




WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

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

Collection of Good Practice

Title Arteixo´s Super Women	
Content/ Subject areas <i>(taged with modules)</i>	Galicien language
Target group: age range and size of the group	Students year 1 Primary .
Learning objectives / competences	<p>Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people with disabilities.</p> <p>Know and use in an appropriate way the Spanish language and, if any, the co-official language of the autonomous community, and develop reading habits.</p> <p>Social and Civic Competence.</p>
Description of overall activity	To commemorate Women's Day, March 8, the students of 1º primary, decided to work women of Arteixo, women important to them but also important for their involvement in their trades.
Description of the process and teaching/ learning strategies used <i>(what, how, in which order)</i>	<p>To do this, the first thing they did was draw up an open-ended survey, which was valid for all the women they were going to interview. Once the questions were agreed upon they chose the woman they and they wanted and asked them the questions, and they had to write the answers. They then exposed the whole class orally.</p> <p>At the group level, five women were worked with different professions (teacher, director, actress, swimmer, boxer) and we did a survey in person. We also use the chatter pix app to include students' voices in the photos of these women, and tell a summary of their story. We also used pop art to make portraits of these special women and make a mural.</p> <p>Finally we organized all the information to make a presentation.</p>

	
<p>Evaluation/ types of assessment (<i>summative, formative, peer-, self-etc.</i>)</p>	<p>The important thing about this activity was to give it the importance that women deserve and see that so many men and women could work in any trade.</p>
<p>Materials and tools</p>	<p>Chatter pix, genially, word</p>
<p>Timing and learning environment</p>	<p>The time used was two weeks. He really enjoyed the work, as it was something very close to them and them. They worked out the work from the first moment (creating the questions), they also decided what they were going to interview, and finally they had to expose it. They were the protagonists of each of the steps of the investigation.</p>
<p>Conclusion (<i>Innovation what makes it good practice, further application</i>)</p>	<p>The students had to make decisions, who they were going to interview, what questions they were going to elaborate, organize the information, present it orally, work on pop art ...</p>

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