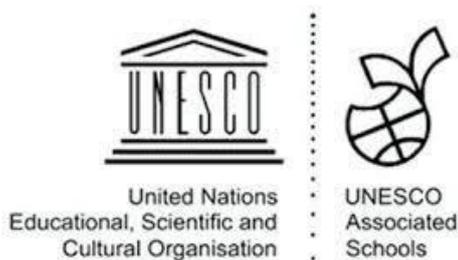


We Have a Dream

Issue n. 2

2017/18



Istituto Comprensivo Statale
"Monterotondo Via B. Buozzi 18"

INCONTRO CON
GIOVANNI
FLORIS

GIOVANNI
FLORIS
QUELLA
NOTTE
SONO IO

Venerdì 1 dicembre - ore 17:00



Giovanni Floris, journalist and writer met the students to talk about **bullying**

Stefano Pantano came to our school to talk about the **values of sport and of life**



Message from the Staff

Dear reader,

Welcome to issue n. 2 of our school magazine. If you look at the end of the previous page, you'll see that a new logo has joined the one of UNESCO. This year, in fact, our school could take part to a PON project, a European Union plan whose aim is to give schools the financial support to put into practice some useful extra-activities. The PON planned deals with bullying, a theme all the teachers are sensitive to; the participants could choose among Maths, Grammar, Theatre, Historical Dance, Circus. The IC Monterotondo via Buoizzi staff has worked hard and enthusiastically to organise motivating and interesting events, so that our school is actually a significant part of the town.

Two important people came to school to talk with students about bullying and about sport, they are Giovanni Floris and Stefano Pantano. In this issue you'll find an interview and a report on the two events. We also tell about reading books, going to the cinema or watching a very special final basketball match. Here at school new talents are growing up, so we want you to read "The Poem of Colours" written by a twelve-year-old girl. Some people are good at using words, others can draw and paint rather well: look at the comics inspired by a novel! Painting and drawing are sometimes considered leisure activities but the works of our young students let us understand they are extraordinary means to communicate important messages. This is the beautiful work that the students of the third year left us: an alphabet to summarize the life of Vandana Shiva, drawings on the powerful message of Florence Nightingale and a couple of portraits of Frida Khalo and Miriam Makeba, which could find a place in a public exhibition.

Now, we would like to thank our Schoolmistress, Mrs. Rosa Apa, for having given us the opportunity to work as journalists at school.

Mrs. Concetta Ferraina and Staff

A SECOND COVER...



Not by chance I decided to start with the photo of a large panel that reproduces in form of art the Third Article of the Italian Constitution. The painting is a product of the art lab called "Writers" led by the Art teacher Mrs. Federici who has been involved in [pon 2014-2020 Tentaco@lizziamoci](#).

Issue n. 1 of this magazine opened with an explanation of its beautiful title, that is a sort of quotation from the famous speech by Martin Luther King Jr.

Mrs. Annalisa Abbondanza, the former director of the magazine, underlined that the title expressed students' dreams and plans for the future. I would like to fly lower than dreams, although they are important to us, and put the stress on those more certain things that the citizens of a democratic State share.

2018 is an important year to us in Italy as we celebrate the 70th anniversary of our Constitution. Its third Article grants equal social dignity to each Italian citizen. It affirms that all the Italian citizens are equal before the Law without distinction of sex, race, language, religion, political opinions, social and personal conditions.

Moreover, the Italian Republic has to do everything possible to remove all the obstacles that prevent its citizens to reach the full development of human beings.

Thanks to this Article it has been possible, as the decades passed by, to have schools opened to each little boy and little girl. It is an extraordinary, challenging work for teachers and for all those who work in schools but, you know

It's the challenging work of democracy and freedom, Darling!

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Students of the second year have talked with their teachers about BULLYING!

The Italian teachers who work with twelve-year-old students decided to plan an exacting learning path focused on bullying. We list some of the reasons why it is urgent for schools to give young students the opportunity to know something more about this increasing problem:

- Aggressive and dangerous ways to relate each other are becoming common at schools, too;
- TV programmes and social networks allow early teenagers to know about casualties of bullying and the risk is that they could imitate the victims;
- Teachers feel they need to talk about bullying and cyberbullying with their students.

Consequently they have organized various activities such as:

- conversations on the theme;
- classes on what the Italian Government has done to protect victims of bullying;
- reading of a novel whose main characters are both bullies and their victim who somehow meet years after a severe accident had happened;
- a theatre lab in which students had to create the plot of a play to be performed at school.

The huge amount of products we present in our magazine witnesses a detailed work made in order to prevent from having victims and bullies. So, let's have a long walk throughout the many things teachers and students have done.

I want to start with the answers that students of II A gave me in April, after having read with them about bullying in the U.K. schools. If you read their answers carefully, you can understand that they know how to react if they had to do with bullies and that they are well informed on the things they can do, according to the law.

Question: What should you do if someone bullies you?

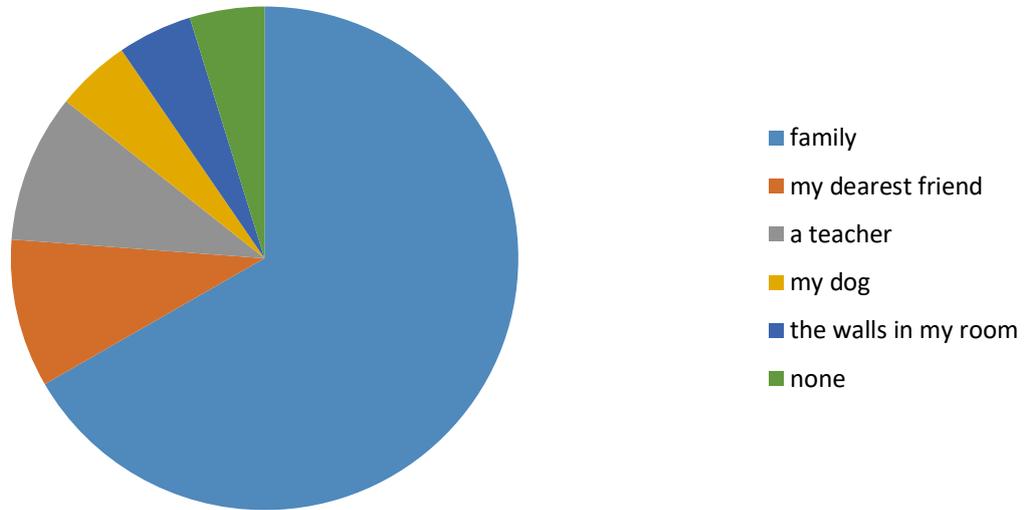
Answers: I should ... try to react, to talk to an adult about this (e.g. my parents or my teachers) ... I shouldn't talk about this and I should try to ignore the bullies ... I shouldn't try to take a revenge ... I'd prefer to tell it to the police, because they can investigate on the Internet. Yes, I should tape the episodes of bullying using a videocamera, taking photos, writing the facts on a personal diary day by day, and so on. I'd share this kind of bad experiences with others. You don't have to hide a problem, be silent, stay alone by yourself trying to let the problem pass by itself.

Question: In your opinion, why do kids become bullies?

Answers: Because they let other people have a bad influence on themselves. They fall into somebody's bad influence. Because they are experiencing a hard moment in their lives. Because they feel envious of the victim so they need to create a problem. Bullies feel themselves weak and undervalued.

A last question

**Who would you talk to, if someone bullied you?
the 22 students of II A try to answer the best they can**



The majority of the students, fourteen out of twenty-two, would talk to a member of their family: parents, grandparents, uncles, aunts, and so on. Only two of them would talk to other adults, others need to have a chat by themselves (a wall or a dog, it's the same). Boys and girls of II A tell us that families are crucial to their education and that they trust those adult people who are strictly related to their daily lives.

G.&T., two students of II D, worked together in order to draw comic strips that shortly summarize the events told in the novel by Giovanni Floris “Quella Notte Sono Io” (in English a possible title could be “I Am that Night”).

Here you can see their comic strips, that were given as a gift to the author of the novel when he came to IC Monterotondo via Buozzi last December.



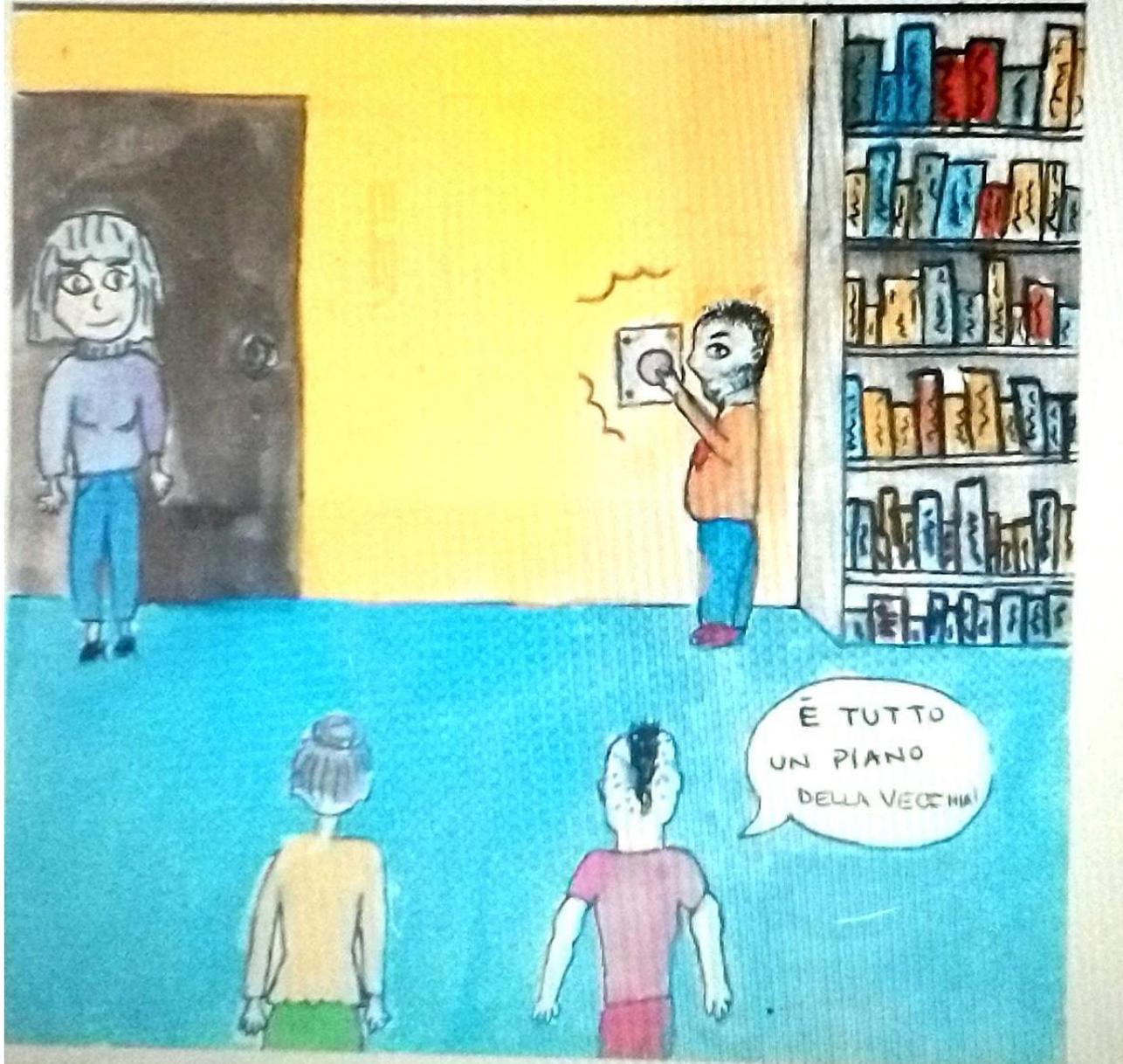
Five adults, two women and three men, accept the strange invitation of Mrs. Casati, the mother of Mirko, a classmate at the times of High School. In the first scene, you see Mrs. Casati welcoming the five.

27 ANNI PRIMA



Twenty-seven years before Mirko happened to fall down from the balcony of a hotel during a schooltrip. This dramatic scene lets the reader understand what actually happened to the poor boy, whose fault was only to be shy and unconventional.

SONO ARRIVATI IL PRESIDE E LA PROFESSORESSA FRATOCCHI. IL PRESIDE, PENSANDO DI ACCENDERE LA LUCE, FA SCATTARE UN ALLARME CHE LI CHIUDE DENTRO.



During the afternoon spent at Mirko's home, the five adults meet their former schoolmaster and their Latin and Italian teacher, who suspect that Mirko didn't fall down the balcony of the hotel by himself. The five begin to understand that they are in a trap.

SI SCOPRONO LE INTENZIONI DI LUCIO E GERMANO....



The moment of the truth slowly arrives: the five people admit having made Mirko fall down. One of them, Stefano, the narrator of the novel, understands that the others used him as an alibi.



At the end of the novel Eleonora, Mirko's wife, appears with a little boy next to her. She reveals that Mirko survived the accident and that he works for the Government, this means that his job is important to the society. Unfortunately Mirko doesn't feel like meeting his former classmates because he hates them. What they can do is helping Eleonora and Mirko to discourage their son who wants to be a bully at school.



On the very last page of the novel the writer comes back to that terrible night, when everything happened in such a way that none of the group of friends could go on as they had previously done. We can see Mirko and Stefano sharing the same hotel room during the schooltrip. Mirko feels that something is happening to him and asks his classmate for help. Will Stefano be so brave as to change the events?

The closing of the novel lets the reader imagine another possible course of the events, another possible novel

Interviewing a journalist: Giovanni Floris meets young teenagers

On the 1st December 2017 the students of our school, mainly those who are attending the second year, met Giovanni Floris, famous in Italy as a journalist and as author and presenter of a weekly TV programme about politics and economics. The occasion was important: the students had previously read a novel by Floris, "Quella Notte sono io", that focuses on bullying and its consequences both for the victim and for the bullies.

The young readers interviewed Mr. Floris giving him the opportunity to talk about school system, bullying, youth, life and the choices it offers

Thanks to the students of II E it is possible to read most of the questions asked to their famous guest.

 **Istituto Comprensivo Statale**
"Monterotondo Via B. Buoizzi 18"

 **INCONTRO CON GIOVANNI FLORIS**

GIOVANNI FLORIS
QUELLA NOTTE SONO IO
romanzo
Rizzoli



Venerdì 1 dicembre - ore 17:00



Mrs. Rosa Apa, the schoolmistress of the IC Monterotondo via Buoizzi with Mr. Giovanni Floris, the journalist and writer who met the students to talk with them about bullying.

Our Questions ... His Answers ...

Teenagers want to be all the same each others. What is your opinion about this attitude?

I don't agree on this point of view. On the contrary, teenagers want to be different to people of their same age. They usually want to conform their behavior because they want to imitate the adults who generally want to conform because it is more convenient than being different.

Have you ever been a victim of bullying?

When I was young I was both a bully and a victim. You know, as a student, I was very hardworking so everybody made fun of me at school. At the same time I was a good footballer and I behaved as a bully when I played football.

You have written a lot of books of different genre and you have also been awarded. What is the novel you have become more fond of?

"Il Confine di Bonetti" is my favourite novel, because it reminds me of the years I spent at secondary school and of the very first years at university.

Are you planning to write another novel?

Yes, I am. It will be again about school, but I am writing of the funny side of school. "Quella notte sono io" represents the tragical side of schoolyears as it is based on a true accident that happened in Milan few years ago.

In your novel "Quella notte sono io" you write: " before being twenty years old you have to buy the glasses that allow you to see the world, after that you only need to change their frame". Can you explain us the meaning of this statement?

Yes, I can. Well, that statement means that when you are young, you lay the groundwork of what you will be as an adult, after that you only have to make some slight changes.

The ending of your novel tells about a dream of Stefano, the main character. Did he only dream or did you want to give him a second chance? And if so, what is the message you want to pass to your readers?

The main character dreamt, this is a matter of fact, but actually I wanted the readers to decide by themselves for another possible future for Stefano and the others.

Your novel is basically about the importance of making decisions. Have you ever made decisions that changed your own life?

Yes, sure, continually. In addition to this, I would say that each of us makes decisions which are to change our lives. For instance I still remember the reason why I am a journalist. You know, when I was attending secondary school, so when I was your age, it happened to me to take part to some classes that my school had previously organized. They were extra classes in which a journalist came to tell us about his job. As we had to be at school in the afternoon, very few of us were there to listen to him, I suppose my schoolmates had something better to do Anyway, I was there with other three students and the journalist, whose name unfortunately I have forgotten, was so fascinating in telling us of his job that I decided to become a journalist, too.

Translated by Mrs. Ferraina



The drawing by R. C. and M. C. M. of Il C says "How would you feel if someone made fun of you all the time?"

THE POEM OF COLOURS

After the interview Mr. Floris invited M. R., a student of the second year – II C, to read her poem. The metaphor of colours as referring to the richness of emotions our lives are made of, the keyword “colour” at the beginning of the majority of the lines should invite us to think that what we share is much more than what divides us and that “difference” should be a synonym of “life”.

Red the colour of love

The colour with you in every new experience

The colour of fresh rose in the morning

Orange the colour of faith

The colour that holds you in its arms

When you need company

The colour of sunflowers

The colour of happiness

That always makes you to look beyond

Yellow the colour of power

The colour of the Sun and of the positiveness

The colour that guides you to look forward

The colour that teaches you to fly without difficulties

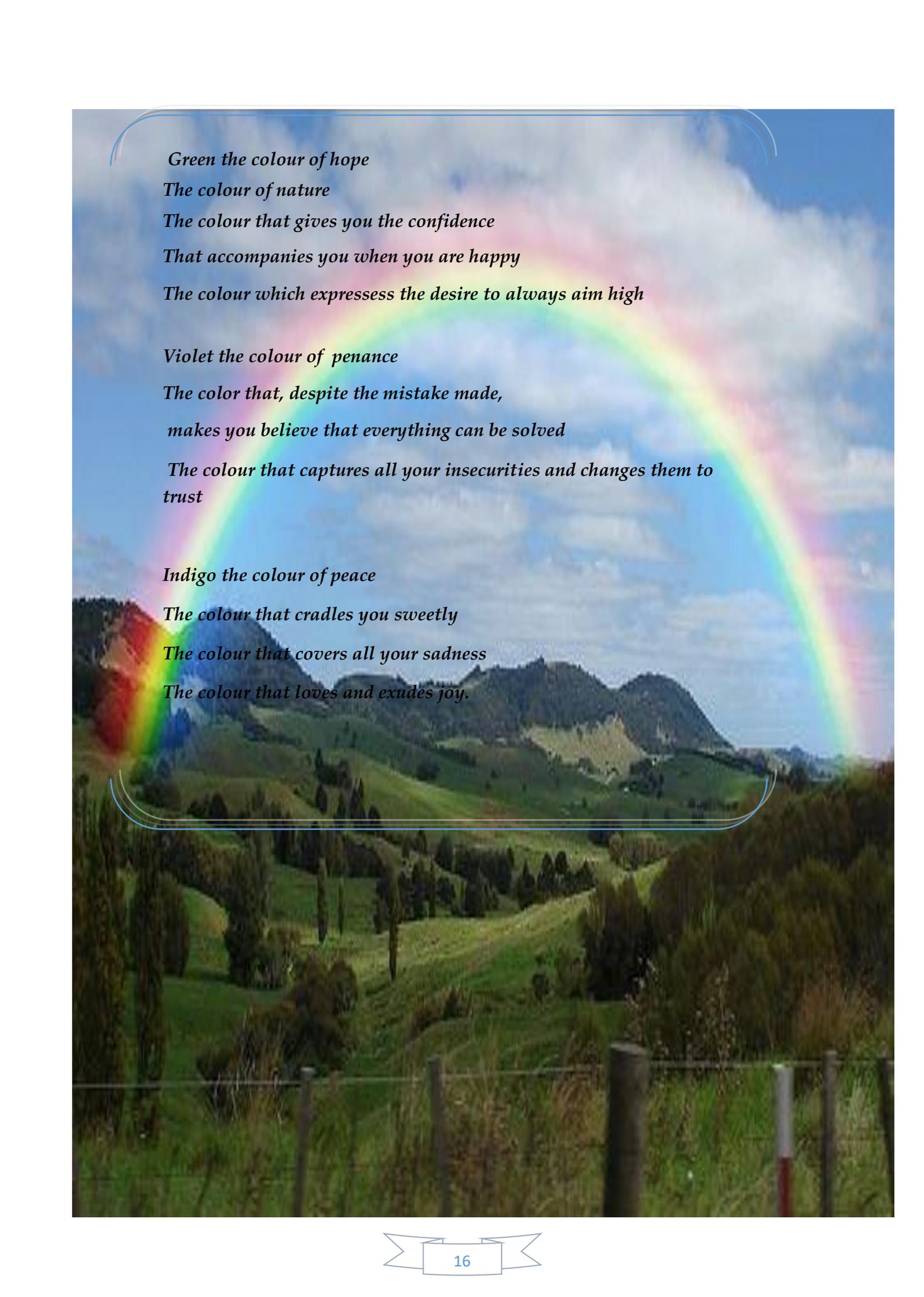
Blue the colour of harmony

The colour of the sky and of the sea

The colour of freedom

The colour that helps you at any time

giving you lightness



*Green the colour of hope
The colour of nature
The colour that gives you the confidence
That accompanies you when you are happy
The colour which expressess the desire to always aim high*

*Violet the colour of penance
The color that, despite the mistake made,
makes you believe that everything can be solved
The colour that captures all your insecurities and changes them to
trust*

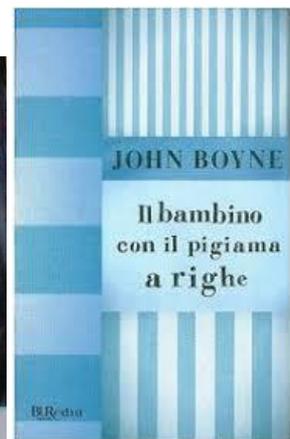
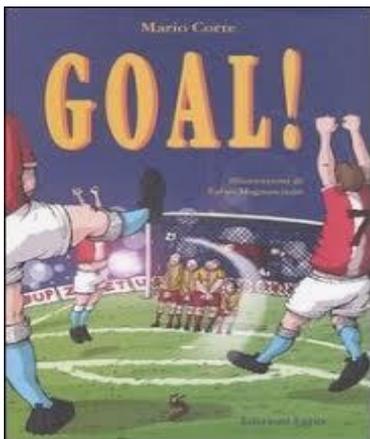
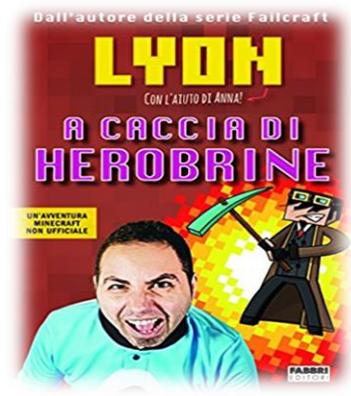
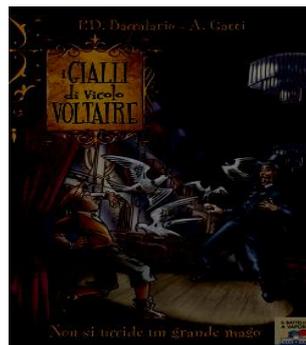
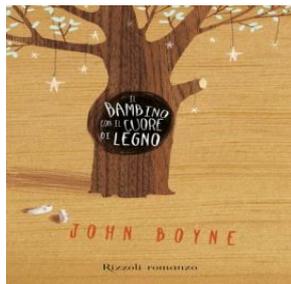
*Indigo the colour of peace
The colour that cradles you sweetly
The colour that covers all your sadness
The colour that loves and exudes joy.*

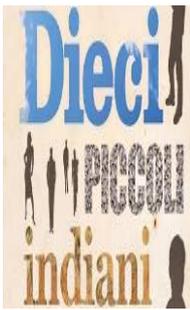
YOUNG READERS ARE GROWING UP

THE SUMMER BOOKS OF THE STUDENTS OF II F

Are we sure that young teenagers don't like reading? A group of students shows us that the opposite is true, instead. Not only they usually read but they also take part to reading competitions ...

Look at the covers of some books they have read: there are thrillers, fantasy, short stories, adventures, football short stories, novels, biographies ... You can find classics such as the British Agatha Christie and the Italian Edmondo De Amicis together with a youtuber (a certain Lyon) known only to early teenagers.





VOX POPULI

When I met the young readers of II F and realized the amount of books they had read thanks to their Italian teacher, Mrs. Vittori, I asked them to tell me what kind of books they are and to express their opinion on them. Read their own words And a questionnaire ...

I like books that let your imagination overcome reality

I don't mind football stories!

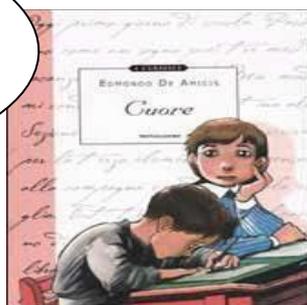
I like adventure and friendship.

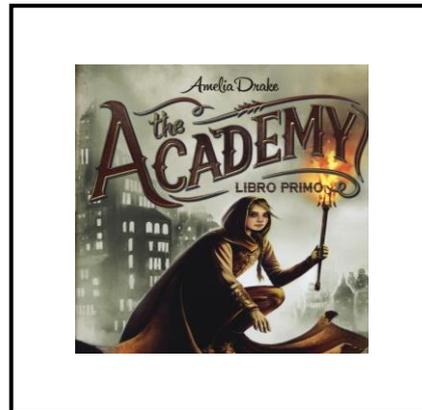
So do I... I like friendship and peace.

This novel is full of suspense! It's amazing!



This diary of a schoolboy is so touching...





QUESTIONS ABOUT READING

- 1) What do you like reading?
- 2) How did you start reading?
- 3) Where do you usually read?
- 4) What kind of books do you prefer?
- 5) What type of books do you hate?
- 6) Do you like reading adventure book?
- 7) When do you read books?
- 8) What is the last book you have read?
- 9) What do you prefer? Reading or watching TV?

CineProject – a Film Review



During the schoolyear, students were offered the opportunity to go to the cinema in the morning to watch movies related to their tastes and to teenagers lifestyle. It is not necessary to underline the importance of this project, as we adult people, both teachers and parents, are conscious that teenagers usually watch movies in the Internet or by DVDs. So why not giving our students the possibility to appreciate the darkness and the silence of a cinema hall and a big screen?



The most successful film of the schoolyear was certainly “Wonder”, in fact a lot of boys and girls, despite their different age, told their teachers that they would watch the movie again and again. Those of us who have read the famous novel or have watched the film can understand why: the story is told by teenagers, none of them is a super-hero, Auggie has got all the reasons in the world not to go to school and life at school can be really complicated also for those who seemingly don't have any problem at all.



WONDER

by L. M.. a student of II D

Wonder is a 2017 film directed by Stephen Chbosky, starring Jacob Tremblay, Julia Roberts and Owen Wilson. The film is inspired by the novel of the same name, written by R.J. Palacio and published in 2012. The film talks about bullying and friendship. The protagonist is August Pullman, an 11-year-old boy with a craniofacial malformation that prevents a normal life. He did about 27 surgeries and, for fear of the reaction of other children, he never went to school in his life. When he has to go to middle school, his parents decide that it's time for him to go to school with the other children, but he isn't so happy about this decision. The school is the Beecher Prep and Auggie has to visit it. The principal gives the task to two boys and a girl of the same age as August, to accompany him to visit the classrooms of the school. They are Julian, Jack and Charlotte. At school Auggie is a good student, but he spends his days alone, and even during the lunch break, while all the tables are crowded, nobody sits at his table. At one point, Jack and a girl, Summer, decide to sit with him and the three make a good friendship. Meanwhile, Julian makes fun of Auggie with constant jokes about his appearance, tormenting him with two other friends, Henry and Miles.

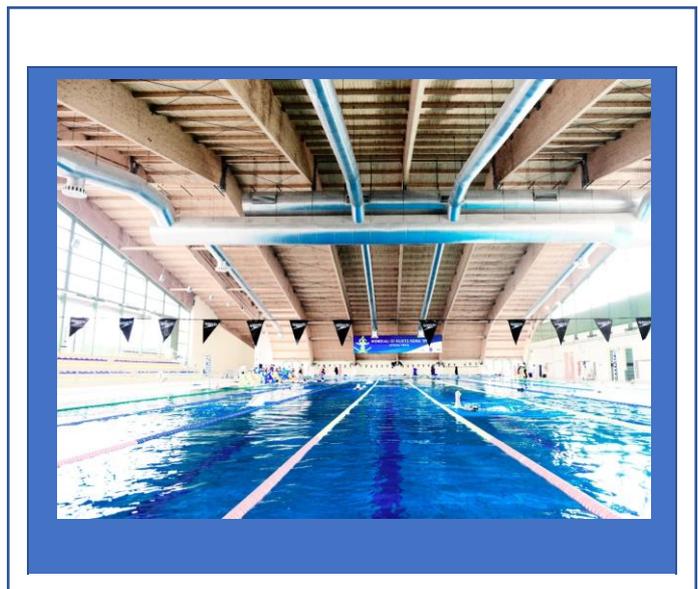
Then, finally arrives Halloween, August's favourite party, in which he feels normal, like the other classmates. He carefully prepares the costume of Boba Fett, but on the day of the party, being late, he takes the costume of Screaming Bloody. In the class, he hears Jack talking to Julian about the fact that he's spending the time with him (Auggie), only because the principal gave that task to them. So Auggie runs into the bathroom, starts crying and pretends to be sick to go home. The next days he doesn't talk to Jack, until he sends an e-mail of excuses and they return friends. At the end of the year the classes go on a school trip (Julian doesn't participate because he is suspended for bullying August.), August is very excited and a little bit scared. During the trip, they have a lot of fun, but Auggie and Jack are attacked by three older boys. Fortunately they are helped by Henry and Miles and they became friends, too. August, at the end of the school year, gets an important recognition from the principal and he becomes an example and the friend of all. I really liked this film because it teaches you that the friendship goes beyond the physical aspect and, at the same time, it's fun. My favourite character is Summer, because she never judged August by his aspect, but she only wanted to be his friend.



Not only Physical Education

The importance of physical activity has been continuously repeated by doctors as one of the best things to do if you want to be healthy; nutritionists add that sport is of crucial importance if you want to lose weight and get ready for a hot Italian summer and, above all, it helps your heart and your brain to work perfectly well. Nowadays we all are more conscious that sports allow disadvantaged people to emerge. Another professional category puts the stress on physical activity as a way to make people improve social skills and learn the respect of the general rules of living in complex and competitive societies. The professional category we are talking about is made up by the P.E. teachers.

At the IC Monterotondo via Buoizzi the P.E. teachers plan projects so that students can try as many sports as they can. For instance they organise swimming courses using the huge public swimming pool in town (see the photo below).



Moreover, they encourage the first year students to try an uncommon but glorious sport as **fencing** is, above all in Italy, because of the many Olympic medals athletes have won in the decades. Turn page to know more...



Stefano Pantano - An Olympic Champion at School



1 Stefano Pantano with Mrs. Apa, the schoolmistress, and Mrs. Giani, one of the P. E. teachers, and students

In the middle of May students who attend fencing courses could meet Stefano Pantano (see photos), sword Olympic champion in Seoul and Barcelona, who started practising that elegant and aristocratic sport when he was nine years old. After his retirement from sporty career, he went on studying and he graduated. He works as Professor at Tor Vergata University, in Rome and he is a speaker on sport programmes. Could we ever find a more extraordinary example for our young boys and girls? Professor Pantano is sociable and has considerable expertise on how to put at easy the others, consequently he let students ask him about many things, from the values that can pass by means of sport to the highly unfair practice of doping.

Our students offered him the opportunity to see them doing short passages of a sword fight where he had to play the role of the referee. Important to us, as teachers, listening to him telling how crucial it is going on studying and doing every day the best we all can to have good results in our lives. Eventually how does an Olympic champion feel when he watches videos of his victories? He doesn't deny that watching those old videos is as moving as being his son's trainer. After that, he goes on considering the great results the Paralympic champions gain at any time, among them the young and brave Bebe Vio, whose strong will is extraordinary. The former Olympic champion reminds us that at first none could ever believe that physically disadvantaged people could be able to practise any sport, nowadays instead the Paralympic games viewers are expected to overcome those of the "traditional" Olympic games.

TIBURNO Martedì 22 maggio 2018 Cronaca Monterotondo 27

Scuola

Il campione della scherma all'istituto Bruno Buozzi per trasmettere i valori dello sport

di Eugenio Nuzzo

Giovedì 17 maggio l'istituto comprensivo Bruno Buozzi ha aperto le sue porte a Stefano Pantano, il pluripremiato schermidore romano, per una mattinata di incontri e dimostrazione sportiva, con il fine di trasmettere e raccontare ai giovanissimi l'importanza degli intramontabili valori sportivi.

Una sentita iniziativa, un momento di incontro e confronto tra gli studenti e l'atleta, inserito all'interno del progetto "Incontrano il campione", un'iniziativa del CONI promossa per trasmettere valori importanti come la cultura della sconfitta, il rispetto dell'avversario e delle regole.

E l'istituto di Monterotondo non poteva ricevere maestro migliore di Stefano Pantano, classe 1962, cresciuto all'interno del quartiere Quadraro di Roma, avvicinato allo sport proprio per disciplinare la sua esuberanza. Un contatto, quello con la spada, che si è rivelato proficuo di successi per l'atleta romano, tre volte campione del mondo di scherma a squadre e oggi direttore tecnico delle Fiamme Oro, gruppo sportivo della

Polizia di Stato, ovviamente nella sezione scherma.

Durante il corso della mattinata, oltre a parlare degli aspetti più importanti della disciplina dello sportivo, si è anche tirato di scherma, poiché l'istituto Buozzi possiede un suo corso di scherma in orario scolastico.

E tra una stoccata e un'imbroccata il campione ha anche parlato di rispetto per le donne e dell'importanza, specialmente per i più sportivi, di non sacrificare mai il percorso didattico e scolastico in nome dello sport. Oggi, lo stesso Pantano, è laureato in scienze motorie e insegna all'università di Tor Vergata.

"Le cose che ha detto Stefano questa mattina le ha anche dimostrate con la sua assistenza", ha spiegato a fine incontro la dirigente scolastica Rosa Arpa. "Inoltre questa mattina ha parlato tanto delle parolimpadi e dell'importanza dell'inclusione, sottolineando il successo che negli ultimi anni questi atleti stanno avendo. Ha parlato anche di Bebe Vio che di atleta paraolimpica."

Grande soddisfazione anche per la professoressa Veronica Gianni, docente di

educazione fisica: "Felicissima di portare avanti il discorso con il Coni, sul progetto i giovani incontrano il campione. Quest'anno è ve-

Sopra un momento della presentazione, nel box il dirigente scolastico Rosa Arpa con Stefano Pantano

nuto Stefano Pantano. È stata una giornata indimenticabile per gli alunni, ma anche per il corpo docente, che hanno seguito con molto in-

teresse il racconto di Stefano. Un ringraziamento va alla preside Rosa Arpa per il lavoro che svolge quotidianamente



Pantano: "Ci insegna il rispetto delle regole"

Stefano Pantano, perché ha deciso di essere qui a Monterotondo nella scuola Buozzi?

"Io faccio parte di un programma del Coni, andiamo spesso ad incontrare i ragazzi di quest'età per trasmettere le nostre esperienze e i valori reali dello sport. Ho aderito al progetto anni fa e porto avanti questa attività con grande piacere."

Quali sono questi valori dello sport che potrebbero aiutare nella crescita dei ragazzi?

"Sicuramente sono i valori oggi scomparsi, di cui si parla spesso, ma andrebbero sicuramente rispettati. Lo sport ci insegna il rispetto delle regole, il rispetto dell'avversario, quindi anche la cultura della sconfitta, saper riconoscere che qualcuno ci è stato in quel momento superiore. Inoltre il saper vincere e il saper perdere, così come l'impegno. Sono tutte doti tipiche dell'atleta. Ma, cosa a cui tempo fa, non si può trascurare il doppio percorso di studio e

sport. Sono due percorsi che devono essere alla base di ogni ragazzo.

Sostanzialmente, quindi, ci vuole equilibrio tra questi due mondi?

"Sì, diciamo che lo sport dovrebbe sicuramente trasmettere questo. Uno sport di combattimento come il mio insegna molto, soprattutto ai bambini, dai punti di vista caratteriale. Il bambino attraverso riesce a tirare fuori il suo carattere e quello particolarmente esuberante, vivace e in alcuni casi aggressivo, riesce a capire cosa significhi incontrare un avversario. Lo sport di combattimento in genere, non solo la scherma, danno quell'equilibrio che uno magari non si aspetta. Gli atleti di combattimento, sembra un paradosso, ma riescono a mettere questo self control nella vita di tutti i giorni."

E lei da giovane, prima di essere uno sportivo, era equilibrato?

"No, io ero un bambino piuttosto vivace, aggressivo, a cui piaceva lo scontro fisico.

Criscevo anche in un quartiere piuttosto popolare come il Quadraro, quindi mio papà ha pensato bene di affidarmi a degli educatori sotto tutti i punti di vista e anche a uno sport che mi insegnasse il rispetto delle regole. La palestra, il viverio quotidianamente, è qualcosa che cercherò di trasmettere a mio figlio, perché sono valori importanti che a me hanno dato tanto."

Qual è il messaggio che ha cercato di dare ai ragazzi?

"Ho concluso ricordando loro, specialmente ai maschietti, il rispetto delle donne. Un aspetto che va evidenziato e incalzato proprio a questa età. Credo che ormai, come dico spesso, per alcuni il danno è già fatto. Con i ragazzi invece si può ancora parlare, spiegare come si dovrebbe vivere. Poi l'impegno, così come il saper conciliare studio e sport, senza rinunciare ad aspetti importanti della propria formazione, è importante. Come ho spiegato a fine lezione l'atleta, quando poi smette l'attività, entra nella vita di tutti i giorni e senza questo percorso si troverebbe un po' sgranato. Ma grazie anche allo sport parli con un background importante anche in questo nuovo percorso




2 A local newspaper wrote a long article about the event at school.



What is Frammaday? Where does the name come from? Has it got something to do with sport?

Read the following passage to know more:

Frammaday is a yearly event that takes place in Monterotondo in May. Its aim consists in showing to the inhabitants the products of the schools labs. This year the students of our school could reach the town sports centre to see the final basketball match of the tournament. It was a great match where the local basketball team won 84 to 48 against the guest team coming from Latina.



3 A half of the basketball court



4 A whole basketball court



5 Is it a score, by chance?

Anyway What does Frammaday mean? It has to do with a young man ... Angelo Frammartino was a 24 year old Italian student of Law, who went to Jerusalem as volunteer in August 2006, because he wanted to give his help to the children victims of the Israeli-Palestinian conflict. Unfortunately he was murdered there by a supporter of the Palestinian Islamic Jihad, who intended to kill a Jewish young man. Angelo's death during a peace mission moved the whole Italy. His deep interest in peace, civil rights and in supporting the others was awarded with the Gold Medal for Civil Merit some months after his tragical death.



His parents, his friends and the inhabitants of Monterotondo, the town where he was born and lived, have done a lot not to forget him: a school and "la Casa della Pace" (The House of Peace) are named after Angelo Frammartino; moreover every year in August the Angelo Frammartino Prize is given by the town of Caulonia (Reggio Calabria) to relevant personalities or organisations that have shown their devotion to Civil Rights, Non-Violence, Peace.



The iconic building of the United Nations in New York

School Experiences ... Life Experiences

A boy of the third year tells about an important event in his life... nothing dangerous, only speaking English about global problems!

IMUN – Italian Model United Nations is a project whose aim is to involve Italian students of the secondary schools in taking part to workshops about important themes such as environment, war, relationships between different countries, human rights, usage of weapons. The participants to the project have to work in groups assuming different roles. The groups have to reproduce the United Nations Committees and Protocol. It is challenging to students playing the role of a delegate, because it demands to interact using spoken English on specific topics.

For the second time, also this year, the IC Monterotondo via Buoizzi took part to this remarkable project, thanks to a student of III B, L. P., who although alone, decided to repeat an experience that has enriched him. He was asked to write a sort of short report about the days he spent in Rome with other students from other schools. Let's read what he wrote about IMUN ...

My report



From the 7th to the 9th of May I took part to IMUN - 2018 in Rome. The first two days we were in schools sites, whereas on the final day we were in the Teatro Olimpico, in the centre of Rome.

The IMUN project is a role playing game where the students are the delegates of Countries, this means that they have to learn something of countries that can be far from the nation where they live. For instance last year I was the delegate of the Marshall Islands, near the Equator, in the Pacific Ocean. This year I was the delegate of the United States of America.



A photo of IMUN brochure – here you can find all the information you need

The delegates of the countries have to discuss on a topic, ally each other and write a resolution to solve the problem. There is a sponsor, someone who gives ideas, and the signatories, that is those who sign and validate the resolution. My group had to discuss about **Measures to Deal with Chemical and Biological Weapons**, it is a difficult but interesting topic. We have talked about the differences between chemical and biological weapons, about the damages they cause to the human body and to the environment.

The IMUN project is very interesting and for this reason I have decided to take part again and I will be there next year, too.



From here ...  To there! Who ever knows

Learning Project for students of the third year –

Women in History



This learning project wants to make students learn more about important women who have given a fundamental contribution to human society. Students did research both on schoolbooks and in the Internet in order to introduce important women in History, such as Marie Curie, Frida Kahlo, Rita Levi Montalcini, to their classmates. The students of III D have used all their creativity and originality in their exhibition. It was not easy to present Vandana Shiva, one of the most interesting critical voices of the last decades, maybe because she is neither a scientist nor a politician but someone who knows Science and Politics and who can define some contradictions of our times. The students of III D and their English teacher, Mrs. Panella, have found a way to present Vandana Shiva: an incomplete alphabet whose letters are starting points to tell something about the Indian activist, nonetheless something has to be completed as we can't say everything on a living personality who has a lot to do and to tell us



Activist: a person who works to bring about political and social changes by campaigning in public or working for an organization.

Vandana Shiva is an Indian activist for the environment.



Biodiversity: it is the existence of many types of plants and animals. In agriculture it is the existence of many seeds; it is the opposite of monoculture.

Vandana Shiva's theory supports biodiversity. She wants biodiversity all over the world.



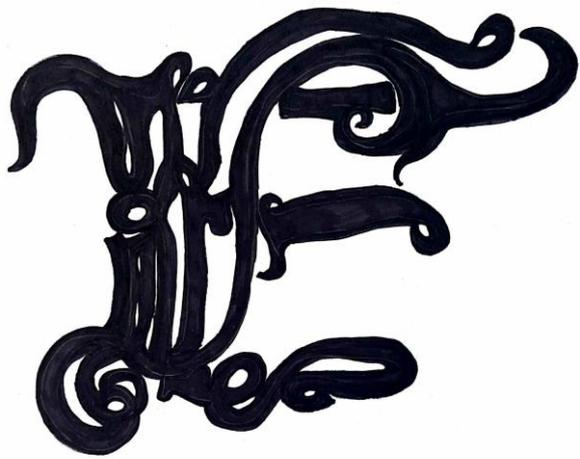
Canada: a constitutional monarchy in federal order, located in North America, including ten provinces and three territories.

Vandana Shiva moved to Canada to continue an M.A. in the Philosophy of Science.



Degree: a graduation

Vandana Shiva received a degree in the Philosophy of Science at Guelph University, Ontario, in 1976.



Environment:
particular natural
surroundings in which
you live or exist.

*Vandana Shiva is
making something
good for the
environment.*



Food: what people and animals
eat.

*Vandana Shiva begins her
reflection celebrating respect
for food, its sustainable and
healthy production, the duty of
all to guarantee it, before it
disappears through the new
commercialization of culture.
Food is the basis of life.*



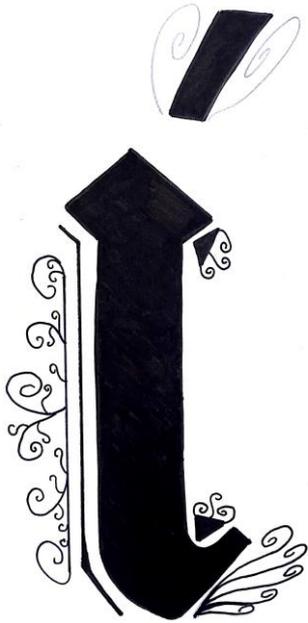
Golden rice: a genetically modified rice where vitamin A has been added.

Vandana Shiva is against Golden rice because she thinks it's just a damage.



Healthy food is natural food, with health-giving qualities.

Shiva pointed out the destruction of living ecosystems, and how this negatively impacted on the production of healthy food.



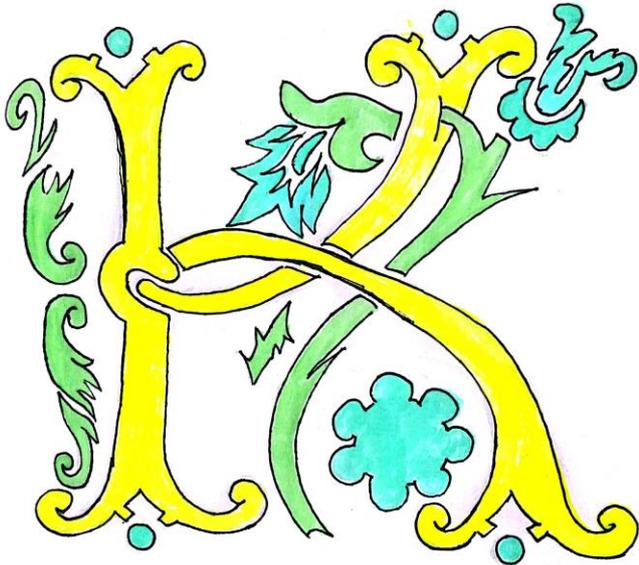
India: is officially known as the republic of India. The capital city is New Delhi.

Vandana Shiva was born in India.



Junk food: unhealthy food.

Vandana Shiva is against junk food, produced by multinational companies.



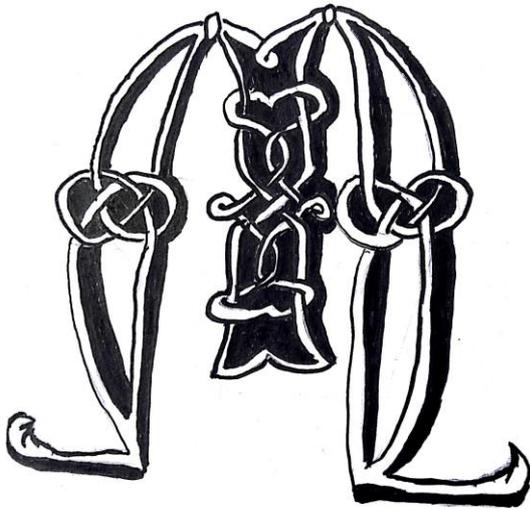
Kind: a group of people or things having similar characteristics.

Vandana Shiva prefers different kinds of seeds rather than monocultures.



Right Livelihood Award: an annual award created in 1980 by Jakob von Voxkull.

Vandana Shiva won the Right Livelihood Award in 1993, an honor known as an "Alternative Nobel Prize".



Multinational Companies: a business that operates in many different countries at the same time.

Vandana Shiva fights against multinational companies.



Nutrition: the process of providing or obtaining food necessary for health and growth.

Vandana Shiva has brought changes in the sector of nutrition.

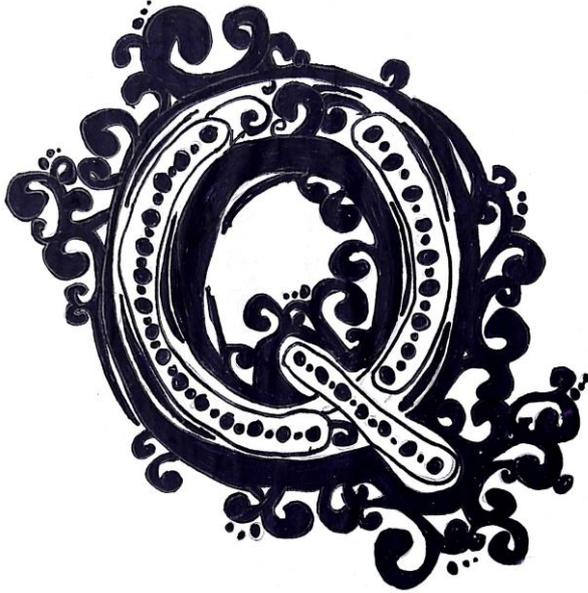


O.G.M. (G.M.O. in English):
genetically modified
organism. They are
organisms, whose genetic
structure has been changed
by genetic engineering.
*Vandana Shiva thinks that
agriculture with genetically
modified organisms has costs
that are much higher than
the traditional agriculture.
Not to mention the risk of
contamination.*



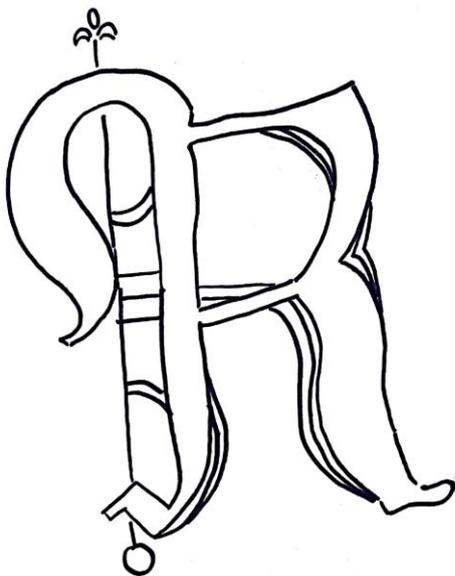
Poor people: people who don't
have enough money to buy
food, a house or clothes.

*Vandana Shiva always helped
poor people as much as she
could.*



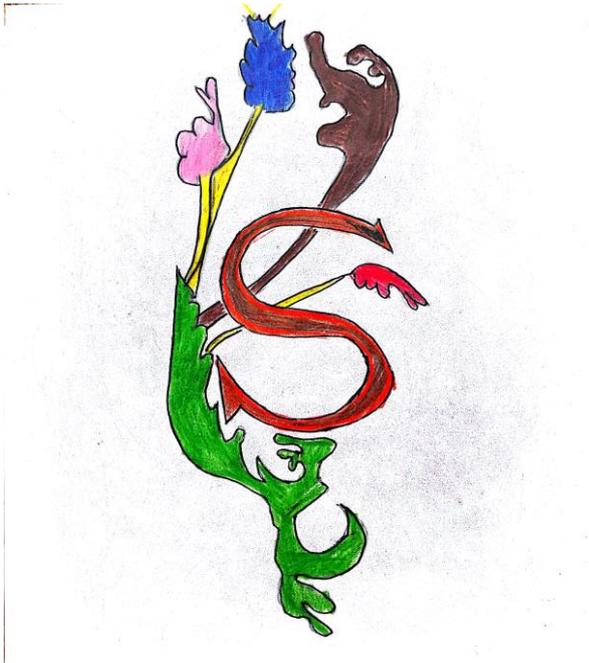
Quest: searching something.

Vandana Shiva has fought for the quest of justice.



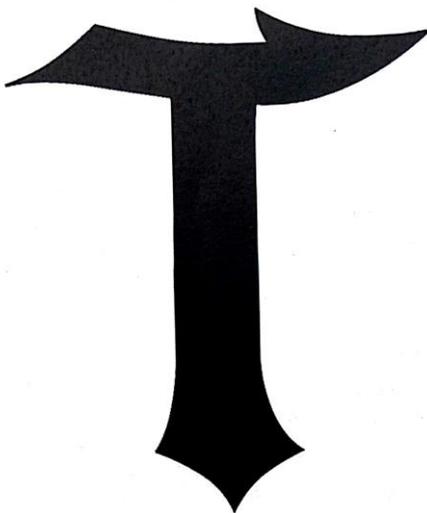
Rich people: people that have a lot of money.

Vandana Shiva fights against the illegal profits of rich people, who exploit poor people.



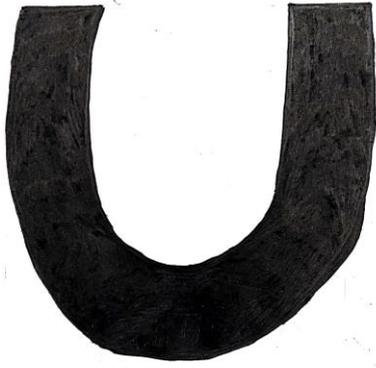
Scientist: an expert in science, especially physical or natural science.

Vandana Shiva is a scientist.



Travel: make a journey usually over a long distance.

Vandana Shiva has travelled to many countries. She has travelled to Italy, where she participated to several tv programmes.



Uttar Pradesh: a state in northern India.

Vandana Shiva was born on 5th November 1952, in Dehra Dun, Uttar Pradesh, India.



Vandana: in Hindi it means glorification.



Writer: a person who writes books.

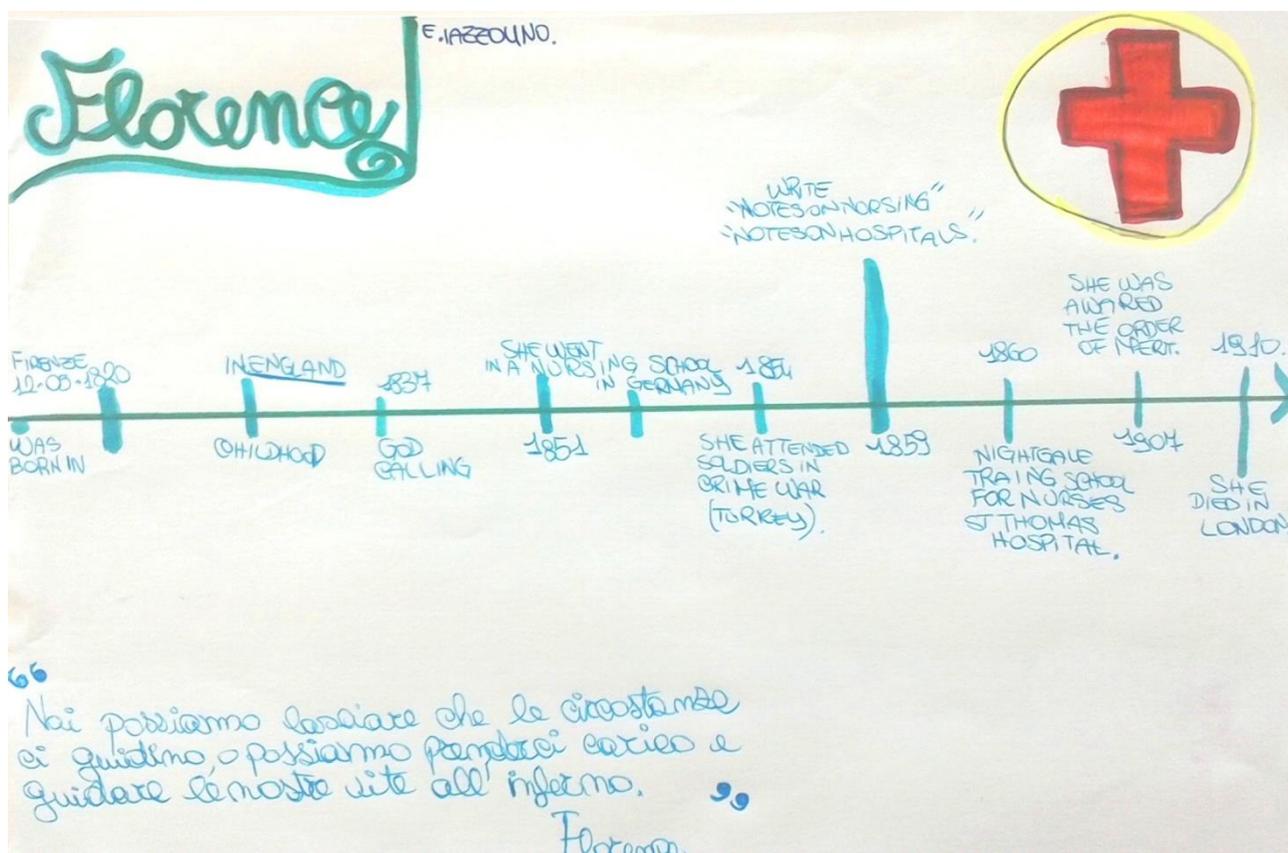
Vandana Shiva is a writer of books on biodiversity, monocultures and GMOs.

Women in History – an important woman of the past

A project of the students of III F and their English teacher,

Mrs. Antonella d'Angelo

Florence Nightingale



An effective timeline so that we can easily insert Florence's life in the context of the historical events of her times

Can you translate in English a quotation of one of her most famous sentences, please?

FLORENCE Nightingale

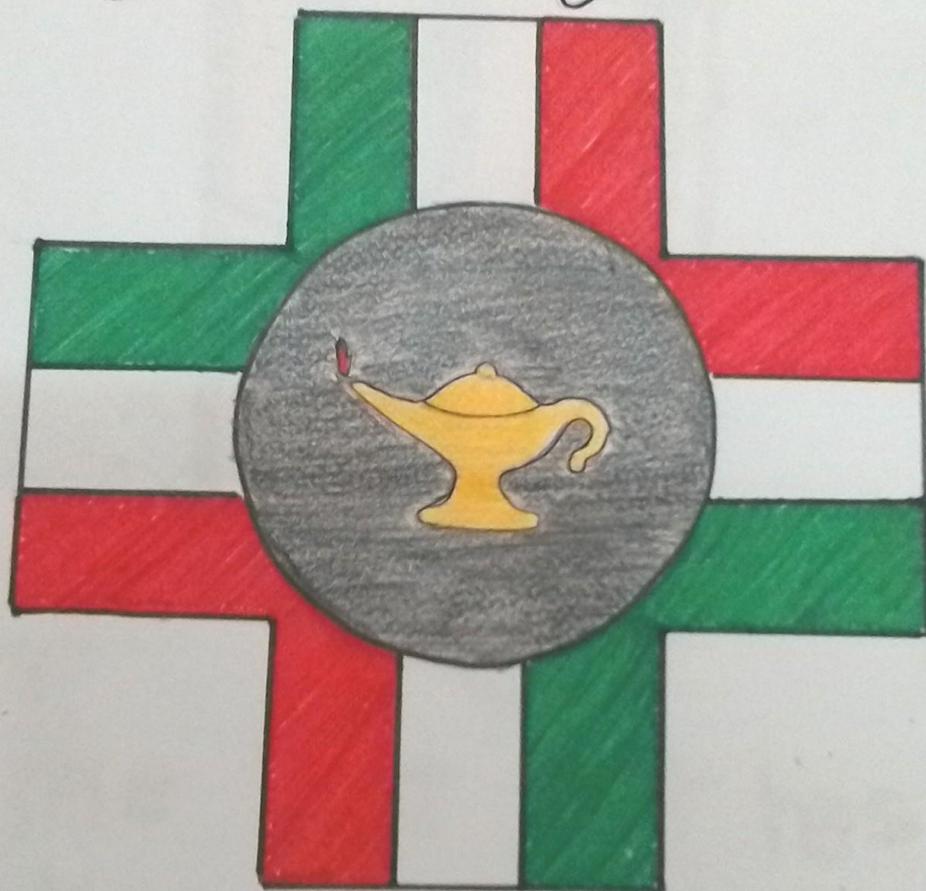


“YOU ASK ME WHY I DO NOT WRITE SOMETHING.. I THINK ONE'S FEELINGS WASTE THEMSELVES IN WORDS, THEY OUGHT ALL TO BE DISTILLED INTO ACTONS WHICH BRING RESULTS.”

Florence
Nighting

The beautiful and intensive portrait of Florence is a proof of the deep sensitivity of its author. Here viewers know that Florence became a light of hope on the battlefields.

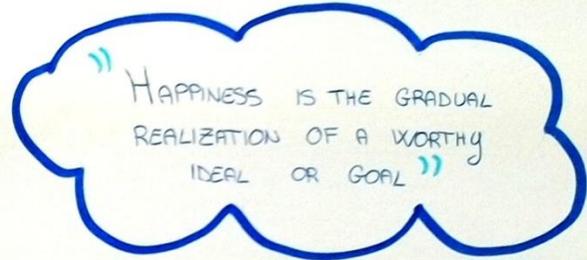
The lights



of hope

A logo, a manifesto, a lifestyle

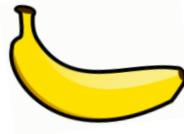
FLORENCE + NIGHTINGALE



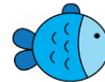
Florence Nightingale

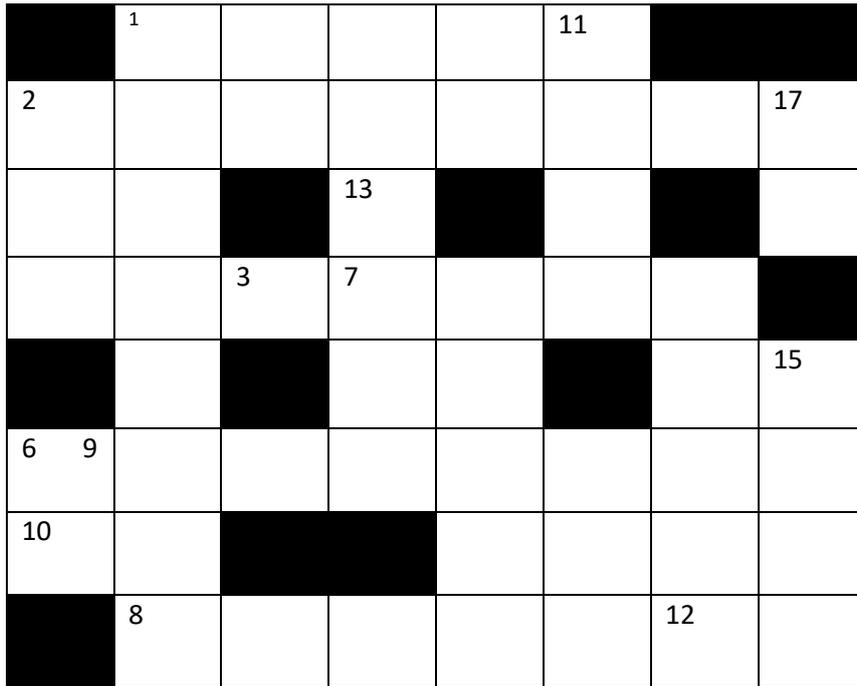
Confidence, Compassion, Competence Three simple words that made a nurse become a symbol to million of people.

A BREAK FOR YOUR BRAIN OFFERED BY THE YOUNG TEENAGERS OF THE FIRST YEAR, J. L. AND F.F.



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | R | M | C | H | A | I | R | E | D |
| P | I | U | C | A | R | R | O | T | S |
| P | C | S | L | E | T | T | U | C | E |
| L | E | H | L | A | M | P | N | W | F |
| E | C | R | T | O | M | A | T | O | A |
| T | R | O | Y | O | G | H | U | R | T |
| U | E | O | P | O | T | A | T | O | I |
| N | A | M | D | O | G | C | A | T | L |
| A | M | S | B | A | N | A | N | A | Y |
| B | I | S | C | U | I | T | P | E | N |





ACROSS:

1. NORTH, WEST, EAST AND ...
2. IT IS COLD AND YOU EAT THIS FOOD IN SUMMER
3. IT IS THE OPPOSITE OF MAN
4. THE NUMBER AFTER ONE
6. IT IS AT THE END OF ARM
8. WHERE ARE YOUR BOOKS AT SCHOOL?
10. IT IS A PREPOSITION OF PLACE
12. ABBR. OF KNOCK OUT

DOWN:

1. IT IS IN THE NORTH OF THE U.K
7. THE OPPOSITE OF YOUNG
9. SHORT WAY TO SAY HELLO
11. IT IS A SONG BY ALESSIA CARA
13. IT'S NOT HOT
15. MARTIAL SPORT
17. POSSESSIVE ADJECTIVE

The young F.I. of I F invites you to find nine things we eat and drink, four names of family members, three pieces of clothes, two verbs, a number, an adjective and a means of transport.

Have fun! It is not difficult



FIRST STEPS ON CLASSICAL CULTURE

Monterotondo is not far from Rome, we know that the Colosseum is the most famous monument in the world, but what about visiting the Musei Capitolini? We can see the female wolf and the twins ... Campidoglio Square planned by Michelangelo Buonarroti, for instance. This is a schooltrip for the students of the first year, the photos below tell us what happened that winter morning...



6 Fori Imperiali from Campidoglio Square



7 Pine trees in Rome



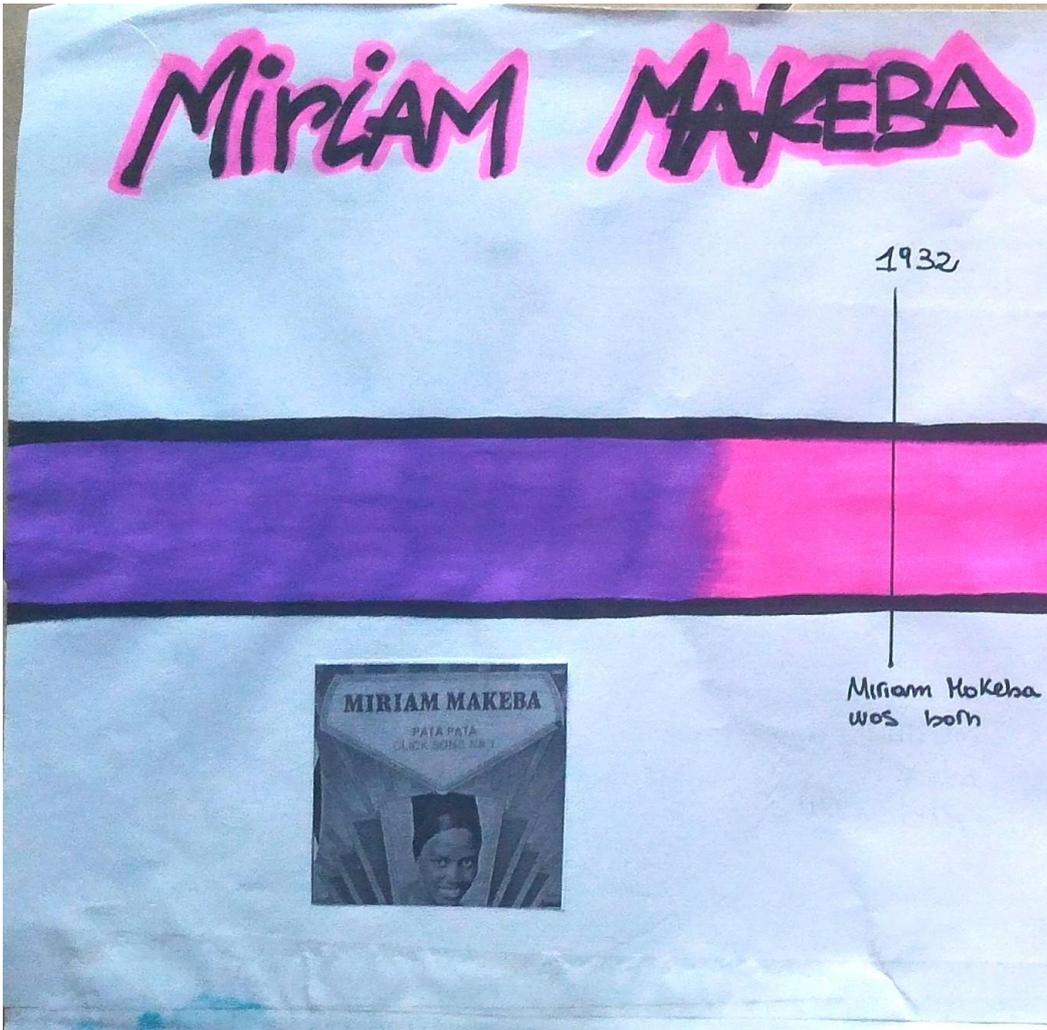
8 A fountain



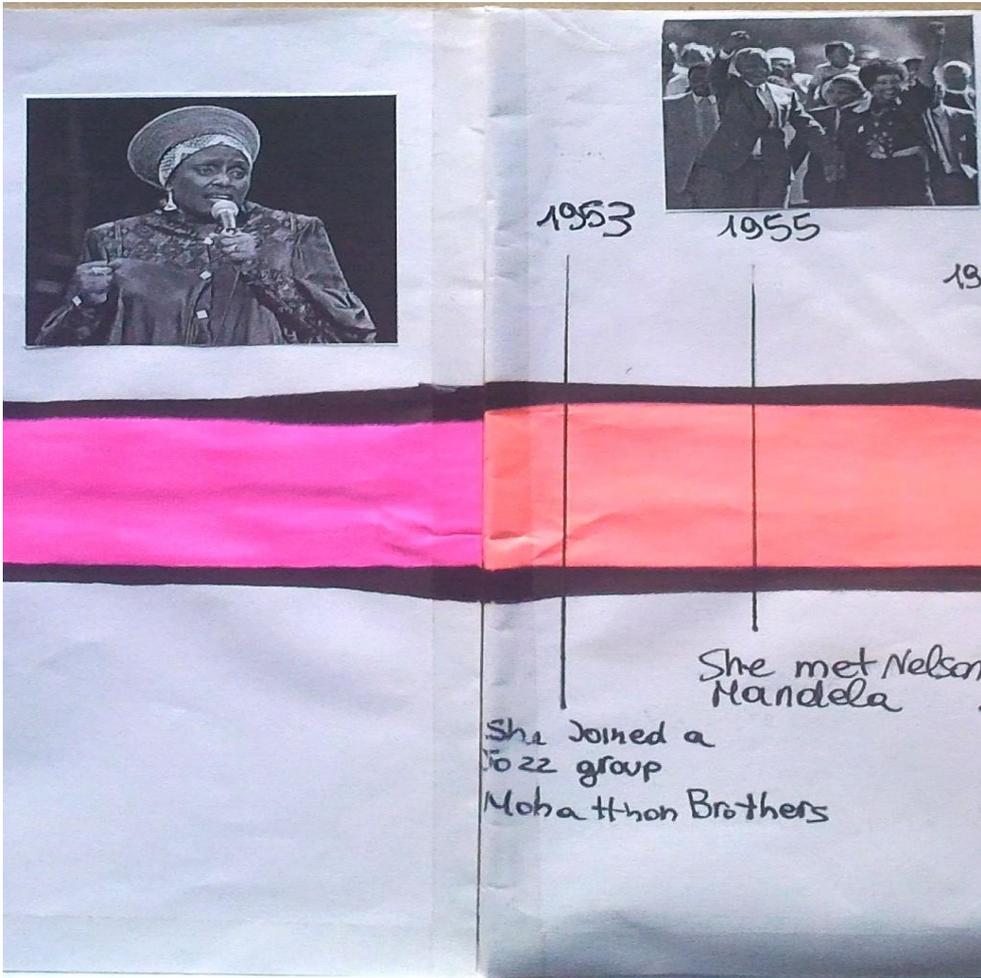
9 Well guys, let's go home

Another contribution to the Learning Project about **Women in History** comes from the students of III C. They have planned two long timelines of Miriam Makeba's life, actually too long to be reproduced on a page, so you have to read the first as a triptych.....

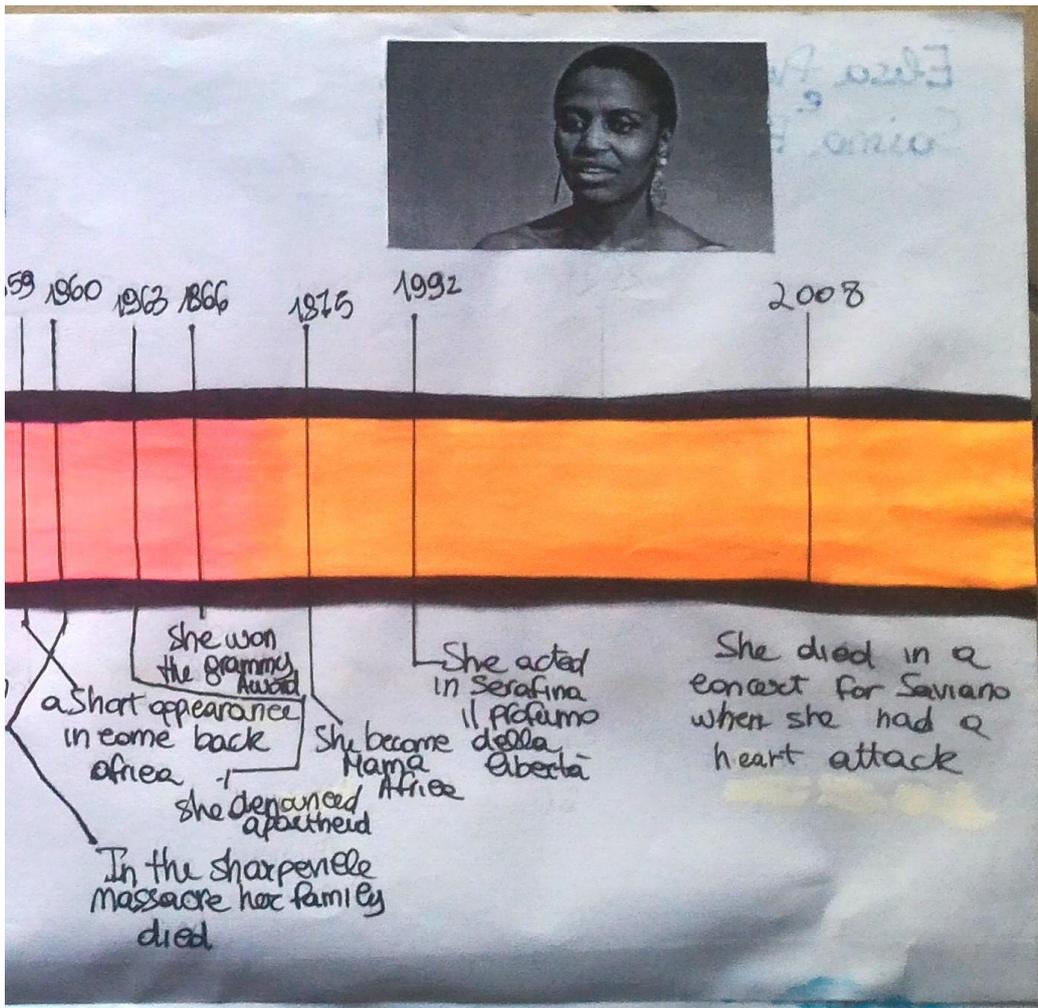
MIRIAM MAKEBA



Panel one

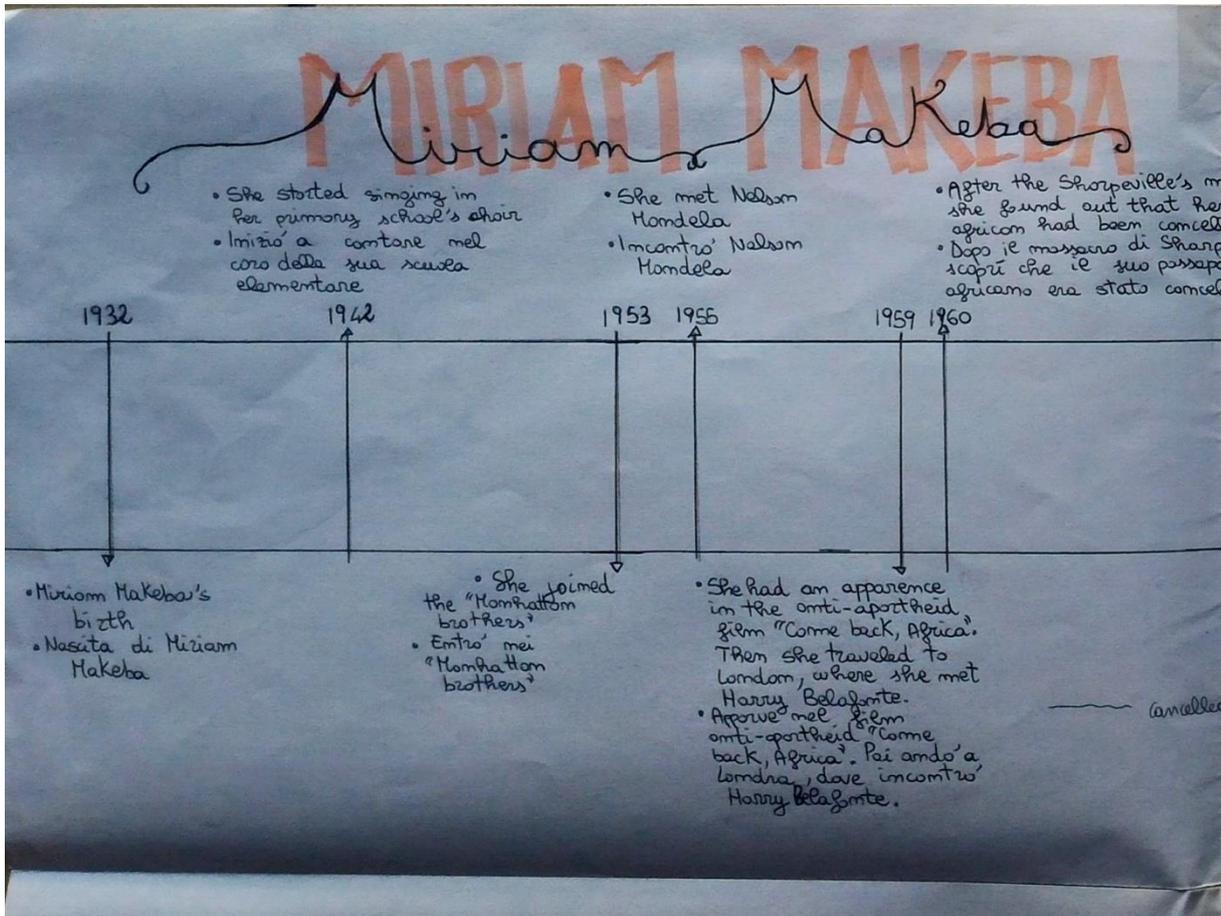


Panel two

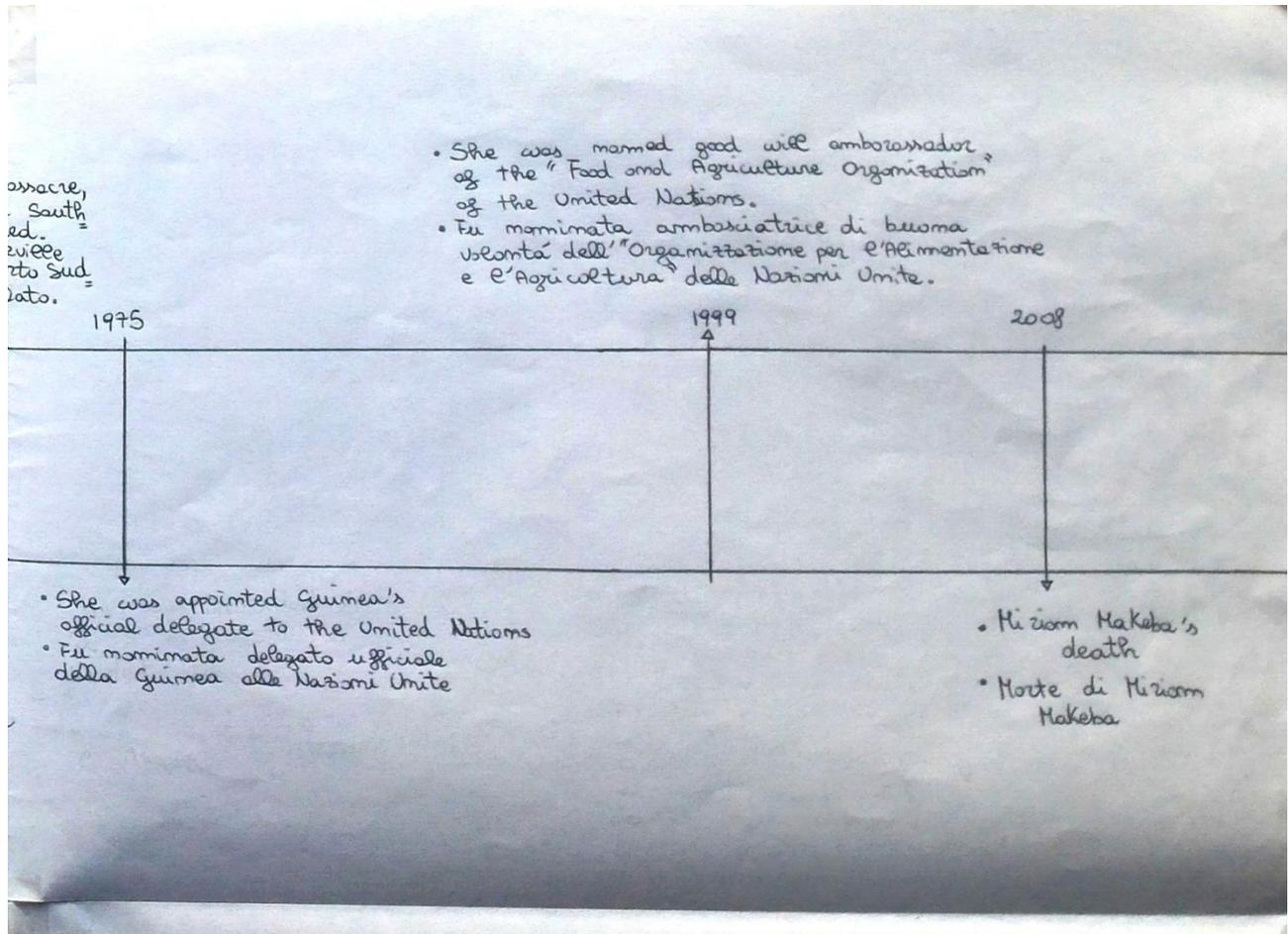


Panel three

..... And the second timeline as two panels that have to be joined together



Have you seen? Miriam Makeba's life can be read both in English and in Italian! None can say "I can't understand"



P.S.: On the last page of the magazine another amazing version of Miriam Makeba.



Woman to women

The last page of “We have a Dream”, issue n. 2 represents the double portrait of two important women: Frida Kahlo and Miriam Makeba. They spent their life one as a painter the other as a singer, nonetheless they were not only artists, they were women whose art was an expression of their political and ideal vision of Life, of their inner strongness, of their personalities. I hope that all the teachers – the most of them are women – and all those who work at school will keep in their minds they are important, not only to their students, to their colleagues, to their own families, but also to the wide society they live in.

Finally, special thanks to J. L., my official photographer, L. M. and all the students who have helped me to collect all the stuff for the school magazine.

Last but not least ... A grateful thank to my colleague, Mrs. Panella, for having supervised with me the articles of the magazine.

Mrs. Concetta Ferraina

