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Sede Prim Co-Curricular Activities: Final Project Report

Project Scope and Goals

The overall scope of our project included the following:

1. Planning and creating resources for three co-curricular activities:
 - a. Social activity
 - b. Cultural activity
 - c. Day trip to Segovia
2. Leading MIIS student group in the cultural activity and Segovia day trip
3. Producing brochures or flyers in Spanish for continued use by Middlebury Sede Prim staff and students

The main goals were:

1. Creating deliverables that Sede Prim students could use on their own
2. Incorporating elements of Experiential Learning Theory to achieve student learning outcomes.

Description of Deliverables

Cultural Activity: We arranged a Spanish cooking class for all of us MIIS students to participate in. For our final deliverable, we initially wanted to design a booklet with typical Spanish foods, their recipes, and places around Madrid to try each food. We were then going to put information about different cooking classes in Madrid so students could sign up for those classes on their own. However, our learning partner Aida, had a different vision. Instead, we designed a flyer about Spanish eating etiquette and customs. We divided the flyer into four sections: how to pay, food sensitivities, restaurant norms and expressions and customs. In each section there were three pieces of advice regarding Spanish eating etiquette. We hope that Middlebury can put this up on their bulletins around the center as well as in their orientation booklet.

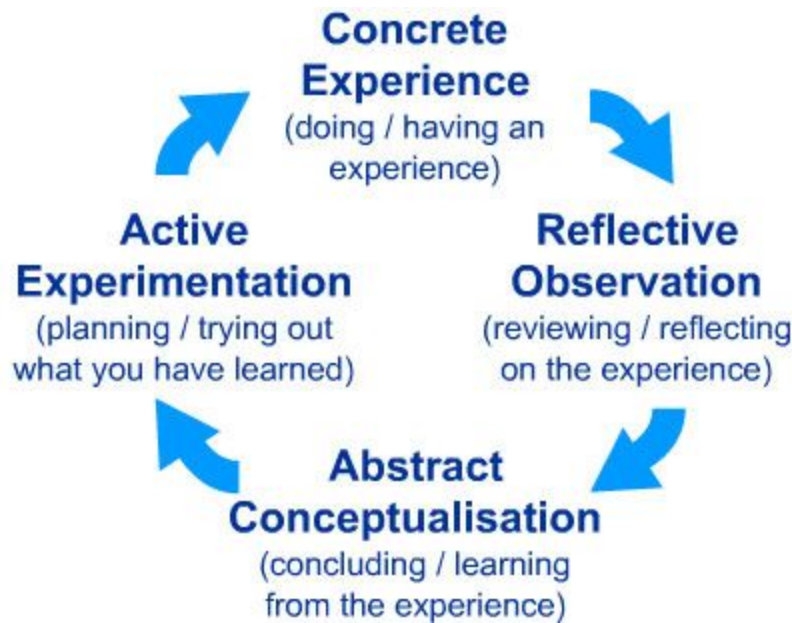
Social Activity: For this activity we designed a Madrid activities passport. We choose 20 activities that students could do around Madrid. These activities include trying different foods, visiting famous sites and exploring lesser known ones. If students complete an activity, they will receive a stamp in their passport. Students have to prove that t they completed each activity by showing a receipt or photo. Prizes will be offered to the student who fills their passport first.

Day Trip: We designed a brochure for Middlebury students to take with them on a day trip to Segovia. The brochure provided history of Segovia and its main sites. There is a rough schedule that students can follow as well as information about different ways of getting to Segovia(train

and bus). The theme for our day trip which is reflected in the information provided in the brochure was “Legends of Segovia.”

Research: Experiential Learning Theory

For our project, the main research we focused on was Kolb’s Experiential Learning Theory which is best exemplified by the following diagram.



Source: <http://www.simplypsychology.org/learning-kolb.html>

We implemented experiential learning theory in our activities with our MIIS classmates. We also went through the cycle of experiential learning ourselves through researching and planning the activities, completing the activities with our group, and then editing the deliverables we produced for Sede Prim to reflect what we learned from the concrete experiences.

Experiential Learning Theory in the activities:

Segovia Day Trip: For this activity we didn't have much time before our excursion to discuss about Segovia and its history. Ideally, we would have liked to make a presentation on Segovia and lead a discussion. However, while waiting for our bus to Segovia, we gave the students a brochure, which provided a brief history of Segovia, information about its key attractions, and some recommendations for typical food. Students were able to read this on the bus which allowed them to learn a bit about Segovia beforehand. Our first activity in Segovia was a guided tour of the Alcazar. We wanted to at least do one tour on this trip so that students were able to learn about its history instead of just admiring its beauty. The tour was in Spanish which we hoped would allow students to practice their listening skills. After, we walked over to the Cathedral as a group. The students were allowed to explore the Cathedral on their own and when

they finished, they had their free time to have lunch and explore the city. We told students that a typical lunch dish in Segovia is the Cochinillo (baby pig), which many students decided to give a try. After free time, we told students to meet at a bakery where they had the option to try another typical Segovian food, Ponche Segoviano. We compared the flavors of the ponche to the desserts we made in our cooking class. While we waited for our bus back to Madrid, we told students to get into pairs and gave them questions to discuss about Segovia and the overall trip. We also encouraged students to reflect about their experience in their journal.

Goals of the activity:

1. Show a group a small historical city in Spain, let them experience a different city from Madrid
2. Allow time for group experience and individual experience
3. Treat the group like adults while making sure that everything runs smoothly
4. Develop and stick to a rough schedule
5. Expose students to different aspects of Segovia (ie history, food, attractions etc.)

What went well:

1. Everyone was on time
2. Our schedule ran smoothly
3. We were able to stay within the budget
4. No surprises (we made sure to prepare ahead of time)
5. General feedback from students was positive

Things to think about for next time

1. Book tickets further in advance, especially for big groups
2. Student food allergies: we didn't consider that students might be allergic to some of the ingredients in the Ponche Segoviano, so next time we would think of providing an alternative dessert to students who could not eat it
3. More free time: students felt like they didn't have enough time to enjoy lunch and also see any sights on their own
4. Alcázar guided tour group was very large: it might be better to book a guide or purchase audio guides for students instead
5. Amount of time needed to wait for bus (we arrived back at the bus stop a bit too early)

Cultural Activity- Spanish Cooking Class: We made paella and two Spanish desserts. Before this class, we made a presentation about paella and talked about the many different kinds as well as its history and traditions. After, we asked students if they have tried paella before and if they had a similar “community eating experience”. One student shared an example of a community eating experience during her time in the peace corp in Senegal. The cooking class was an overall

success and everyone equally contributed to the final meal. We were all doing different tasks simultaneously from cutting vegetables to taking off shrimp heads! One student in particular had to completely dissect a squid to make it edible for the paella. He had never experienced something like that before and found it to be a great learning experience. After we finished cooking we sat around the table and ate the dishes we prepared in cooked. We talked about the experience and if anyone had ever taken a cooking class before.

Goals of the activity:

1. Students learn about the history and traditions of paella in Spain
2. Every student equally participates in the cooking preparation and process
3. Follow directions in Spanish
4. Work together as a group to make a meal

What went well:

1. There were options for vegetarians
2. Everyone was engaged in the activity
3. Everyone understood enough Spanish to participate equally
4. We were able to eat what we had made

Things to think about for next time:

1. Assigning student tasks students didn't feel comfortable doing (ex. Taking off shrimp heads and cleaning squid)
2. Talking with the group about food preferences: we made a vegetarian paella and a seafood and meat paella, but many students chose to eat the vegetarian paella because they didn't like seafood

Budget process and final budget reporting:

Planning for the budget for the Segovia trip did take some time. We were given €310 and could not exceed this amount. First, we had to weigh out the pros and cons of either taking a train or a bus. In the end, we decided to take a bus because it was cheaper and dropped us off right in the center of Segovia. The bus was €15.00 while the train was €20.00. Next, we looked into prices for the tourist attractions. The entrance fee for the alcazar was €5.50 but we were able to get a group discount which dropped the price to €3.50. In order to receive this discount we had to make a reservation online, print out the conformation and also have a accreditation letter that proves we come from an institution. We decided to pay one more euro per person to partake in a guided tour. The final Alcazar price per person was €4.50 and we were able to pay in card at the site. After, we looked up prices for the Cathedral and found them to be €3.00 euros per person. We discovered that the Cathedral must be paid in cash but we didn't factor in the bank fee of 5 euros. In the long run, this did not affect our budget. To end the day, we wanted to buy everyone

a typical Segovian dessert, ponche segoviano. We budgeted €3.00 euros per person for this. Our original budget per person came out to be €25.50 and our grand total was €280.50, under our allocated budget. In the end we only spent €256.83 total. We spent a lot less than we thought we needed on the ponche segoviano, which saved us a large chunk of money. See below for our final budget breakdown:

Segovia Day Trip Budget				
Date:	01/21/17			
Number of people:	11			
Allocated Budget:	€310.00			
Item	Cost per person	Total Cost	Method of Payment	Actual Expenses
Bus Ticket	€15.00	€165.00	Card	€156.13
Cathedral	€3.00	€33.00	Cash	€33.00
Alcázar**	€4.50	€49.50	Card or Cash	€49.50
Ponche Segoviano	€3.00	€33.00	Card	€13.20
Bank Fee				€5.00
	Total per person	Grand Total		Grand Total
	€25.50	€280.50		€256.83

**We can get a group discount at the Alcázar, which will reduce the price to 3.50€. We plan to join a guided tour for 1€ extra

Value of Project to Learning Partner

We hope that students can take the brochure we made and go on a day trip to Segovia either independently or in groups. We made sure not to include a date on the brochure, per Aida's request, so it can continue to be used for many semesters in the future. With the social activity, we hope that students go and explore as much of Madrid as they can and discover certain things they maybe wouldn't have found on their own. As for our cultural poster, students will learn about different aspects of Spanish eating etiquette.

Challenges and Limitations

1. Printing the brochures
2. Balancing our time working on project with classes and site visits
3. Providing the correct information on the deliverables without making them too wordy
4. Different expectations than learning partner
5. Designing different activities than last year's group
6. Limited class time to discuss the activities before and after as a group

Future Recommendations for Sede Prim

1. Develop a clear reward system for the Activities Passport

2. Consider developing more brochures for other day trips and activities
3. Provide access to brochures and flyers on the Middlebury Schools Abroad website as well as in print around the center