WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

Project nummber - 2019-1-ES01-k229- 065937

Collection of Good Practice

LEGEND OF THE ROOSTER	
Content/ Subject areas (*taged with modules*)	The areas we work on are: • Self-awareness and personal autonomy • Knowledge of the environment • Languages: communication and representation
Target group: age range and size of the group	Pre-school education: 5 years old
Learning objectives / competences	- - To value legends as an example of oral tradition. - - To learn about the traditions of other generations - - To get to know the coast of Arteixo - - To favour the development of language in its different uses and functions. - - To broaden communicative competence
Description of overall activity	Based on the legend of the Rooster of Barrañán, we make a Power Point video presentation using as images the drawings that the children have made about the legend and they are the ones who tell us the story. At the end we record everything on mp4.
Description of the process and teaching/ learning strategies used (*what, how, in which order*)	The teacher tells the legend and asks questions about it: Do you know the beach of Valcovo? Did you see the cave there,...? We ask the families to visit the beach and the cave and send us photos, In a large group assembly we look at the pictures, the children who have been to the beach tell us what they saw and we choose the pictures to make a video telling the legend. We draw pictures to illustrate the legend. Each working group is in charge of making specific drawings: cockerel, fisherman, cock's head,... We choose the drawings that we are going to put in the video. Power point presentation of the legend Audio recording to tell the legend We put each recording on its own slide. We record the powerpoint in mp4
Evaluation/ types of assessment (*summative,*	Continuous and formative throughout the activity. Self-evaluation of the activity The teachers also evaluate the timing as well as the activity itself: motivation, difficulty in mounting each slide, suitability of the plastic techniques,...

formative, peer-, self- etc.)	
Materials and tools	Photographs, drawings made by the children, Ipad to record and retouch audios. Power Point
Timing and learning environment	This activity is part of the programme for the beginning of the school year, during the month of September, taking advantage of the fact that the children have gone to the beaches of Arteixo during the summer holidays. The presentation and analysis activities were carried out in a large group, as well as the assembly of the slides in Power Point. The drawings were made individually
Conclusion *(Innovation what makes it good practice, further application)*	Defend the relevance of using traditional oral literature as a pedagogical tool that also allows It is a pedagogical tool that also allows children to be linked to their own culture. Legends are part of popular knowledge and help us to get to know our immediate environment. They are a didactic and motivating resource that enriches our educational work. By capturing them graphically and orally, they allow us to work in a globalised way that facilitates learning.
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