



EuropeaN Routes and Inclusive Cultural Heritage to boost key skills and civic engagements

Istituto Comprensivo Andrea Sciattoli – Vetralla – Italy

Agrupamento de Escolas de Vilela – Portugal

Peiramatiko Dimotiko Scholeio Diapolitismikis Ekpaideysis Neon

Epivatou "Archigeneio" – Greece

La Via Francigena in Tuscia – Viterbo - Italy

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INTRODUCTION

OBJECTIVES

The general objectives of the project are:

- raise awareness of the importance of European cultural heritage as a vehicle for social inclusion, an engine of employment and economic growth;
- promote new participatory and inclusive approaches for the use and enhancement of the heritage linked to the Cultural Routes of the Council of Europe, also through the use of ICT;
- promotion of self-entrepreneurship skills;
- promotion of the intercultural dialogue and the internationalization of the educational offer.

IMPLEMENTATION

The project consists of 4 work programs, plus coordination and monitoring. Once the preparation activities have been completed, the teachers directly involved will develop 6 inclusive and interdisciplinary teaching units on the European itineraries of the partner countries that will be experimented with the students, evaluating the learning outcomes achieved.

The pupils will create and stage theatrical performances along the itineraries and, in conclusion, produce ideas of a cultural enterprise.

RESULTS

At the end of ENRICH-EU, tangible products will be created and learning outcomes achieved on teachers and pupils.

The tangible results are:

- n. 6 inclusive learning units, realized with non-formal learning methods along the European Cultural Routes;
- n. 3 theatrical representations, elaborated by the students who will write the plot and represent it along the itinerary and with virtual mobility on eTwinning;
- n. 3 ideas of cultural and/or tourism business, validated with Canvas methods.



ASSOCIAZIONE LA VIA FRANCIGENA IN TUSCIA

The Via Francigena in Tuscia

Association was born in 2019 from the need to raise awareness and promote the Via Francigena through Tuscia and its naturalistic-architectural treasures.

The president of the Association is responsible for organizing the logistics of pilgrims (but also of simple trekking-loving tourists who decide to get to know our land through walking), also including the possibility of crossing it for disabled people, using aids and vehicles operated by qualified and certificate.

VIA FRANCIGENA



Santa Maria in Foro Cassio



Fossato Callo

After centuries of difficulties that began with the barbarian invasions, starting from the year 1000, European society entered an extraordinary phase of rebirth and expansion. The major Roman roads, abandoned and dangerous for centuries, were once again used, connecting regions that had long been isolated. At the fairs and along the streets, Europeans began to feel that they belonged to a common civilization. It is in this period that the pilgrimage began to take on mass dimensions.

The pilgrimage to Rome, visiting the tomb of the apostle Peter, was one of the most important itineraries in the Middle Ages, together with those to the Holy Land and Santiago de Compostela. Pilgrimages were widespread in the Middle Ages due to the search for a more authentic spirituality that the Church was not always able to guarantee. Through the pilgrimage, the traveller purified himself because the earthly journey, amidst all the privations and obstacles of daily life, became the symbol of man's journey towards Eternal Life.

Italy was continuously travelled by pilgrims from every part of Europe.

In most cases the Roman consular roads were followed and to enter Italy they crossed the Alps coming mainly from the land of the Franks. For this reason, alongside the name "Via Romea", the road that leads to Rome, the name "Via Francigena" began to spread.

The name Via Francigena is attested for the first time in the Actum Clusio, a parchment dating back to 876, while the first description of the route dates back to the

10th century. This is the report that Archbishop Sigeric made of his return journey from Rome to Canterbury. Sigeric had in fact come to Rome to be received by the Pope and obtain the "pallium", the liturgical vestment used to consecrate bishops. The travel report dates back to 990 and is contained in Sigeric's diary, written in Latin and now preserved in the British Museum. The description of the route is very precise as regards the stopping points (mansiones), the journey from Rome to Canterbury was carried out in 79 stages.

Sigeric took 79 days to travel, mostly on foot, all 1600 kilometers of the journey. The average travel distance was therefore approximately 20 km per day.

In the itinerary taken in 990 by Sigeric from Rome to Canterbury, Vetralla represents the 5th of the 79 stages of the archbishop's return journey. Sigeric in Vetralla stopped at "Furcari", an important refreshment complex with a small church, a hospice equipped with beds and some service rooms.

The complex was built on the remains of the ancient Roman rest station "Forum Cassii", along the Cassia consular road on which the route of the Via Francigena was superimposed.



There are over 1800 kilometers of the Via Francigena from Canterbury to Rome. A common thread that unites the Europe of peoples and cultures, touching 5 states. The Way passes through Kent, in the United Kingdom; the Haute-de-France, Grand Est and Bourgogne-Franche-Comté regions, in France; the Cantons of Vaud and Valais, in Switzerland; and the Regions of Valle d'Aosta, Piedmont, Lombardy, Emilia-Romagna, Liguria, Tuscany, Lazio and finally, in Rome, the Vatican State.

Today the path from Canterbury to Rome, faithful to the one narrated by Archbishop Sigeric in his diaries, can be traveled on foot, by bicycle and partially on horseback and is designed to be undertaken by everyone.

The route, in the footsteps of medieval pilgrims, is one of the most exciting and fascinating paths in the world. It insinuates itself among the architectural beauties of ancient villages and cities of art and crosses uncontaminated natural environments. It's a way to test yourself physically and psychologically.

The journey also represents an opportunity for growth while respecting the ecosystem and the environment: it is an ethical and conscious tourism choice that puts the habitat in which we live first. Experiencing the landscape in its most authentic dimension, in the slowness of steps, also allows us to better observe what surrounds us, appreciate its artistic and naturalistic beauties and also reflect, sometimes, on the limits caused by human carelessness.



LEARNING UNIT n. 1	<h2><i>Sigerico, Quo Vadis?</i></h2>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> • Increase socialization. • Promote the development of self-esteem. • Participate in a project following the phases of conception, planning, implementation and resolution of any difficulties. • Deepen the knowledge of the cultural and traditional heritage of the European routes. • Activate positive relational modalities among peers. • Collaborate and cooperate in the organization of a play. • Talk to classmates and participate in discussions.
LEARNING GOALS	<ul style="list-style-type: none"> • Read, use accurately and understand several kinds of sources. • Use traditional and innovative research tools to collect and report information about Via Francigena. • Identify and locate the main sites on the Via Francigena and enhance those characterizing our area (Foro Cassio - Vetralla). • Work on the information gathered and elaborate them on a digital product. • To be able to dramatize the information collected
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> • communicating in a mother tongue; • communicating in a foreign language; • digital competence; • learning to learn • social and civic competences; • cultural awareness and expressions;
MATERIALS	<ul style="list-style-type: none"> • Papers, colors, • book, internet, • notebook, • theatrical costumes

METHODS	<ul style="list-style-type: none"> • learning by doing, • peer education.
FINAL PRODUCT	<ul style="list-style-type: none"> • Relief map with the main points of interest along the Via Francigena. • Padlet. • Play along the Via Francigena
ACTIVITIES (procedures)	<ol style="list-style-type: none"> 1. Teachers introduce the Via Francigena and Sigeric to students. 2. Students find the main points of interest along the via Francigena, they draw them and place them on a relief map. 3. Students create a PADLET showing all the information they have found about Via Francigena in the past and nowadays. 4. Teachers and students collaborate in the creation of a play. 5. Students perform the play in a site on the Via Francigena in our area.
SCHEDULE	<ul style="list-style-type: none"> • 30 h
EVALUATION	<ul style="list-style-type: none"> • assessment rubrics (advanced, intermediate, elementary, starter) • self evaluation survey

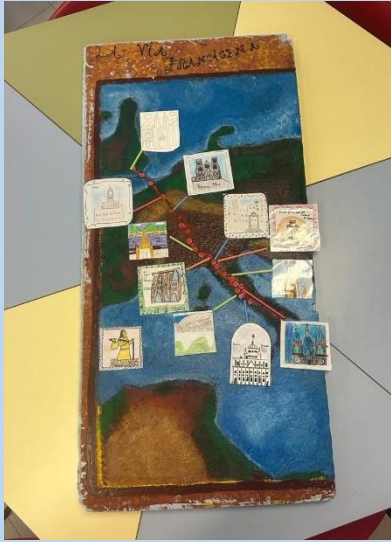
LU1 - FINAL PRODUCTS



Play along the
Via Francigena



<https://youtu.be/tWGCYeYOQ4c>
<https://youtu.be/zxAAyF9wVUM>



Relief map with the main points of interest along the Via Francigena.



Frame qr code to see PADLET



LEARNING UNIT n. 2	<p style="text-align: center;"><i>Creation of the business idea about cultural heritage and/or tourism – Via Francigena’s key</i></p>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> ● Participate in a business project following the phases of conception, planning, implementation and resolution of any difficulties. ● Learning how to use tools useful in school and extra-school context ● Collaborate and cooperate. ● Talk to classmates and participate in discussions.
LEARNING GOALS	<ul style="list-style-type: none"> ● Use digital tools for the design, organization and creation of a website ● Be able to design and create a gadget to sell, using easily available and low-cost materials.
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> ● communicating in a mother tongue; ● communicating in a foreign language; ● digital competence; ● learning to learn ● social and civic competences; ● cultural awareness and expressions; ● sense of initiative and entrepreneurship
MATERIALS	<ul style="list-style-type: none"> ● book, internet, ● die for the key, canary seed, acrylic colors, magnet ● notebook
METHODS	<ul style="list-style-type: none"> ● learning by doing, ● problem solving
FINAL PRODUCT	<ul style="list-style-type: none"> ● Business idea: web site and gadget (magnet - key)
ACTIVITIES	<ul style="list-style-type: none"> ● The pupils discuss about how to create a website dedicated to the pilgrims of the Via Francigena, aimed to the

	<p>promotion of the products and activities you can do in the town of Vetralla.</p> <ul style="list-style-type: none"> ● The students are divided into groups to look for information about interesting places you can find in this town, about typical products and several activities you can live in this area ● The students, helped by the teacher, choose the useful information about the cultural itinerary to suggest, typical products to sell and experiences to try ● The students complete/edit the site using “Google Sites” ● The teacher helps the pupils to produce a gadget, symbol of the Via Francigena, to sell to the Pilgrims ● The students create the gadget using easily available and cheap materials. ● The students, helped by the teacher trained in the use of CANVA, consider if the target of the business idea is suitable with the features of the pilgrims
SCHEDULES	<ul style="list-style-type: none"> ● 16 h
EVALUATION	<ul style="list-style-type: none"> ● assessment rubrics (advanced, intermediate, elementary, starter) ● self evaluation survey

LU2 - FINAL PRODUCTS



Gadget:
magnet - key



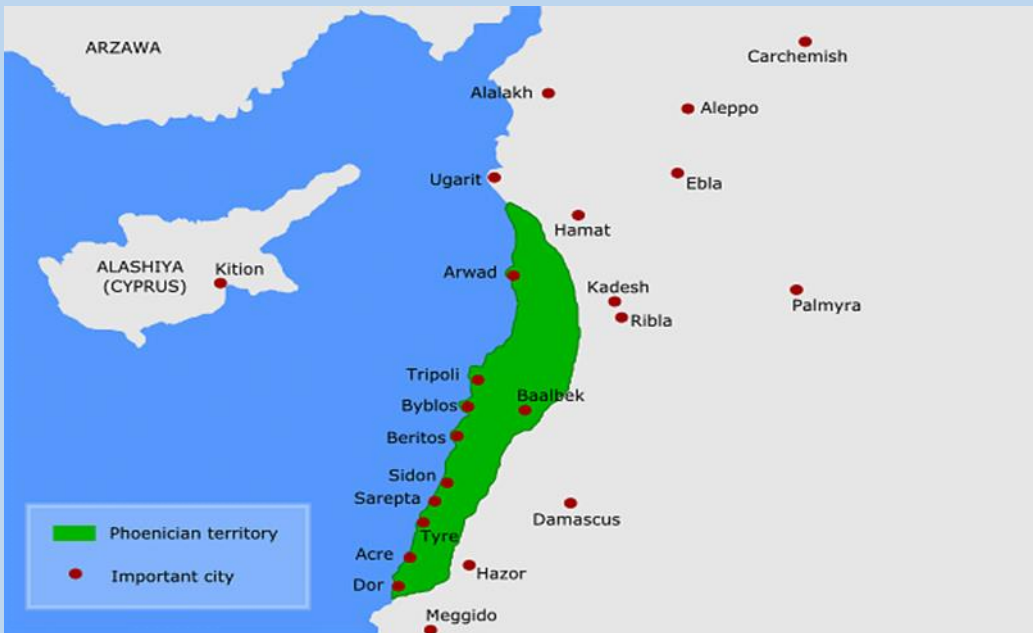
Web site

<https://sites.google.com/icvetralla.edu.it/enrichscrittoli/percorrere-vetralla>



PHOENICIAN'S ROUTE

Phoenicia was an ancient maritime civilization, with primarily nautical realms. It was mainly located in the place of modern Lebanon. The chief cities of Phoenicia included Byblos, Beritos (=modern Beirut), Sidon and Tyre.



The Phoenicians were marvelous sailors, who sailed well beyond the Mediterranean coast. As early as 1200 BC, the Phoenicians started building large merchant ships and thus came to prominence as merchants. They embarked upon setting up colonies all around the Mediterranean. Their colonization covered areas in northern Africa, Cyprus, Greece, Italy and Spain. Namely, their colonies include Kition in Cyprus, Kommos in Crete, Carthage and Tripoli in northern Africa, Malaga and Gadir (=Cadiz) in Spain, as well as Caralis in Sardinia and Panormus (=Palermo) in Sicily. Followingly, they started establishing ports, warehouses and markets in the afore mentioned colonies in order to further stabilize their dominance.



This was also a stepping-stone to create trade routes and export cedar wood, fine linen, wine, pottery, copper, glass, gemstones and of course the renowned fabrics dyed with Tyrian purple. Tyrian purple was a purple natural dye made of Murex shells and it is said that the Phoenicians had the monopoly of trading them. As it was a lengthy process to extract the dye from the shells, it was highly priced and mostly used for fabrics worn by the royalty and the nobility. Therefore, the Phoenician people became the chief maritime and commercial power in the Mediterranean.



One of the most distinctive contributions of the Phoenicians to the civilization was the development of the Phoenician alphabet. It consisted of 22 letters -all consonants- and it emerged as a means of communicating with their trading partners. The Phoenician alphabet was adopted by the Greeks and further adapted to their language -including vowels- thus creating the Greek alphabet, presumably around the late 9th century BC. The Phoenician origin of the Greek alphabet is not only attributed to Herodotus' references to the legend of Cadmus, but to a number of archaeological findings as well. According to the Greek historian, Cadmus, a Phoenician prince and founder of the Greek city of Thebes, introduced the Phoenician alphabet to the Greeks, who further modified it to form the Greek alphabet.

The Phoenicians who came with Cadmus—amongst whom were the Gephyraei—introduced into Greece, after their settlement in the country, a number of accomplishments, of which the most important was writing, an art till then, I think, unknown to the Greeks. At first they [the Phoenicians] used the same characters as all the other Phoenicians, but as time went on, and they changed their language, they also changed the shape of their letters. At that period most of the Greeks in the neighbourhood were Ionians; they were taught these letters by the Phoenicians and adopted them, with a few alterations, for their own use, continuing to refer to them as the Phoenician characters—as was only right, as the Phoenicians had introduced them. The Ionians also call paper 'skins'—a survival from antiquity when paper was hard to get, and they did actually use goat and sheep skins to write on. Indeed, even today many foreign peoples use this material. In the temple of Ismenian Apollo at Theba in Boeotia I have myself seen cauldrons with inscriptions cut on them in Cadmean characters—most of them not very different from the Ionian.

Herodotus, Histories, Book V

After the Greek alphabet was established in the mainland, it was passed on to their own trading partners. Eastwards, to Anatolia, and westwards, to Etruria, in ancient Italy. The Etruscans adapted the Greek alphabet to their own language, eventually creating the Latin alphabet.

PHOENICIAN		GREEK/ROMAN				PHOENICIAN		GREEK/ROMAN	
ALEPH	𐤀	ALPHA	Α Α	AYIN	𐤀	OMICRON	Ο Ο		
BETH	𐤁	BETA	Β Β	PE	𐤂	PI	Π Π		
GIMEL	𐤂	GAMMA	Γ Γ	SADE	𐤃				
DALETH	𐤃	DELTA	Δ Δ	KOPH	𐤄				Q
HE	𐤄	EPSILON	Ε Ε	RESH	𐤅	RHO	Ρ Ρ		
VAV	𐤅		Φ	SHIN	𐤆	SIGMA	Σ Σ		
			Γ	TAW	𐤇	TAU	Τ Τ		
HETH	𐤆	ETA	Η Η			UPSILON	Υ Υ		
TETH	𐤇	THETA	Θ Θ			PHI	Φ Φ		
YOD	𐤈	IOTA	Ι Ι			CHI	Χ Χ		
KAPH	𐤉	KAPPA	Κ Κ			PSI	Ψ Ψ		
LAMED	𐤊	LAMBDA	Λ Λ				Υ		
MEM	𐤋	MU	Μ Μ	ZAYIN	𐤌	ZETA	Ζ Ζ		
NUN	𐤍	NU	Ν Ν			OMEGA	Ω Ω		
SAMEK	𐤎	XI	Ξ Ξ						

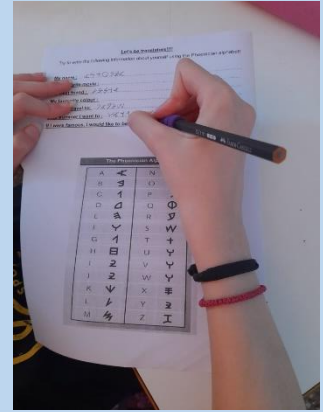
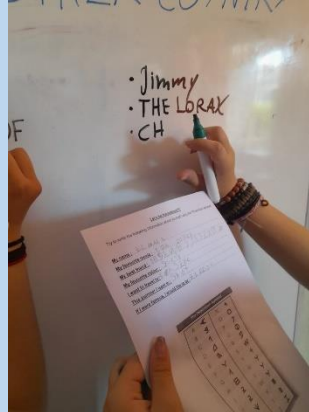
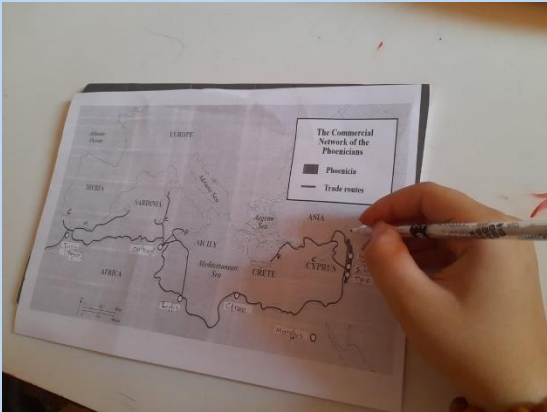
The Phoenicians' Route refers to the connection of the major nautical routes which, since the twelfth century BC, were used by the Phoenicians as essential routes for trade and cultural communication in the Mediterranean. Through these routes, the Phoenicians – genial sailors and merchants – gave origin to a great civilization producing an intense exchange of manufactured articles, people and ideas and contributing in ancient times to the creation of a Mediterranean cultural community and to the circulation of this culture.

Followingly, other great Mediterranean civilizations used these routes for the same purpose: Greeks, Romans, Etruscans, Iberians and many others. Consequently, these routes have become an integral and essential part of Mediterranean culture.

LEARNING UNIT n. 3	<i>On the way to the Phoenicians' s trade routes and settlements</i>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> • Enhancing knowledge on the Phoenicians's civilization • Becoming acquainted with the Italian and Portuguese routes • Exercising critical thinking-Broadening Students' horizons • Familiarizing with the procedure of carrying out a project including the phases of conception, planning, implementation and resolution of any difficulties. • Deepening the knowledge of the cultural and traditional heritage of the European routes. • Strengthening peer relationships as well as self-esteem • Learning to cooperate in the organization of a play.
LEARNING GOALS	<ul style="list-style-type: none"> • Learning to read and choose useful information as well as Identifying reliable sources of information. • Familiarizing with the use of both traditional and innovative research tools to collect and report information about Phoenicians's settlements and trade routes. • Identifying and locating the main sites on Phoenicians' trade routes • Working on the information gathered and elaborating them on a digital product. • Being able to dramatize the information collected
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> • Multilingual competence • Personal, social and learning to learn competence • Citizenship competence

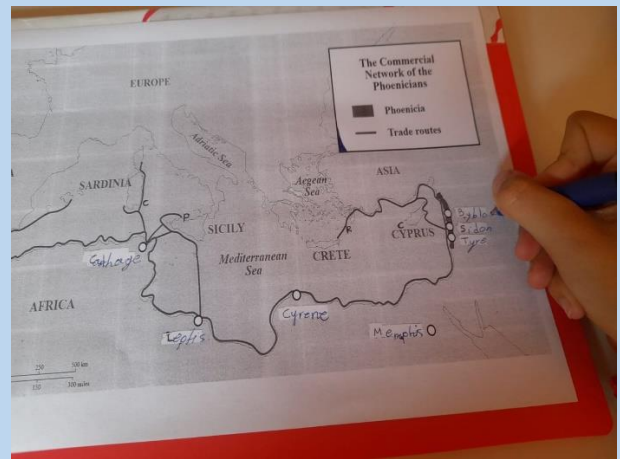
	<ul style="list-style-type: none"> • Cultural awareness and expression competence • Digital competence • Literacy competence
MATERIALS	<ul style="list-style-type: none"> • Papers, colors, book, internet
METHODS	<ul style="list-style-type: none"> • Project Work, • peer education, • differentiated learning, • problem solving
FINAL PRODUCT	<ul style="list-style-type: none"> • Relief map with the main points of interest concerning Phoenicians's settlements and trade routes. • Worksheets • Play entitled "An Adventure on the Phoenicians' route"
ACTIVITIES (procedures)	<ul style="list-style-type: none"> • Presentation of Phoenicians's trade routes and settlements • Students find the main points of interest, they draw them and place them on a relief map. • Creation of a PADLET showing all the information Students have found about Phoenicians's trade routes and settlements in the past • Completion of worksheets concerning the Phoenician alphabet • Writing of the theatrical play. • Presentation of the play to classmates and parents as well as local community
SCHEDULE	From september to may.
EVALUATION	<ul style="list-style-type: none"> • assessment rubrics (advanced, intermediate, elementary, starter) • self evaluation survey

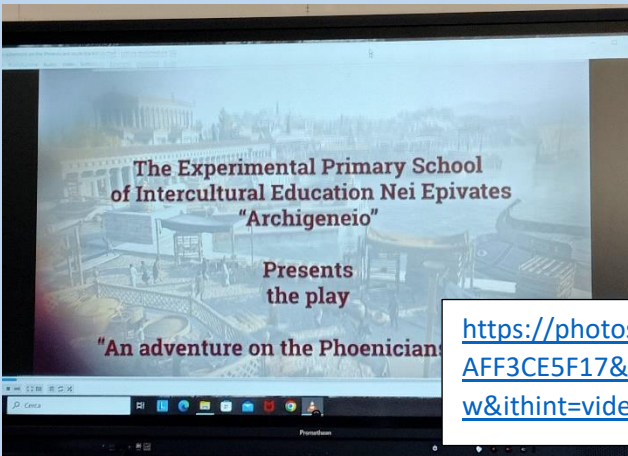
LU3 - FINAL PRODUCTS



Relief map with the main points of interest concerning Phoenicians's settlements and trade routes.

Worksheets





Play entitled "An Adventure on the Phoenicians' route"

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LEARNING UNIT n. 4	<p><i>Creation of the business idea about cultural heritage and/or tourism – Use of Phoenicians’ valuable stones to make Jewellery</i></p>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> • Exercising critical thinking about how to come up with a business proposal • Promoting the exchange of ideas among students • Learning how to use materials and tools in planning a school bazaar • Familiarizing with the procedure of carrying out a project including the phases of conception, planning, implementation and resolution of any difficulties. • Strengthening peer relationships • Learning to cooperate towards the achievement of a common goal •
LEARNING GOALS	<ul style="list-style-type: none"> • Use digital tools for the design of jewellery • Identifying Phoenicians’ interest in art and making use of the external factors influencing their social life • Being able to utilize available and low-cost materials in order to make jewellery.
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> • • communicating in a foreign language • • digital competence • • social and civic competences; • • cultural awareness and expressions • • entrepreneurship competence • cultural awareness and expression competence.
MATERIALS	<ul style="list-style-type: none"> • Wire Work Tools. • Beading Reamers/Awls/Filing.

	<ul style="list-style-type: none"> • Beading Boards • stones-wood • Storage Boxes. • Beading & Jewellery Making • Books./internet • Tweezers & Threaders. • Beading Looms.
METHODS	<ul style="list-style-type: none"> • Project Work • peer education • learning by doing • problem solving
FINAL PRODUCT	<ul style="list-style-type: none"> • Business idea: creation of jewellery
ACTIVITIES (procedures)	<ul style="list-style-type: none"> • Presentation of Phoenicians's trade habits • Students study Phoenicians civilization, customs and craftworks • Students buy the necessary materials and start making their own Jewellery • Presentation of the Jewellery to classmates • Organization of a school bazaar for students and parents as well as local community
SCHEDULE	<ul style="list-style-type: none"> • 14 hours
EVALUATION	<ul style="list-style-type: none"> • assessment rubrics (advanced, intermediate, elementary, starter) • self evaluation survey

LU4 - FINAL PRODUCTS



Business idea:
creation of
jewellery



CAMINHO DE SANTIAGO DE COMPOSTELA



The Camino de Santiago (Latin: *Peregrinatio Compostellana*, "Pilgrimage of Compostela"; Portuguese: "Caminhos de Santiago", or in English the Way of St. James, is a network of pilgrims' ways or pilgrimages leading to the shrine of the apostle James in the cathedral of Santiago de Compostela in Galicia in northwestern Spain, where tradition holds that the remains of the apostle are buried.

As Pope Benedict XVI said, "It is a way sown with so many demonstrations of fervour, repentance, hospitality, art and culture which speak to us eloquently of the spiritual roots of the Old Continent." Many still follow its routes as a form of spiritual path or retreat for their spiritual growth. It is also popular with hikers, cyclers, and organized tour groups.

Created and established after the discovery of the relics of Saint James the Great at the beginning of the 9th century, the Way of St James became a major pilgrimage route of medieval Christianity from the 10th century onwards. But it was only after the liberation of Granada in 1492, under the reign of the Catholic Monarchs Ferdinand II of Aragon and Isabella I of Castile, that Pope Alexander VI officially declared the Camino de Santiago to be one of the "three great pilgrimages of Christendom", along with Jerusalem and the Via Francigena to Rome.

In 1987, the Camino, which encompasses several routes in Spain, France, and Portugal, was declared the first Cultural Route of the Council of Europe. Since 2013, the Camino has attracted more than 200,000 pilgrims each year, with an annual growth rate of more than 10 percent. Pilgrims come mainly on foot and often from nearby cities, requiring several days of walking to reach Santiago. The French Way gathers two-thirds of the walkers, but other minor routes are experiencing a growth in popularity. The French Way and the Northern routes in Spain were inscribed on the UNESCO World Heritage List, followed by the routes in France in 1998, because of their historical significance for Christianity as a major pilgrimage route and their testimony to the exchange of ideas and cultures across the routes.

The Way of St James was one of the most important Christian pilgrimages during the later Middle Ages, and a pilgrimage route on which a plenary indulgence could be earned; other major pilgrimage routes include the Via Francigena to Rome and the pilgrimage to Jerusalem. Legend holds that St James's remains were carried by boat from Jerusalem to northern Spain, where he was buried in what is now the city of Santiago de Compostela. (According to Spanish legends, Saint James had spent time preaching the gospel in Spain, but returned to Judaea upon seeing a vision of the Virgin Mary on the bank of the Ebro River.)

Pilgrims on the Way can take one of dozens of pilgrimage routes to Santiago de Compostela. Traditionally, as with most pilgrimages, the Way of Saint James begins at one's home and ends at the pilgrimage site. However, a few of the routes are considered main ones. During the Middle Ages, the route was highly travelled. However, the Black Death, the Protestant Reformation, and political unrest in 16th century Europe led to its decline. By the 1980s, only a few hundred pilgrims per year registered in the pilgrim's office in Santiago.

Whenever St James's Day (25 July) falls on a Sunday, the cathedral declares a Holy or Jubilee Year. Depending on leap years, Holy Years occur in 5-, 6-, and 11-year intervals. The most recent were 1993, 1999, 2004, 2010 and 2021. The next will be 2027, and 2032.

The main pilgrimage route to Santiago follows an earlier Roman trade route, which continues to the Atlantic coast of Galicia, ending at Cape Finisterre. Although it is known today that Cape Finisterre, Spain's westernmost point, is not the westernmost point of Europe (Cabo da Roca in Portugal is further west), the fact that the Romans called it Finisterrae (literally the end of the world or Land's End in Latin) indicates that they viewed it as such. At night, the Milky Way overhead seems to point the way, so the route acquired the nickname "Voie lactée" – the Milky Way in French.



The scallop shell, often found on the shores in Galicia, has long been the symbol of the Camino de Santiago. Over the centuries the scallop shell has taken on a variety of meanings, metaphorical, practical, and mythical, even if its relevance may have actually derived from the desire of pilgrims to take home a souvenir.

One myth says that after James's death, his body was transported by a ship piloted by an angel, back to the Iberian Peninsula to be buried in what is now Santiago. As the ship

approached land, a wedding was taking place on shore. The young groom was on horseback, and, upon seeing the ship's approach, his horse got spooked, and horse and rider plunged into the sea. Through miraculous intervention, the horse and rider emerged from the water alive, covered in seashells.



The earliest records of visits paid to the shrine at Santiago de Compostela date from the 9th century, in the time of the Kingdom of Asturias and Galicia. The pilgrimage to the shrine became the most renowned medieval pilgrimage, and it became customary for those who returned from Compostela to carry back with them a Galician scallop shell as proof of their completion of the journey. This practice gradually led to the scallop shell becoming the badge of a pilgrim.

The earliest recorded pilgrims from beyond the Pyrenees visited the shrine in the middle of the 11th century, but it seems that it was not until a century later that large numbers of pilgrims from abroad were regularly journeying there. The earliest records of pilgrims that arrived from England belong to the period between 1092 and 1105. However, by the early 12th century the pilgrimage had become a highly organized affair.

One of the great proponents of the pilgrimage in the 12th century was Pope Callixtus II, who started the Compostelan Holy Years.

The official guide in those times was the Codex Calixtinus. Published around 1140, the 5th book of the Codex is still considered the definitive source for many modern guidebooks. Four pilgrimage routes listed in the Codex originate in France and converge at Puente la Reina. From there, a well-defined route crosses northern Spain, linking Burgos, Carrión de los Condes, Sahagún, León, Astorga, and Compostela.

The daily needs of pilgrims on their way to and from Compostela were met by a series of hospitals. Indeed, these institutions contributed to the development of the modern concept of 'hospital'. Some Spanish towns still bear the name, such as Hospital de Órbigo. The hospitals were often staffed by Catholic orders and under royal protection. Donations were encouraged but many poorer pilgrims had few clothes and poor health often barely getting to the next hospital.

Romanesque architecture, a new genre of ecclesiastical architecture, was designed with massive archways to cope with huge crowds of the devout.

There was also the sale of the now-familiar paraphernalia of tourism, such as badges and souvenirs. Pilgrims often prayed to Saint Roch whose numerous depictions with

the Cross of St James can still be seen along the Way. On the Camino, the cross is often seen with a Pilgrim's scallop to mark the way of the pilgrimage.

The pilgrimage route to Santiago de Compostela was made possible by the protection and freedom provided by the Kingdom of France, from which the majority of pilgrims originated. Enterprising French (including Gascons and other peoples not under the French crown) settled in towns along the pilgrimage routes, where their names appear in the archives. The pilgrims were tended by people like Domingo de la Calzada, who was later recognized as a saint.

Pilgrims walked the Way of St James, often for months and occasionally years at a time, to arrive at the great church in the main square of Compostela and pay homage to St James. Many arrived with very little due to illness or robbery or both. Traditionally pilgrims lay their hands on the pillar just inside the doorway of the cathedral, and so many now have done this it has visibly worn away the stone.

The popular Spanish name for the astronomical Milky Way is El Camino de Santiago. According to a common medieval legend, the Milky Way was formed from the dust raised by travelling pilgrims.

Another legend states that when a hermit saw a bright star shining over a hillside near San Fiz de Solovio, he informed the bishop of Iria Flavia, who found a grave at the site with three bodies inside, one of which, he asserted, was that of St James. Subsequently, the location was called "the field of the star" (Campus Stellae, corrupted to "Compostela").

Another origin myth mentioned in Book IV of the Book of Saint James relates how the saint appeared in a dream to Charlemagne, urging him to liberate his tomb from the Moors and showing him the direction to follow by the route of the Milky Way.



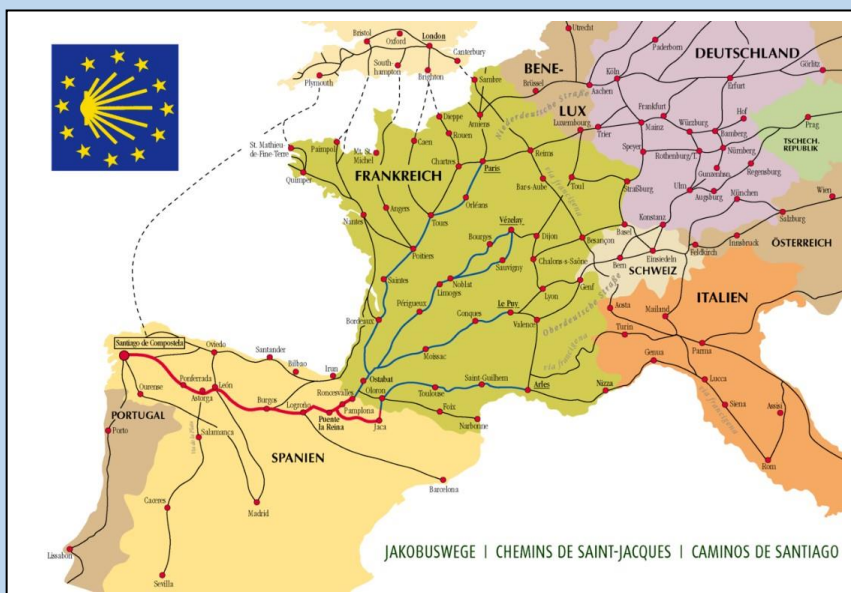
Routes

The Camino Francés, or French Way, is the most popular. The Via Regia is the last portion of the (Camino Francés) Historically, because of the Codex Calixtinus, most pilgrims came from France: typically from Arles, Le Puy, Paris, and Vézelay; some from Saint Gilles. Cluny, site of the celebrated medieval abbey, was another important rallying point for pilgrims and, in 2002, it was integrated into the official European pilgrimage route linking Vézelay and Le Puy.

Most Spanish consider the French border in the Pyrenees the natural starting point. By far the most common, modern starting point on the Camino Francés is Saint-Jean-Pied-de-Port, on the French side of the Pyrenees, with Roncesvalles on the Spanish side also being popular.[31] The distance from Roncesvalles to Santiago de Compostela through León is about 800 km (500 mi).

The Camino Primitivo, or Original Way, is the oldest route to Santiago de Compostela, first taken in the 9th century, which begins in Oviedo. Camino Portugués, or the Portuguese Way, is the second-most-popular route, starting at the cathedral in Lisbon (for a total of about 610 km) or at the cathedral in Porto in the north of Portugal (for a total of about 227 km), and crossing into Galicia at Valença.

The Camino del Norte, or Northern Way, is also less traveled and starts in the Basque city of Irun on the border with France, or sometimes in San Sebastián. It is a less popular route because of its changes in elevation, whereas the Camino Frances is mostly flat. The route follows the coast along the Bay of Biscay until it nears Santiago. Though it does not pass through as many historic points of interest as the Camino Frances, it has cooler summer weather. The route is believed to have been first used by pilgrims to avoid traveling through the territories occupied by the Muslims in the Middle Ages.



The Central European camino was revived after the Fall of the Berlin Wall. Medieval routes, Camino Baltico and the Via Regia in Poland pass through present-day Poland reach as far north as the Baltic states, taking in Vilnius, and Eastwards to present-day Ukraine and take in Lviv, Sandomierz and Kraków.

LEARNING UNIT n. 5	<p style="text-align: center;"><i>On the way to the Caminos de Santiago trade routes and settlements</i></p>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> • Understand what are the "Caminos de Santiago"; • Discover the Portuguese pilgrim routes on the "Caminhos de Santiago" • Exercise students' critical thinking and creativity • Understand the Project Methodology, respective execution procedures, design phases, planning, implementation, resolution of possible difficulties and evaluation • Deepen knowledge of the cultural and historical heritage of the region where the school is located and the existence of other European routes. • Strengthen peer relationships as well as self-esteem • Learn how to create and execute a theater piece.
LEARNING GOALS	<ul style="list-style-type: none"> • Learn to search and select useful information from reliable sources • Develop skills in using research tools and obtaining information about "The Ways of Santiago" • Identification and location of the main places on the route along the Atlantic coast of the "Caminhos de Santiago" • Work on the information collected and adapt it to a dramatic text with a theatrical purpose. • Be able to dramatize the characters of the theater play developed.
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> • Multilingual competence, with the development of the English language (translation of the theater play) • Skills of Knowing Being and Knowing Being

	<ul style="list-style-type: none"> • Citizenship skills, critical and creative spirit • Cultural awareness and competence of expression and self-confidence • Digital skills • Dramatization skills
MATERIALS	<ul style="list-style-type: none"> • theater accessories • Multimedia projector • audio and video recording equipment • internet
METHODS	<ul style="list-style-type: none"> • Project methodology work, • peer and group education, • differentiated learning, • problem solving method
FINAL PRODUCT	<ul style="list-style-type: none"> • Relief model with the main points of interest on the "Caminhos de Santiago" route. • Development of a theatrical play (video version in English and version presented to the local community in Portuguese)
ACTIVITIES (procedures)	<ul style="list-style-type: none"> • Presentation of the different routes of the "Caminhos de Santiago" • Students find the main cities, create QR codes and place them on the relief model. • Creation of dramatic text for a theatrical play. • Presentation of the theater play to the entire local community and Erasmus partners in a video version with English subtitles
SCHEDULE	<ul style="list-style-type: none"> • From september to june
EVALUATION	<ul style="list-style-type: none"> • assessment rubrics (advanced, intermediate, elementary, starter) • self evaluation survey

LU5 - FINAL PRODUCTS



Relief model with the main points of interest on the "Caminhos de Santiago" route.





Development of a theatrical play (video version in English and version presented to the local community in Portuguese)



<https://youtu.be/8CNQA5vWLbo>

english version

<https://youtu.be/VcqS9eV2tZM>

portuguese version



LEARNING UNIT n. 6	<p style="text-align: center;"><i>Creation of the business idea about cultural heritage and/or tourism</i></p>
AIMS OF THE LEARNING UNIT	<ul style="list-style-type: none"> • Understand what the "Caminos de Santiago" are; • Discover the Portuguese pilgrim routes on the "Caminhos de Santiago"; • Understand the connection between the Romanesque route and the "Caminos de Santiago"; • Deepen knowledge of the cultural, historical and gastronomic heritage of the country/region where the school is located. • Create a product to sell at stopping points along the routes “Caminos de Santiago” and at tourism shops; • Create internships and future jobs for some students.
LEARNING GOALS	<ul style="list-style-type: none"> • Learn to search and select useful information from reliable sources. • Develop skills in using research tools and obtaining information about "The Ways of Santiago" • Identification and location of the main places on the route along the Atlantic coast of the "Caminhos de Santiago" • Be able to promote and sell.
EUROPEAN KEY SKILLS	<ul style="list-style-type: none"> • Multilingual competence, with the development of the English language (translation of the theater play) • Skills of Knowing Being and Knowing Being • Citizenship skills, critical and creative spirit • Cultural awareness and competence of expression and self-confidence • Digital skills
MATERIALS	<ul style="list-style-type: none"> • All the ingredients to do the cookies
METHODS	<ul style="list-style-type: none"> • Visite to the Romanesque interpretation center- Lousada;

	<ul style="list-style-type: none"> • Establishing partnerships with artisan confectioners; • Establishing partnership with artisan local products store.
FINAL PRODUCT	<ul style="list-style-type: none"> • Almond cookies; chocolate candies and chocolate lollipops (all in scallop shell shape).
ACTIVITIES (procedures)	<ul style="list-style-type: none"> • Provide usefull information to the business partner about the learning 2 of this project;routes of the "Camino de Santiago"; • Participation in the 1st congress of "Caminhos de Santiago"- Paredes; • Product selection; • Shape selection; • Selection of the ingredients; • Creation of cookies prototypes;. • Presentation of the product to the Erasmus partners in Vetralla.
SCHEDULE	<ul style="list-style-type: none"> • From december to may
EVALUATION	<ul style="list-style-type: none"> • Tasting made products • assessment rubrics (advanced, intermediate, elementary, starter) • self evaluation survey

LU6 - FINAL PRODUCTS



Almond cookies; chocolate candies and chocolate lollipops (all in scallop shell shape).



LOGO CONTEST



Winner LOGO
35%
preferences

The vote will take place online on TUESDAY 22nd of FEBRUARY 2022.

Voting Time: 11.00 am – 16.00 pm Greek Time / 10.00 am – 15.00 Italian Time / 09.00 – 14.00 Portuguese Time.

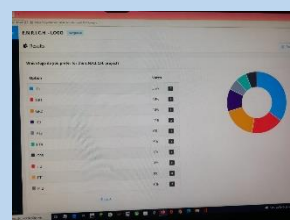
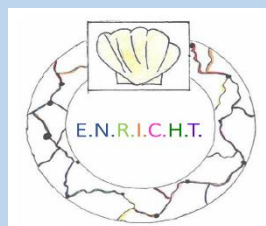
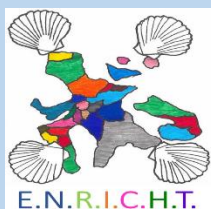
The link for the voting will be sent to you by e-mail before the voting.

From each school there will be 6 voters (4 teachers and 2 students).

For each voter I will also send you by email the Voter ID and the Key to enter the voting.

Each voter can choose only one Logo and vote it using the code number of it (for example IT3).

Each voter can't vote the logos of his/her school.



1ST JOINT STAFF TRAINING EVENT



Agrupamento de Escolas de
Vilela - Portugal
28/30 March 2022



Main objectives:

- Partner organization presentation and definitions of responsibilities.
- Presentation of different approaches of cultural heritage entrepreneur, and school theatre experiences.
- Definition and finalization of a template for educational modules to be included in the ENRICH-EU Toolkit.
- Calendarization of the online meetings to coordinated the common work for the development of the learning education of new methods.
- Presentation of the certificate issued to the participants.



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GUESTS
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2ND JOINT STAFF TRAINING EVENT



Istituto Comprensivo
Andrea Scriattoli
Vetralla -Italy
24/26 May 2023

Main objectives:

- Presentation of the learning unit lesson – finalization of the learning unit defined in the JSTE1 to be included in the ENRICH-EU toolkit.
- Workshop on “Canvas” at “Lazio Innova” to evaluate entrepreneurial ideas.
- Training for teachers on evaluation strategies on the competencies acquired with entrepreneurship subject thought specific non-formal tools helping the students of create and validate the business ideas, as well evaluating transversal skills throught specific evaluation grids.
- Play along the Via Francigena “Sigerico, Quo Vadis?”.
- Presentation of videos of theatrical performances from Greece and Pourtugal.
- Presentation of the entrepreneurial ideas.
- Finalization of media communication and e-twinning.
- Presentation of the certificate issued to the participants.





DISSEMINATION EVENTS

28th May 2022

Walks on the Via Francigena Passeggiate sulla Via Francigena



Comune di Vetralla



I.C. "A. Scriattoli"



Erasmus Plus ENRICH



Ass. Via Francigena in Toscana



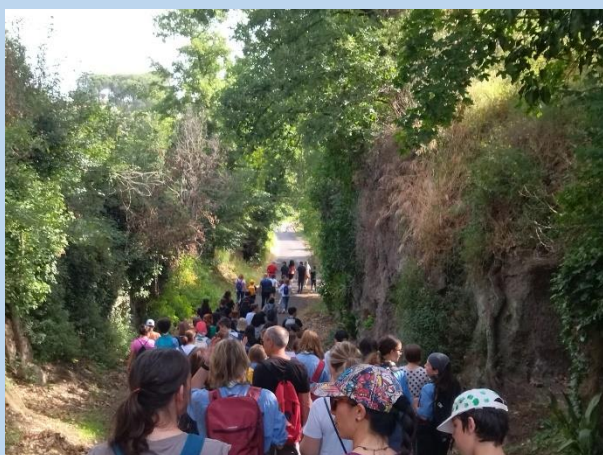
Gruppo Scout Cura

PASSEGGIATE SULLA VIA FRANCIGENA

L'I.C. Scriattoli, scuola capofila del progetto Erasmus Plus "ENRICH" (*European Routes and Inclusive Cultural Heritage to boost skills and civic engagement*), con il patrocinio del Comune di Vetralla promuove delle passeggiate lungo la Via Francigena

sabato 28 maggio dalle ore 9.00

E' invitata tutta la comunità scolastica: alunni, familiari e personale. Alcuni docenti, con partenze scaglionate da piazza san Severo accompagneranno i gruppi presso la chiesa di santa Maria in Foro Cassio e presso l'area Naturalistica di Fossato Callo. Collaboreranno alla manifestazione l'Associazione "Via Francigena in Toscana" e il Gruppo Scout di Cura di Vetralla.



Prof. Stefania Fieno,
architect responsible for
redevelopment project of
the area. Explains the
restoration of Foro Cassio.



Fossato Callo site



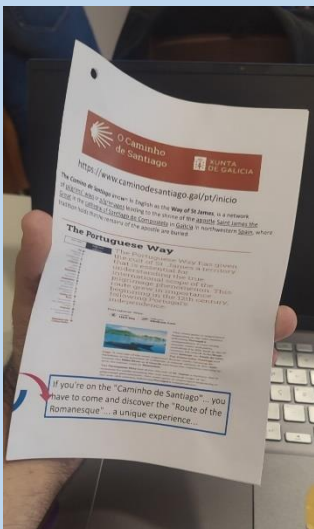
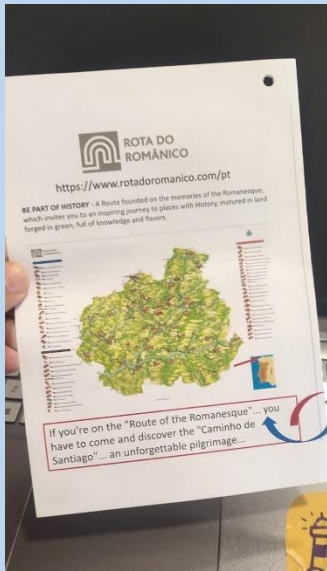
Alessandra Croci, from Association “La Via Francigena in Tuscia” shows the symbols of the Via Francigena and clothing of the pilgrim of the present and of the past.



<https://www.youtube.com/watch?v=fjyvyx2aW-Q>

15th April 2023

1st Congress of the Paths of Santiago in Paredes



24th May 2023
“Sigerico, Quo Vadis?”
Play along the Via Francigena



24 maggio 2023
SIGERICO, QUO VADIS?

Teatro lungo la Via Francigena

In occasione del secondo incontro (JSTE2) con i partner del progetto Erasmus+ “ENRICH-EU- European Routes and Inclusive Cultural Heritage to boost key skills and civic engagement.”

Sigerico, in un viaggio nel tempo, incontra i giovani vetralllesi che lo guidano alla scoperta di un luogo ricco di storia e di arte lungo il percorso della via Francigena che attraversa il territorio di Vetralla.

In collaborazione con il Comune di Vetralla.



Mercoledì 24 maggio 2023
Ore 16:00

Foro Cassio
Vetralla

Alunni delle classi prime e seconde dell'IC A. Scriattoli

Orchestra della sezione musicale

Non c'è possibilità di parcheggiare, arrivare a piedi come i pellegrini



On the occasion of the second meeting (JSTE2) of the Erasmus+ project “ENRICH”

the students of IC A. Scriattoli, their parents, the authorities and all the community of Vetralla

are invited to the play along the Via Francigena “Sigerico, Quo Vadis?”

Sigerico, on a journey through time, meets the young people of Vetralla who guide him to discover a place rich in history and art along the route of the Via Francigena which crosses the territory of Vetralla.

At the end of the theatrical performance, the orchestra of the Scriattoli Institute will perform.



14th June 2023

Festival de teatro e Curtas Metragens
A Caminho de Santiago de Compostela
Santiago: a chinela e a candela

