




Theme 7

Use of languages

Among the kamishibai projects realized, it seems useful to us to relate the one of a small school in the mountains which saw the participation of children of different ages, from 3 to 10 years.

The project consisted of a **collaboration between a kindergarten and an elementary school**, made possible thanks to shared premises.

This experience fully reflects the conception of the plurilingual kamishibai according to the teachers' logbooks.

Pedagogical Stakes	<p>"Amitiés rêvées" counts the participation of 5 classes for a total of 64 children. The school environment in which it is carried out is actually rather particular, because besides Italian and French, German language is also taught — for historical and cultural reasons.</p>  <p>This project is integrated in the class program and respects the continuity requested by the institution, which has defined it within its pedagogical plan as an important point for the cooperation between the different learning cycles in the school.</p> <p>At the beginning, it was a matter of defining the roles and activities by age level and according to the skills of each. At this stage, the kindergarten students chose the languages, characters, time and place of the story. The children also established the artistic and visual techniques and created the story cards, guided by their teachers.</p> <p>The elementary school students were responsible for writing the story. The cycle 2 classes wrote the introductory part and the cycle 3 classes wrote the development and the conclusion in a collaborative written production where it was necessary to logically organize the sequences, to respect the structure of the narration and to correct spelling and grammatical errors.</p>
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Each child was able to let his/her imagination run free, but at the same time he/she had to respect the limits imposed by the group authoring the story. This is the reason why the dialogue between the different classes and cycles was constant, the coherence between images and texts being a priority. This encouraged attention and listening skills and allowed "a collective effort to reach a common objective while respecting the working time of the two school levels".




Strong Points

The main objective focused on the use of languages. The kindergarten children were led to reflect together on the different idioms they use in their daily lives and in their families. This reflection was an opportunity to highlight **the richness of a multilingual community** where linguistic and cultural diversity is not an obstacle but a resource. The text of "Amitiés rêvées", while having French as a base, welcomes many other languages: English, Spanish, French, Titsch (a local dialect that derives from old German), but also Nepalese and Neapolitan. A colorful and eclectic set of idioms belonging to a heterogeneous linguistic and cultural heritage of a small local reality. Hence the need to create a real integration through collaborative links between the school network and the families, who have been able to bring their traditions to the school.

LES AMIS TROUVENT UN ABRI DANS UN BUISSON ET ILS
Y PLONGENT. «OUCH! (AUCH) , अहि! (ahil) , AI»
«AHI!» HURLE UN HERRISSON: «SITE MATTI, MI
SCAMAZZATE!».
AMIE MARMOTTE EXCLAME: «WHO'S TALKING?».
L'HERISSON: «UE IJE SÓ Ò CUMPAGNO RICC, CE STA,
L'AQUIL E M'AGGIA NASSONNER»
«WE HAVE TO HIDE TOO».



Consequences	<p>This work led to the expressive reading of the kamishibai to different groups of children and their parents. It is an activity that has left important traces, even after its realization.</p> <p>First of all, the kamishibai became a didactic tool used by the whole school structure during language awareness activities. Secondly, it led to a strong curiosity about languages on the part of all the participants and the parents who were able to actively collaborate in school life. It also encouraged dialogue between colleagues from different cycles and between the school institution and the families, which had effects not only on the pedagogical and didactic level, but also on coexistence: the community felt united in this experience.</p>
Difficulties Encountered	 <p>Regarding the difficulties encountered, the teachers have only one remark to make: "The overly strict structure of the technical requests".</p>
Testimonies	<p>"The contest taught the students to respect the different class groups, -to cooperate actively, -to develop creativity and know-how, -to respect the rules, -to make proposals and share them with their classmates, -to respect the ideas of others, -to understand that cultural and linguistic diversity is a privilege and not a limit thanks to an interdisciplinary approach that touched on linguistic, artistic and social skills."</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="305 1144 836 1444" style="background-color: #f0f0f0; padding: 5px;"> <p>TOUT A COUP LE SOLEIL S'OBSCURCIT, DANS LE CIEL APPARAÎT UNE OMBRE...LES MAJESTUEUSES AILES DE L'AIGLE. AMIE MARMOTTE, AMI ECUREUIL ET AMI CHAMOIS LEVENT LES YEUX ET ILS CRIENT: «HELP ME! I'M SCARED!» «सपाहयतपा (sahayeta) गननसनुंस!(garnuhos!) मलपाई (molai) डर(dar) लपागतयहो!(lageu!)» «Z'FELF! HÄNNE ANGSCHT! (ANGSCT)!». ILS S'ENFUIENT TRES VITE.</p> </div> <div data-bbox="852 1144 1372 1444" style="background-color: #f0f0f0; padding: 5px;"> <p>PRES D'UN RUISSEAU ILS RENCONTRENT L'AMI CHAMOIS. AMIE MARMOTTE, AMI ECUREUIL ET AMI CHAMOIS S'AMUSENT ENSEMBLE. AMIE MARMOTTE: «I'M REALLY HAPPY!» AMI ECUREUIL: «हजनर, hajur) म (mo)पनन(pani) धतरर (dherai) खनशशी (khusi) भए! (vaye!)» AMI CHAMOIS: «BENNE ZFREDO DO WEDER Z'GSE!»</p> </div> </div>