

IO2.B– GUIDELINES TO PRODUCE THE STORY’S PLOT AND DIDACTICAL TOOLKIT

IL CACCIUCCO DALLE 5 C

The Toolkit will provide preschool teachers and pupils families with innovative, media based tools to be used with children to make them autonomously learn about different traditional tales, start to face diversity of cultures, and interpret the story and describe them through creativity i.e. drawings, collages etc. and promote cognitive and non-cognitive social skills among the children through the discovery and presentation of traditional tales through images, pictures, photos and videos.

Project partners experts, in cooperation with preschool teachers of the participating kindergartens will work on 2 traditional tales selecting them among the one presented by the pupils’ families 1 being linked to the local area and 1 representing another culture/ethnic/religious group.

The project partners’ experts will adapt the Tale plot, create didactical contents and collect images, photos, sounds, videos to be used by pre-school teachers with children.

The collection of the visual sources will be used both to produce billboards to be shown in the classrooms and through their digital version to be stored in the website so to be used as further teaching/learning resources.

Title of the Tale	IL CACCIUCCO DALLE 5
Country	<input type="checkbox"/> Italy
Tale typology	<input type="checkbox"/> Local traditions
Tale summary	<p style="text-align: center;"><i>Il cacciucco with 5 C</i></p> <p>Il cacciucco (the word with 5 C) is a typical dish of livornese cooking. It is a poor dish because it is made with reject of fish. This is the story of the name Cacciucco. Once upon a time ... in 1600 there was Ahmet, a child, who lived with his parents in a small town in Turkey. His father was a fisherman and he brought Ahmet on boat. Ahmet dreamed to go to the other shore and one day the father brought his child to sell fishes, he was very happy. Ahmet liked to stay at the tavern of his mother, who was a skillful cook and she cooked “balik çorbası”, a special soup made with little fishes, that her child loved. Ahmet became a young man and he met OZgur, a rich merchant who went to Livorno, a multiethnic city. So also Ahmet went to Livorno and he opened his “taverna da Ahmet”, his typical dish was “balik çorbası”. Ahmet bought little fishes, “küçük balık” (the pronunciation is KUCIUK) and so the fishermen of Livorno gave him a nickname: Cacciucco, this name was given also to his soup. Ahmet married Corinna and they had an tavern in the district of Venezia, where a lot of Livorno’s citizen went to eat the famous “Cacciucco”. In 1891</p>

	<p>Pellegrino Artusi described for the first time the recipe of “Cacciucco”: different kinds of fish, onion, garlic, capers, vinegar, sage and chilipepper.</p>
<p>Educational potential</p>	<p><i>Description of the education potential of the tale</i></p> <ul style="list-style-type: none"> ● Favorisce un’educazione interculturale ● Sviluppa e potenzia le conoscenze delle proprie origini culturali e sociali ● Sviluppa e accresce il senso di appartenenza ad una comunità ● Approfondisce la conoscenza degli usi e costumi di un popolo ● Encourages intercultural education ● Develops and enhances the knowledge of one's cultural and social origins. ● Develops and enhances the sense of belonging to a community Deepens the knowledge of the uses and customs of a people
<p>Tale adaptation</p>	<p><i>Adaptation of the tale to the learning needs of pre-school children</i></p> <p>Le storie sono stata raccontate da un genitore/nonno narratore che si è posto agli occhi dei suoi "ASCOLTATORI ATTIVI" come moderatore, proponendo l'argomento da trattare e moderando gli interventi. Utilizzando come strumento privilegiato il CIRCLE TIME abbiamo voluto creare un momento di dialogo e di condivisione durante il quale i bambini, seduti in cerchio, insieme alle insegnanti, ai genitori uditori e al narratore, hanno contribuito a creare uno scambio democratico di emozioni, idee e testimonianze, confrontandosi alla pari con i loro interlocutori.</p> <p><i>The stories were told by a parent / grandfather storyteller who placed himself in the eyes of his "ACTIVE LISTENERS" as moderator, proposing the topic to be discussed and moderating the interventions. Using CIRCLE TIME as a privileged tool we wanted to create a moment of dialogue and sharing during which the children, sitting in a circle, together with the teachers, the listening parents and the narrator, helped to create a democratic exchange of emotions, ideas and testimonials, comparing on a par with their interlocutors.</i></p> <p><i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i></p> <ul style="list-style-type: none"> ● Creazione di una semplice opera d'arte con il materiale di riciclo fornito direttamente dall'artista Paolo Marzullo. ● Ricerca del materiale "rifiutato" e di "scarto" per darne un nuovo uso-riuso

	<ul style="list-style-type: none"> ● Attività di assemblaggio di elementi "rifiutati" di diversa natura e attività di collage per la creazione dei pesci "ri-fiutati" come "ri-fiutati" erano la maggior parte dei pezzi dei piccoli pesci usati per fare la famosa zuppa di pesce. ● Attività pittorica (il piatto del cacciucco) ● Creazione delle maschere LE SEPPIE (ritaglio e collage) ● Creation of a simple work of art with the recycled material supplied directly by the artist Marzullo. ● Search for "rejected" and "discarded" material to give it a new use-reuse ● Assembling activities of "rejected" elements of different nature and collage activities for the creation of "re-sniffed" fish as "re-sniffed" were most of the pieces of the small fish used to make the famous fish soup. ● Pictorial activity (the cacciucco dish) ● Creation of the masks LE CAVES (cropping and collage)
<p>Media Sources</p>	<p>Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when working on the Tale with children</p> <ul style="list-style-type: none"> ● Visualizzazione delle foto dei luoghi della narrazione e dei pesci del cacciucco Visualization of the photos of the places of the narration and of the fishes of the cacciucco Foto dei pesci ● View of the catalog "The Re-informed Object. Three artists comparing reuse and postmodernism", Beppe Chiesa, Paolo Marzullo and Stefano Pilato Exhibition Mostra
<p>Main Characters</p>	<p><i>Description of characters playing a part in the story and their eventual connection with universal story characters (e.g. animals, witches, dragons, ghosts, fairies etc.).</i></p> <p>Ahmet, viveva con i genitori in un tranquillo paesino della Turchia, Smirne. Suo padre faceva il pescatore e fin da piccolo portava Ahmet spesso con sé in barca. Sua madre, invece era una cuoca. Al piccolo piaceva tanto andare in barca con il padre e sognava sempre di poter attraversare la baia, che a lui appariva come un mare immenso.</p> <p>Ahmet lived with his parents in a quiet village in Turkey, Smyrna. His father was a fisherman and he used to bring Ahmet with him by boat from an early age. His mother was a cook instead. The little one liked so much to go by boat with his father and always dreamed of being able to cross the bay, which to him looked like an endless sea.</p> <p>Mirjam era una bravissima cuoca e preparava una speciale "balik çorbası", ovvero una zuppa di pesce cucinata con i pesci del giorno che il marito non riusciva a vendere, quasi sempre di piccola taglia, perché</p>

	<p>meno richiesti e ad Ahmet piacevano tanto quei pesci piccoli che la mamma sapeva cucinare in modo gustoso.</p> <p>Mirjam was a very good cook and prepared a special "balik çorbası", a fish soup cooked with the fish of the day that her husband could not sell, almost always of small size, because they were less in demand and Ahmet loved those little fish so much that mom knew how to cook tasty.</p> <p>Smirne è una città nella Turchia centro-occidentale, la terza nel paese per popolazione dopo Istanbul e Ankara, la capitale della provincia con lo stesso nome. Grande ed efficiente porto situato sull'omonimo golfo, nel Mar Egeo, è un importante centro industriale e di comunicazione, nonché un importante centro culturale e turistico. Konak è il centro storico della città.</p> <p>Smirne is a city in central-western Turkey, the third in the country by population after Istanbul and Ankara, the capital of the province of the same name. Large and efficient port located on the homonymous gulf, in the Aegean Sea, it is an important industrial and communications center, as well as a major cultural and tourist center. Konak is the historic center of the city.</p> <p>Livorno è un comune italiano di 158 371 abitanti^[2], capoluogo dell'omonima provincia in Toscana</p> <p>Livorno is an Italian town of 158 371 inhabitants [2], capital of the homonymous province in Tuscany.</p> <p><i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i></p> <ul style="list-style-type: none"> ● Attività pittorica (il piatto del cacciucco) ● Creazione delle maschere LE SEPPIE (ritaglio e collage) ● Pictorial activity (the cacciucco dish) ● Creation of the masks LE CAVES (cropping and collage)
<p>Media Sources</p>	<p>Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when describing the characters</p> <p>Foto del porto di Livorno</p> <p>Visualizzazione delle foto dei luoghi della narrazione e dei pesci del cacciucco</p> <p>Visualization of the photos of the places of the narration and of the fishes of the cacciucco</p> <p>Foto dei pesci</p>

Characters habits and behaviours	<i>Description of characters habits and behaviours (e.g. analysing aspects such as the place they lived in, their food habits, the tools they used etc.)</i>
	<p>Al piccolo Ahmet piaceva tanto andare in barca con il padre e sognava sempre di poter attraversare la baia, che a lui appariva come un mare immenso. Ad Ahmet piacevano tanto anche quei pesci piccoli che la mamma sapeva cucinare in modo gustoso.</p> <p>Little Ahmet liked so much to go by boat with his father and always dreamed of being able to cross the bay, which seemed to him like a huge sea. Ahmet also liked those little fish so much that his mother could cook in a tasty way.</p> <p>Mirjam era una bravissima cuoca e preparava una speciale "balik çorbası", ovvero una zuppa di pesce cucinata con i pesci del giorno che il marito non riusciva a vendere, quasi sempre di piccola taglia, perché meno richiesti</p> <p>Mirjam was a very good cook and prepared a special "balik çorbası", a fish soup cooked with the fish of the day that her husband could not sell, almost always small, because less requested</p> <p>Ahmet conobbe Özgür, un ricco mercante che spesso faceva viaggi al porto franco di Livorno per vendere e comprare merci. Özgür raccontava come la popolazione di Livorno fosse molto simile agli abitanti del suo paesino e che Livorno era una città multietnica e accogliente verso gli stranieri di qualsiasi provenienza e religione.</p> <p>Ahmet met a rich merchant called Özgür who often went to the free port of Livorno to make business. Özgür told him that in Livorno you can find every kind of people and religion, nobody cares who you are or where you come from, everybody is welcome.</p> <p><i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i></p> <ul style="list-style-type: none"> ● Creazione di una semplice opera d'arte con il materiale di riciclo fornito direttamente dall'artista Marzullo. ● Ricerca del materiale "rifiutato" e di "scarto" per darne un nuovo uso-riuso ● Attività di assemblaggio di elementi "rifiutati" di diversa natura e attività di collage per la creazione dei pesci "ri-fiutati" come "ri-fiutati" erano la maggior parte dei pezzi dei piccoli pesci usati per fare la famosa zuppa di pesce. ● Attività pittorica (il piatto del cacciucco) ● Creazione delle maschere LE SEPPIE (ritaglio e collage) ● Creation of a simple work of art with the recycled material supplied directly by the artist Marzullo. ● Search for "rejected" and "discarded" material to give it a new use-reuse ● Assembling activities of "rejected" elements of different

	<p>nature and collage activities for the creation of "re-sniffed" fish as "re-sniffed" were most of the pieces of the small fish used to make the famous fish soup.</p> <ul style="list-style-type: none"> • Pictorial activity (the cacciucco dish) • Creation of the masks LE CAVES (cropping and collage)
<p>Media Sources</p>	<p>Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when working on Characters habits and behaviours with children</p> <p>Foto del porto di Livorno</p> <p>Visualizzazione delle foto dei luoghi della narrazione e dei pesci del cacciucco:</p> <p>Visualization of the photos of the places of the narration and the fishes of the cacciucco:</p> <p>Foto dei pesci</p> <p>Foto dell'artista livornese Paolo Marzullo</p>
<p>Contextualisation</p>	<p><i>Connecting the story with real physical places in which the story takes place and the reference to places (e.g. woods, caves, squares, streets, gardens etc.) and/or buildings (e.g. fountains, churches, palaces, bridges etc.) and/or masterpieces (e.g. paintings, statues etc.).</i></p> <p>Utilizzando come strumento privilegiato il CIRCLE TIME abbiamo voluto creare un momento di dialogo e di condivisione durante il quale i bambini, seduti in cerchio, insieme alle insegnanti, ai genitori uditori e al narratore, hanno contribuito a creare uno scambio democratico di emozioni, idee e testimonianze, confrontandosi alla pari con i loro interlocutori.</p> <p>Using CIRCLE TIME as a privileged tool we wanted to create a moment of dialogue and sharing during which the children, sitting in a circle, together with the teachers, the listening parents and the narrator, helped to create a democratic exchange of emotions, ideas and testimonials, comparing on a par with their interlocutors.</p> <p><i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i></p> <ul style="list-style-type: none"> • Role playng • Attività di assemblaggio di elementi "rifiutati" di diversa natura e attività di collage per la creazione dei pesci "ri-fiutati" come "ri-fiutati" erano la maggior parte dei pezzi dei piccoli pesci usati per fare la famosa zuppa di pesce. • Attività pittorica (il piatto del cacciucco) • Creazione delle maschere LE SEPPIE (ritaglio e collage) • Role playng • Assembling activities of "rejected" elements of different nature and collage activities for the creation of "re-sniffed" fish as "re-sniffed" were most of the pieces of the small fish used to make the famous fish soup.

	<ul style="list-style-type: none"> ● Pictorial activity (the cacciucco dish) ● Creation of the masks LE CAVES (cropping and collage)
Media Sources	<p>Collection of Pictures/Photos/Videos/Audio/Links to be used as support when working on the contextualisation of the Tale</p> <p>Foto dei pesci</p> <p>Foto dell'artista livornese Paolo Marzullo</p>

To be decided how to make the information available on the Portal.

The descriptive texts will be translated and made available through different .pdf version