



WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

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

Good Practices

Title	“PATRIMONIO GALEGO” Galicia cultural heritage (by students of kindergartem)
Content/ Subject areas (taged with modules)	Literature, Ways of Santiago and Monuments Cultur heritage, Maths Roboticis , Gastronomy...
Target group: age range and size of the group	Students from 3-6 years old
Learning objectives / competences	<ul style="list-style-type: none"> -Appreciate and endorse some significant elements typical of tradition and Galician culture, artistic expressions, customs, popular festivals, folklore, gastronomy. -Know the main elements and symbols of Galician culture. - Begin to formulate hypotheses to investigate and anticipate possible consequences. - Produce different texts individually and in groups with purposes and intentions different. - Begin in mathematical skills functionally manipulating elements and collections, identifying qualities and establishing classification relationships, quantification and order..
Description of overall activity	<p>Given this enormous wealth of assets, in order to prepare this project, we have grouped it into 4 large blocks: Literature, Ways of Santiago and Monuments Cultur heritage, ...Gastronomy</p> <p>Each of these blocks consists of the following sections:</p> <ul style="list-style-type: none"> -Theoretical framework. -Objectives to achieve. -Contents to work. -Tasks to do.
Description of the process and teaching/ learning strategies used (what, how, in which order)	<p>Galicia has a very rich literary culture that dates back to medieval times, where it lived a period of maximum splendor, passing through the Dark Centuries (XVI, XVII, XVIII) that was a period of decline, and recovered again in the 19th century , known as "Rexurdimento" (Resurgence). All this indicates that Galician literature is, without a doubt, one of the most precious assets of this land. Galicia is a European benchmark thanks to El Camino, a cultural meeting point for the millions of pilgrims who throughout history have traveled the Jacobean routes. Reaching its goal is the Cathedral of Santiago de Compostela, one of the most important symbols of Galicia for its heritage value.</p> <p>gastronomy, Literature, Ways of Santiago and Monuments</p> <p>Estudients will explore all this throught the project activities</p>

	<p>Show interest to explore their possibilities of expression and representation, to enjoy of their productions and share creative, aesthetic and communicative experiences.</p> <ul style="list-style-type: none"> - Use audiovisual language and tics as a vehicle for expression and communication. - Approach the knowledge of artistic works through different languages. - Express themselves and communicate using means, materials, techniques in different languages. - Make use of the library, valuing it as a source of information. - Participate in dramatization activities, dance, symbolic games and other games of cultural expression
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<p>Evaluation/ types of assessment (<i>summative, formative, peer-, self-etc.</i>)</p>	<p>The teacher uses an observation sheet to asses students</p> <p>Students activities the teacher does the sumative assessment</p> <ul style="list-style-type: none"> -Do they strive to find solutions when difficulties arise? -Are they able to verbalize their perceptions? - Do they make coherent contributions to the group's conversations and dialogues? - Do they use quantifiers to solve logical-mathematical problems? -Are they curious to know everything around them? - Do they recognize the classroom and center library as valuable resources? - Do they recognize artistic elements of Galician culture and others more distant? - Do they formulate hypotheses and contrast them after the investigation process? - Do they explore our surroundings and are they capable of registering natural and artificial elements of their own to contrast them with elements from other cultures? -Do they strengthen the vocabulary related to the topics that are being developed in the classroom? -Do they know what legends, poetry and rhymes are?
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Materials and tools	Products of a reseach work in diferent formats: Activities on different subjects
Timing and learning environment	Each app will be done in two weeks, it can be done in the class of foreign languages or in the subject T Proxectos or History class
<p>Conclusion</p> <p>(<i>Innovation what makes it good practice, further application</i>)</p>	<p>LINGUISTIC COMMUNICATION</p> <p>Understand oral messages and orders.</p> <p>Practice active listening and dialogue</p> <p>KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD</p> <p>Use hygiene and healthy eating habits.</p>

Show curiosity to know the elements of our environment

MATH

- Count and order objects.
- Associate quantity and number.

AUTONOMY AND PERSONAL INITIATIVE

- Have an adjusted image of your limitations and possibilities.
- Solve new tasks and problems of daily life

INFORMATION PROCESSING AND DIGITAL COMPETENCE

- Manage and program the robot commands (bee bot).
- Manage the icons of Google, Google Maps and Google Earth in the search for information

LEARN TO LEARN

It includes different transversal skills: creativity, decision making, apply previous knowledge...

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JUGAMOS A LAS DIVINANZAS

Con harina me amasan,
en el horno me cuecen,
y no soy un pan.



En un banco,
las cogieron.
En la parrilla,
las asaron.



En rodajas te lo pones,
pero patatas no comes.



Por el camino la deseas,
en Santiago la compras.



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PINTORES GALLEGOS Y GASTRONOMÍA

Secadero de pulpos



LUÍS SEOANE

Las pescadores y pescaderas



MANUEL COLMEIRO

Vendedoras en la feria



M^a ANTONIA DANS

Las mariscadoras



LUÍS SEOANE

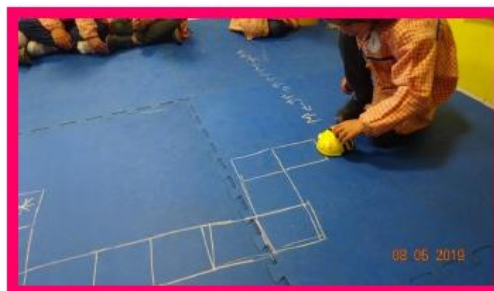


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❖ EXPERIMENTAMOS RUTAS A TRAVÉS DE LA ROBÓTICA.

Se dibujan distintas rutas en la alfombra, marcando una casilla de salida y otra de llegada. A continuación proponemos diferentes alternativas, para finalmente comprobar cual es la ruta correcta realizando comparaciones e incentivando el aprendizaje por descubrimiento a través del ensayo-error.



A partir de los comandos dados comprobamos si son correctos al programar a Bee-Bot para ir del punto de partida a la meta.

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NUESTRA MASCOTA PICO

Dado que la mascota del aula es nuestra amiga, cómplice e hilo conductor de nuestros proyectos, será por tanto quien nos inicie en esta nueva aventura, iniciando en los niños y niñas el afán por descubrir, explorar y experimentar una vez más. Así, en el momento de entrar en el aula nos encontramos a PICO vestido con un atuendo extraño, y además de una gama de complementos.



Es así como la aparición de nuestra mascota, provoca en nosotros la curiosidad y la necesidad de resolver este enigma. No entendemos que es lo que pretende y por tanto comenzamos a plantearnos interrogantes e hipótesis generando en el aula un clima de investigación, tratando de buscar repuestas que nos muestren la intención de nuestra mascota PICO.

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ROBÓTICA




Elaboramos un tapete con imágenes relativas al camino de Santiago, tarjetas con palabras y será Bee-Bot, quien nos guíe para desplazarnos de una etapa a otra. Previamente al desarrollo de la actividad se trabajaron contenidos relativos al Camino, tales como, rutas, etapas, monumentos, pueblos y ciudades. De este modo el alumnado conoce perfectamente las imágenes expuestas en el panel.

La actividad en sí consiste en identificar los textos escritos en dos de las tarjetas dadas, para relacionarlos con las imágenes, al tiempo que fomentamos la lectura. A continuación los niños y niñas deben programar a Bee-Bot para crear una ruta que una ambas imágenes.

Así, podremos unir una etapa con otra, La ciudad de Lugo con su muralla Romana, Santiago con su catedral, los diferentes atuendos del peregrino, los complementos necesarios para iniciar esta gran aventura, etc.

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POESÍA

Caminito, caminito
tu me guías despacito
entre ramas y veredas,
voy dando mi pasito.
No temas peregrino
que aquí en el camino,
agua beberás,
de los lugareños
que te encontrarás.

En la galanura de los campos
algún árbol te cobijará,
y a él le contarás, secretos,
que hasta las frágiles ramas
un día el viento, se las llevará.

Con gran pasión y afán,
etapa tras etapa,
las metas llegarán,
y ante ti se postrará,
la imperiosa catedral,
que has de divisar.

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MARCO TEÓRICO II

MONUMENTOS GALLEGOS



CATEDRAL DE SANTIAGO

TORRE DE HÉRCULES

MURALLA DE LUGO

HÓRREO DE CARNOTA

CASTRO DE SANTA TEGRA

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