

Mobility to Hameln (Germany)

[15.11.2025\_22.11.2025]

SENDING ORGANISATION: Istituto Comprensivo Marchetti  
 COUNTRY AND CITY: Italy, Senigallia

HOST ORGANISATION: IGS-West-Hameln  
 COUNTRY AND CITY: Germany, Hameln

PARTICIPANTS' PROFILE: Students from a second class of Lower Secondary School, 12 yrs old. They're studying English (Level A1/A2). The main learning needs that justify this mobility involve digitalization, language improvement, sustainability, cultural exchange.

FIELD: School education  
 MODE: Physical mobility activity

Accompanying persons and contacts

ACCOMPANYING PERSONS

ACCOMPANYING PERSON	JOB TITLE	NUMBER	EMAIL AND PHONE
DIAMBRA ROSALBA	TEACHER		rosalba@icmarchettisenigallia.edu.it +39 392 731 85 02
LENCI RICCARDO	TEACHER		lenri@icmarchettisenigallia.edu.it +39 334 897 25 99
BONFITTO MATTEO	EDUCATIONAL SUPPORT WORKER		matteo.bonfitto91@gmail.com +39 346 965 0756
BUFARINI MARCO	PARENT		bufmarco@virgilio.it +39 349 81 53 197
CIARAFONI CRISTINA	PARENT		cristina.ciarafoni@libero.it +39 328 87 91 392

OTHER CONTACT PERSONS AT THE SENDING ORGANISATION

CONTACT	JOB TITLE	EMAIL AND PHONE NUMBER
FILIPPONI PAOLA	HEADTEACHER	paolafilipponi@icmarchettisenigallia.edu.it +39 348 369 46 05
CONTACT 2	JOB TITLE	EMAIL AND PHONE NUMBER

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SIMONE MONTI

TEACHER

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## CONTACT PERSONS AT THE HOST ORGANISATION

CONTACT 1	JOB TITLE	EMAIL AND PHONE NUMBER
LINGE NIKLAS	TEACHER	niklas.linge@thrs-hameln.eu
CONTACT 2	JOB TITLE	EMAIL AND PHONE NUMBER
TIM CLARKE	TEACHER	tim.clarke@thrs-hameln.eu

## Timetable

TIMING	SESSION / ACTIVITY
Day 1 - Monday 9.00- 9.45	Welcome activities. Meeting with management staff. Visit to the school, school facilities, gymnasium, and classrooms.
Day 1 - Monday - 9.45-10.30	Presentation of IC Marchetti School for German partners. The Italian and German students will make the presentation in English. Welcome to the IGS West presentation
Day 1 – Monday 10.30 -13.15	Visiting classes only until 13:15.
Day 1 – Monday 13.15 – 14.00	Lunch
Day 1 – Monday 14.00 – 15.10	Visiting the city of Hamlin with Mr. Clarke and some students.
Day 2 - Tuesday 08.00 - 09.00	Visiting the self-organized learning session in different classes (class 6b and 7b Mr. Linge and Mr. Clarke).
Day 2 - Tuesday 9.00 - 10.10	Exchange with students about European culture (Erasmus course year 6 Mr. Linge)
Day 2 - Tuesday 10.35 –11:45	Physical education/ Activities of the Italian students about the games of the past: rules and gaming (year 6b Mr Linge).
Day 2 - Tuesday 12.05 – 13.10	Class council (year 6b Mr. Linge)
Day 2 - Tuesday 13.15 – 14.00	Lunch
Day 2 - Tuesday Afternoon	Visiting Schloss Hamelschenburg.
Day 3 - Wednesday - 08.00 -09.00	Visiting the self-organized learning session in different classes.
Day 3 - Wednesday 09.00 – 10:10	Exchange with students about European culture (Erasmus course year 7 Mr. Clarke)
Day 3 - Wednesday	Visiting the Kluet
Day 4 - Thursday 08.00-09.00	Visiting the self-organized learning session in different classes.
Day 4 - Thursday 09.45-14.00	Additional classes. Lunch.
Day 4 - Thursday	Visiting the city of Hannover.

Afternoon

Day 5 - Friday -  
09.00-10.00

Documentation - signatures - certificates of participation. Management Team.  
Option of preparing convivial activities (music, art and more) to decide together

## Description of activities and learning outcomes

### ACTIVITY 1: Peer tutoring and collaboration

Peer tutoring activities - whether occasional or frequent - can deliver research-backed benefits to both the student-tutee and student-tutor. Different activities call for different approaches, of which tutors should have a basic understanding. Consider running exercises to teach students about:

*Directive Tutoring:* The tutor fills the tutee's knowledge gaps, explaining and exemplifying how to reach a specific solution. To do so, the tutor must be confident in his or her own abilities and knowledge.

*Non-Directive Tutoring:* The tutor asks open-ended questions, guiding the tutee to form his or her own conclusions about a given topic. To do so, the tutor should understand when and how to pose thought-provoking questions. During a peer reading activity, for example, a non-directive approach can help students process content through their own words and thoughts.

Here are five benefits that exemplify the importance of peer teaching:

*Increased Literacy Scores* - Students who read and discuss story passages with their peers recall more content and score higher on assessments.

*Developed Reasoning and Critical Thinking Skills* -- Students who work in pairs and groups typically perform better on tests that involve reasoning and critical thinking. This is largely because students must become active learners, discussing and rationalizing lesson concepts in their own words.

*Improved Confidence and Interpersonal Skills* -- Many studies about peer teaching point to students building confidence and communication abilities. Tutees realize these benefits by asking questions and receiving immediate clarification.

*Increased Comfort and Openness* -- Students generally identify more easily with peer helpers than with adult authority figures. This helps create an environment in which students are more comfortable to ask questions and work through challenging problems in an environment free from class ridicule.

*Versatility* -- You can run a range of peer teaching exercises based on different subjects and objectives, possibly involving other grades and classes. Lots of ideas can lead to lots of fun for your students.

### ACTIVITY 2: Visit to a foreign school and country

School travel significantly increases student engagement in the classroom. Regular feedback we receive from clients is that students who lacked confidence before a school trip have gone on to flourish in the classroom upon arriving home.

This is because school travel helps students see the big picture. They learn the purpose of education and where their studies can take them. School travel also exposes strengths and helps students build confidence. For example, a child who struggles with essay writing may realize they are a great team leader. By understanding the purpose of education and recognizing their unique strengths, students will return to the classroom more motivated.

Participant list

#	FIRST AND LAST NAME(S)	ORGANISATION
1	ROSALBA DIAMBRA - accompanying teacher	ISTITUTO COMPRENSIVO MARCHETTI
2	LENCI RICCARDO - accompanying teacher	ISTITUTO COMPRENSIVO MARCHETTI
3	ARGENTATI LEONARDO	ISTITUTO COMPRENSIVO MARCHETTI
4	BARALDO TOMMASO	ISTITUTO COMPRENSIVO MARCHETTI
5	BOVARI PIETRO	ISTITUTO COMPRENSIVO MARCHETTI
6	BRACCI FEDERICO	ISTITUTO COMPRENSIVO MARCHETTI
7	BRUNELLI LORENZO	ISTITUTO COMPRENSIVO MARCHETTI
8	BUFARINI FRANCESCO	ISTITUTO COMPRENSIVO MARCHETTI
9	CASUCCI CHIARA	ISTITUTO COMPRENSIVO MARCHETTI
10	CIARMATORI NICCOLO'	ISTITUTO COMPRENSIVO MARCHETTI
11	CONTI SOPHIA	ISTITUTO COMPRENSIVO MARCHETTI
12	DAMA LOSKI RAYAN	ISTITUTO COMPRENSIVO MARCHETTI
13	DEL TORTO EDOARDO	ISTITUTO COMPRENSIVO MARCHETTI
14	GALLI IRENA	ISTITUTO COMPRENSIVO MARCHETTI
15	GIGLI SOFIA	ISTITUTO COMPRENSIVO MARCHETTI
16	GUARINO MATILDE	ISTITUTO COMPRENSIVO MARCHETTI
17	MARTINO LUCA	ISTITUTO COMPRENSIVO MARCHETTI
18	MATTIOLI CELESTE	ISTITUTO COMPRENSIVO MARCHETTI
19	MORI AURORA	ISTITUTO COMPRENSIVO MARCHETTI
20	PIERFEDERICI EDOARDO	ISTITUTO COMPRENSIVO MARCHETTI
21	PITTORI SARA	ISTITUTO COMPRENSIVO MARCHETTI
22	RAPACCIONI VIOLA	ISTITUTO COMPRENSIVO MARCHETTI
23	SALLEI CELESTE	ISTITUTO COMPRENSIVO MARCHETTI
24	SANTINI VITTORIO	ISTITUTO COMPRENSIVO MARCHETTI
25	SERRANI ANNA	ISTITUTO COMPRENSIVO MARCHETTI
26	BONFITTO MATTEO, educational support worker	EXTERNAL AGENCY
27	BUFARINI MARCO, parent	EXTERNAL AGENCY
28	CIARAFONI CRISTINA, parent	EXTERNAL AGENCY

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The signatories confirm that the information in this document is correct and complete.

FOR THE SENDING  
ORGANISATION

Prof. ssa Paola Filippini - Headteacher

DATE  
28/10/2025

SIGNATURE

FOR THE HOST ORGANISATION

Full name and position of the responsible

DATE

SIGNATURE