EUROLINGUE NEWSLETTER

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L'IISS LERCARA FRIDDI PREMIATO A BRUXELLES ALLA CERIMONIA DEGLI EUROPEAN INNOVATIVE TEACHING AWARDS (EITA) 2025



Martedì 9 dicembre presso la sede della Commissione europea, il Prof. Giuseppe Castelli nella qualità di Coordinatore Erasmus+ del Nostro Istituto ha partecipato alla cerimonia di premiazione European European Innovative Teaching Awards (EITA) 2025 che ha assegnato il Label europeo delle lingue al progetto dal titolo "Bridging European Communities 4 Learning" realizzato nell'ambito del progetto Erasmus+ KA 122 in compartecipazione con scuole di Spagna – Slovenia – Polonia.

(For the full article, visit the liss Lercara Friddi faceboook page.)

For more information about European Innovative Teaching Awards (EITA) 2025, you may access the following links:

https://tinyurl.com/rckmy8v7

https://tinyurl.com/zh4txbxx

https://tinyurl.com/ycynmuxd

Below is an interview with Professor Castelli.

PROFESSOR GIUSEPPE CASTELLI SHARES THE STORY BEHIND "BRIDGING EUROPEAN COMMUNITIES 4 LEARNING"

1. Professor Castelli, how did you feel when you learned that your project had received the European Innovative Teaching Award 2025 and the European Language Label?

Receiving the news was a very emotional and rewarding moment for us. We felt proud, honoured, and deeply grateful because this award recognises not only our work, but also the commitment and enthusiasm our students showed throughout the project. We believe this achievement belongs to our whole community: students, their families, colleagues, partner schools, local authorities, and everyone who supported international education. It confirmed our belief that even a school in a rural and remote area like ours can play a meaningful role in building a more united, inclusive, and innovative Europe.

2. Could you briefly introduce the project "Bridging European Communities 4 Learning" and explain its main objectives?

This was our first Erasmus+ project, and it brought together schools from Italy, Spain, Poland, and Slovenia. At its heart was the concept of Knowing, Caring and Sharing: by knowing, we learn about each other; by caring, we build connections; and by sharing, we create those invisible bridges that unite us

across Europe. Our goal was to "bridge" distant European communities with common features. The project focused on five key areas: language learning, cultural heritage, environmental sustainability, European citizenship, and digital innovation. Through the mobilities, students improved their English skills, discovered new cultures and traditions, learned about European values, and collaborated using digital tools. Ultimately, the project aimed to promote inclusion, intercultural understanding, active citizenship, and a sense of belonging to a common European community.

3. Why did you choose active citizenship as the central theme of the project, and how did students engage with it?

We chose active citizenship because we wanted students not only to learn about Europe, but also to feel part of it and understand that they can play a role in shaping its future. Students explored this theme through debates, collaborative activities, and meetings with local authorities during the mobilities. A particular experience was the Youth Parliament Debate, held in the town halls of the partner communities. Working in international groups, students discussed issues related to the future of Europe, exchanged views on European values, and suggested ideas to strengthen cooperation among European schools and communities.
They learned to listen to different perspectives, defend their opinions respectfully, and find common solutions. It was a practical way to experience democracy in action rather than simply studying it from textbooks.

4. What impact has the project had on students' personal, linguistic, and intercultural development?

The project had a big impact on our students. They became more confident, independent, and open to new experiences. Their English improved as they used it every day to learn, work together, make friends, and solve problems. At the same time, they discovered different cultures, traditions, and ways of life, learning to appreciate diversity while recognising the values that unite us as Europeans. Perhaps the most rewarding outcome is that many of the friendships formed during the mobilities are still going strong today.

5. The EITA 2025 focused on critical thinking, media literacy, and civic engagement. How were these skills promoted throughout the project activities?

We included these skills in many project activities, where students worked in international teams, exchanged ideas, learned from one another, and reflected on different perspectives. For example, they practiced critical thinking through problem-solving, debates, and project work. They improved media literacy by making digital presentations, videos, podcasts, e-books, and other multimedia projects. Civic engagement was encouraged through meetings with local authorities, Youth Parliament debates, and activities about European citizenship and democratic values.

6. One of the project's innovative outcomes was the reflective e-book. Can you tell us how it was developed and what role it played in the partnership?

The reflective e-book was developed from the observations, reflections, and experiences gathered during the mobilities in Spain, Poland, and Slovenia. At the end of the project, these contributions were collected and analysed by the Erasmus Committee to create a resource that highlights not only the mobility activities themselves, but also the educational, social, and cultural value of Erasmus+ experiences for young people. The e-book became an important tool for the partnership, encouraging teachers to reflect on their own practices, compare methodologies with European colleagues, exchange ideas, and explore innovative approaches to teaching and learning. At the same time, it serves as a practical guide for students, teachers, and institutions interested in Erasmus+ opportunities, inspiring new generations to take part in future European projects.
"Why not have a look at it yourself?" https://online.fliphtml5.com/tycqp/jzyj/#p=1



7. What does this European recognition mean for the future of IISS Lercara Friddi and its commitment to international education?

We are very proud of this recognition, and it encourages us to keep investing in international education. It shows that the work we have done is moving in the right direction and motivates us to create more opportunities for our students and staff to learn, grow, and connect with Europe.

8. What message would you like to share with students and teachers who are considering participating in Erasmus+ projects?

My message is simple: take every opportunity to participate in as many Erasmus+ projects as possible. Erasmus+ is much more than travelling abroad; it is a chance to grow, learn, make new friends, and have fun while discovering new cultures and ways of life.

I would also encourage students and teachers to live Erasmus+ by following our motto, "Knowing, Caring and Sharing." As I said before, knowing helps us learn about each other, caring helps us build real connections, and sharing creates the invisible bridges that bring us together across Europe. Every project brings new experiences, lasting friendships, and chances for personal and professional growth, helping us become more open-minded, confident, and active European citizens.

Last but not least, have a look at our Erasmus+ e-magazine, which showcases many of the experiences, activities, and achievements of our European projects: https://heyzine.com/flip-book/3482b32996.html#page/1





L'ESPERIENZA EDUCATIVA DELL'ISTITUTO RAPISARDI DI CANICATTÌ: LINGUE, LABORATORI, CONCORSI E MOBILITÀ.



L'Istituto Comprensivo 'Mario Rapisardi' di Canicattì (AG) è un polo educativo dinamico e inclusivo che accompagna gli studenti nel loro percorso di crescita dalla scuola dell'infanzia alla secondaria di primo grado. L'istituto si distingue sul territorio per un'offerta formativa ricca, moderna e orientata all'internazionalizzazione. La scuola investe con convinzione nel potenziamento delle competenze linguistiche, promuovendo progetti d'avanguardia e percorsi mirati al conseguimento delle certificazioni Cambridge, considerati strumenti chiave per formare cittadini del mondo consapevoli e preparati.

L'offerta formativa dell'istituto si fonda sulla convinzione che la lingua straniera non sia una mera materia di studio, ma una chiave d'accesso alla cittadinanza globale. Per questo motivo, da anni offre un portfolio di progetti sinergici che guidano gli alunni in un percorso di immersione linguistica e culturale a 360 gradi.

Nominato **Cambridge Preparation Centre** nel 2024, da oltre un decennio i progetti Cambridge fanno parte di un percorso verticale che parte dalla scuola primaria con i "Cambridge Starters", prosegue alla scuola secondaria con i livelli "Movers" e "Flyers", rispettivamente al primo e al secondo anno, per arrivare alla certificazione A2/B1 con il progetto "KET – A2 Key for Schools" al terzo anno. [**https://www.icrapisardi.edu.it/2026/05/11/ready-steady-english/**]

La didattica unisce il rigore dei **percorsi di certificazione Cambridge** all'innovazione della **metodologia CLIL** (Content and Language Integrated Learning), che permette agli studenti sia della primaria che della secondaria di apprendere contenuti disciplinari direttamente in lingua inglese, sviluppando una forma mentis flessibile e integrata. Innovativa è anche la **DADA** (Didattica per ambienti di apprendimento) che consente agli alunni della Rapisardi di vivere l'intero spazio scolastico (e non la singola classe) quale ambiente di apprendimento laboratoriale.

Inoltre, l'istituto Rapisardi valorizza l'apprendimento esperienziale e creativo. Negli anni la scuola ha progettato vari laboratori di **teatro in lingua**, ha ospitato compagnie teatrali che oltre alla drammatizzazione in lingua hanno offerto anche giocosi workshops, e ha accompagnato gli alunni ad assistere a vari spettacoli teatrali, sia in inglese che in francese. [**https://www.icrapisardi.edu.it/2026/03/02/romeo-and-juliet/**]



In un contesto di apprendimento esperienziale, gli studenti superano il filtro affettivo, sperimentano l'empatia e migliorano la fluidità comunicativa in attività autentiche e stimolanti, quali il progetto "I am a Literary Critic": un'attività di **lettura estensiva di testi in inglese** in cui si coniugano le quattro abilità: *reading* (con la lettura di testi graduati presenti nella biblioteca dell'Istituto), *writing* (con la compilazione di una scheda di lettura appositamente ideata), *public speaking* (ribattezzata 'Book Talk': a turno ogni studente racconta in sintesi la trama del testo letto e le proprie opinioni personali), e *listening* (la classe prima ascolta e poi fa domande al 'Lectioner' per chiarire eventuali dubbi o soddisfare le proprie curiosità al fine di rispondere ad un breve questionario su quanto ascoltato).

Dal 2022, a misurare e incentivare il talento dei ragazzi del Rapisardi si inserisce la partecipazione consolidata al concorso internazionale '**The Big Challenge**', un momento di sana competizione che accende l'entusiasmo degli alunni e permette loro di confrontarsi con standard europei, ottenendo da anni eccellenti risultati, quali alcuni piazzamenti nelle prime posizioni della graduatoria regionale. [**https://www.icrapisardi.edu.it/2026/03/19/the-big-challenge/**]

Il coronamento naturale di questo percorso è rappresentato da una forte dimensione europea. Grazie ai **progetti Erasmus+**, sia in entrata che in uscita, l'istituto è diventato un crocevia di culture. A fine ottobre, la scuola ha accolto 20 studenti e 3 docenti provenienti dall'Estonia per una settimana; a marzo il team Erasmus+, composto dalla dirigente, Caterina Amato, la DSGA e 6 docenti, sia della primaria che della secondaria, sono andati in Spagna per un'attività di job shadowing; ed infine a maggio, 20 studenti accompagnati da 4 docenti in mobilità sono stati ospiti per 5 giorni a Budapest per scambi interculturali. [**https://www.icrapisardi.edu.it/2025/11/22/cinque-giorni-di-erasmus-conclusi-con-una-serata-finale-indimenticabile/**]

Accogliere studenti e docenti stranieri e, allo stesso tempo, consentire agli alunni e al personale di vivere esperienze di mobilità all'estero significa abbattere i confini dell'aula, favorendo l'immersione linguistica e uno scambio culturale attivo.

[**https://www.icrapisardi.edu.it/2026/06/16/da-canicatti-a-budapest-con-il-cuore-a-mille/**]



Article written by:

Prof.ssa Antonia Messineo
Insegnante IC Rapisardi – Canicattì

ENGLISH AND LIFE SKILLS: A MEANINGFUL EDUCATIONAL JOURNEY IN THE FIRST YEAR OF "LICEO CLASSICO E MUSICALE EMPEDOCLE" IN AGRIGENTO



The 4A class of the Liceo Classico e Musicale "Empedocle" in Agrigento, involved in the Learning Life Skills project led by Professor Adriana Iacono.

Can English lessons help students become more confident, organized and responsible young people? At the Liceo Classico e Musicale "Empedocle" in Agrigento, the answer is yes.

During the school year, students of IV A participated in a project-based learning experience focused on the development of life skills through the English language. Working in small groups, they explored topics that are highly relevant to their daily lives, transforming classroom learning into an opportunity for personal reflection and growth.

The project encouraged students to investigate and present practical strategies for improving different aspects of their lives. Among the themes chosen were building confidence, improving writing skills, making better use of free time, stopping procrastination, achieving better school results, protecting the environment, and developing self-awareness.

Using English as the language of communication, students researched information, discussed ideas, collaborated with classmates and created digital presentations to share their findings. This approach allowed them to strengthen their linguistic competence while simultaneously developing essential transversal skills such as teamwork, critical thinking, communication, creativity and problem-solving.

The experience reflects the growing importance of life skills education in today's schools. According to international educational frameworks, students need more than academic knowledge to face the challenges of contemporary society. They must learn how to manage time effectively, make responsible decisions, communicate clearly, work with others and develop a positive sense of self. Integrating these themes into English language teaching provides a meaningful context for language use and increases student engagement.

Particularly valuable was the collaborative dimension of the project. By working together on shared goals, students learned to negotiate ideas, divide responsibilities and support one another throughout the learning process. The use of digital tools further enhanced their ability to present information creatively and effectively.

The final presentations demonstrated not only improved language proficiency but also a deeper awareness of the habits, attitudes and values that contribute to personal success and wellbeing. Students were encouraged to become active participants in their own learning journey, reflecting on real-life challenges and proposing practical solutions.

Here you can find the link to the Padlet featuring the students' presentations:
https://padlet.com/arciman30/padlet-iv-a-52fryc1umc6q914l

Among them, the presentations delivered by Sofia Grassagliata and Manuele Arcidiacono stands out as an excellent example of creativity and linguistic awareness, as well as fluency and rich

vocabulary. Generally speaking, all students showed improvements in both language and life skills together.

Projects such as this show how English can become a bridge between language learning and personal development. When students use a foreign language to explore topics that matter to them, learning becomes more authentic, motivating and memorable.

These students proved that English can be more than a school subject: it is a means of fostering responsible, reflective and confident young citizens, equipped with the skills they need to thrive both inside and outside the classroom.



Here is the presentation delivered by Sofia Grassagliata's group, which explores the issue of procrastination and offers practical strategies to overcome it. The presentation demonstrated that the students were able not only to set goals, but also to achieve them. In addition to the impeccable content, it was delivered in fluent English, showing an excellent command of the language at B1+ level.

To access the full presentation, click this link: **https://canva.link/kl3s29qftgj7bib**



This second presentation, created by Manuel Arcidiacono's group, is an interactive platform designed to help users reduce their environmental impact by promoting sustainable habits and responsible everyday choices. In this case as well, both the content and the delivery revealed a deep understanding of the chosen topic, an excellent command of the language at B2 level, creativity, and a remarkable ability to use AI effectively for the task.

Learn more about this presentation and its vision for a greener future by viewing it here: **https://sustainable-paths.lovable.app/**

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https://youtu.be/yeAPneOEm-g

Assigning Personalised Learning to your students
https://youtu.be/gvUrAvZklMM

Checking your students' progress and abilities with Personalised Learning
https://youtu.be/Lq-lThoXJGA

Videos for learners

Activating Personalised Learning
https://youtu.be/b3RxgzYpAcU

Doing your Personalised Learning assignment
https://youtu.be/ghAbRx0j_Uk

Doing Personalised Learning activities
https://youtu.be/84op4IBWnzI

Doing Personalised Learning activities independently
https://youtu.be/V0Z-Xv2r6ss

Checking your progress with Personalised Learning
https://youtu.be/RVroXZpyZ0k

NEL SEGNO DI DAMARETE: UN PROGETTO PER LE SCUOLE TRA STORIA, VALORI E CREATIVITÀ



Leggere, riflettere, creare. È questo l'invito che Eurolingue School rivolge agli studenti e ai docenti con la prima edizione del concorso scolastico "Nel segno di Damarete", dedicato all'omonimo romanzo di Adriana Iacono, pubblicato da Edizioni Leima, per l'anno scolastico 2026/2027.

Un'iniziativa che nasce dalla convinzione che la lettura possa diventare un'esperienza viva, capace di stimolare curiosità, pensiero critico e creatività, trasformando le pagine di un libro in un'occasione di crescita personale e collettiva.

Attraverso la figura di Damarete, donna straordinaria della Sicilia greca, e attraverso le vicende che collegano passato e presente, il romanzo offre ai giovani lettori l'opportunità di confrontarsi con temi universali e sempre attuali: il valore della pace, la responsabilità delle proprie scelte, il ruolo delle donne nella storia, l'importanza dell'educazione, della solidarietà e della partecipazione alla vita della comunità.

Il concorso invita le scuole a raccogliere questa sfida educativa trasformando la lettura in un laboratorio di idee. Gli studenti potranno esprimere emozioni, riflessioni e interpretazioni attraverso diverse forme di comunicazione e di espressione artistica, mettendo in campo talenti, competenze e sensibilità personali.

Per i docenti, il progetto rappresenta un'occasione preziosa per sviluppare percorsi interdisciplinari che coinvolgano letteratura, storia, educazione civica, arte, comunicazione e nuove tecnologie. Un'opportunità per promuovere una didattica attiva e partecipata, capace di mettere al centro gli studenti e la loro capacità di leggere il presente attraverso le storie del passato.

Per gli studenti, invece, sarà un viaggio alla scoperta di una protagonista che parla ancora al nostro tempo, invitando ciascuno a interrogarsi sul significato dell'impegno, della giustizia, del dialogo e della costruzione di un futuro migliore.

"Nel segno di Damarete" non è soltanto un concorso. È un percorso di lettura, ricerca e creatività che mette in dialogo generazioni, discipline e prospettive diverse. È un invito a guardare alla storia come fonte di ispirazione per il presente e a riscoprire il potere delle parole e delle idee nel costruire cittadinanza, consapevolezza e partecipazione.

Eurolingue School invita tutte le istituzioni scolastiche a prendere parte a questa prima edizione e a diventare protagoniste di un'esperienza culturale che celebra la lettura, il talento e la crescita delle nuove generazioni.

https://www.eurolingueschool.it/damarete/



PARTICIPATE

To register your school or receive educational materials:

Email: **damarete@eurolingueschool.it**

Damarete becomes the symbol of a story that still speaks to the present.

ENERGY BOOSTER: UNO SPAZIO DI RIGENERAZIONE PER LE INSEGNANTI

Essere insegnante oggi significa affrontare ogni giorno molte responsabilità: gestire classi, relazioni, scadenze, esigenze educative e spesso anche il carico emotivo che accompagna il lavoro di cura. In questo contesto, trovare tempo ed energia per sé stesse diventa sempre più difficile.

Energy Booster – Accelera il tuo potere vitale nasce proprio per offrire alle donne, e in particolare alle insegnanti, uno spazio dedicato all'ascolto, alla consapevolezza e alla rigenerazione personale. Il percorso aiuta a riconoscere e gestire stress, stanchezza emotiva e senso di sovraccarico, fornendo strumenti pratici per ritrovare equilibrio, chiarezza mentale e benessere.

Attraverso incontri online, consulenze personalizzate e un ritiro finale in presenza, le partecipanti saranno accompagnate in un cammino di crescita che permette di superare blocchi e convinzioni limitanti, rafforzare la fiducia in sé stesse e recuperare energia per affrontare con maggiore serenità la vita professionale e personale.

Energy Booster non è solo un corso, ma un'opportunità concreta per rimettersi al centro, senza sensi di colpa, e riscoprire le proprie risorse interiori. Un investimento prezioso per chi si prende cura degli altri ogni giorno e desidera imparare a prendersi cura anche di sé.









Accedi il questionario tramite questo link:
https://forms.gle/kfCxnxZc6jcd5YPn9



Smiles all around for the teachers of Liceo Classico e Musicale Empedocle after their Cambridge Preliminary (B1) and CLIL exams at Eurolingue School Agrigento this May. Lifelong learning is a journey of growth, dedication, and continuous discovery!



Celebrating success at the Cambridge English Award Ceremony at IISS Lercara Friddi in June. Well done to all students for their hard work, dedication, and excellent results! 🎓📚



One team, three centres, one goal! Eurolingue Sciacca, Palermo, and Ribera joined forces for a full-day Cambridge Exam session at IC Pipitone in Marsala. Teamwork at its finest!



Eurolingue's Department of Language teaching, Cambridge Exams Admin and Competitive Beard Growing.

At Eurolingue, we encourage all our learners to stay curious, keep listening, and enjoy English every day—even during the summer break! Here is a message from our Director of Studies 🌞🇬🇧✨





DON'T TAKE A HOLIDAY FROM ENGLISH!

Dear Students,

Another school year has come to an end, and you have worked hard to improve your English. Now it is time to enjoy your summer holidays, relax, and have fun. You certainly deserve it!

However, I would like to encourage you not to forget about English completely during the summer. Languages are a bit like muscles: if we do not use them regularly, we can lose some of the progress we have made. Staying in touch with English will help you remember what you have learned, build your confidence, and make it easier to continue learning when school starts again.

Here are five simple ways to keep your English active during the holidays:

1. **Watch** films, series, and videos in English with English subtitles.
2. **Listen** to English songs, podcasts, or audiobooks while travelling or relaxing.
3. **Read** something in English every day, even if it is only a short article, a comic, or a few pages of a book.
4. **Use** English online by following English-speaking creators or writing comments in English.
5. **Speak** English whenever you have the opportunity. If you meet tourists or local people who speak English during your holiday, do not be afraid to start a conversation.

Remember, even a few minutes of English each day can make a big difference!

Have a wonderful summer, stay curious, and keep learning. We are looking forward to seeing you again in September!

Your teacher Ewa
Director of Studies
Eurolingue School

Eurolingue school **English brings people together**