



## WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

Project number - 2019-1-ES01-KA229-065937\_2

### Collection of Good Practice

<b>BREAKOUT GAMES - Learning Our Cultural Heritage - Portugal</b>	
<b>Content/ Subject areas</b> <i>(taged with modules)</i>	Culture; portuguese culture, cultural heritages
<b>Target group:</b> <b>age range and size of the group</b>	Students year 5/6 Primary and Secondary.
<b>Learning objectives / competences</b>	Learns to work in collaboration with other students in the same school and / or other European schools. Gains knowledge of the cultural heritages in Portugal. Improves problem solving skills based on the given clues.
<b>Description of overall activity</b>	Portuguese cultural heritage and information is communicated to students in an interactive way by dividing them into sections and giving students tips. Students answer questions at the end of each section with the tips given in each section. Then he goes to the next step and tries to decipher the password. The person playing the game wins the right to stay in the hotel specified in the fiction after decrypting the password. <b>Game:</b> <a href="https://docs.google.com/presentation/d/1qvVJjP7whu9_eq2uy7QRZR45I09CuVPNIjWvxEdrjls/preview?rm=minimal">https://docs.google.com/presentation/d/1qvVJjP7whu9_eq2uy7QRZR45I09CuVPNIjWvxEdrjls/preview?rm=minimal</a>
<b>Description of the process and teaching/ learning strategies used</b> <i>(what, how, in which order)</i>	<b>Main Story</b> We tell our students about the cultural heritage of Portugal by making them play. By combining the gamification method with the digital escape game type, the necessary achievements are conveyed to the students with the scenarios created in the form of a story. The passwords of the departments are given in the scenarios in secret In each section, our students try to find the password belonging to the department by starting from the clues.  <b>Course Steps</b> The teacher begins to explain the "Chapter-1" presentation and begins to explain it. Story, The entrance and exit to Portugal submitted a tourist from Turkey, when it comes to hotel rooms while touring the region outside the region where encounters with a tablet in her book and began to examine starts.

	<p>Then, when he gets to the lobby, the attendant tells him that he can attend an event at the hotel and if he wishes. The story process includes encryption of the process steps given to complete this activity.</p> <p>The teacher opens the relevant scenes above the activity steps in the presentation presentation named "Chapter-1". In total, information on 5 cultural heritage is provided in the event information.</p> <p>The stage and presentation suggestions are included in the pdf file named "Guide" that writes the lesson plan.</p> <p>There is a question of his cultural heritage. The answers to the questions are secretly explained in the scene. On the scene belonging to Lisbon, there is the lock icon at the bottom left. Students should click on the ico here to answer the questions. The clicked field will redirect the student to a Google Form page. (The opened "Google Form page" should not be closed until it can be learned. The student will answer all questions from here.)</p> <p>These oral students will be able to find the answers to the questions and write them in the relevant field on Google Form, to switch to the next cultural heritage scene.</p> <p>Here, the students are expected to click on the clickable areas in the opened scene and moan the opened pages and find the password.</p> <p>After finding all the passwords, the link given to us via Google Form is clicked. Section-Final presentation opens. Click on the "Password" section on the presentation. The answer to the question on the Google Form page that opens is answered from the question. (Answers to questions are included in the guide.)</p> <p>When we enter the correct answer in the relevant field, the link given to us with the Google Form is clicked. The link takes us to the hotel page. The lesson is concluded by opening the lesson by talking to the tourist for a week after completing the activity.</p>
<p><b>Evaluation/ types of assessment</b> (<i>summative, formative, peer-, self-etc.</i>)</p>	<p>The lesson plan is designed according to the full learning model. Each student answers 6 questions in total during the process. These questions are placed at the end of the section. Students should find the section password by examining the scenario in order to move on to the next stage.</p> <p>A student who cannot find the password for the department cannot proceed to the next stage. The evaluation is done in this way with google form.</p>
<p><b>Materials and tools</b></p>	<p>Google Slides, Google Forms, thinglink.com, Bitmoji</p>
<p><b>Timing and learning environment</b></p>	<p>All departments will be held in a one-week lesson plan. it can be done in the class of foreign languages if we work with European schools or in own language if we do the work with the own school, The teacher of social science can illustrate the chapter.</p>

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<b>Conclusion</b> <i>(Innovation what makes it good practice, further application)</i>	Different transversal skills: creativity, decision making, apply previous knowledge, thinking, analysis skills...  Techniques that can be used for creating breakout games, can be adopted easily to other lessons.  In our opinion, it is innovative because students acquire skills such as thinking, analysis, problem solving, as well as cultural knowledge of the region, through gamification.....
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