



## ERASMUS PROJECT K229

# ANOTHER HIKE ANOTHER HISTORY 2019- 2022

Institut Francesc Macià of Catalonia (Spain)

Sauga Põhikool of Nurme village (Estonia)

7th Gymnasium of Heraklion (Greece)

Agrupamento de Escolas de Vila Nova da Barquinha (Portugal)

Collège Aime Césaire de Basse Pointe (Martinique)

Co-funded by the  
Erasmus+ Programme  
of the European Union



Erasmus+



# INDEX

1. INTRODUCTION	1
2. THE TREKKINGS	3
2.1. MAIN TREKKING	3
2.2. OTHER TREKKINGS	6
3. KNOWLEDGE AREAS	8
4. CULTURAL HERITAGE	11
5. ORGANIZATIONS	13
6. COMPETENCES	14
6.1. COMMUNICATIVE COMPETENCE	14
6.1.1. LANGUAGE SKILLS	15
6.2. PERSONAL AND SOCIAL COMPETENCE	16
6.3. HEALTH COMMPTENCE	17
6.4. DIGITAL COMPETENCE	19
6.5. KEY COMPETENCES	20
7. EU DIMENSION.	22
8. CONCLUSION	23



# 1

## INTRODUCTION

Each country has its history and with this project we would like to share two passions: hiking and exile routes. In Spain, after the Civil War, thousands of people had to migrate in order to escape from it. Almost 800.000 people crossed the borders to exile from Spain to France. In the case of Portugal, history was led along the Tagus River and the Almourol Castle, where important historical events happened. If we talk about France, an example to connect history to walking is shown by Aimé Césaire, who helped artists and intellectuals to cross the Absalon's Forest in 1941 to escape from Vichy's Regime and nazis by boat to New York. In Greece, in order to express feelings of peace pilgrims walked up to the top of Crete mountain where there was a small church. There they lit candles to pray. Last but not least, in Estonia the Soontagana Castle and today's Kurese Hiking Trail were used as a refuge for Estonians for many centuries and in different wars. Each country has chosen a representative path to explore these Exile Routes and they are going to be linked with curricular contents. As nowadays we can do all these pathways like trekking routes, as a part of important European cultural heritage our students will learn from past to present by doing exercise. In this project, both students and teachers will share the experience of participating in trekkings with the partner institutions and their local communities, and at the same time, they will practise different languages (English and national languages) and work on ICT skills about hiking contents.

In this project schools will achieve these objectives:

1. To practice one trekking in each country related to an historical event in each territory
2. To involve students in outdoor activities, as well as respect for cultural heritage and historical and natural knowledge
3. To improve students skills related to ICT tools and language competence (especially in English)
4. To increase the acquisition of healthy habits
5. To overcome any disadvantage (cultural, social or economical) and face problems like bullying or early school leaving, making possible social inclusion of all students
6. To link history and current way of life by engaging them with the past

Thanks to this project all schools can share their cultures, experience and learn from each other, using hiking ways as a framework. Appart, social inclusion will be a main priority, as some of the students participating have difficulties in being integrated in an educational environment. The language used during all the activities and Meeting will be English, although national languages can be promoted too. The last thing teachers would like to link in this project is that, knowing, appreciating and understanding

the past is the best way to avoid wars or European conflicts from the present or future (refugees from the Mediterranean, migration, Syria and Ukraine's war...). All educational community will be able to participate in this project: hiking clubs, museums, town halls, sportive clubs, or excursion teams as well. All trekkings will need to be planned and involve research and preparation, but always adapted to all students to grant a possible success for them. The methodological ways of the project will involve done by: COLLABORATIVE work (TEAM WORK in each school and common activities will be developed through ICT, E-twinning or online platforms), LEARNING BY DOING (facing hiking through SEARCHING/ SOLVING/ CREATING/ SHARING models) and PROBLEM-SOLVING tasks (bad weather, bike breakdowns, people giving wrong directions, understanding/speaking languages, etc... in any situation so groups will work together to solve these unexpected situations).

All work of this project, as well as the mobilities of students and teachers, will be combined with cooperation through eTwinning to ensure cohesion and coherence of the activities and to learn, communicate and develop the project in a cooperative way. There will be a connection of the KA229 project with the previous or ongoing eTwinning projects, and the use of eTwinning will be combined with the mobility of students and teachers from different countries using twinspace online meetings, chats, and project cooperation. The project will have a sustainable and multiplier effect impact because their results will be disseminated and used once the project is will be finished, like:

1. All kind of presentations and products , Social media channels or Etwinning project;
2. All project activities and content (integrated in curricula or Innovating teaching methods), Activities related to Cultural Heritage, New knowledge and concepts related to curriculum of different subjects related to the project;
3. Historical routes and hiking of each country will be interesting for hiking clubs, town halls or other educational alongside in Europe too.

With this project, we expect to learn from past to future in order to make students be aware of their possibilities to lead to a better Europe.





# 2

## THE TREKKINGS

### 2.1. MAIN TREKKING OF PROJECT



#### SPAIN

The route chosen by the Catalan school was the **ROUTE OF EXILE**. This route focuses on the time after the Spanish civil war. Students hiked the same route that a lot of exiled people took in 1939 in order to escape from Franco's regime.

Route 8 km

Difficulty easy/ 3 hours

From La Vajol/ Spain to Les Illes /France

#### MARTINIQUE

**HIKING IN ABSALON'S FOREST:** Students and teachers did a hike related to the meeting of two famous persons, Aimé CESAIRE and Wifredo LAM.

Students and teachers walked on their footprints: In the year 1941, A. Césaire invited W. Lam to go hiking to Absalon's Forest (Lam and others artists and intellectuals escaped from Vichy's Regime and the nazis by boat to New York. They sailed to Martinique and then Lam met Césaire).

Route 4 kms / Difficulty: easy



## GREECE

During the multinational meeting in Crete in October 2019 students and teachers visited the Fourni Grove which is a small lush hill green next to the picturesque Archanes village, about 12km south of Heraklion, bounded to the west by the Gorge of Archanes and to the east by the valley of Archanes. It is known for the preminoan cemetery of Fourni at its south part, one of the largest of its era in South Aegean. Fourni can be accessed mainly through the village Kato Arhanes, where you'll meet signs leading there, but also through hiking trails from Epano Archanes and the aqueduct of Morozini in Karydaki.

The woods in Fourni are ideal for hiking and its numerous paths have made that popular for mountain biking. Moreover, there is a beautiful stone theater, where the views to Archanes and to Dia Island are amazing.

Although it was an easy route the students had a little difficulty due to the heat that prevailed that day.



## PORTUGAL

Hike to the top of the mountain of the Serra de Aire (8 km) +12 years aged. This hike was challenging for everyone, as the hike to the top of the Serra de Aire would be 8km (height 500m). During the hike through the mountain, we could observe the local Mediterranean flora and stunning landscape on the horizon and there were some orientation games for the students





## ESTONIA

Main hike in Estonia took place in Lake Rae hiking trail (1,7 km). In order to have a more challenging hike the main hiking trail was not used. Instead a forest ranger took everyone on a hike through the forest. The hike was 2-3km long and took the company approx. 3h to go through. It was muddy, wet and the road went through the forest. The forest ranger talked about history and how forest brothers during the war used that forest as a hiding place. To this day scouts and other groups use that forest to carry out training.



## 2.2. OTHER TREKKINGS

### SPAIN

The route of Exile: All students' ages  
Sant Ramon hiking 13 years old  
Montjuïc hiking 12 years old  
Collserola trekking 14 years old  
Montserrat Trekking 15 years old



### MARTINIQUE

Emerald Domain hiking  
The round of the Plantations (Basse Pointe)  
Kayak hiking

### GREECE

The participant students of our schools  
were mainly form the Third class of  
our school

Makrakis Zaharias age 14  
Karali Athanasia age 14  
Tsagopoulou Katerina age 14  
Fillipaki Elefteria age 14  
Pavoglou Maria age 14  
Sarri Ourania age 14





## **PORTUGAL**

Hike to the Almourol Castle (4 km)

All students ages



## **ESTONIA**

Each year, all students have a hike at the beginning of the year. Each class picks a location themselves.

Tammiste Hiking trail

Raeküla hiking trail

Tolkuse marsh hiking trail

Younger students 1.-2. Grades (7-9 years old) will explore the school surroundings and hike through the village.

# 3

## KNOWLEDGE AREAS

### SPAIN

PE, History, Geographic, Literature, Philosophy, Arts , Music

The main educational fields are:

- PE : Training for route
- History : Spanish Civil War, and the connections to World War II.
- Geography : The Pyrenees and their surroundings
- Literature : All countries read one poem in Antonio's Machados grave, one symbol for Exile in Spain and fight for freedom.
- Philosophy : Commemoration in Walter Benjamin's grave in Portbou: He was an exiled German-Jewish philosopher who committed suicide during WWII in order to escape the Nazis the night before being captured on his last attempt to escape imprisonment and certain death.

### MARTINIQUE

PE, History, Geography, Biology

- PE: We have tested students' endurance
- History: World War II and escape of artists and intellectuals from Vichy's Regime and the Nazis.
- Geography: Absalon's Forest and Martinique's Nature
- Biology: Students and teachers discovered flora and fauna of Martinique.

### GREECE

P.E Biology . local history Geography arts and ICT

- Students who mainly live in an urban environment to materialize an activity in the nature
- PE: It was an opportunity to test their skills in physical education
- Students developed their Orientation competencies as they had to walk through the forest.
- B.O Students contacted the area's flora and fauna
- History: In addition to the natural beauty, the area was also an archaeological site with important historical references to the ancient local history of the area a little further from the theatre, there is the archaeological site of the pre-Minoan cemetery Fourni (2400AD-2200AD)
- Languages: Kids developed their communication skills in a foreign language as well as their social skills

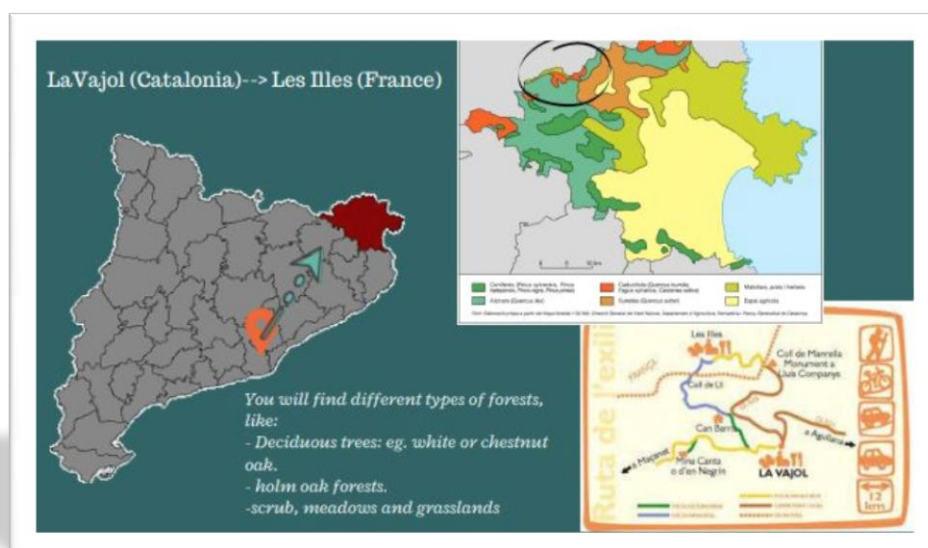
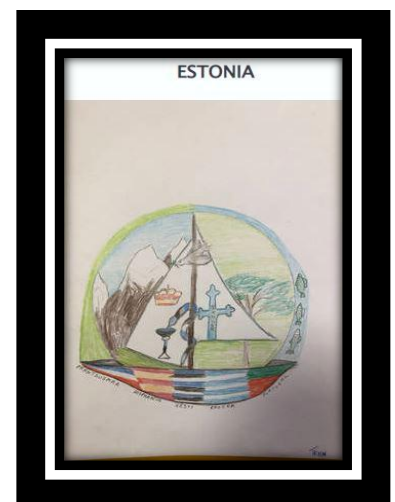
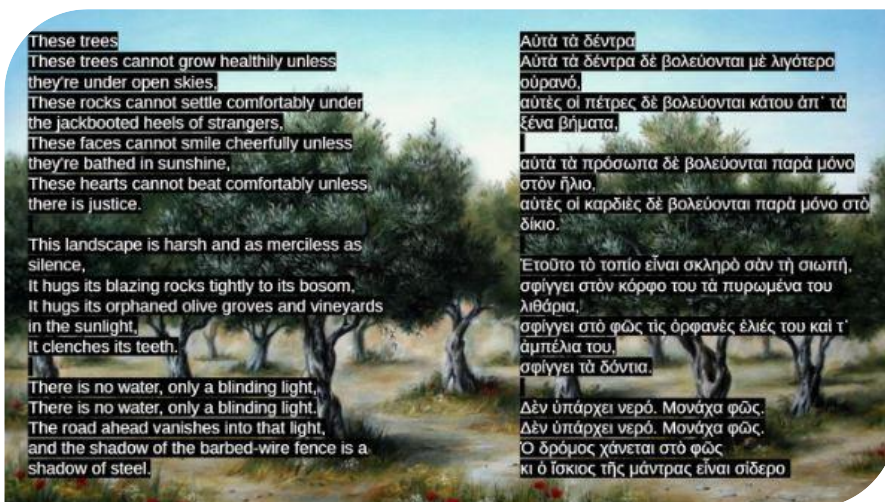
## PORTUGAL

Physical Ed, History, Geography, Biology, ICT, English


## ESTONIA

Physical Education, History, Geography, Biology, English


- PE - students visit hiking trails and museums.
- History - Visiting museums and trails of historic significance. Having guides and teachers there to explain the history to everyone
- Geography - Hiking in different parts of Estonia and the world (during the project and other projects) while learning about their culture and geographical details
- Biology - Talking about plants, animals, insects that live in different places(forests, marshes, fields etc.) that the children hiked through. Also talking about the benefits hiking has on our bodies.
- English - Practicing English with project teams and searching for information on the internet that is also mostly in English.








**PORTUGAL**




ERASMUS+  
ANOTHER MOVE,  
ANOTHER HISTORY




Co-funded by the  
Erasmus+ Programme  
of the European Union


## Benefits and importance of the walking



Walking is an aerobic physical activity that can be performed by anyone, regardless of the person's age and physical condition.




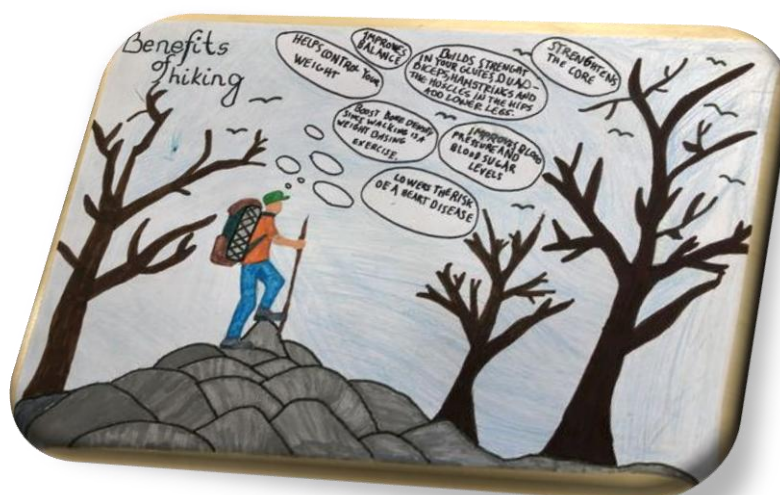
Walking helps to decrease or increase the legs and ankle, as it favors blood circulation and decreases retention.



Since walking is a physical activity that involves several muscles and joints, regular practice can help reduce pain and improve body posture.

**LET'S GO  
take a  
HIKE**





# 4

## CULTURAL HERITAGE

### SPAIN

During the route of exile our collaboration was with:

La Jonquera Museum

La Vajol town hall

Colliure, an artist community and town and Machado's tomb

Portbou Walter Benjamin material

### MARTINIQUE

We have organized the hiking in Absalon's Forest with tourist Office of Fort-de-France: We had a guide who gave us information about plants.

### GREECE

In order to implement our outdoor Hiking activity in Fourni we asked for the help of the Archanes Environmental Education Center.



## **PORTUGAL**

Participants visited the castle of Almourol and a Templar center about the presence of the Knights Templar in the Iberian peninsula.

They visited the Convent of Christ: from the Knights Templar to the Portuguese Discoveries. A monument classified as a World Heritage Site by UNESCO in 1983, the Convent of Christ in Tomar dates back to the 12th century.

## **ESTONIA**

Every museum and hiking activity was accompanied by a guide who talked about the Estonian history, culture and that gave a good overview of Estonia in general.

The project team visited the capital city Tallinn and its culturally interesting old town and also the bastions under Tallinn old town which had great value during different wars in Estonia.

The team also visited the island of Kihnu. Kihnu is one of the islands with the richest history that is preserved. Our team got to witness its history and culture firsthand.





# 5

## ORGANIZATIONS

### SPAIN

- The route of Exile : La Jonquera Museum
- Centre Excursionista de Cornellà
- Ajuntament de Cornellà

### MARTINIQUE

- We have organized the hiking in Absalon's Forest with tourist Office of Fort-de-France: We had a guide

### GREECE

- The museum of physical history, as well as the historical museum of Crete and the Arhanes environmental centre, were our contributors to the implementation of the transnational meeting that took place in Heraklion.

### PORTUGAL

- Butterfly Science Center
- Constanca Astronomy Science Center
- Primary School CIEC Science Center

### ESTONIA

- The Youth Center of Sauga
- The Red Cross Estonia
- The Island of Kihnu
- Kik-in-de-Kök museum



# 6

## COMPETENCES

### 6.1. COMMUNICATIVE COMPETENCE

#### SPAIN

English, Spanish and Catalan mainly (French and German also)

#### MARTINIQUE

English, French, Creole and Spanish

#### GREECE

The language of the project was English but Greek, French and Catalan also used

#### PORTUGAL

Communication between participants mainly in English (others: Portuguese, Catalan, Spanish, French and Greek).

#### ESTONIA

Estonian, English, French and Spanish



LANGUAGES	English	Spanish	Catalan	French	German	Creole	Greek	Estonian	Portuguese
SPAIN	✓	✓	✓	✓	✓				
MARTINIQUE	✓	✓		✓		✓			
GREECE	✓	✓	✓	✓	✓		✓		
PORTUGAL	✓	✓	✓	✓					✓
ESTONIA	✓	✓		✓				✓	

### 6.1.1. LANGUAGE SKILLS



#### **SPAIN**

Grammar, writing, expression and oral skills in English ,Catalan, Spanish mainly (also french and german)

A hiking glossary was created in all the participants' languages.

Poems in Catalan, Spanish, English, German

#### **MARTINIQUE**

Expressions and oral skills in English, French.

Hiking words

#### **GREECE**

A vocabulary of hiking was created in all the participants languages

#### **PORTUGAL**

Hiking words and poems in Portuguese, Catalan, Spanish, French and Greek

#### **ESTONIA**

A vocabulary of hiking was created in all the participants languages.

Hiking trail symbols were learned in both native languages and English





## 6.2. PERSONAL AND SOCIAL COMPETENCE

### **SPAIN**

Preparing youth for the demands and challenges of everyday life.

Developing students' personal and social skills, such as personal and social responsibility, cooperation, and other prosocial skills

Activities must be positive with regard to the impact on interacting with others and making friends.

### **MARTINIQUE**

This project was a chance for our students to know various cultures, a chance to open up, a chance to meet students and to make new friends.

### **GREECE**

Students had the opportunity to meet with peers from other countries with different cultures developing friendships and exchange views on issues that concern them.

Additionally as the work language was in English it was a very good opportunity to develop communication and oral speech skills in English

### **PORTUGAL**

During such diverse activities, pupils had opportunities to develop personal interests and discover their strengths and weaknesses.

These group activities provided opportunities for students to build connections with others who had similar interests, which increased their motivation and that also increased enjoyment, leading to a more interesting social life.

### **ESTONIA**

Students had the opportunity to meet others from different countries. They got to experience living in another cultural situation and while not being alone, they still had to take care of themselves and be independent while living in new situations.

Students who normally do not like to be social had no opportunity to interact with others and some discovered that they might not be as introverted as they thought and have been more open and social people ever since.

## 6.3. HEALTH COMPETENCE

### SPAIN

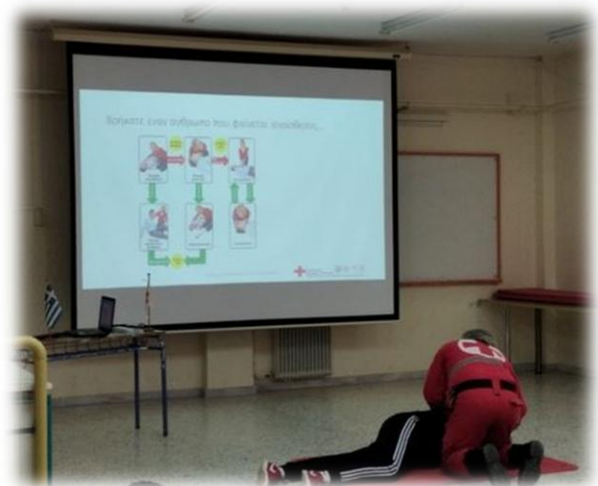
- Our main goal in these trekkings and activities is to empower students to be physically active and increase, if possible, their their lifespan
- Benefit of PE or activities and related sports
- First aid resources
- Healthy habits for daylife

### MARTINIQUE

- Through this project, we wanted to increase pupils' interest in physical activities and make them responsible for their own health and fitness. wanted pupils to become aware of the obesity dangers.

### GREECE

- Our absolute goal was to inspire our student's the love for nature and the environment and the relationship of physical activity to health and well-being



## PORTUGAL

- All foreseen hiking and canoeing activities were accomplished. As a result, after Portuguese week's activities, it promoted everything from healthy-living habits, experiences from different cultures and better social performance.



## ESTONIA

- The activities done during this project were meant to increase the knowledge base of students in regards to their physical health.
- The activities were conducted in a way that both body and mind would have a workout at the same time.
- Sightseeing and culture learning was done on foot to increase the physical fitness of students.
- First aid course was conducted to make the students more aware of the dangers of hiking and how to deal with emergency situations.



## 6.4. DIGITAL COMPETENCE

### ICT skills about contents of hiking



#### **SPAIN**

- ✓ GPS and APP related to hiking
- ✓ Photo and video editors, slideshow editors

#### **MARTINIQUE**

- ✓ PowerPoint to present Aimé Césaire and Wifredo Lam, Google Docs

#### **GREECE**

- ✓ Photo editors, slide show editors , Google maps , office and power point

#### **PORTUGAL**

- ✓ QR code, reading maps, GPS, Google Docs , Excel, Compass readings.

#### **ESTONIA**

- ✓ Photoshop, Google maps, Google Docs, QR code, Powerpoint

## 6.5. KEY COMPETENCE



### SPAIN

1. Linguistic Communication: In official languages of region and in Foreign languages and English.
2. Mathematical competence and basic competences in science and technology; With contents related to project
3. Digital competence; Using ICT tools for project
4. Learning to learn; Preparing trekking and knowing all important contents related to it, problem solving activities.
5. Social and civic competences; Improve self-confidence, self-esteem and motivation of students.
6. Sense of initiative and entrepreneurship organizing all the infrastructure of a day out trip
7. Cultural awareness and expression: Knowing all heritage related to our region and trekking

### MARTINIQUE

1. Cultural awareness and expressions: Knowing all heritage related to Martinique and trekking
2. Linguistic Communication : In French and in English.
3. Digital competences: Using ICT tools for project
4. Civic competences: Improve motivation of students

### **GREECE**

1. Language skills not only in the project's language but in French German and Spanish as well
2. social competences improved and helped the European awareness
3. Local history Knowledge regarding the civilization of ancient Gretans
4. Biology flora and fauna of the area
5. Orientation competencies

### **PORTUGAL**

1. Increase team building skills, attitude, kindness, empathy in preparation and making specific hiking in groups;
2. Strengthen social inclusion, intercultural understanding and critical thinking;
3. Develop personal interests;
4. Biology flora and fauna of the area;
5. Linguistic competences improved through socio-cultural exchanges, along with their ability to manage life independently.

### **ESTONIA**

1. Language skills: Improved in their mother tongue and in English as well.
2. Social competences: Helped the students be aware of other cultures. Also increased students motivations and self-awareness
3. Digital competencies: Using phone to help on a hike - compass, google maps
4. Cultural competences: Be aware of other countries culture, traditions and nature (flora, fauna etc.)



# 7

## EU DIMENSION

### **SPAIN**

Our school has improved our international exposure and EU dimension knowing other realities and breaking stereotypes about Europe and other countries.

### **MARTINIQUE**

Our students have been aware of their european's citizenship.

### **GREECE**

The participation of students and teachers in these programs helps to get acquainted with acceptance and understanding. The cultivation of European consciousness is developed through the common actions and activities that evolve in each country. The exchange of good practices is something that is encouraged.

### **PORTUGAL**

Foster active European citizenship

Linguistic competences improved through socio-cultural exchanges

Active citizenship and environmental

Increased intercultural competences, broadening horizons, international understanding European values and citizenship.

### **ESTONIA**

This project helped students be aware of other cultures and traditions. It broadened their horizon when it comes to geography by traveling to exotic and unique places (Martinique, Crete).

Thanks to this project our students have connections from all around the world and pay more attention to foreign news and issues.

# 8

## CONCLUSION

Our three year project " **AHAH**" is finished. It has been 3 years where, despite the COVID 19 pandemic, schools in 5 European countries have carried out a number of activities related to a Hiking project. Students and teachers, and the entire educational community that has participated in the project have been able to learn about aspects of European Cultural Heritage related to trails with historical value.

It is necessary to know the past so as not to repeat the same mistakes in the future, and unfortunately in the history of Europe we have been able to experience many mistakes that have been repeated. Conflicts between territories must be solved democratically, and violence or wars are never worth to human beings.

In this diverse Europe it is also important to know the different languages spoken, the different traditions, cultures and customs. Respecting them is a first step in accepting others and their culture.

Thus, in this project students have been able to improve their basic skills, especially digital and linguistics, by acquiring healthy habits, based on the study of the cultural heritage of the participating schools.

And it will really be very important for students to be well prepared in the future, because as one famous writer said "There have been so many conditions and requirements to move through life, that the path becomes more anxious and stressed to get along as it is".

We thank all the participants and creators of this project for the opportunity to enjoy and learn about the paths of the past, and we hope to have helped the generations to be more prepared for the future

"We find happiness on the path we travel while looking for it"(E Punset)







Co-funded by the  
Erasmus+ Programme  
of the European Union



Erasmus+

**Project code: 2019-1-ES01-KA229-065957**