

FOLLOWING THE FOOTPRINTS OF THE EMPERORS

"Siguiendo las huellas de los emperadores"



REPORT FOR ERASMUS + MOBILITY IN BURGOS 25TH SEPTEMBER-1ST OCTOBER 2016

DAY	ACTIVITIES
Saturday Sunday 24/25.09.2016	Partners arrived in Burgos. Groups were received at Burgos bus station by teachers and were taken to the hotel where students were received by host families and were taken home.
Monday 26.09.2016	<p>-Opening ceremony at school.</p> <ul style="list-style-type: none"> - Opening by Rafael Barbero, Director of Fundación Caja de Burgos. - Welcoming words of headmaster. - Lecture by University of Burgos Professor Carlos Enrique Pérez González "Following the Footprints of the Emperors" - Traditional dances performed by school students and teachers. Burgos Anthem <p>The host school organized a welcoming show in order to introduce their guests into the Spanish culture. The lecture also enlightened teachers and students regarding our common past in the Roman Empire.</p> <p>After that, Spanish team offered their guests a coffee break with typical homemade Spanish dishes.</p> <p>-Workshop</p> <p>Partners presentations of Classical Heritage in National Literature Legend</p> <p>Each country presented their legend, about which students would be given a quiz on Friday.</p> <p>- Visit to Cathedral. Both teachers and students enjoyed a guided visit to this unique piece of art, which is a World Heritage monument. It is among the most important gothic cathedrals in the world. Its construction began in 1221, following French Gothic patterns. Had major changes in the 15th and 16th centuries: the spires of the main facade, the Chapel of the Constable and dome of the cruise, elements of the advanced Gothic which give the temple its unmistakable profile. The last works of importance (the Sacristy or the Chapel of Saint Thecla) already belong to the 18th century, century in which were also modified the Gothic portals of the main facade. The style of the cathedral is the Gothic, although it has, in its interior, several decorative Renaissance and Baroque elements. The construction and renovations were made with limestone extracted from the quarries of the nearby town of Hontoria de la Cantera.</p> <p>In the cathedral are preserved works of extraordinary artists, such as architects and sculptors of the Colonia family (Juan, Simón and Francisco), the architect Juan de Vallejo, sculptors Gil de Siloé, Felipe Bigarny, among others.</p> <p>As a gift from the school sponsors, the group was given access to the upper part of the cathedral, not open to tourists.</p> <p>- Touristic Train. This visit included a tour round the city, including the upper area of the city and the old medieval castle.</p> <p>- Teachers' dinner in city centre in order to foster friendship and a good atmosphere among teachers.</p>

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Tuesday

27.09.2016

- Rehearsal for Tragedy. The students rehearsed their roles for the performance of the classic tragedy *Antigone*, under the supervision of Latin teacher and the school advisor.

- Visit to Town Hall

Reception by Councilwoman Carolina Blasco. She was given a commemorative plaque of the project. She also welcomed the 43 guests from the 8 foreign countries and expressed the importance of this kind of projects in order to create links among the countries. After that, she offered a guided visit of the most emblematic buildings in the city centre.

- Teachers' lunch at school.

- Museum Human Evolution and Atapuerca Archeological Site .

First, we took a bus tour to the Archaeological Site of Atapuerca, declared World Heritage Site in 2000. The Sierra de Atapuerca is the cradle of the first Europeans, who lived there for over one million years. We visited the archaeological sites along the so-called Trinchera del Ferrocarril, where the largest amount of human fossils in the world has been discovered. The group returned to the city of Burgos, to visit the Museum of Human Evolution. There they met face-to-face the main human fossils discovered at Atapuerca Sites, and enjoyed the innovative and appealing facilities for the study of evolution.

A primary goal of the Museum of Human Evolution (MEH) is to establish a modern museum in Burgos not only to accommodate the extraordinary fossils found at the Archaeological Site of Atapuerca, but to explain the scientific disciplines involved in the interpretation of such findings. The MEH also seeks to provide a holistic view of the human presence on Earth, showing the new theories on human evolution. This museum has created a first class interpretative center, attractive to all audiences and provided with a spectacular and symbolic architecture. The modern museography of the MEH is combined with an adequate human team, ready to transmit and translate the interest in paleoanthropology.

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Wednesday

28.09.2016

- Trip to Segovia and Madrid Guided tour in Madrid

Segovia is one of nine provinces that make up the autonomous region of Castile and León. Burgos and Valladolid lie to the north, Ávila to the west, Madrid to the south, and Soria to the east

In 1985 the old city of Segovia and its Aqueduct were declared World Heritage Sites by UNESCO.

The Aqueduct of Segovia, located in Plaza del Azoguejo, is the defining historical feature of the city, dating from the late 1st or early 2nd century. Like a number of other aqueducts in Spain, Segovia's Roman-built aqueduct receives attention for being one of the extraordinary engineering accomplishments existing in the country, The aqueduct of Segovia is – because of its long span, architectural beauty, uncharacteristic slenderness, and dramatic presence in the center of a dense urban fabric – the most impressive Roman structure in Spain, and one of the most famous among the numerous aqueducts built by the Romans throughout their vast Empire It consists of about 25,000 granite blocks held together without any mortar, and spans 818 meters with more than 170 arches, the highest being 29 metres high.

Madrid is the capital of Spain, and the largest municipality of the Community of Madrid. The population of the city is almost 3.2 million with a metropolitan area population of approximately 6.5 million. It is the third-largest city in the European Union, In the guided tour, first on the bus and then on foot, we could enjoy the sight of the most important monuments in the city. While Madrid possesses modern infrastructure, it has preserved the look and feel of many of its historic neighbourhoods and streets. Its landmarks include the Royal Palace of Madrid; the Royal Theatre with its restored 1850 Opera House; the Buen Retiro Park, founded in 1631; the 19th-century National Library building (founded in 1712) containing some of Spain's historical archives; a large number of national museums,[22] and the Golden Triangle of Art, located along the Paseo del Prado and comprising three art museums: Prado Museum, the Reina Sofía Museum, a museum of modern art, and the Thyssen-Bornemisza Museum, which completes the shortcomings of the other two museums. Cibeles Palace and Fountain have become one of the monument symbols of the city.

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<p>Thursday 29.09.2016</p>	<ul style="list-style-type: none"> - <u>Trip to Clunia: Performance of Tragedy + Visit at Site</u> Clunia (full name Colonia Clunia Sulpicia) was an ancient Roman city. Its remains are located on Alto de Castro, at more than 1000 metres above sea level, between the villages of Peñalba de Castro and Coruña del Conde, 2 km away from the latter, in the province of Burgos in Spain. It was one of the most important Roman cities of the northern half of Hispania and, from the 1st century BC, served as the capital of a conventus iuridici in the province Hispania Tarraconensis, called Conventus Cluniensis. It was located on the road that led from Caesaraugusta (Zaragoza) to Asturica Augusta (Astorga). The city declined during the 3rd century and was largely abandoned by the Visigothic era. Clunia is a toponym of Arevacian origin. Three students from each country performed their roles in the tragedy Antigone, which was video recorded to be then edited and posted in the project's web page. It was an amazing experience to be able to perform a theatre play in the same place our ancestors did two thousand years ago. - <u>Visit Peñaranda de Duero and local Cellar "Ribera del Duero"</u> - <u>Lunch of Typical Roast Lamb and traditional music.</u> The mayor of Fresnillo de las Dueñas, a village next to Aranda de Duero, let us organize a lunch and folk show in the facilities of the town hall. Typical roast lamb was served and after it, Alfonso, a singer and traditional songs and instruments researcher, delighted us with an exhibition of old instruments and songs. - <u>Party at local Music Bar</u> (Exclusive for the group with tapas dinner) Students and teachers had tapas dinner and danced in a relaxed atmosphere where friendship was fostered and bonds made.
<p>Friday 30.09.2016</p>	<ul style="list-style-type: none"> - School <u>Students' surveys and attendance to classes with Spanish students</u> The students participating in the legends activity of the first day were given a quiz to check their understanding of the stories and success of the activity. After that, they shared time and space with their Spanish mates, answering questions about their countries and exchanging valuable information. - <u>Teachers' Closing meeting, certificates.</u> Teachers met to evaluate the mobility and plan on next mobilities. - Coffee Break for teachers (invitation of Spanish teachers) - <u>Guided tour city by Bike (sponsored by local Bike Association) Visit of Cartuja de Miraflores</u> - <u>Free afternoon for shopping</u> in order to give time both to teachers and students to do the last shopping before returning home. - <u>Farewell Dinner at Hotel AC Burgos</u> . Pictures of the stay were shown as well as a video sent by the Croatian team, regarding the important of learning languages. The Spanish team and the Coordinator team, Turkey, spoke and expressed their gratefulness to the others.



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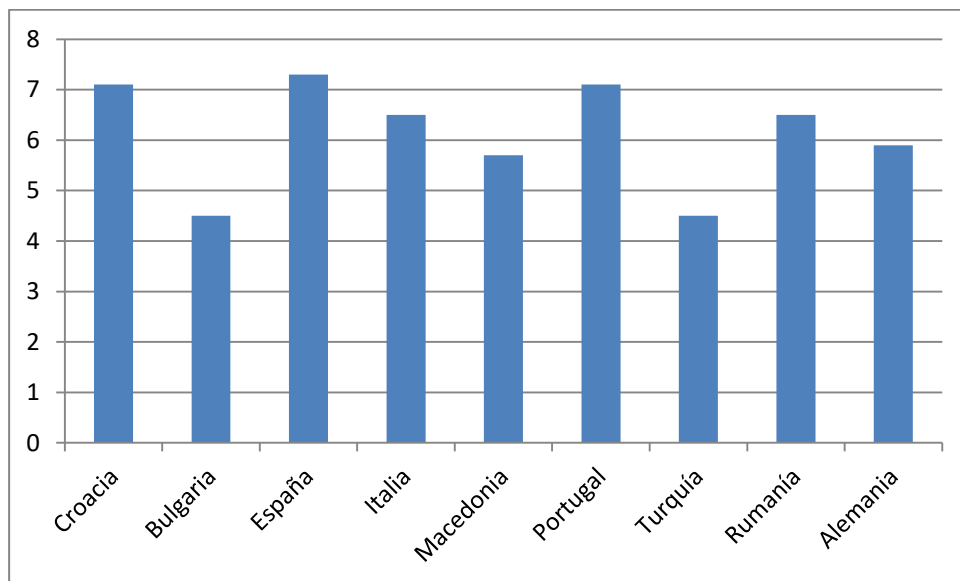
Saturday
01.10.2016

Departures at different times.

ANNEX I

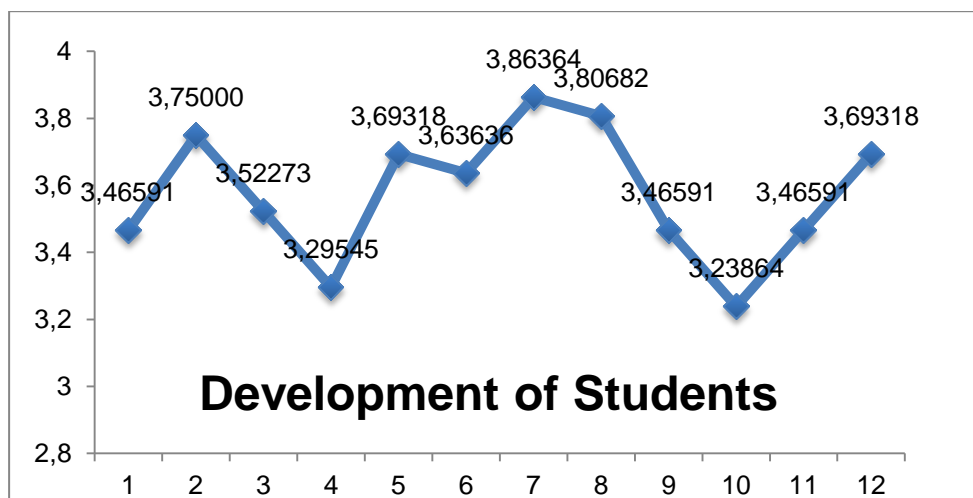
RESULTS OF STUDENTS QUESTIONNAIRE ON COUNTRY LEGENDS PRESENTATION

(Proportion of correct answers in the quiz about the presentations of national legends)



Thanks to this collaborative activity, the students reached a wide knowledge on this topic in a dynamic way.

RESULTS OF QUESTIONNAIRE ABOUT DEVELOPMENT OF STUDENTS



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We wanted to know the opinion of the students in relation to the questionnaire **"Development of Students"**, so they have been the ones who have done it previously.

The most of answers are from 3.4 to 3.7, so they are very positive results.

In this test, it is observed that the lowest scores obtained by the students have been in the questions:

- 4. deeper knowledge about different countries and lifestyles (____)
- 10. lessened prejudice and alienation (____)

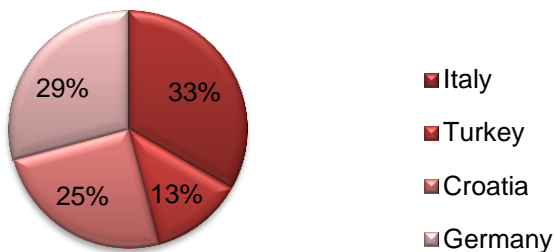
After the students have completed the questionnaire **"Level of knowledge on European Union"**, we have noticed that all questions have been correctly answered.

In the test **"Students' feelings and thoughts about the partner countries"**, filled by students, the results have been similar to those passed the previous time.

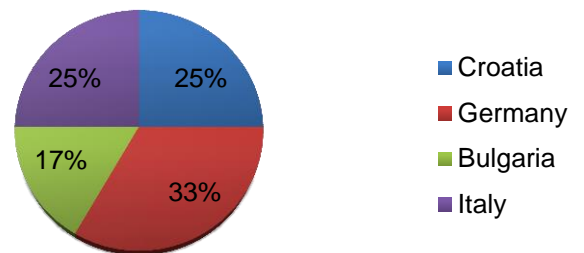
Likewise, we consider that some concepts have been clarified, among the students, those previously were not clear.

We would like to highlight the changes in the preferences of students to visit the other participating countries.

Attractive countries for students (november 2015)



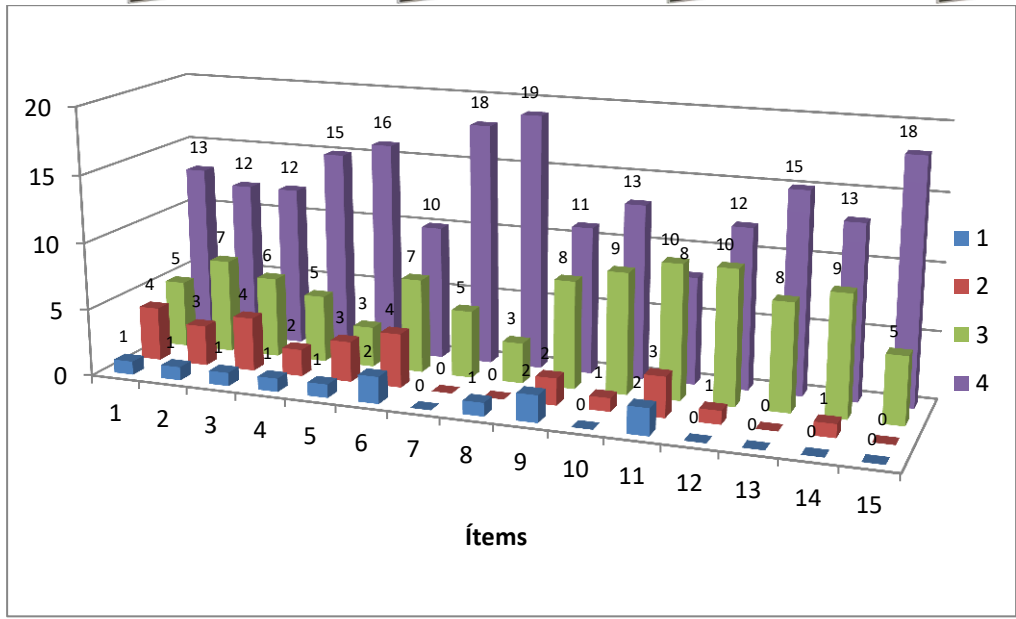
Atracctive countries for students (november 2016)



SURVEY FOR HOST FAMILIES FEELINGS OF BURGOS MOBILITY

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In general, the families have been satisfied and all of them would go through this experience again. For next occasions they would like their children to participate in all activities, and would like to receive a little more information about general timetables.

All of them value extremely positively this school initiative and Erasmus project.