

THE NETHERLANDS TO SPAIN REPORT

Participants: 14-15 years old, mixed boys and girls (25 from each school), 2 Dutch teachers and various Spanish. The sports activities were related to PE lessons at school although the sports were atypical; the cultural activities were not typical might be considered similar to a typical school trip.

The project took off by a warm welcome and tour by the coordinator Marisa Fernandez Sanz through the school, which used to be a monastery. This was continued by a short tour through the village and a visit to the town hall where we were spoken to by mayor María José Ortega Gómez. To finish off, we hiked through a nature park and visited a bison ranch.

Since combining social inclusion with sport was the main focus of this project, one of the days completely revolved around paddle tennis, the national sport chosen by Aguilar de Campoo. As teachers from several subjects in both schools were involved, they had already introduced the activity to the students before the exchange during their lessons. The Dutch students started off with a clinic provided by two experienced practitioners of the sport. Later on, Spanish and Dutch boys and girls mixed into groups and took part in a tournament. Students were active in both playing and negotiating the rules as students needed to research which changes in could be made concerning topics such as gender equality, social inclusion and equity. All activities were monitored by the involved teachers.

Later during the week another focus point of the project (our cross curricular activity) took place; orienteering. This is a hike completed in mixed groups which requires navigational skills such as using a map to navigate from point to point in diverse and usually unfamiliar terrain. Teamworking was very essential.

On the last day the students had time to work in mixed groups on the project's assignments within the context of inclusiveness. During the exchange, information on paddle tennis and orienteering had been gathered so that students could analyze and process their new-found knowledge through theoretical assignments which can be used for further study.

Besides all mandatory project activities there was also some time to visit Burgos and Santander. Furthermore all Dutch students received some Spanish language lessons.

Overall we can conclude that we achieved our objectives. With the aid of CLIL our students learned more than just paddle tennis or orienteering, they took part in cross curricular activities. As all Dutch students stayed in Spanish host families they were also part of the Spanish culture.

The methodology was for students from both schools to interact as much as possible and to reflect on gender inclusion of the different sports. The results were very positive as students worked well together, in pairs and teams, and gained an insight into sports which they knew little about, considering them thoughtfully and maturely!!