

ACTIVITY 5b	The friend from the future (alternative)
The aim of the activity	Represent, in a historical-social framework, the information that arises from the traces of the past present on the territory lived. Approach the knowledge of the artisanal and artistic production of one's own territory for the purpose of forming awareness and responsibility towards heritage.
Places where the event can be held	Rodengo Saiano museum, home (or school)
Age group for the activity	9-11

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	Old objects of common use
Method, technique and strategies	Participatory lessons, practical activity
PRACTICE	Compare today's objects with their more ancient ancestors
Introduction of the activity	<p>The first phase of the workshop consists of a visit to the Rodengo Saiano museum, with the display of some objects from the past of which children today only know the modern counterpart (such as movie camera, audio recorder, old calculators etc.). Some objects are shown to the class: objects from the museum's collection, some of which have undergone an evolution over time that has distorted their shape, others have undergone insignificant transformations.</p> <p>The class is divided into 4 groups (5-6 pupils each). The grouping method is as follows: 4 puzzles are previously prepared, each puzzle is the image of objects, spaces, characteristic of the museum. Each child takes piece and looks for the corresponding puzzle. The groups are therefore formed by the apparent randomness of the chosen pieces.</p>
Development of the activity	<p>Each group is assigned an object without explaining what it is. It is only said that every object today has a modern version that the students.</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Record players; • Audio recorder; • Typewriter; • Rotary phone; • Polaroid camera; • Telegraph transmitter;

	<ul style="list-style-type: none"> • 8mm projector; • 8mm movie camera; • Slide projector. <p>They can begin to reflect together on what it can do, its functioning, its modern evolution. Some objects are recognizable, even if it is not easy for children to understand how they work. it's a lot of fun to see them grappling with old hand-cranked telephones or record players!</p>
Evaluation of the activity	Behavior during the activity is evaluated.

C. AFTER OUT OF SCHOOL LEARNING ACTIVITY	
Educational tools	Modelling clay, smartphone (not compulsory), video editing software (not compulsory).
Method, technique and strategies	Investigation, practical activity, flipped classroom
PRACTICE	Recreation of an ancient of a modern object of common use
Introduction of the activity	The students, in groups, have to investigate what the object that has been assigned to them is. To do this, they can ask for help from their family members (parents and grandparents, or watching old movies) who can help them understand how the object assigned to them works. They then have to produce text that describes the object and think about what it has been replaced by nowadays (interestingly, most of those functions are now performed by the smartphone)
Development of the activity	<p>Each group is tasked with producing a model of their object using modelling clay. The models will be used to create a video (perhaps using objects "from the past"), or an exhibition, or a theatrical show. In this phase they can free their imagination and manual skills: the aim is not to create a reproduction of the object faithful to reality, but to create what they have understood. It is very funny to see the misunderstandings that can arise, a situation similar to an elderly person who tries to understand the functioning of modern electronic devices (an action which, on the other hand, is very easy for children).</p> <p>If we create a video, an interesting technique is the <i>stop-motion</i>. In that case students are explained what the stop-motion technique consists of by showing a motion-picture film: a video is simply a sequence of images. It is therefore possible to make a video by taking many photographs and moving the objects on stage from time to time. So we move on to setting up the set (a well-lit table is sufficient). The groups</p>

	<p>take turns taking the necessary photos for their video (with a smartphone or a camera) and, at the same time, record the audio with the explanation they produced at home following their investigation.</p> <p>During the acquisition of the photographs, the students will be guided by the supervision of an expert.</p>
<p>Evaluation of the activity</p>	<p>Return with the class group and with the teachers of the activity carried out. Viewing of the models produced and correct explanation of how assigned objects work. Comment on the technological evolution nowadays.</p>

APPENDIX 1:



