

FIRST YEAR IN SOPEÑA SCHOOL WITH THE

ERASMUS+ PROYECT

MY HERITAGE OUR FUTURE

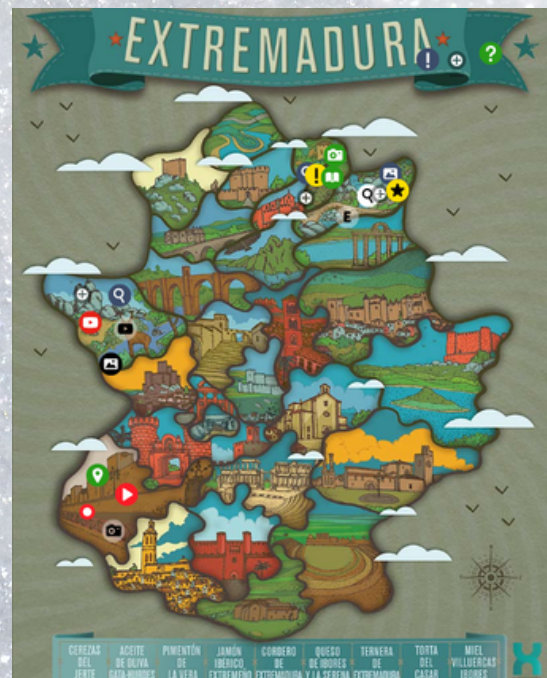


INDEX

1. PRESENTATION



2. ACTIVITIES AND RESULTS



3. CONCLUSIONS

PRESENTATION

Dear colleagues and students:

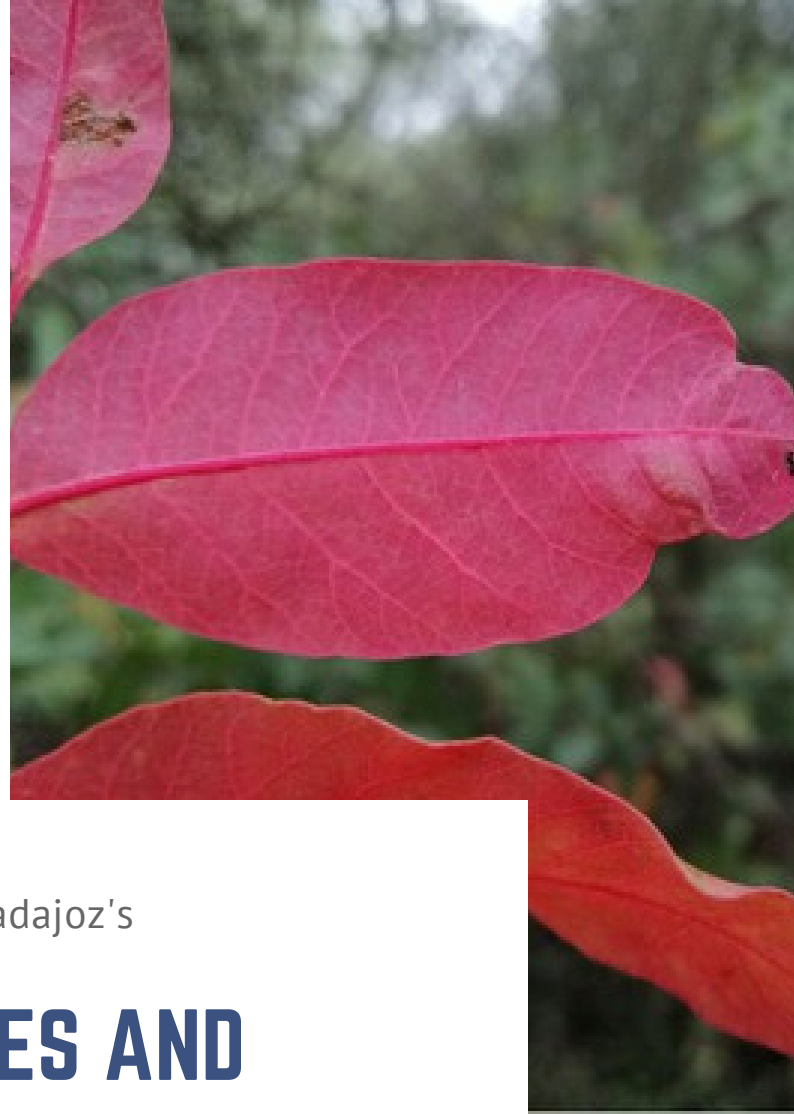
From Sopeña Badajoz School, we wish that you and your loved ones are well. It seems like an eternity ago when we started this Erasmus + project full of enthusiasm and desires, but circumstances have forced us all to stop or slow down work to focus on ourselves and our people.

The global pandemic generated by the SARS CoV-2 virus and the disease it causes, the COVID-19, are making this year 2020 a year that will be remembered in the history books for the serious humanitarian and social crisis that this pandemic has caused. But it would also be remembered for the great social effort to overcome this crisis and for the work of all the professionals who have continued, within their possibilities, working, among others sectors, for our health, our well-being or our education, a sector in which you , colleagues, parents, students, and we, the teachers of Sopeña School, include ourselves. You all have done great.

This digital book is a journey through the work carried out by the students and teachers of Sopeña Badajoz School throughout this first year of the Erasmus + Project “My Heritage Our Future”. In it, you’re be able to see the activities of the project that we have carried out, the results obtained and the culmination of this first year with the mobility of students and teachers to the Italian city of Civitavecchia, just one month before the quarantine began in Spain. So, this is a tribute to all of you for your great work the effort invested.

Congratulations and enjoy it.

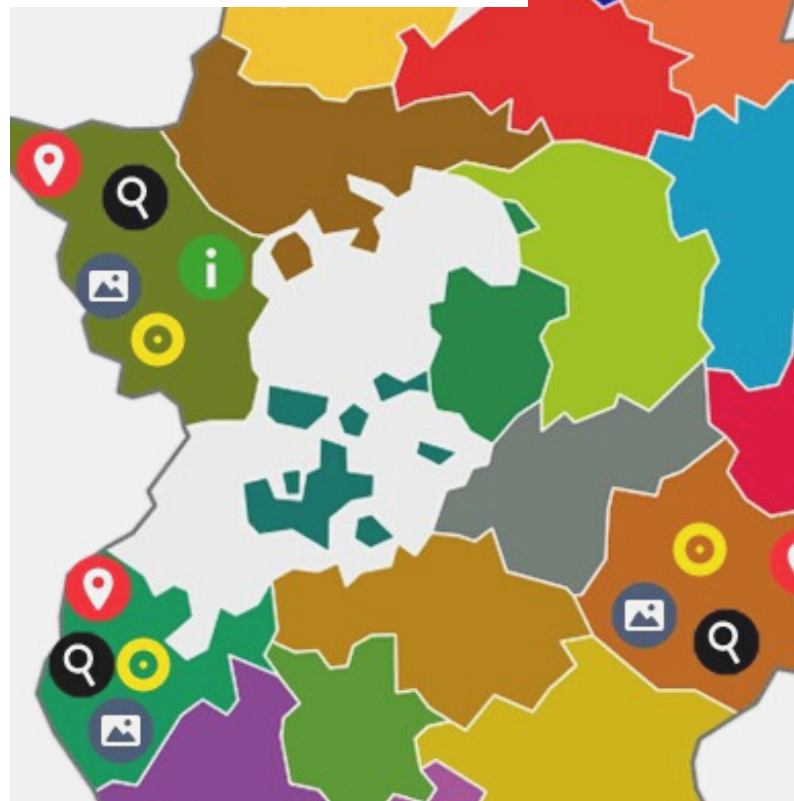
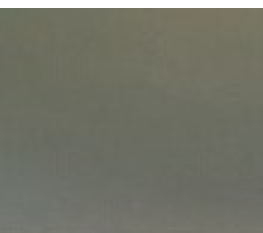
Ángel Canales Luna
Geography and History Teacher



Sopeña Badajoz's

ACTIVITIES AND RESULTS

During the first year of the Erasmus+ Project



SUMMARY OF ACTIVITIES

A1. PODCASTING THE NAMES OF OUR STREETS

A3. YOUTUBING MONUMENTS

A4. ARTWORK REPLICAS OF BADAJOZ'S HERITAGE

A5. MY HANDMADE TRAVEL GUIDE

A6. TIMELINING OUR LOCAL HISTORY

A7. THINGLINKING THE MAP OF MY REGION

A9. DICTIONARY LOCALISM

A10. PHOTO CONTEST: LANDSCAPES OF MY REGION

A12. LITERARY GATHERINGS

A14. LEARNING LOCAL FLOKLORE

A. 22 INTERNATIONAL DAY OF MONUMENTS AND SITES

Miriam Caro

<https://drive.google.com/open?id=1ao6Uwolay367CiNag5kglsNnhFzUjk9d>



Pablo García 7me

Luis Chamizo Street: Pablo García

<https://docs.google.com/document/d/1IfB2eMz8ZPyelNZxmUT4wZ9QrDiZvSAhTQuV88XWNQ/edit?usp=drivesdk>

Santiago Ramón y Cajal Street: Laura

https://docs.google.com/document/d/1AgsKuKUJwY_0c8NnRLjQDmaJTY_kJZEQXFejmRtqhLE/edit?usp=sharing



Pablo Castrejón Galán 7me

Antonio Masa Campos:
Pablo Castrejón Galán.

https://docs.google.com/document/d/1zSFD_YL1oxKYwCYbU3ggzNumYgyoY6Wd6wo35o/edit?usp=sharing



Luis Chamizo Street
padlet drive

Luis Sardiña Monserrat 7me

Fredo Ortega y Muñoz

REVERB



Antonio Masa Campos | Reverb Record and share voice and audio in Reverb

Emilio Aranda Jiménez 7me

Benacho street: Emilio Aranda

https://docs.google.com/document/d/1WfIDRSIkN3F7zPraLhdcvYNDj4yhK3bKtvSs6_-5U/edit?usp=sharing

Fredo Ortega y Muñoz
8 audio
t drive

A1. PODCASTING THE NAMES OF OUR STREETS

FOR THIS ACTIVITY, OUR STUDENTS HAD TO DO A PERSONAL PODCAST , TALKING ABOUT THE HISTORICAL PEOPLE WHO GAVE THEIR NAMES TO OUR STREETS. THE OBJETIVE WAS TO KNOW MORE ABOUT THOSE PEOPLE AND TRY TO UNDERTAND WHAT DID THE DO TO BE SO IMPORTANT THAT THEY WOULD HAVE, IN THE FUTURE, THEIR NAMES IN A STREET, BUT ALSO TO BE CAPLABLE OF LOCATE AS MUCH STREETS AS POSSIBLE. TO DO THE ACTIVITY, THE RESPONSABLE TEACHER, LUIS SARDIÑA, CREATED A PADLE SPACE TO UPLOAD THE STUDENT'S AUDIOS. IF YOU CLIK IN THE LINK OF THE TITLE, YOU'LL BE ABLE TO LISTE ALL THE PODCASTS.

A3. Youtubing Monuments.

FOR THIS ACTIVITY, OUR STUDENTS OF 2ND AND 3TH GRADE TALK US ABOUT RELEVANTS MONUMENTS OF BADAJOZ AND EXTREMADURA. THEY PREPARED THE ACTIVITY WITH THE FRENCH TEACHER, ANTONIO CASTAÑO BLANCO. HERE ARE SOME EXAMPLES.



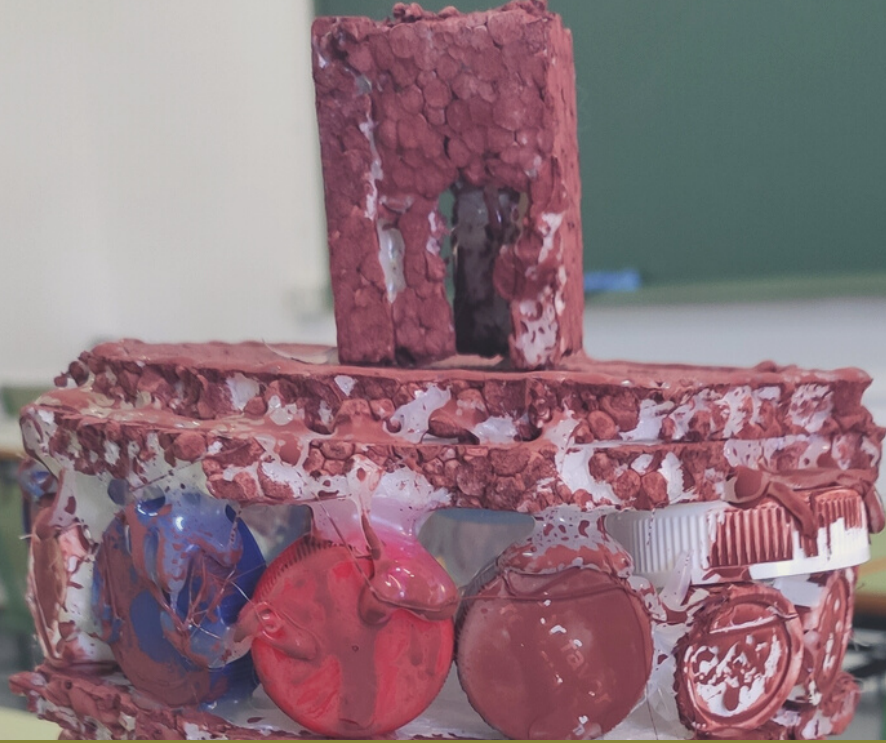
DAVID AND EMILIO TALKING ABOUT "LA ALCAZABA"



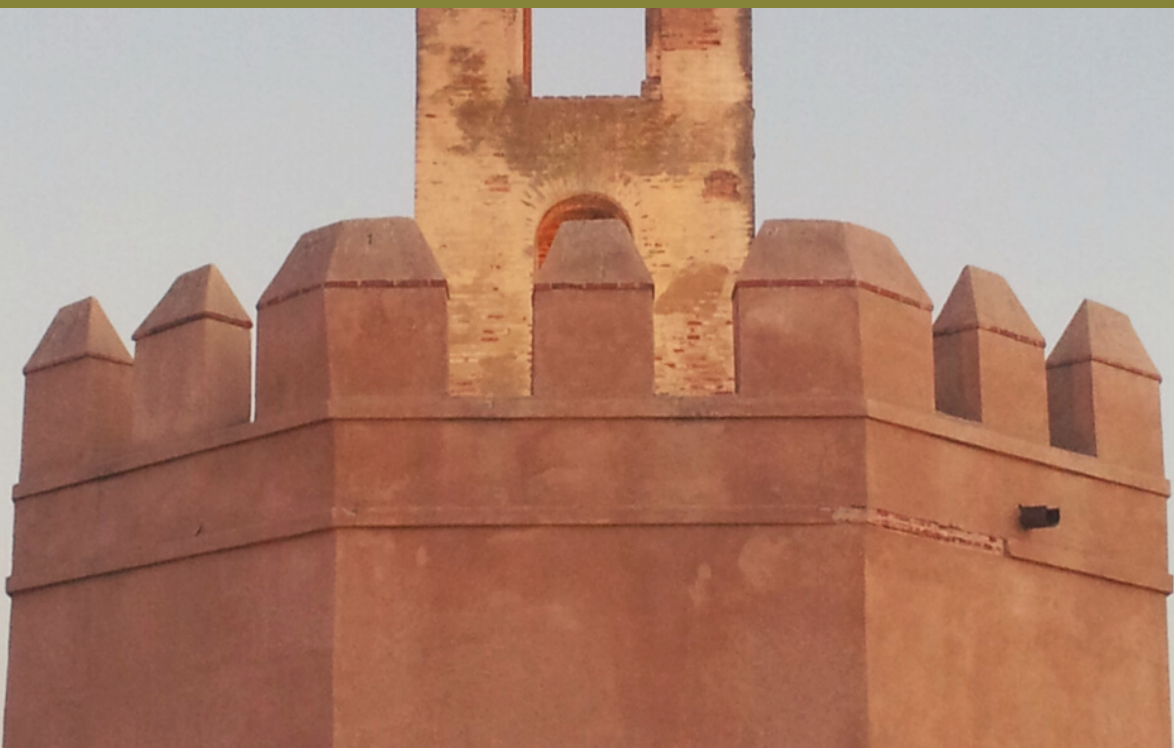
JAVIER, ISMAEL AND SERGIO EXPLAINING THE HISTORY OF "EL BALUARTE DE LA TRINIDAD"



ARIADNA AND MÍRIAM TELL US SOME THINGS ABOUT "LA TORRE DE ESPANTAPERROS"



A4. Artwork
replicas of
Badajoz's heritage



WITH THIS ACTIVITY, THE THIRD GRADE SECONDARY STUDENTS HAVE MADE REPLICAS OF SCULPTURAL AND ARCHITECTURAL WORKS FROM BADAJOZ IN ORDER TO UNDERSTAND THE HISTORY OF OUR CITY AND ITS ARTISTIC HERITAGE. THE REPLICAS HAVE BEEN MADE WITH RECYCLABLE MATERIALS. CLICK ON THE [LINK](#) TO SEE THEM ALL. FRANCISCO ESCUDERO, THE ART TEACHER, DIRECTED THE ACTIVITY.



TORRE DE ESPANTAPERROS
ESTATUA DE MENACHO
PORRINA DE BADAJOZ





A5. MY HANDMADE TRAVELLING GUIDE

Enjoy your visit to Badajoz

In this activity our 3th grade secondary students made a first prototype travelling guide of Badajoz. In the next year they will look back to what they did and prepare a handmade travelling guide of our city. For this first step they have done some digital guides about different types of touristic routes through Badajoz. You can have a look in the next page

TOURISTIC GUIDE OF BADAJOZ

On this route you will see squares of Badajoz, with information and curiosities about each one

By: Raúl Grifón, Miriam Caro, Laura Regodón, Emma Lahuerta and Ariadna Bureo

Gastronomic Route in Badajoz

Javier Aranda, Ismael Martín, Pablo García, Pablo Castrejón y Mario Cortés



By: Luis Sardiña,
Víctor Vega,
Sergio Baños,
Jose Luis del Valle

**THESE ARE SOME OF THE GUIDES WE DID.
STAY TUNED FOR THE DEFINITIVE HANDMADE
GUIDES NEXT YEAR**

A6. TIMELINING OUR LOCAL HISTORY

To do this activity we have counted with the 3th and 4th secondary grade students. They have used an app called "Sutori" which allows the users to do cronological lines in addition to other kinds of schemes or mental maps.

They have prepared two lines, one to explain Extremadura's History, the region we live, and other to show us Badajoz's History, our town.

Here you can see an example of the timelines, but, if you want to know more about our history, and see how our students made this activity, klik in the links bellow.

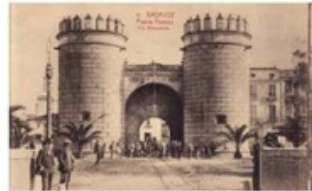
Timelines

Prehistory in Badajoz

Middle Ages in Extremadura

BADAJOZ IN MODERN AGES (XV-XVIII)

This a little tour of the modern ages of Badajoz , do you come with us in the tour?



AT THE BEGINNING OF THE 16TH CENTURY, THE CITY URBANISM, CHANGES A LOT. NEW BUILDINGS ARE BUILT AS "PUERTA PALMAS", THE BRIDGE, THE BRIDGE OF GÉVORA, AN EXTENSION OF THE "PLAZA ALTA", A MUDÉJAR CITY HALL, BIG CHURCHES AND HOSPITALS, HOUSES, AND AN UNION BETWEEN THE COURTS OF SPAIN AND PORTUGAL. THE CITY IS IMPREGATED BY NEW RENACENTIST IDEAS.



AT THE END OF THE XVI CENTURY, BADAJOZ IS THE HEADQUARTER OF THE ARMY AND THE COURT OF THE KING FELIPE II.



1661:
Don Juan of Austria takes command of the armies of Badajoz in Portugal.



The bastioned fortification of the city had eight bulwarks two semi-letters, each of them identified in a particular way.

Their names, starting from the zone of the Alcazaba are: Saint Pedro, de la Trinidad, Santa María, Saint Roque, Saint Juan (disappeared) Saint Santiago, Saint José and Saint Vicente.



1509:
A RELEVANT FIGURE COMES IN THE WORLD OF ART AND LETTERS, LIKE THE PAINTER: LUIS DE MORALES.



FROM 1640 TO 1668 IS REALIZED "LA GUERRA DE LA RESTAURACIÓN" BETWEEN PORTUGAL AND SPAIN.



THE CONTINUOUS CONFRONTATIONS WILL RESULT IN A CONSTRUCTION OF A BULWARK IN THE XVII AND XVIII.

A7. THINGLINKING THE MAP OF MY REGION

ECOSYSTEMS OF OUR REGION



With this activity we change the thematic spectrum to show you another type of heritage of our region, natural heritage. Our third secondary grade students have made [these maps of Extremadura](#) divided by regions, in which they have pointed out and explained the different types of regional ecosystems, the flora, the fauna, the landscapes of these places... A very interesting activity that allows us to discover wonderful places and a varied and unique wildlife. Thanks to the Biology teachers Eva Albano and Israel Vázquez for direct this activity.

ed by Pablo Castrejón



"thingl

ed by Emma Lahuerta

THE ECOSYSTEM OF OUR REGION



"thingl

ed by Valentín Pérez



"thingl

A9. Dictionary. of localism



The next activity has been developed for the 1st secondary grade students of the school with the direction of the English teacher M^a Isabel González

It is a dictionary of Extremadura's localism, some uncommon words that are still used by the inhabitants of our villages and have a place in our cultural heritage. Check the link to see the dictionary.



A10. PHOTO CONTEST: LANDSCAPES OF MY REGION

The 1st secondary grade studentes and the 6th primary grade studentes made this photo report about the beautiful landscapes of Extremadura. On the next page you will some of the photos they took. Enjoy them!



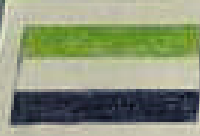
**THIS IS THE PHOTO THAT THE STUDENTS
VOTED AS THE BEST**

OLIVENZA

The Castillo de Olivenza was built by the Orden del Temple, but the Homenaje Tower was built by the Portuguese King Don Joao, it was the tallest tower in Portugal. The most walls of Olivenza's streets white. There are beautiful streets an interesting architectural sample that shows the imprint of the neighboring



CALVARIA



Valverde de Burguillos



This village is between Zafra and Fregene de la Sierra. The village has got a beautiful and an interesting history. The village was called



TRUJILLO



3° ESO STUDENTS

MR. LUIS SARDIÑA

A12. LITERARY GATHERINGS

This activity is an adaptation because the original proposal was very complicated to make it meaningful for the pupils. Each student had to comment on places in Extremadura highlighted by journalists from <https://www.miextremadura.com/>. Each student had to read a journalistic text about an interesting place in Extremadura and, afterwards, write a short comment that encouraged them to visit it. In addition, all works should include an Extremadura's map with the point where the town or city is located. Click on the link to see the posters.

A14. LEARNING LOCAL FOLKLORE



WE'D LIKE TO INTRODUCE
TO YOU OUR TYPICAL
EXTREMADURA'S DANCES.



1º ESO EL CANDIL

4º ESO EL REDOBLE



A very fun activity in which all secondary students have learned to dance two of our local folk dances so they were able to discover another variant of our local cultural heritage. The activity has been directed by P.E. teacher Ángel López Corrales (Akel)

A. 22 INTERNATIONAL DAY OF MONUMENTS AND SITES

Last April 18th was the International day of monuments and sites so our students have prepared these videos in their homes, remembering the history, exposing curiosities and giving their opinion about some of the monuments and historical sites of our city, Badajoz.



Conclusion



DOLORS
SOPENA
FUNDACIÓN

WE FINISHED THE FIRST YEAR OF THIS TRIP WITH A VERY POSITIVE BALANCE. ALMOST ALL THE ACTIVITIES PLANNED FOR THIS FIRST YEAR HAVE BEEN DONE, WHILE OTHERS, DUE TO THE QUARANTINE THAT WE HAVE BEEN FORCED TO COMPLY WITH, WILL BE COMPLETE THE NEXT COURSE. THERE ARE THINGS TO IMPROVE, BUT WE HAVE LEARNED A LOT ALONG THE WAY AND, NEXT YEAR, IF THE SITUATION ALLOWS, WE CAN CONTINUE TO MOVE IN THE RIGHT DIRECTION.

WE END THIS DIGITAL BOOK WITH SOME OF THE PHOTOGRAPHS OF THE FIRST AND ONLY MOBILITY THAT OUR STUDENTS HAVE BEEN ABLE TO DO THIS COURSE, TO THE ITALIAN CITY OF CIVITAVECCIA, WHERE THEY LIVED AND WORKED WITH STUDENTS AND TEACHERS FROM THE REST OF THE CENTERS PARTICIPATING IN THE PROJECT. A BIG HUG TO EVERYONE.







my heritage
our FUTURE



DOLORES
SOPENA
FUNDACIÓN



Erasmus+