

Riccione
29 e 30 Settembre 2025

Seminario di
Orientamento e Formazione
**Assistenti di lingua
in Italia 2025/26**



Language Assistant Experience: Adding Value, Making a Difference

Maria Grazia Maglione





ICEBREAKING ACTIVITY

GO TO [WWW.MENTI.COM](https://www.menti.com)

What is the **added value** a Language Assistant can bring to the classroom?

What **difference** do you hope to make for your students?

Which skill or competence will help you
make a difference as a Language Assistant?

CODE: 6136 6493

LA: Adding Value, Making a Difference



Boost students' real communication skills — give them the chance to use English in authentic, everyday ways.



Open windows to new cultures — help students see the world from different perspectives.

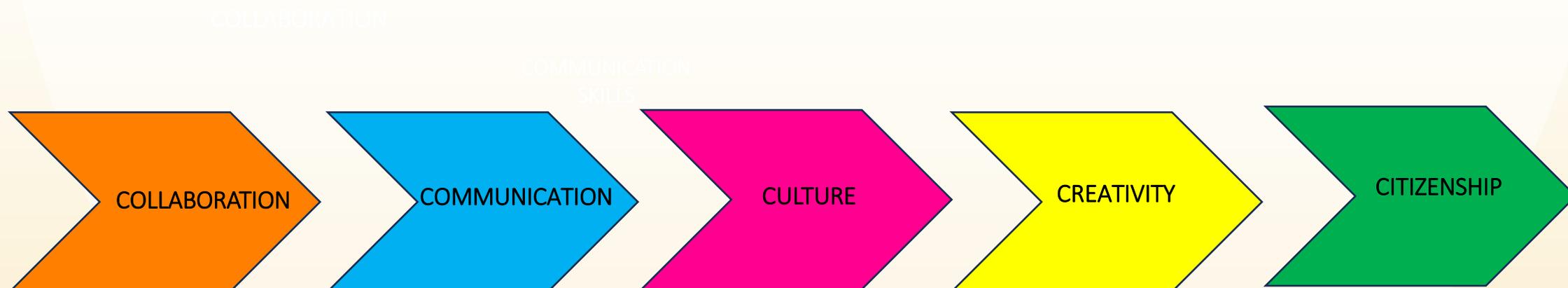


Spark motivation and curiosity — bring fresh energy into the classroom and make learning enjoyable

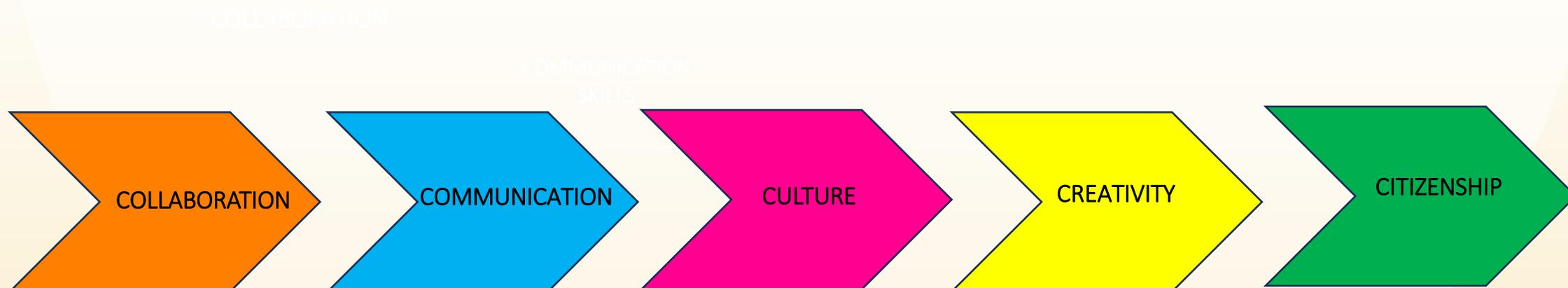


Bring authenticity to learning — show how English is used in real life, beyond the textbook

A Journey through the 5 C'S



Which 'C' calls you first?

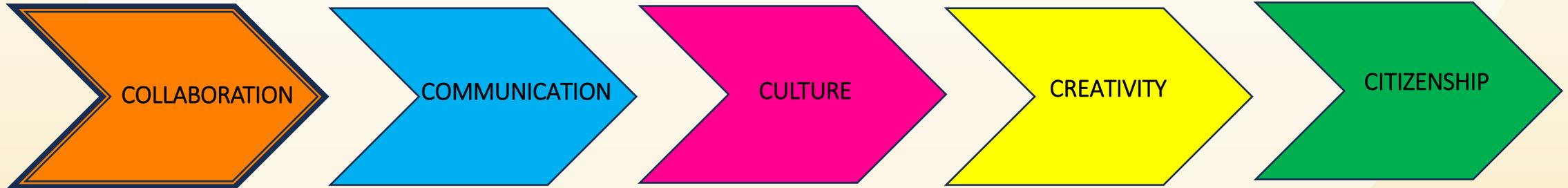


Let's start from Collaboration



COLLABORATION

COMMUNICATION
SKILLS



What does good collaboration in the classroom look like to you?

Collaboration – Why It Matters

- 🤝 **Build strong relationships** – work closely with your tutor teacher, classroom teachers, and students to create a supportive environment
- 💡 **Share and learn teaching ideas** – collaborate to try different methods and adapt activities effectively
- 🎯 **Achieve classroom goals** – teamwork ensures lessons run smoothly and objectives are met
- 🌍 **Understand diverse student needs** – collaboration helps address different language levels, interests, and abilities
- 📊 **Improve problem-solving skills** – discussing challenges with colleagues leads to better solutions
- 🏆 **Contribute to a positive school community** – being part of a team helps create a welcoming and productive learning environment

“What Would You Do?” Classroom Scenarios

Mixed Levels

You're asked to lead a speaking activity. Some students are fluent, others struggle to form sentences.

→ *How could you involve both groups effectively?*

Directive Tutor

Your tutor teacher controls the lesson closely and gives you little space to contribute.

→ *What's the best way to build a collaborative relationship?*

Disengaged Students

During your activity, a group of students switches to Italian and seems uninterested.

→ *How would you handle this while keeping the activity positive?*

Collaboration: Possible Approaches

- **Mixed levels:** Pair strong with weak, differentiate tasks, focus on communication not accuracy.
Collaboration Angle: Coordinate with the teacher to know students' levels; agree on how to scaffold tasks.
- **Directive tutor:** Build trust, observe first, propose small supportive contributions.
Collaboration Angle: Building trust, showing flexibility, negotiating roles.
- **Disengaged students:** Re-energize with movement or humour, scaffold tasks, involve the teacher if needed.
Collaboration Angle: Adapting to group dynamics, co-managing classroom behaviour.

Collaboration: Classroom Ideas (Junior High)

Building Teamwork and Shared Responsibility

-  **Class Recipe Book** – groups write one recipe in English and create a class cookbook.
-  **English Class Newspaper** – teams create sections (news, interviews, reviews).
-  **Classroom Survival Guide** – “Tips for new students” written collaboratively.
-  **Treasure Hunt / Quiz Race** – solve English clues around the classroom or school.
-  **Design a Board Game** – teams invent a vocabulary or grammar board game.

Collaboration: Classroom Ideas (Secondary School)

Collaborative Projects for Teen Learners

-  **Mock Travel Agency** – teams create a destination pitch (slogan, itinerary, visuals).
-  **Podcast Project** – groups record short episodes about school life or current issues.
-  **Event Planning Challenge** – plan a Cultural Day or Eco-Week together.
-  **Short Film or Ad Campaign** – collaborate to script, film, and edit a short video.
-  **Peer Teaching** – groups prepare and teach a 10-minute mini-lesson.



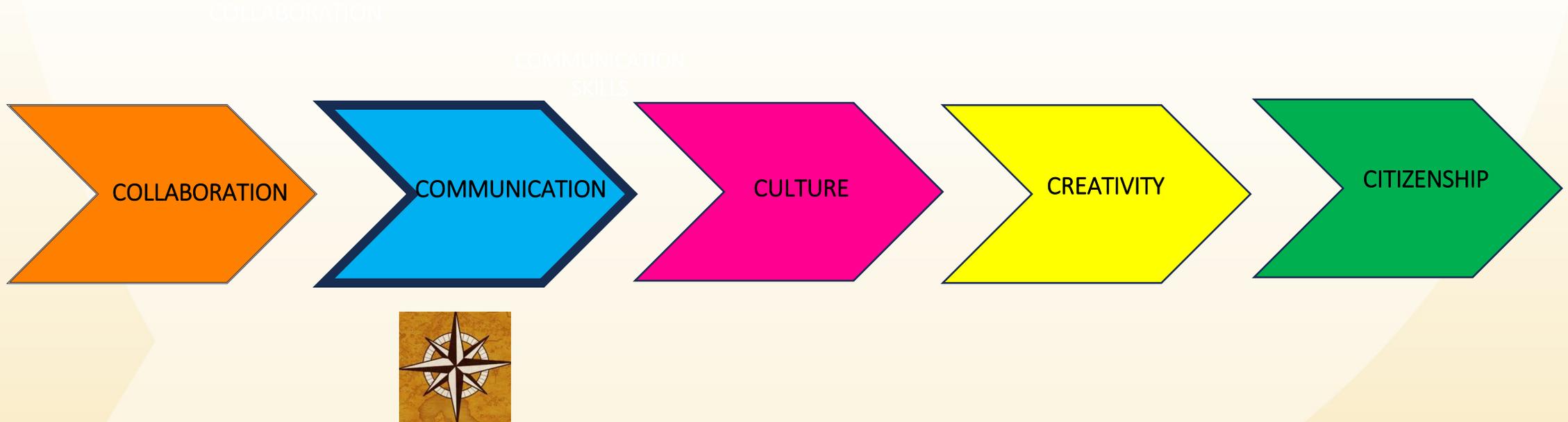
Some Tips

- Assign **group roles** (leader, writer, timekeeper, speaker) to structure collaboration.
- Encourage **peer feedback**: students comment on other teams' work using simple rubrics ("What I liked / What could improve").
- Use **Padlet or Google Docs** to share and co-create materials if digital tools are available.

Digital resources to explore Collaboration

- **Padlet** – collaborative boards for brainstorming, sharing images, links, and reflections.
- **Jamboard / Miro** – digital whiteboards for group projects and vocabulary building.
- **Google Docs / Slides** – real-time co-editing and peer feedback on writing or presentations.
- **Edmodo / Microsoft Teams** – class hubs for discussion and project-based learning.

And now let's focus on Communication



*What makes communication in the classroom effective
beyond just grammar and vocabulary?*

Communication – Why It Matters

-  **Real-life communicators:** You bring authentic, natural language and cultural input into the classroom.
-  **More than words:** Communication includes gestures, tone, body language, and interaction strategies.
-  **Empower learners:** Help students move from silence or confusion to expressing themselves confidently.
-  **Bridge between languages and cultures:** Support understanding by connecting students' perspectives with authentic language use.
-  **Model effective communication:** Demonstrate active listening, patience, and adaptability — key to real-world language use.

Language Assistant: Communication & Classroom Intervention

 **Simplify Language** - Adjust your speed and vocabulary to ensure students can follow and understand.

 **Ask & Rephrase** - Use questions and rephrasing to confirm comprehension and keep interaction dynamic.

 **Use Nonverbal Communication** - Support understanding through facial expressions, gestures, body language, and drawings.

 **Use Authentic Materials** - Include real-world resources and meaningful, realistic activities.

 **Motivate Participation** - Encourage students to take part actively and express themselves confidently.

 **Share Feedback** - Provide constructive, encouraging feedback to support progress and confidence.

“What Would You Do?” Classroom Scenarios

Lost in Instructions

After you explain an activity, students look confused and don't start.

→ *What strategies could you use to clarify instructions?*

Silent Class

You ask a question, but no student volunteers to answer.

→ *How could you encourage participation?*

Misunderstandings

Students keep misunderstanding a key word or phrase, even after you repeat it.

→ *What else could you do to make meaning clear?*



Communication: Possible Approaches

- **Lost in instructions:** Break down into smaller steps, model the activity with a student, use gestures or visuals, ask a student to repeat.
- **Silent class:** Give think time, pair-share, ask easier yes/no or multiple choice questions, cold call gently, reward participation, praise contributions.
- **Misunderstandings:** Rephrase, use synonyms, draw/act it out, show context.

COMMUNICATION

From Speaking Up to Speaking Out!

Practical activities to help students use English with confidence and creativity.

CREATIVITY



Lesson Starters & Warm-ups



Break the ice and get students talking

COLLABORATION

- Icebreakers & quick games
- “Guess the Idiom” / Tongue twisters
- Vocabulary builders & quizzes

COMMUNICATION

From Speaking Up to Speaking Out!

Practical activities to help students use English with confidence and creativity.



Public Speaking & Debate



Build fluency, confidence, and structure

- Short presentations / 1–3 minute talks
- Guided discussions & debates
- Team challenges inspired by TED Talks

COLLABORATION

COMMUNICATION

From Speaking Up to Speaking Out!

Practical activities to help students use English with confidence and creativity.

CREATIVITY



Media & Real-World Materials



Connect classroom language to real life

COLLABORATION

- Using posters, videos, songs, podcasts, stories, news, and comics
- Encourage students to respond, analyze, and create



Activity 1: Lesson Starters

- **Tongue Twister Relay**

Example: Pad kid poured curd pulled cod.

-  **Why use tongue twisters in class?**
- Break the ice at the start of a lesson.
- Build awareness of sound differences (important for Italian learners: *r/l, i/I, s/ʃ*).
- Lower anxiety → students laugh at mistakes, which builds confidence.



Activity 2: Guess the Idiom

Why Use *Guess the Idiom* in Class?

- Builds Vocabulary in Context
- Develops Communication Strategies
- Cultural Awareness
- Engagement & Motivation
- Adaptable Across Levels

Guess the Idiom strengthens **Communication**, **Creativity**, and **Cultural Awareness** all at once — three of our 5C's!

Activity 3: 1-3 Minute Speaking

Why use 1–3 Minute Speaking in class?

- Fluency over perfection
- Real-life skill
- Structure and Discipline
- Personal Engagement
- Adaptable for Levels
 - *Junior*: 1-minute tasks (describe, list, explain with visuals).
 - *Upper*: 3–5 minutes (opinions, debates, mini-presentations).

Connects to the 5C's: **Communication – Creativity - Citizenship**

1–3 Minute Speaking Prompt Cards

Personal prompts

- *Describe your dream holiday.*
- *What's your favourite food? Convince us to try it.*
- *Tell us about the best teacher you ever had and why.*

Argument prompts (mini-debates)

- *Mobile phones should be banned at school. Do you agree or disagree?*
- *Homework should be optional. Why or why not?*
- *Learning English is more important than learning maths. True or false?*

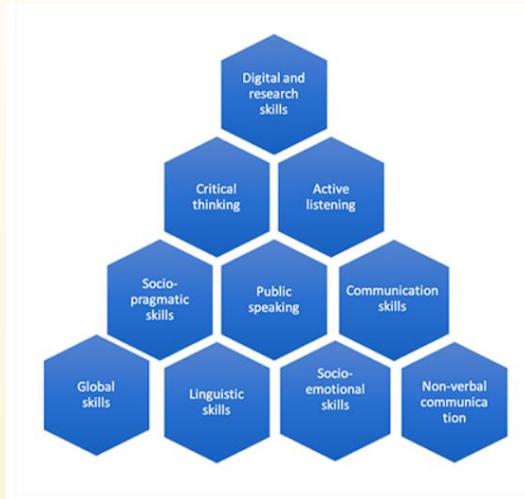
Activity 4: Debate

Why Use Debate?

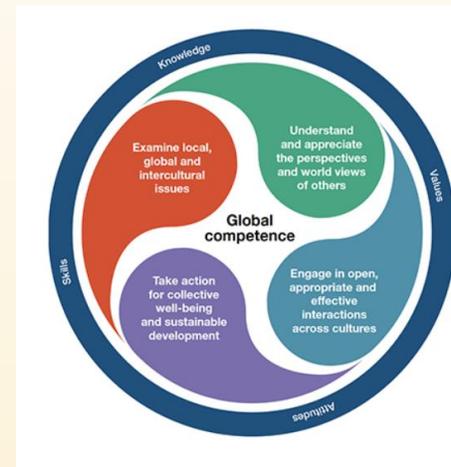
- Builds **confidence** in public speaking.
- Encourages **teamwork** → you must prepare together.
- Teaches **respectful disagreement** and tolerance of different views.
- Links directly to **Collaboration, Communication, and Citizenship** in our 5C's framework
- **Why it Works in Class**
 - *Junior*: Even with simple language (“I agree because...”, “I don’t agree because...”), students learn argumentation.
 - *Upper*: Perfect for practicing structured speaking, persuasion, and respectful disagreement.

WHY DEBATING?

Debating gives you the skills you need to help change your city, your country, and the world.



Alfred C. Snider, *The Code of the Debater*, 2008



Communication: Classroom Ideas (Junior High)

Building Confidence through Conversation



Speed Chatting – rotate partners and answer quick, fun questions.



Find Someone Who... – mingle, ask questions, and complete a class survey.



Mystery Bag / Object Talk – describe an item; classmates guess what it is.



Interview a Classmate – prepare 5 questions, then introduce your partner.



Story Cubes – roll dice or pick pictures and build a short group story.

Communication: Classroom Ideas (Secondary School)

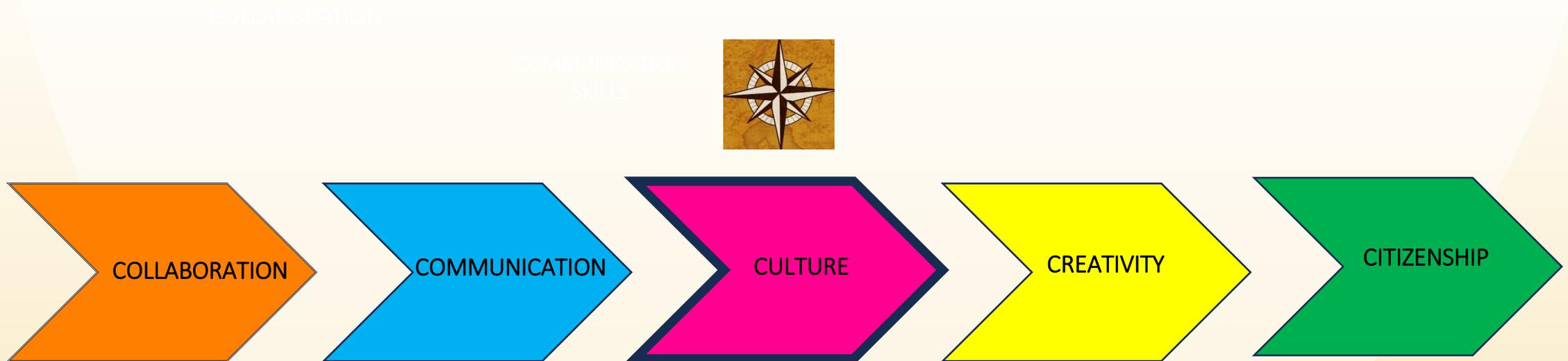
Speaking with Purpose and Impact

-  **Formal Debate** – prepare arguments on real-life teen topics (“Phones in class?”).
-  **Mini Podcast / Radio Talk** – record 2–3 min episodes on music, school life, or issues.
-  **TED-Style Talk** – short personal presentations on topics students care about.
-  **Press Conference** – one plays a celebrity or historical figure; others ask questions.
-  **Role-Play Challenge** – improvise real-world scenarios (restaurant, airport, interview).

Digital resources to explore Communication skills

- **Flip (formerly Flipgrid)** – students record short video responses to prompts.
- **VoiceThread** – interactive multimedia discussions with voice, text, or video comments.
- **Kahoot! / Quizizz** – gamified quizzes for reviewing vocabulary and grammar.
- **Parlay Ideas** – structured online discussions with critical thinking scaffolding.

And now let's move to Cultural Awareness



How can you bring culture into your lessons in a meaningful way?

Cultural Awareness – Why It Matters

-  **Broadens perspectives:** helps students see beyond their own experiences and cultures.
-  **Encourages respect and curiosity:** promotes empathy and inclusion.
-  **Builds global competence:** prepares learners to interact in diverse, multicultural contexts.
-  **Connects language to life:** English becomes a bridge to understanding the world.
-  **Your role:** bring real experiences, stories, and comparisons that spark authentic engagement.

Cultural Awareness: Language Assistant Intervention in the Classroom

-  **Share aspects of your own culture** — traditions, food, celebrations, daily life.
-  **Explore other cultures** and help students reflect on **similarities and diversity**.
-  **Integrate global issues** into lessons (environment, equality, peace).
-  **Celebrate events, people, and anniversaries** (Earth Day, World Book Day, Women's Day).
-  **Organise interactive activities** — scavenger hunts, cultural challenges, or mini festivals.



“What Would You Do?” Classroom Scenarios

Cultural gap

You share a tradition, students laugh or show no interest.

Stereotypes

A student makes a negative generalisation about your culture.

Comparisons

Students ask, “Which is better, Italy or your country?”

Cultural Awareness: Possible Approaches

- **Cultural gap:** Link to Italian traditions, ask comparisons, use music/food.
- **Stereotypes:** Respond calmly, ask questions to promote critical thinking, share personal counter-examples.
- **Comparisons:** Avoid “better/worse,” highlight differences as learning opportunities, ask students what they value in their own culture.

SHARE ASPECTS OF YOUR OWN CULTURE

Ronni's Experience

CREATIVITY



Cultural Awareness Activity 1: Stereotypes

National Stereotypes

Of Britain, America and Italy!

Ronni Blackford 2017

1 ★

Stereotype:

a set idea that people have about what someone or something is like based on, for example, their nationality, gender, sexuality, race, religion, age or job

I think I fit the popular stereotype of a mad scientist. The book contains an offensive stereotype of a gay man. He doesn't fit the national stereotype of a Frenchman.

Ronni Blackford 2017

2 ★

Positive / Negative
 True / False

What are the benefits and problems of having stereotypes?

Ronni Blackford 2017

3 ★

British Stereotypes!

- Drink lots of tea
- Bad/junk food!
- Uniforms, boarding schools
- Fashionable people
- gardens
- pets
- Reiny, cold weather - talk about the weather!
- cricket!

Ronni Blackford 2017

4 ★

Some British Stereotypes!

- Bad teeth (according to the Americans!)
- Good musicians
- Fish and chips
- Drink lots of tea!
- Very 'prim' and 'proper'
- Talk about the weather
- Rainy weather
- Posh
- Stiff upper lip!
- Pubs (lots of beer!)

THE BEATLES

Ronni Blackford 2017

5 ★

American Stereotypes!

- TV & film & theatre - hollywood, broadway
- House parties
- Baseball, basketball, american football, cheerleading, wrestling
- Fast food, mcdonalds
- Drink bad coffee! Big chains over independent stores
- Technology - silicon valley
- surfing - surfer dude

Ronni Blackford 2017

6 ★

Some American Stereotypes!

- Huge cars that use lots of petrol!
- Democracy
- McDonald's & fast food!
- Obesity
- Very friendly and open
- "Lack of cultural intelligence"
- Hardworking
- Guns & shootings
- Very supportive of their military
- Intolerant?

Ronni Blackford 2017

7 ★

Italian Stereotypes

- Mafia / mafiosi
- Always eating pizza or pasta!
- Football crazy!
- Hand gestures
- Tourist attractions, cultural & historical country
- fashionable

Ronni Blackford 2017

8 ★

What we think about Italians!

- Big personalities - very open and passionate
- Very fashionable
- Everyone is beautiful
- Corrupt politics
- Scary driving!
- Mummy's boys...
- Womanisers!
- Love football!
- Eat loads (and loads and loads) of pasta
- Hand gestures!

<https://youtu.be/1f8Fm40D2W0>
<https://youtu.be/dAiff7u3dkk>

Ronni Blackford 2017

9 ★

How true do you think the Italian stereotypes are?

Do you think that you can stereotype a whole nation? Or do you think that different groups are more relevant (eg. age, gender, region)?

Ronni Blackford 2017

10 ★

Cultural Awareness Activity 2: Celebrating a Day

International Day of Peace (21 September)

Junior: Create a peace slogan (poster or chant).

Upper: Reflect → “*What does peace mean in our daily school life?*”

European Day of Languages (26 September)

Junior: Guess the greeting → learn to say “Hello” in 5 languages.

Upper: Group discussion → “*Why should we learn more than one language?*”

World Food Day (16 October)

Junior: Guess the dish from description (ingredients, taste).

Upper: Compare national dishes → “*What does food tell us about culture?*”

Cultural Awareness Activity 2: Celebrating a Day

International Women's Day (8 March)

Junior: Guess the job → pictures of inspiring women.

Upper: 1-min presentations about inspiring women.

Earth Day (22 April)

Junior: Poster – “5 things we can do to save the planet.”

Upper: Mini-debate – “Can young people really change the environment?”

World Book Day (23 April)

Junior: Draw a scene from a story.

Upper: Present “the book that changed me” in 2–3 sentences.

Cultural Awareness: Classroom ideas (Junior High)

-  **Cultural Festival Collage** → Posters/digital collages of traditions, food, symbols from English-speaking countries.
-  **Celebrating a Day** → Classroom displays, chants, or slogans in English (Earth Day, Peace Day, etc.).
-  **Guess the Country** → Quiz using images, songs, or food clues.
-  **PenPal Project** → Write short letters/postcards about school life, hobbies, and traditions.
-  **Traditional Games Exchange** → Teach a traditional game in English; exchange games from Italy.

Cultural Awareness: Classroom ideas (Secondary School)

 **Breaking Stereotypes Workshop** → Discuss clichés, origins, and how to challenge them.

 **Music Across Cultures** → Compare English & Italian songs on love, freedom, identity.

 **Global News Exchange** → Explore world issues via English vs. Italian media.

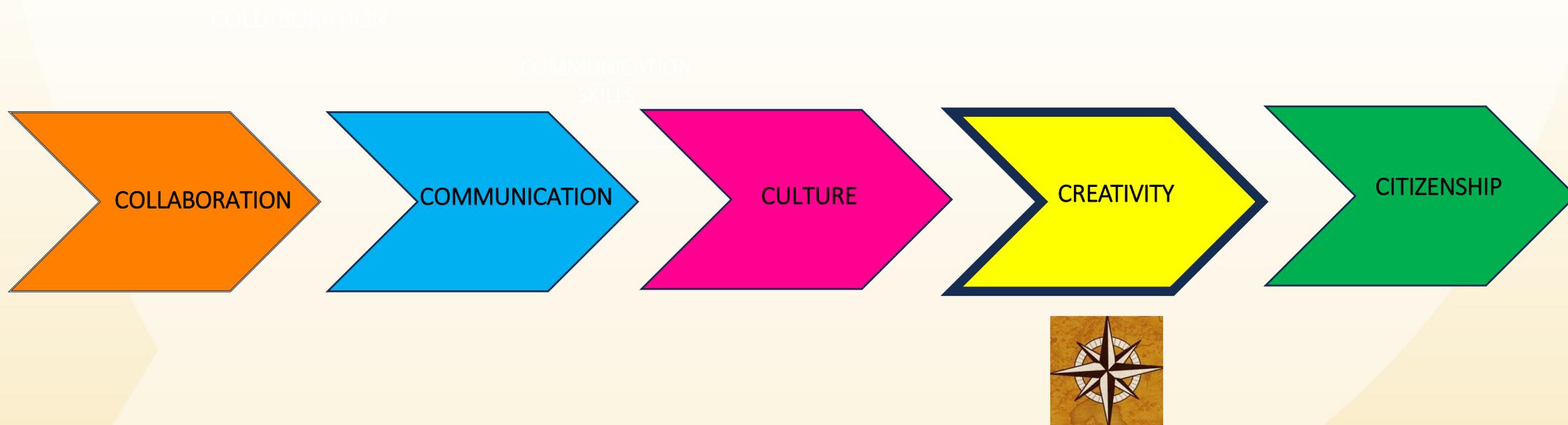
 **Mini Cultural Documentary** → Research & present a cultural topic in video/slideshow.

 **Debate/Roundtable on Cultural Values** → Discuss questions like “Are traditions always positive?”

Digital resources to explore Cultural Awareness

- **Google Arts & Culture** – explore museums, world landmarks, and art collections.
- **PenPal Schools** – connect with classrooms worldwide on global issues.
- **BBC Learning English / News in Levels** – authentic resources adapted for learners.
- **StoryMapJS** – create interactive maps to explore cultural and historical topics.

And now let's move to Creativity



How can you foster creativity in your English classroom?

Creativity – Why It Matters

🌟 At the top of Bloom's taxonomy: students create new ideas, not just recall knowledge.

💬 Encourages expression: lets students personalize language and make it meaningful.

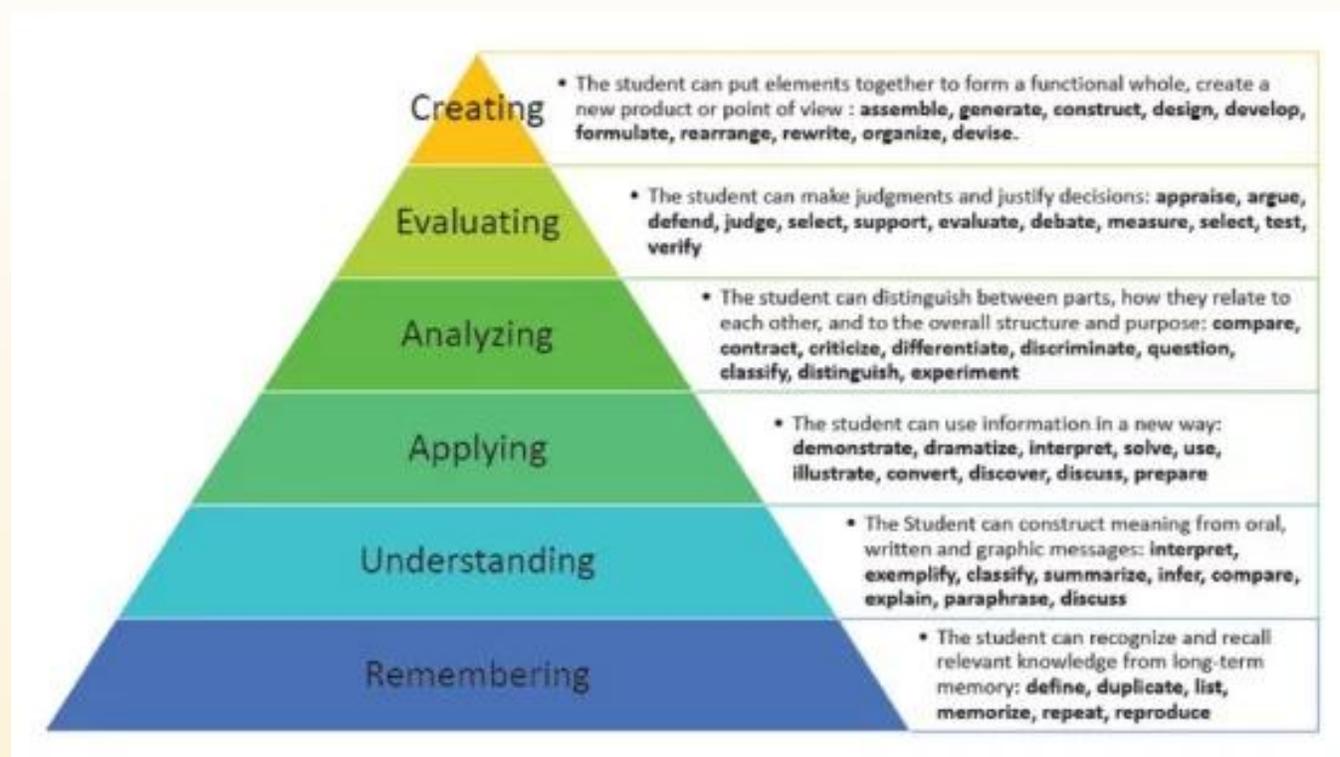
🔥 Boosts engagement: creative tasks motivate learners and lower anxiety.

🤔 Develops problem-solving and flexibility: students learn to think differently.

👩🏫 Your role: design activities that invite imagination — from storytelling to digital media.

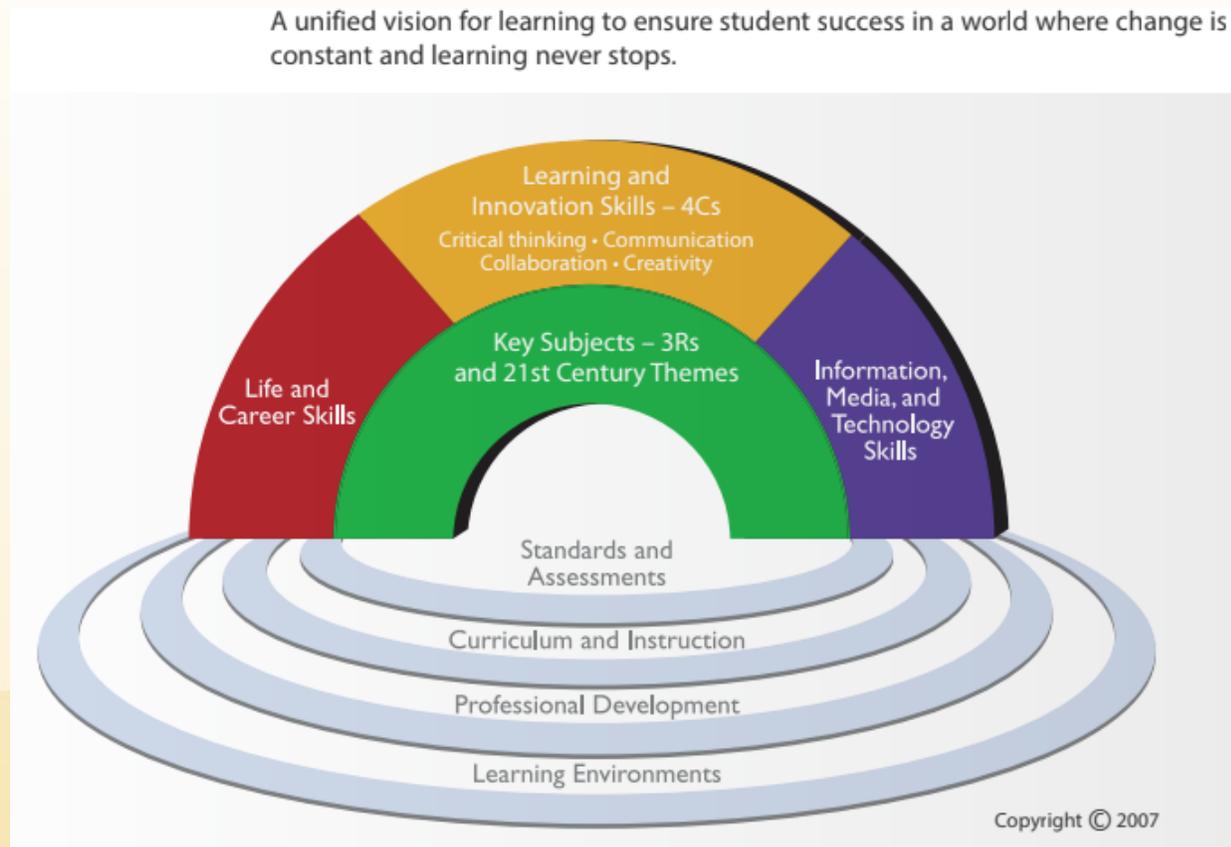
CREATIVITY

At the top of revised Bloom's taxonomy



CREATIVITY

One of the core 21st century teaching/learning competences



THINKING OUT OF THE BOX



- we can lead the way for students to put their creativity to work investigating new areas of inquiry in their learning process, and 'thinking outside the box'
- we can creatively encourage our students to learn differently and also learn how to learn using alternative and innovative forms of teaching/learning

How can LAs contribute using creativity in the English classroom?

a) Creative Writing & Storytelling

- Encourage students to write short stories, poems, dialogues, or scripts.
- Language assistants can provide **prompts, feedback, and brainstorming support.**
- Example: Collaborative storytelling—students create stories in small groups, and the assistant helps refine vocabulary and ideas.

b) Mind Maps & Visual Thinking

- Use mind maps to **organize ideas**, brainstorm vocabulary, or plan essays.
- Assistants can **guide students in creating connections** between concepts or themes in literature.

How can LAs contribute using creativity in the English classroom?

c) Multimedia & Digital Creativity

- Incorporate **TED Talks, YouTube videos, podcasts** to spark discussion or inspire projects.
- Students can **respond creatively** by writing reflections, making presentations, or producing videos.
- Example: Watch a TED Talk on “The Power of Words” → students write their own persuasive speeches.

How can LAs contribute using creativity in the English classroom?

d) Role-Play & Drama

- Language assistants can help students **develop dialogues, act out scenarios, or improvise.**
- Encourages both language practice and **creative expression.**

e) Games & Challenges

- Word games, storytelling challenges, or “what-if” scenarios help develop **imaginative thinking** while practicing English.

Anticipated Challenges & Creative Responsive

⚠️ Problem

😴 **Boredom alert** – Students lose interest after 5 min

✏️ **Limited resources** – Only chalk & blackboard

💡 **Student-led ideas** – Unplanned game suggested

😬 **Silent classroom** – Students hesitate to speak

🕒 **Mixed levels** – Some finish quickly, others struggle

💡 Quick Fix

Switch to a **quick interactive element** (mini quiz, peer questions, short movement activity)

Use **drawings, verbal cues, or quick sketches** on the board

Embrace it if it supports learning goals; let students take ownership

Use **low-pressure games** (Whisper Chain, Yes/No Ball) to build confidence

Give **early finishers “challenge cards”**, support others with prompts

Anticipated Challenges & Creative Responsive

Problem

 **Overly energetic class** –
Restless/noisy

 **Technology fails** – Planned
video/audio doesn't work

 **Vocabulary gap** – Students lack
words

 **Cultural misunderstanding** –
Students confused by reference

 **Unexpected time left** – Lesson ends
early

Quick Fix

Channel energy into **movement-based activities** (Simon Says, gesture role-play)

Act out the scene or improvise dialogues
based on expectations

Create a **quick word bank** on the board;
allow drawings/gestures

Explain with a **story or analogy**; invite
cultural equivalents

Play **short improv games** (2-min
dialogues, word association chain)

Creativity: Classroom ideas (Junior High)

 **Short Skit / Role-Play** → Act out situations (at the doctor's, in a restaurant).

 **Comic Strip Creation** → Students write and illustrate short stories or adventures.

 **Poster or Infographic Design** → Summarize a topic visually in English.

 **Song / Rap Writing** → Create original songs or raps about school, hobbies, or current events.

 **Creative Collages** → Combine photos, drawings, and text to illustrate a theme.

 **Art & Vocabulary Fusion** → Draw or paint a scene and label objects/characters in English.

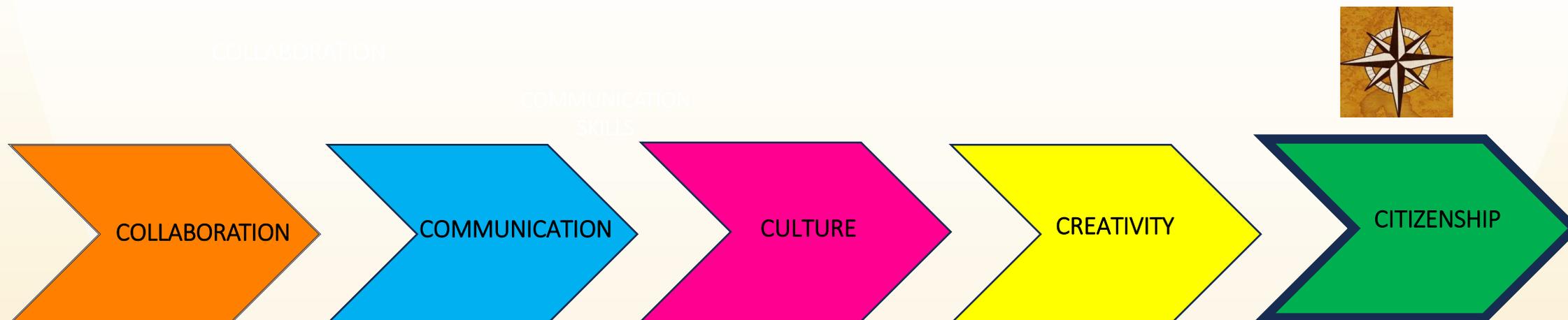
Creativity: Classroom ideas (Secondary School)

-  **Digital Magazine** → Articles, interviews, reviews on youth culture.
-  **Short Film / Video Project** → Produce a mini movie or vlog in English.
-  **Blog / Social Media Project** → Write posts, reviews, or reflections on hobbies and trends.
-  **Podcast / Radio Show** → Discuss topics like music, sports, or social issues.
-  **Photo Story or Photo Essay** → Capture everyday life and write captions in English.
-  **Graphic Novel or Comic Project** → Write and illustrate a story digitally or on paper.

Digital resources to explore Creativity

- **Canva for Education** – posters, infographics, and digital storytelling.
- **Book Creator** – create interactive ebooks with text, images, audio, and video.
- **Storyboard That** – comic strip and storyboard maker for role-plays and storytelling.
- **ThingLink** – make interactive images with hotspots for vocabulary or cultural projects.

Destination Reached: Embracing Citizenship!



Citizenship – Why It Matters

IT A national and European priority: Civic Education introduced in Italy in 2019; connected to EU frameworks and Agenda 2030 UN SDGs.

 **Fosters global responsibility:** helps students understand rights, sustainability, and social justice.

 **Promotes active participation:** encourages reflection, dialogue, and critical thinking.

 **Integrates language and life:** students discuss real issues, not just language structures.

 **Your role:** guide discussions on human rights, the environment, equality.



HUMAN RIGHTS

- **Focus:** Understanding what human rights are.
- **TED-Ed video:** *What are the universal human rights?*
- **The Universal Declaration of Human Rights** (official text, accessible online).

Classroom idea:

- Junior High: Create posters illustrating key human rights in simple English.
- Secondary: Debate or role-play a human rights scenario (e.g., freedom of expression).

WHAT ARE THE HUMAN RIGHTS?



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



*All human beings are born free and equal in dignity and rights.
They are endowed with reason and conscience and should act
towards one another in a spirit of brotherhood.*



ETHICAL FOOTPRINT / ENVIRONMENTAL AWARENESS



Focus: Developing students' ethical and environmental awareness.

Sources : *How to foster our students' ethical footprint* ([link](#))

Classroom ideas:

Junior High: Calculate personal/class footprint and suggest small eco-actions.

Secondary: Research and propose school/community sustainability initiatives.



Sustainable Development Goals (SDGs)

Focus: Linking citizenship to global issues

Example: SDG 5: Gender Equality

- UN website and educational resources (link [Student Resources - United Nations Sustainable Development](#))
- Tracy Chapman, *Behind the Wall*, using songs to spark discussion on inequality.

Classroom ideas:

Junior High: Listen to the song, discuss its message, create a poster.

Secondary: Analyze lyrics critically; connect to SDG 5; propose action ideas or write a reflective essay.

“Behind the Wall” – Tracy Chapman

*Last night I heard the screaming
Loud voices behind the wall
Another sleepless night for me
It won't do no good to call
The police always come late
If they come at all*

*And when they arrive
They say they can't interfere
With domestic affairs
Between a man and his wife.
And as they walk out the door
The tears well up in her eyes*

*Last night I heard the screaming
Then a silence that chilled my soul
I prayed that I was dreaming
When I saw the ambulance in the road
And the policeman said,
"I'm here to keep the peace."
Will the crowd disperse
I think we all could use some sleep"*



Citizenship: Classroom ideas (Junior High)

-  **Poster Campaign** → Create posters on staying safe online, anti-bullying, or recycling.
-  **Classroom Pledge / Charter** → Students co-create rules for respectful behavior and teamwork.
-  **Role-Play Civic Scenarios** → Practice problem-solving: resolving conflicts, helping neighbors, or voting in a school election.
-  **Community Service Ideas** → Plan small initiatives like classroom clean-ups or charity drives.
-  **Opinion Wall / Survey** → Students share opinions on school rules or local issues and discuss them.
-  **Public Awareness Slogans** → Create short campaigns on environmental or social issues.

Citizenship: Classroom ideas (Secondary School)

 **Mock Town Hall** → Debate real issues like climate change, bullying, or social media use.

 **Research & Present Civic Issues** → Investigate a local/global problem and propose solutions.

 **Student-Led Panels / Discussions** → Explore ethical dilemmas, human rights, or social justice topics.

 **Community Awareness Project** → Document local issues with photos/videos and present findings.

 **Public Speaking / Persuasive Speech** → Practice advocating for change on a topic they care about.

 **Global Citizenship Project** → Collaborate with students abroad to address shared social or environmental concerns.



Digital resources to explore Citizenship

- **Canva for Education** – posters, infographics, and digital storytelling.
- **Book Creator** – create interactive ebooks with text, images, audio, and video.
- **Storyboard That** – comic strip and storyboard maker for role-plays and storytelling.
- **ThingLink** – make interactive images with hotspots for vocabulary or cultural projects.

Your Role, Your Impact: Adding Value, Making a Difference

-  **Collaboration** – Work effectively with others
-  **Communication** – Give students the courage to speak and be heard.
-  **Cultural Awareness** – Respect and understand different cultures
-  **Creativity** – Spark curiosity and turn ideas into expression.
-  **Citizenship** – Act responsibly in the community



THANK YOU FOR YOUR ATTENTION
grazia.maglione@gmail.com