

UNISG SYLLABUS: WORKSHOP FOR STUDENTS (1)
Developed within the Strategic Partnership project

Number of the project	2016-1-PL01-KA203-026652
Title/name of the project	Innovative Education towards Sustainable Food Systems
Title of the Lecture (original and translated into EN)	Il cibo e il mito- Food and myth
Student Lecturer (University)	Elisa Cordara, Luca Tripaldi
The aim of the Lecture	We want to teach some concept about food sustainability with the lecture about a myth, we will connect the precept presents in the text with some practical advice to apply in the everyday life.
Description (schedule)	We use a contemporary reference that explains a very simple concept. Then we try to let them talk about movies, comics, etc. that can be related with this idea. Then we will introduce the myth as a reference. Ancient people used to explain difficult concepts with this form of narration. We will explain the concept of meaning. We will make the students read the myth/narration. For this part we could have used multiple tools, such as another video, but we chose the myth because it's more connected with their school curriculum. In the last part we will let them talk about what they have learned from the narration, we will try to teach them some practical advice about food sustainability and we will propose them an activity to verify what they have understood in a playful way.
Time needed to carry out the Lecture	45 minutes
Materials & tools necessary to carry out the lecture	PowerPoint presentation, textbook of reference about the myth, the final quiz.
Target group (background, study level)	Students of the first year of “Scuola secondaria di primo grado” (Middle school), age 11-12.
Prerequisites	Basic knowledge of myth and fairy tale.
Suggested size of scholar’s working groups if applicable	For the first part we don’t need to separate the students in groups. In the final quiz the students need to be separate in groups of four/five.
Effects / learning outcomes (knowledge, skills and social competences)	We will elaborate on their knowledge about myth and fairy tail, with the example of “Proserpina’s myth”, from that they will learn some concept in regards to sustainability, food and environment.

If applicable, background literature	<ul style="list-style-type: none">• Premio letterario <i>Una fiaba per la montagna</i>, 2008, Santhià, Grafica Santhiatese Editrice• Montanari, M., 1995, <i>Il pentolino magico</i>, Roma-Bari, Gius. Laterza e Figli• Scotti, M., Valentinis, P., 2006, <i>Un chicco di melograno: come nacquero le stagioni</i>, Milano, Topipittori• Teti, V., 1999, <i>Il colore del cibo</i>, Roma, Meltemi Editore• Zilocchi, L., 2007, <i>Fiabe e ricette dalle rive del Po</i>, Reggio Emilia, Edizioni Diabasis
Additional comments	We attach to the presentation a text, in English and Italian, to better explain the logical lecture's steps to eventually recreate the project.

UNISG SYLLABUS: WORKSHOP FOR STUDENTS (2)
Developed within the Strategic Partnership project

Number of the project	2016-1-PL01-KA203-026652
Title/name of the project	Innovative Education towards Sustainable Food Systems
Title of the Lecture (original and translated into EN)	Il suolo: un organismo vivente – The soil: a living organism
Student Lecturer (University)	Philip Linander, Fabio Tuccillo
The aim of the Lecture	Awaken a feeling of care towards the soil, an ecosystem that is difficult for many people to be seen as such. Therefore, the aim is to shed light on the central role of the soil, its vulnerability and its capacity to sustain life.
Description (schedule)	The lesson is divided into three parts. The first being an overview of the composition and the main functions of the soil. Moving on, we show to the students a soil sample to concretize the before mentioned aspects in order to “humanize” them. By talking about the soil as a living organism, the students will understand the problems behind degradation and loss of fertility. In the end, we figure out with the sample in front of us what kind of behavior brings possible solutions to the before mentioned problems.
Time needed to carry out the Lecture	45 minutes
Materials & tools necessary to carry out the lecture	PowerPoint presentation, soil samples, pictures, two pieces of paper for two distinct purposes. One for free note taking during a specified time and the other for answering specific questions that will be written on the board.
Target group (background, study level)	Students of the second year of “Scuola secondaria di primo grado” (Middle school), age 12-13, basic knowledge of science and chemical elements.
Prerequisites	Basic knowledge of science and chemical elements.
Suggested size of scholar’s working groups if applicable	Pairs
Effects / learning outcomes (knowledge, skills and social competences)	New ways of looking at your surroundings as something living, as part of an organization that depends on our respectful behavior. The understanding of the functions that soil has (supporting, provisioning, regulating and cultural services). Understanding the value of the trophic system inside the soil and the notion that the more complicated this system is, the better it works.

If applicable, background literature	<p>Spigarolo, R. (2016). <i>Produzioni vegetali</i>. Bologna: Poseidonia.</p> <p>Bedini, S., Avio, L., Sbrana, C., Turrini, A., Migliorini, P., Vazzana, C., & Giovannetti, M. (2013). Mycorrhizal activity and diversity in a long-term organic Mediterranean agroecosystem. <i>Biology and fertility of soils</i>, 49(7), 781-790.</p> <p>Assessment, M. E. (2005). <i>Millennium ecosystem assessment. Ecosystems and human wellbeing: a framework for assessment</i> Washington, DC: Island Press.</p>
Additional comments	<p>The lesson will be hold entirely in Italian. However, for educational purposes we have decided to give the students a PowerPoint presentation with key words in English.</p>