



## Theme 5

### Kamishibai and key competences of the European Union: testimonies

This sheet illustrates in detail the impact of participation in the multilingual kamishibai contest and, in general, of the creation of story cards, based on the logbooks that teachers produced during the 2018-2019 and 2019-2020 editions.

<p><b>Literacy competence</b></p>	<p>"Students learned the importance of rewriting, of rereading, of not being afraid to change things. They understood the importance of overall coherence."</p> <p>"Students were able to practice animating a text by doing a lively reading: respecting punctuation, setting a tone, reading loudly and intelligibly."</p> <p>The project helped "implement the ability to read in different languages."</p>
<p><b>Multilingual competence</b></p>	<p>"Participating in the Competition allowed us to highlight the importance of multilingual education. In the school it plays a role of enabling openness to the world and of allowing social integration with regard to non-Italian families. But this journey also leads us to the discovery of our local linguistic wealth.</p> <p>The students have noticed several times the assonances/similarities between certain words of different languages."</p>
<p><b>Mathematical competence and</b></p>	<p>"The construction of the butai was integrated into the domain of mathematics, during class. With the construction of the mini butai, tangram activities and the internal butai contest, which permitted the creation of a homemade butai castelet, with the help of parents, the children had the opportunity to learn various mathematical concepts, namely, geometric shapes, geometric solids, the concept of patterns/sequences and even times. The students were able to identify the names</p>

<p><b>competence in science, technology, engineering</b></p>	<p>of different geometric shapes and associate them with the shapes of everyday objects and with the tangram pieces.</p> <p>Measurements were taken - for the construction of the butai (mini and standard model), for the construction of the cards - the distances were compared between the different countries present in the kamishibai. The same goes for some geometric solids, which are mentioned and compared to some parts of the butai. In addition, reference is also made to patterns, i.e. sequences. This means that the student is aware of the regularity of the pattern and understands that it is a concept belonging to mathematics. It was an extremely positive experience."</p>
<p><b>Personal, social and learning to learn competence</b></p>	<p>"Personally, I find that this type of work has allowed me to observe children in dynamics and situations that are different from normal. First of all, the fact of having worked with older or younger friends triggered the use of particular relational strategies on the part of the children: they helped or were helped by friends, so they put themselves to the test.</p> <p>Secondly, they demonstrated to have enjoyed their final work and I think it's safe to say that they increased their self-esteem."</p> <p>"After the importance of the desire to use different languages, we saw that the children were more attentive towards the aspects that we had emphasized during the activities, such as the scientific aspect (verification of hypotheses ...), the expressive aspect (languages, drawings, theatricality ...), the emotional aspect (me and others ...). The children have a more conscious way of learning.</p> <p>From a pedagogical point of view, the project has promoted cooperative learning, peer tutoring, active and experiential learning, i.e. "learning by doing". Moreover, the role played by the families has strengthened the link between the environment, the school institution and the family network, all primary actors in the child's educational and didactic project."</p>

<p><b>Citizenship competence</b></p>	<p>"Students have learned to work in groups, express their opinions, respect differences, and value the languages studied at school."</p> <p>"The biggest change I've seen has to do with the way the kids in both classes talk to each other and relate to each other: they feel a little more a part of a social organism that belongs to them."</p>
<p><b>Entrepreneurship competence</b></p>	<p>"The students had the main role in this project, I just led them. They suggested the ideas and plot of the story; they worked as a group; they were the ones responsible for all of the characters; they decided how the characters were organized and what elements of the story would be included in each card. Students made the choice of which languages to incorporate, based on subject matter and their language skills."</p>
<p><b>Cultural awareness and expression competence</b></p>	<p>"The project promoted learning about oral, written, and artistic expression. There was an opportunity to talk about the children's countries of origin, marking the differences that exist in the geographical, linguistic and cultural areas. We noticed that these differences are not obstacles, but riches".</p>

