



## LICEO SCIENTIFICO “G. SEGUENZA”, MESSINA

Project: Handbook for RSP readers  
Book: *In the sea there are crocodiles*  
School: Liceo Seguenza – Messina (Italy)  
Class: 2E  
Teacher: Antonia Nuccio

### ON A JOURNEY..... BUT NOT ON HOLIDAY

#### Workshop n. 4

**The aim of the lesson:** the aim of this activity is to get a deep insight into the human experience of being an exile from an emotional, "physical" and literary perspective. The students will have the opportunity to share the main character's long and perilous journey and will get a closer view of his world, his geographical reality, his inner journey, while partaking his discovery of different realities, worlds, attitudes and behaviours. After all, the theme of migration has increasingly inspired the world literature, while placing more emphasis on autobiographical experiences reported by very young writers and providing stimuli and means to learn that each of us can be considered an "outsider" depending on the situation.

**Time:** this workshop is divided into 5/6 steps

#### Activities:

1. *The conscious reader:* reading the text, reading it again, analysis of the text
2. *The informed reader:* research of geographical, political, historical and cultural information
3. *Il reader-writer:* writing expository texts
4. *The multimedial reader:* research on the Internet
5. *The reader meets the protagonist:* watching a video in which the protagonist along with the author present the book
6. *The empathetic reader:* class discussions and possible meetings with young migrants living in local refugee shelters

1. *The conscious reader:* reading the text, reading it again, analysis of the text
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4. *The multimedial reader: research on the Internet*

1. Each group is assigned one of the chapters regarding one of the countries the main character had to go through (Afghanistan, Pakistan...)
2. The students carry out research on places, borders, distances, customs, possible literary links to other witnesses ... of the countries they were assigned. They will choose meaningful and specific images to “trace” the journey experienced by the main character in a very realistic way
3. Students will also do in-depth/follow-up exercises included in the worksheets
4. The members of each group will present their research/work, while summing up the main events regarding the assigned countries and providing more details on people and realities. Then, it will be the turn of another group to deal with the following country according to the chronological order of the events.
5. Students will publish their final output on the project Facebook page

5. *The reader meets the protagonist: watching a video in which the protagonist along with the author present the book*

- The students will watch a few videos in which the protagonist speaks about his experience and his meeting with Fabio Geda
- <https://www.youtube.com/watch?v=Qvk13yu4mik>
- <https://www.youtube.com/watch?v=3ZOSolsr6Qs>
- <https://www.youtube.com/watch?v=BLsZbSaWbOw>

6. *The empathetic reader: class discussions and possible meetings with young migrants living in local refugee shelters*

- Class discussions: Students will be aware of today's burning issues such as prejudices, racism, conflicts, minors' rights, motherhood, borders closing,..., while learning about people's welcoming attitudes and generosity. It may be the starting point for bridging cultural gaps between European and non-European countries.

