





# WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

Project number - 2019-1-ES01-k229- 065937

## Collection of Good Practice

<b>CHRISTMAS GREETING VIDEO</b>	
<b>Content/ Subject areas</b> <i>(taged with modules)</i>	The areas we work on are: <ul style="list-style-type: none"> <li>• Self-awareness and personal autonomy</li> <li>• Knowledge of the environment</li> <li>• Languages: communication and representation</li> </ul>
<b>Target group:</b> <b>age range and size of the group</b>	Pre-school education: 4 and 5 years old
<b>Learning objectives / competences</b>	<ul style="list-style-type: none"> <li>- - To know the Christmas traditions of our country.</li> <li>- - To have a minimum notion of the Christmas traditions of the countries that are with us in the Erasmus project.</li> <li>- - To get to know different ways of congratulating people who are far away.</li> <li>- - To explain one's own experiences</li> </ul>
<b>Description of overall activity</b>	The children decorate the drawing of a Christmas tree placed on the floor of the Croma. One by one they put the different decorations and we take photos of this process to make a video using the Stop Motion technique.
<b>Description of the process and teaching/ learning strategies used</b> <i>(what, how, in which order)</i>	<p>Description of the process and teaching/ learning strategies used (what, how, in which order)</p> <p>Once we worked in class on "Christmas greetings: why and types", the first activity was to decide how we could send Christmas greetings to the children participating in the Erasmus project. We decided to make a video and we discarded the greetings card because they would not understand what we were saying.</p> <p>Among several ideas we chose the decoration of a Christmas tree and selected the material we were going to use.</p> <p>We carried out the activity in the Croma classroom.</p> <p>We connected the iPad to the digital whiteboard, to work in a large group, and we looked at the photos, discarded the ones we didn't like and proceeded to edit the video.</p>
<b>Evaluation/ types of assessment</b> <i>(summative,</i>	  <p>Continuous and formative throughout the development of the different activities. Self-assessment: I liked/didn't like it. Why ? Was it easy or difficult?</p>

<i>formative, peer-, self-etc.)</i>	The teachers also evaluate the timing as well as the activity itself: they understood what we were doing, they found it difficult to wait for their turn, it was easy or difficult to use the chosen app,...
<b>Materials and tools</b>	Continuous paper, Christmas decorations: bells, balls, star, confetti, moving letters, Ipad and Ipad tripod. App: Stop Motion
<b>Timing and learning environment</b>	The activities were carried out in a large group, taking advantage of the initial assembly when we started the class. The preparation for this activity took place over a week, but there was prior knowledge that was worked on over a fortnight.
<b>Conclusion</b> <i>(Innovation what makes it good practice, further application)</i>	Bringing children closer to the knowledge of other cultures allows them to develop values of solidarity, tolerance, generosity and companionship. Videos are a way of getting closer to others and introducing them to our culture. The Stop motion technique allowed us to do it in an easy and playful way.
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