

MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE



‘Youth, Multilingualism
and Work Perspectives in Europe’ Project

CLIL LESSONS

VOLUME IV

NATURAL AND CULTURAL HERITAGE



Erasmus+

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ERASMUS + PROGRAMME

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‘YOUTH, MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE’ PROJECT

In a context with a rising unemployment among young people and early school leaving, our schools have an important role to play. Young people need to be flexible to a new labour market with quickly changeable skills. Multilingualism, e-skills and knowledge of the European labour market are essential for youth.

‘Youth, multilingualism and work perspectives in Europe’ project intended to reach this aim by emphasizing the importance of motivational strategies and ‘coaching’, both to promote academic excellence and to achieve a successful job profile, encouraging students in key skills to enter the workplace. Thus, we developed language competences and digital skills by promoting the use of Content and Language Integrated Learning (CLIL) in our schools and ICTs in the job search process. As a result, we enhanced learning and using foreign languages as a necessary means for integration into the European labour market and we analysed the possibilities to work abroad and raised awareness in the students about the importance of education and training in labour world. We also promoted the participation of socially disadvantaged students in the school's activities, giving them access to ICTs.

Our partnership worked to modernize our schools and adapt them to new ways of teaching and learning. It was about cultivating the notion of European citizenship through the study of laboral possibilities in Europe. The students were involved with activities that made them acquire knowledge on their labour market and the skills they need to find work in Europe. They developed skills in ICTs, language learning and speaking in public by presenting their tasks in English and they shared their material through eTwinning. Simultaneously, teachers prepared CLIL lessons about many areas: History, Science, Technology, Arts, ...

There were jointly produced products: the present e-book with CLIL lessons, a webpage with the study of the labour market in Europe and videos and all the products made by students. Throughout the two years, there were meetings in the different countries involved on the project where students showed their tasks and products. Finally, there was an evaluation plan with questionnaires, group discussions, observation and analysis, which was performed by students and teachers in progress of the project and in the end.





MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE



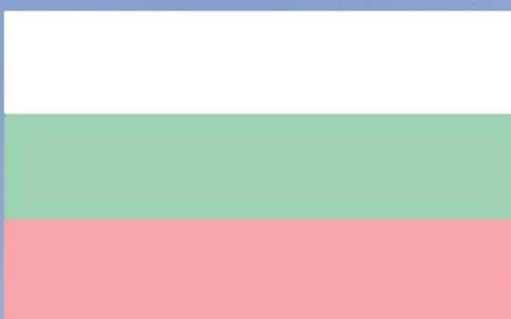
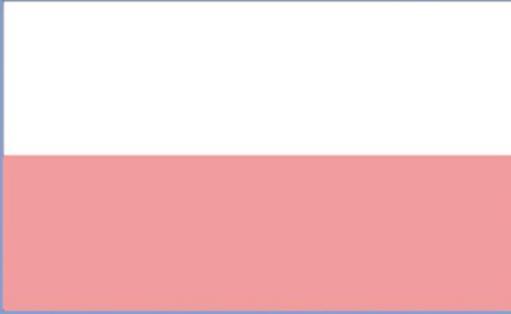
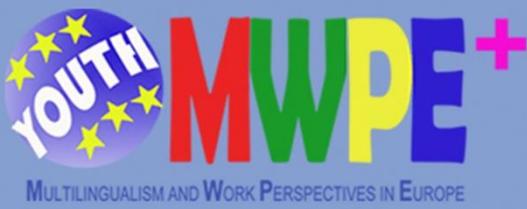
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LITHUANIA



FESTIVITIES AND PARTY TOURISM



CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

FESTIVITIES AND PARTY TOURISM

2.- STUDENTS' LEVEL/AGE

Secondary School (12 - 15) Pre-Intermediate, Mixed Ability Class

B1 according to CEF (Common European Framework)

3.- GROUP SIZE

25 students in class (3-6 pupils in a group)

4.- TIMING

40 – 45 minutes

5.- PLACE

Computers' Lab

6.- THE AIM

To deepen students' knowledge about the multicultural world, festivities and party tourism in Europe

7.- OBJECTIVES

- Looking into other countries culture and festivals.
- Select and organize information, present it using modern technologies.
- Develop students' creative abilities.
- Promote tolerance of different national cultures, customs and traditions.
- Form human communication skills and cooperation.

8.- ACTIVITIES

- Listening (short presentation), group work, brainstorm, searching information activities, working with prezi, oral expression (individual and group speaking activities), presentations, using modern technologies.

9.- ASSESSMENT

A vote to choose the best presentation

10.- PROCESS

- Introduction the topic
- Prezzi presentation
- Making 5 groups of students
- Instructions for the tasks
- Workshop. Gathering information to make a presentation
- Presentations
- Evaluation. A vote for the best presentation

11.- DETAILED SESSION

Session 1.-

Introduction the topic. Short review of the main points.

Session 2.- PREZI PRESENTATION¹

Festivals gathered millions of people from around the world partying and having the funniest time of their lives.

Each country's traditions through the year include holidays, customs, rituals and celebrations. Some are firmly rooted in the national religion, others stem from rites of seasons. In many cases, visitors can participate or learn more about these traditions. Seasonal markets and holiday fairs expose travelers to country's culture² and hospitality. Festivals provide wonderful opportunities for visitors to experience the local cuisine, souvenir shops³ maintain a steady stock of folk crafts and handmade art.

In our country we celebrate Lithuanian Song and Dance Celebration, which takes place in our capital Vilnius. We have three parts of this event: it's the Dance Day in "Siemens" arena, Songs day in Vingis park and Ensemble evening in Mountain park.

Also in Lithuania it is celebrated Klaipėda Sea Festival. This event is organized on the last weekend of July in Klaipėda. The festival starts on Friday and ends on Sunday. During this festival there are organized various activities. People can visit various exhibitions, take part in various activities. In streets and various places of the city are presented wide range of entertainment and trade. At all those days people can attend concerts and listen for famous singers and their favourite bands.

We know that your countries can offer a lot of various festivals too. Some of celebrities such as Easter, Christmas or New Year are celebrated around the world.

¹ <https://prezi.com/p4hdl5faaos-/festivity-tourism/>

² <http://goeasteurope.about.com/od/poland/tp/Polish-Culture.htm>

³ <http://goeasteurope.about.com/od/warsawtravel/tp/Souvenir-Shops-In-Warsaw.htm>

Session 3.-

Division of students into 5 groups using puzzle method.

Session 4.-

Giving instructions and examples for the [tasks](#)⁴.

Session 5.-

Workshop. Students have to find out information in the Internet about given them festival and using prezzi to fill in empty slides and create a poster/invitation for tourists.

Session 6.-

Groups present their works.

Session 7.-

All students and teachers vote for the best presentation.

12.- KEY

BATTLE OF THE ORANGES (ITALY)⁵

The Battle of the Oranges is a festival in the Northern Italian city of Ivrea, which includes a tradition of throwing of oranges between organized groups. It is the largest food fight in Italy.

History of festival.

The festival's origins are somewhat unclear. A popular account has it that it commemorates the city's defiance against the city's tyrant, who is either a member of the Ranieri family or a conflation of the 12th-century Ranieri di Biandrate and the 13th-century Marquis William VII of

⁴ <https://prezi.com/wd7qfw9exvvi/celebration-tourism/>

⁵ https://en.wikipedia.org/wiki/Battle_of_the_Oranges

Montferrat. This tyrant attempted to rape a young commoner (often specified as a miller's daughter) on the eve of her wedding, supposedly exercising the *droit du seigneur*. The tyrant's plan backfired when the young woman instead decapitated him, after which the populace stormed and burned the palace. Each year, a young girl is chosen to play the part of Violetta, the defiant young woman.

Every year the citizens remember their liberation with the Battle of the Oranges where teams of 'Aranceri' (orange handlers) on foot throw oranges (representing ancient weapons and stones) against Aranceri riding in carts (representing tyrant's ranks). During the 19th-century French occupation of Italy the Carnival of Ivrea was modified to add representatives of the French army. Another adaptation of the story has the oranges used to symbolize the removed testicles of the tyrant.

The oldest rituals of Ivrea Carnival include a large bonfire and are similar to ancient celebrations linked to the end of winters and the rise of the new.

The core celebration is based on a locally famous Battle of the Oranges that involves some thousands of townspeople, divided into nine combat teams, who throw oranges at each other – with considerable violence – during the traditional carnival days: Sunday, Monday and Tuesday. The carnival takes place in February: it ends on the night of Shrove Tuesday with a solemn funeral. Traditionally, at the end of the silent march that closes the carnival the 'General' says goodbye to everyone with the classical phrase in dialect '*arvedse a giobia a 'n bot*', translated as 'we'll see each other on Thursday at one', referring to the Thursday the carnival will start the next year.

The historical foot 'arancieri' teams that participate in the defense of Ivrea against the Tyrant's carted henchmen are 9:

- *Aranceri Asso di Picche (Ace of Spades)*: red and blue jersey with black neck scarf. Their symbol is a single spade and their home ground is the main town square which they share with the second oldest throwing team. Created in 1947.
- *Aranceri della Morte (Death's Arancieri)*: black jersey, red pants. Their symbol is a white skull. Created in 1954.
- *Aranceri Tuchini del Borghetto (Revolutionaries of the Borough)*: green jersey, red pants and a black crow in a white field on the back. Created in 1964.
- *Aranceri degli Scacchi (The Chess)*: chequered black and white jersey with an orange tower as their symbol. Created in 1964.



- *Aranceri Pantera Nera (Black Panther)*: black jersey with a black panther on a yellow field on the back. Created in 1965.
- *Aranceri Scorpioni d'Arduino (Arduino's Scorpions)*: yellow jersey, green pants and a black scorpion as their symbol. Created in 1966.
- *Aranceri Diavoli (The Devils)*: red and yellow jersey with a red devil. Created in 1973.
- *Aranceri Mercenari (The Mercenaries)*: maroon jersey, yellow pants. Their symbol is a yellow star with maroon swords. Created in 1974.
- *Aranceri Credendari*: blue jersey and yellow pants, the Palace of Creedence and the town arms as it's symbol. Created in 1985.

There are a handful of routes that are allowed for spectators. The first is to hide behind the nets that are draped around the buildings, this is by far the safest choice and is highly recommended for those planning to attend with children. For the more adventurous spectator you can simply stay on the battlefield throughout the whole battle. This choice has to be made with certain considerations the biggest of which rogue oranges that have missed their targets and are on a trajectory right towards the middle of the battle where the spectators are located. Despite what one may expect the armored "palace guards" are not the ones that you have to be wary of when spectating, but the throwers on the other side of the chariots who are attempting to hit the guards. Every spectator is encouraged to purchase and wear, at all times, the Berretto Frigio/Phrygian Cap/red hat for "protection." Wearing the hat signifies that you are part of the revolutionaries and will protect you from getting oranges directly thrown at you, however, as previously mentioned, if you are in the battlefield the hazard of getting hit by oranges is still a very real and essentially guaranteed occurrence. Spectators are not allowed to throw oranges as long as they are wearing their Berretto Frigio, however because of the nature of the event spectators can get away with certain amounts of throwing.

The caps also serve a separate more cosmetic of a purpose according to locals. The sea of red caps adds to the festivities and the visual effect of the event as a whole.

VIKIG FESTIVAL (NORWAY)⁶

WESTERN NORWAY'S LARGEST VIKING MARKET 9. -12. OF JUNE 2016

Every year, around the second weekend in June, there is a four-day Viking Festival at the Viking Farm Avaldsnes.

Then Vikings from many countries come and set up their tents between the reconstructed buildings.

In this way, we want to continue the traditions from the time of the Norse Sagas, when the royal estate at Avaldsnes was a meeting place for people from many countries, and where our own traditions met cultural impulses from abroad.

You will meet craftsmen, traders and sailors, people who demonstrate weapons, storytellers, jugglers, musicians – and new friends.

The purpose of the event is to make the history of the Viking Age come alive in a child-and family-friendly manner.

At Avaldsnes you can be 'Viking for a day' or 'Archaeologist for a day'.

The activities take place: In Nordvegen History Centre, at the Viking Farm and in the historic landscape.

You can borrow outfit and the desired booklet in Nordvegen History Centre.

Old written sources tell that Harald Fairhair and other Viking kings had their seats here at Avaldsnes.

In the activity program 'Viking for a day' you can dress up as a Viking and experience what life was like the Viking age.

⁶ <http://avaldsnes.info/en/vikingfestival/>

What did the Vikings eat and how did they live? How was it to be a child in the Viking Age; what did they play with, and how did they become strong enough to carry swords and heavy shields? And why did the Viking kings choose to live exactly here at Avaldsnes?

Burial mounds, standing stones and the medieval church are visible signs of kings and chieftains that lived here at Avaldsnes. Archeology and research can tell us more about these rulers that lived here in times gone by.

In the activity program 'Archaeologist for a day' you can dress up as an archaeologist and participate in activities that can tell you how the archaeologists work.

Is it true that archaeologists only use brushes and teaspoons when they dig into the soil to find old things? And what is it that they discover? How do archaeologists know the age of different objects, and what can we learn about ancient people by studying the objects that the archaeologists dig up the soil?

During the Viking Festival, 9th – 12th of June, there are many activities for adults and children at the Viking Farm. But also through the rest of the summer season there are a lot of fun things to do if you are a child.

When you have talked with the Vikings and visited their houses, you can play with toys and learn the games that Viking children used to spend time on. You can look for the hens, catch crabs or just wade in the water down by the Viking boathouse.

THE INTERNATIONAL KITE FESTIVAL (FRANCE)⁷

Almost 700,000 spectators come to the vast Berck-sur-Mer beach to contemplate the world's best kite-makers' new creations. Open to everyone, there is entertainment for all ages. Your little ones can learn how to make and fly kites in a safe environment. Marine life, astonishing flying creatures, giant octopuses, even memorable characters from your childhood undulate across the sky. A colourful festival where you have your feet in the sand and your head in the sky.

The International Kite Festival (RICV) has taken place in Berck-sur-Mer for over 25 years. This year the RICV takes place from Saturday 9th to Sunday 17th April 2016. Over the years it has become an event not to be missed on the Côte d'Opale. For 10 days in Spring, wind and sea enthusiasts, athletes or thrill-seekers can admire many giant kites, each with its own originality.

On the seaside, up to 16 mixed world teams represent 9 countries, giving their all to win the world championship. These top athletes come from England, Colombia, the US, France, Japan, China, Russia, and even Malaysia, to battle it out with a fair play spirit. Every day there are demonstrations of performances and synchronised choreographies for you to enjoy. Who will beat the title holding English team, 'The Scratch Bunnies', World Champion in 2010, 2012 and 2014? Find out in Spring 2016.

Visit the foreign delegations' exhibitions and stands every day on the esplanade from 10.00am to 6.00pm. On the beach spectators can enjoy this activity. And at the same time, the show in the air continues. The kite-flyers get together for Mega-teams or pacific Rokkakus battles (Japanese-inspired hexagonal kites). Don't forget to visit the wind gardens - an enchanting universe with a dose of humour and passion. The festival concludes with a night flight and a firework show.

⁷ <http://www.northernfrance-tourism.com/Major-Events/The-International-Kite-Festival>

CHEESE-ROLLING FESTIVAL (ENGLAND)⁸

The Cooper's Hill Cheese-Rolling and Wake is an annual event held on the Spring Bank Holiday at Cooper's Hill, near Gloucester in England. It is traditionally done by and for the people who live in the local village of Brockworth, but now people from all over the world take part. The Guardian called it a 'world-famous event', and indeed, in 2013, a 27-year-old American man and a 39-year-old Japanese man each won one of the four races. The event takes its name from the hill on which it occurs.

The event is traditional. Until recent years, it was managed in a quasi-official manner, but since 2010 the event has taken place spontaneously without any management.

From the top of the hill a 9 lb round of Double Gloucester cheese is rolled, and competitors start racing down the hill after it. The first person over the finish line at the bottom of the hill wins the cheese. In theory, competitors are aiming to catch the cheese; however, it has around a one-second head start and can reach speeds up to 70 mph (112 km/h), enough to knock over and injure a spectator. In the 2013 competition, a foam replica replaced the actual cheese for reasons of safety. The winner was given the prize after the competition.

The Cheese Rollers pub in the nearby village of Shurdington, about 3 miles from Cooper's Hill, takes its name from the event. The nearest pubs to the event are The Cross Hands and The Victoria, both of which are in Brockworth, which competitors frequent for some pre-event Dutch courage or discussion of tactics, and after the event for convalescence.

This ceremony originally took place each Whit Monday before it later transferred to the Spring Bank Holiday. Two possible origins have been proposed for the ceremony. The first is said that it evolved from a requirement for maintaining grazing rights on the common.

The second proposal is pagan origins for the custom of rolling objects down the hill. It is thought that bundles of burning brushwood were rolled down the hill to represent the birth of the New Year after winter. Connected with this belief is the traditional scattering of buns, biscuits and sweets at the top of the hill by the Master of Ceremonies. This is said to be a fertility rite to encourage the fruits of harvest.

⁸ https://en.wikipedia.org/wiki/Cooper%27s_Hill_Cheese-Rolling_and_Wake

Each year the event becomes more and more popular with contestants coming from all across the world to compete or even simply to watch. In 1993, fifteen people were injured, four seriously, chasing cheeses down the one in three hill.

The cheese currently used in the event is 7–9 lb. Double Gloucester, a hard cheese traditionally made in a wheel shape. Each is protected for the rolling by a wooden casing round the side and is decorated with ribbons at the start of the race. Formerly, three cheeses were presented by parishioners, and the cheeses were usually rolled by them. A collection is usually made now to purchase them as well as sweets and also to provide prize money. The current supplier is local cheesemaker Diana Smart and her son Rod, who have supplied the cheese since 1988.

In May 2013, a police inspector warned the 86-year-old cheese maker Diana Smart that she could be held responsible for injuries. Chief Superintendent Nigel Avron of Gloucestershire Police also made these comments: ‘If you are an organizer in some way or some capacity you could potentially be held liable for something that took place at that event’.

Due to the steepness and uneven surface of the street there are usually a number of injuries. A first aid service is provided by the local St John Ambulance (Gloucester, Cheltenham and Stroud Divisions) at the bottom of the hill, with a volunteer rescue group on hand to carry down to them any casualties who do not end up at the bottom through gravity. A number of ambulance vehicles attend the event, since there is invariably at least one, and often several injuries requiring hospital treatment. Cooper's Hill Cheese Rolling has been summarised as ‘twenty young men chasing a cheese off a cliff and tumbling 200 yards to the bottom, where they are scraped up by paramedics and packed off to hospital’.

BURNING JANI FESTIVAL (LATVIA)⁹

Jāņi ([jɑːɲi]) is an annual Latvian festival celebrating the summer solstice. Although the solstice usually falls on 21 or 22 June, the public holidays—Līgo Day and Jāņi Day—are on 23 and 24 June. The day before Jāņi is known as Līgo Day (formerly known as Zāļu Day).

On Jāņi Eve people travel from the city into the countryside to gather and eat, drink, sing and celebrate the solstice by observing the ancient folk traditions relating to renewal and fertility.

The name ‘Līgosvētki’ was first used and introduced in 1900 in his Jāņi songs collection by Emilis Melngailis, who back in 1928 wrote in the newspaper ‘Jaunākās Ziņas’:

Plant material, collected and used for decorative, therapeutic and other symbolic purposes, is important in the celebration of Jāņi. Most herbaceous plants are used, but people typically collect bedstraw, cow wheat, vetchling and clover. Plant material is used to decorate rooms, courtyards, yards, and woven into wreaths. Particular trees are also used as sources of material for decoration. Birch boughs and oak branches are commonly used, however aspen and alder are not as they are considered evil. Some herbs were collected at noon, others on Jāņi Eve, or on Jāņi morning when covered in dew.

Circular wreaths made of flowers, grasses and oak leaves are woven and worn on the head. Different types of plants are used to make wreaths for males and females. Women and girls wear wreaths made from flowers, grasses and herbs. It is believed that wreaths braided with twenty seven flowers and herbs prevents disasters and diseases, and repels enemies. Men and boys wear wreaths made of oak leaves, symbolising the physical strength of the oak tree. Oak wreaths were also thought to promise the blessing of horses and bees. Together with Jāņi cheese and fires, wreaths are also symbols of the sun.

During Jāņi, fires are lit and burned from sunset till next morning. This practice reflects the belief that light from the fires will transmit to the next solar year. It is believed that fires should be burned at a high point in the landscape, from which the light of the fire bestows power and fertility on the fields and people on which it shines. Leaping over the Jāņi fire is said to bring good luck and

⁹ <https://en.wikipedia.org/wiki/J%C4%81%C5%86i>

health through the coming year. While fires are typically wood-fuelled, tar barrels or tarred wheels hoisted on poles are also burned.

Singing Līgo songs or Jāņi songs is associated with the promotion of fertility, acquisition of good fortune and prevention of calamity. Historically, the singing of Līgo songs began two weeks before Jāņi, reached its highest point on Jāņi Eve and lasted until Peter or Māras Day (15 August) — a period of around a month. After that, the singing of Līgo songs ceased until the next year. Singing Ligo songs on Jāņi night begins after dinner and continues throughout the night until the rising of the sun, either during jumping over Fire of Jāņi, or while going from houses to houses. Singing visits on Jāņi were called aplīgošana, servants visited their masters, maidens visited young men and vice versa.

On Jāņi Day people drink beer and eat cheese, believing that it will promote the growth of barley and production of cow milk in the next summer. Singing visitors from neighbouring houses are treated with cheese and beer.

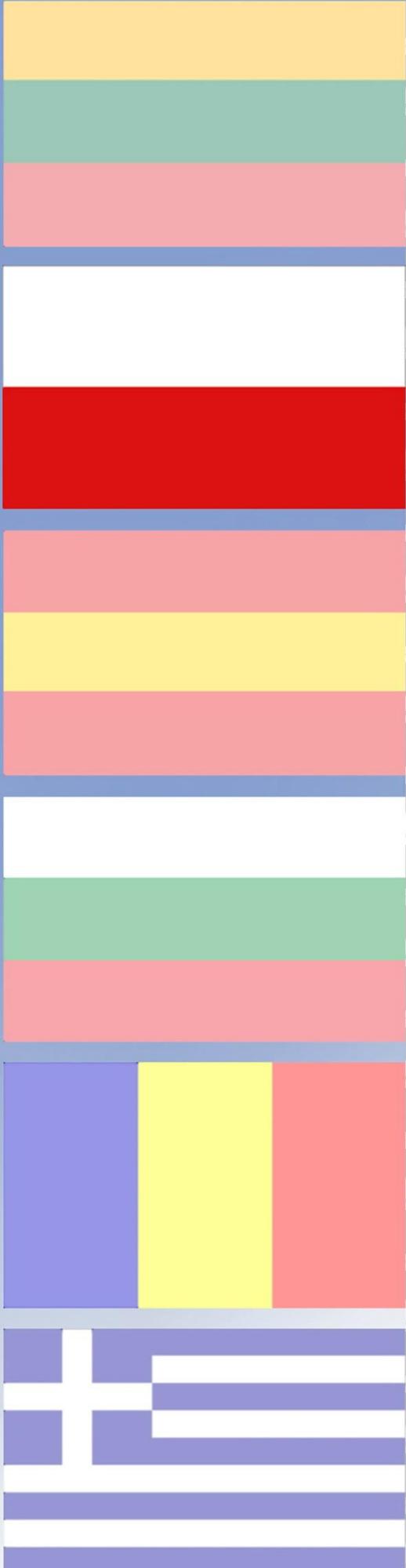
There is a belief that on Jāņi morning, milk witches were running on dew and shouted: ‘Everything to me, everything to me!’ If anyone heard it, they must respond with: ‘I butchered half of them!’ Then there would be no shortage of milk. Witches are believed to have disguised themselves as normal women by dressing in white robes and letting their hair loose. Once disguised, it is believed that they would set spells or curses on the fields and livestock of their enemies.

It was believed that whoever found a fern flower would gain wealth and happiness and learn the secrets of the past and future. ‘Whoever acquires the fern flower will be happy, because it can make anything they want to come true. The flower is hindered by evil spirits and only a brave person can get it’. ‘On Jāņi Night, jump eight times around eight while on a broom handle, which is hoisted from a ground. During this time do not talk and do not laugh. Once you have done so, then hop on the broom shaft astride to the nearest fern patch, but only on your own, then you will see the blossoming of a fern flower’.

After the establishment of Latvian Republic, the celebration of Zāļu diena turned into a popular holiday. It was proposed, that 22, 23 and 24 June should be recognized as national holidays, on 22 June celebrating Heroes Day (remembering the victory in Battle of Cēsis), Zāļu diena on 23 June and Jāņi Day on 24 June.

13.- SOURCES

- https://en.wikipedia.org/wiki/Battle_of_the_Oranges
- <http://avaldsnes.info/en/vikingfestival/>
- <http://www.northernfrance-tourism.com/Major-Events/The-International-Kite-Festival>
- https://en.wikipedia.org/wiki/Cooper%27s_Hill_Cheese-Rolling_and_Wake
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POLAND

BIODIVERSITY

PRECIOUS EUROPEAN

RESOURCE



MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE

CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

BIODIVERSITY: PRECIOUS EUROPEAN RESOURCE

2.- SUBJECTS

Biology, ICT

European Unesco Heritage (Nature objects)

Hot spots in Europe (hot spot - means high concentration of species)

Protected animals and plants

World hotspots - areas rich in species

Ways of protecting nature, species in European countries (partners')

3.- STUDENTS' LEVEL/AGE

13-16 years olds

4.- OBJECTIVES

4.1. Content objectives:

- 1) I know the basic knowledge of European Unesco Heritage (Nature objects), high concentration of species in Europe, protected animals and plants, world hotspots - areas rich in species, ways of protecting nature, species in European partners' countries.
- 2) I know where the distribution of European Nature Heritage.
- 3) I know what are the ways and reasons of protecting nature.
- 4) I know new technological application used in protecting nature and bringing it to society.

4.2. Language objectives:

New vocabulary concerned with European Nature Heritage, new information about computer technology - canva - app for publishing posters, quizlet, google documents (document, form, presentation) and its vocabulary and blogspot.

5.- ACTIVITIES

Individual work, group work, brainstorm, working on computers, google documents (document, presentation, form), youtube.

6.- DETAILED SESSION

- a) Presenting the aims.
- b) Brain storm: what is biodiversity?
- c) Activities 1-5.
- d) Chemical experiment.
- e) Revision - Summary of the lesson: What was the aim of the lesson?

DETAILED PLAN OF THE CLIL SESSION

Welcome the class – Explaining the reason of the subject for today’s lesson.

AIM – Give the objectives for the lessons:

- a) I know the basic knowledge of European Unesco Natural Heritage.
- b) I know how the European Nature Heritage is distributed.
- c) I know what are the ways and reasons of protecting nature.
- d) I know new technological application used in protecting nature and bringing it to society.
- e) I know how to make e-poster on canva application.

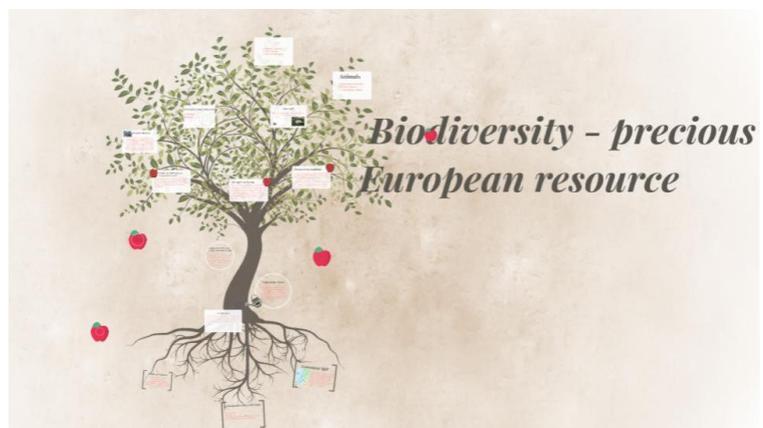
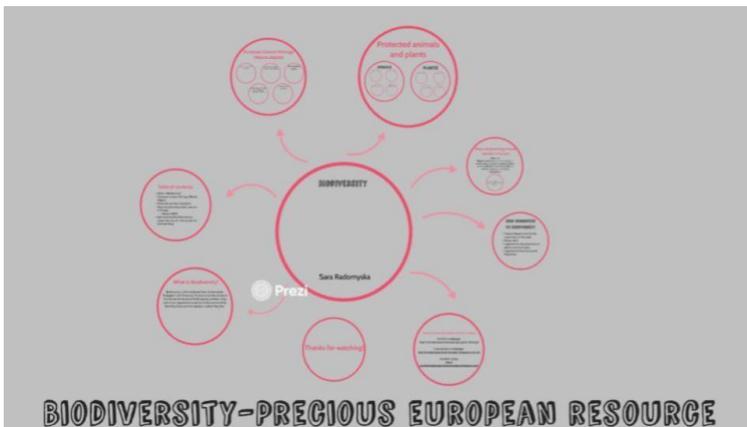
BRAINSTORM – What do you know about European Unesco Natural Heritage?

Make a list of words on the piece of paper connected to this subject. You have got 1 minute for it. Now every student says written words, but not more than 1 of them. Students say words one by one but they are careful and cannot repeat the words said before. One student additionally can make a list of words in app [Wordle](http://www.wordle.net/)¹ on **Internet Explorer** or **Mozilla Firefox** engines (Java must be verified before using this app!). Eventually Teacher writes the first letters of the words on the board. After all one student repeats all the words.



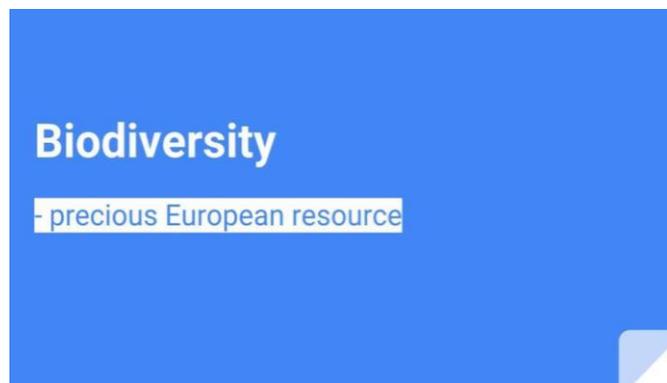
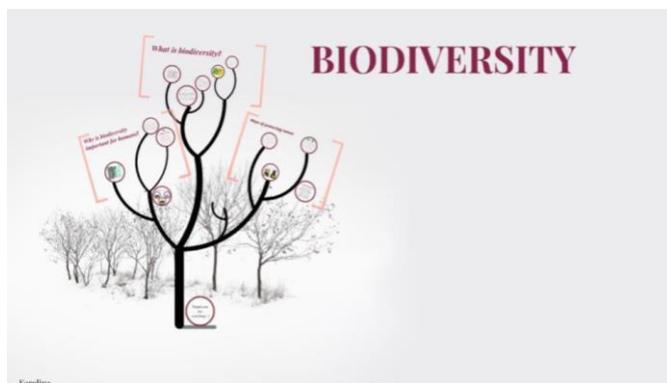
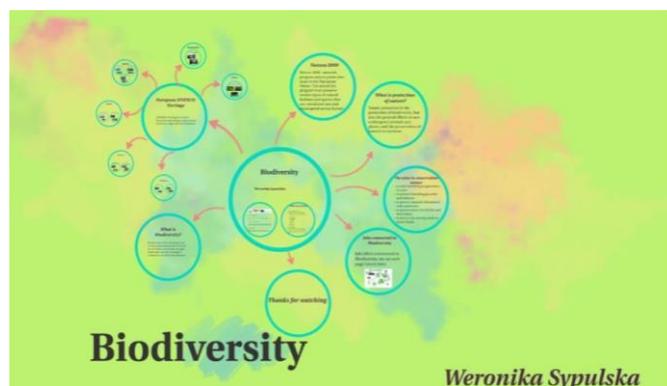
¹ <http://www.wordle.net/>

Activity 1 - Students in groups consisted from 2 to 3 teens go to our Polish students [webpage](#)² and they choose one of the presentations in the tab Biodiversity made by [Polish students](#)³. They watch them carefully, make notes and after that they discuss and choose the most interesting subject. You have got 5-8 minutes for this task.

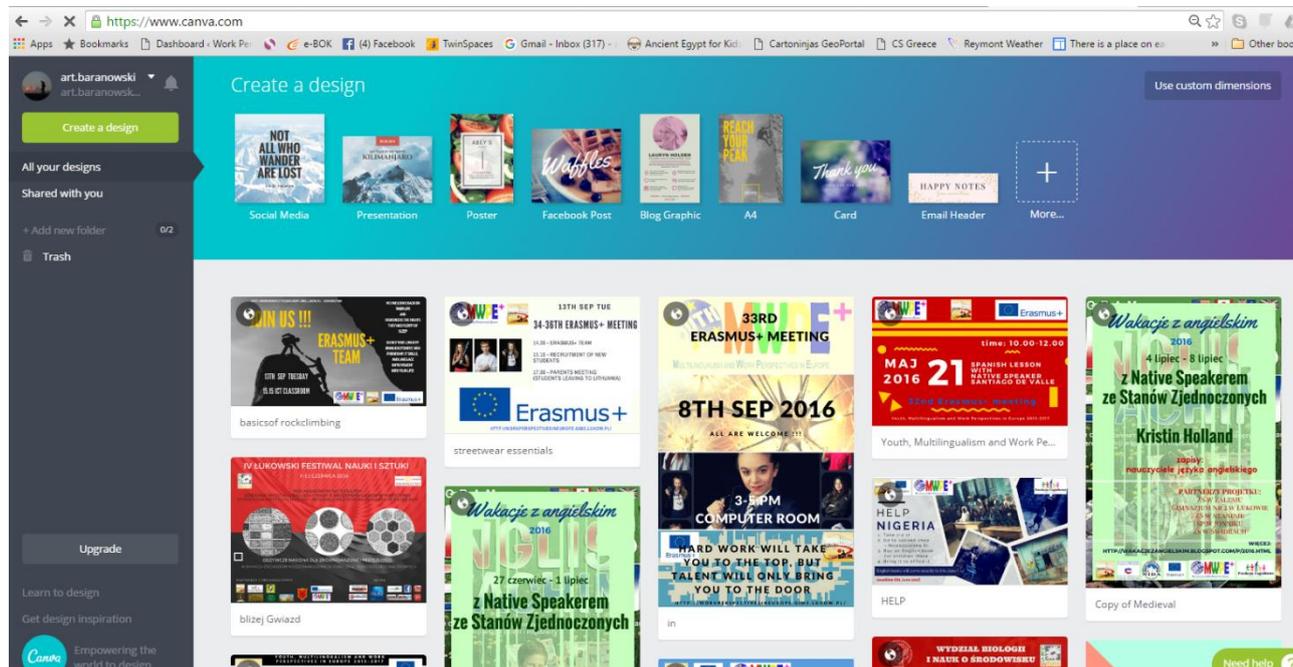


² <http://youthworkperspectivesineurope.blogspot.com/>

³ <http://youthworkperspectivesineurope.blogspot.com/p/biodiversity.html>



Activity 2 - Students choose and make a thematic poster using an on <https://www.canva.com/>. Polish students give a help. Before that, students need to set an account on this [platform](https://www.canva.com/)⁴. You have 10 minutes.



Activity 3 - Students send posters saved as png format to art.baranowski@gmail.com (coordinator). Then the posters are placed on student's web page in the tab canva.

The example:



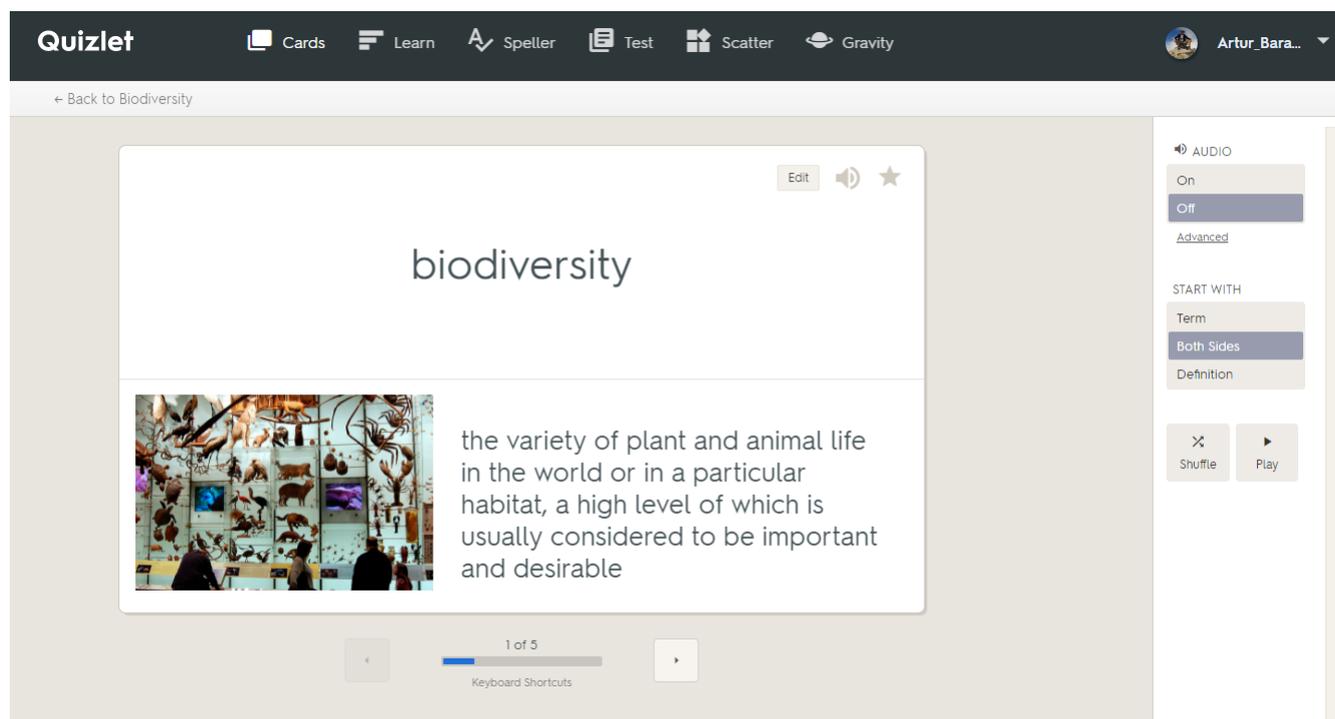
⁴ <https://www.canva.com/>

Activity 4 - All groups prepare 1 minute speech on the subject presented on the poster. There are helpful questions to prepare the short speech:

- What do you present on the poster?
- Why have you chosen that subject?
- Why is it important for human?

Activity 5 - Students give the speech presenting their posters. Coordinators show the posters and a chosen student gives a speech.

Activity 6 - Summary of the lesson - evaluation - Students revise the most important vocabulary which appeared during the lesson by doing the task on [quizlet](https://quizlet.com/151045659/flashcards)⁵.



The screenshot shows a Quizlet interface with a flashcard for the word "biodiversity". The card features a photograph of a museum display case filled with taxidermy specimens. The definition provided is: "the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable". The interface includes navigation buttons, a progress indicator (1 of 5), and a settings panel on the right with options for audio, start with, and shuffle/play.

⁵ <https://quizlet.com/151045659/flashcards>

Activity 7 - Checking the aims of the lesson - What was the aim of the lesson? Teacher asks the questions to students and encourage them to give the answer.

AIMS

Do you know any European Unesco Natural Heritage?

I know the basic knowledge of European Unesco Natural Heritage

In which countries the European Nature Heritage is?

I know where the distribution of European Nature Heritage

Do you know how we can protect the nature and why do we do that?

I know what are the ways and reasons of protecting nature.

Who knows how to make e-poster on canva?

I know how to make e-poster on canva application.

What new technological applications are used in protecting nature and bringing it to society?

I know new technological application used in protecting nature and bringing it to society

HELPFUL GUIDES FOR USED APPS

1.- A simple guide to [canva](#)⁶:



2.- A 2016 [google presentation tutorial](#)⁷:



3.- Creating a Word Cloud at [Wordle](#)⁸:



4.- [Quizlet tutorial](#)⁹:



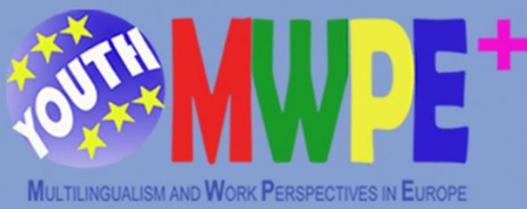
⁶ <https://www.youtube.com/watch?v=XqYti78riU8>

⁷ https://www.youtube.com/watch?v=juaBZk7K9nM&list=PLwXXOxvDboea6SnnRK4ToVXb-tDLn_mfZ

⁸ <https://www.youtube.com/watch?v=ffSLTNHo-fA>

⁹ <https://www.youtube.com/watch?v=UIO68tyxtRk>

MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE



SPAIN

THE WAY OF
SAINT JAMES



CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

THE WAY OF SAINT JAMES

2.- SUBJECTS

Natural, social and cultural environment; Geography, Art and History; Religion

3.- STUDENTS' LEVEL/AGE

15-year-old students

4.- OBJECTIVES

4.1. Content objectives:

- 1) Learning about the history of middle ages.
- 2) Developing personal skills for interpreting art and history periods.
- 3) Getting familiar with medieval art in Europe: Romanesque art (1000-1200) and gothic art (1200-1400).
- 4) Recognising art features of the medieval period.
- 5) Learning about European geography in general and Spanish geography in particular.
- 6) Learning about Spanish nature: landscapes, animals and plants.
- 7) Getting familiar with the Way of Saint James.
- 8) Admiring European cultural heritage as a legacy we should preserve.

4.2. Language objectives:

- 1) Acquiring specific vocabulary regarding the medieval art and history.
- 2) Discovering specific vocabulary regarding the symbols of the way of Saint James.
- 3) Developing reading and listening comprehension in English.
- 4) Developing oral and written expression in English.

5.- ACTIVITIES

Vocabulary related to the art and history of the medieval period (filling gaps, searching the meaning,...), reading comprehension texts with questions (multiple choice, short answers, test,...), listening comprehension (videos and podcasts), searching for specific information on the internet, oral expression (individual and group speaking activities), written expression (answering questions), using new technologies.

6.- DETAILED SESSIONS

We have planned five sessions to cover the contents of the unit. They have been distributed regarding the subtopics:

- First session: introduction, origins of the Way.
- Second session: history of the medieval period.
- Third session: art and culture through the Way.
- Fourth session: symbols and nature on the Saint James way.
- Fifth session: conclusions and self-assessment.

The detailed sessions are as follows:

Session 1.- Introduction. Origins of the Way.

Activity 1.- Reading comprehension text. Read the text¹ and answer the following questions.

A Medieval Pilgrimage in Modern Times

Standing on the main square of Santiago de Compostela, I share the joy of pilgrims who've completed the Camino de Santiago (Spanish for 'Way of St. James'). With sunburned faces and frayed walking sticks, they triumphantly end their long trek by stepping on a scallop shell carved into the pavement in front of the city's magnificent cathedral. For over a thousand years, this cathedral in the far northwest corner of Spain has been the ritualistic last step for pilgrims who've hiked here from churches in Paris and all over Europe. Today, most take a month to walk the 450 miles from the French border town of Saint-Jean-Pied-de-Port.

To enjoy the scene, be on the square about 10 a.m. The last overnight stop on the Camino (or pilgrimage) is two miles away, and most pilgrims arrive at the cathedral in time for the 12:00 Mass. It's great fun to chat with pilgrims who've just completed their journey. They seem very centered, content with the experience, and tuned in to the important things in life... like taking time to talk with others.

James, Santiago's namesake and symbol, was a Christian evangelist — one of Jesus' original 'fishers of men'. Propagandistic statues of James are all over town — riding in from heaven to help the Spaniards defeat the Muslim Moors. Historians figure the 'discovery' of the remains of St. James in Spain was a medieval hoax. It was designed to rally Europe against the Muslim Moors, who had invaded Spain and were threatening to continue into Europe. With St. James buried in Iberia, all of Europe would rise up to push the Muslims back into Africa..., which, after a centuries-long 'Reconquista', they finally did in 1492.

All this commotion dates back about 1,200 years to a monk who followed a field of stars (probably the Milky Way) to this distant corner of Europe and discovered what appeared to be the long-lost tomb of St. James. Church leaders declared that St. James' relics had been found, built a church, and named the place Santiago (St. James) de Compostela ('campo de estrellas', or 'field of stars').

Imagine you're a medieval pilgrim. You've just walked from Paris — more than 700 miles — to reach this cathedral. Your goal: to request the help of St. James in recovering from an illness. Or maybe you've come to honor the wish of a dying relative...or to be forgiven for your sins.

¹ Adaptation from: <https://www.ricksteves.com/watch-read-listen/read/articles/a-medieval-pilgrimage-in-modern-times>

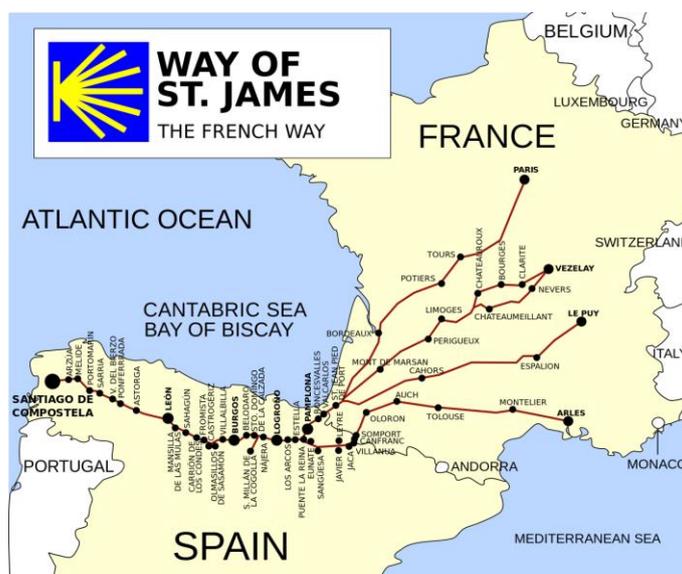
Whatever the reason, you know the pope promised that any person who walked to Santiago in a Holy Year, confessed their sins, and took communion here would be forgiven.

After weeks of hiking, the spire of the cathedral comes into view and jubilation quickens your tired pace. Finally you stand upon the shell in the pavement and gaze up at the awe-inspiring cathedral. You step inside, squint down the nave, and see the statue of St. James that marks his tomb. Kneeling at the silver tomb of St. James, you pray and make your request. Then you climb the stairs behind the altar up to the saint’s much-venerated statue — gilded and caked with precious gems — and wait your turn to embrace him from behind while gazing thankfully out over the cathedral. You have completed the Camino de Santiago.

Questions:

- a) Who was Saint James?
- b) Where does the Way of Saint James start?
- c) How long does it take to get Santiago de Compostela?
- d) Why the pilgrims do the Way?

Activity 2. The most common way of saint James is the French Way, as you can see in the [image](#)², but there are some other routes to reach Santiago de Compostela. Find information on the web <http://santiago-compostela.net/> and prepare a short oral exposition about it.



² Picture found in: https://upload.wikimedia.org/wikipedia/commons/thumb/0/06/French_Ways_of_St._James.svg/2000px-French_Ways_of_St._James.svg.png

Activity 3.- Listen this [podcast](#)³ about the different tours and then answer the questions. After doing it, visit this [link](#)⁴ with the complete article and correct your answers:

- a) How many pilgrims approximately take the ‘Camino Francés’?
- b) Where do the majority of pilgrims start from?
- c) How many kilometres do they walk?
- d) What can you get when finishing the ‘Camino’?
- e) Where is it located the kilometre zero milestone?
- f) What does ‘Finisterre’ mean?
- g) Where can you taste the ‘pintxos’?
- h) Which route should you take to enjoy wonderful coastal landscapes?
- i) How many kilometres should you ride to get the ‘Compostela’ certificate?

Activity 4.- Watch this introductory video of a [Planet Doc documentary](#)⁵ in which the origins about the Way of saint James are explained. You should take notes about what you consider relevant taking special consideration on the vocabulary. After watching the video, you can put in common the information you’ve got.

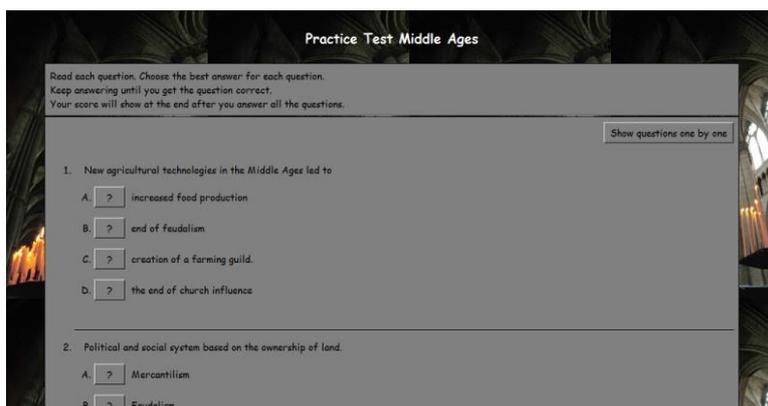


³ http://caminoways.com/?powerpress_pinw=131528-podcast

⁴ <http://caminoways.com/5-unmissable-camino-routes>

⁵ <https://www.youtube.com/watch?v=qU4zc0MFKMI> (First part)

Activity 2.- Are you brave enough to face this online [quiz](#)⁷? Try to do it and look on the internet if it's necessary.



Activity 3.- Watch this [video about the origins of the 'Camino'](#)⁸ and then decide whether the statements are true or false (try to explain why some of them are wrong).



- a) When constructing the church at Conques, builders had no technical problems.
- b) By lifting the vaults, they got the space they needed to build tribunes.
- c) Because of the increase in the number of pilgrims, new developments, shapes and techniques were transmitted.
- d) The Way of Saint James is only a pilgrimage route.
- e) Alfonso VI had united under his crown the kingdoms of Galicia, León and Catalonia.
- f) From 'Puente de la Reina' (Navarra) one unique way take pilgrims to Santiago.

⁷ <http://staff.harrisonburg.k12.va.us/~cwalton/practicetest9and10.htm>

⁸ <https://www.youtube.com/watch?v=FXZww7pl8Tk> (Second part)

Activity 4.- These words are strongly linked with the origins of the Way of saint James. Be sure you know the meaning and then watch the [video](#)⁹:

Roman fortification	Citadel	Cattle
Hermit	Hamlet	Shepherd
Tomb	Bishop	Sepulcher
Sanctuary	Burials	Disciple
Hidden	Relics	Monk
Worship	Spot	Infidel



Suggested development of the session:

Second session is designed to learn more about the period of Middle Ages in Europe. For that purpose, activity one is planned as a guide and students should do it individually. We estimate that the Prezi presentation can be done in 15 minutes.

After that, second activity is a way to show if pupils have interiorised the contents and it serves also to know if they are able to look for the answers they didn't know. As there are 58 questions, the test would need between 15 and 20 minutes to be solved.

Third activity is the second part of the documentary we are analysing in this lesson. Now students should decide if the statements are true or false, and explain orally why they think so. The activity can be done in 10 minutes.

After that, they are supposed to watch third part of the documentary but first they will need to have a look at the words extracted. As the video lasts 7'30 min., the whole activity won't take more than 9-10 minutes.

⁹ https://www.youtube.com/watch?v=_argt843LUE (Third part)

Session 3: Art and culture through the Way.

Activity 1.- The Way of Saint James is not only related to history but also with literature. The most important book linked to the ‘Camino’ is the Codex Calixtinus which was the first guidebook for pilgrims. Watch this short [video](#)¹⁰ and fill in the gaps:



Codex Calixtinus is considered to be the first Camino de Santiago _____. Written in the ____ Century, the Codex Calixtinus is divided in ____ sections or ‘books’. Book 5 covers in great detail the pilgrimage to Santiago de Compostela along the _____ route, the Camino Francés.

The Codex, also known as the _____, is kept in the Cathedral of Santiago de Compostela and it’s an authentic practical travel guide for the _____ pilgrim: listing _____ worth visiting along the way, including notes on _____, local _____ and other travel advice such as _____ tips.

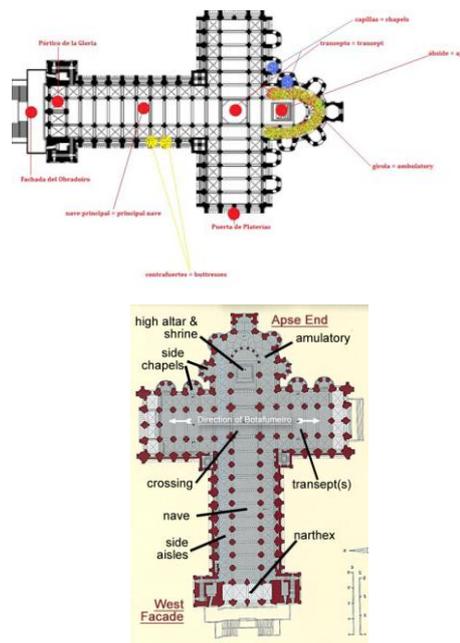
While the Codex Calixtinus takes its name after Pope _____, it is now believed to have been written by _____ cleric Aymeric Picaud, and not the Pope.

Now visit this [link](#)¹¹ with the transcript of the video and correct your answers.

¹⁰ <https://www.youtube.com/watch?v=5rokOodwhZo>

¹¹ <http://caminoways.com/codex-calixtinus-first-camino-guide>

Activity 2.- Watch this video about the process of building the **basilica**¹² and then answer the questions. We help you with these images of the **cathedral's plan**¹³.



- 1) New basilica, as a church that received pilgrims:
 - a) Had to be able to accommodate great multitudes.
 - b) Is only dedicated to host the relics of the Apostle.
 - c) Had to be able to both accommodate great multitudes and hold religious services simultaneously.

- 2) The old cathedral had to be demolished to make room for a new one with:
 - a) A Latin cross floor plan, three naves and an ambulatory with chapels around the crypt.
 - b) A circular floor plant, two naves and an ambulatory with chapels around the crypt.
 - c) A Latin cross floor plan, four naves and an ambulatory.

- 3) During these years, they only had time to build
 - a) Two of the three central chapels of the ambulatory: the ones dedicated to the Savior and Saint John, as well as the walls that connected them.
 - b) The three central chapels of the ambulatory: the ones dedicated to the Savior, Saint Peter and Saint John, as well as the walls that connected them.
 - c) The three central chapels of the ambulatory: the ones dedicated to the Savior, Saint James and Saint John.

¹² https://www.youtube.com/watch?v=w_JZpDE-kC8 (Fourth part)

¹³ http://2.bp.blogspot.com/_6fsggoJQeNXY/SwWmOD2iioI/AAAAAAAAAABI/hY1kCfXm81o/s1600/catedral+Santiago.jpg
<http://www.cleansingfire.org/wp-content/uploads/2011/07/label.jpg>

- 4) In the right wall of the Savior’s chapel, we observe an inscription: ANNO MILENO SEPTVAGENO QUINTO FUNDATA JACOBI. This legend shows us:
 - a) That in the year 1075 the building of basilica was finished.
 - b) That in the year 1075 the building of basilica was interrupted.
 - c) That in the year 1075 the foundations of the cathedral were laid.

- 5) By the year 1101, artisans and builders:
 - a) had just finished the apse of the church, adding the final touches to the ambulatory with the two chapels that were missing and with the apse triforium.
 - b) had just finished the the ambulatory with the missing chapel and with the apse triforium.
 - c) hadn’t finished the apse of the church.

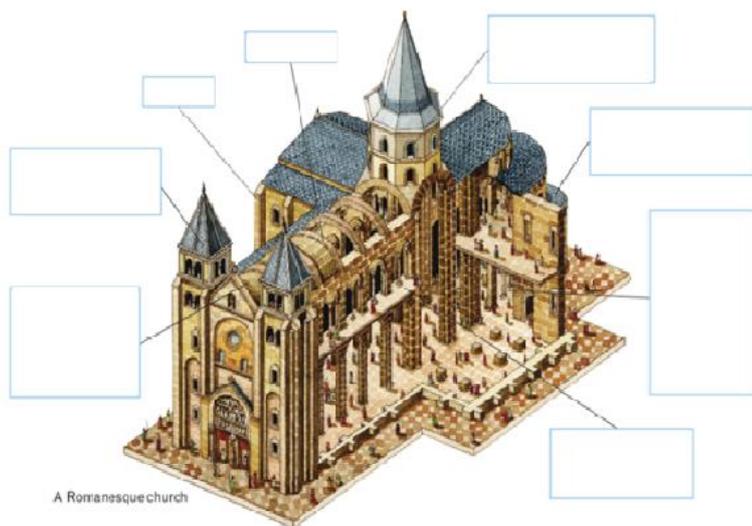
- 6) At each side of the gigantic transept, two monumental and sculptured façades were lifted, in which two of the three main doors to the basilica were placed:
 - a) To the north, the Puerta Francígena, through which the pilgrims finalizing the French way entered. And to the south, the Puerta de Platerías lifted above an atrium that gives access to the Episcopal Palace.
 - b) To the north, the Puerta Francígena, lifted above an atrium that gives access to the Episcopal Palace. And to the south, the Puerta de Platerías, through which the pilgrims finalizing the French way entered.

The Way of St. James had definitely become a torrent of cultural and artistic exchange between Galicia and the rest of Europe. Both Romanesque art and gothic style were present.

The first international style since antiquity

The term "Romanesque," meaning in the manner of the Romans, was first coined in the early nineteenth century. Today it is used to refer to the period of European art from the second half of the eleventh century throughout the twelfth (with the exception of the region around Paris where the Gothic style emerged in the mid-12th century). In certain regions, such as central Italy, the Romanesque continued to survive into the thirteenth century. The Romanesque is the first international style in Western Europe since antiquity—extending across the Mediterranean and as far north as Scandinavia. The transmission of ideas was facilitated by increased travel along the pilgrimage routes to shrines such as Santiago de Compostela in Spain (a pilgrimage is a journey to a sacred place) or as a consequence of the crusades which passed through the territories of the Byzantine empire. There are, however, distinctive regional variants—Tuscan Romanesque art (in Italy) for example is very different from that produced in northern Europe.

Activity 3.- Now you have to put the missing labels so that the cathedral plan was complete. Later you can correct it on the [link](#)¹⁴:



A Romanesque church

There were one or two **towers** near the main entrance

Buttress

Sometimes there was an **ambulatory** so that pilgrims could walk around the main altar and view the relics there.

They had between three and five **naves**. The central nave was higher than the others.

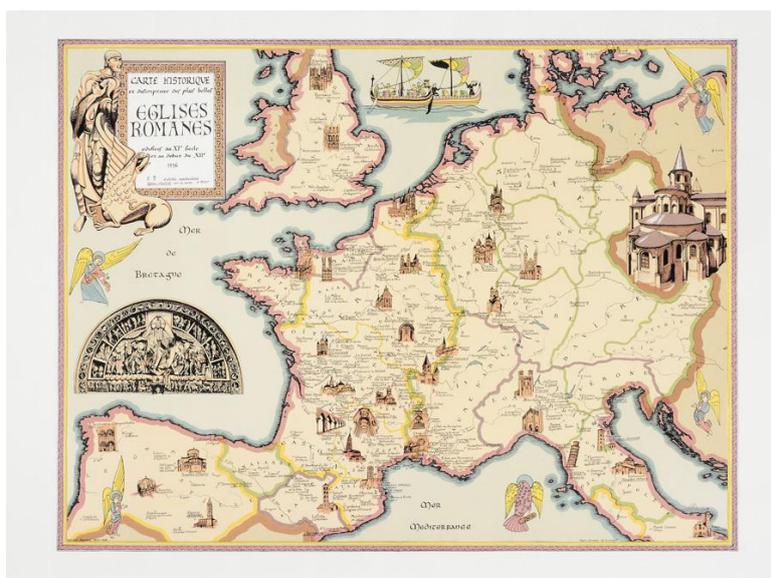
The place where the two arms of the church cross is called a **crossing**.

The churches sometimes had more than one floor.

Barrel vault

One or more naves form the long arm of the cross and end in an **apse**.

Here you have a map showing all the [Romanesque churches built in Europe](#)¹⁵.



¹⁴ <http://www.slideshare.net/amalgshah/introduction-to-romanesque-architecture>

¹⁵ Picture found in: http://www.editionsdanielderveaux.fr/WebRoot/Orange/Shops/30e1dd72-9483-11e3-9284-000d609a287c/537C/6900/5107/0144/0E3D/0A0C/05E0/E7C5/MB_Eglises_Romanes.jpg

Activity 4.- Look at this information [card comparing Romanesque and Gothic](#)¹⁶ and then match the correct option regarding the two medieval art styles in the [link](#)¹⁷:

Romanesque and Gothic

- In the Middle Ages, there were two Art Styles

Romanesque:

11th and 12th centuries

- Aimed to spread religion and bring people closer to God.
- The use of symbols was very important.
 - Artists were anonymous craftsmen.
- Only the Church commissioned art.

Gothic:

12th to 15th centuries.

- Is related to a renaissance in cities. Economic changes, peace, the end of epidemics...
 - Not only the Church commissioned art. Noblemen and rich merchants built palaces and these were decorated with paintings and sculptures.
- Portraits were very important

Match the items on the right to the items on the left.

Romanesque and Gothic

Romanesque

One of the most important styles of European art that developed during the Middle Ages was called Romanesque. This style began during the 1000's and lasted for more than 200 years.

Romanesque architecture is massive, low, and solid-looking. Round Roman arches, thick walls, and small windows are typical of the buildings. Churches were built in the shape of a cross, using the basilica (a type of Roman building) as the basis for the design. Another important feature of Romanesque architecture was the use of a separate bell tower, or campanile, that was built beside the main church.

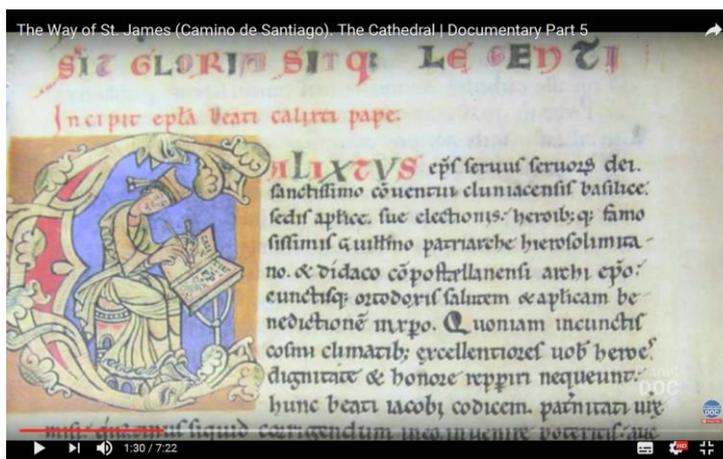
Although there were slight variations in each country, the Romanesque style dominated Western Europe until it was replaced by the Gothic style.

Gothic Architecture

Three architectural features are typical of the Gothic. These are the pointed arch, the ribbed vault, and the flying buttress.

It is the pointed arch that most clearly makes Gothic building look different from Roman and Romanesque work. In the older style the semicircular, round arch was used everywhere. But Gothic architects did not invent the pointed arch. It had been used much earlier in the Near East. It was used by Muslim artists in Asia, Africa, and even in parts of southern Europe. The use of the pointed arch in Europe started very soon after the First Crusade (1099), when Jerusalem was captured from the Muslims. Thousands of crusaders from Western Europe saw buildings and works of art entirely different from those that they were used to. Though they did not believe in the Muslim religion, there was no reason why they should not imitate the art that pleased them. This explains the arrival of the pointed arch in Europe.

Activity 5.- To finish the session, watch the fifth part of the [documentary](#)¹⁸ where it is explained not only the finish construction of the cathedral but also both the importance of Codex Calixtinus and the transcendence of the Way of saint James:



¹⁶ Found in: <http://image.slidesharecdn.com/romanesqueandgothic-110225062855-phapp01/95/romanesque-and-gothic-6-728.jpg?cb=1298615374>

¹⁷ <http://staff.harrisonburg.k12.va.us/~cwalton/gothicorromanesque.htm>

¹⁸ <https://www.youtube.com/watch?v=df2zLK6ub4U> (Fifth part)

Suggested development of the session:

Third session is a deep dive into the medieval art. First of all, students should learn more about the Codex Calixtinus, a 12th century illuminated manuscript that was intended as an anthology of background detail and advice for pilgrims following the Way of Saint James. They will watch the short video, fill in the gaps and, then, correct their answers on the link given. 5 minutes will be enough.

Second activity is related to the construction of the basilica. The fourth part of the documentary will give them the information to answer the multiple choice test. When it is done, pupils should correct it orally with the help of the teacher. It is the longest exercise and they will need between 15 and 20 minutes to complete it.

In activity three students will learn more about Middle Ages art, emphasizing the Romanesque style. They have to find out the different parts of a prototypical Romanesque church and then correct it online. After that, they can see the map with all the Romanesque churches built in Europe. No more than 5 minutes will be needed.

In the fourth activity we give them a chart where it is explained briefly the difference between Romanesque and Gothic styles so they can do the online activity. Here again, on the same test, they will have more information about it. Finally, they could check it. As it is a long exercise, they would need 15 minutes approximately.

And finally, on activity five, they only have to watch the fifth part of the documentary that shows the final process of the Santiago de Compostela basilica and its consecration in 1211. The video takes 7'22 min.

Session 4: Symbols and nature on the Saint James way.

Activity 1.- Before learning about the symbols of the Way, try to match them with their meaning. Then visit the web <http://caminoteca.com/en/about-the-camino/symbols-of-the-camino> and find out if you are right.

Pilgrim's shell



- The sword represents the chivalrous character of St. James his way of martyrdom.

The cross of Santiago



- It also acts as a metaphor. The grooves on it, which come together at a single point, represent the various routes pilgrims traveled, eventually arriving at a single destination: the tomb of James in Santiago de Compostela.

Yellow arrow



- Its empty fruit served travelers to carry aqua in medieval times.

Modern shell



- According to legend, in Compostela the first temple censer was built for hygienic reasons in the eleventh century.

Gourd



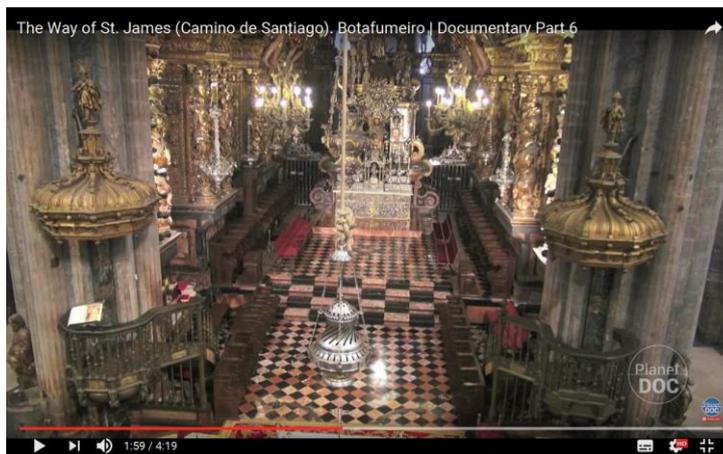
- Elijah Valina, pastor of Cebreiro, was the first pioneer who began on his pilgrimage to sign the route with this symbol, then spread it on all the way.

Botafumeiro



- Represents schematic yellow scallop shell on blue (colors of the European Union) displayed on information boards, buildings, mile posts to help the orientation.

Activity 2.- Watch this short video related to the ‘[Botafumeiro](#)’¹⁹ and answer the questions:



- a) What happens when the day of Saint James –July 25th- falls on a Sunday?
- b) When was the first Jacobean year?
- c) What “Botafumeiro” is?

Activity 3.- ‘The route of the St. James Way is another way of experiencing a whole world of contrasting landscapes. This is a journey of a different kind, which will take us across the north of Spain over mountains, through forests, and along coastal roads. If you want to know how it feels to be completely at one with nature, set out on the road to Santiago de Compostela’. **Learn more about nature on the Way in this [link](#)**²⁰.

Activity 4.- ‘Among the things which make the St James Way a life event that everyone dreams of repeating are the numerous unique experiences you’ll have as a pilgrim. Many of these are bound to be related to culture and with the outstanding monuments you’ll discover on your journey. Indeed, you’ll be able to visit as many as nine sites which have been distinguished with the World Heritage designation’. **Read the complete [article](#)**²¹ **and find out where these nine sites are located. Then place them onto the [map of Spain](#)**²².

¹⁹ https://www.youtube.com/watch?v=sX5I76G_LA4 (Sixth part)

²⁰ http://www.spain.info/en/reportajes/la_naturaleza_en_el_camino_de_santiago.html

²¹ http://www.spain.info/en/reportajes/patrimonio_humanidad_camino_santiago.html

²² Picture found in: <https://www.dreamstime.com/royalty-free-stock-photography-vector-spain-map-image6088077>



Activity 5.- Now we want you to work in team. As you have learnt, the Way is full of different natural landscapes, animal species and plants. We suggest you to analyze them [here](#)²³. You should divide the class into five groups and download one of the guides on the web. Then, work on it attending to the main information and elaborate a summarizing card. Next day every group will have to expose it orally in front of the class.

Download the Guides of the Way in Burgos in English:

Download the guides (english) pdf, 2-3 Mb each one.

Click on the picture to download.

Not got Acrobat? Download it [here](#)

²³ <http://burgos.medioambientecajadeburgos.org/programas/naturaleza-en-el-camino-de-santiago/nature-on-the-way-of-st-james/>

Suggested development of the session:

This fourth session is an approach to the natural dimension of the “Camino”. But first, students will work on the symbols that pilgrims have led through the centuries. In activity one, they should guess what the signification of each symbol is. Then they could check it on the link. Only 6-7 minutes are needed to complete it.

Second activity is the sixth part of the documentary that explains one of the most peculiar symbols of Santiago de Compostela, the “Botafumeiro”. Pupils are required to watch the short video (4’15 min.) and then answer only three questions. No more than 8 minutes to do it.

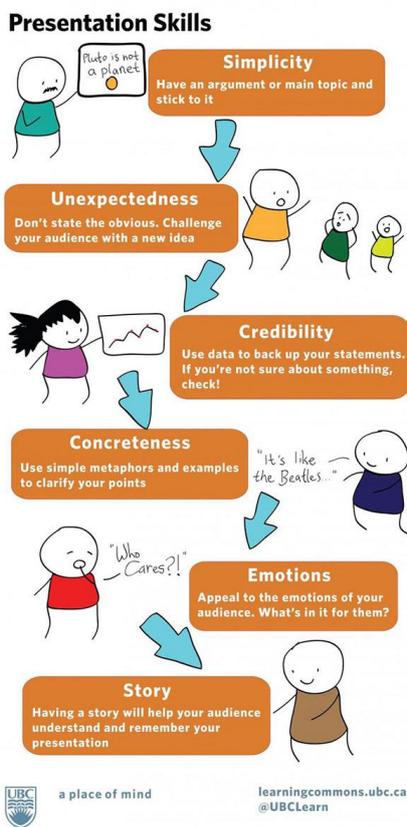
Now they will face the natural side of the Way. In activity three, students learn about the natural wealth that the “Camino de Santiago” offers. They only have to read the information, so 4 minutes will be enough.

After that, activity four is a sign of the amazing cultural footprint in the Way. Students will learn about the nine sites distinguished with the World Heritage designation through the “Camino” and they will discover where to locate them. In this sense, they should use the Internet for search geographic information. For this task we will need 15-20 minutes.

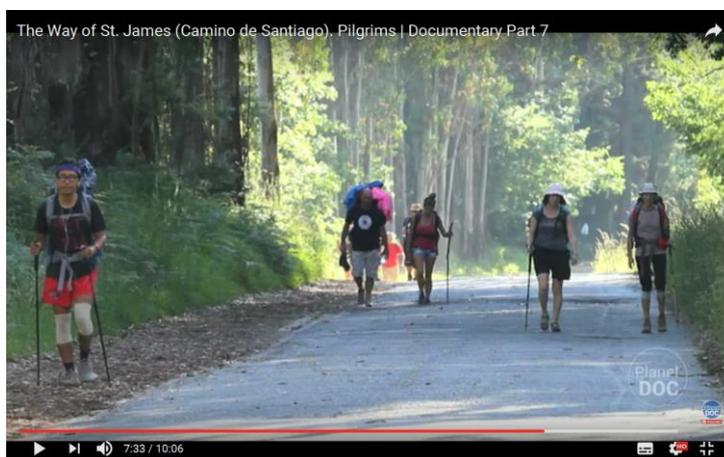
And finally, activity five is the longest of the lesson as it will take two sessions. Indeed, first they will have to look for the information given on the web and download the pdf file with the guide (each guide is a different stage of the route in Burgos); after that, they should create a card summarizing all the information to prepare a short oral presentation (4-5 minutes per group). Teacher will divide the class into five groups and they will work on it. To prepare the presentation they will have 20 minutes.

Session 5: conclusions and self-assessment.

Activity 1.- Oral expositions. Now you have to expose orally in front of the class what you have learnt about natural resources on your stage. But before of that, have a look to these tips²⁴:



Activity 2.- Watch the last part of the documentary²⁵ that shows how the pilgrimage remains nowadays.



²⁴ Picture found on: <http://www.gurl.com/2014/12/08/infographics-tips-tricks-how-to-give-oral-presentation-power-point-speech/>

²⁵ <https://www.youtube.com/watch?v=vhlmPbxxUOw>

Activity 3.- Do the self-assessment check-list.

VOCABULARY	1	2	3	4
I can name the different parts of a Romanesque church				
I am familiar with the vocabulary related to medieval art				
I can identify the symbols of the Way of Saint James				
I am familiar with the vocabulary related to religion				
KNOWLEDGE OF THE TOPIC	1	2	3	4
I can identify the different periods in the Middle Ages				
I can recognize the main features of medieval art				
I can identify the different parts of a Romanesque church				
I am familiar with the Way of Saint James				
I am familiar with the cultural and natural legacy of the pilgrimage routes				
READING AND WRITING	1	2	3	4
I can read and understand a text about medieval history and art in a standard English				
I can read and understand a text about medieval art with a more technical English vocabulary				
I can read maps and interpret them				
LISTENING AND SPEAKING	1	2	3	4
I can listen to a podcast about the Way of Saint James and understand it				
I can watch a video about medieval art and history and understand it				
I can speak about an information previously prepared individually and in group				
NEW TECHNOLOGIES	1	2	3	4
I can use the internet to find activities and do them				
I can use the internet to find specific information				
I am familiar with different online platforms such as Prezi				

Suggested development of the session:

On first activity students will do the oral exposition in front of the class. Each group will have 4-5 minutes to do it. 25-30 minutes will be needed to complete the activity. The order is the one of the Way:

1° Santo Domingo de la Calzada-Belorado

2° Belorado-San Juan de Ortega

3° San Juan de Ortega-Burgos

4° Burgos-Castrojeriz

5° Castrojeriz-Frómista

Activity two is the last part of the documentary we have followed in this lesson. During 10 minutes students will learn more about the baroque additions made to the Cathedral in the 16th-18th centuries and they will also discover how the pilgrimage remains nowadays.

Finally, in third activity, students will have the chance to check what they have learnt in this lesson.

7.- KEY FOR ACTIVITIES

Session 1: Introduction. Origins of the Way.

Activity 1.-

- a) James was a Christian evangelist — one of Jesus' original "fishers of men."
- b) It starts in France.
- c) It takes several weeks to walk 700 miles.
- d) The reasons are varied: to request the help of St. James in recovering from an illness, to honor the wish of a dying relative, to be forgiven for your sins...

Activity 2.- Camino francés, camino primitivo, camino aragonés, camino del norte, camino de Finisterre, camino portugués, camino de Madrid, camino inglés, camí de Sant Jaume, Le Puy route,...

Activity 3.- Students correct their own answers through the article.

Activity 4.- Student's own answers.

Session 2: History of the medieval period.

Activity 1.- Students watch the presentation.

Activity 2.- Students correct their answers on the online exercise.

Activity 3.-

- a) **When constructing the church at Conques, builders had no technical problems.** F
(They had to face an endless chain of technical challenges).
- b) **By lifting the vaults, they got the space they needed to build tribunes.** T
- c) **Because of the increase in the number of pilgrims, new developments, shapes and techniques were transmitted.** T
- d) **The Way of Saint James is only a pilgrimage route.** F (It soon became a flow of transmission and creation of culture and art).
- e) **Alfonso VI had united under his crown the kingdoms of Galicia, León and Catalonia.** F
(Galicia, León and Castilla)
- f) **From “Puente de la Reina” (Navarra) one unique way take pilgrims to Santiago.** T

Activity 4.- Vocabulary²⁶:

- Roman fortification: strong walls, towers, etc. that are built to protect a place during roman period.
- Citadel: a strong castle in or near a city, where people can shelter from danger, especially during a war.
- Cattle: cows and bulls that are kept for their milk or meat.
- Hermit: a person who lives alone and apart from the rest of society, especially for religious reasons.
- Hamlet: a small village, usually without a church.
- Tomb: a large stone structure or underground room where someone, especially an important person, is buried.
- Shepherd: a person whose job is to take care of sheep and move them from one place to another.
- Bishop: a priest of high rank who is in charge of the priests of lower rank in a particular area.
- Sepulcher: a stone structure where someone is buried.
- Sanctuary: the most holy part of a religious building.
- Burials: the act of putting a dead body into the ground, or the ceremony connected with this.
- Disciple: a person who believes in the ideas and principles of someone famous and tries to live the way that person does or did; the twelve men who followed Jesus during his life.
- Hidden: not easy to find.
- Relics: a part of the body or something that belonged to a holy person.
- Monk: a member of a group of religious men who do not marry and usually live together in a monastery.
- Worship: to have or show a strong feeling of respect and admiration for God or a god; to go to a religious ceremony.
- Spot: a particular place.
- Infidel: (used especially between Christians and Muslims) someone who does not have the same religious beliefs as the person speaking.

Session 3: Art and culture through the Way.

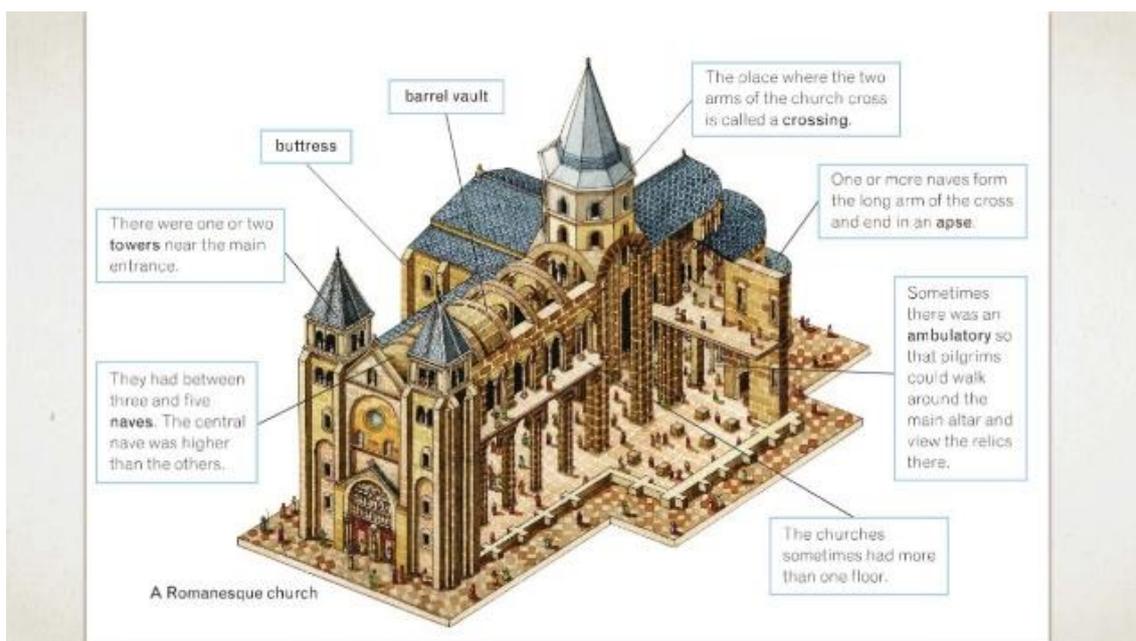
Activity 1.- Students correct their answers on the transcript.

²⁶ <http://dictionary.cambridge.org/>

Activity 2.- Answers in bold letters.

- 1) New basilica, as a church that received pilgrims:
 - a) Had to be able to accommodate great multitudes.
 - b) Is only dedicated to host the relics of the Apostle.
 - c) **Had to be able to both accommodate great multitudes and hold religious services simultaneously.**
- 2) The old cathedral had to be demolished to make room for a new one with:
 - a) **A Latin cross floor plan, three naves and an ambulatory with chapels around the crypt.**
 - b) A circular floor plant, two naves and an ambulatory with chapels around the crypt.
 - c) A Latin cross floor plan, four naves and an ambulatory.
- 3) During these years, they only had time to build
 - a) Two of the three central chapels of the ambulatory: the ones dedicated to the Savior and Saint John, as well as the walls that connected them.
 - b) **The three central chapels of the ambulatory: the ones dedicated to the Savior, Saint Peter and Saint John, as well as the walls that connected them.**
 - c) The three central chapels of the ambulatory: the ones dedicated to the Savior, Saint James and Saint John.
- 4) In the right wall of the Savior's chapel, we observe an inscription: ANNO MILENO SEPTVAGENO QUINTO FUNDATA JACOBI. This legend shows us:
 - a) That in the year 1075 the building of basilica was finished.
 - b) That in the year 1075 the building of basilica was interrupted.
 - c) **That in the year 1075 the foundations of the cathedral were laid.**
- 5) By the year 1101, artisans and builders
 - a) **had just finished the apse of the church, adding the final touches to the ambulatory with the two chapels that were missing and with the apse triforium.**
 - b) had just finished the the ambulatory with the missing chapel and with the apse triforium.
 - c) Hadn't finished the apse of the church.
- 6) At each side of the gigantic transept, two monumental and sculptured façades were lifted, in which two of the three main doors to the basilica were placed:
 - a) **To the north, the Puerta Francígena, through which the pilgrims finalizing the French way entered. And to the south, the Puerta de Platerías lifted above an atrium that gives access to the Episcopal Palace.**
 - b) To the north, the Puerta Francígena, lifted above an atrium that gives access to the Episcopal Palace. And to the south, the Puerta de Platerías, through which the pilgrims finalizing the French way entered.

Activity 3.-



Activity 4.- Students correct their answers on the online exercise.

Activity 5.- Students watch the video.

Session 4: Symbols and nature on the Saint James way.

Activity 1.-

- **Pilgrim's shell:** It also acts as a metaphor. The grooves on it, which come together at a single point, represent the various routes pilgrims traveled, eventually arriving at a single destination: the tomb of James in Santiago de Compostela.
- **The cross of Santiago:** The sword represents the chivalrous character of St. James his way of martyrdom.
- **Yellow arrow:** Elijah Valina, pastor of Cebreiro, was the first pioneer who began on his pilgrimage to sign the route with this symbol, then spread it on all the way.
- **Modern shell:** Represents schematic yellow scallop shell on blue (colors of the European Union) displayed on information boards, buildings, mile posts to help the orientation.
- **Gourd:** Its empty fruit served travelers to carry aqua in medieval times.
- **Botafumeiro:** According to legend, in Compostela the first temple censer was built for hygienic reasons in the eleventh century.

Activity 2.-

- a) When that happens, the Holy Year at Santiago de Compostela, or Jacobean Year, is celebrated.
- b) The first Jacobean year was in 1428.
- c) It is a great thurible.

Activity 3.- Students read the text.

Activity 4.-

- Monasteries of Yuso and Suso: San Millán de la Cogolla (La Rioja).
- Burgos Cathedral: the city of Burgos.
- Atapuerca archaeological site: Burgos.
- Vizcaya suspension bridge: The bridge links the town of Portugalete and Getxo in Vizcaya (Basque Country).
- The Palaeolithic cave art of the Cantabrian Coast: it comprises the Altamira cave and another 17 caves which are scattered through the Basque Country, Cantabria and Asturias.
- Monuments in Oviedo and the Kingdom of Asturias: Oviedo (Asturias).
- Roman walls in Lugo: the city of Lugo (Galicia).
- Old town of Santiago de Compostela: Santiago de Compostela (A Coruña).

Activity 5.- Student's own answers.

Session 5: conclusions and self-assessment.

Activity 1.- Student's oral expositions.

Activity 2.- Students watch the video.

Activity 3.- Students do the self-assessment check-list.

8.- SOURCES

- <https://www.ricksteves.com/watch-read-listen/read/articles/a-medieval-pilgrimage-in-modern-times>
- https://upload.wikimedia.org/wikipedia/commons/thumb/0/06/French_Ways_of_St._James.svg/2000px-French_Ways_of_St._James.svg.png
- http://caminoways.com/?powerpress_pinw=131528-podcast
- <http://caminoways.com/5-unmissable-camino-routes>
- <https://www.youtube.com/watch?v=qU4zc0MFKMI>
- <https://prezi.com/g-1ysjp2xndy/middle-ages-in-europe/>

- <http://staff.harrisonburg.k12.va.us/~cwalton/practicetest9and10.htm>
- <https://www.youtube.com/watch?v=FXZww7pl8Tk>
- https://www.youtube.com/watch?v=_argt843LUE
- <https://www.youtube.com/watch?v=5rokOodwhZo>
- <http://caminoways.com/codex-calixtinus-first-camino-guide>
- https://www.youtube.com/watch?v=w_JZpDE-kC8
- http://2.bp.blogspot.com/_6fggoJQeNxY/SwWmOD2iioI/AAAAAAAAABI/hY1kCfXm81o/s1600/catedral+Santiago.jpg
- <http://www.cleansingfire.org/wp-content/uploads/2011/07/label.jpg>
- <http://www.slideshare.net/amalgshah/introduction-to-romanesque-architecture>
- http://www.editionsdanielderveaux.fr/WebRoot/Orange/Shops/30e1dd72-9483-11e3-9284-000d609a287c/537C/6900/5107/0144/0E3D/0A0C/05E0/E7C5/MB_Eglises_Romanes.jpg
- <http://image.slidesharecdn.com/romanesqueandgothic-110225062855-phpapp01/95/romanesque-and-gothic-6-728.jpg?cb=1298615374>
- <http://staff.harrisonburg.k12.va.us/~cwalton/gothicorromanesque.htm>
- <https://www.youtube.com/watch?v=df2zLK6ub4U>
- https://www.youtube.com/watch?v=sX5I76G_LA4
- http://www.spain.info/en/reportajes/la_naturaleza_en_el_camino_de_santiago.html
- http://www.spain.info/en/reportajes/patrimonio_humanidad_camino_santiago.html
- <https://www.dreamstime.com/royalty-free-stock-photography-vector-spain-map-image6088077>
- <http://burgos.medioambientecajadeburgos.org/programas/naturaleza-en-el-camino-de-santiago/nature-on-the-way-of-st-james/>
- <http://www.gurl.com/2014/12/08/infographics-tips-tricks-how-to-give-oral-presentation-power-point-speech/>
- <https://www.youtube.com/watch?v=vhlmPbxxUOw>



BULGARIA



**CULTURAL
TOURISM**

CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

CULTURAL TOURSIM

2.- SUBJECTS

Social Science – Geography

3.- STUDENTS' LEVEL/AGE

Level: B1.2. / Age: 12-15

4.- GROUP SIZE

20 students

5.- OBJECTIVES

CONTENT AIMS

- To increase students' awareness of the importance of cultural and historical tourism by getting them familiar with:
 - the impact of the European cultural and historical heritage on the selfawareness of all citizens;
 - the influence of the cultural tourism on the Bulgarian economics

LANGUAGE AIMS

- To develop students' knowledge of content-related lexic.
- To revise and develop students' knowledge on Past Simple constructions and actively participate in discourse.

Skills	Systems
L	Grammar
S	Lexis
R	Discourse
W	Phonology

Thinking Skills:
HOTS Evaluation Synthesis Analysis Application Comprehension Knowledge **LOTS**
6.- PLAN
First five minutes:
Review: 5-minute video on the spiritual importance of cultural tourism in Europe.

Advance organizer: draw students attention to the topic.

Goal: introduce the topic and provoke students participation.

Resources: [video youtube 1](#)¹, [video youtube 2](#)², [video youtube 3](#)³.

No.	Task / Activity	Int	Time	Graphic / Resources	Feedback
1	video on the spiritual importance of cultural tourism in Europe		5 min.	Youtube video ⁴	
2	Building up the teams		3 min	A presentation and a game	
3	Vocabulary on the topic		5 min	A presentation and a game	
4	Definition of cultural and historical tourism		5 min	A presentation	
5	Reading comprehension task		5 min	A text on cultural tourism in Bulgaria	
	Assigning the task on the topic			A presentation	
6	Fullfillment of the task by each team		15 min		
7	Presenting the solutions of the students		12 min	Students' presentations	
8	Winner's announcement and rewarding		7 min	Video on Bulgarian cultural heritage	

 Reflection / Improvements: _____

¹ <https://www.youtube.com/watch?v=JYvgvkKT0Ow>
² <https://www.youtube.com/watch?v=CcyWiNAnNiI>
³ <https://www.youtube.com/watch?v=Hb14Rw-w0Mo>
⁴ <https://www.youtube.com/watch?v=JYvgvkKT0Ow>

7.- ACTIVITIES

Reading texts and answering questions; true or false activities, filling in gaps with grammatical tasks, filling in gaps with lexical tasks, watching a video and comprehensive tasks.

Anticipated problems/solutions: Internet access- not available or other technical problems.

8.- DETAILED SESSIONS



Session 1: Definition of cultural tourism.

Cultural Tourism (or culture tourism) is the subset of tourism concerned with a country or region's culture, specifically the lifestyle of the people in those geographical areas, the history of those people, their art, architecture, religion(s), and other elements that helped shape their way of life.

New words:

Bagpipe: An instrument composed of a bag and pipes. The player blows air into the bag and it comes out of the pipes. Notes are changed by covering the holes of a pipe that is under the bag.

Trade: The action of buying and selling goods and services.

Ecotourism: Tourism directed towards exotic natural environments, intended to observe wildlife.

Folklore: The traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.

Orthodox: Accepting and closely following the traditional beliefs and customs of a religion.

Sanctuary: A holy place, a temple.

Tomb: A large vault, typically an underground one, for burying the dead.

Memorial: A statue or structure established to remind people of a person or event.

Burial mound: A heap of earth placed over prehistoric tombs.

Martenitsa: An adornment made of white and red yarn and worn on the wrist or pinned on the clothes.

Activity.- Match the words and definitions:

1	Bagpipe	A	A heap of earth placed over prehistoric tombs.
2	Trade	B	The traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.
3	Ecotourism	C	A statue or structure established to remind people of a person or event.
4	Folklore	D	The action of buying and selling goods and services.
5	Orthodox	E	An instrument composed of a bag and pipes. The player blows air into the bag and it comes out of the pipes. Notes are changed by covering the holes of a pipe that is under the bag.
6	Sanctuary	F	A large vault, typically an underground one, for burying the dead.
7	Tomb	G	An adornment made of white and red yarn and worn on the wrist or pinned on the clothes.
8	Memorial	H	Tourism directed towards exotic natural environments, intended to observe wildlife.
9	Burial mound	I	Accepting and closely following the traditional beliefs and customs of a religion.
10	Martenitsa	J	A holy place, a temple.

1	2	3	4	5	6	7	8	9	10

Session 2: PowerPoint presentation on Cultural Tourism industry and its impact on world economic.

Types of cultural tourism:

- Heritage tourism
- Cultural thematic routes
- Cultural city tourism, cultural tours
- Traditions, ethnic tourism
- Event and festival tourism
- Religious tourism, pilgrimage routes

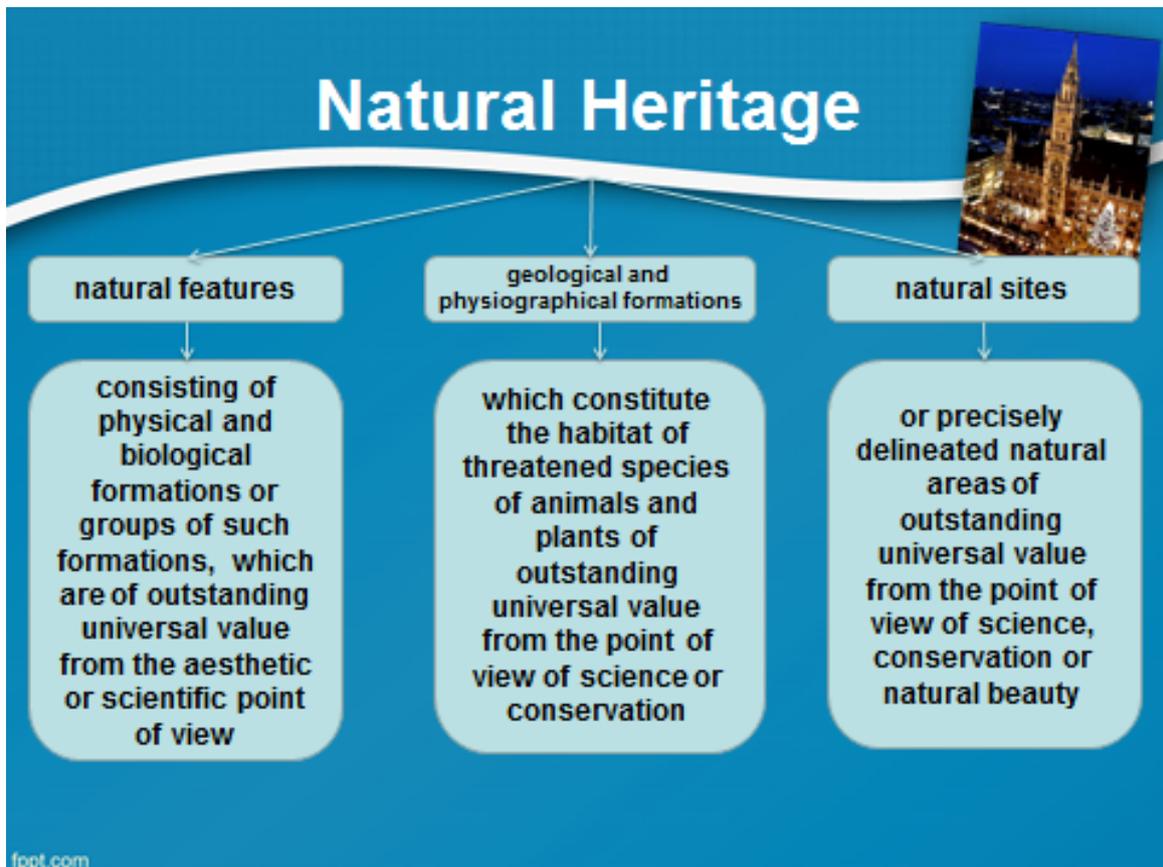
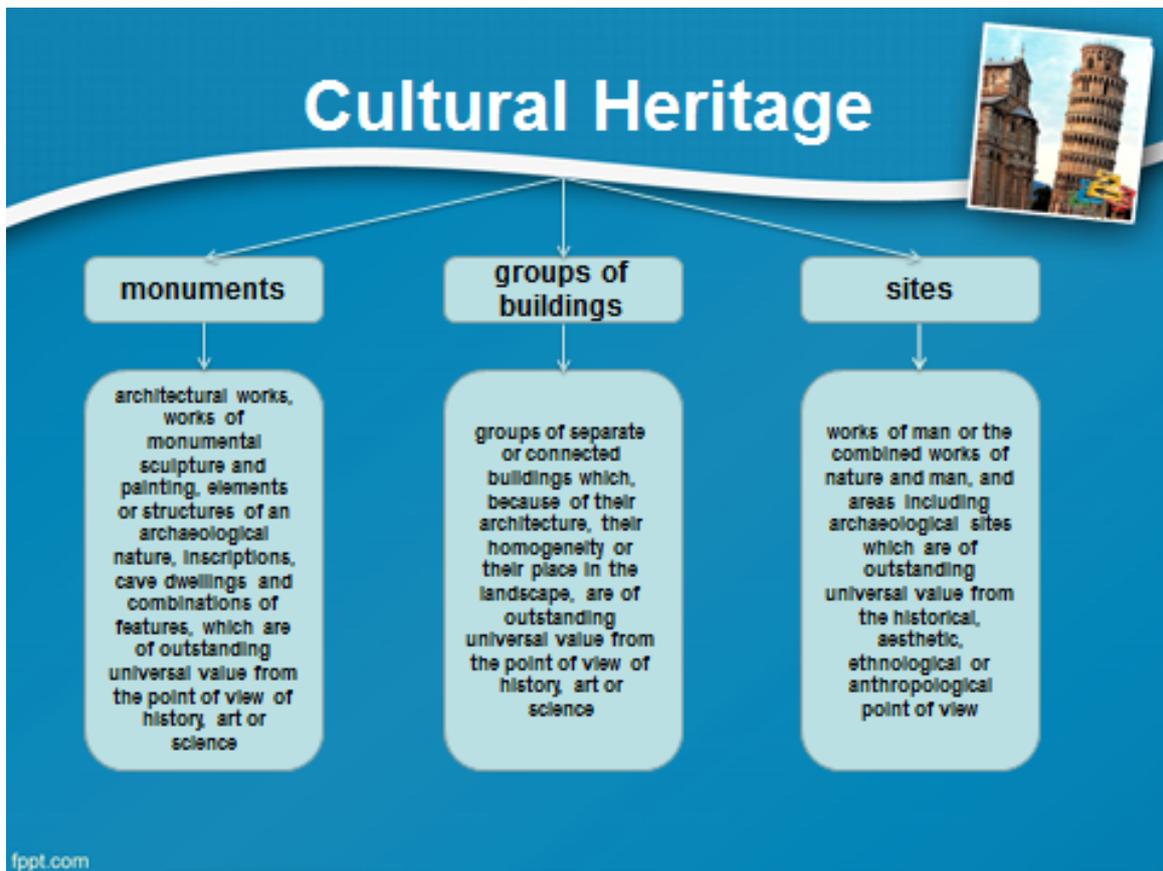


World heritage⁵:

World heritage sites were created by the UNESCO’s Convention Concerning The Protection Of The World Cultural And Natural Heritage adopted by the General Conference at its seventeenth session in Paris, 16 November 1972.

Since this decision in 1972 by today the World Heritage List includes 936 properties both from cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. By 2011, this number is classified into 725 cultural, 183 natural and 28 mixed properties in 153 States Parties.

⁵ <http://whc.unesco.org/en/list/>



Thematic routes in cultural tourism

Thematic routes in cultural tourism

- The thematic routes are such tourism products which row up natural or man made attractions accessible by different transport forms around a chosen topic or theme.



The thematic routes are such tourism products which row up natural or man-made attractions accessible by different transport forms around a chosen topic or theme.

City tourism

City tourism is an increasingly important area of economic activity

City tourism

- City tourism is an increasingly important area of economic activity



Traditions, ethnic tourism

Traditions, ethnic tourism

- Travel motivated by search for the first hand authentic and sometimes intimate contact with people whose ethnic and/or cultural background is different from the tourists



Travel motivated by search for the first hand, authentic and sometimes intimate contact with people whose ethnic and /or cultural background is different from the tourists

Event and festival tourism

Cultural events and festivals play an important role in the formation and strengthening of cultural tourism in today's tourism industry

Event and festival tourism

- Cultural events and festivals play an important role in the formation and strengthening of cultural tourism in today's tourism industry



Religious tourism, pilgrimage routes

Religious tourism, pilgrimage routes

Religious tourism and pilgrimage routes are the most ancient forms of tourism. If we take into consideration religion as a motivation we have to state that under religious tourism we understand the following activities:

- Visiting religious sites and monuments (churches, clusters, exhibition places)
- Taking part in religious events (holy days, religious cultural and music programmes, visiting religious persons)
- Pilgrimage
- Spiritual training (youth camps, missions etc.)



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- Pilgrimage
- Spiritual training (youth camps, missions etc.)

Creative culture, creative tourism

Travel directed towards an engaged and authentic experience, with participative learning in the arts, heritage, or special character of a place. It provides a connection with those who reside in this place and create this living culture.



Session 3: A reading comprehension exercise on the topic.

Activity.- Read the texts and match them with the correct photo and fill in the table below:

Welcome to Bulgariam an enchanting destination for all year round tourism. The mild climate, the beautiful and diverse nature, azure, fine, sandy beaches and the breathtaking mountain scenery create a diversity, which can rarely be seen on such a small territory. Numerous mineral water springs around the country provide excellent conditions for spa and wellness tourism.

Wide range of tourism opportunities are offered in Bulgaria.

1. Rural tourism in Bulgaria



A

Bulgaria offers magnificent and breathtaking countryside, offering virgin nature and organic fruits and vegetables. The Bulgarian village is attractive all year round as each season has its own charm. Recently many family hotels and houses opened doors for tourists who want to relax in the pleasant atmosphere and crystal clear air in the Bulgarian rural resorts.

2. History tourism in Bulgaria

The geographical position of Bulgaria on the crossroad between the East and the West, where throughout history paths of world civilizations have crossed, is influenced to the country's rich and colourful historical heritage.



B

3. Religion tourism and monasteries in Bulgaria



C

Bulgaria has a great number of monasteries situated over the unapproachable peaks or enclosed by mountains and surrounded by incredible nature. The Bulgarian monasteries are unique, because of their rich architecture, icons and wall paintings, as well as with the legends and sagas, bringing a mythical outlook to some of them.

4. Wine Tourism in Bulgaria

Bulgaria is famous for its traditional wine grape varieties. The country's climate, landscape and soils are exceptional for vine – growing and winemaking. According to the different soils and climate conditions, the country is divided into several wine- growing and winemaking regions, each with particular grape varieties and wines.



D

5. Customs and traditions in Bulgaria



E

If you're eager to get immersed in rural Bulgarian lifestyle, the hosts are more than happy to oblige, from unveiling the secrets of loom weaving, knitting and other crafts to entertaining you with folk tales, songs and dances. For some outdoors action, the eco-trails through surrounding mountains are a true hiking, cycling and horse-riding playground.

1	2	3	4	5

Session 4: Assigning the task and preparing presentations by each team and presenting the solutions of the students.

Task 3:



- Prepare presentations by each team according to the plan:
 - Geographical position
 - History
 - Description
 - Images
 - Interesting facts



fppt.com

Session 5: Present the video " BULGARIA - CULTURAL HERITAGE"

Task 4:



- Present the video " BULGARIA - CULTURAL HERITAGE" - <https://www.youtube.com/watch?v=Hb14Rw-w0Mo>
- A comprehension exercise on the topic of the video



fppt.com

Activity.- Watch the [video 'BULGARIA - CULTURAL HERITAGE'](https://www.youtube.com/watch?v=Hb14Rw-w0Mo)⁶, answer the questions and fill in the table below:

1. Where is Sozopol located?

- a) on the seaside b) in the mountains c) by the Danube

⁶ <https://www.youtube.com/watch?v=Hb14Rw-w0Mo>

2. Begliktash is a:

- a) megalithic compound b) an old tree c) a recipe for a Bulgarian dish

3. What can happen if a sick person spends the night at Krastova Gora?

- a) nothing will happen b) he can get even sicker c) he can be healed

4. Boyana church is a

- a) fast food restaurant b) UNESCO site c) a village

5. Who are the creators of the Bulgarian alphabet?

- a) the Romans b) the Thracians c) Cyril and Methodius

6. What are kukery?

- a) masks used to scare evil spirits b) a kind of Bulgarian bread c) a casual traditional outfit

7. The bagpipe is a

- a) traditional instrument b) a traditional dish c) a region in Bulgaria

8. What is the Madara horseman?

- a) a statue created in the 1920's b) a mountain c) the only rock carving in Europe that dates back to the early middle ages

9. Veliko Tarnovo is

- a) a monastery b) a Thracian tomb c) a town in Bulgaria and it's former capital

10. Plovdiv has a

- a) Roman theater b) the oldest tree in Bulgaria c) a statue of Alexander the great

11. Where is the valley of Thracian Kings?

- a) Kazanluk b) Kazakhstan c) Velingrad

12. What are martenitsy the symbol of?

- a) spring b) summer c) winter

1	2	3	4	5	6	7	8	9	10	11	12

9.- KEYS

Task 1

1	2	3	4	5	6	7	8	9	10
E	D	H	B	I	J	F	C	A	G

Task 2

1	2	3	4	5
D	E	A	B	C

Task 4

1	2	3	4	5	6	7	8	9	10	11	12
a	a	c	b	c	a	a	c	c	a	a	b

10.- SOURCES

All these links are used materials for the lesson:

- <https://www.youtube.com/watch?v=JYvgvkKT0Ow>
- <https://www.youtube.com/watch?v=CcyWiNAnNiI>
- <https://www.youtube.com/watch?v=Hb14Rw-w0Mo>
- <https://www.youtube.com/watch?v=JYvgvkKT0Ow>
- <http://whc.unesco.org/en/list/>
- <https://www.youtube.com/watch?v=Hb14Rw-w0Mo>



MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE



ROMANIA



ECOTOURISM AND
SUSTAINABLE
TOURISM IN EUROPE



MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE

CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

ECOTOURISM AND SUSTAINABLE TOURISM IN EUROPE

2.- STUDENTS' LEVEL/AGE

13-15 years old

3.- GROUP SIZE

25 students

4.- TIMING

55 minutes

5.- PLACE

Computers' lab

6.- INTRODUCTION

The lesson has as a main purpose discovering and studying the most important aspects about ecotourism and sustainable tourism and their benefits and characteristics.

Students will learn related phrases/expressions of the topic, they will consider the impact of ecotourism and sustainable tourism on environment and people's lives, also tourists around the world.

7.- LEARNING OUTCOMES

- Understanding of ecotourism and sustainable tourism meanings;
- Raising awareness of ecotourism and sustainable tourism benefits and characteristics;
- Acknowledging the impact on the environment and people;
- Experimenting an interdisciplinary lesson;

8.- SUBJECT CONTENT

- What is ecotourism? - motivating video;
- Ecotourism - definition and benefits;
- Sustainable tourism - definition, characteristics;
- The most famous ecotouristic areas;
- Ecotourism in our countries.

9.- LANGUAGE OBJECTIVES

- Acquiring new specific vocabulary related to tourism;
- Using the achieved knowledge in different contexts;
- Developing skills as: reading, listening, speaking and writing.

10.- DETAILED SESSIONS

Students will be divided into five groups.

Session 1: : Ecotourism and sustainable tourism in Europe

Activity 1.- Introduction of the topic - Motivating [video](#)¹.



Procedure: Teachers will start the lesson with a short introduction of the topic and continue by presenting students an interesting video.

Timing: 5 minutes.

Activity 2.- Brainstorming.

Procedure: Teachers ask students their opinion about the meaning of ecotourism and sustainable tourism. Students will answer the question.

Timing: 5 minutes

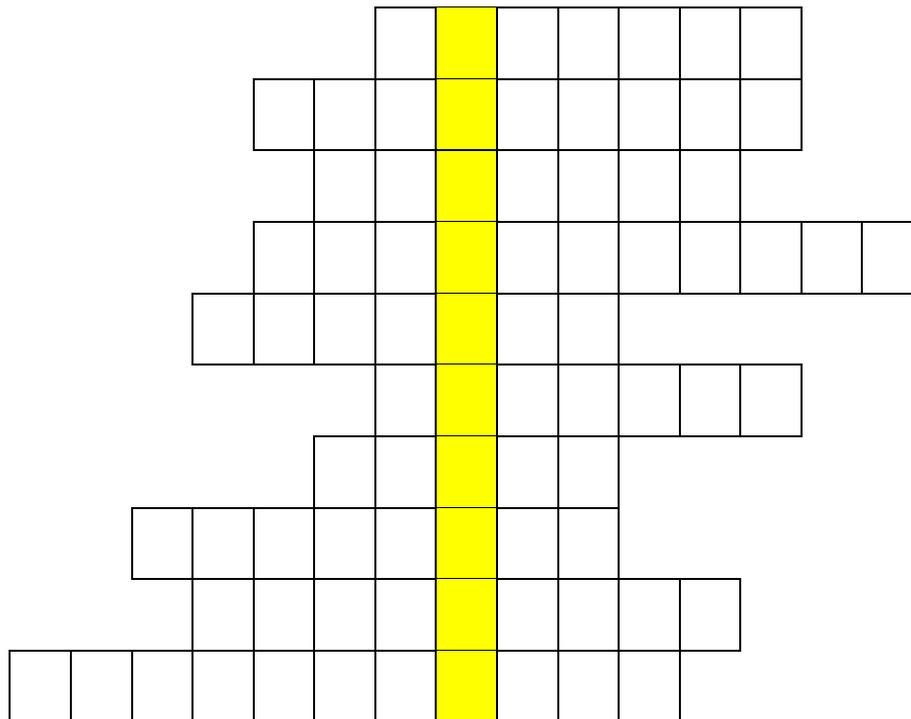
¹ <https://www.youtube.com/watch?v=RDIhFTs9V1A>

Activity 3.- Identifying keywords - Filling in a crossword puzzle based on definitions.

Procedure: The crossword will be posted on a flipchart in front of the classroom. Students, divided into groups, will get worksheets with the crossword and definitions. They need to identify the words, according to the definitions. These are the keywords of the lesson. After identifying the first word, each group will write the word on a piece of paper and show it to each other; they will continue until all the words are discovered.

Timing: 10 minutes

WORKSHEET



1. To show regard or consideration for something/someone that is good, valuable, important;
2. Act or process of sharing/acquiring general knowledge or skills; result of study, instruction;
3. To keep something/someone from being hurt;
4. Able to last or continue for a long time, involving methods that don't completely use up or destroy natural resources;
5. To traverse or range over a region/area for the purpose of discovery, to study/ analyze/ learn about something, by trying it;
6. A particular form or stage of civilization, as that of certain period, development or improvement of the mind by education or training;
7. The third planet in order from the sun, habitation of humans; soil; dry land;
8. Animals and plants that grow independently of people, usually in natural conditions;
9. An expanse of scenery, seen in a single view; area or land with particular appearance;
10. The air, water and land in which people, animals and plants live.

				R	E	S	P	E	C	T									
		E	D	U	C	A	T	I	O	N									
				P	R	O	T	E	C	T									
			S	U	S	T	A	I	N	A	B	L	E						
E	X	P	L	O	R	E													
				C	U	L	T	U	R	E									
				E	A	R	T	H											
		W	I	L	D	L	I	F	E										
			L	A	N	D	S	C	A	P	E								
E	N	V	I	R	O	N	M	E	N	T									

Activity 4.- Presenting the material².

Procedure: Teachers will present the material - google presentation - about ecotourism and sustainable tourism, their benefits and the most famous ecotouristic European areas.

Timing: 10 minutes

Activity 5.- Identifying the areas from our countries.

Procedure: Students are challenged to identify ecotouristic areas from their own countries. Some pictures will be displayed on the video projector.

Images from Bulgaria³:



²https://docs.google.com/presentation/d/1bkQ825sV5PEvlrys5rCMwZZIVAzAytty4WgELkHuUUY/edit?ts=57db9e0b#slide=id.g1718c89673_0_0

³ Sources: [visitstrandja.com](http://www.visitstrandja.com) (first image), <http://www.123rf.com> (second image)

Images from Poland⁴:



Images from Romania⁵:



Images from Spain⁶:



Images from Lithuania⁷:



Images from Greece⁸:



⁴ Source: mynatour.org

⁵ Sources: <http://www.cffviseu.ro> (first image), <http://www.agerpres.ro> (second image)

⁶ Sources: hikingasturias.blogspot.com (first image), gallerily.com (second image)

⁷ Sources: <http://www.discoverlithuania.biz> (first image), <http://www.visitlithuania.net> (second image)

⁸ Sources: <http://www.greeceturkeytours.com> (first image), gogalini.com (second image)

Assessment:

Task 1: Building up dialogues (role playing).

Procedure: Students, divided in groups will get a short text related to the topic, with the necessary pieces of information. Each group should provide a dialogue, according to the task. Then, they will have to choose two members to perform it for the other groups.

Timing: 10 minutes

Worksheet - Group 1

Read the following text:

Strandzha Nature Park is located in the southeastern part of country, its southern border coincides with the Bulgarian sovereign border with Turkey, and it spreads as far as the Black Sea Coast to the east. The Nature Park lies on the territory of Strandzha Mountain which spreads in both Bulgaria and Turkey.

Tasks:

1. Using the pieces of information in the text and your imagination, build-up a short dialogue between a tourist and a pension/ guest house owner. (maximum 10 sentences)
2. Act it out for the other students in different groups.

Timing: 7 minutes; 3 minutes.

Good luck!:)

Worksheet - Group 2

Read the following text:

The Masurian Lake District in the north-east of Poland is the most sought-after destination in this part of Europe for lake lovers, nature lovers and sailors. Fans of ecotourism and green travel will find themselves in paradise!

The region has over 2000 lakes of different sizes, most of which are connected by canals and waterways. If you wish to explore the region properly you will need to dedicate several months of full-time travel!

Tasks:

1. Using the pieces of information in the text and your imagination, build-up a short dialogue between a tourist and a local resident. (maximum 10 sentences)
2. Act it out for the other students in different groups.

Timing: 7 minutes; 3 minutes.

Good luck!:)

Worksheet - Group 3

Read the following text:

...An increasing number of areas are now developing into eco-tourist destinations in Romania, offering sound services network and specific tourist infrastructure - places as Tara Dornelor, Tusnad Resort, Tara Hategului - the Retezat Massif, Padurea Craiului in the Apuseni Mountains, the Danube Delta and Hartibaciu Plateau. The Danube Delta is perhaps the most important wildlife area in Europe. This 564,000 ha major wetland area encompasses a diversity of species and habitats and lies at the crossroads of several major bird migration routes.

Tasks:

1. Using the pieces of information in the text and your imagination, build-up a short dialogue between a tourist and a travel agency. (maximum 10 sentences)
2. Act it out for the other students in different groups.

Timing: 7 minutes; 3 minutes.

Good luck!:)

Worksheet - Group 4

Read the following text:

The Ebro Delta is the largest wetland in Catalonia and the main aquatic habitat in the western Mediterranean after the Camargue regional nature park in France and the second-largest in Spain after Doñana National Park.

The Delta plays an important biological role, its interior containing large rice and vegetable fields and fruit orchards, whilst the coast is formed by one of the most attractive lakeland landscapes in the Mediterranean, with large, biologically rich lagoons. The Delta periphery is made up of large salt marshes and long, unspoilt sandy beaches with dunes.

Tasks:

1. Using the pieces of information in the text and your imagination, build-up a short dialogue between a tourist and a guide. (maximum 10 sentences)
2. Act it out for the other students in different groups.

Timing: 7 minutes; 3 minutes.

Good luck!:)

Worksheet - Group 5

Read the following text:

There are fifteen areas in Greece listed as Preserved Natural Monuments. These include the Cedar forest in Kynouria, the primeval forest in central Rodopi, the aquatic plant forest in Evia, the petrified forest of Lesvos, the broadleaf evergreen forest on the Island of Sapientza in Messinia. Preserved Natural Monuments in Greece also include the large national parks and “aesthetic forests”- natural forests of great significance and biodiversity, such as Mount Olympus, Samaria Gorge, Mount Parnassos, the suburban forest in Ioannina and numerous other unspoilt locations.

Tasks:

1. Using the pieces of information in the text and your imagination, build-up a short dialogue between a student and a teacher. (maximum 10 sentences)
2. Act it out for the other students in different groups.

Timing: 7 minutes; 3 minutes.

Good luck!:)

Task 2: Thematic painting competition.

Procedure: Students will be challenged to practise and share their painting skills. Students will pick a little note with a task(different for each group) and try their best to transpose their task into a gorgeous painting. After the painting is accomplished, they will share it with the other groups and vote the one they like the best. The best painting will be appreciated and rewarded.

Timing: 10 minutes

Task 3: Painting competition;

Procedure: Students will be challenged to be creative, original and show their ability of painting. Each group will get a note with a task – painting a different scenery. They have to collaborate and do their best. Then, the best painting will be voted and rewarded.

Timing: 10 minutes

Painting Competition - Notes

Note 1

Imagine you are in an ecotouristic area, in the mountains, during a lovely warm spring day. Everything is green, there is dew on the grass, the mountains are high and you can see others even more higher in the distance, the sky is cloudless, the weather is great...
Imagine the view and paint it. You will do a great job! Have fun!

Timing: (10 minutes)

Note 2

Imagine you are in an ecotouristic area, near the sea, during a hot summer day. You are on the coast line, you can see the sea from a high point... seagulls are flying in the sky, the wind is blowing, there are big waves, the sea is agitated.
Imagine the wild scenery and paint it. You will be great! Have fun!

Timing: (10 minutes)

Note 3

Imagine you are in an ecotouristic area, on a lake, during a cool but pleasant autumn day with blue sky. The lake is quiet and the water is so clean that you can see fish and other small creature swimming under.

There are willow trees around it, yellow grass and carpets of leaves... autumn colours, from yellow to dark brown.

Imagine this dream landscape and paint it. You will do an amazing job! Have fun!

Timing: (10 minutes)

Note 4

Imagine you are in an ecotouristic area on an island, during a marvelous summer day.

The sun is bright, coconut palms are all around you, white sand, quiet waves and coloured birds...

Imagine this exotic view and paint it. You will do a wonderful job! Have fun!

Timing: (10 minutes)

Note 5

Imagine you are in an ecotouristic area on the top of the mountains and you are looking around you.

Everything is white...you can only see a few green fir branches and a little village, in the distance.

It's a cold but cloudless day of winter. The wind doesn't blow and everything is quiet, covered by the white shining carpet.

Imagine this frosty scenery and paint it. You will do a shining job! Have fun!

Timing: (10 minutes)

11.- SOURCES

- **Motivating [video](#)**⁹
- **[Google presentation](#)**¹⁰
- **Crossword, Worksheet, Notes**

⁹ <https://www.youtube.com/watch?v=RDIfFTs9V1A>

¹⁰ https://docs.google.com/presentation/d/1bkQ825sV5PEvIrys5rCMwZZIVAzAytty4WgELkHuUUY/edit?ts=57db9e0b#slide=id.g1718c89673_0_0



GREECE



**MASS TOURISM
IN BEACHES**



CLIL LESSON GENERAL LAYOUT

1.- TITLE OF THE UNIT

MASS TOURISM IN BEACHES

2.- SUBJECTS

ICT, English language, history, geography

3.- STUDENTS' LEVEL/AGE

Secondary School (12 - 15)

Intermediated, Mixed Ability Class

B1 according to CEF (Common European Framework)

4.- GROUP SIZE

25 students in class (7-8 pupils in a group)

5.- TIMING

40 – 45 minutes

6.- PLACE

Computers' Lab

7.- INTRODUCTION

This Didactic Unit aims at studying the categories that Cultural heritage includes, such as **tangible culture** (buildings, monuments, landscapes, books, works of art, and artifacts), **intangible culture** (folklore, traditions, language, and knowledge), and **natural heritage** (culturally significant landscapes, and biodiversity) through the practice of research process, data collection and presentation. The students acquire knowledge that will help them understand how the cultural heritage is a part of the study of human history that encompasses inter-disciplinary learning. They are asked to carry out presentations Greek regions that have developed touristic activity associated with the particular natural and cultural heritage of this region

8.- LEARNING OUTCOMES

- Being able to discuss the concept of cultural heritage and its categories as a factor influencing people to choose a coastal area for their holidays.
- Identifying that the sector of cultural heritage is an inter-disciplinary one, as it includes many aspects of human action, communication and expression (arts, architecture, history etc.).
- Developing effective internet search skills and selection of appropriate information.
- Practicing in producing speech and processing material (photos, video) with the help of the means offered by technology.

9.- SUBJECT CONTENT

- The genre of presentation-touristic guidebook (title, aim of presentation, sources of information abstraction, references etc.).
- Different types of cultural heritage (tangible culture, intangible culture, natural heritage) related to different human needs (art, oral tradition and language, architecture etc.).

10.- LANGUAGE OBJECTIVES

- Clarifying the terminology about tangible culture, intangible culture and natural heritage.
- Enriching their vocabulary.
- Acquiring new information about culture and natural heritage - google documents.
- Exercising the collaborative production of spoken and written language.

11.- TASK

A final presentation on the concept of a touristic guidebook about a selected coastal area in order to highlight the attractions, local history and natural beauty of this area.

12.- ACTIVITIES

- Watching a [video](#)¹ about natural and cultural heritage in Greece (7 minutes)



(As the students watch the video they can write down up to 5 words that could describe their feelings or just whatever comes to their mind. They can use these words in their final presentation.).

¹ https://www.youtube.com/watch?v=VKU_mA7MQdg

- Gathering information to make a presentation (group work, brainstorm).

Presentation of the attractions, local history and natural beauty of a selected area in Google Slides.

- Activities involved in the use of the tool of Google Slides: defining vocabulary; labelling pictures about the selected touristic area; writing a short comparative text about the local history, the attractions, the monuments and the natural beauty of this area.

13.- DETAILED SESSION

Create groups of pupils, one pupil of every country in each group. Every group is going to sit down around of a computer connected to internet in order to work. Each group undertakes to carry out research on a particular region of Greece that has developed tourism (Cyclades, Crete, Ionian Islands, Dodecanese and the Peloponnese) related to its cultural heritage. Teacher will log in with his public Google account to Google drive in every team’s computer and open the presentation of every team.

Activity 1.- Choosing

- First, each team has to go to the Google Slides, choose the already created presentation of their team and choose the fourth slide.

Team A²

Team B³



² https://docs.google.com/presentation/d/1XentXUF5XyspirN3oYgmxmNM_xmaO3Qls0UJhyjSoE/edit?usp=sharing

³ https://docs.google.com/presentation/d/1UgKhqdCViRyZHVvNI6qnkFUcsIjPHd_KNcQPfSsvpk/edit?usp=sharing

Team C⁴

MASS TOURISM

Nikolas, Maria, Gabriela, Mikas, Denisa, Nadia, Ilko

Team D⁵

Mass tourism

Ionian islands

Team members: Lorena, Agnė, Zdravka, Weronika, Gabrysia, Tudor

Team E⁶

Mass tourism in Peloponnese - beaches

Karolina Baltrušytė, Deimantė Košytė, Gosia Rychta, Motoi Andrei, Peter Dimitrov, Piotr Rzymowski

- Specifically, each team will deal with gathering information about specific tourist area in Greece:

Team A about Crete⁷.

Team B about the complex of Cyclades (island of Syros⁸ and island of Santorini⁹).

Team C about the complex of Dodecanese Islands (island of Rhodes¹⁰).

Team D about the complex of Ionia Islands¹¹.

Team E about Peloponnese¹².

- All the teams could also follow the link in a webpage¹³ that has general information about their topic.

⁴ <https://docs.google.com/presentation/d/11R0kHkhR48wau2Zw3zWegOXcw4wgEdGSGIH7XBc04oE/edit?usp=sharing>

⁵ https://docs.google.com/presentation/d/1vsUK_95zKmX0IAYUYeSd9iWVAl2Ds-qEAIPx2TW13jo/edit?usp=sharing

⁶ <https://docs.google.com/presentation/d/1ftYmq7i0LuHkpKauoCLYPxYJRyqT00AiyPk7PCwYDwo/edit?usp=sharing>

⁷ <http://www.crete.gr/>

⁸ <http://www.syros.com.gr/>

⁹ <http://www.santorini.gr/>

¹⁰ <http://www.rhodes.gr/en/>

¹¹ <http://www.e-ionia.gr/>

¹² <http://www.peloponnese.eu/>

- Then, each team has 10 minutes to remake their already created presentation on Google Slides:

There are 4 slides.

On the first slide, every team has to write the title of their topic (mass tourism in beaches) and the names of their team members.

On the second and the third slide, every team has to write some information and put some images about the natural and cultural heritage for the area they were assigned to collect information.

On the fourth slide, every team has to write the links of their sources.

- Each team has 1 minute to present the Google Slides to the class:

They present the area they were assigned to collect information and then what their presentation is all about.

14.- SOURCES

- Motivation Videos:

https://www.youtube.com/watch?v=VKU_mA7MQdg

- Information Sites:

<http://www.visitgreece.gr/>

<http://www.crete.gr/>

<http://www.syros.com.gr/>

<http://www.santorini.gr/>

<http://www.rhodes.gr/en/>

<http://www.e-ionia.gr>

<http://www.peloponnese.eu/>

- Google

- Google Slide

¹³ <http://www.visitgreece.gr/>



MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE



TEAMS

MEMBERS



MULTILINGUALISM AND WORK PERSPECTIVES IN EUROPE

Bulgaria

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Toshko Landzhov
Boryana Choreva
Mariya Ivancheva

Lithuania

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Romania

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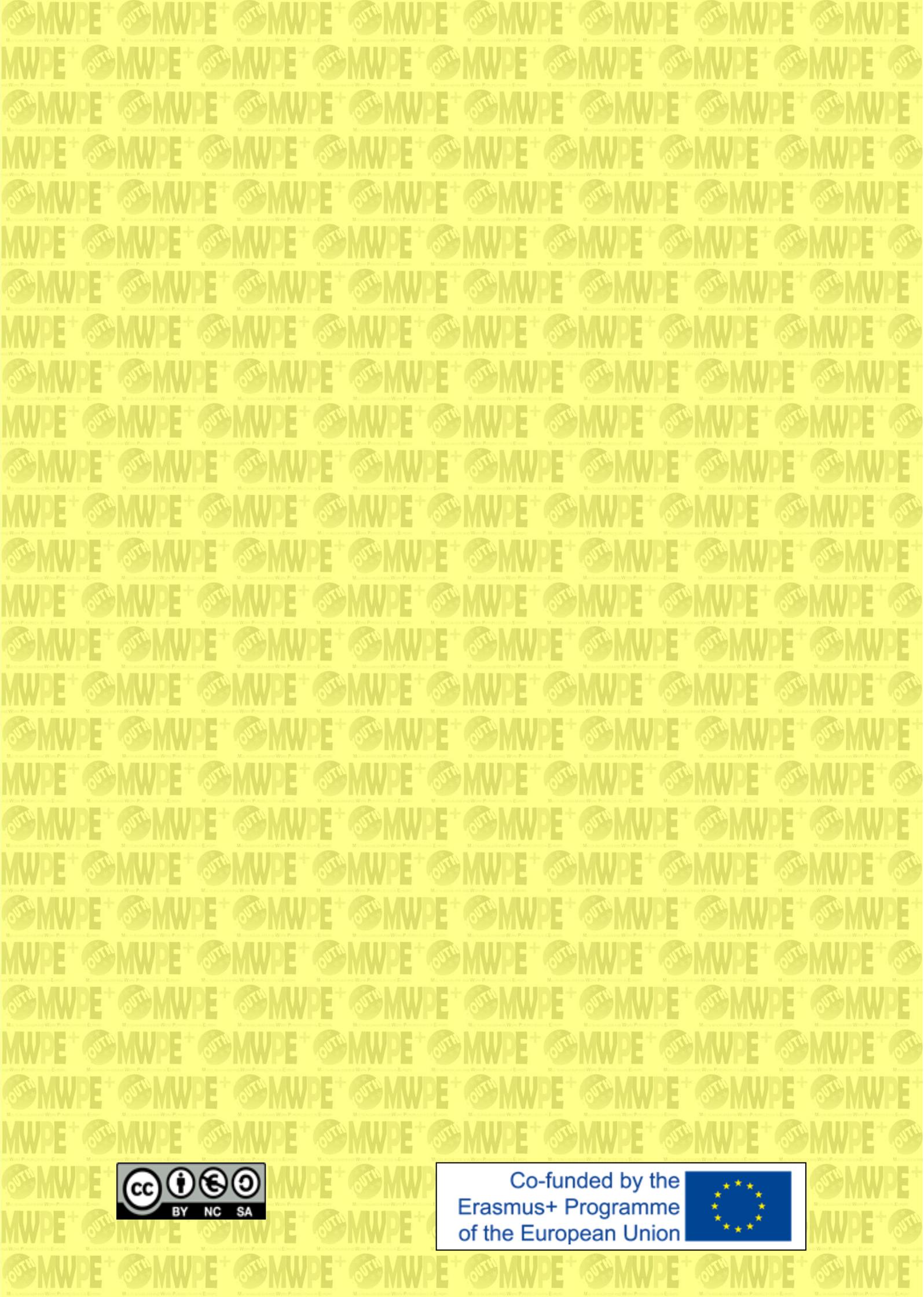
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Evangelos Kapetis
Filaretos Papavramidis

Poland

Artur Baranowski

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