# ITALIAN INNOVATORS

**YouTube channel**: bit.ly/italianinnovators
**Webpage**: www.italianinnovators.com
**Instagram**: @italianinnovators
**LinkedIn**: @Italian Innovators or @Luca Cottini

*To receive notification of new episodes you can subscribe to the channel or join the newsletter on the website*

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# PLAYLISTS
*Please mind the double I in links*

**#innovators** (profiles of pioneering entrepreneurs in the Italian milieu)
**bit.ly/II_innovators**

**#interviews** (interviews to academics and professionals in Italian studies and industry)
**bit.ly/II_interviews**

**#italianages** (video lessons on Italian cultural and entrepreneurial history from the middle ages to the present; brief histories of Italian food, fashion, photography, etc)
**bit.ly/II_italianages**

**#businessofhappiness** (video lessons and resources on design thinking, storytelling, digital communication, and Made in Italy)
**bit.ly/II_businessofhappiness**

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# CATEGORIES OF EPISODES
*Please mind the caps*

**Design** – bit.ly/MyInnovatorsDesign
**Fashion** – bit.ly/MyInnovatorsFashion
**Women** – bit.ly/MyInnovatorsWomen
**Cars & Transportation** – bit.ly/MyInnovatorsAutomobile
**Italian Studies** – bit.ly/MyInnovatorsItalianStudies
**Food & Drink** – bit.ly/MyInnovatorsFoodDrink
**Entrepreneurship** – bit.ly/MyInnovatorsEntrepreneurship
**Sports** – bit.ly/MyInnovatorsSports
**Science** – bit.ly/MyInnovatorsScience
**Materials** – bit.ly/MyInnovatorsMaterials
**Technology & Communications** – bit.ly/MyInnovatorsTechnology
**Music** – bit.ly/MyInnovatorsMusic

# ACTIVITY 1 - Report an episode

*Level* – Novice
*Type of activity* – Class drill
*Unit* – applicable to the listed categories of episodes
*Goals* – Vocabulary building, phraseology enhancement (use of connectors)


**At home**
      * Watch an episode dedicated to an Italian Innovator
      * Write down at least 10 hashtags for the episode (using Italian words)
      * Write 3 facts you learnt about the protagonist (complete sentences in Italian)
      * Choose one product or artwork by the innovator, find it online, and describe it in your words (using at least 3 Italian adjectives)

**In Class**
1) Vocabulary building exercise
      * Brainstorm. Have students share their hashtags and write them on the board
      * Divide them in groups and assign each group one hashtag, asking students to add to it three related words (eg. #moda > abito, stile, scarpe). Some words might be part of the unit's vocabulary. For others, encourage students to find out other relevant words by asking "come si dice?"

2) Exercise on phraseology and syntactic connectors
      * Build a report together. Ask students to share three key facts of the story. While they report their phrases, the teacher writes them down on the board, encouraging students to order them through the questions "viene prima o viene dopo?"
      * Once facts are listed on the board, ask students to connect simple phrases in a narration (orally or in a written form), encouraging them to use such connectors as *perché, dal momento che, così, dunque, allora, quando, etc.*

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<h1 align="center">ACTIVITY 2 - Create a social media story</h1>

<p align="center"><em>Level</em> – Novice/Intermediate<br>
<em>Type of activity</em> – Class drill (over 2 or 3 lessons)<br>
<em>Unit</em> – applicable to the listed categories of episodes<br>
<em>Goals</em> – Comprehension, basic communication, accuracy development</p>

**At home**

* Ask students to watch an episode dedicated to an Italian Innovator
* Write down what is the most important thing in the episode or what struck you the most
* Visit the website of the brand or the protagonist and write down what in your opinion constitutes the most important piece of information
* Write down a social media post (it needs to have the content and format of a social media post, but it doesn't have to be posted anywhere. It can be written on a .doc file)

CHARACTERS OF A SOCIAL MEDIA POST
The post does not follow a linear, descriptive, or chronological frame, but rather a reversed narrative. It starts from a catchy hook (eg. the selected point of interest in the episode or in the website search) and develops as a clever communication stimulating the reader's engagement. Keeping this in mind, a post:

→ must contain two or more of the following elements
1) a stumbling block (an odd piece of information)
2) an image (with related and pertinent commentary)
3) a final question
4) a call to action
5) a witty or conclusive statement

→ A post must not contain
1) a chronology
2) a piece copied and pasted from a website
3) a generic description which does not point to any specific element
4) information that is not functional to the main point

You can find models on @italianinnovators (Instagram or LinkedIn) or in the student's favorite social media in Italian (this can be the start of many conversations)

**In class**

* Students bring their posts to class. Posts can be sent in an electronic form beforehand or single-handedly printed on a sheet of paper. In either case they should not be signed.
* The instructor projects the post on the board (or reads them) and invites students to comment on them in two phases.

1) content evaluation. Students are asked to indicate strength and weaknesses of the post based on content effectiveness (would they like it? why? did the post follow the guidelines?)
2) grammar evaluation. After commenting on the overall communication, the teacher asks students to correct grammar mistakes (in pairs or as a class task)

# ACTIVITY 3 - Stage an imaginary interview to an Italian Innovator

*Level* – Intermediate
*Type of activity* – Group activity (one or two weeks), midterm or final project (oral or written)
*Unit* – applicable to the listed categories of episodes
*Goals* – Comprehension, oral communication, and basic research

## Preparation

* Assign students a topic of interest. Ask the group to choose an episode dedicated to an innovator in the field, watch it, and research related articles or information online

*Each student (individual submission)*
> * Select 10 new words from articles or online sources in Italian
> * Identify 4 key moments of interest in the episode and, based upon them, prepare 4 questions you would ideally ask to the chosen innovator

*Group work (two or three students per group)*
> * Students write together an introduction and a conclusion (including a biographical profile, an anticipation of contents, and a final summary)
> * Students share their questions and select four from their pool
> * Students prepare answers to them based on the information in the episode

*This work of preparation can be a written assignment only. Individual or group submissions can be graded*

## Class

* Three students orally stage in class an imaginary interview to the chosen Innovator
> Student 1 acts like the moderator (introducing and closing the conversation)
> Student 2 acts like the interviewer (asking questions and following up)
> Student 3 acts like the interviewee (as an impersonation of the innovator)

*In groups of two, one student can be both the moderator and the interviewer.*

*The conversation is not scripted. Students need to be familiar with their parts beforehand*

# ACTIVITY 4 - Reinvent a profile (oral storytelling, creative writing, critical essay)

*Level* – Advanced
*Type of activity* – oral or written assignment for midterm or final project
*Unit* – applicable to the listed categories of episodes
*Goals* – Research, oral reinvention, written delivery

## Preparation
    * Assign students a video profile of an innovator
    * Ask each student to
        1) brainstorm 10 new words in Italian
        2) write 10 phrases in Italian to summarize the episode
        3) find additional information on the innovator on the web
        4) write down a two-page script of the episode in Italian

## Oral activities (midterm)
*Students are asked to reinvent the episode orally in their own words (based on the script)*
*Activities, which are listed here in order of difficulty, can be seen as self-standing or incremental*

    1. Students record a <u>podcast</u> of their reinvention (*emphasis on the pronunciation – students can read*)
    2. Students record an <u>I-phone video</u> of their performance (*emphasis on delivery – students can read but not all the time*)
    3. Students create a <u>YouTube video</u>, by mixing their audio file or phone recording with a slideshow of related images (*emphasis on persuasive communication – videos can be shared as unlisted, not-public links*)
    4. Students do an <u>oral presentation in class</u> (with or without a PPT) (*work on memory and performance*)

## Written activities (final)
*Students are asked to expand their 2-page script into a 5-page story or critical essay*
    1. A **story** must include (not necessarily in this order)
        * a revealing anecdote (the triggering moment that started a career)
        * a brief biographical paragraph
        * a significant breakthrough or product
        * style and entrepreneurial philosophy of the chosen protagonist
        * long-term impact of innovator's work

    2. A **critical essay** must include
        * context on the field (a brief history or a panoramic view on the industry – *check the Italian ages playlist*)
        * a longer description of the character's biography and career
        * references to external sources (articles from the web, books, etc)
        * a critical reflection on the innovator's overall impact on Italian society

# ACTIVITY 5 - Design your own business

*Level* – Advanced/College level
*Type of activity* – Oral, written, and creative assignment (final)
*Unit* – applicable to the listed categories of episodes
*Goals* – Complex communication in context, Italian in the digital sphere, design thinking

Ask students to conceptualize and design a webpage
      1) of their fictional Italian company or
      2) of an existing Italian company

## Preparation and delivery

1. Students write a 1-one page statement on the philosophy of the brand. The instructor reads it, corrects it, and offers initial feedback

2. Students pitch their idea/project to the class. 1-minute oral presentation followed by questions and comments by peers

3. Peers write a 1-paragraph comment on two of their favorite presentations/projects and send them to both the interested classmate and the instructor

4. Based on the feedback received on the written statement (by the teacher) and the oral presentation (by their peers), students work on a video trailer (between 1 and 2 minutes). The trailer must include
      * excerpts from the statement (as written elements or audio recording)
      * related images/slideshow
      * musical background

5. Students design their own webpage. Viable (and free) platforms are Wix, Squarespace, Wordpress, Google Sites, or Adobe Slate. The webpage must include:
      1) A video trailer (between 1 and 2 minutes)
      2) A logo
      3) A 1-page statement of philosophy of the brand
      4) A slogan for your brand or an ad campaign (image)
      5) 3 social media posts/stories
      6) 2 reviews (from classmates)

*The breakdown of elements to consider for the evaluation are (in order of weight):*
      *1. webpage (design, slogan and overall idea)*
      *2. trailer (oral delivery and graphic execution*
      *3. written statement*
      *4. comments to other students' projects and social media stories*

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