

How the Sky Defines Time: Calendar Lessons Across Italy

I feel so grateful to have been selected as the winner of the “A Week in Italy” for 2026. As I reflect on the experience, I realize it couldn’t have gone better. My hosts in each city took great care of me and were wonderful to get to know. The schedules were well organized. And I was very well fed, even if Italians eat dinner late. Thank you so much for giving me this opportunity to visit the beautiful land of Italy and meet so many amazing people who all love sharing astronomy as much as I do.

By the Numbers:

7 Cities visited – Rome was as a Tourist, Perugia/Assisi, Ravenna, Bolzano, Vicenza, Brescia/Lumezzane, Florence

22 Presentations given – 19 lessons to students, 1 to Italian Planetarium Conference (PLANit) and 2 to General Public

580 Total Attendees to Presentations, estimated

18.5 Hours on Trains in transit

My lesson plan got modified a little from the original application when I was told I would not be in a planetarium. I wanted to include some activities for the students to do as part of the lesson. I kept the same main topic, but I think this makes for a better interactive presentation with the students. For the PLANit presentation and in Firenze, I gave a presentation exclusively about the Sun and Moon marking done by the residents of Chaco Canyon in New Mexico. Loris Ramponi arranged for me to give the same presentation to the Planétariums interactifs Associés Francophone (PIAf). You can watch the presentation as part of their February 2026 meeting at <https://www.youtube.com/watch?v=gs-NAMcVBaQ>. In Italy, it was in English.

The following is the lesson as delivered to the students in Italy.

The Lesson for the High School Students:

The Calendar: Astronomical and Historical

Note: ***The bold italicized are questions given to the students.***

Introduction of Maureen Hintz: show images of Utah, my family and my planetarium.

The Calendar:

To keep track of time, you need to find something that repeats. We will be discussing the 4 vocabulary words of the calendar, what we see repeat in the sky at that time scale, and some small references to historical groups that gave us this time. Remember, we need to see something that repeats in the sky.

What are the four vocabulary words? Answers are Days, Weeks, months and Years.

These are words the students know well in English.

Let's start with the shortest, the Day.

Define or describe the day. How do we know a day has happened? Answers commonly were: 24 hours, the day and the night, and Earth's rotation. I wanted to make sure all three of these were given, and they usually were with prompts.

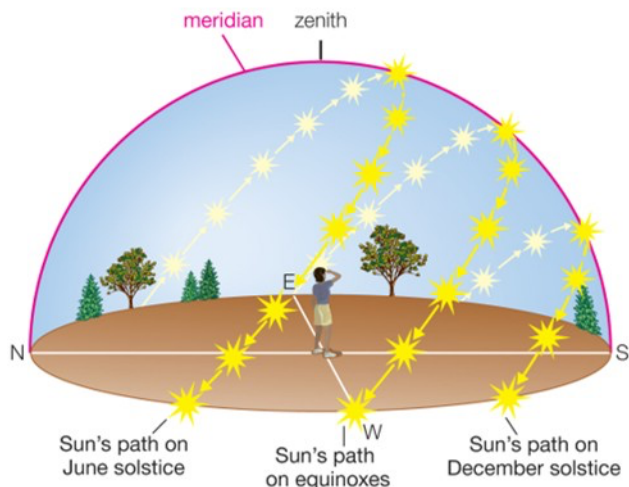


Figure 1 Sun Path in sky (*The Essential Cosmic Perspective*, 9th edition)

Using this image, we define the vocabulary of the sun's passage across the sky: Rises in the East, Sets in the West, the meridian is the when the sun reaches the highest point in the sky and is Astronomical Noon.

We can see the stars do the same thing. The ESO has a YouTube video of star trails, which sometimes played, but at least we could see the star trails on this image.



Figure 2 Video Credit: R. Wesson/ESO

Discuss the 24 hours of the day: Origin is from the Egyptians. **Where did the idea of 24 hours, or two sections of 12 hours originate? Why did they pick 12 hours?** Occasionally a student would say that's what it is. This leads to a short discussion on how the concept that someone decided that. In all measurements, someone decided what it would be. The analogy given a few times was about a cake. How many pieces do you cut? What is the size of a piece? You get to decide based on your needs or desires. Historians seem to agree the 24 hours were decided by the Egyptians. The day is when the sun rises, sets and begins again. Why 24? I jokingly say they had 12 fingers on their hands. Then I make sure they know the Egyptians did not have 12 fingers. So why 12. We will see later what I think is the reason they did two sets of 12.

There are 60 minutes in an hour, 60 seconds in a minute. From the Babylonians. Mathematicians say they chose 60 because it is divisible by so many numbers.

Then I open the Stellarium website star program.

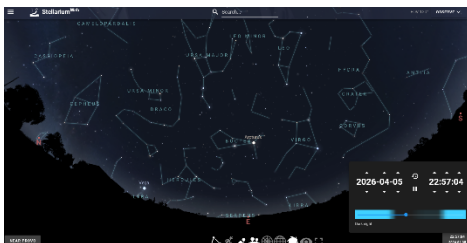


Figure 3 Stellarium-web.org

We watch time go forward, motion from east to west, and then I put the sun on the meridian (small discussion about why the clock doesn't read 12:00, time zones and Daylight savings. It helped they had just moved their clocks recently) and we see that the clock measures off 24 hours for the sun to return to the meridian.

Then I choose a star and put it on the meridian. **How long will it take for the star to go all**

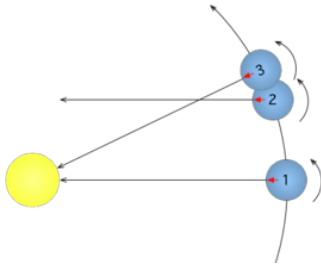


Figure 4 Solar Day and Sidereal Day

the way around and return to the meridian? Show me your prediction. Using their fingers they are to show me their prediction: one finger for less than 24 hours, two for 24 hours and three for more than 24 hours. I count down and they show their prediction. Sometimes this would take some prompting, but I don't let them get away without answering. Then we watch it in Stellarium and see it takes 23 hours and 56 minutes. This leads to a discussion that there are two days: Solar Day and Sidereal Day. While the Earth is rotating, the Earth is also orbiting the sun. Spot 1 the red arrow is pointed directly at the sun, it is noon for that location. From spot 1 to 2, the Earth does one full rotation as seen by the black arrow, but the black arrow is not pointing at the sun. This is one Earth rotation or Sidereal day and is on average 23 h 56 m. Spot 3 is one Solar Day, back with the sun on the meridian at that is 24 hours. Now they know what very few people on the Earth actually know, that the Earth rotates in 23 h and 56 m.

That concludes the discussion of the day.

The Week:

How many days in the Week? Seven (easy answer)

The week has no relation to anything repeating in the sky over 7 days, but the seven-day week does come from the seven “planets” in the sky.



Figure 5 Seven Planets in the Sky for Seven Days, (credit: timeanddate.com)

This image shows the seven planets known to the Babylonians. And we can see connections to the names of the days of the week. Sometimes students would comment that two of them aren't planets, or I prompt them by asking if **anybody has any problems with the seven days being based on "these" seven planets**. That leads into a discussion about the origin of the word planet. The ancient Greek word Planet meant wanderer. This referred to all seven celestial bodies that moved relative to the fixed stars, Sun, Moon, Mercury, Venus, Mars, Jupiter and Saturn. Yes, the Sun and Moon were originally called Planets. Uranus and Neptune had yet to be discovered. Earth wasn't a planet. These seven celestial bodies were the source of the week. Also, a discussion about how as we collect more data, we discover that we need to recategorize things, and sometimes we change what words designate. That's science.

Then there's an activity on the board. I write 1-24 horizontally, 1-7 vertically on a board. **Where have we seen 24? Where have we seen 7?** Then I have a student come up to be scribe for me as we read off (together) the names of the planets in order of slowest to fastest, assigning each planet to an hour of the day, up to 24 and then we go to the next day.

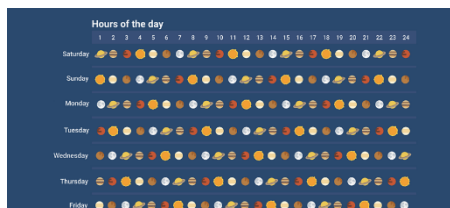


Figure 6 Planetary Hours (Credit: timeanddate.com)



Figure 7 Writing out the hours, Photo by Simonetta Ercoli

We only write down for just over 2 days to start to see the pattern. The day's name is taken from the planet found in hour 1. Now we see the correct order for the days of the week. If you find this confusing, it is. It is explained at <https://www.timeanddate.com/calendar/days/7-days-week.html>. The image I used is a modified version of the one on the website since I wanted the image to begin with Saturday. The first day is Saturn – Saturday, day 2 is Sun – Sunday, day 3 is Moon - Monday and so forth. Day 4 is Mars, which in Italian is Martedì, obvious connection to Mars. In English this is Tuesday. The reason for the difference is the English replaced Mars, the god of war, with Tiu, their god of war. The deity property is the same for the day, even if it has a different name. The planet-to-day of the week name connection is more obvious in Spanish and Italian than in English, but the origin for the order of the days of the week is the same.

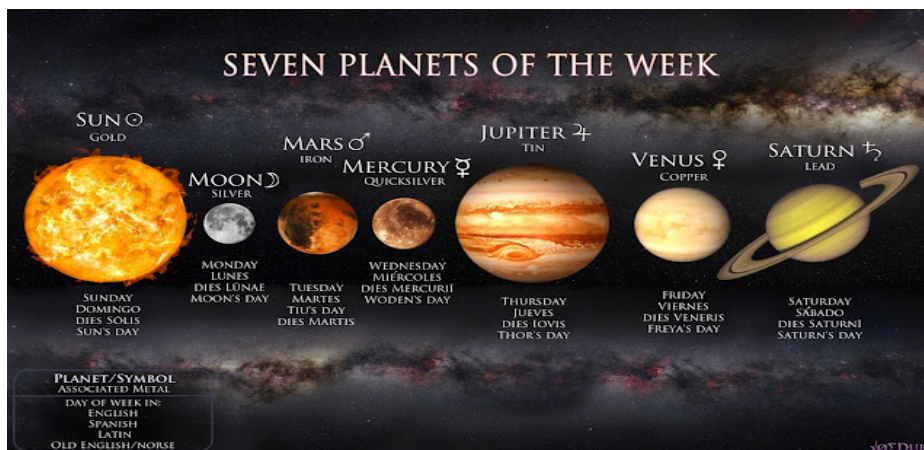


Figure 8 Planets and Days, Image Credit: Starkey Comics

The Month:

How many days in a month? Students respond with 31, 30, 28, 29

But anciently, for most civilizations, the month was entirely based on the phases of the moon. Phases of the Moon happen because the Moon does not give off any of its own light. We see it because the light from the sun shines on the Moon and that light is reflected towards us on the Earth. As the Moon orbits around the Earth, we see different amounts of illuminated Moon. We call those phases and the cycle repeats itself. The time that it takes to go through the full cycle of all the phases, also known as the synodic or lunar month, is 29.53 solar days. So that means that the month would usually be 30 days as seen by monitoring the Moon going through phases but could also occasionally be 29 days. The Chinese had months that were 30 and 29 days.

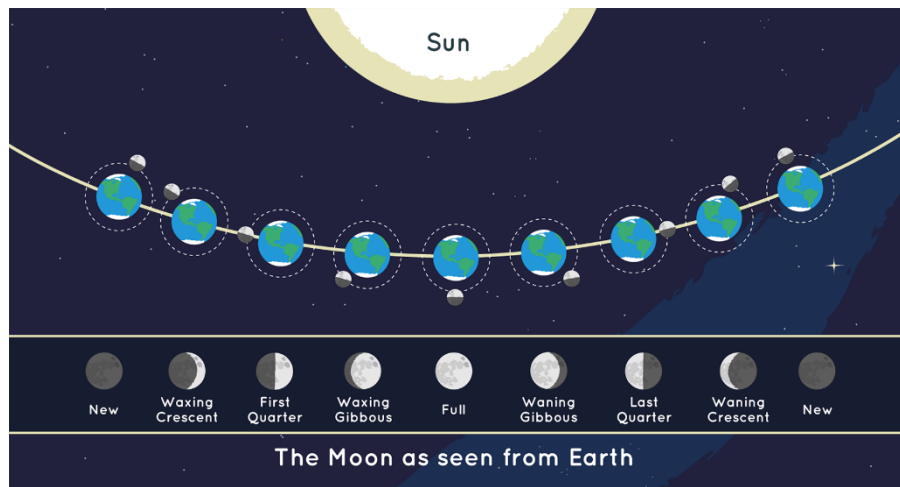


Figure 9 Phases of the Moon, Image Credit: NASA/JPL-Caltech

The Year:

How many days in a year? 365! **What causes the year?** Earth orbits around the sun.

What observation is made on or from the Earth, that tells us the Earth goes through a year? Seasons are the typical response.

The ancients would have been very aware of the cycle of the seasons, but that method is hard to pin down to an exact number of days. Many civilizations used their concept of the lunar month and realized that there are 12 of them in a year. **Where did we see the number 12 before?** This is why I think the Egyptians chose 12 hours ($2 \times 12 = 24$ hours) in a day! So, if we use 12 months at 30 days, $12 \times 30 = 360$ days, we get 360 days in the year. This may be the origin of the 360-degree circle given by the Babylonians. Anyway, 360 is pretty close, but it wouldn't take too many years to start to see a shift in the calendar months and the real seasons. And humans have known about the 365 days for a very long time. So there must be some observation that can be seen from the Earth, that gets the 365 days. We look back to the sun. We return to the diagram of the sun crossing the sky.

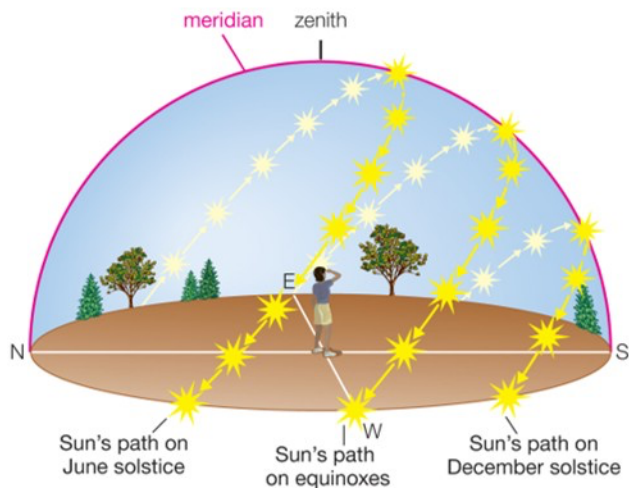


Figure 11 Sun Path in sky (*The Essential Cosmic Perspective*, 9th edition)

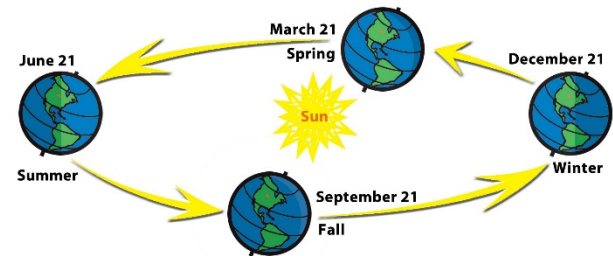


Figure 10 Tilted Earth orbiting the Sun

Because of the Earth's tilt as it orbits around the sun and that we live on a ball, the sun will rise higher or lower in the sky over the course of the year. Let's just look at the location of where the sun rises on the Eastern horizon over the year. There is a day where the sun will rise farthest north on the horizon. We call this day the summer solstice. When the sun rises straight east, we call that the Fall equinox. Equinox means equal night. The sun is above the horizon for 12 hours and below for 12 hours. The sun rises farthest south on the horizon on what is called the winter solstice for us in the northern hemisphere. It will then rise due East again for the March equinox. As seen from the Earth, the rising sun goes back and forth on the horizon and takes 365 days to repeat one cycle.

Many structures like Stonehenge seem to be aligned with these extreme days of the sun's path. In New Mexico's Chaco Canyon there are some stones that were arranged just so, that the sun would shine through making projections of light on the rock face behind where there are two spiral petroglyphs. Typically, there would be two shafts of light. But on only the summer solstice, only one shaft of light is projected onto the spiral carving behind. It

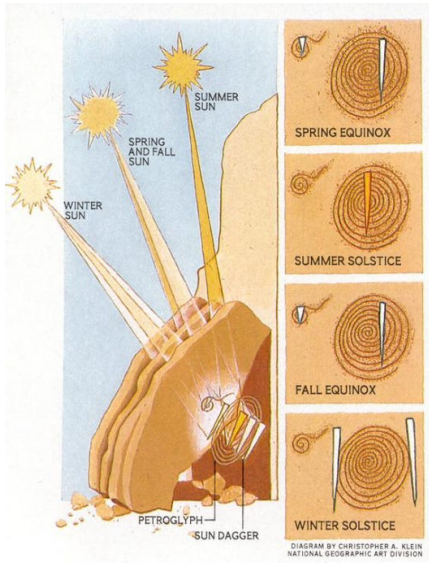


Figure 14 Schematic of Sun Dagger



Figure 13 Summer Solstice at the Sun Dagger



Figure 12 Winter Solstice at the Sun Dagger

would take 365 days to get back to the single shaft. (The Sun Dagger site is way more impressive, but this is as much detail as I gave to the high school students. For the PLANit meeting and in Florence I discussed how the light projections are special on the winter solstice and the equinoxes. That the spirals also hold significance for the major and minor lunar standstills. You can learn more about Chaco Canyon at the TheSolsticeProject.org.)

Activity: Birthday Sunrise

The students are each given a small post-it note and told to write their birth date, just day and month. Then they come up to the poster of the sunrise eastern horizon of Chaco Canyon put their post it where they think the sun will rise on their birthday.



Figure 15 Chaco Canyon Eastern Horizon, Activity concept by [C. Morrow](#); Ground truth photography for sunrise positions by [G B Cornucopia](#); Kiva photography by [D. Johnson](#); Graphic Support & Field testing by [J. Aubele](#), [D. Dooling](#), [I. Ingermann](#), [D. Kolinski](#), [M. Zawaski](#).

After they are all done, we discuss their answers, especially if anyone put their dates beyond the sides where the sun would never rise. Hopefully they recognize the repeating patten of the sun on the horizon and we see that the sun will rise in the same place twice a year (except for the solstices). (This activity was created by the PUNCH Solar Mission Outreach Group, and you can find the activity, including the horizon image, on their website.)

If time allows, we discuss how the stars move by the day and by the year and using both pieces of information you can use stars to tell time during the night (Egyptians did).

Star Clock Activity:

Determine the time of night using Stellarium screenshots and the Star Clock. (I had brought them from the USA). You need to know the month and rotate the white circle so that the current month is at the top of the circle. Then you need to locate the big dipper asterism in the sky and, keeping the current month at the top, rotate the inner black circle until the big dipper is oriented in the right direction. Then read off the time. I have two screenshots from Stellarium to practice finding the time. For large groups, the star clocks are shared. Most people are accurate within an hour of the correct time.

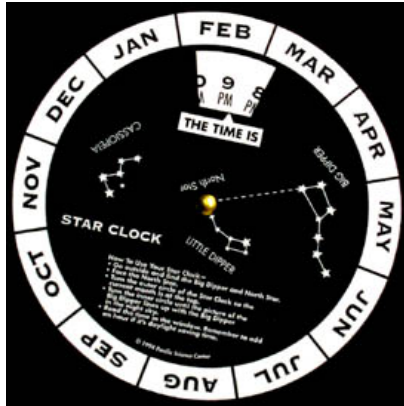


Figure 17 Star Clock

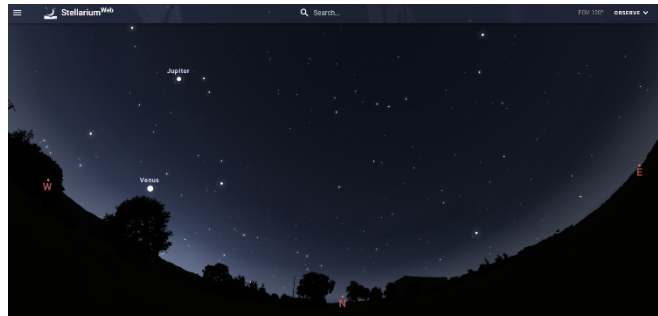


Figure 16 Stellarium-web.org

Depending on time, we discuss a little bit about how humans have been watching the sky and creating mechanisms to track time since man has existed.

Journal Report

My official “week in Italy” was scheduled to begin Tuesday, April 7 in Perugia. Since I was going to miss Monday for class anyway and had to fly into Rome, I arrived on Sunday morning (Easter in 2026) to get a few tourist days in. I took Sunday and Monday to see the city. I did tours of the Colosseum with the Roman Forum, and the Pantheon. The Vatican was closed due to the holiday. Mostly I just wandered around and found the Trevi Fountain, so many gorgeous Churches, Roman ruins, obelisks, and the Vittoria. Rome is as amazing as you would think. (Stay in the area by the Pantheon.) And of course, I enjoyed my first introduction to Italian food.



Figure 20 Maureen at Trevi Fountain, Photo by: Maureen Hintz



Figure 19 Maureen at the Colosseum, Photo by Maureen Hintz



Figure 18 The Pantheon, Photo by Maureen Hintz

April 7 – Tuesday afternoon I got on the train and headed to Perugia where I was hosted by the legendary Simonetta Ercoli in her home for the next three days. After picking me up

from the train station, she took me to mass at a church that is associated with the military language school and is rarely available to the public. Then we returned home where she cooked me my first pasta dinner in Italy, with her very own olive oil.

April 8 – After breakfast we headed to Assisi to the school where I was to give my first lessons of this experience, CONVITTO NAZIONALE “Principe di Napoli” Scuola Primaria - Scuola Secondaria di I Grado - Liceo Scientifico. Our lessons took place in the same room over all three days. The students were from years (class) 1 and 2 in high school and the typical class size was about 20-24 students. Due to time, we only got to the Birthday Sunrise Activity. After three lessons, we had lunch in the school cafeteria. In the afternoon I gave a workshop for teachers. They got the high school lesson with a lot more context and ideas about sharing. Unfortunately, only a few attended as several teachers had to attend a special parent/teacher/administrator meeting happening. It turns out Italy has similar cheating issues we see in the US. Following the workshop, we walked down to Assisi, which is all downhill to get there and uphill to come back since it's built on the slope. What a beautiful city with cobblestone roads, churches all over and narrow roads. We hiked to the top of the hill and toured the fortress.



*Figure 22 Simonetta and Maureen having lunch,
Photo by Maureen Hintz*



*Figure 21 Maureen at Church of
San Francisco, Photo by
Simonetta Ercoli*



Figure 24 Birthday Sunrise, Photo by S. Ercoli



Figure 23 Birthday Sunrise, Photo by S. Ercoli



Figure 25 Maureen Teaching in Assisi, Photo by S. Ercoli



Figure 26 Birthday Sunrise, Photo by S. Ercoli



Figure 27 Days of the Week, Photo by S. Ercoli

April 9 – Back to the school again where I did four classes in a row and then lunch at the school cafeteria again. For a school cafeteria, the food is excellent and plentiful. Another afternoon of sightseeing was prepared: Church of Saint Francis (San Francisco) and Perugia where Simonetta's anglophone friend gave a great tour of the history of the city. Did you know Perugia is famous for its chocolate? I will say I enjoyed what I bought.

April 10 – Three more classes in the morning. Collectively of all the classes taught during the visit, the students took encouragement to respond to questions. *Note:* My style of teaching is much more interactive than most people (US or Italy) are used to, but by the end, they were participating. This was common in all the cities and schools I visited. The



Figure 28 Star Clock, photo by S. Ercoli

smaller classes worked better, but I managed to get the larger population groups involved too. Following lunch, it was time to head back to Perugia to get on the bus to get to Ravenna. I had a bus to Firenze, train to Bologna, and train to Ravenna. I was met by Paolo Morini. He and Marco made sure I could check in to my room and then took me to dinner. I usually tried to eat what was special to the area. The restaurant was filled with attendees of the PLANit meeting.

April 11. We started the morning at a high school where there were about 50 students of 3rd and 4th class that came to get the presentation of the calendar. I had an hour and 50 minutes, so I was able to do the full presentation, which included the birthday sunrise and the star clock. Then we headed over to the PLANit conference that was being held in Ravenna for 2026. Most of the presentations were in Italian, so I translated the slides when I could, using the translate app on my phone. And we did get to see the Ravenna Planetarium. Following lunch, I gave a presentation on Chaco Canyon and the artifacts



Figure 31 Class in Ravenna, photo by M. Hintz

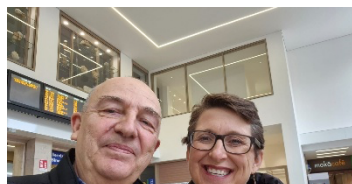


Figure 30 Paolini and Maureen, Ravenna, photo by P. Morini

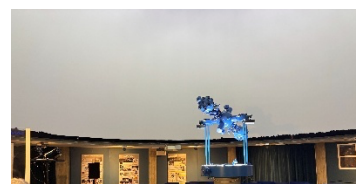


Figure 29 Ravenna Planetarium, photo by M. Hintz

that were left behind by the residents of 1000 years ago that showed they were avid Sun and Moon watchers. They arranged for me to have a private English tour guide of Ravenna for a couple hours. In Ravenna, the artwork in the churches are beautiful mosaics (glass pieces) to tell their stories. Ravenna is also the burial place of Dante. During both lunch and dinner, the conference organizers made sure I was seated at English-speaking tables. Italians like to start dinner at 8:30pm or later. And the dinner was all four courses. It was so fun to be surrounded by so many planetarium enthusiasts from Italy. I enjoyed my dinner mates and their experiences with planetariums.



Figure 32 Ravenna Planetarium from outside, sundial on right wall, photo by M. Hintz

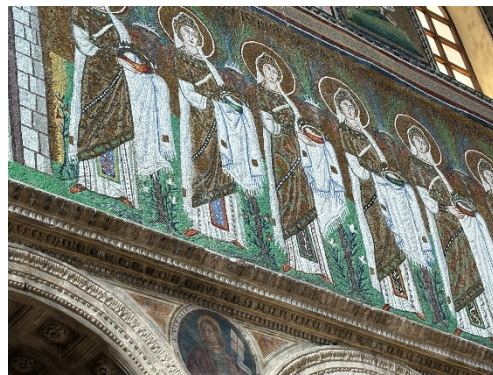


Figure 33 Mosaics in Ravenna, photo by M. Hintz

April 12 – I had some free time this morning that let me catch up on some grading from the US. Then there were two trains to get to Bolzano where I felt more at home when I saw mountains. Previously signs were in Italian and English. Now they are in Italian and German. I was given instructions to go to the hotel as my hosts were busy with planetarium shows. But an hour later, Sabrina Bernhard and Aurora Bz came and got me for dinner, where the menu had a strong German influence. They were very mindful of how I was doing, but I was doing okay. Dinner was earlier though.

April 13- My classes were hosted in the natural history museum. Today I had two classes and since they were an hour and a half long each, I had time to do the whole presentation with the birthday sunrise and the star clock. These classes learn in German at school. After that, Sabrina took me up the mountains to the observatory and planetarium in Gummer. It's a nice full dome system with a tilted dome. As it happens, it had been misbehaving, but David was able to fix it up and I got to enjoy a brief show. After coming down the mountain, Aurora took me on a little tour of Bolzano, including my wish for shopping. In the evening was my first public presentation, still in English. We were concerned how these people of varying ages would do with the English, but they were troopers and did so well they did not need translated summaries being offered. There were about 10 people who had lots of good questions.



Figure 36 Maureen teaching in Bolzano



Figure 35 Maureen, Sabrina and Aurora



Figure 34 The Mobile Planetarium Van

April 14 - Another class this morning and these students were Italian speaking students and all student athletes. They were probably the least reticent from the start, sat in the front row to begin with, and we had a good time together. After that, we did a tour of the natural history museum. This is the only day that had any kind of rain during my whole trip, so my umbrella finally got used a little. But the clouds on both days blocked any view of the Dolomites. Then back to the train.

After two hours on the train, I arrived at Vicenza where I was met at the station by Aldo Pegoraro (who I had previously met at the meeting in Ravenna.) We did a short tour of the center of Vicenza, which is back in the Italian part of Italy. We had a nice dinner up on a hilltop over the city at a reasonable hour. Aldo was also mindful of my American ways.



Figure 39 Aldo and Maureen



Figure 40 Aldo's school

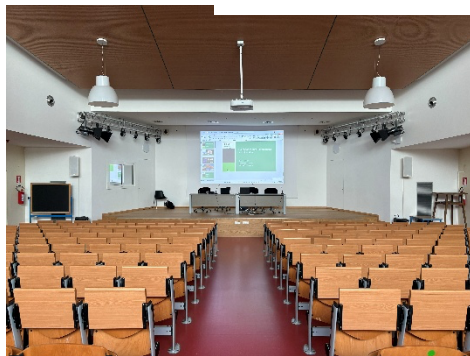


Figure 37 Waiting for the Students



*Figure 38 Maureen teaching in
Vicenza*

April 15 – Aldo took me to his high school, Liceo Scientifico Statale “G.B. Quadri”, where he teaches and has a planetarium. When he invited his fellow teachers to attend my lesson, there was a great response, and class had to be held in their large auditorium to fit the 120+ students in attendance. The time was long enough we could still do the whole lesson despite the large number of students. Aldo showed me his school’s planetarium, right there in the school. What a fortunate resource for a high school.

Right after, I was whisked to the train station to head over to Brescia. I was picked up at the train station by Loris Ramponi, my main liaison for the whole trip, and Ivan. I got a little tour of Brescia, checked into my hotel, and then we went up to the library in Lumezzane for my lesson. A local city official welcomed me as well, but unfortunately, I couldn't understand his kind words. Following the lesson, we visited their planetarium whose star ball was made by an Italian lens/mirror/telescope maker. I always appreciate a star ball's star field. Then we went up to the Serafino Observatory, which is a beautiful set up with cows roaming around the grounds. It was a beautiful sunset, but too early for observing. Then I was treated to another yummy Italian pizza dinner.



Figure 43 Loris in Lumezzane



Figure 42 Lumezzane class



Figure 41 Birthday Sunrise, photo my M. Hintz



Figure 45 Planetarium in Lumezzane

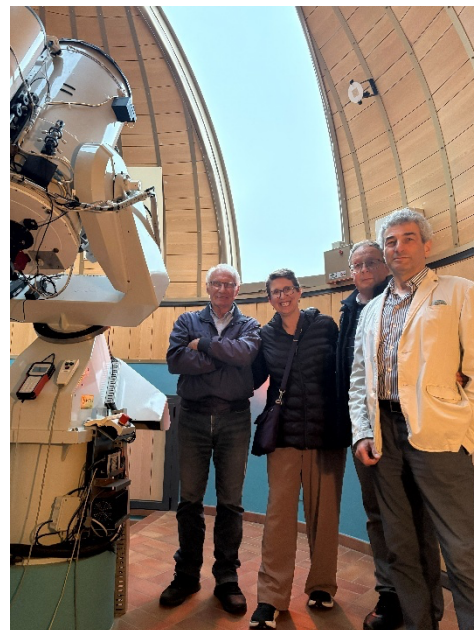


Figure 44 Observatory in Lumezzane

April 16 – After another wonderful Italian breakfast, it was off to the train station to head to Florence or Firenze as the Italians say it. I was met at the station by Ruggero Stanga who showed me the sundials on the church front facade. I have seen several sundials on buildings on this trip, and I think I need to get one placed at our university. After lunch with one of his students, I had the afternoon and next morning free to see the sights in Florence. I visited the Uffizi (art museum) and the Galileo Museum which is perfect for an Astronomy teacher. I saw Galileo's early telescopes, the first lens to have light from Jupiter's moons go through it and even his finger.



Figure 48 Sundial in Firenze



Figure 46 Maureen in the Uffizi



Figure 47 Maureen in front of Galileo's telescopes



Figure 49 Armillary Sphere by Antonio Santucci, 1593

April 17 – As Ruggero has done before, he arranged a visit at the National Central Library to see some of their Galileo texts. They have about 340 volumes associated with Galileo from his own writings to early editions with his notes in the margins. Our group got to see his



Figure 52 The Moon, by Galileo, courtesy of Biblioteca Nazionale Centrale



Figure 51 Galileo tracks Jupiter's moons, courtesy of Biblioteca Nazionale Centrale



Figure 50 Can you believe it? Biblioteca Nazionale Centrale

shopping list that included food items, organ pipes and cannon balls! We also saw pages in his own handwriting of his observations of the Moon, the moons of Jupiter and sunspot tracking.

Following our library visit, it was up the mountain to their observatory and my last presentation of the trip to university students and the observatory crew. Since they were all

well versed in Astronomy, they asked for the Chaco Canyon lecture. It's always a delight when the audience is just as amazed as me of the accomplishments of the residents of Chaco Canyon 1000 years ago.

April 18 – My official “Week in Italy” has ended. I spent the morning in Florence visiting the Cathedral there. It was the largest before St. Peter’s was built. Then back on the train to go back to Rome. I had a hotel for the night and early flight the next morning.



Figure 54 Cathedrale, Firenze, photo by M. Hintz



Figure 53 Maureen on a train

April 19 –6am flight out of Rome, back to Utah.

You can see it was a busy two weeks with lots of logistics that, in the end, worked out perfectly thanks to Loris Ramponi and all my city hosts. Thank you again!

Here are some comments that may be helpful to future winners. I am a person that likes to plan so these are ideas that are important to me.

Communication: You will be communicating in Italy with your hosts via the WhatsApp. Make sure to get everyone’s contact information before you arrive. Train stations can be big, and you may miss each other (platform or exit). I sent my photo before I arrived, so they knew what I looked like that day. You may want to get an international data plan for your phone while traveling. Trains and hotels usually all have Wi-Fi, but I had enough occasions out and about that I was grateful for the ability to use Maps.

Trains: Make sure you get all your tickets before you start your adventure. They are usually bought ahead of time by each of the hosts. Download the Trenitalia app to monitor the trains. Train stations don't post the platform for the train until about 20 minutes before the train arrives. The app may have a tentative platform, but beware, it could change. Stay attentive. You only have five minutes to get on the train. Some trains have assigned seats, and some don't. Your ticket will have that information. And there is limited luggage space. Luggage can go into a space at the end of the train car, underneath the area where seat backs meet, or in a rack above you. The conductors come by to scan your ticket usually once. Sometimes they check it when you are getting on the train so have it handy then too.

Hotels: Your hosts arrange your hotels. There were a variety of places I stayed. They were all clean and comfortable.

Luggage: You will be carrying your suitcase up and down stairs at the train stations and onto and off the trains by yourself. I wish I had packed a little bit lighter and had had a smaller suitcase. My suitcase was light enough, but a little too large. Laundry is done in a sink (or bidet) at the hotel, so you want fast dry items if you decide to wash anything. When I asked what I should wear, Loris said dress like an American. I wore what I wear when I teach my classes at UVU, business casual.

Presentation Venues: I did not do any of my presentations in a planetarium. That may vary by year, but I didn't do anything in a planetarium. Most locations allowed me to connect my laptop to the HDMI for the projector. They also had a computer that I could have used if needed. The one exception is Lumezzane. Make sure you have your presentation on the cloud so you can access it with a webpage, for that location at least. My presentation was in PowerPoint, and I wanted to make sure I was using PowerPoint so that's why I used my own computer most of the time. Be prepared to teach at least 3 hours in a row sometimes. Have a flexible lesson plan. You may have 45 minutes (Assisi) or 2 hours (Vicenza).

Electricity: Italy uses a three-prong plug, unlike the two prongs of most of Europe (except for Bolzano). Buy a special Italy plug adapter.

Italian Language: I don't speak any Italian. I should have taken time to learn more. Despite their reservations, my hosts' English was absolutely fine, and I never felt like there were language barriers. It was hard to gauge how well the students were understanding during the lessons, but they seemed to follow along or didn't make a big deal if they were lost. I let them ask their questions in Italian or English and they helped each other as needed. There really weren't too many questions. They said it was because they understood, not because they were too lost to even have questions, but only they will know. The public lectures also were okay and didn't seem to require any translations. My slides had lots of visuals, and I

tend to talk with my hands too. I typically talk very fast in my classes at UVU but tried to be very deliberate while in Italy.