



## Transformative Learning through Aesthetic Experience

### LESSON PLAN

transforming stereotypical perceptions -migration

- **Target Group:** 15|19 high school students  
**All subjects and foreign languages and CLIL classes**
- **Learning Objectives:** At the conclusion of this activity, participants will be able to...
  1. **Select** works of art to use in order to apply the method.
  2. **Connect** works of art with critical questions.
  3. **Improve** skills in foreign languages
  4. **Demonstrate** what was gathered during team work discussion.
  5. **Examine** ideas and beliefs on migration and **compare** to previous
  6. **Discuss** about a work of art feeling confident and safe.
  7. **Recognize & identify** assumptions taken for granted on the migration issue.
  8. **Identify** similar situation involving Italian people
  9. **Relate** situations in the past with nowadays ones
  10. **Express** their emotions and personal views
  11. **Make up practice** situation related to the topic (role play)
  12. **Summarize** the opinions and the feelings expressed during the discussion and **arrange** a small text
  13. **Decide** the questions and **evaluate** their relevance with the topic
  14. **Assess** their performance
- **time needed:** 4 hours
- **instruments and materials needed:** projector, laptop, white or black board, chalk or markers, flip chart, sheets of A4 paper, pens, pencils, funny stickers or postcards. LIM



## TITLE: "If I was on the boat"

### STAGE I

- *Determination of the need to critically examine the taken for granted assumptions concerning a certain issue.*
- *Elicitation of the consent by the participants to further examine the issue.*

**1. Everyone picks a Smiley they prefer and he explains why he/she picked it**

- 2. Take a side:** The space is defined as a spectrum from the absolute "agree" to the absolute "disagree". In the middle is the starting point, where we all stand to hear a statement. Various statements are placed on social issues. For example: All people on the boat are terrorists, "All immigrants are sick and dangerous for our health" ,they should reflect about the risks that they are taking. "they come to steal our jobs".Participants stand in the place according to what they think. They are then asked to argue on why they stand on this point. If they hear something they have not thought about and change their minds, they have to move around. Similarly, arguing trying to influence others and move them into space!

Caution:

- There is no dialogue. We only hear arguments without commenting on them.
- We don't stand in the middle, we have to "take a part!".
- We try to use the reason and the arguments that will make the others move in the space (and thus inside them!) Even if only a little!
- We do not judge the statements during the game, nor the opinions of others.

**3. Role play:**

- If you must escape from your country which mean of transport would you choose?
- If you must escape from your country by boat what would you take with you?

**The students play the roles of an immigrant and a public officer**

### STAGE II

- *The participants express their opinions about the issue*

1. We divide our team into groups of 2 and they have 3' each, to tell a story about themselves to each other that has to do with travelling for different purposes: vacation, work, settlement and saving own life.
2. The groups of 2 become groups of 4 and they discuss the stories they have said. Every group has the task to present a text of comments on what was told and what happened in the group; then they collect the key words.
3. All the groups get together as one, they read out loud their text and gather the items that should be discussed, on the blackboard.

### STAGE III

- The topics are about "Shipwreck"
- The following words come up from the discussion or they are provided/suggested by the teacher: Danger, Risk for own life, Humiliation, No respect for human life

1. Let s form the topic subjects and the critical questions to be investigated!

They can get back into their teams of 4 (**collaborative method**), make their decisions and then present them to the whole group.

The questions, chosen by the students, remain written on the blackboard where everybody can see for the whole time.

### STAGE IV

1. The educator will present 4 works of art and the group will pick 2 of them:

- *Oceano by E. De Amicis (travel literature)*
- I Shipwreck of Sirio illustration by Achille Beltrame;
- Il Naufragio del Sirio: folk song;
- Mamma mia dammi 100 lire: folk song

#### Shipwreck of Sirio

In 1906, the steamer Sirio left from Genoa with destination Argentina. It had 1200 emigrants on board. After having stopped in Barcelona, it hit a small rocky island and sank. 293 people died. Artwork is an illustration published on the *Domenica del Corriere*, an illustrated Italian newspaper. *Shipwreck of Sirio illustration by Achille Beltrame;*



### **Nafragio del Sirio:folk song; Anonymous from Northern Italy**

At the beginning of the twentieth century, travelling minstrels would still go from village to village singing ballades inspired by thrilling real events. Because they vary lyrics, this song has different versions

The song was created by the traveling troubadours on the base of a real tragedy: the sinking of the steamship “Sirio”, sailed from Genoa to America, on August 6<sup>th</sup> 1906. On August 9<sup>th</sup>, the Sirio sank after running aground on the rocks of Spanish coast. Many hundreds of people died even though a lot of fishing boats and a foreign steamship tried to rescue the passengers. Some years before, the writer Edmondo de Amicis had lived the experience of crossing the ocean with emigrants on a similar ship, which he described in his book “Sull’Oceano”

**E da Genova il Sirio partiva  
Per l’America il suo destin  
Ed a bordo cantar si sentiva  
Tutti allegri solcando i confin.  
Il 4 agosto alle cinque di sera**

Nessun sapeva del suo rio destin,  
 Urtò il Sirio un terribile scoglio,  
 Di tanta gente la misera fin.  
 Si sentivan le grida straziate,  
 padri e madri nell'onda lottar,  
 abbracciava piangendo i suoi figli  
 che sparivan nell'onde del mar.....  
 Le onde battevan il gran vapor  
 in ogni cor volava il pensier,  
 che chiamava il padre e la madre  
 e in pochi istanti la morte trovar.....  
 Quattro barche da pesca correvan  
 in aiuto dei nostri fratei  
 E da baldi col mare lottar  
 E l'han portati sul fermo terren.  
 Ci fu pure un vapore stranier  
 Che da lungi vide il Sirio perir  
 Con destrezza di ver marinaio  
 I naufraghi dall'acqua levar.

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

it is very important to pay particular attention to the correlation between the work of art and the dysfunctional view, as well as the critical question determined in the previous stage. So the students choose the questions based on the above

Works of art	the correlation between the work of art and the dysfunctional view, as well as the critical question		
	1 <sup>s</sup> question:	2 <sup>nd</sup> question:	3 <sup>rd</sup> question:

1 <sup>st</sup> <i>Shipwreck of Sirio illustration by Achille Beltrame;</i>			
2 <sup>nd</sup> <b>Il Naufragio del Sirio:folk song</b>			

### STAGE V

- *Critical thinking through aesthetic experience - applying the Perkins model (1994)*

#### 1.applying Perkins model

Instead of individual work by the trainees, the same process may also be implemented **in assembly**, which present their ideas in the plenary and make a synthetic assessment of their views.

**a)** Trainees are invited to carefully and slowly observe the work of art, for as long as they wish, without interpreting or judging it. (Preparation stage to activate thinking process). Then they are asked to express their first, superficial comments, and answer a number of questions.

**b)** trainees observe the work of art with an open mind and a creative attitude, without looking to draw definitive conclusions yet. They are required to take nothing for granted, but process all possible parameters in a more creative light.

**c)** trainees, draw on what was learnt during the two previous phases, to observe the work of art in detail and in depth, express feelings, go deeper and try to answer their questions, draw conclusions and find out the deeper meanings behind the work of art, adopting a critical approach. Possible questions:

**d)** This is the phase of holistic observation, trainees look at the work again, in synthesis, taking into account the experience of the previous phases, and reflect on it.

Possible questions			
a	b	c	d

What are your first thoughts, your first reactions, your first feelings, your first questions?	Is there an event or “story” you hadn't noticed before?	Which elements of the project (technical or thematic) add meaning or gravity?	The trainees look at the work again, in synthesis, taking into account the experience of the previous phases, and reflect on it (group activity)
Do you notice anything interesting in the work of art?	. What surprises does the work of art hold? (e.g. strange objects, colour combinations, a key element, inclusion of people in the space, etc.).	What answers do you now give to the basic questions you have processed so far?	
Is there something you need further clarifications on?	Look for the “message” and possible symbols in the work of art		

## STAGE VI

- *Re-evaluation of premises*

1. Trainees, in the (same) groups of 4, write a small text on what they experienced during the observation of works of art and then present the text in the plenary (on the same topic as in stage 2). Guidelines for the text: (number of words and sentences; use of key words; express their personal view; mention their personal experience).

2. They compare it with the text they had made in stage 2, and the transformations of their initial thoughts and premises are highlighted.

3. Discussion in the plenary, where all ideas and suggestions which emerged are synthesized

4. The 2 texts, former and later, the highlights, and any final thoughts can be written on a large piece of paper (some can be glued on the paper) so

**that the team can make a collaborative work of the transformative learning experience.**

### **ASSESSMENT (CLOSURE)**

**Everyone picks a Smiley they prefer, he/she explains why he/she picked it and if its different than at the beginning and why.**