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| **Title**: Italy and its regions | | | **Subject**: Italian, geography, history. | |
| **Age: 10** | **Date: 03-04-2019**  **Teachers’ names:** Rossana Favara  Katia Mallaci Sebastiana Carlentini | **Topic:** The Italian regions and the regional capitals.  Sicily. | | **Time:** 1 hour  **Country:** Italy |
| Objectives | Students should:   * Learn the names of the 20 Italian regions * Memorize all the regional capitals * Identify the symbolic buildings of the most important cities * Learn about the history, places and traditions of our region: Sicily | | | |
| Materials and equipment | * Tablets * Interactive Whiteboards * Books * Worksheet | | | |
| **Procedure** | | | | |
| Directions | In this lesson the students will go over the Italian regions through fun interactive games.  **Step 1:**The teacher starts the geography lesson with a review of the Italian regions, with the help of a powerpoint presentation, involving the students with some questions to check their knowledge.  **Step 2:** At this point the students can play “Memory”. Each student, with his own tablet, will have to click on the cards and associate each region with its capital. The game has three levels of increasing difficulty.The students, having completed a level, can pass to the next one.  **Step 3:**The students connect to “Seterra”, another interactive game, through which they must be able to identify the regions of Italy in a blank map. At the end of the game, each student will be able to check his own knowledge through the percentage of mistakes made.  **Step 4:** In the last phase, the students will have to answer a quiz about the places, the history, the traditions of Sicily, through Kahoot. The teacher gives the children the quiz code through the interactive board; they write it on their tablet to be ready to answer. The pupils read the questions and choose the correct answers, trying to answer within a set time limit. The winner is the one who answers correctly in the shortest possible time. | | | |
| Evaluation | * Teacher's observations of student preparedness. * Student work samples. * Participation in group activities. | | | |