CASE STUDIES – GOOD PRACTICES

CASE STUDY 1

Title	Educational robotics with Cubetto for early childhood – e-learning for educators
Short presentation of the project	Training course on educational robotics to educators The basic concepts of computer science and robotics will be introduced, the educational and pedagogical approach to this tool will be analysed and then we will move on to practical activities of using the robot and designing workshop activities. • Total duration of the course: 10 hours; • Course structure: 10 hours face-to-face with 2 trainers per group; • Two training courses for each group; • Every group will be of 25 educators.
Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	Upskilling and reskilling educators
Specific objectives	Develop the knowledge and skills necessary to be able to independently design and run workshops with Cubetto.
Target group	Educators/adults that work with children
Link	https://www.pedagogia.it/digituslab

Title	It takes a seed to make everything
Short presentation of the project	The activity involves unplugged coding on the carpet using Cody Roby cards in order to introduce children to computational thinking and programming.

The activity is designed taking inspiration from the experiment on the evolution of the seed into a plant, offering the possibility of an initial basis for future paths of exploration, guided by teachers.

We begin by reading the story entitled The Girl Who Planted Trees by Caryl and Suvorova. Subsequently, the class is divided into two groups: the first experiments in

unplugged coding on the carpet, while the other one deals with the customisation of a jar.

At theend of the two activities, the groups are reversed.

The group experimenting with unplugged coding must in turn split into teams, in which there is a programmer and one or two robots.

The objective of the teams is to through programming with Cody Roby cards, to reach the seeds that have been previously placed on the carpet squares. Each team must reach as many seeds as there are participants in the team. Due to time constraints, it is possible to reach a single square where several seeds are present.

The group responsible for customising the jar must colour their jar and then answer the question proposed by the educator: "What will come out of the jar?" For answer this question, the children construct a cardboard novelty that is then inserted into the soil of the jar. At this stage the children can let their imagination run wild and dream about what they would like to see come out, not necessarily a plant. |

Competences to be promoted

- Developing autonomy;
- Creative and imaginative skills;
- Social-relational skills;
- Attentional skills;
- Relational skills;
- Knowing how to wait one's turn;
- Collaboration;
- Lateralisation.
- Pre-requisites
- Minimal knowledge of right and left
- Fine-motor skills;
- Collaboration.
- Materials
- The little girl who planted trees by Caryl and Suvorova;
- Gardening materials: pots, soil, garden equipment;
- Seeds;
- Carpet;
- Cody Roby cards.

Possible critical points

- Difficulties in recognising left and right. In this case, stickers or rubber bands in the colours of the cards (yellow and red) to make it easier to understand the cards. It's important to remember that the association of colours can be useful at an early stage, but there must always be a verbal reference of left and right to facilitate the internalisation of concepts.
- In order to carry out the activity effectively, it is necessary to divide the class into two

groups. It is important, therefore, to inform the teachers in advance of the activity.

Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	The aim of this educational activity is to encourage in early childhood children a sense of exploration of the real world around them.

Specific objectives	Specific objectives of the activity: • Develop problem solving and algorithmic thinking skills; • Collaboration and participation; • Control and body awareness; • Autonomy and responsibility.
Target group	Children 0-6 y.o.
Link	https://www.pedagogia.it/digituslab/

Title	Sailing in calm waters
Short presentation of the project	The online safety of our children and their relationship with digital devices and screens is one of the biggest worries that has challenged parents in recent years. From what age should I buy a smartphone for my child? How can I control what they do online? From what age can they join social networks? I want to post a picture of my kids on Instagram...will it be a problem? Through playful educational robotics activities, let's discuss the fundamental issues of online safety and the use of digital devices. Activity duration approximately 3 hours number of participants: 50 people organisation of the activity: • 30 minutes introduction in plenary • 2 h division into groups and activation educational robotics games • 1 h return to plenary for sharing and reflections from group activities Key points: What it means to be born, grow up and become young adults in a world characterised by rapid transformations? How can we become safe and aware reference points for who are building their identity day by day? Between virtual and real: Knowledge, profiling and conformity. How the digital environment influences the world around us to our habits. Everything we consider "Virtual" actually has a real impact on our lives, we must know how to deal with the digital environment with greater awareness. # Us and others: good practices for "living" online What practices can we put in place to better manage our online behaviour and that of boys and girls? How can we prevent the phenomena of haters, cyberbullying and trolling? Let's find out how we can create "digital educational pacts" to accompany youngsters in the virtual world.

	The workshop will be led by a team composed of pedagogues, social media specialists, trainers and educators specialised in the use of digital technologies in education.
Partnership	Stripes corporate
Level (local, national, international)	local
Overall objective	To support adults in building a conscious relationship between them and digital tools and for them to become a support for children in building their own relationship with digital.
Target group	parents
Link	https://www.pedagogia.it/stripescorporate/

STRIPES FOCUS GROUP REPORT – 25th of July, Bollate, Italy

Some of the objectives of the Erasmus + Step by Step project are:

- Enable organisations for greater awareness on the Green New Deal, providing educational staff with notions and tools for sharing with the educational community on sustainability issues, with reference to the Sustainable Development Goals (SDGs), with respect to environmental protection and inclusive and quality education;
- Create moments of sharing among educational personnel (educators, pedagogues, specialists, teachers, but also animators, volunteers, etc.) and reflection on educational hypotheses with respect to the themes of nature and digital.

For this, we convened a focus group consisting of actors active in the area on the topics of education, nature and the digital.

Wanting to investigate the educational hypothesis underlying experiences that connect nature and digital, for this focus group we invited professionals and organisations that often have the opportunity to design and organise outdoor and/or digital education activities.

- Location: LaBolla Theatre
- Number of participants: 13
- Duration: 2 hours.

<u>PRESENTATION TO THE GROUP AND OPENING OF THE THEMATIC DIMENSION</u>

Once we had welcomed the participants, we introduced them to the project and shared with them its aims.

In order to bring the natural and digital dimensions close to their own narrative, participants are given two post-it notes (a leaf and a green bubble) and asked to identify themselves with a natural or digital element, facilitating their own narrative, presentation of themselves and their metaphor to the rest of the group.

Once the group has been presented, the participants are asked to place the post it on a poster, previously placed behind them, depicting 3 circles connected, but not intersecting, with each other.

The first circle group bears the words 'Nature' above it, and the third 'Digital'.

<u>THINKING ABOUT THE NATURAL WORLD AND THE DIGITAL WORLD, WHAT IS THE FIRST LEARNING EXPERIENCE THAT COMES TO MIND?</u>

Once immersed in the natural and digital dimensions, the question above the third circle, the central one, is revealed.

Participants are then asked to tell us about their first (formal or informal) learning experience.

Here, participants are given two blue post-it notes (a leaf and a bubble) on which to narrate their experience.

SHARING IN SMALL GROUPS: RECOUNTING OUR EXPERIENCES

The focus group participants were invited to create groups of three in which to recount the natural and digital training experiences they had recalled.

Within the small groups, which allowed for a more intimate sharing, there were valuable moments that the participants decided to bring back in the following discussion with the full group.

Some of the interventions follow: Marco reports that, thanks to sharing with Sara, he recalled a memory identifiable as a formative outdoor experience much earlier than the one he had decided to write on the post-it note.

Valentina, too, reflects on the earliest nature-related educational experiences, linking them in particular to the dimension and caring role of grandparents who, thanks to their daily and stronger relationship with nature than that of their parents, assumed an educational role that left deep traces.

Sara, on the other hand, reflects on the narrative made by the other focus group participants on the topics of digital education, observing that in these experiences they have moved a long way from being users of the tool, but that the experiential and formative dimension is linked to having used the digital tool in the service of their own creativity.

DIGITAL ECO-DIMENSION

Having reconstructed the meaning dimension, working on the level of personal experience, we shifted the focus to the eco-digital dimension as a learning space.

Citing Pistoletto's theory of the Third Paradise (http://terzoparadiso.org/what-is), we ask if and how, working in the direction of a sustainable, rich and nourishing future, eco-digital education can enrich the educational experience of an audience of adults with different backgrounds, of different generations, and in turn have an educational impact on different target audiences (educators, pedagogues, volunteers, those active in the educational sector in activities with children, adults, the elderly, etc.).

Also starting from personal experiences, we ask the participants for some examples where the educational activity could have been enriched by the combination with the natural or digital dimension.

Serena, for example, exemplifies that a walk in the mountains could be enriched in terms of formative exploration of places thanks to AR, useful for recognising plants and elements encountered along the way.

Marta, who brought as her first learning experience the time spent in her grandparents' vegetable garden, reflects on the benefits of sharing what she has learnt thanks to illustration and presentation programmes such as Canva and the production of material to disseminate.

Angelo tells of a tried-and-tested eco-digital experience in which a group of engineers created a loudspeaker from wood collected from trees that had been felled by a storm. The loudspeaker instrument, thus the result of the recovery of reused material, was also included in a project to learn about the territory and its biodiversity, in a circular work of sustainability.

ECO-DIGITAL TRAINING

Finally, we asked the focus group participants what elements a training dedicated to the educating community should have on the topic of structuring activities that connect the educational elements of nature and digital.

We gave them time for reflection to write on a final post-it note to be placed below the central connecting world on the worksheet and opened a group discussion.

The main suggestions gathered are:

- Build a training that includes both theoretical elements as well as practical activities, offering activities in which the eco-digital dimension can be applied immediately;
- Anticipate workshops with moments of reflection on the combination of digital activities and elements of nature, to go beyond the perception of the digital as the opposite and enemy of the natural dimension;
- Propose an articulation structure for the training activities, repeatable and adaptable to the different eco-digital experiences that they will decide to propose to their students, family members, educational workshop participants of different ages, etc.
- Creation of guides/tutorials on the basic use of selected digital tools (from the use of instrumentation to an overview of useful platforms for the presentation-dissemination of results) that remain and can be consulted by participants.

As part of the survey process undertaken, several key stakeholders were involved through the use of tools such as surveys and focus groups.

These actors represent a heterogeneous network of stakeholders with whom the 3 associations have ongoing and constructive relations.

Their participation was fundamental in order to acquire significant data and useful perspectives for the improvement of the services offered.

Actors Involved in the Survey Process

The list of actors who took part in the survey process includes:

● **Local Authorities and Public Institutions**: Representatives of municipal, regional, and provincial administrations, with which the cooperative collaborates in a systematic way for the management and provision of socio-educational services.
● **Schools and Educational Institutions**: School managers, teachers, and educational staff, engaged in joint projects to foster social inclusion and the well-being of children and young people.
● **Third Sector Associations**: Non-governmental organisations and non-profit associations that share with Stripes a commitment to social, educational and welfare issues.
● **Families and Communities**: Parents and guardians, actively involved in the educational process of their children and in the services offered by the cooperative.
● **Health Professionals**: Health professionals, psychologists, social workers, who collaborate to guarantee an integrated and multidisciplinary approach to services.
● **Other Partners of the Cooperative**: Including service providers and specialised consultants who support Stripes in various operational and strategic activities.

Future Perspectives: Participation in Training

Considering the importance of their collaboration and their valuable contribution to the survey process, it was envisaged that these same actors could also be involved in subsequent training activities.

ORGANISATION	WEBSITE
LOCAL AUTHORITIES AND PUBLIC INSTITUTIONS	
COMUNE DI BOLLATE	https://comune.bollate.mi.it/
COMUNE DI BRESSO	https://www.comune.bresso.mi.it/it
COMUNE DI BOVISIO MASCIAGO	https://comune.bovisiomasciago.mb.it/
COMUNE DI BUSTO GAROLFO	https://www.comune.bustogarolfo.mi.it/it-it/home
COMUNE DI CASSANO MAGNAGO	https://www.cassano-magnago.it/
COMUNE DI CERRO MAGGIORE	https://www.cerromaggiore.org/
COMUNE DI CASTANO PRIMO	https://www.comune.castanoprimo.mi.it/it
COMUNE DI CESATE	https://comune.cesate.mi.it/
COMUNE DI CESANO MADERNO	https://www.comune.cesano-maderno.mb.it/
COMUNE DI CINISELLO BALSAMO	https://www.comune.cinisello-balsamo.mi.it/
COMUNE DI DESIO	https://www.comune.desio.mb.it/it
COMUNE DI GAGGIANO	https://www.comune.gaggiano.mi.it/it
COMUNE DI GERENZANO	https://www.comune.gerenzano.va.it/it
COMUNE DI LAINATE	https://comune.lainate.mi.it/
COMUNE DI LANDRIANO	https://comune.landriano.pv.it/
COMUNE DI LEGNANO	https://comune.legnano.mi.it/
COMUNE DI MAGHERNO	https://www.comune.magherno.pv.it/it-it/home
COMUNE DI MILANO	https://www.comune.milano.it/
COMUNE DI NERVIANO	https://www.comune.nerviano.mi.it/
COMUNE DI PARABIAGO	https://www.comune.parabiago.mi.it/
COMUNE DI PAVIA	https://www.comune.pv.it/site/home.html
COMUNE DI PERO	https://www.comune.pero.mi.it/it
COMUNE DI RESCALDINA	https://www.comune.rescaldina.mi.it/
COMUNE DI RHO	https://comune.rho.mi.it/it-it/home
COMUNE DI SEGRATE	https://www.comune.segrate.mi.it/

COMUNE DI SETTIMO MILANESE	https://comune.settimomilanese.mi.it/
COMUNE DI SOLARO	https://www.comune.solaro.mi.it/hh/index.php
COMUNE DI SOLBIATE ARNO	https://www.comune.solbiate-arno.va.it/
COMUNE DI TORRE D'ISOLA	https://www.comune.torredisola.pv.it/it
COMUNE DI TORREVECCHIA PIA	https://www.comune.torrevecchiapia.pv.it/it
COMUNE DI VANZAGO	https://comune.vanzago.mi.it/
MINISTERO DI GIUSTIZIA	https://www.giustizia.it/giustizia/
AZIENDA SPECIALE INSIEME PER IL SOCIALE	https://insiemeperilsociale.it/
AZIENDA SER.COP. - PIANO DI ZONA RHODENSE	https://www.sercop.it/
AZIENDA SO.LE.	https://www.ascsole.it/
AZIENDA CO.DE.BRI.	https://www.consorziodesiobrianza.it/
AZIENDA SOCIALE COMUNI INSIEME - PIANO DI ZONA GARBAGNATESE	https://www.comuni-insieme.mi.it/
AZIENDA SPECIALE RETE SALUTE	http://www.retesalute.net/
ASSEMI - PIANO DI ZONA SUD EST MILANO	http://www.incrocicomuni.it/
PIANO DI ZONA ALTO E BASSO PAVESE	https://www.ambito-altoebassopavese.com/
PIANO DI ZONA AMBITO SEREGNO	https://www.servizisocialinrete.it/
CGM	https://cgm.coop/
COMUNITÀ BRIANZA	https://comunitamonzabrianza.it/
COOPERHO	https://www.cooperho.it/
ASSOCIAZIONE SPAZIO ARS - STUDIO	https://spazioars.wordpress.com/
AICCON	https://www.aiccon.it/
ASHOKA	https://www.ashoka.org/it-it
FONDAZIONE PATRIMONIO CA GRANDA	https://www.fondazionepatrimoniocagranda.it/
CIRCOLO VEGA	https://circolovega.org/ws/
FAR - FONDAZIONE AUGUSTO RANCILIO	https://www.villaarconati-far.it/ita/la-fondazione/
SCHOOLS AND EDUCATIONAL INSTITUTIONS	
IC LA MARMORA LAINATE	https://www.iclamarmoralainate.edu.it/

ICS VIA GIOVANNI XXII PERO	https://scuoledipero.edu.it/
ICS DANTE ALIGHIERI RESCALDINA	https://alighierirescaldina.edu.it/
IC VIA MANIAGO MILANO	https://www.icviamaniago.edu.it/
IC BARBARA MELZI LEGNANO	https://www.istitutobarbaramelzi.it/
IC RIZZOLI DI PREGNANA MILANESE	https://www.icsrizzoli.edu.it/
IC SOTTOCORNO DI MILANO	https://icsottocorno.edu.it/
IC CARDUCCI DI SAN VITTORE OLONA	https://www.icscarducci.edu.it/
C STATALE STROBINO CERRO MAGGIORE	https://www.scuoledicerro.edu.it/
SCUOLA DELL'INFANZIA PARIFICATA BAMBINO GESU' LEGNANO	https://www.scuolainfanziasantobambino.it/index.php/it/
IC VIALE LIBERTA' VIGEVANO	https://www.icvialelibertavigevano.edu.it/
IC RICCARDO MASSA DI MILANO	https://www.icriccardomassa.edu.it/
IC TOMMASO GROSSI DI RHO	https://www.icgrossirho.edu.it/
ATS E ASST	
ASST VALLE OLONA	https://www.asst-valleolona.it/
ATS BRIANZA	https://www.ats-brianza.it/it/
ATS CITTÀ METROPOLITANA DI MILANO	https://www.ats-milano.it/
ASST LEGNANESE	https://www.asst-ovestmi.it/home
ASST RHODENSE	https://www.asst-rhodense.it/
ATS INSUBRIA	https://www.ats-insubria.it/
THIRD SECTOR ASSOCIATIONS	
CONSORZIO LA RADA A consortium of 9 social cooperatives that support the wellbeing of the individual by providing local communities with vocations and skills through supply chain services characterised by legality, solidarity, quality assurance and the competence of the staff employed	https://www.consorziolarada.it/
FONDAZIONE MISSION BAMBINI	https://missionbambini.org/

ETS designs and manages educational projects in Italy and worldwide	
CIOFS-FB LOMBARDIA Take care of young people by offering them guidance, training and opportunities for employment	https://www.ciofslombardia.com/
ELABORANDO Social cooperative offering and managing educational services for children and families	http://www.elaborando.it/elaborando/
TRE EFFE implements educational services in the school, home, recreational and cultural spheres	https://www.treeffecoop.it/
SERENA job placement for disadvantaged people	https://serenacoop.org/
COMIN educational interventions in favour of disadvantaged persons	https://www.coopcomin.org/
SOLIDARIETA' E SERVIZI	https://www.solidarietaeservizi.it/

Care and assistance services for people with disabilities	
ALCHEMILLA researchworkshop on the value of the arts in education and participation processes	https://alchemillalab.it/
UNA CASA PER POLLICINO accompanying and supporting families, starting from themselves, from their capacity to generate relationships, good practices of proximity	https://www.facebook.com/casaperpollicino.onlus/?locale=it_IT
PROGETTO A street education service	https://www.consorziokcs.it/
EUREKA management of socio-medical, educational and training services, aimed at people with disabilities, minors and families facing difficulties, periods of crisis or change.	https://www.eurekaprimo.it/
GENERA - EQUA meets the needs and relates to the people with whom and for whom	https://equacooperativa.it/

she works: from babies in cradles to the elderly at home.	
COOP LA COCCINELLA educational projects and building a territorial educating community	https://www.lacoccinella.coop/
COOP ORSA develop the design and management of services dedicated to minors, focusing its activity on early childhood	https://www.consorziokcs.it/
CONSORZIO MACRAMÉ a consortium of social cooperatives engaged in human promotion, care and social and labour market integration of vulnerable and disadvantaged people	https://www.consorziomacrame.it/
ENERGICAMENTE COOP support for children and families	https://www.facebook.com/energicamentecoop/?locale=it_IT
A&I build the best conditions for the social and labour integration of citizens who, for various reasons, have fewer opportunities and unequal access to resources	https://www.aei.coop/
ARCA	https://www.arcaservice.it/

job placement for vulnerable people	
LA FUCINA Takes care of Time for the Person in the different daily contexts and stages of life from childhood through adolescence to adulthood	http://www.lafucina.org/
ALBATROS Management of personal services of an educational and welfare nature	https://www.coopalbatros.org/
MONDOVISIONE Paths of community regeneration	https://www.mondovisione.org/
INTRECCI Designing and managing services for **inclusion** and **empowerment** of those people who, for different reasons, remain excluded from the life of our communities	https://www.coopintrecci.it/
UNIVERSITIES AND RESEARCH INSTITUTIONS	
EPFL	https://www.epfl.ch/en/
UNIVERSITÀ BICOCCA	https://www.unimib.it/
POLITECNICO DI MILANO	https://www.polimi.it/
CREMIT	https://www.cremit.it/
CNR - ISTC	https://www.istc.cnr.it/
MOBSYA	https://www.thymio.org/it/

POPPY STATION	https://www.poppy-station.org/en/accueil-english/
ISTITUTO PER LE TECNOLOGIE DIDATTICHE	https://www.itd.cnr.it/
ASSOCIAZIONE FARE DIVERSAMENTE	http://www.farediversamente.it/
UNIVERSITÀ CATTOLICA	https://www.unicatt.it/
START-UP BAMBINI BICOCCA	https://bambinibicocca.it/
CENTRO STUDI RICCARDO MASSA	https://www.centrostudiriccardomassa.it/
WALÀ	https://walawelfare.com/
ISTITUTO ITALIANO DI VALUTAZIONE	https://www.valutare.org/it/
SYNERGIA	https://www.synergie-italia.it/
MEMBERSHIP	
GRUPPO COOPERATIVO CGM	https://cgm.coop/
CONSORZIO COMUNITÀ BRIANZA	https://comunitamonzabrianza.it/
FONDAZIONE TRIULZA	https://fondazionetriulza.org/
CONSORZIO PAN – SERVIZI PER L'INFANZIA	https://www.consorziopan.it/
CONSORZIO COOPERHO	https://www.cooperho.it/
CSRM CENTRO STUDI RICCARDO MASSA	https://www.centrostudiriccardomassa.it/
CONFCOOPERATIVE	https://www.confcooperative.it/
WELFARE IN AZIONE	http://welfareinazione.fondazionecariplo.it/it/
WELFAREX	https://welfarex.it/x/home
CONSORZIO COOPERAZIONE DIGITALE	https://www.cooperazionedigitale.coop/
COOPERATIVA GP2	https://www.gp2servizi.it/
COOPERATIVA KOINÉ	https://koinecoopsociale.it/
AFOL METROPOLITANA	https://www.afolmet.it/
CONSORZIO SIR	https://www.consorziosir.it/
FONDAZIONE LAUREUS	https://laureus.it/
FOUNDATION	
IMPRESA SOCIALE CON I BAMBINI	https://www.conibambini.org/
FONDAZIONE COMUNITARIA DEL VARESOTTO	https://www.fondazionevaresotto.it/

CEPEL	https://cepell.it/
AZIONE DELLA COMUNITA' DI MONZA BRIA	https://www.fondazionemonzabrianza.org/
FONDAZIONE DI COMUNITA' DI MILANO	https://www.fondazionecomunitamilano.org/
FONDAZIONE CARIPLO	https://www.fondazionecariplo.it/it/index.html
FONDAZIONE TELECOM	https://www.fondazionetim.it/
FONDO PER LA REPUBBLICA DIGITALE	https://www.fondorepubblicadigitale.it/
REGIONE LOMBARDIA	https://www.regione.lombardia.it/wps/portal/istituzionale/
MIUR – MINISTERO DELL'ISTRUZIONE	https://www.mim.gov.it/
ICIO SCOLASTICO TERRITORIALE DI MONZ BRIANZA	https://monza.istruzionelombardia.gov.it/
FONDAZIONE COMPAGINA DI SAN PAOLO	https://www.compagniadisanpaolo.it/it/