



Creating Christmas decoration and ornaments from recycled materials.



MOTIVATING ACTIVITY VISIT TO A TRADITIONAL CHRISTMAS ORNAMENT MARKET

WHAT IS THIS ACTIVITY ABOUT?

At this workshop students and teachers made fabulous creations to decorate their houses and their trees as well as cones, candles, wreathes Christmas trees and snowflakes.



HOW TO CARRY OUT THE ACTIVITY?

Each team has the necessary material to create their ornament. The materials are old books, old newspapers, cork stoppers, plastic bottles, etc..

Let's go!

You must create your personal ornament. It's important to work in group.

GROUP FORMATIONS

The activity will be carried out in groups of 2-3 students. Each group must be made up of students from different countries.

KEY COMPETENCES

- Sustainability
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

At the end each student have their personalitzated ornament made of recycling materials.



Making soap from used olive oil.



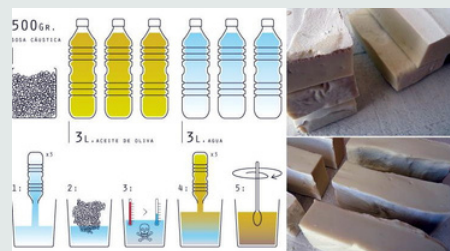
MOTIVATING ACTIVITY

**AWARENESS VIDEO ON HOW THE OIL WE THROW
DOWN THE SINK CONTAMINATES THE WATER.**



WHAT IS THIS ACTIVITY ABOUT?

Making soap from used olive oil. They learned how to make natural aromatic healthy soap from used olive oil. Students and teachers were given bars of soap in drawstring bags that had been made in the workshop at school.



HOW TO CARRY OUT THE ACTIVITY?

Each team has the necessary materials to create their soap. The materials are: used cooking oil, caustic soda and water..

Let's go!

You must create your recycled soap. It's important to work in group.

GROUP FORMATIONS

The activity will be carried out in groups of 6-7 students. Each group must be made up of students from different countries.

KEY COMPETENCES

- Sustainability
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

At the end each student have their bar of soap made of recycling oli.



Understanding Frosinone history



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MOTIVATING ACTIVITY VISIT OF THE ARCHEOLOGICAL MUSEUM

WHAT IS THIS ACTIVITY ABOUT?

The history of the inhabitants of a city is studied by investigating the remains found in archaeological sites.

Visiting the archeological museum is an opportunity of understanding how inhabitants lived.



HOW TO CARRY OUT THE ACTIVITY?

Each team has to discover the origin and the history of Frosinone paying attention to the explanations done in the museum. The exhibition will give them information about the different ages and how people lived.

GROUP FORMATIONS

The activity will be carried out in groups of 5 students. Each group must be made up of students from different countries.

KEY COMPETENCES

- Literacy
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

The students have to create a piece made of clay similar to a piece of clay that they have seen in the museum



The Carnival in Frosinone



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MOTIVATING ACTIVITY CARNIVAL IN FROSINONE VISIT OF THE CARNIVAL MUSEUM



WHAT IS THIS ACTIVITY ABOUT?

The carnival is one of the most relevant cultural events in all of Italy. Students must understand the origin of the carnival and how it develops in Frosinone. It's important to discover typical costumes and gastronomy related to carnival.

HOW TO CARRY OUT THE ACTIVITY?

Each team has to discover the origin and the history of carnival paying attention to the explanations done in the museum. the exhibition will give them information about the typical costumes and gastronomy.

GROUP FORMATIONS

The activity will be carried out in groups of 5 students. Each group must be made up of students from different countries.

KEY COMPETENCES

- Literacy
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

Each group has to write down in a paper the most relevant information about origin of carnival, gastronomy and costumes. Other important things are dates of celebration and the Feast of Radeca. At school they have to explain what they have learn about it.



Creating the carnival mask



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KEY COMPETENCES

- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression
- Creative ability

WHAT IS THIS ACTIVITY ABOUT?

One of the most important elements of the carnival is the mask. Creating masks is a very emoting activity because students can express their emotions

HOW TO CARRY OUT THE ACTIVITY?

Each team has to paint and decorate their marks. the masks must be related to each other and on a chosen theme. They must have a magnet and will be used for decoration.

GROUP FORMATIONS

The activity will be carried out in groups of 2-3 students. Each group must be made up of students from different countries.

FINAL TASK

Each group will have different decorated masks and they have to explain the theme of the mask.



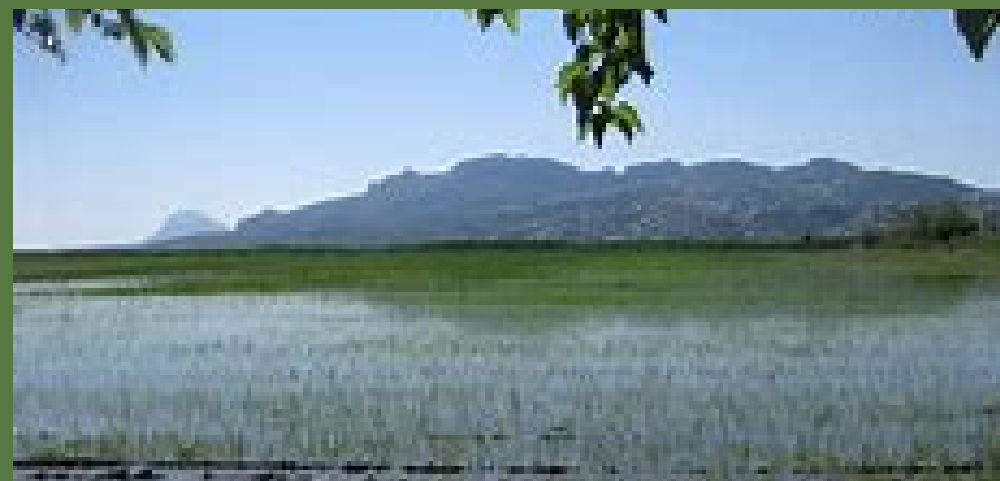
Discovering the treasure of the Pego- Oliva marshland



CHALLENGING PROBLEM

WHAT DO WE KNOW ABOUT OUR MARSHLAND AND ITS INHABITANTS ?

"WHAT IS ITS TREASURE?"



KEY COMPETENCES

- Sustainability
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

WHAT IS THIS ACTIVITY ABOUT?

La Marjal is a protected natural park. It is a wetland furrowed by rivers and fed by tusks (water sources that arise from the subsoil). The abundance and quality of the water allows:

- the cultivation of rice,
- the life of a wide variety of aquatic species, birds, animals and plants,
- and prevents the entry of seawater.

Now that you have a little idea of what the marshland is, the challenge is to discover

"What is its treasure?"

HOW TO CARRY OUT THE ACTIVITY?

Each team receives a map with indications of the path to follow through the marshland, to locate the points where questions about the park will be asked. At each of the stops they have to answer a question or share a group photo.

GROUP FORMATIONS

The activity will be carried out in groups of 5 students. Each group must be made up of students from the five countries.

FINAL TASK

At the end of the entire tour, the document with the answers and the photos done will be delivered. Each of the questions or activities have points and the final score is the sum of all of them.

ITINERARY ON THE MARSHLAND.

First of all, you can go up to the top of the mountain and have a pleasant view of all the marshland. Depending on the time of the year, the views are different: In some seasons you can enjoy green or golden light rice lands, while in others there is just crystalline water.

Can you guess what the treasure is?

The dimensions of the marshland are significant. You can walk following the track around the Muntanyeta Verda (The Green Little Mountain) and discover the Salinar river, the Bullent river and the Calapatar Blue. All of them are places in which you can have a bath

Places where you have to take pictures or answer a question.

Start point.

There you will be given a map of the marshland, including the protected area.

1. Can you name the mountains that surround the natural park? _____
2. What are the names of the main rivers of the marshland? _____

Muntanyeta Verda.

From the top, you can see the whole marshland.

3. Can you identify the natural areas and the rice fields? Yes? Then, show us a photo.

Salinar river.

The river has spring water. Its quality is excellent, so it is full of life, animals and plants that live only in quality water.

4. Could you say the meaning of the name “Salinar”? _____

Wood path. The lagoon.

During the walk along the wooden walkway, you can see several species of plants such as: Phragmites, Iris pseudacorus and Juncus acutus.

5. Can you identify them? _____

There are others that are protected. They indicate good water quality. For example: Ninphaea alba, Ceratophyllum, Potamogeton, Miriophyllum... It is not easy to see them.

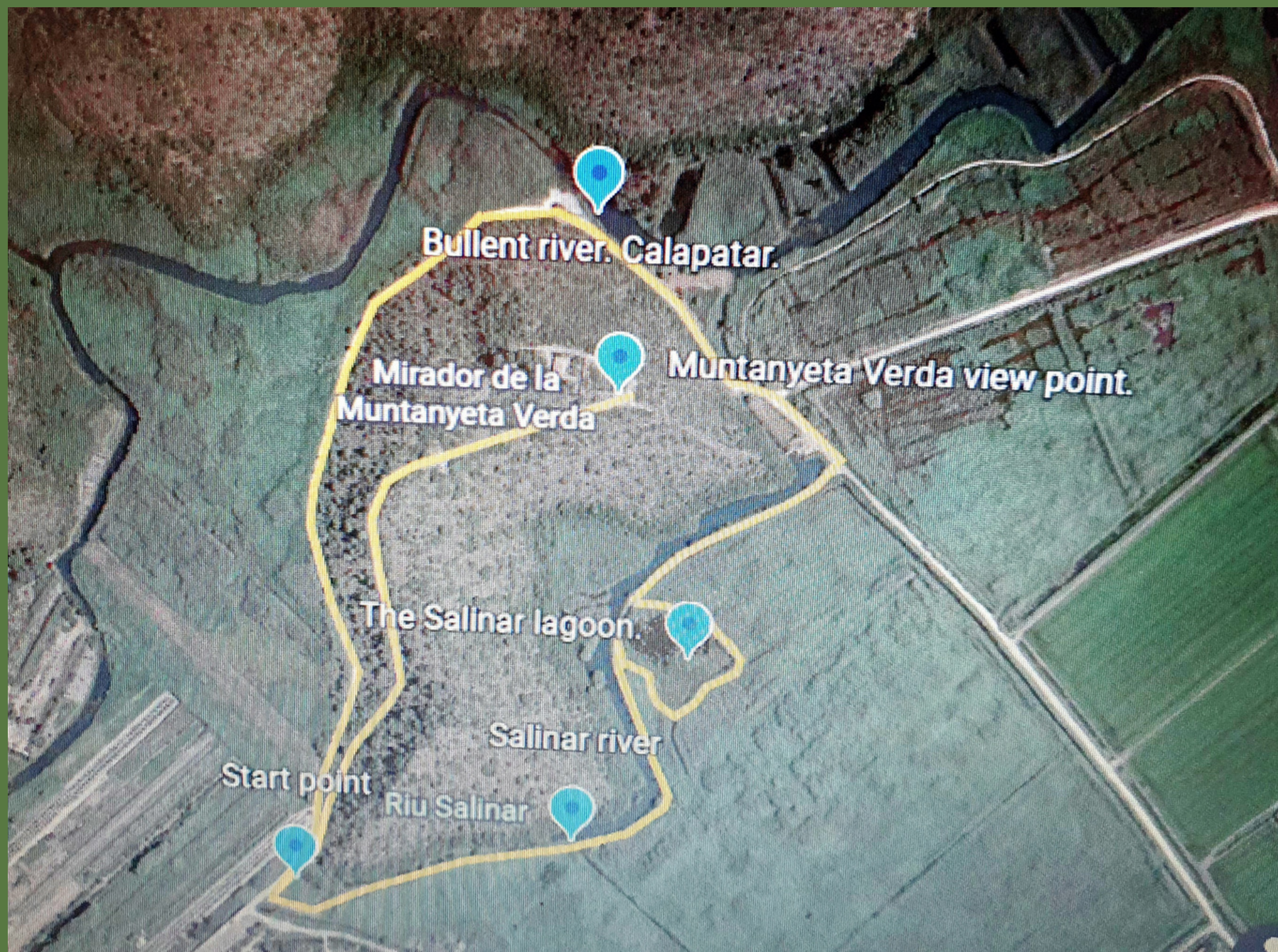
6. Can you take a picture of any of these species? _____

The Bullent river. Calapatar Blue.

The infobox makes a distinction between native and invasive animals in the marshland.

7. Can you name 3 species of native fish and 3 other native animals? _____

8. Why do you think exotic animals can be dangerous for the ecosystem? Name only 3 of them. _____





Building a sustainable "Falla"



CHALLENGING PROBLEM

HOW CAN WE BUILD AN ECOFRIENDLY FALLA?
AS A MOTIVATING ACTIVITY WE HAVE TAKEN THE
STUDENTS TO THE "FALLAS MUSEUM" AND TO SEE A
"MASCLETÀ".



WHAT IS THIS ACTIVITY ABOUT?

The 'fallas' nowadays have become an environmental problem, as they are made of polystyrene and paints, which, when burned, can emit toxic fumes.

Our 'falla' seeks to return to traditions and create a monument with non-toxic and recycled materials.

The theme of the 'Falla' was to represent the rule of the three Rs, also known as the three Rs of ecology (Reduce, Reuse and Recycle) which aims to develop responsible consumption habits.

"The critique" was conducted in different languages around environmental issues.

HOW TO CARRY OUT THE ACTIVITY?

The activity had 3 parts. 1. **Construction of a "Falla"** using recycled materials (wood, paper, cardboard and paint). 2. **Ecological "Mascletà"**, without gunpowder, represented by the students of the neighboring school (they used plastic bottles with stones and whistles). 3. **The music:** a "Charanga" enlivened the parade and the "cremà"

GROUP FORMATIONS

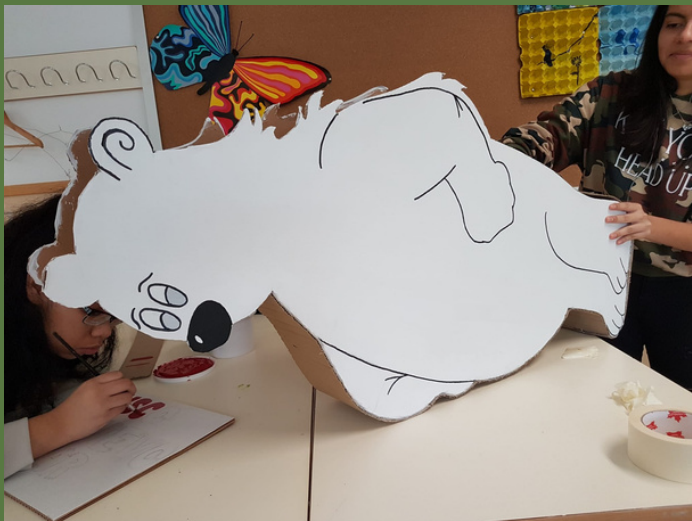
The construction of the "Falla" will be carried out by students from all over the center. The "plantà de la Falla" will be carried out by the students of 2nd Bat. together with Erasmus students.

KEY COMPETENCES

- Sustainability
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

The decision to burn the 'falla' was consensual because it sought to symbolically eliminate everything that destroys the planet. In addition, in the burning process, all those wishes that we wanted to be fulfilled were thrown into the fire, most of them related to the recent invasion of Ukraine by Russia.





In search of the palace. Oliva historic city centre.



CHALLENGING PROBLEM

**WHAT DO YOU KNOW ABOUT OLIVA
AND ITS HISTORICAL HERITAGE?**

**DO YOU KNOW WHERE THE
CENTELLES PALACE IS?**



WHAT IS THIS ACTIVITY ABOUT?

As a motivating activity, we carry out a fun dramatized route through the streets of the old walled city of Oliva and its Moorish suburb. It is worth mentioning the most emblematic historical buildings, although part of them have disappeared: the Centelles Palace, the churches of Sta Maria and St Roc, the Maiansiana classroom (the first school) and the castle, among others.

There are also some interesting places like la Hoz street, Moreres street or Pou d'Alzina; and some historical figures, such as Gregori Maians and Gabriel Ciscar.

And after the tour the gymkhana began!!!

HOW TO CARRY OUT THE ACTIVITY?

Each team receives a map with indications of the itinerary to follow through the old town, to locate the points where questions about the city will be asked. At each of the stops they have to answer a question or share a group photo.

GROUP FORMATIONS

The activity will be carried out in groups of 5 students. Each group must be made up of students from the five countries.

KEY COMPETENCES

- Literacy
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

At the end of the entire tour, the document with the answers and the photos done will be delivered. Each of the questions or activities have points and the final score is the sum of all of them.

As an **introductory activity**, the students played with the images of historically representative places in Oliva, so that later they could easily recognize each one of them. They had a sheet with the photos and the name of each building, street or place they were going to visit. A kahoot was performed so that they became familiar with the images and names. The students had two cards: one red and one blue, which they raised based on the correct answer.

Once the game was over and the route through Oliva was completed, the gymkhana began

01

DISCOVERING OLIVA

FIND LOST INFORMATION

MUSEUMS

1. Mayans house museum.
2. Vicente Parra actor's exhibition.
3. Ethnological museum and library (s.XV- XVII).
4. Archaeological museum
5. Roman oven.
6. _____



02

CHURCHES AND HERMITAGES

1. Virgen del Rebollet convent (s.XII- XIII).
2. St. María's church (s.XVII- XVIII).
3. St. María's cript.
4. _____



03

VILA CONDAL

1. Alonso square.
2. Portal de la Virgen.
3. _____
4. Aula Mayansiana (s.XVIII).
5. Palacio Condal museum tower.
6. Palace of Centelles window (s.XVI)
7. Town Hall square. _____
8. Molino street (Enginy s.XV- XVI).
9. Moreres street.



04

RAVAL MORISCO

1. Abadia house (s.XVII- XVIII).
2. Alzina well
3. Tossalet del Doix
4. _____ street.



DISCOVERING OLIVA

MATCH THE PLACE WITH ITS EXPLANATION



1. PORTAL DE LA VIRGEN MARÍA
2. MORERES STREET
3. MUSEO ETNOLÓGICO Y BIBLIOTECA
4. SANTA MARÍA LA MAYOR CHURCH
5. MOLINO (L'ENGINY) STREET



REMEMBER, YOU HAVE TO TAKE
A PICTURE OF EACH PLACE AND
SET UP AN ORIGINAL TIK TOK
WITH ALL OF THEM. LET'S GO!!!

___ IT HAS A SINGULAR SHAPE DUE TO THE FACT THAT IT WAS CROSSED BY
"LA SÉQUIA MARE" (MAIN CANAL). IT OWES ITS NAME TO THE MULBERRY
TREES THAT EXISTED, NECESSARY FOR THE SILK INDUSTRY

___ THERE YOU CAN FIND AN EXHIBITION OF TOOLS FORMERLY USED IN
AGRICULTURE

___ IT HAS THREE NAVES, BAROQUE AND CLASSICAL STYLE. IT STANDS
OUT FOR ITS BELL TOWER.

___ IT CONSISTS OF A SEMICIRCULAR ARCH DECORATED WITH A CERAMIC
ALTARPIECE. IT BELONGS TO THE FIRST WALL THAT SURROUNDED THE
VILLAGE AND WAS ONE OF THE GATEWAYS TO THE MEDIEVAL CITY.

___ PLACE WHERE THE OLD MILL WAS LOCATED AND WHERE TODAY YOU
CAN SEE A CERAMIC MURAL ON WHICH THE TRANSFORMATION OF SUGAR
CANE INTO SUGAR IS EXPLAINED.



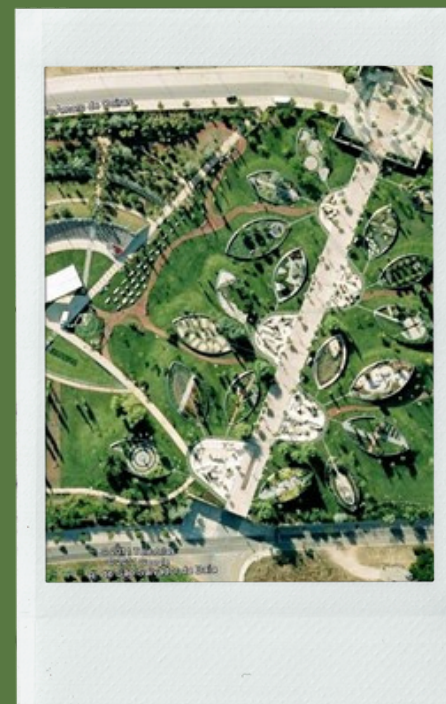
The journey into the life of our Poets!



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CHALLENGING PROBLEM

**WHAT DO WE KNOW ABOUT OUR
POETS?**



WHAT IS THIS ACTIVITY ABOUT?

It's wonderful adventure discovering our
Poets in an amazing park!

Every team Will have a Portuguese
teammate that will help you along the path!

So, are you ready??

Let's go!

You must be in front of one of the main doors
of this Park. Look behind.... Can you see our
school? Yes?

So, you are in the right place to start.

HOW TO CARRY OUT THE ACTIVITY?

Each team receives a paper with indications of
the path to follow through the park of the poets
to locate the points where questions about the
poets will be asked. At each of the stops they
have to answer a question or share a group
photo.

GROUP FORMATIONS

The activity will be carried out in groups of 5
students. Each group must be made up of
students from the five countries.

KEY COMPETENCES

- Literacy
- Multilingualism
- Interpersonal skills, and the ability
to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and
expression

FINAL TASK

At the end of the entire tour, the
document with the answers to the 14
questions related to the poets of the park
will be delivered. Each of the questios or
activities have points and the final score is
the sum of all of them



Polish dolls made by recycled materials



Erasmus+

MOTIVATING ACTIVITY POLISH GENERATION DOLLS VÍDEO



WHAT IS THIS ACTIVITY ABOUT?

It's a workshop about creating traditional dolls with recycled materials.

Dolls are amulets that brought good luck, protect against evil and made wishes come true.

HOW TO CARRY OUT THE ACTIVITY?

Each team has the necessary material to create their doll. The materials are scraps of cloth, cotton and thread.

Let's go!

You must create your personal doll. It's important to work in group.

GROUP FORMATIONS

The activity will be carried out in groups of 2-3 students. Each group must be made up of students from different countries.

KEY COMPETENCES

- Literacy
- Multilingualism
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

FINAL TASK

At the end each student have their personalitzated doll made of recycled materials.