo Verso; the actor was very good at easing the plot and making it more accessible to us as students. It was also nice to communicate directly with the artist while taking us behind the scenes in the beautiful Apollo theater.

5AEN

-Samuele C.

-Francesco P.

-Luca Q.

-Francesco Pio T.

After seeing this show I really appreciated the skill of the actor, who managed to represent a complex subject on his own and to make it fun.

5BINF

-Francesco M.

We have witnessed a splendid representation. I was impressed by the skill of the actor, who was able to involve us directly in the story.

5BINF

-Davide B.

A very beautiful play. I really liked the actor because he involved me enough, representing the protagonist with a unique and never seen ease and familiarity. I would gladly see him again.

5BINF

-Alessandro B.

I consider the show very impressive, especially from the point of view of the skill of the actor and co-writer, who knew how to enclose the multiple characters of the novel in a single actor, who thanks to his masterful interpretation was also able to entertain the audience. In the work, already studied and appreciated, the monologues and delusions of the protagonist against himself and society were very significant and exciting, exposing the existential hardships not only of the protagonist but of modern man in general.

5BINF

-Gabriele P.

The immersion created by the actor's interpretation, including the accurate dialect, the tone and the ability to react to unexpected events without batting an eyelid, was profound and made me fully fall into the part of a common Sicilian lord of the time

who was attending the various live scenes. An indescribable emotion.

5BINF

-Nicolò C.





## **Activity 2 (no. 3 in the application)**

### *Creative workshops*

#### **Aims:**

To get to know what the job of an actor really looks like

To practice the gestures and movements

To practice diction

To feel the atmosphere of the theatre surroundings

To focus on creativity

To motivate and provide training in the practical aspects of communication in English

#### **Description:**

Taking students to the theatre rooms or inviting actors to perform drama workshops at schools gives the participants an opportunity to be emerged in the acting environment. The methods and techniques presented to the students helped them feel what the job of acting involves. Sometimes the gestures may have seemed strange or funny, but in fact that was what was unknown to ordinary people, yet still, being a part of a job of an actor.

#### Topics:

Family Problems

Lack of communication between parents and teenagers may lead to critical situations affecting teenagers.

In the video a mother does not take into account her daughter's feelings and wishes and imposes her criterion on her education disregarding her daughter's real wishes. All this has a dramatic consequence on her daughter. In some cases this lack of communication might lead to bad friends and even to alcoholism or drug abuse.

Lack of communication with teenagers



Bullying

A teenage girl suffers bullying from other girls at school and outside it. At the end dialogue is the key to solve this situation.



## Love

is a good theme to base drama workshop on and this one took place on Valentine's day in the school in Warsaw.



## Greek student workshop

The Erasmus team, in Literature class, was taught a poem of Kiki Dimoula titled "British Museum (Elgin Marbles)", that is referring to the transfer of Greek sculptures of Parthenon to the British Museum. In 1801 a British nobleman stripped the Parthenon of many of its sculptures and took them to England. Controversy over their acquisition by the British Museum continues to this day...

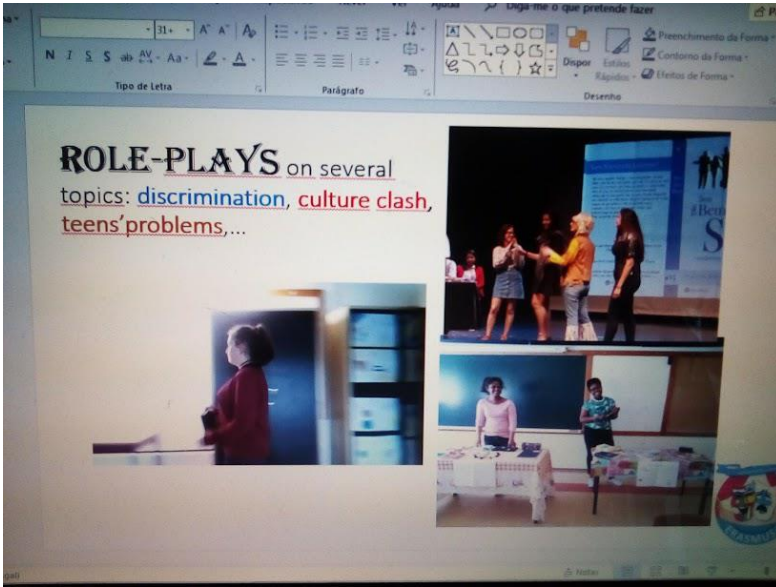
## CREATIVE WORKSHOP IN ITALY

The creative workshop was held at school in the afternoon meetings. Students met once a week and firstly they discussed about the problem they would have liked to tackle. With one voice they agreed on the difficult relationship parents-children. After that students started motivating their choice of such a problem. Most of them told about their lack of communication with their parents, some of them admitted feeling alone and not loved by one of the parents /being jealous of younger brother, etc.. So just telling their emotions, their feelings they came up to the idea of finding a song or a piece of literature which shared their mood, their feeling. The materials collected by them were posted in CLASSROOM, by GOOGLE (8ps7sd) joined by 20 students; all the texts were analyzed in the afternoon meetings. They showed great enthusiasm in doing this task. Next step was to create a story about the difficult relationship parents-children. Each of them suggested a



story. All together they decided how to connect the best stories. The result is in a video created by them

### Portugal - Workshops: Preparing a performance



### Portugal - Workshops in Creative Drama

Purpose: to lure students into an addiction to drama and theatre; to improve English Language skills and to make students think about huge issues such as: Discrimination.

Portugal - Guidelines for preparing a performance to role play a movie

### Poland

A creative workshop with a professional actress at Teatr Polski in Warsaw. The main theme of the workshop was the translating of classical pieces of Polish poetry into Polish language and then transferring them onto stage.









The workshop in Italy



## The workshop in Portugal



During LTTA meeting in Warsaw, Poland the students participated in workshops in Teatr Polski, followed by the visit to the backstage of the theatre and a short interview with a professional actor.







## **Activity 3**

### *Props Creation*

#### **Aims:**

To introduce to the students the way some props are created

To enable students to prepare the props they will need for the plays on their own

To make the students involved fully in the process of creating the performance

#### **Description:**

During workshops in the theatre and in the puppet museum the students had an opportunity to design their own props. Following the tips given by the workshops leaders, they created puppets and masks which could be used in the drama performances the students are to prepare.

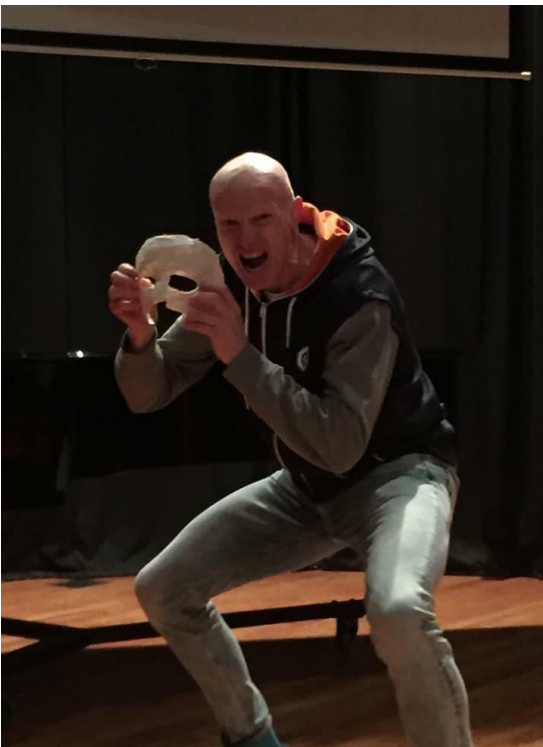




MASKS CREATION-STAGE 1



MASKS CREATION-STAGE 2



MASKS CREATION- FINAL STAGE



Spain





## Activity 4 (activity 2 in the application)

### *Online logo, poster, motto*

#### **Aims:**

To encourage students to show their creativity

To make students use their imagination

To practice cooperation

To make international competition and voting

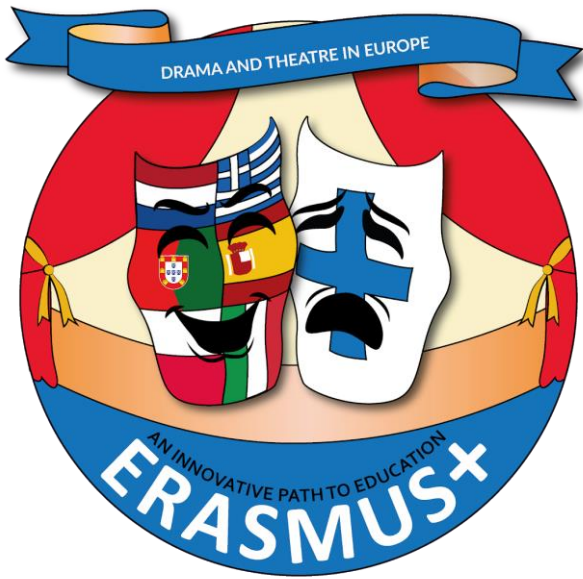
#### **Description:**

Each country participating in the Erasmus+ Project had a chance to encourage their students to involve in the project in a creative way. The task of the students was to create a logo, poster and motto which would combine all the aspects and ideas behind the cooperation within “Drama and Theatre in Europe- An Innovative Path to Education”.

The designs were as follows:



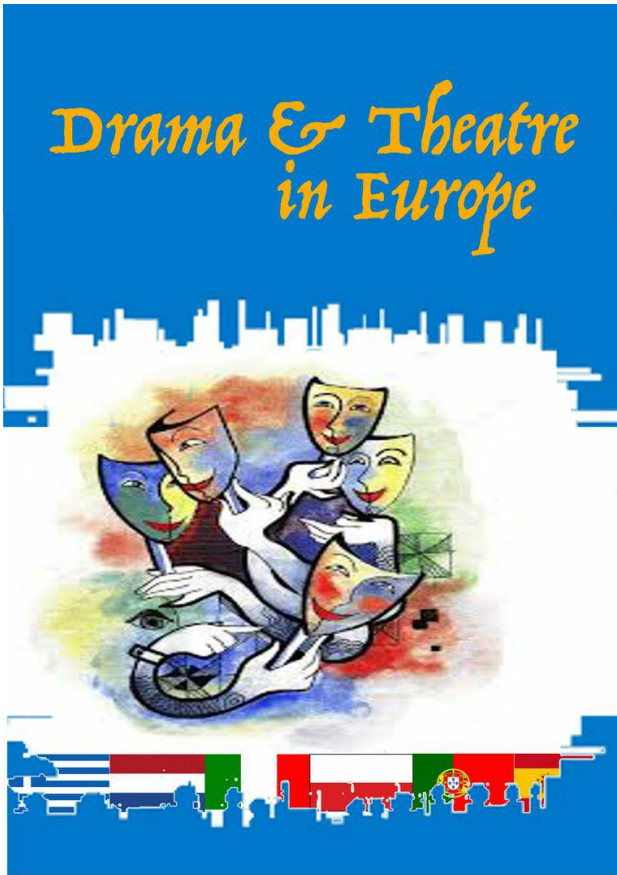
Logo no.1



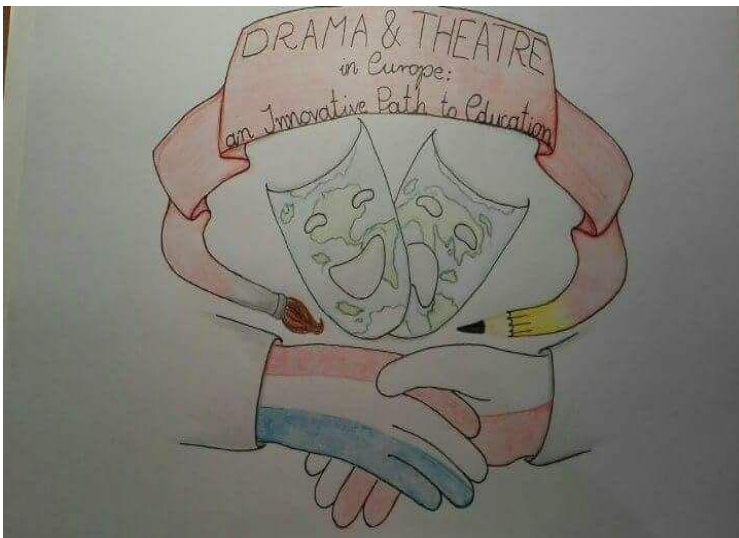
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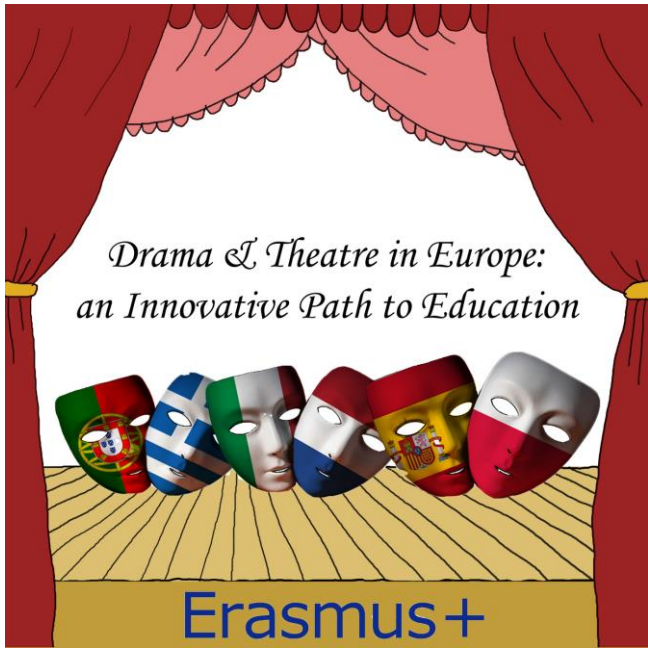
Logo no.3



Logo no.4



Logo no.5



Logo no.6



Logo no.7



The poster

Poland:







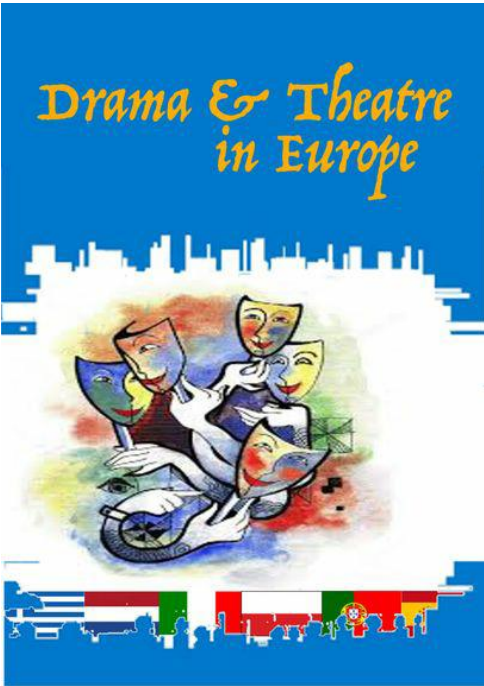
Portugal:



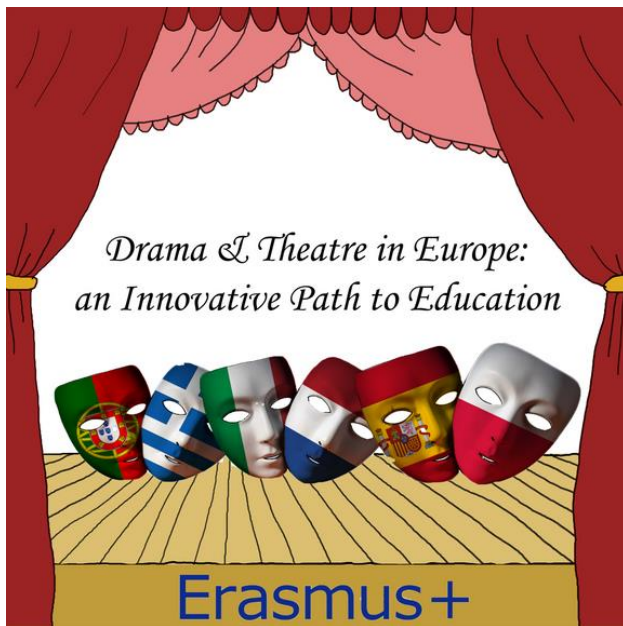
Greece:



Spain:



Italy:



The Netherlands:



## Activity 5

### *Drama performance (activity 6 in the application)*

#### **Aims:**

- To involve the students actively in the project
- To incorporate the project into the school curriculum
- To encourage cooperation among students
- To practice fluency in English
- To check students' memory potential
- To give students more autonomy

#### **Description of the activity no.5 –GENRE (Poland):**

Students are divided into 5 or more groups (depending on the number of participants). Each group is given a name of the genre of film and names of main characters as well as the background information they need to use.

For example:

**HORROR**

Main characters: John and Susan

Main theme: love

Background: Heavy rain at dusk

The task of the students is to prepare the drama performances using the information given.

#### **Description of the activity no.6- STORIES:**

Students are divided into groups. Each group receives the list of words they need to include in the performance they are to prepare and the type of story they need to present.

For example:

**romance:**  
*infatuation*  
*woo*  
*passion*  
*affection*



*sweetheart*  
*relationship*  
*darling*  
*obsession*  
*seduce*  
*intrigue*  
*desert*

When the students are ready they act out the scenes in front of the other groups.

### **Description of the activity no.7-“HAPPY or SAD ?”:**

The students are given the beginning of a love story. Their task is to finish it in a way they prefer it to end- it can be a happy ending or a sad story. This way the students are given more autonomy in creating the lesson they participate in.

#### An example story:

John and Susan were taking the same bus to work every day. They didn't know each other. One day Susan noticed a handsome young man who was smiling at her on the way to work. She started smiling as well. Unfortunately, it was very late and the bus stop where Susan had to get off was very close. This time they didn't have time to approach each other. John liked the woman at first sight- she was beautiful, had long blond hair and a nice smile. He decided he would try to talk to her the next day. However, it turned out to be impossible- Susan did not appear on the bus. John waited patiently two more days, but she did not turn up...



## Portugal - Secrets and Lies

[https://drive.google.com/file/d/1IHS4\\_rs68Ao12q97-p9yDU9qmf0SSCN3/view](https://drive.google.com/file/d/1IHS4_rs68Ao12q97-p9yDU9qmf0SSCN3/view)

## I.I.S.S. "Enrico Fermi" – Lecce

### "RUGANTINO.....IN ERASMUS+"

Drama Performance is one of the activities planned within the Erasmus+ project “Drama & Theatre in Europe: an Innovative Path to Education”. Six European schools, partners in the project, agreed on the common team of LOVE and then each school chose a play to perform. The Italian students of I.I.S.S. "E. Fermi", participating in the project, decided to work on “Rugantino”, which belongs to our theatre tradition, because it combines drama performance, music and dance. Firstly they read the script, rearranged it and then translated in English for the subtitles. After that ten students participated in the preparation of the performance under the excellent direction of the expert, Fabio Tinella and the valuable contribution of the teacher Alessandra Graziuso for the Dance Arrangements. We started the activity in February and the final drama performance was held at school in the AUDITORIUM on 29th May. Students, parents and school staff were invited. This activity was organized by the teachers Lina Bonatesta (the Italian project coordinator), Marilina Dello Preite and Alessandra Graziuso. Here's the video of the performance

<https://www.youtube.com/watch?v=PbPfWe1fS3M&feature=youtu.be>

## Poland

Here are the links to youtube video of the HIGH SCHOOL MUSICAL made by the Polish students.

### Part1

<https://m.youtube.com/watch?v=Sk5CUn-LwzM&feature=youtu.be>

### Part2

<https://m.youtube.com/watch?feature=youtu.be&v=l5MZnFZ2MAU>

## The Netherlands

Dutch students practicing the play Cyrano the Bergerac. Part of our Erasmus project.

<https://www.facebook.com/edward.huisman.7/videos/2301095216653963/>

## Spain - I.E.S. Politécnico Jesús Marín, Málaga

<https://youtu.be/J7qN5y54IQo>

*"Historia de una escalera" (Story of a Stairway)* is a three-act play in which Buero Vallejo analyzes post-war Spanish society with all of its injustices, untruths, and ruthlessness. The action takes place in a small apartment building with a stairway that leads from street level to the living quarters — a landing in the stairway is where residents often run into each other. Each of the three acts takes place at a particular time separated by 10 years: the first act right after the civil war, the second 10 years later, and the third 20 years later.

## Greece

<https://youtu.be/A5wY-Xb614M>

## Activity 8

### *Interview with an actor*

**Aims:**

To get to know the details of the job of an actor

To ask about the “secrets” of the job, which are usually avoided in official interviews

To gain some tips on acting

To practise English

To acquire and practise interviewing skills

**Description:**

Students had to interview an actor for the project. The task was to get all the details of the job and to check what the profession is like- its pros and cons. It was an excellent opportunity to ask about things students would like to know, but which are not mentioned in official interviews. As the conversation was carried out in English, the students had a possibility to practise their English.

**Video-of the interview to the Spanish actor Fran Perea.**

Erasmus+ students from IES Politécnico Jesús Marín in Málaga (Spain) interview the Spanish actor Fran Perea. The result is in the present video attached

<https://padlet->

[uploads.storage.googleapis.com/272063322/ee1f26c31768d12c5d81ef2d0ae64e09/4.png](https://padlet-uploads.storage.googleapis.com/272063322/ee1f26c31768d12c5d81ef2d0ae64e09/4.png)

**Greek actors interview**

After attending the performance of "Are you talking to me" , the greek Erasmus team had the chance to interview the actors.



### **A workshop with an actress, an interview with an actress. Teatr Polski in Warsaw**

On June 11th a group of students and their Erasmus+ coordinators visited Teatr Polski in Warsaw for a meeting and a workshop with an actress Ewa Makomaska. The workshop included breathing techniques drills as well as an analysis of classical Polish tales afterwards translated onto modern language and used in drama tasks. The interview that followed embraced questions about the work on stage, studies and preparation of the plays. We spent a nice time and learnt some useful skills that we can present to our partners in the coming meetings.







### **Italian Erasmus+ students get ready to the real interview with actors**

This activity needed a long preparation. We started in February and finished in June

We started this activity playing some drama games: Fortune Teller Game, Count The One, Two, Threes, Act It Out, The Truth And Lie Hide And Seek, Catching The Name. What Are You Doing , One Word Story: to encourage creativity. To develop listening and storytelling skills, to cooperate in group work.

These are the links where we found some of the games:

[http://www.momjunction.com/articles/drama-games-for-teens\\_00400393/#gref](http://www.momjunction.com/articles/drama-games-for-teens_00400393/#gref)

<https://dramaresource.com/one-word-at-a-time/>

<https://dramaresource.com/drama-games/>

<http://www.dramatoolkit.co.uk/drama-games/a-to-z>

<https://theatrenerds.com/10-theatre-games-perfect-drama-class/>

After some meetings devoted to these games we started getting our students to PREPARE FOR THE real interview by inviting them to look for some interviews to famous people, in English, and to write down the questions asked them by the interviewers .

They worked in group of 4 people for an easier understanding of the spoken interviews. Then each group shared the recorded questions with the other groups.

The next step was to create some characters with the contribution of each student who supplied one piece of information about the character. After that, students were split into two groups: group one played the role of a character chosen among a set of characters created by themselves and Group 2 the role of an interviewer.



Some students pretended to be the celebrities and other students the interviewers. They also decided about an informal, chatty interview or a more formal, structured interview. The panel of students playing the role of interviewer prepared a list of questions in advance. The ones who pretended to be a celebrity built a story on his/her life. After that students practiced the interview in pairs and got the questions and information from the tasks carried out so far. Lastly they decided to play the role of an interviewer, a director and a 5 actors and improvise the interview. This activity was preparatory to the real interview to five actors and the director done on 12th June 2018



### **List of questions for the interview with an actor**

- 1. What kind of role you want to do the most?**
- 2. Who is your role model or ideal in acting industry?**
- 3. Tell me about your best quality as an actor**

- 4. What are your weak points?**
- 5. Are you fresher or experienced?**
- 6. What are the tips to become a successful actor?**
- 7. Tell me your any adventurous activity.**
- 8. Who is your favorite actor?**
- 9. Who is your favorite actress?**
- 10. How will you handle your popularity?**
- 11. What do you think about yourself?**
- 12. What you have learned from the last acting career?**
- 13. How do you work to improve your acting skills?**

**These are some very common interview questions; if you work hard you will get success.**

- 1. How did you get involved in Acting?**
- 2. How long have you been an actor? From where did you get started?**
- 3. How many plays have you done so far?**
- 4. In how many films you have performed up till now?**
- 5. Are you working on any current projects?**
- 6. What kind of roles have you performed throughout your career? Are you satisfied with them?**
- 7. How different is it to act in a movie and to act in a theater play?**
- 8. Tell me about an area in which you would like to improve as an actor?**
- 9. Do you ever think that you could have done a bit better in any particular role?**
- 10. Which has been your favorite character that you have performed?**
- 11. What are your strong points as an actor?**

**12. What have you learned from the directors that you have worked with throughout your career?**

**13. What have you learned from your senior actors?**

**14. What are your educational qualifications?**

**15. From where have you learned acting?**

**16. Do you think that you have matured as an actor?**

**17. How do you think film stars handle their popularity?**

**18. Do you think that you have the potential to carry a film on your shoulders?**

**19. What has been your biggest achievement in the field of acting?**

**20. Mention about any special recognition or award that you have received for your acting skills?**

**21. What do you prefer theater acting or movie acting?**

**22. What kind of roles do you prefer?**

**23. What is the hardest part of being a celebrity?**

**24. Give me a few tips to be a successful actor?**

**25. Who is your favorite actor?**

**1. How does one go about getting into the acting business?**

**2. What are some of the difficulties of the acting business?**

**3. Is it true that you have to change yourself in order to be accepted into the entertainment business?**

**4. About how long is the average amount of time before an actor actually gets a job?**

**5. What kind of things should an aspiring actor is involved in to prepare themselves for this field of work?**

**6. Once they get started acting is it hard to find your genre of acting?**

**7. Is it hard even after you get one job to keep getting roles in other things?**

**8. Is it more difficult to get involved in Broadway then on screen acting?**

**9. What is a good age to begin to pursue your acting career?**

**10. What is some advice that you would give to someone aspiring to become and actor?**

**11. Is it true the saying "if you set your mind to it you can do it"?**

**12. Is it a career path that you would recommend?**

**13. What is your experience in the field of professional acting?**

**14. How do you try to improve on your acting skills?**

**15. For how many years have you been in the field of acting**



16. What are your weak points when it comes to acting?

1. How did you get involved in acting?

2. How did you get started?

3. What pushed you to become an actor/actress?

4. How do you feel about directing a movie?

5. Are you working on any movies right now?

6. What field do you like best?

7. What do you prefer theater acting or movie acting

8. Who is your favorite actor?

9. Who is your favorite actress?

10. Tell me about you!

## The interview to the actors and the director of AUTONOMOUS DIGNITY OF PROSTITUTION

[https://drive.google.com/file/d/1oEzJMOTSLiITnywpldAej3c\\_1v1kT4WD/view?usp=sharing](https://drive.google.com/file/d/1oEzJMOTSLiITnywpldAej3c_1v1kT4WD/view?usp=sharing)



Here are the texts of the interview that our students had with the director and 5 actors of "AUTONOMOUS DIGNITY....." Let's start with Luciano Melchionna, the director of the play

INTERVIEW with LUCIANO MELCHIONNA

*Clarissa* : Thank you for letting me interview you today. I know how busy you are.

Let's start with Luciano Melchionna, playwright, screenwriter, actor but mostly theatre and film director

1) What makes you closer to Emanuela Gabrieli , Marika De Chiara ,Adelaide di Bitonto Sandro Stefanini and Her in [Autonomous Dignity of Prostitution](#) which got a resounding success with the public and critics, won the *Golden Grail 2008* - Special Award for Idea and Direction and Best Actress Award; and received the nomination for the Innovation show category at the ETI- Olimpico2009 Prize?

**Luciano. M.-** The human talent beyond the artistic one definitely. I select my actors, my performers, my artists for their humanity, their empathy and these are feelings and instruments that I feel are going to disappear . I love to surround myself with pieces of gut, heart, brain, souls, that can return humanity and can also empathize with me, with the content of my writings and with the characters they are going to face. This is essential for me and above all it is essential for the audience too when these monsters of humanity welcome them, embrace them.

2) How important are the theatre rules, such as diction, space, etc.?

It depends so much on the instruments I use, because when I do theatre in an apparently more accepted, more traditional, more classical way, I pay more attention, I demand more from the actors because the distance creates a bigger filter and you pay more attention to details. Conversely inside the rooms of my cult show *Autonomous Dignity...* I don't care much about them because I follow the cinema rules. I don't give my actors the complete instructions , I don't go beyond and crystallize and stigmatize certain things as I would do on the stage, and I leave them just half a way so that they meet and resolve all the remaining problems and whenever they do, they can vibrate in the right way at that moment, with the people in front of them. I say this because the distance between actors and audience is one meter away, because we go inside the rooms, even inside the bathrooms, everywhere, and the nice thing is that the spectators are together with the actor, but listening to an actor who tells you his truth paying close attention to all details is ridiculous and above all it creates a distance. I do not want this in my theatre play.... I do it in cinema.

3) You are so innovative as a director, what do you wish for the Italian and European theatre scene?

I wish more dignity. In Italy I'd say we have lost the sense of theatre, the sense of culture. It is not by chance that I'm doing Autonomous Dignities .... I believe it is essential to bring people closer to culture. It is the only real weapon we have. There is no doubt. I hope for a dignity that means humanity, intellectual honesty. I try to move, to move my caravan and to choose "people", more than "artists", and the two things often coincide, I choose people who have this idea in mind, this transparency, this self-giving, this profound generosity to improve, to evolve.

**Interviewer:** In this show you are touching something very deep; very sensitive ... everyone tries to affirm their own dignity.

**Luciano M:** I thank you because this also makes sense, all the characters in this show stamp their feet to get their dignity.

**Interviewer:** 4. Can you briefly illustrate the book you have presented here this evening within the Salento Book Festival?

Actually I preferred to present the book by the performances and with the actors who interpret my words. Talking of a book made of monologues for the theatre seems a little reductive, that's why I never talk about it, it is like talking about the show, my characters come from stories that I steal from people's eyes. Looking at your eyes could come out of a story sooner or later because I've got used to looking in the eyes, people don't usually do it, in my play my actors always do it with the audience and this is destabilizing. My book is for audience and active readers who choose, who sincerely say what they think, my book is just telling, telling myself and telling about this world, it is an evolution of the 25 most acclaimed monologues in 10 years of encore performances of AUTONOMOUS DIGNITY... I care so much. I wrote it because thousands of people, especially young people, asked me about reading those monologues, they wanted to dive again into those words but also young actors who need monologues to prepare the audition. Now I stop talking I know I usually speak a lot.

Now I leave the floor to my colleague Benedetta to continue the interview

## **INTERVISTA 2** a Sandro Stefanini

**INTERVIEWER :** Sandro Stefanini is an actor and works both in Theatre & TV fiction He is known for participating in Captain Corelli's mandolin too

1. Who inspired you as an actor?

**Sandro Stefanini:** My God! so many actors inspired me. our job is a job where you pinch from colleagues who have more experience, from your colleagues. The actors that inspired me when I started doing this job are not the same I'm inspired by now, I liked them but now I do not like them anymore. it's a hard question to answer.

**INTERVIEWER :** 2. What about your role in Dignity

Indeed I'm a gay soldier. Excuse-me, I'd like to answer the first question asked to Luciano. What "What makes Luciano closer to us". As for my experience. I've been doing this show for 10 years, I believe that he sees a side of himself in each of us. I am very happy and proud to be in this performance, to have recited this monologue in the first performance and I'm the only actor who has been recited it for 10 years. Most of the sentences in this monologue written by Luciano are the ones I would have written about this theme, of course not in such a great way Luciano did. There are lots of points of contact between Luciano and me.

**LUCIANO M:** Do you represent my soldier side or the gay one?

LAUGHT

**INTERVIEWER :** 3. What do you prefer theatre acting or cinema acting?

I think cinema is much easier, but working in the theatre is much funnier. In this play the relationships and the feedback you get from the audience who is so close and you can watch their eyes is infinitely funnier than being in front of a cinema camera

**INTERVIEWER :** Maybe that's because you can feel the emotion of the audience listening to your words

**Stefanini:** Yes, yes. That's right , It happens that people cry, they are one meter away from me and I'd like to reassure them saying: no, no, it's just fiction. On the other side I'm very happy because it means that my words have struck.

**INTERVIEWER:** Ok ,I really thank you.

### **INTERVIEW 3 with Emanuela Gabrieli,**

**Interviewer :** Emanuela Gabrieli, actress who has worked with very important directors like FERZAN OZPETEK, MARINA de VAN, MARCO RISI and famous actors and actresses and Emanuela Gabrieli an excellent singer who has sung together with the most important international stars at the Night of Tarantula festivals

1. Emanuela Gabrieli do you prefer being an actress or a singer

**EMANUELA :**My path as a singer has always run in parallel with my path as an actress, my theatre training was beneficial to my personal growth as a singer because it improves my songs performances, so I always follow this parallel path. I love theatre a lot, this dream has become more and more real since I met Luciano Melchionna, so also working as an actress under Luciano Melchionna's direction is giving me so much and I'm learning more and more. But indeed my approach to the theatre was for singing, interpreting a song and exploring it fully, so for me it is a relationship always connected

**INTERVIEWER :** 2. How do you feel in the role you play in AUTONOMOUS DIGNITY.....?

**EMANUELA :** Very well, in "Autonomous Dignity" I play the role of a singer. Indeed the first times I was simply a guest in the play. When I met Luciano, about six years ago, he invited me as a guest in his play and I sang. I also presented the Salento traditional music "pizzica" so I started as a singer, because in "Autonomous Dignity...." music is the binder of everything, later when I was ready Luciano gave me this monologue that we wrote together because I translated Luciano's text into Salento dialect and I put it on music . We worked so much on the "Mental Queen" figure ( Regina Tarata) and I really liked the final result. Luciano had sent lots of texts and my answer was always: No, this doesn't fit for me . No,that's not ok for me

**LUCIANO M:** she always answered : I'm a singer and I just want to sing

**Emanuela G:** That's true, until the Regina Tarata "The Nuts Queen" arrived , after two years. Indeed the title of the monologue is "The oppressor's conscience". It was instant love also because there's a connection between "Nuts Queen" and "Taranta Queen"

**INTERVIEWER :** 3) Are you working on any current project?

**Emanuela G:** I'm unemployed , do you want to employ me? I'm joking! I play my role in Autonomous Dignity .. .. and at the same time I'm working on a project, a tribute to Gabriella Ferri, it will be a musical show . I hope that it will become a theatre performance directed by Luciano Melchinna in the future, my goal is that now

**INTERVIEWER :** Thank you

**Emanuela G:** I say Thanks to you

**INTERVISTA 4** a Marika De Chiara:



**INTERVIEWER :** And now I'd like to give the floor to Marika De Chiara who boasts a rich curriculum in theatre and in cinema as an actress

1. Who has been the favourite character that you have performed?

**Marika De Chiara:** The last one. I think you always grow attached to the character you are interpreting. Apart tonight character "The Best of Nothing" in AUTONOMOUS DIGNITY....., I would like to mention a character I was very lucky enough to play, a character completely different from me, different from Marika . The great opportunity was offered to me by Luciano. I like to remember that he was my teacher when I was 9 years old, he instilled me the passion in theatre; He forgot me but later I caught him in an audition. He didn't remember me at all, he tested me and so he gave me the role of Milena in the theatre play "Parenti Serpenti " (Poisonous relations with dear relatives) directed by Luciano. It was a challenge, no one could trust in me , even I couldn't, except Luciano. He has been trusting me since the beginning. and I will thank him for the rest of my life. I had to replace an actress older than me , physically different .So working on the character she used to play was a challenge for me, for us, for this company that welcomed me and I'm very happy with the result. At least I hope so.

**INTERVIEWER :** 2. Well, can you tell me about your best qualities as an actress in this theatre company?

**Marika De Chiara:** This is a family not a company, it is a working group, a team, we are so many! Each edition sees new artists from previous editions joining again the company. This happens because of their obligations in other plays. Here it's a continuous evolving, renewing yourself, bringing your experiences . The thing I like to say is that in such a large group I have never experienced envy, lack of respect, abuse of power but only a great team work in which artists help one another

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**INTERVISTA 6** a **HER:**

**INTERVIEWER :** you and your music accompany gracefully and intensely the actors in this theatre performance. How do you consider music within it?

**HER:** Hello everyone, I'm Her, I've known Luciano for many years. I have always pursued him as audience. I'm a violinist, set designer, and I've always loved theatre because for me it really matches art and breath. I mean, you really feel the immediate feedback from people because it's a real performance done together.

I am Mainly a violoncellist musician but I have always worked in the theatre.

I approached "Autonomous Dignities..." thanks to my connection with Luciano but also with an artist, our mutual friend, Momo and I joined this play mainly flinging at it as a musician and handling entertainment, it's like in real brothels where music entertains happily the customers' wait.

Basically the musical entertainment became more codified, always spontaneous but more precise and then slowly I started working as a Madam.

**MELCHIONNA** - I'd like to say that I flung her into this play but I did it because I wanted her in my play. We are talking about one of the most interesting and amazing performers that the whole world envies, so for me it is really a huge privilege, a great

gratification to collaborate with such an amazing artist as Her, the muse for many artists not only Italians, I know you boast very important musical collaborations and in the meanwhile you are also becoming more and more an excellent theatre actress thanks to your love for theatre

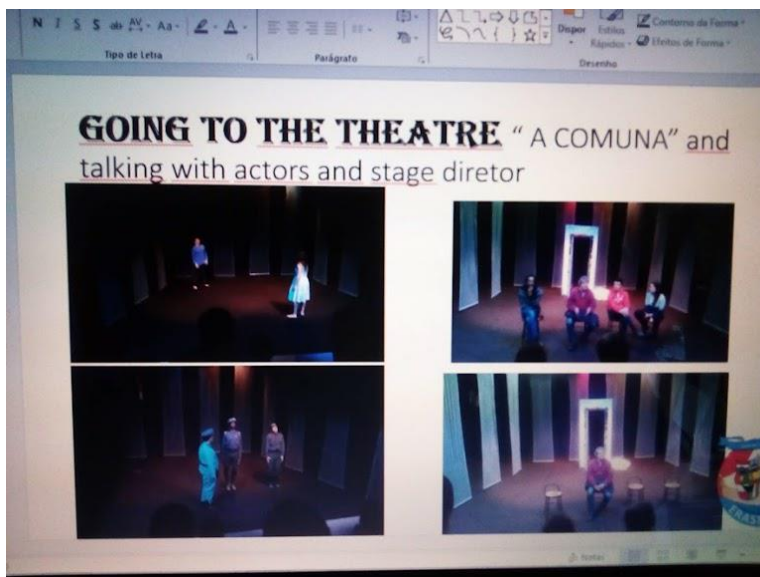
**HER:** We've been working in a wonderful three actors play for three years , the title is "L'amore per le cose assenti" (love for the missing things) .

Anyway as for Autonomous Dignity..., I think it's a kind of **matryoshka**, audience create a break from their daily life and immerse themselves in a micro world for about four hours and also we all: artists, actors, actresses, musicians involved in the play, we don't live our daily lives just because it is such an intense play, so in need of constant care, and there are some human and artistic dynamics that really that get us to interrupt our own daily life to live together a unique and desirable experience

Thank you! thank you all!

[https://drive.google.com/file/d/1oEzJMOTSLiITnywpldAej3c\\_1v1kT4WD/view?usp=s](https://drive.google.com/file/d/1oEzJMOTSLiITnywpldAej3c_1v1kT4WD/view?usp=s)  
[haring](#)

### Portugal - actor and stage director interview after



### NETHERLANDS

#### INTERVIEW

Interview with a Dutch student who is participating in our Theatre group. At first we had to interview a Dutch professional actor, but they did not permit to publish. Because of the project, we decided that we can make another interview, more related to Drama and Theatre in school. Culture activities are very important in our school, so it can tribute to the project. Next week also a project day with our second class (kids about 13 years old). Looking forward to it. So a little change in dissemination, but good to

see active students who are motivated in following extra Drama lessons in school

[https://www.facebook.com/edward.huisman.7/videos/2316081225155362/?epa=SEARCH\\_BOX](https://www.facebook.com/edward.huisman.7/videos/2316081225155362/?epa=SEARCH_BOX)

## **Activity 9**

### ***Dissemination-official part***

### ***Including meetings with the mayors of the cities participating in the project***

#### **Aims:**

- To promote the project
- To get the support of the authorities
- To spread the idea of international cultural cooperation
- To engage the local community in the project

#### **Description:**

The project visits to communities taking part in the project gave the participants a chance to meet the authorities of the city. The project coordinators presented the main assumptions of the Drama and Theatre Project and talked about the progress of the cooperation. The local authorities were eager to get to know all the participants and to listen about the partnership and profits for the schools involved in the teamwork being introduced. Later, the meetings with the mayors were printed in the local press so that the local community could be involved in the project as well.

## Project presentation at Malaga Town Hall (Spain)



Ayuntamiento de Málaga

Contacta El Ayuntamiento La ciudad Málaga24h Turismo Negocios/Business Participa

Bienvenidos a la Web del Ayuntamiento de Málaga

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[ESCUCHAR](#)

**RECEPCIÓN PROFESORES ERASMUS. INSTITUTO JESÚS MARÍN**

03/11/2017

El alcalde de Málaga, Francisco de la Torre, y Carlos Conde, portavoz del equipo de Gobierno municipal, han recibido hoy en el Ayuntamiento a profesores que participan en un proyecto escolar Erasmus que se desarrolla en el IES Politécnico Jesús Marín.

Inicio

El Pleno

Gobierno Municipal

Normativa municipal

Acuerdos y Resoluciones

Organización Municipal

Economía y Presupuestos

Notas de Prensa

## Meeting with Spanish local authorities



## El IES Jesús Marín de Málaga participará en cuatro proyectos Erasmus+



### Lo + leído Top 50

- 1 Curiosidades y horarios de visita del portaaviones Juan Carlos I, que estará en Málaga este fin de semana
- 2 Tejidos Marfil cierra tras cincuenta años en el Centro de Málaga
- 3 Días y horarios de visita del portaaviones 'Juan Carlos I' en Málaga
- 4 El metro deja tirados a decenas de viajeros al salir del partido de baloncesto
- 5 Los promotores de la nueva noria convocan al alcalde y al Puerto para ultimar el diseño



**MARATHON**  
BET

Our project in Malaga HOY newspaper (Spain)

**Málaga** hoy

MÁLAGA

MÁLAGA ANDALUCIA PANORAMA MÁLAGA CF UNICAJA CULTURA OPINION

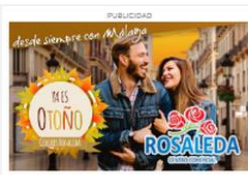
TODAS LAS SECCIONES

COSTA DEL SOL MÁLAGA INTERIOR VIVIR

MÁLAGA

## Un proyecto intercultural para estudiantes y docentes en Málaga

- El Politécnico Jesús Marín, primer centro malagueño en el plan 'Erasmus+ KA219'



Our project in SUR local newspaper (Spain)

## Un programa europeo impulsa la creatividad a través del teatro



Estudiantes de seis países participan en esta iniciativa, coordinada por el Jesús Marín de Málaga, que trata de llevar al escenario los problemas comunes de los jóvenes del continente



FRANCISCO GUTIERREZ #  
Jueves, 16 noviembre 2017, 12:47



Compartimos un mismo espacio, un mismo continente, pero también problemáticas comunes. El desempleo, las relaciones de familia o de pareja, las drogas, el futuro incierto, son cuestiones que preocupan tanto a un joven español como a un griego o polaco. Abordar esta problemática de manera creativa y llevarla finalmente al escenario en una representación teatral es el objetivo del proyecto Erasmus+ 'Drama y teatro en Europa', que coordina el IES Politécnico Jesús Marín, con la participación de seis países europeos. Los responsables de cada uno de los institutos implicados, 14 profesores en total, se han reunido en Málaga para poner en marcha este proyecto, de dos años de duración. 'Drama & Theatre in Europe' cuenta con financiación del programa Erasmus+, 150.000 euros, y un plazo de desarrollo de dos años. Participan institutos de España (el Jesús Marín) y de Grecia, Italia, Polonia, Holanda y Portugal. Los responsables han tenido un primer contacto en Málaga, como país coordinador del proyecto, que arranca con el propósito de estimular la creatividad de los alumnos, el trabajo en equipo y la interculturalidad, favoreciendo el aprendizaje del inglés por medio de dramatizaciones de situaciones reales que afectan a la juventud actual.

## Portugal - Vila Franca de Xira Youth Festival

### Agrupamento de Escolas do Forte da Casa –AEFC

Together with all schools of the Municipality, our school participates in the Youth Festival to show students' works and to disseminate Educational projects in which we are involved. Erasmus + is represented there through videos, photos and some students who talk about their experience in such an enriching programme





Portugal

[www.flickr.com](http://www.flickr.com)

Agrupamento de Escolas de Forte da Casa



Agrupamento de Escolas do Forte da Casa

Explore Agrupamento de Escolas do Forte da Casa's 6,274 photos on Flickr!

[flickr](https://www.flickr.com/photos/agrupamento-de-escolas-do-forte-da-casa/)

Portugal

[www.Facebook.com](https://www.facebook.com/agrupamento-de-escolas-do-forte-da-casa/)

Agrupamento de Escolas de Forte da Casa

DRAMA GAMES BOOKLET - the Portuguese teachers prepared and recorded the drama games in a register booklet so that this project could be disseminated among other teachers. It was specially created for the LTTA mobility in Lisbon.



Youth festival 2019 in Vila Franca de Xira. Erasmus+ projects



### Dissemination in Italy

Istituto di Istruzione Secondaria Superiore "E. FERMI" - Italy

#### **DISSEMINATION ACTIVITIES**

Dissemination and exploitation of the results contribute to make a project successful, that's why we are following the dissemination plan agreed with all partners initially

Our dissemination activities focus on informing students, school staff, students' families, local community and authorities about the different stages of the project. They also contribute to highlight the potential value of the project as well as help spread the information to other interested parties throughout Europe.

These are the tools and activities that have already been put in for dissemination of the project:

- Announcement about the project has been given to the school staff at the beginning of the school year in the teachers' assembly and to the students by an official communication letter at school addressed to all of them.
- Announcement about the project has been given in the school website to inform families and local community
- We have made the Erasmus Wall containing the main information about the project , project partners.
- Our Erasmus corner has been designed to inform about the main events and achievements of the project; photos of the activities, transnational project meetings and LTTA are displayed there too.
- The project logo, selected in project logo competition, is being used in all the projects documents, videos, school and project website.
- The Project website has been created, all the necessary information, photos of the activities, meetings and mobilities are updated continuously in it.
- E Twinning project has been designed. All information about the project is available in etwinning and photos of the activities, meetings and mobilities, outputs, are uploaded in Twinspace
- The project Facebook group has been created .
- Our students have created the school poster of the project displayed in the main entrance of the school , in the Teachers' and Students' Assembly Room and in all the outdoor and indoor events organized by our school or where our school takes part.
- Our school uses local press ( Quotidiano di Puglia and La Gazzetta del Mezzogiorno) news in the local webtv , school website, instagram, to continuously circulate information on the project working process.
- Our school has also presented the activities and results of the short term students' mobility in Netherlands, Portugal and Poland and the students shared their impressions with their peers and family members.
- Our students have created videos of the activities; some of them are being uploaded on Youtube and for some of them links by Google Drive have been uploaded on FB group and Twinspace



- We have informed the school staff about the project at the beginning of the school year in the teachers' assembly and the students by an official communication letter at school addressed to all the students.
- We have presented the project to the Mayor of Lecce in the Council Hall of the Town Hall . He met the delegations of teachers from our school, from Greece, Netherlands, Poland, Portugal, Spain during the Transnational Project Meeting held in Lecce from 18 to 22 September 2018 The Mayor underlined the importance of Erasmus+ projects in the life of our students and appreciated the project activities carry out so far.
- We have presented the project project activities at the San Vito Regional Fair which will was held from 25th to 28th October 2018 and in the OPEN DAYS in our schools and the schools from Lecce and the surroundings
- We disseminated the project also through a light shoulder bag and a tshirt with the logo of the project and of Erasmus+

By using all the tools created we have made and still are making Dissemination of our project flexible enough to allow the target groups (colleagues, families, peers and authorities, public, stakeholders, experts , decision makers at local, regional, national and European level) to become involved and informed during different stages of the project. This is leading to successful results.

School website presentation of the approved project

<http://www.fermilecce.gov.it/news/1401-progetti-di-partenariato-strategico-erasmus>

Erasmus web corner in the school website

<http://www.fermilecce.gov.it/component/content/article/31-erasmus/1620-erasmus-corner>

Salentoweb tv

<http://www.salentoweb.tv/news/10608/iiss-e-fermi-lecce-progetto-erasmus-dra>

<https://www.facebook.com/SalentoWeb/videos/266752700621543/>

Instagram

[https://www.instagram.com/p/Bn6MxA0FYuO/?utm\\_source=ig\\_share\\_sheet&igshid=nh9xl4ecfkk8](https://www.instagram.com/p/Bn6MxA0FYuO/?utm_source=ig_share_sheet&igshid=nh9xl4ecfkk8)

[https://www.instagram.com/p/Bn6SluhlaVy/?utm\\_source=ig\\_share\\_sheet&igshid=19r5aakm0c62](https://www.instagram.com/p/Bn6SluhlaVy/?utm_source=ig_share_sheet&igshid=19r5aakm0c62)

[https://www.instagram.com/p/Bn\\_32U1Fvbw/?utm\\_source=ig\\_share\\_sheet&igshid=vvseuuf5dtxf](https://www.instagram.com/p/Bn_32U1Fvbw/?utm_source=ig_share_sheet&igshid=vvseuuf5dtxf)

[https://www.instagram.com/p/Bn\\_4FevFeHD/?utm\\_source=ig\\_share\\_sheet&igshid=1j0teo2k4gwpz](https://www.instagram.com/p/Bn_4FevFeHD/?utm_source=ig_share_sheet&igshid=1j0teo2k4gwpz)

<https://www.salentoweb.tv/video/10609/drama-theatre-europe-an-innovative-pat>

Google drive

<https://drive.google.com/file/d/1TiEFvoBO5NvWTVVzCrXXMJG8FfIWbQ-h/view?usp=sharing>

PADLET

[https://padlet.com/linabonatesta/e2pod4vd9r4o?fbclid=IwAR2E\\_Sg\\_IXLWyje4XfrCh0GJ4F9ovVFV4DNlmz20896qkxBsROJ--3xmU0E](https://padlet.com/linabonatesta/e2pod4vd9r4o?fbclid=IwAR2E_Sg_IXLWyje4XfrCh0GJ4F9ovVFV4DNlmz20896qkxBsROJ--3xmU0E)

FACEBOOK

<https://www.facebook.com/photo.php?fbid=10212414061001549&set=gm.1557031087712751&type=3&theater>

<https://www.facebook.com/groups/1456285084454019/>

[https://www.facebook.com/search/str/drama+%26+theatre+in+europe%3A+an+innovative+path+to+education/keywords\\_blended\\_videos?epa=SEE\\_MORE](https://www.facebook.com/search/str/drama+%26+theatre+in+europe%3A+an+innovative+path+to+education/keywords_blended_videos?epa=SEE_MORE)

YOUTUBE

<https://www.youtube.com/watch?v=cPEWzNYfmNw>

eTwinning

<https://twinspace.etwinning.net/45076/home>

Thanks to these tools the project has had a great number of views and we can count more than 2500 only in Salento web tv and Instagram so far.

Counting the number of students and school staff at I.I.S.S. "E. Fermi" about 1.300 people have constantly been informed about the project and its activities.

About 800 families have Known about our project in the Erasmus corner during the Open days and meetings with teachers at school.

About 40 students and 8 teachers took directly part in the various activities in the two years of the project.

We can't count the number of eTwinners who have visited our TwinSpace

Local authorities and community have been informed about the project during our visit to the Town Hall, their visits to our school, through the school website. We have taken part in the San Vito Regional Fair which held from 25th to 28th October 2018 and also media gave the news and we can't give a definite number.





Erasmus+



## Grande risultato ... il FERMI batte 5!

Record di progetti Erasmus Plus: Partenariati strategici tra Scuole-KA2 approvati per l'11 S.S. "F. Fermi" di Lecce



L'approvazione di ben 5 progetti Erasmus Plus, da sviluppare nel biennio 2017-2019, finanziati dalla Commissione Europea per la cooperazione e scambio di buone pratiche, rende orgogliosa l'intera comunità del "Fermi". Tale risultato è frutto del lavoro di un affiatato e competente team che vede impegnate le prof. di Inglese, matematica del progetto, ma anche colleghi di diversa nazionalità per un carattere fortemente pluridisciplinare. Al Dirigente Scolastico, Ing. Giuseppe Russo, spetta il compito di supervisionare la fine rete di insegn. ed. innovativa.

Si tratta di una importantissima opportunità che la nostra scuola offre agli studenti perché ogni progetto prevede, tra l'altro, la mobilità di gruppi di ragazzi presso i Paesi Europei partner dei progetti. I progetti, infatti, coinvolgono la mobilità di circa 50 studenti che avranno l'opportunità di incontrare e conoscere nuove culture, approfondire la Lingua Inglese, unico veicolo di comunicazione. Nello stesso tempo, oltre 70 studenti, provenienti dai Paesi partner, potranno conoscere la cultura italiana. I cinque progetti affronteranno spiccatamente una tematica di attualità, quale l'ambiente, la nuova tecnologia, l'inclusione, il tema

come strumento educativo, l'immigrazione come risorsa, tematiche della Sette scienza formativa.

"Water units on", referente prof. sa Francesca Calasso, prevede uno studio degli ambienti acquatici del territorio con riferimenti anche agli aspetti storico-culturali. Obiettivo: sviluppare la motivazione delle comunità locali per la protezione di alcuni ecosistemi acquatici minacciati. Tra gli altri obiettivi: potenziare la coscienza ambientale tra i partecipanti, contribuendo alla promozione delle specificità territoriali.

Paesi partner: Italia, Grecia, Croazia, Portogallo, Lettonia, Turchia.

Scuole coinvolte: Ist. Generali Lykion of Anaximandros - Anaximandros (Grecia), Scuola Iliada Malina - Meronios (Croazia), Olinari 1 skolundoli - Olinari (Lettonia), Agrupamento de Escolas de Paredes de Coura e Paredes de Coura (Portogallo), Akhisar anadolii imin hatip lisei - Akhisar (Turchia).

"Web2.0 Education Technologies", referente prof. sa Ornella Kostari, prevede creazioni innovative nell'era digitale con l'utilizzo di strumenti web2.0 al fine di migliorare le performance scolastiche. Obiettivo: migliorare le competenze linguistiche e di alfabetizzazione digitale. Intende inoltre sviluppare l'apprendimento permanente europeo, rafforzando la cooperazione nel campo della didattica e dell'organizzazione scolastica. Paesi partner: Italia, Turchia, Grecia, Bulgaria.

Scuole coinvolte: Dr. İbrahim Tanrıkt Anatolian High School - Antalya (Turchia), So Gresko Lykion - Kardifias (Grecia), Secondary School Eliaveta Bayarova (Bulgaria).

Il tema "SOUND-Silence of Our Unique Neige Dynamics", referente prof. sa Grazia Rello, è un progetto di inclusione rivolto agli studenti con bisogni educativi speciali ed prevede attività che mirano alla conoscenza scientifica e al miglioramento delle competenze mediante l'utilizzo di metodologie innovative. Obiettivo: creare un sentimento di amicizia e solidarietà tra ragazzi sempre durante il lavoro allo stesso progetto, svolgere i lavori di squadra tra ragazzi di ogni nazione per creare azioni creative che combinano cooperazione e creatività, sperimentare l'importanza di il piacere di imparare una lingua straniera.

Paesi partner: Italia, Turchia, Romania, Spagna, Portogallo, Polonia.

Scuole coinvolte: Menafila Asim Cula Ottokarda (Turchia), Central Secar Pointo Educator (Islanda), Tano Jui (Romania), ES Politécnico Jesus Maria Malaga (Spagna), Agrupamento de Escolas Vieira de Arizoso (Portogallo), Gimnazijum 5 Z. Čukardžići Imenjakovići (Polonia).

"Drama and Theatre in Europe as Innovative Path to Education", referente prof. sa Lina Bonaventura propone di utilizzare il teatro come strumento didattico che ha effetti positivi sullo sviluppo dell'alfabetizzazione degli studenti, sul successo scolastico e sull'integrazione sociale. Obiettivo: promuovere l'acquisizione di abilità accademiche, emotive e sociali e comprendere dei nostri studenti utilizzando Teatro e Dramma come un modo efficace per insegnare nelle classi più difficili ad imparare, con particolare attenzione alla lingua inglese. Paesi partner: Italia, Spagna, Grecia, Olanda, Portogallo, Polonia.

Scuole coinvolte: IES Pfulgencio (Ileso-Marit) - Malaga (Spagna), 7th Vocational School of Thessaloniki - Salonicco (Grecia), CSG Reggevoos - Nijverdal (Olanda), Agrupamento de Escolas do Rio de S. João - Forte da Casa (Portogallo), SLD Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Johanna Wolfganga Goethego - Varsavia (Polonia).

"Refugees Matter: From Challenges to Opportunities", referente prof. sa Lina Bonaventura, di inclusione sociale, promuove la conoscenza delle problematiche sui rifugiati per sensibilizzare gli studenti, favorire un atteggiamento di apertura mentale e sviluppare un senso di responsabilità civica e sociale.

Paesi partner: Italia, Lituania, Grecia, Turchia, Spagna, Olanda.

Scuole coinvolte: Kurulus Yuzulu gimnazija - KAUANAS (Lituania), IES Politécnico Jesus Maria - Malaga (Spagna), Avvisi Bercan Cuk Programi Andolu Lisei - Buc. Spilajto (Turchia), Bacc Nord-Danne des Angles - Ulbergaes (Olanda), Korfe Meleki ve Terakki Anadolu Lisei - Kocaeli (Turchia).



# Erasmus+ ERASMUSPLUS... WORK IN PROGRESS!

Grande fermento per la realizzazione dei progetti Erasmus + all'E. FERMI di LECCE



Tutto sotto le attività in itinere che stanno impegnando senza sosta Dirigenti, docenti e studenti dell'E.F. "E. Fermi" di Lecce nell'ambito del programma europeo Erasmus+ "Erasmus+ Work in Progress".

La commissione ha individuato la Regione Puglia, come coordinatore del progetto "Erasmus+ Work in Progress" e ha affidato una parte dell'attività "Erasmus+ Work in Progress" alla Regione Puglia, come coordinatore del progetto "Erasmus+ Work in Progress".

Il progetto "Erasmus+ Work in Progress" è un progetto di cooperazione internazionale che coinvolge studenti e docenti di università e istituti di istruzione superiore di diversi paesi europei. L'obiettivo è favorire lo scambio culturale e accademico, nonché la collaborazione tra istituzioni educative.

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## Presentation of the project activities at the Regional Fair

Fiera Regionale di

# San Vito PROGRAMMA

dal 25 al 28 Ottobre 2018

**GIOVEDÌ 25 OTTOBRE**

10.00 Padiglione Istituzionale - Festival del Cittadino "Sviluppo locale e gestione del territorio", con Stefano De Rubertis, Docente di Geografia Economico Unisalento, e Antonio Palmisano, Docente di Antropologia Unisalento, Modera Ada Manfreda

11.00 Padiglione Istituzionale - "Fermi" in Europa! L'ISS "E. Fermi" di Lecce presenta i Progetti Erasmus + Partecipanti Strategici tra scuole KA2 per il biennio 2017/19 - Progetti finanziati dalla Comunità Europea per la collaborazione e scambio di buone pratiche.

"Water United Us" - Drama and Theatre in Europe - Refugee Matters - Web 2.0 Education Technology - SOUND

Francesco Minonne, Biologo, Ente Parco Otranto-S.Maria di Leuca-Bosco di Tricase, "Il Parco come modello di sviluppo, ricerca e fruizione del territorio".

18.00 Cappella San Vito - Santa Messa.

18.30 Padiglione Istituzionale - Inaugurazione Fiera Saluto dal Sindaco Francesco Massimiliano Rausa. Interventi di Antonio Gabellone, Presidente della Provincia di Lecce; Lorendina Capone, Assessore Industria turistica e culturale; Raffaele Fitto, Europarlamentare; Alezio Valente, Sindaco di Gravina in Puglia.

19.20 Padiglione Istituzionale - Festival del Cittadino "Il paesaggio nella scrittura di Antonio Erico", con Salvatore Colazzo e Antonio Erico

20.30 Per le vie della Fiera - AMICI DELLA MUSICA

**VENERDÌ 26 OTTOBRE**

11.00 Open Space "Luigi Martano" - "Casimiro Compast e i suoi nemici". Contest con gli alunni della Scuola Secondaria sul compostaggio. Saluti di Rosario Risolo, Assessore Comune di Ortelle.

16.00 Padiglione Istituzionale - "Tradizioni da promuovere: alla scoperta delle nostre radici". A cura di Istituto Comprensivo di Poggiaro - Scuole dell'Infanzia e Primaria di Vignaccaris, Saluti di Sara Frittoli, Consigliere Comune di Ortelle.

18.00 Cappella San Vito - Santa Messa.

19.00 Padiglione Istituzionale - "Presentazione Piano di Azione Locale del GAL Porta a Levante" saluti di Francesco Massimiliano Rausa, Sindaco di Ortelle; interventi di: Gabriele Pietracc, Presidente GAL; Francesco Ferraro, Direttore GAL; Modera Nicola Mangalardi, giornalista Telerisorto.

20.30 Padiglione Istituzionale - Presentazione del libro di Luigi Circhetta "I simboli sono come le farfalle", con Antonio Palmisano, Docente di Antropologia Unisalento; Salvatore Colazzo, Docente di Pedagogia Sperimentale Unisalento; Augusto Carluccio, Preside della Facoltà di Medicina Veterinaria Unife; Edoardo De Luca, Vicepodagogo Comune di Ortelle.

Ore 21.30 Area concerti - Storie&Cantastorie: ACCASACCIO

**SABATO 27 OTTOBRE**

11.00 Padiglione Istituzionale - Persone, storie, libri: "Le rape di Santino" (il Reggio Verde) di Pino De Luca.

16.00 Padiglione Istituzionale - "Il futuro della Pro Loco di Puglia alla luce della nuova Legge Regionale. Opportunità del Servizio Nazionale Civile". Con Rocco Lucatello Presidente Regionale Pro Loco; Luigi Guglielmo Presidente Pro Loco Vignaccaris e Ortelle; Salvatore Paolo, Presidente Consorzio "Salento Messapico"; Antonella Botrugno, Risa SCLecce; Vito Antonio Galasso, Responsabile Regionale SMC; Salvatore Patrizio Giannone, Dirigente Sez. Turismo - Dipartimento Turismo, Economia della Cultura e valorizzazione del Territorio - Regione Puglia; Alfredo Cascaro, Consigliere Comunale Ortelle.

17.30 Trasporto statua di San Vito in Chiesa Madre e celebrazione Santa Messa. Processione con la statua del Santo dalla Chiesa Madre alla Cappella di San Vito.

19.30 Padiglione Istituzionale - "IDRUSA. Ricerca per la valorizzazione del paesaggio e lo sviluppo del territorio - presentazione dei risultati". Con Salvatore Colazzo, Docente di Pedagogia Sperimentale; Paolo Agostino Vetrugno, Storico dell'Arte; Demetrio Rila, Ricercatore Pedagogista; Ada Manfreda, Ricercatore Sociale; Carlo Elmira Boviacqua, Fotografa professionista; Antonio Del Vito, Capo di Gabinetto Provincia di Lecce; Luigi Uiso, Consigliere Comune di Ortelle.

Ore 21.30 Area concerti - Storie&Cantastorie: MASSIMO DONNO E LA BANDA DE LU MBROIA

**DOMENICA 28 OTTOBRE**

07.00 Cappella San Vito - Santa Messa.

08.00 Chiesa Madre - Santa Messa

11.00 Padiglione Istituzionale - Discussioni su "Cibo, identità territoriale e social media". Con Pasquale De Santis, coordinatore eventi e comunicazione Fiera di San Vito; Alessandra Ferramosca, Cuoca Rinerante salentina; Arianna Musaro, Biologa Nutrizionista; Barbara Politi, giornalista e food blogger e founder del "Pranzo di Babutti"; Salvatore Colazzo, Docente di Pedagogia Sperimentale Unisalento; Andrea Colella, Direttore Belpasce, Pervivente Paiano, Consigliere Comune di Ortelle. Partecipano food blogger, giornalisti, comunicatori, produttori, ristoratori, manager, ricercatori.

18.00 Cappella San Vito - Santa Messa.

18.30 Open Space "Luigi Martano" - Premiazione 9° Concorso fotografico "Luigi Martano".

20.00 Padiglione Istituzionale - Persone, storie, libri: "Ricette Celestiali" presentazione libro con show cooking e degustazione, di Arianna Musaro, biologa nutrizionista. Saluti di Michele De Luca, Consigliere Comune di Ortelle.

Ore 21.30 Area concerti - Storie&Cantastorie: ACCADEMIA FOLK

**MOSTRE**

Master fotografico permanente "San Vito" - Open Space "Luigi Martano" dal 25 al 28 ottobre.

**VISITE**

Visita alla Cripta della Madonna della Grotha. Ingresso gratuito: 25 e 26 ottobre ore 19.00 - 22.00; 27 e 28 ottobre ore 9.00-13.00/19.00-22.00. A cura di Pro Loco (pococompo, info 333 2162114)

**9° CONCORSO FOTOGRAFICO FIERA DI SAN VITO "LUGI MARTANO"**

I partecipanti dovranno consegnare 2 file, con le foto scattate durante la Fiera, entro le ore 13.00 di domenica 28 ottobre presso il Padiglione Istituzionale.

> Ore 18.30 premiazione.

1° Premio € 150,00 (per info 329.3173665 - infofierasantivo@gmail.com)



<https://www.salentoweb.tv/news/10608/iiss-e-fermi-lecce-progetto-erasmus-dra>

<https://www.salentoweb.tv/video/10609/drama-theatre-europe-an-innovative-pat>



Drama & Theatre in Europe: An innovative path to education?  
Abbiamo trascorso una giornata con gli studenti del progetto Erasmus+ dell'Istituto Secondario Superiore "E. Fermi" di Lecce. "Drama & Theatre in Europe: An innovative path to e  
salentoweb tv

THE MAYOR OF LECCE Meets the Erasmus+ delegations during the T.P.M. held in Lecce

<https://drive.google.com/file/d/1TiEFvoBO5NvWTVVzCrXxMJG8FfiWbQ-h/view>

Presentation of the project to the Mayor and the deputy Mayor in Warsaw. The meeting and the project presented online on city council website as well as in a local newspaper



Doors open day in Warsaw, March 23rd 2018

During doors open day in our school we informed candidates and their parents about our Erasmus+ project in school and encouraged them to join in.



Warsaw school fairs, February 2018

Our students presenting Erasmus+ program to other students from schools in Warsaw as well as candidate students and their parents and teachers



## Activity 10

### *Tableau Vivant*

#### **Aim:**

- To encourage cooperation.
- To familiarize students with classical works of art.
- To promote teamwork.
- To encourage communication.
- To enhance creativity.

#### **Description:**

The activity was performed at the LTTA meeting in the Netherlands. The participating students were shown a picture of Rembrandt „The Night Watch” to analyze and decide which character they wanted to perform.



Once they had made up their minds and divided themselves in two groups, they were asked to get properly dressed to role-play that character in order to create a Tableau Vivant. Each Tableau was carefully prepared by each group and presented to the others.









## Activity 11

### *Cooperation with local institutions*

#### **Aim:**

To disseminate the project results

To multiply the results of our project and turn them into practices

To provide an example and stir the interest in applying for Erasmus+ projects

In terms of sustainability to propose good practices and introduce them into wide spectrum of educational field

To encourage students' self development via workshops based on our activities in neighbouring schools and institutions

#### **Description:**

The Polish partner started a cooperation with a primary school in the neighbourhood which had never participated in an Erasmus+ project. It started off with a visit to the school and conducting drama workshops for the senior students carried out by our participating students. The workshop ended up with a series of questions about the project and the impact it may have on the educational content of the curriculum. The next step was a visit to the school and making a presentation about the outcome of the project to the partner school students performed by our students.





