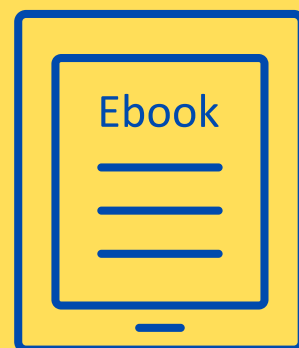




Combining Approaches in the Literature and Language Learning - teaching lessons from the Erasmus+ schools partnership project CALL

teacher handbook





The handbook for teachers *Combining Approaches in the Literature and Language Learning* - teaching lessons from the Erasmus+ schools partnership project CALL was created as part of the Erasmus+ project *Combining Approaches in the Literature and Language Learning* (2020-1-HR01-KA229-077782) which was carried out in four partner schools from Croatia, North Macedonia, Romania, and Turkey from September 2020 to August 2023.

The handbook consists of best teaching practices and integrates didactic, methodical, and pedagogical materials from project activities. Our aim is that the handbook serves all teachers for the future preparation of classes and that becomes a strategic document for designing extra-curricular and cross-curricular activities in all partners' schools.

Teachers from partner schools participated in the preparation of lesson plans and examples of good practice in the use of digital tools:

Industrijsko-obrtnička škola Slatina (Croatia)

Liceul Teoretic "Tudor Arghezi" Craiova (Romania)

SSOU "Dimitrija Čupovski" Veles (North Macedonia)

Şule - Muzaffer Büyük Mesleki ve Teknik Anadolu Lisesi (Türkiye)





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MARIN PREDA'S MOROMEȚII: ILIE MOROMETE

CHARACTER TRAITS



CREATED BY

Minodora Decă

STUDENTS' AGE

17

TIME

REQUIRED

50 minutes

TYPE OF LESSON

teaching - learning - evaluation

GENERAL
COMPETENCES

- using Romanian language in a proper, context-sensitive way in different communication situations
- understanding and interpreting texts
- putting texts into the context of their time and/or cultural/literary trends
- expressing oral or written opinions in different communication situations

SPECIFIC
COMPETENCES

- comparing, based on clear criteria, opposed visions of the world, human condition or art, as reflected in a literary text
- analysing the relations between a work under study and the cultural context thereof
- using the appropriate techniques and argumentative strategies in different communication situations (written or oral)



OPERATIONAL OBJECTIVES

- determining the conflicts in the novel, the reasons behind them, the nature thereof, as well as the parties involved
- categorise the character based on their social, psychological and moral traits, as described in the text
- presenting four elements of the epic discourse, which are essential for character construction (such as: title, topic, space/time relations, conflict, narrative perspective, subject construction, narrative action/sequence, characterisation means, etc.)
- emphasising the main character's evolution
- expressing their own point of view regarding the main character of the literary work and the problems they are facing

TEACHING STRATEGIES

conversation, discovery, brainstorming, problematisation, thinking hats, reflexive journal

ORGANISATION

face-to-face, individual and group work

MATERIALS AND EQUIPMENT

worksheets, workbooks, students' books, the literary work, the whiteboard.

BIBLIOGRAPHY

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George Călinescu, *The history of Romanian literature*, Minerva Publishing House, Bucharest, 1988;
Constantin Parfene, *The methodology of teaching Romanian language and literature in school*, Editura Polirom, Iași, 1999;
V. Goia, *Teaching Romanian language and literature in secondary and high school*, Dacia Publishing House, Cluj - Napoca, 2002;
C. Crăciun, *The methodology of teaching Romanian language and literature in secondary and high school*, Emia Publishing House, Deva, 2004;

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Romanian language and literature, textbook for the 12th grade, Corint Publishing House, Buharest, 2007.

LESSON STRUCTURE

Crt. No.	Lesson stages	Learning contents	Teaching strategy			Assessment
			<i>Methods and procedures</i>	<i>Teaching means</i>	<i>Organisation</i>	
1.	Organisation (1 min.)	Ensuring silence, consigning absences and getting ready for class.	Conversation		Front activity	Systematic observation
2.	Knowledge update (10 min.)	Ss are required to frame Preda's <i>Morometii</i> into a certain typology, mention the themes, conflicts, narrative perspective, structure and composition (by referring to both volumes, to certain scenes and to the most important moments). Ss are also required to present the novel's symmetry (the theme of time).	Conversation	Reading sheets	Front activity	Oral questions
3.	Calling for attention (5 min.)	The T writes on the whiteboard "character description" and asks the Ss to remember the elements which contribute to describe a character. The T writes on the whiteboard these elements and the ways characters are described, as mentioned by the Ss.	Brainstorming	Whiteboard Notebooks	Front activity	Oral Answer analysis
4.	Lesson title and objectives (1min.)	The T informs the students of the title and explains them the objectives	Exposition	Whiteboard Notebooks	Front activity	Systematic observation

WORKSHEETS

INFORMATION

THE WHITE HAT

1. Which information do you receive about Ilie Moromete as a literary character?
2. What kind of character does he represent, based on the types of characters you have studied before?
3. What is his relationship with the other characters in the novel?
4. How do you get this information?



FEELINGS

THE RED HAT

1. What do you feel about the character's language and behaviour?

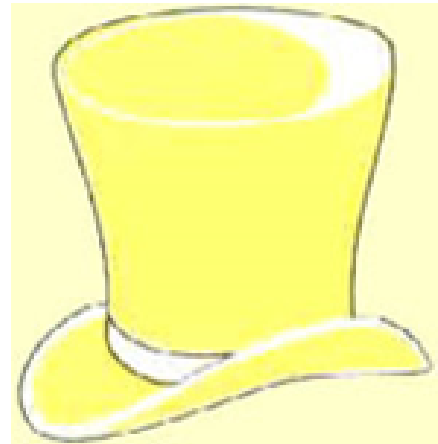


WORKSHEETS

POSITIVE THOUGHTS

THE YELLOW HAT

1. How does Ilie Moromete stand out from other literary characters?
2. How is he different from the literary characters in other literary works you have studied?



FLAWS

THE BLACK HAT

1. Which are Ilie Moromete's flaws as a literary character?
2. What kind of conflict does he face?
3. Which are the main scenes which announce the conflict?



WORKSHEETS

FRESH IDEAS

THE GREEN HAT



Read the following text and solve the tasks below:

„Moromete sat on the border stone, (...) witness to a strange world which had gone extinct. Wasn't time the same? Aren't children meant to misunderstand their parents... and aren't parents meant to forgive them and suffer for them? (...) Have I done all the right things, provided everything for everyone... What else have I failed to do? What else was there to do and I failed to see it, and just stepped aside carelessly? Have they asked for anything of me and not get it? Has anyone asked anything of me and got a No? Has anyone shown me a better path for them that I intentionally chose not to take? They followed the others, not me! And if the others are as I think they are, what else is there left to do? Let them go down! First the others, and then them.”

(Marin Preda, *Moromeții*)

1. Justify Moromete's reflexive position and assess his role in relation to the all-knowing author.
2. Justify the novel's realistic nature.



WORKSHEETS

CLARIFICATIONS

THE BLUE HAT



1. How is Ilie Moromete described as a literary character?
2. Does the literary text emphasise both the physical and the moral description?
Justify your answer.



HOW TO MAKE A TACTILE PICTURE BOOK



CREATED BY

Svjetlana Dupan

STUDENTS' AGE

11 - 18

WHAT IS A TACTILE PICTURE BOOK

Tactile picture book is a book in which, in addition to the text, the pictures are adapted in such a way that they can be fully experienced with the fingers.

A tactile picture for a visually impaired child is also used as a tool in work, and it can also be used as a method of processing a literary work or as an incentive for reading for children without visual impairment.

If the purpose of the tactile picture book is to encourage students to read and is not made for children with visual impairments, it is not necessary to adhere to all these guidelines, but children's creativity and imagination should be encouraged.

CHARACTERISTICS OF A TACTILE PICTURE BOOK

SUBSTRATE

It should be firm, and robust to withstand tactile exploration by hands and scrolling.

Rigid sides (cardboard or fabric) are recommended so that the base can withstand the tactile elements, which can be relatively heavy due to their thickness and texture.



STORY

For the successful creation of a tactile picture book, it is recommended to choose a simple story that is easy to follow, the illustrations should relate to an important part of the story and serve as a complement to the text,



PAGES

The pages of the picture book vary in size according to the age of the child, and it is recommended to start with a picture book measuring 15x15 cm, increase to 20x20, 25x25, 21x 29.7, in accordance with the child's growth and increase tactile research skills. The number of pages is also related to the age of the child, it is recommended to start with 5-6 pages for the youngest children, and gradually increase the number according to age.

TEXT

Text of a picture book intended for visually impaired children should be in enlarged black print (e.g. Arial 24) and in braille, always on the same side of the picture book, never written over the illustration, and it is advised to avoid fonts that contain decorative elements and that distract attention and negatively affect recognition letters.



OBJECTS

When choosing the objects contained in the picture book, it is necessary to take care of safety because the picture book must be safe. It is necessary to avoid sharp objects, toxic materials, small objects that can fall off or break, long strips that can cause suffocation in small children and the like.

It is recommended to use safe and resistant materials firmly attached to the page, and use quality glue in accordance with the material to be attached.

When displaying the object, it is necessary to respect the actual proportions and avoid showing the perspective.

If the picture shows a person, it is best to show the foreground, and if it is an animal, it is best to show

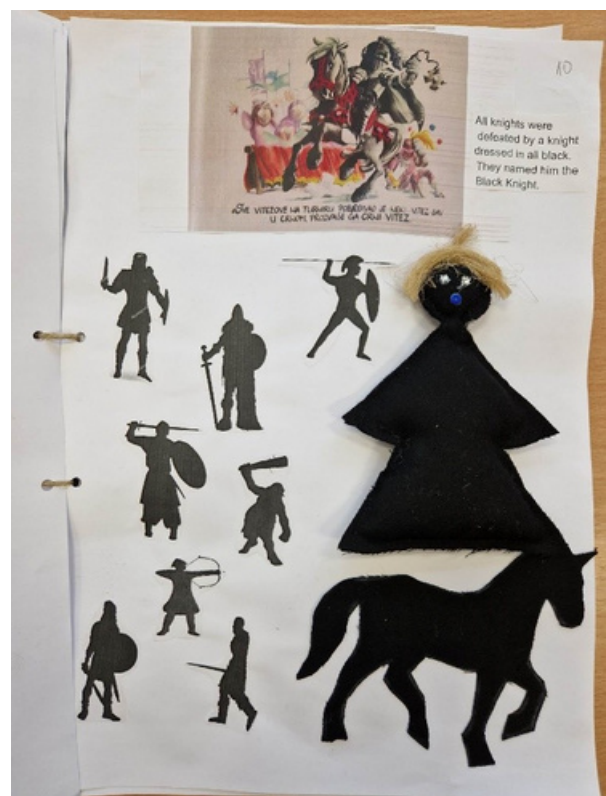
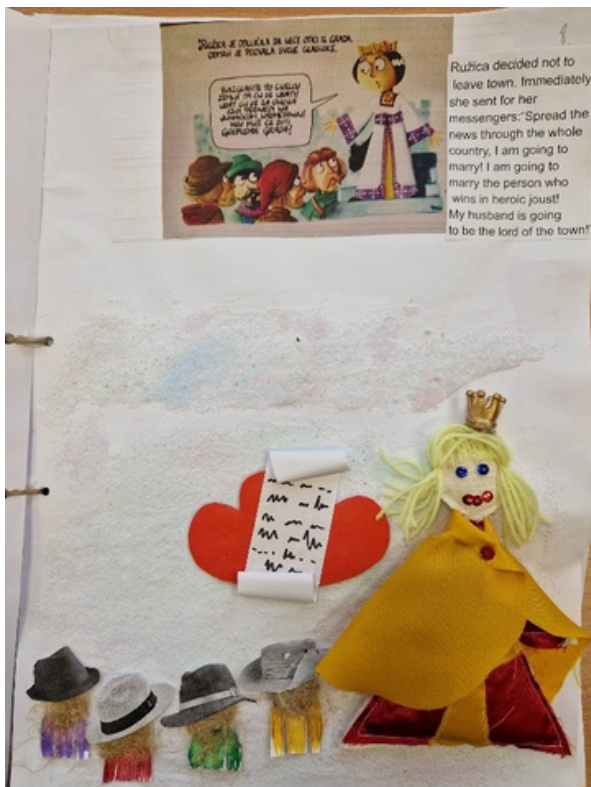
them from the side and allow recognition of all four legs. If a character appears more than once during the story, his characteristics must always be presented in the same way.

It is necessary to avoid overlapping objects in the picture (situation when objects are in front of other objects in the picture and partially cover them).



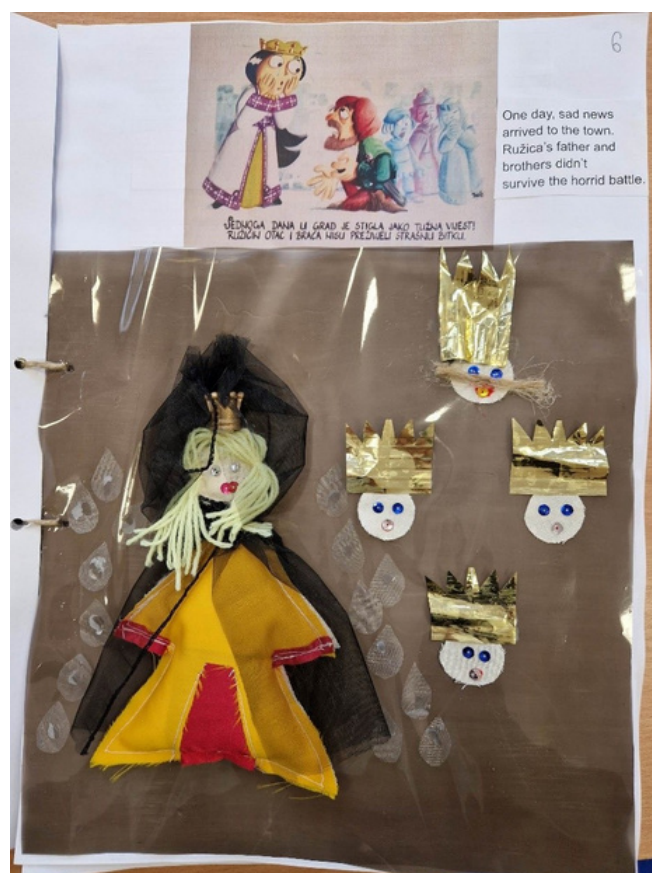
MATERIALS

Materials for creating a tactile picture book should be natural materials because they provide the most information in a natural way, soft materials such as foam rubber, pliable silk materials, pliable woolen materials (felt), smooth paper, etc. We do not recommend materials that are unpleasant on touch unless you want to emphasize the contrast or it is about certain content. It is not recommended to use cotton wool, non-spun wool, straw, soft artificial fur, etc.



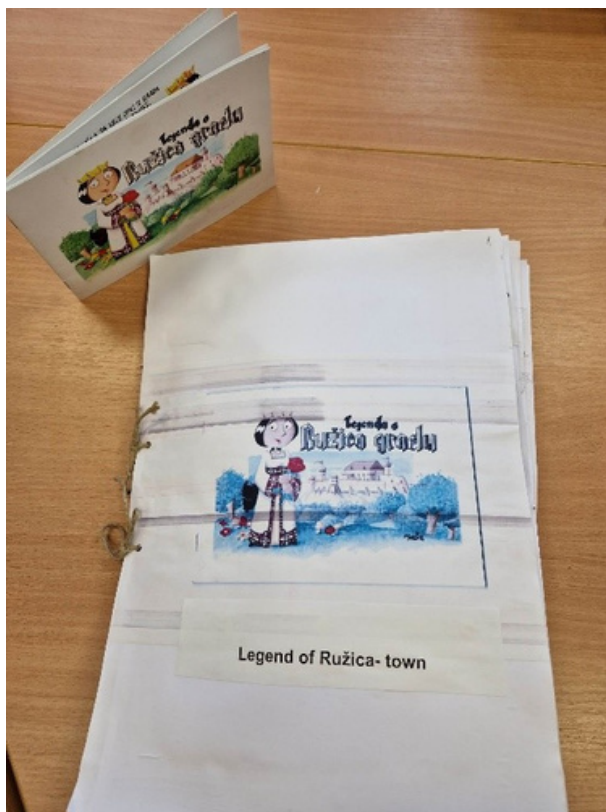
CONTRAST

Contrast in creating a tactile picture book is achieved by using a high color contrast between the objects, but also a high color contrast between the foreground and the background if they are intended for children with little residual vision who can recognize the colors and objects in the picture. Therefore, it is advisable to use multisensory materials that stimulate not only touch but also hearing, smell and residual vision wherever possible. High tactile contrast is achieved by using different materials, not necessarily a multitude of materials, but materials that contrast in texture (smooth, rough). It is recommended to use it when creating an object that realistically contains several parts of different textures, such as a house (roof, window, walls). In the case of animal depictions, it is not recommended to use different materials for body parts such as paws, head, and trunk.



BINDING

The binding must allow the opened picture book to be completely flat so that full tactile exploration of the picture book is possible, as well as proper closing after use.



LIBRARIES

THE USE AND VALUE IN VOCATIONAL SKILLS



CREATED BY Božica Filipović Veg

STUDENTS' AGE 14 - 15

TIME REQUIRED 135 minutes

TOPIC getting to know the world's most famous libraries, researching interesting things about them, making presentations and quizzes in the default digital tool, visiting the city library, talking about impressions from the library

KEYWORDS libraries, focused research, inter-student cooperation, digital tool, oral presentation

LEARNING OBJECTIVES

cognitive objectives

- students select the information they need from different resources
- students use the default digital tool and learn how to work in it
- students explore the city library and its fund
- students talk about the impressions from the library and express their opinions and attitudes

psychomotor objectives

- students create presentations and quizzes using digital tool

affective objectives

- students cherish love for culture and mother tongue



INTERDISCIPLINARY CONNECTIONS

written and oral expression, history, ICT, foreign language and literature

MATERIALS AND EQUIPMENT

mobile phones, notebooks, computers, projector, default digital tool (Genially, Wordwall, PowerPoint, Canva and similar), library fund

RESOURCES FOR STUDENTS

library fund, Internet, textbooks

LESSON STRUCTURE

ACTIVITY NO 1**AIM**

getting to know the world's most famous libraries, researching interesting and rare facts about them (the biggest, the oldest, the most beautiful, the most magnificent, the most impressive library..., researching and writing interesting data about them that will be used for the presentations

ESTIMATED TIME

45 minutes

PROCEDURE

Students are divided into smaller groups. Using the Internet on their mobile phones, they investigate special kind of libraries and take notes. After that, they make presentation and/or quizz in digital tool of their choice.

ACTIVITY NO 2

AIM	visiting the city library, getting to know it, exploring the fund and history of the library, finding the books about the profession they study (waiters, carpenters, plumbers), exploring them
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ESTIMATED TIME	45 minutes
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PROCEDURE	Accompanied by the school librarian and Croatian language teacher, students visit the city library where they meet the town librarian. They get to know the history of library, workers there, library fund and some interesting things about our library. Students compare our library with the ones they researched about. They walk through the fund and seek for the books that write about their future profession. Students exchange their opinions and impressions among themselves.
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ACTIVITY NO 3

AIM	Students express their impressions after visiting the library, talking about the use and value of library, how can they use some books for their profession. Students present their quizzes and presentations.
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ESTIMATED TIME	45 minutes
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PROCEDURE

The teacher conducts a focused conversation about the things they saw and heard in the library, how they liked it, what are the advantages of having a city library, what is the use of it for them in the profession they study and so on. Groups present their work in presentations and they have fun solving the quizzes they have created in digital tool they chose. Students comment on their works and the works of their peers, highlighting the most interesting and successful works.

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

Students are given additional explanations and their understanding of the task is checked. Students with disabilities are assigned to groups with students who attend classes without adapting the content or individualized approach.

ASSESSMENTS

oral expression, questioning of understanding, feedback from the teacher, peer evaluation



CREATION OF NATURAL OUTLINES OF CYRILLIC LETTERS

FRAMES THAT CHANGE THE LOOK OF THE LETTER



CREATED BY Ivana Lukač Vuković

STUDENTS' AGE 14 - 15

TIME
REQUIRED 120 minutes

TOPIC history of the Croatian language up to the 15th century
- creation of an object in the form of Cyrillic letters

KEYWORDS Cyrillic, outlines/contours, Slavic letters, nature

LEARNING OBJECTIVES

cognitive objectives

- students research available materials on Croatian letters up to the 15th century with a special emphasis on the Croatian Cyrillic alphabet
- students practice writing Cyrillic
- students choose one letter of the Cyrillic alphabet and make a frame
- students place the frame of the Cyrillic letter on an object from nature

psychomotor objectives

- students make a Cyrillic letter frame, the main purpose of which is to show the Cyrillic alphabet in relation to the natural environment

affective objectives

- students learn to express one's thoughts, feelings, ideas creativity
- students acquire the necessary levels of listening, speaking, reading and writing essential for learning, work and life



- students develop understanding, interest, respect and care for one's own language, culture and nature

INTERDISCIPLINARY CONNECTIONS

nature and society, art, language, history

MATERIALS AND EQUIPMENT

book, notebook, computer, projector, Cyrillic script template/frame

RESOURCES FOR TEACHER

eTwinning project Old Slavic Letters , New European Names
<https://school-education.ec.europa.eu/hr/etwinning/projects/old-slavic-letters-new-european-names/twinspace>

RESOURCES FOR STUDENTS

literature and language book, cyrillic template, cyrillic frame template, scissors, ppt, projector, online resources, computer

LESSON STRUCTURE

ACTIVITY NO 1

AIM

introducing the students activities related to the Croatian language and script up to the 15th century

ESTIMATED TIME

15 minutes

PROCEDURE

The teacher introduces the students to the goals and activities of the workshop topic Cyrillic frames.

ACTIVITY NO 2

AIM

research and study of the Cyrillic alphabet as one of the three Croatian scripts

ESTIMATED TIME

20 minutes

PROCEDURE

In their reading books and language textbooks, students study the development of historical, literary and cultural monuments written in Cyrillic and Glagolitic.

ACTIVITY NO 3

AIM

Cyrillic writing exercises

ESTIMATED TIME

30 minutes

PROCEDURE

Students watch a video lesson on the correct writing of Cyrillic letters and try to write them down themselves.

ACTIVITY NO 4

AIM	selection and creation of a frame for Cyrillic letters
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ESTIMATED TIME	30 minutes
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PROCEDURE	Students choose one letter, sketch it on white A4 paper and cut out the frame of the letter.
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ACTIVITY NO 5

AIM	frames in nature
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ESTIMATED TIME	25 minutes
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PROCEDURE	Students place the created frames on objects and phenomena from their natural environment (clouds, treetops, flowers, water...) Using the frame, students get a natural outline of the Cyrillic letter/grapheme.
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ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES	The teacher gives additional explanations about the assigned activities and checks their understanding to the students who attend classes with an adapted or individualized program.
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ACCOMMODATIONS AND MODIFICATIONS FOR GIFTED STUDENTS

Gifted students independently choose more complex Cyrillic letters as a motif for their frame. They don't need any further explanation. They help students with difficulties in carrying out activities and clarify instructions.

ASSESSMENTS

questioning of understanding, feedback from the teacher, peer evaluation

INSTRUCTIONS FOR STUDENTS

1. Research on Cyrillic as one of the three Croatian scripts using different sources and connecting with the Days of the Croatian Language. Declaration on the name and position of the Croatian language <https://youtu.be/6KKwNJ2jzcM>
2. Cyrillic writing exercises <https://youtu.be/fF5O8HOjfrU>
3. Selection and sketching of Cyrillic letters on white A4 paper
4. Cutting out the Cyrillic letter
5. Making natural frames using the Cyrillic alphabet

Frames that change
the look of the letter.



LEARNING LITERATURE AT THE CINEMA

WATCH WHAT YOU READ, READ WHAT YOU WATCH!



CREATED BY Ivana Lukač Vuković

STUDENTS' AGE 14 - 18

TIME
REQUIRED 180 minutes

TOPIC creating posters and videos about the selected book/movie

KEYWORDS book, movie, clickbait, literary and film influencers

LEARNING OBJECTIVES

cognitive objectives

- students explore the advantages of the book over the movie
- students come up with interesting click traps when making poster titles
- students choose quotes from a book or dialogues from a movie
- students draw their associations with the book or movie

psychomotor objectives

- students make a poster and record a video

affective objectives

- students learn to express one's thoughts, feelings, ideas and attitudes in language
- students acquire the necessary levels of listening, speaking, reading and writing essential for learning, work and life



- students understand how language works and master the necessary linguistic terms, text types and styles
- students develop understanding, interest, respect and care for one's own language, culture and literature
- students develop one's own linguistic creativity and research curiosity by questioning, understanding and solving problems
- students understand different media languages and use them successfully in learning and communication
- students know how to find different sources of information and use them, evaluate their reliability and usefulness

INTERDISCIPLINARY CONNECTIONS

media culture, foreign languages, film art, literary and film criticism

MATERIALS AND EQUIPMENT

book, movie, notebook, computer, projector, PowerPoint presentation, posters, cell phones

RESOURCES FOR TEACHER

book, movie
Grozdanović, A. Film kao motivacija za čitanje i kao sredstvo u nastavi filma. Available at:
<https://hrcak.srce.hr/file/350531> (Accessed: 11 June 2023)

RESOURCES FOR STUDENTS

When reading and watching the film, the students use the instructions given by the Croatian language teacher. They explore all available online resources related to the selected book/film.

LESSON STRUCTURE

ACTIVITY NO 1

AIM

introducing the students to the planned activities related to the read book and its film adaptation

ESTIMATED TIME

10 minutes

PROCEDURE

The teacher introduces the students to the goals and activities of the workshop topic Book or film? you encourages students to come up with ideas on how to use their poster to attract other students to read a book or watch a movie.

The teacher introduces the students to the task - making a poster on the topic, Learning literature in the cinema.

ACTIVITY NO 2

AIM

choosing a book or film as a basis for creating a poster

ESTIMATED TIME

15 minutes

PROCEDURE

Students are divided into groups. (Each group consists of students who are from the same country if the activity is conducted during mobility). The students previously read the book and watched the screen version of it. They decide which, in their opinion, is a better choice to present on the poster, a book or a film.

ACTIVITY NO 3

AIM creating a poster on a selected topic related to a book or film

ESTIMATED TIME 60 minutes

PROCEDURE Students will design and create a poster in their national languages, about the book they read or the movie they watched. They need to come up with an original, clickable, sensational headline that will attract readers/viewers.

On the poster they can:

- extract quotes from a book or striking dialogues from a movie
- write a review of the content of the book or movie script.
- to single out the main characters and characterize them in the spirit of the times
- explain the importance of the topic/problem for social reality.

ACTIVITY NO 4

AIM presentation of posters by groups of students

ESTIMATED TIME 45 minutes

PROCEDURE The students will, in English if you conduct activity during mobility, present their posters in groups, argue why they chose the book or movie, and explain and support with examples why they decided on it. They will

explain their clickbait and state why it should attract viewers/readers.

ACTIVITY NO 5

AIM	a critical review of the book and film and prioritization and explanation of one's choice
-----	---

ESTIMATED TIME	25 minutes
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PROCEDURE	On behalf of their group, students will assign their star to a book or movie and explain their choice. Which critical articles/reviews about the book/film have they read and refer to some of them.
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ACTIVITY NO 6

AIM	recording a short video as an invitation to watch a movie and read a book
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ESTIMATED TIME	25 minutes
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PROCEDURE	Students will record a short video and for a moment become movie or book influencers, who will invite their friends to read the book or watch the movie through the video.
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ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

The teacher gives additional explanations about the assigned activities and checks their understanding to the students who attend classes with an adapted or individualized program. Students with disabilities are assigned to groups with students who attend classes without adapting the content or individualized approach.

ACCOMMODATIONS AND MODIFICATIONS FOR GIFTED STUDENTS

Gifted students independently present more complex poster solutions and devise creative click traps based on a book or film. They independently carry out activities without additional explanations, following only the basic instructions of the teacher.

ASSESSMENTS

questioning of understanding, feedback from the teacher, peer evaluation



Instructions for students

Before mobility, the students should have read the specified book of their choice and watched the screen version of it, in order to be competent to participate in the assigned activities.

Workshop:

Part 1. (in Croatian, Macedonian or Romanian/native languages)

Design and create a poster about the book you read and the movie you watched.

Come up with an original, clickable, sensational headline that will attract readers/viewers.

On the poster you can:

Extract quotes from a book or striking dialogues from a movie.

Write a review of the content of the book or movie script.

To single out the main characters and characterize them in the spirit of the times.

Explain the importance of the topic/problem for social reality.

Draw something that reminds you of the mentioned book or movie.

Part 2 (in English)

Discussion about the advantages and disadvantages of the film/book.

Eternal question! Which is better, a book or a movie?

Argue individually or in groups. What do you prefer? Why?

Display your posters, clarify your clickbait/titles.

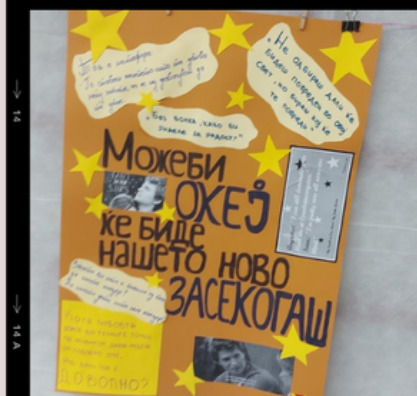
Part 3 (in English)

Record a short video. Become a literary or film influencer for a moment.

Invite your friends to read a book or watch a movie. Emphasize why you should do it!



FILM NEGATIVE



FILM NEGATIVE



FILM NEGATIVE



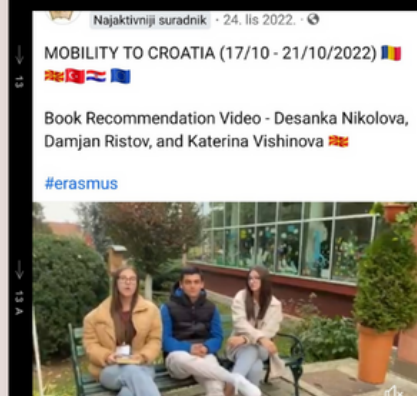
FILM NEGATIVE



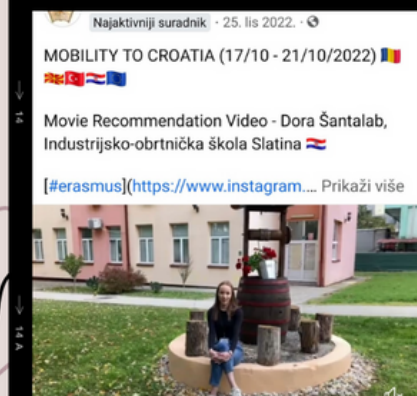
FILM NEGATIVE



FILM NEGATIVE



FILM NEGATIVE



FILM NEGATIVE

CHARLES BAUDELAIRE – POETRY (THE ALBATROSS, INTOXICATION)

CREATED BY

Helena Roštaš

STUDENTS' AGE

17

TIME

REQUIRED

45 minutes

TOPIC

Charles Baudelaire's poetry

KEYWORDS

Charles Baudelaire, modernism, censorship, poetry

LEARNING
OBJECTIVES

cognitive objectives

- students explain the concept of censorship
- students compare the motives and form of the Baudelaire's poems The Albatross (French L'Albatros, Croatian Albatros) and Intoxication (French Enivrez-vous, Croatian Opajajte se!)
- students justify their choice of a painting to illustrate the poem

psychomotor objectives

- students form a Venn diagram

affective objectives

- students advocate artistic freedom

INTERDISCIPLINARY
CONNECTIONS

oral and written communication, art

MATERIALS AND EQUIPMENT

PowerPoint presentation, handouts (poetry collections), worksheets, notebooks, projector, computer, blackboard/whiteboard, audio and video recordings from YouTube

RESOURCES FOR TEACHER

(Charles Baudelaire's poetry in English)

1. Baudelaire, Ch. The Albatross. Available at:

<https://fleursdumal.org/poem/200> (Accessed: 13 December 2022)

2. Baudelaire, Ch. (1919) The Poems and Prose Poems of Charles Baudelaire. New York: Brentano's Publishers. Available at:

<https://www.gutenberg.org/files/36287/36287-h/36287-h.htm> (Accessed: 13 December 2022)

(Charles Baudelaire's poetry in Croatian)

3. Baudelaire, Ch (1978) Cvjetovi zla. Zagreb: Nakladni zavod Matice hrvatske

4. Baudelaire, Ch. (1995) Cvjetovi zla. Zagreb: Konzor

5. Baudelaire, Ch. Spleen Pariza. Available at:

<https://lektire.skole.hr/autor/charles-baudelaire/> (Accessed: 13 December 2022)

(multimedia)

6. Wikimedia Commons Pierre-Auguste Renoir.

Available at:

[https://commons.wikimedia.org/w/index.php?search=Pierre-](https://commons.wikimedia.org/w/index.php?search=Pierre-Auguste+Renoir&title=Special:MediaSearch&type=image)

[Auguste+Renoir&title=Special:MediaSearch&type=ima](https://commons.wikimedia.org/w/index.php?search=Pierre-Auguste+Renoir&title=Special:MediaSearch&type=image)
[ge](https://commons.wikimedia.org/w/index.php?search=Pierre-Auguste+Renoir&title=Special:MediaSearch&type=image) (Accessed: 13 December 2022)

7. Baudelaire, Ch. L'Albatros Available at:

<https://www.youtube.com/watch?v=hIMPWuOHGkY> (Accessed: 13 December 2022)

8. Baudelaire, Ch. Enivrez-vous Available at:

<https://www.youtube.com/watch?v=EySJ4kl8nNO> (Accessed: 13 December 2022)

RESOURCES FOR STUDENTS

(Charles Baudelaire's poetry in English)

1. Baudelaire, Ch. The Albatross. Available at:

<https://fleursdumal.org/poem/200> (Accessed: 13 December 2022)

2. Baudelaire, Ch. (1919) The Poems and Prose Poems of Charles Baudelaire. New York: Brentano's Publishers. Available at: <https://www.gutenberg.org/files/36287/36287-h/36287-h.htm> (Accessed: 13 December 2022) (Charles Baudelaire's poetry in Croatian)
3. Baudelaire, Ch. (1995) Cvjetovi zla. Zagreb: Konzor
4. Baudelaire, Ch. Spleen Pariza. Available at: <https://lektire.skole.hr/autor/charles-baudelaire/> (Accessed: 13 December 2022) (multimedia)
5. Pierre-Auguste Renoir's works <https://youtu.be/Xbu-6ESBMwk> (Accessed: 13 December 2022)
6. Baudelaire, Ch. L'Albatros Available at: <https://www.youtube.com/watch?v=hIMPWuOHGkY> (Accessed: 13 December 2022)
7. Baudelaire, Ch. Enivrez-vous Available at: <https://www.youtube.com/watch?v=EySJ4kl8nNO> (Accessed: 13 December 2022)

LESSON STRUCTURE

ACTIVITY NO 1

AIM	to introduce students to the topic of the lesson and discussion the topic of censorship of artistic creation
------------	--

ESTIMATED TIME	5 minutes
-----------------------	-----------

PROCEDURE	Students observe photos of covers of literary works and try to notice the link between them. Literary works are extremely thematically diverse, intended for readers of different ages, and created in different literary epochs. They are connected by the fact that in some states they were censored in the past, or in some states and societies they still are.
------------------	--

Students comment on whether they are surprised that the literary works they see were censored. Students list some other examples of censorship of literary works or media and the reasons why certain countries and societies resort to content censorship.

Students listen to the teacher's short presentation and the announcement of the topic of the lesson. The announcement of the interpretation of Baudelaire's poetry follows the conversation about the censorship of literature.

ACTIVITY NO 2

AIM	introducing students to the poems that will be analyzed
-----	---

ESTIMATED TIME	10 minutes
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PROCEDURE	We divide the students into four groups and give them worksheets. Students read the tasks out loud, and we comment on them and discuss possible doubts.
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The teacher interpretively reads poems *The Albatross* and *Intoxication* aloud.

Students verbally express their first impressions of the poems and their opinion as to whether these Baudelaire's poems were under the pressure of censorship. They explain their answers.

ACTIVITY NO 3

AIM	to compare two poems by Charles Baudelaire on the level of form and motives
-----	---

ESTIMATED TIME	20 minutes
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PROCEDURE

Students solve tasks in a group for about 15 minutes. They write notes in notebooks.

The teacher sketches a Venn diagram on the blackboard/ whiteboard. Students orally present the results of their work in the group, and the notes are written in sketched diagrams on the board and in student notebooks.

ACTIVITY NO 4

AIM

to encourage students' creative written expression on the inspiration of Renoir's paintings and Baudelaire's poem Intoxication

ESTIMATED TIME

10 minutes

PROCEDURE

The students are shown a slide show with the works of the 19th-century French artist Pierre-Auguste Renoir, and their task is to choose a painting to illustrate Baudelaire's poem Intoxication.

Students should justify in written form their choice of painting. They write notes in notebooks. Students read their notes out loud and comment on their notes and other students' notes.

POSSIBLE ADITIONAL ACTIVITIES

1. Baudelaire's poem The Vampire's Metamorphoses (Les Métamorphoses du vampire) can also be the starting point of the activity. The poem was removed from the collection The Flowers of Evil (Les Fleurs de mal) by a court decision after the first edition of the collection in the middle of the 19th century. Students listen to an interpretive reading of the poem The Vampire's Metamorphoses (Les Métamorphoses du vampire) without its title. They should give the title to the read poem. They read the titles they gave to the poem,

They read the titles they gave to the poem, comment on their work and the work of other students, and compare their titles with the original title of the poem by Baudelaire.

Students can also notice motives that they think could have provoked the reaction of the censors in Baudelaire's time.

2. Students listen to the audio recording of the interpretive reading of the poem *The Albatros* in the French original. After reading, they express their impressions and comment on the sound impression of the poem in the French original and in the translation into their mother tongue. This activity, for example, can be an introduction to activities celebrating the European Day of Languages in September.

**ACCOMMODATIONS
AND
MODIFICATIONS
FOR STUDENTS
WITH DISABILITIES**

Students are provided with additional explanations, and, during the analysis, their understanding of the task is questioned, and the question is clarified or paraphrased. Students with disabilities are assigned to groups with students who attend classes without adapting the content or individualized approach.

**ACCOMMODATIONS
AND
MODIFICATIONS
FOR GIFTED
STUDENTS**

Gifted students are directed to further reading of Charles Baudelaire's poetry. Students can be encouraged to write essays with the title *What Makes Me Intoxicated*.

ASSESSMENTS

questioning of understanding, group discussion, feedback from the teacher, peer evaluation



WORKSHEETS - GROUP WORK

Charles Baudelaire The Albatross

1st group

How does the albatross feel while flying, and how does it feel caught on board?
Pay attention to the last stanza - to whom is the albatross compared? Cite the verses in which you noticed that comparison.
Does the feeling of optimism or pessimism prevail in the song? Explain your answer.

2nd group

Does the lyrical subject of the poem address the reader directly (pay attention to the pronoun "you" - do you notice them in the poem)?
Observe the form of the poem The Albatross:

- the number of stanzas and their type
- is there rhyme in the poem - if there is, choose one stanza and determine the scheme of rhyme.

Charles Baudelaire Intoxication

1st group

Observe the forms of the poems The Albatros and Intoxication. What's the difference?
How Charles Baudelaire in the poem Intoxication achieves a specific rhythm even though the poem is written in prose (punctuation marks, verbs)?

2nd group

Does the lyrical subject speak directly to the reader in the poem Intoxication? Prove your answer with a quote.
Does the feeling of optimism or pessimism prevail in the poem? Explain your answer.



DIGITAL COMICS

STORYTELLING AND VOCATIONAL SKILLS



CREATED BY

Helena Roštaš

STUDENTS' AGE

15

TIME

REQUIRED

180 minutes

TOPIC

creation of a digital comic on a given topic

KEYWORDS

written expression, digital comics, sustainable development

LEARNING
OBJECTIVES

cognitive objectives

- students select information from different resources according to the needs of the task
- students write the dialogue text for the comic

psychomotor objectives

- students create comic using digital tool

affective objectives

- students promote the need for environmental protection and sustainable development

INTERDISCIPLINARY
CONNECTIONS

vocational subjects, ICT, foreign languages



MATERIALS AND EQUIPMENT

handouts, notebooks, computers, projector, Canva digital tool, PowerPoint presentation

RESOURCES FOR TEACHER

European Vocational Skills Week official website:
https://vocational-skills.ec.europa.eu/index_en
(Accessed: 28 January 2023)

RESOURCES FOR STUDENTS

When collecting information from the vocational skill area, students should consult textbooks from vocational subjects and consult online resources as recommended by the teacher.

LESSON STRUCTURE

ACTIVITY NO 1

AIM

introducing the students to the goal and activities of the European Vocational Skills Week and the work assignment

ESTIMATED TIME

10 minutes

PROCEDURE

The teacher introduces the students to the goals and activities of the European Vocational Skills Week and encourages the students to come up with ideas on how citizens can protect the environment and save resources in the field that is students' future profession. The teacher introduces the students to the work task - creating digital comics on the topic of environmental protection and sustainable development.

ACTIVITY NO 2

AIM	choosing a topic for creating a digital comic
-----	---

ESTIMATED TIME	15 minutes
----------------	------------

PROCEDURE	Students are divided into pairs. Each pair consists of students studying in the same program. Students are given handouts with possible topics for digital comics, but students can also choose a topic that is not listed if it is consistent with the main idea of the assignment. In the department where this activity was carried out, students studied in the car mechanic, electrician, and plumber programs.
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ACTIVITY NO 3

AIM	creation of a sketch of a digital comic
-----	---

ESTIMATED TIME	45 minutes
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PROCEDURE	The teacher presents to the students the plan for making a comic in four steps. Students create characters in pairs and sketch comics by hand in their notebooks.
-----------	---

ACTIVITY NO 4

AIM	making a digital comic
-----	------------------------

ESTIMATED TIME	45 minutes
----------------	------------

PROCEDURE	Using a computer and a selected digital tool, students create a digital comic.
-----------	--

At the School of Industry and Craft Slatina in 2022 this part of the activity was carried out in a specialized computer science classroom, and students created comics using the Canva digital tool.

ACTIVITY NO 5

AIM

presentation of created comics

ESTIMATED TIME

20 minutes

PROCEDURE

Using a projector or a smart board and using the role-play method, students present their comics to other students in the department.

Students comment on their works and the works of their peers, highlighting the most interesting and successful works.

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

The teacher suggests to the students a topic for a digital comic and solutions when using digital tools (selection of backgrounds, templates, icons). Students are given additional explanations and their understanding of the task is checked. Students with disabilities are assigned to pairs with students who attend classes without adapting the content or individualized approach.

ACCOMMODATIONS AND MODIFICATIONS FOR GIFTED STUDENTS

Gifted students are directed toward other digital comic tools that can offer more complex digital solutions (e. g. Comic Creator Studio, Pixton).

ASSESSMENTS

questioning of understanding, feedback from the teacher, peer evaluation

SUGGESTED TOPICS (EXAMPLES)

programme	topics
car mechanic	<ul style="list-style-type: none"> • eco-driving training • installing intelligent traffic lights to prevent unnecessary waiting at intersections • limiting speed on highways to reduce fuel consumption
plumber	<ul style="list-style-type: none"> • installation of faucet aerators • the advantages of washing dishes in a washing machine instead of washing them by hand • using rainwater to water the garden and lawn
electrician	<ul style="list-style-type: none"> • solar panels in the household for the production of electricity • energy-efficient light bulbs • purchase of energy class A household appliances

INSTRUCTIONS FOR STUDENTS

1

- choose a topic
- design two or three characters and their mutual relationship (make sure your characters are of a different gender or age...)
- in the first step of the comic, indicate the topic - the problem

2

- develop a conversation between the characters - let one character present a problem, and the other can suggest a solution

3

- explain why the proposed solution is acceptable or not acceptable - do we have more options?

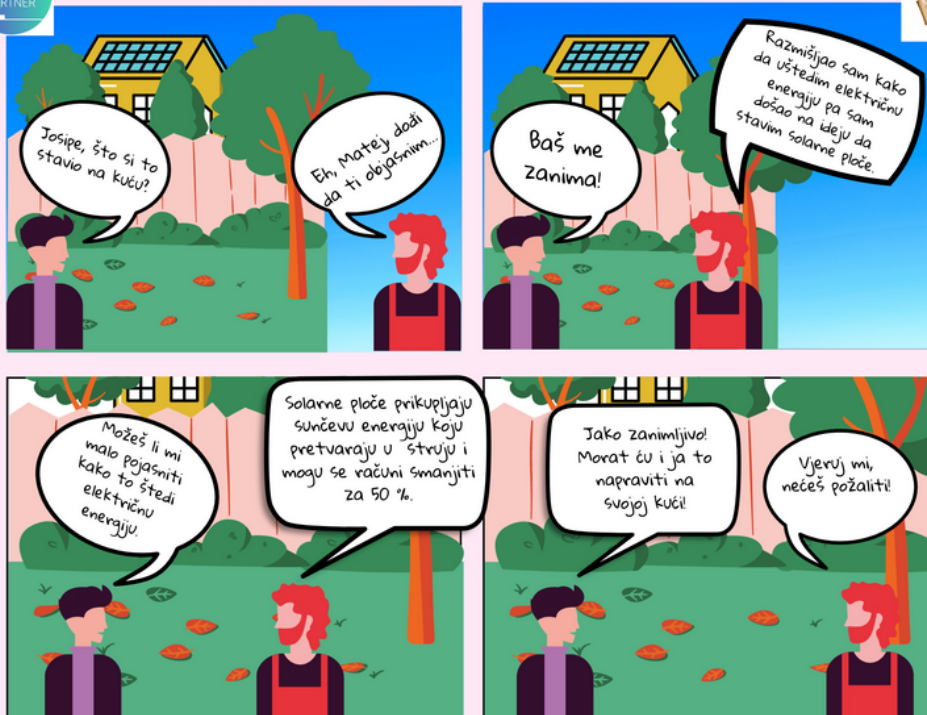
4

- in the final step, give a short conclusion - the person who reads your comic should know how she/he can protect the environment and save energy in her/his daily life



SOLARNI PANELI ZA PROIZVODNJU ELEKTRIČNE ENERGIJE

(Roberto Kastaneti i David Vaška, 2. elektroinstalater)



Energetski štedljive žarulje

Luka Krstić i Karlo Šomodž, 2. elektroinstalater



JE LI ISPLATIVIJE PRATI POSUĐE RUČNO ILI PERILICOM?

(Marin Simonović i Jadranko Tašić, 2. vodoinstalater)



ESSAY WRITING



CREATED BY Ljubinka Rtoska

STUDENTS' AGE 15

TIME REQUIRED 180 minutes

TOPIC writing essay using main topic- I can make changes in the world

KEYWORDS digital tools, written expressions, sustainable development

LEARNING OBJECTIVES

- cognitive objectives
 - students select information from different resources according to the needs of the task
- psychomotor objectives
 - students write the characteristic of the different pollutions around themselves
 - students using digital tool to make presentation
 - students are writing the essay

INTERDISCIPLINARY CONNECTIONS vocational subjects, ICT, foreign languages

MATERIALS AND EQUIPMENT handouts, notebooks, computers, projector, PowerPoint presentation



RESOURCES FOR TEACHER

European Vocational Skills Week official website:
https://vocational-skills.ec.europa.eu/index_en
(Accessed: 28 January 2023)

RESOURCES FOR STUDENTS

When collecting information from the vocational skill area, students should consult textbooks from vocational subjects and consult online resources as recommended by the teacher.

LESSON STRUCTURE

ACTIVITY NO 1

AIM

introducing the students to the goal and activities of the European Vocational Skills Week and the work assignment

ESTIMATED TIME

10 minutes

PROCEDURE

The teacher introduces the students to the goals and activities of the European Vocational Skills Week and encourages the students to come up with ideas on how citizens can protect the environment and save resources in the field that is students' future profession. The teacher introduces the students to the work task - creating essay on the topic of environmental protection and sustainable development.

ACTIVITY NO 2

AIM

choosing a topic for creating a essay

ESTIMATED TIME 10 minutes

PROCEDURE Students are divided in to groups of four students. Each group consists students studying in the same program. Students are given notes with possible topics for writing an essay but students can also choose another topic with the same idea of the assignment. In the department where this activity was carried out, students studied in pharmacist technician, environmental protection technician and nurse.

ACTIVITY NO 3

AIM creation of a concept of a essay- main topic and ideas

ESTIMATED TIME 15 minutes

PROCEDURE The teacher presents to the students the plan for making an essay in four steps. Students create strong words in groups by hand in their notebooks.

ACTIVITY NO 4

AIM making a presentation

ESTIMATED TIME 45 minutes

PROCEDURE Using a computer and a selected digital tool, students create a Power point presentation about the main topic that they chose. Presenting the ideas.

**ACCOMMODATIONS
AND
MODIFICATIONS
FOR STUDENTS
WITH DISABILITIES**

Students with disabilities are assigned to the groups with students who attend classes without adapting the content or individualized approach. Also it will be given additional explanations about the topic.

**ACCOMMODATIONS
AND
MODIFICATIONS FOR
GIFTED STUDENTS**

Gifted students will be helping other students with creating the ideas.

ASSESSMENTS

feedback from the teacher, originality, uniqueness and creativity of the essays.



GLAGOLITIC NUMERALS



Teacher: Melita Crnković

LINKS TO DIGITAL LEARNING CONTENT

<https://learningapps.org/watch?v=px2cyp8an23>
<https://learningapps.org/watch?v=p7148fs6c23>
<https://learningapps.org/watch?v=pf4gc54ij23>
<https://learningapps.org/watch?v=pt.j5nyuy523>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

LearningApps is a learning and teaching tool with small, interactive, multimedia elements. Templates are available for matching exercises, multiple-choice tests, crossword puzzles, time strips, sorting exercises, millionaire quizzes, and supplementing texts... The tool is primarily intended for practicing and deepening knowledge.

Activity outcomes

Students connect the Glagolitic notation with the Arabic notation of numbers from 1 to 9.

Students recognize and sort Cyrillic and Glagolitic letters.

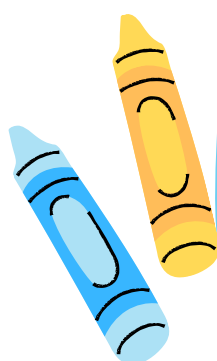
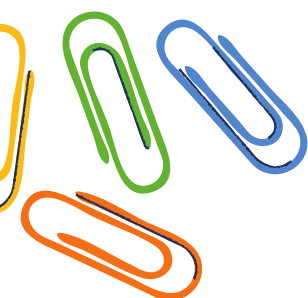
Students connect the Latin letter and the Cyrillic letter.

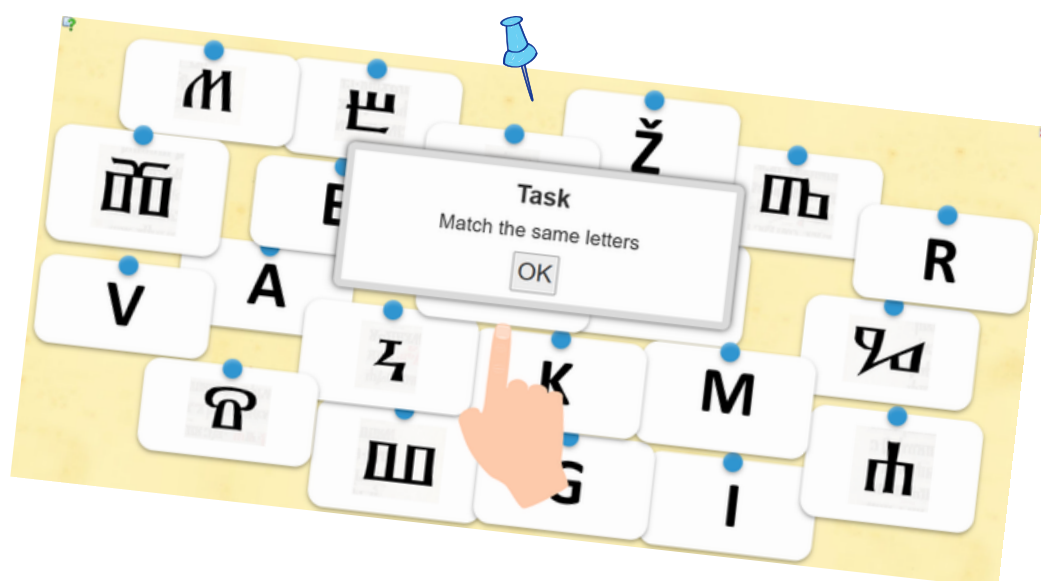
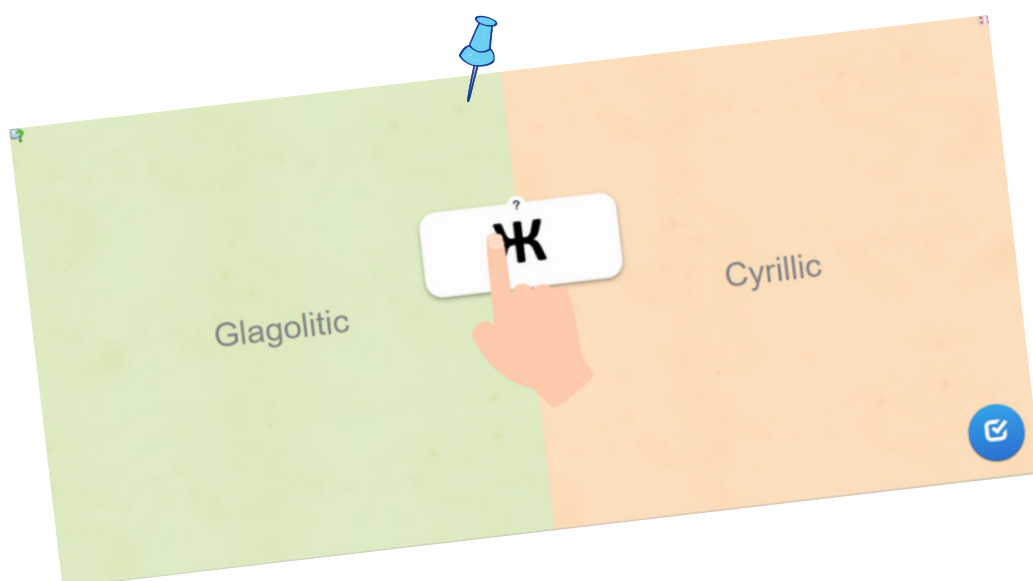
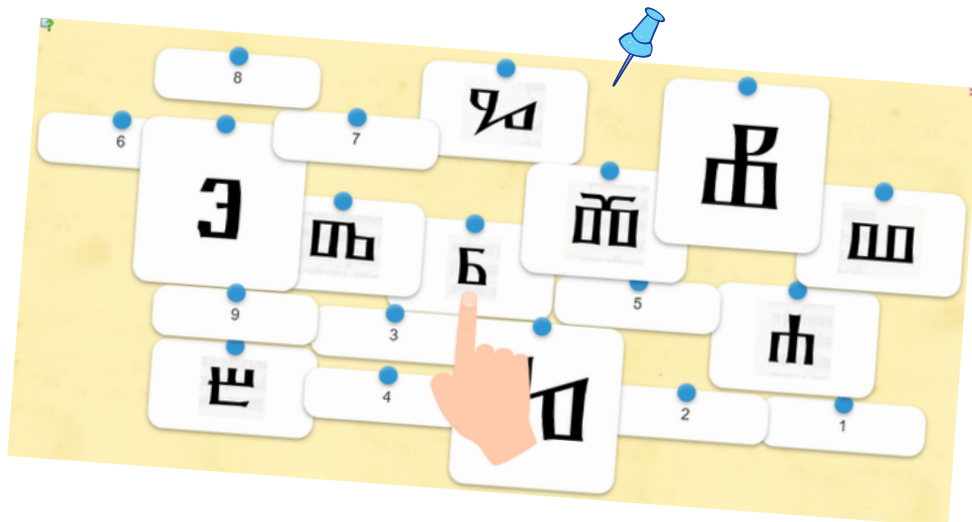
Students connect the Latin letter and the Glagolitic letter.



ACTIVITIES FOR STUDENTS

As a part of the eTwinning project Old Slavic Letters, New European names, students in Mathematics class play games from the above links and thus learn Cyrillic and Glagolitic letters and numbers from 1 to 9.





NATIONAL LEGENDS

Teacher: Ivana Lukač Vuković

LINK TO DIGITAL LEARNING CONTENT

<https://sway.office.com/bSSzLLcl92ycfCwq?ref=Link>

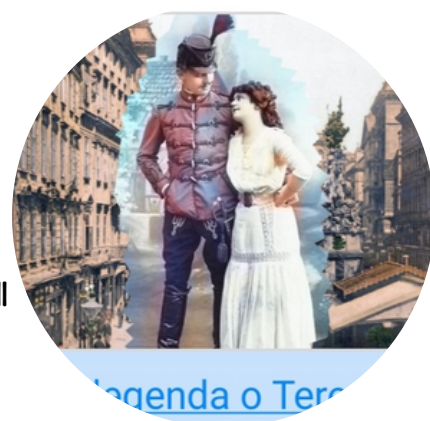
NAME AND DESCRIPTION OF THE DIGITAL TOOL

Sway is a Microsoft 365 application that lets you express your ideas using an interactive web canvas. The design module in the Sway application allows you to quickly and easily create professional, interactive and visually attractive designs composed of images, text, documents, videos, maps and other content. With Sway, everything you create looks great in any browser and on any screen, and you can easily share your work with your users and colleagues by sending a link.

Activity outcomes

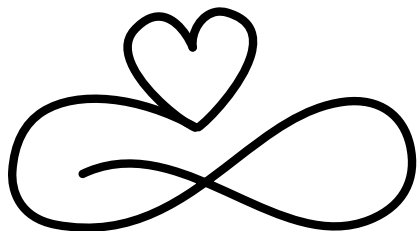
The students chose one national local legend. They researched all known and available facts about her.

The students made a presentation of the legend.



ACTIVITIES FOR STUDENTS


The activity is carried out in the eTwinning project Fairytale of Jankovac. The students chose one national local legend. In the library and through various available sources, they researched and collected all the information about her. After the selection of collected data, they created a presentation in which text and photos were combined, the design of which was chosen by them.



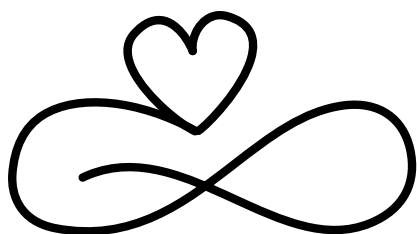
sway.office.com/bSSz

Bila je to ljubav koja je
prkosila i samom caru
Franji Josipu: usprkos
zlobi i običajima, Tereza i
Otto jedno za drugo
uvijek su se hrabro
borili...

Ljubavna je priča između Tereze Kurjaković iz Cernika i elegantnog carskog časnika Otta Krifkea iz Beča, koja je prkosila običajima i nezaustavljivoj tradiciji vremena koji su zahtijevali brak s pripadnicima istog staleža. Počinje kada je mladi časnik Otto početkom 20. stoljeća premješten iz okupirane Bosne u Novu Gradišku. Tamo je primijetio mladu, lijepu djevojku i iznenadio se njezinom ljepotom.



Bila je to ljubav na prvi pogled, ali to ne bi bilo



STUDENTS INTRODUCTION

Teacher: Helena Roštaš

LINK TO DIGITAL LEARNING CONTENT

<https://padlet.com/hroostas/once-words-now-music-student-introduction-923d711aqewnzdvw>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Padlet is a collaborative platform in which users can upload, organize, and share content (notes, links, videos, images, document files, to virtual bulletin boards called "padlets".

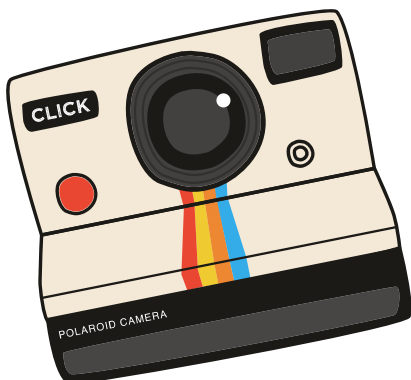
Activity outcomes

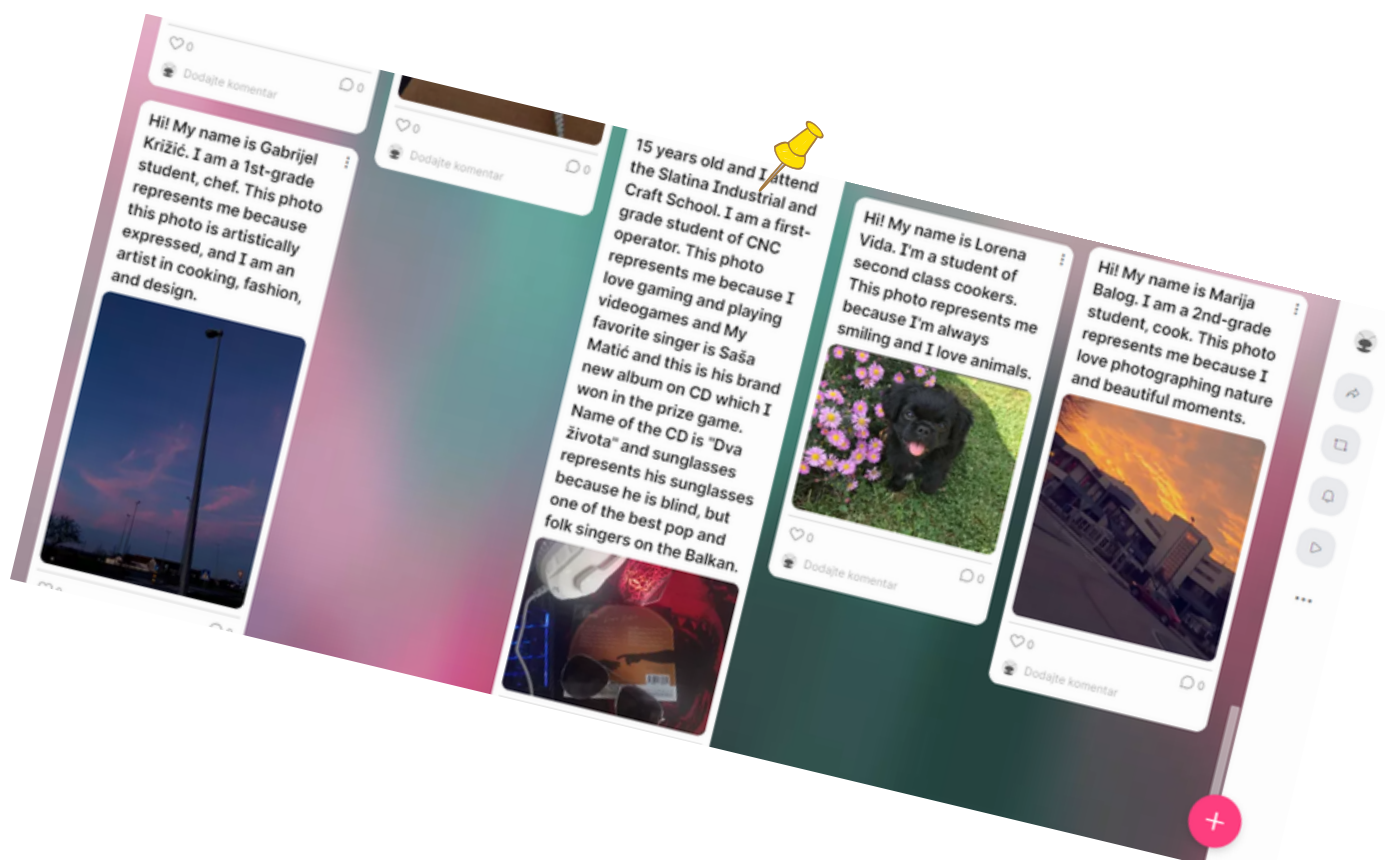
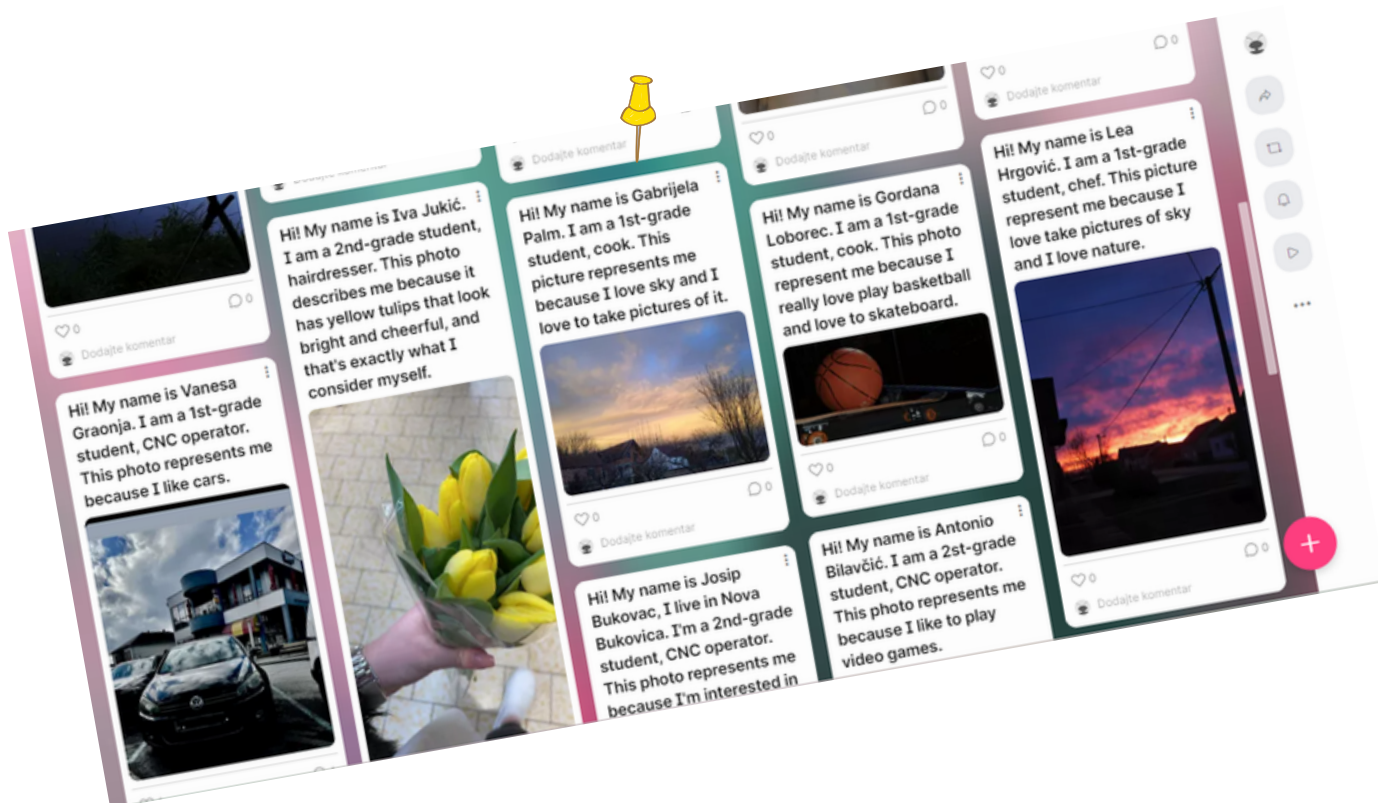
Students write a short text introducing themselves.
Students choose a photo they took to present themselves.



ACTIVITIES FOR STUDENTS

The activity is carried out as the introductory activity of the eTwinning project Once Words Now Music. The students choose a photo they took themselves, which in their opinion reflects their personality, and write a short text in which they introduce themselves. They publish the text and photo on a common Padlet board.





SLATINA TOWN TOUR

Teacher: Melita Crnković

LINK TO DIGITAL LEARNING CONTENT

<https://actionbound.com/bound/setnjასlatinom>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The digital tool Actionbound was chosen for this topic. Actionbound is a game-based application for smartphones. Players in teams perform tasks according to instructions. In this way, they get to know the history and culture of a city in a fun and interactive way.

Activity outcome

Students get to know the town of Slatina, its sights and history

ACTIVITIES FOR STUDENTS

During mobility to Croatia, students start Actionbound on their smartphones and follow the instructions to walk around the city. Along the way, they solve tasks that make the tour exciting and interesting.



Bound: Setnja Slatinom



Download the Actionbound app for free in the Apple Store or at the Google Play Store

Scan the QR code with the Actionbound app

Dobro došli u Slatinu! /Welcome to Slatina!

Grad Slatina spominje se po prvi put 1. rujna 1297. godine. Ime grada napisano je u inačici Zalathnuk. Grad ima oko 12000 stanovnika i prostire se na 156 kvadratnih kilometara.

The town of Slatina was mentioned for the first time on September 1, 1297. The first known version of its name was Zalathnuk. The city has about 12,000 inhabitants and covers an area of 156 square kilometers.




Fotografirajte se ispred spomen-ploče Viktoru Žmegaču pa riješite kviz.

Take a photo in front of the memorial plaque to Viktor Žmegač and take the quiz.



Pronađite najviše stablo u Slatini.

Find the tallest tree in Slatina.



PICTURE BOOKS ABOUT LEGENDS OF JANKOVAC

Teacher: Melita Crnković

LINKS TO DIGITAL LEARNING CONTENT

<https://www.storyjumper.com/book/read/141991171/63527c8a4ca70>

<https://www.storyjumper.com/book/read/141990701/635280950c3cd>

<https://www.storyjumper.com/book/read/141991041/6352802ab15d9>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The digital tool Storyjumper was chosen for this topic. Storyjumper is used to create your own digital books. Users can write and create their own stories by adding text, characters, images, backgrounds, and recording their voices.

Activity outcome

Students create content in the Storyjumper digital tool.
Students present the legend of Katarina, Josip Janković, and Hajduk Maksim in a creative way.



ACTIVITIES FOR STUDENTS

Students watch a short tutorial on using the Storyjumper digital tool at

<https://www.storyjumper.com/book/create>.

Divided into pairs, they create their own digital books. In the end, they present the books to the other students.



LET'S LEARN MORE ABOUT TÜRKIYE

Teacher: Jasna Varga

LINK TO DIGITAL LEARNING CONTENT

<https://digipad.app/p/126998/49d4c0389e178>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The digital tool Digipad is an interactive whiteboard on which text, photos, and videos can be inserted. The videos are started directly, it is not necessary to click on the link. The tool is suitable for introducing students, getting to know cities and cultures, and when one presents new material.

Activity outcomes

Students explore Turkish cities and landmarks.

Students create a board with the most important cities and landmarks.



ACTIVITIES FOR STUDENTS

As a part of preparation activities for mobility to Republic of Türkiye, students get to know the most famous Turkish cities and their landmarks.



LITERARY PERIODS (REVISION)

Teacher: Helena Roštaš

LINK TO DIGITAL LEARNING CONTENT

<https://learningapps.org/view29191985>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The LearningApps digital tool, the Puzzle template, was chosen for the creation of the task, the aim of which is to repeat the content of the history of literature. The Puzzle template enables the entry of central terms and sub-terms that need to be classified and connected to the central term.

Activity outcomes

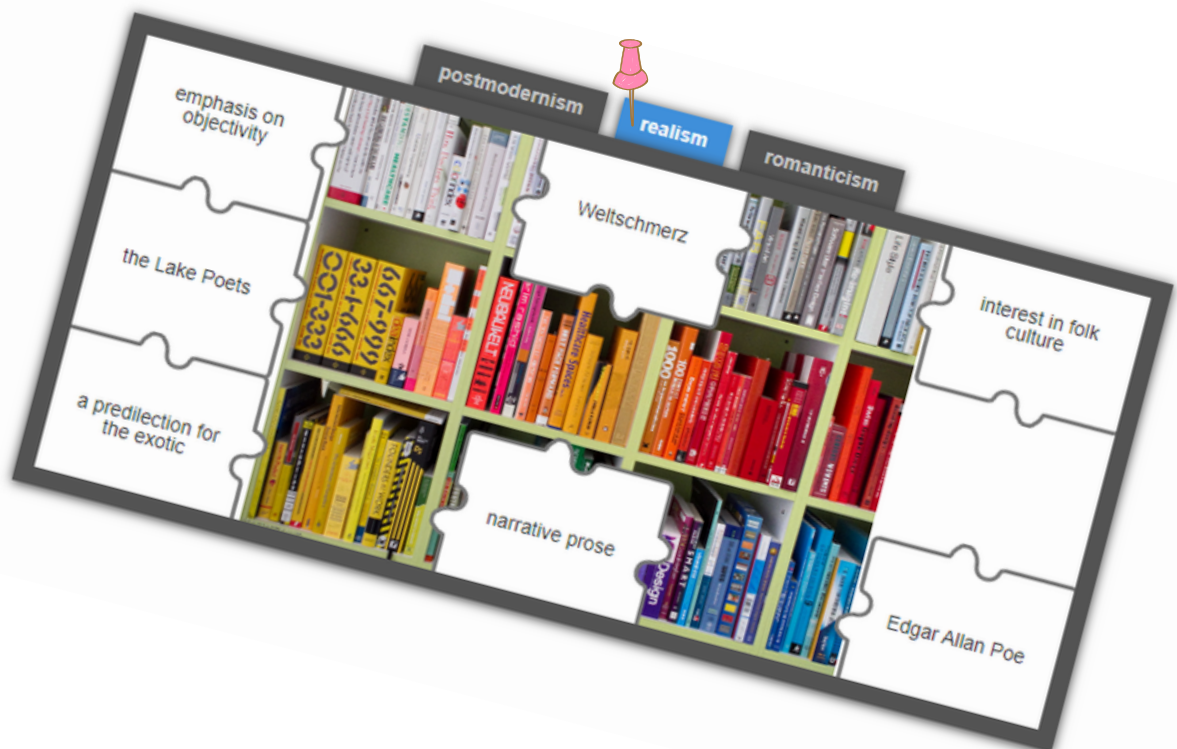
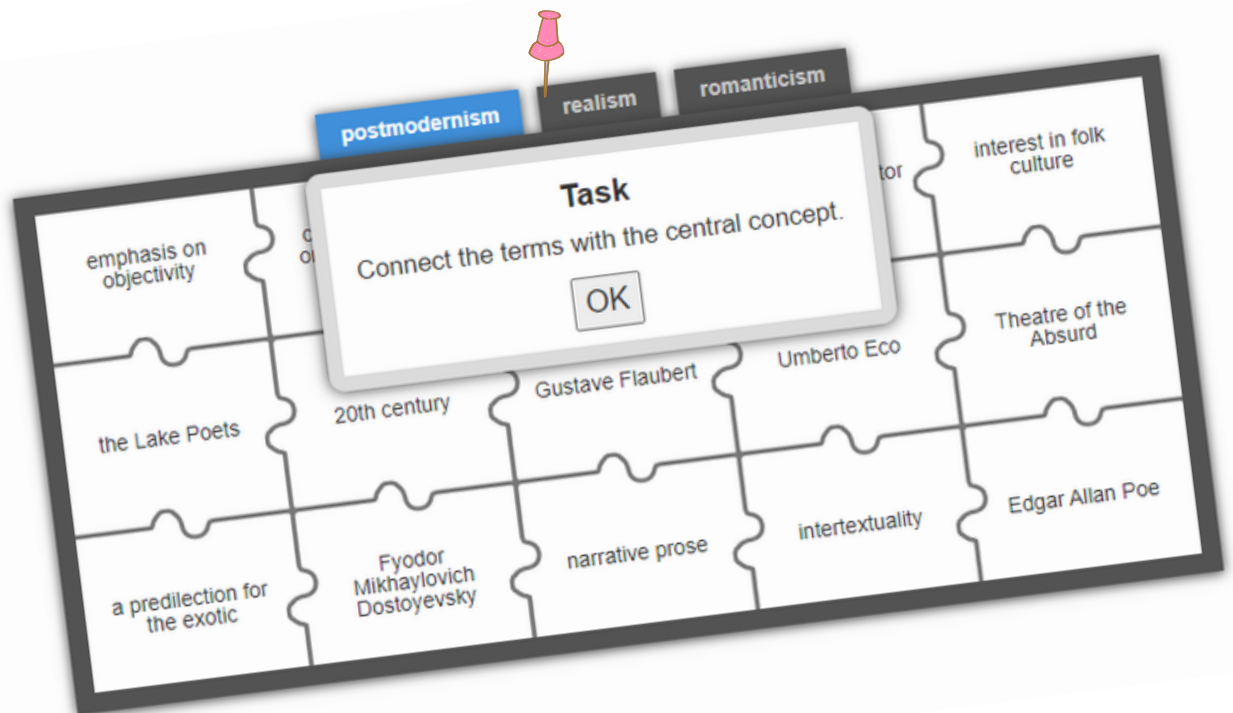
Students recognize the main characteristics of certain literary periods.

Students classify the main characteristics of certain literary periods.



ACTIVITIES FOR STUDENTS

In the closing part of the literature lesson, students connect each term in the puzzle with the central term, i.e. with the literary period to which it relates.



VOTING FOR THE MOST EMOTIONALLY READ POEM

Teacher: Melita Crnković

LINK TO DIGITAL LEARNING CONTENT

https://docs.google.com/forms/d/e/1FAIpQLSd79chQ2DrSu2KLJVauGKs6SM9976cGa0b-zoz307AhcCxZYg/viewform?usp=sf_link

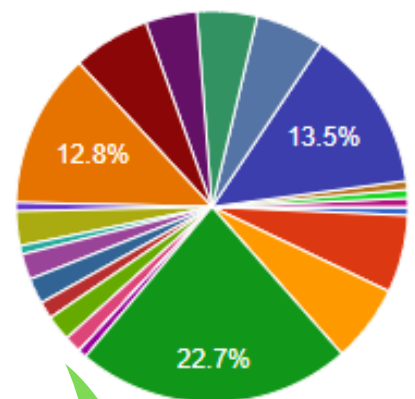
NAME AND DESCRIPTION OF THE DIGITAL TOOL

The digital tool Google Forms was chosen for this topic.

Questionnaires, quizzes, and surveys with multiple types of questions are created in Google Forms. The results are analyzed in real-time in an overview view.

Activity outcome

Students vote for the most emotionally read poem.



ACTIVITIES FOR STUDENTS

In the eTwinning project Once Words Now Music, students listen to videos of poetry readings and then vote for the most emotionally read poem.

Voting for the most emotionally read poem

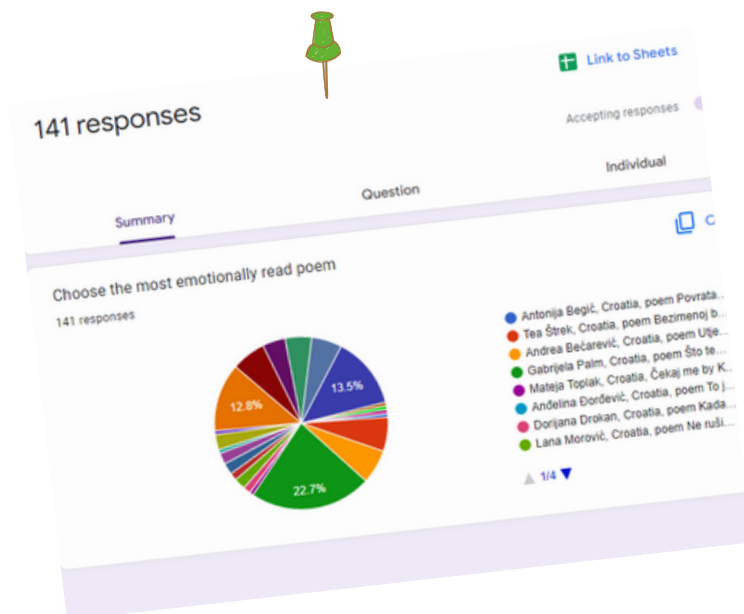
You can listen to all the poems on the Twinspace of the project and on the facebook page "Combining Approaches in the Literature and Language Learning (C.A.L.L.)"

Choose the most emotionally read poem

Multiple choice

- ☐ Antonija Begić, Croatia, poem Povratak by Antun Branko Šimić.
- ☐ Tea Štek, Croatia, poem Bezimenoj by Gustav Krklec.
- ☐ Andrea Bećarević, Croatia, poem Utjeha kose by Antun Gustav Matoš.

- ☐ North Macedonia, poem Лъбовните мисли by Викторија Наумчева
- ☐ Elena Dorina Boruz, Romania
- ☐ Nikolina Jukić, Croatia, poem Love is enough by William Morris
- ☐ Josipa Kikić, Croatia, poem I carry your heart with me by E.E.Cummings



GEOMETRIC SOLIDS

Teacher: Melita Crnković

LINKS TO DIGITAL LEARNING CONTENT

<https://www.storyjumper.com/book/read/136014102/6293c5c9926b5>

<https://www.storyjumper.com/book/share/136016432/6293c5e65e293>

<https://www.storyjumper.com/book/read/135919802/6293c5fc10139>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The digital tool Storyjumper was chosen for this topic. Storyjumper is a digital tool for creating your own digital books. Users can write and create their own stories by adding text, characters, images, and backgrounds.

Activity outcomes

Students create content in the Storyjumper digital tool.

Students show a geometric body in a creative way.

Students define a geometric body.

Students describe a geometric body.

Students name types of geometric bodies.

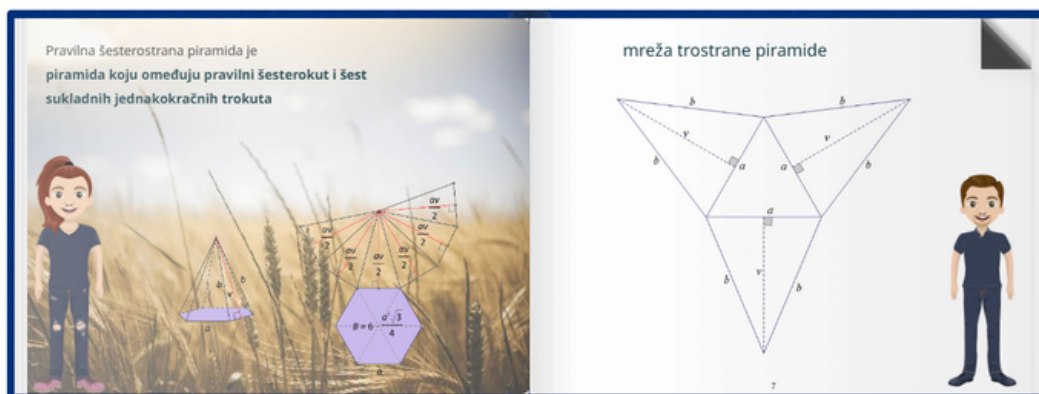
Students state the formulas for the area and volume of a body.

Students give examples of geometric bodies from everyday life.



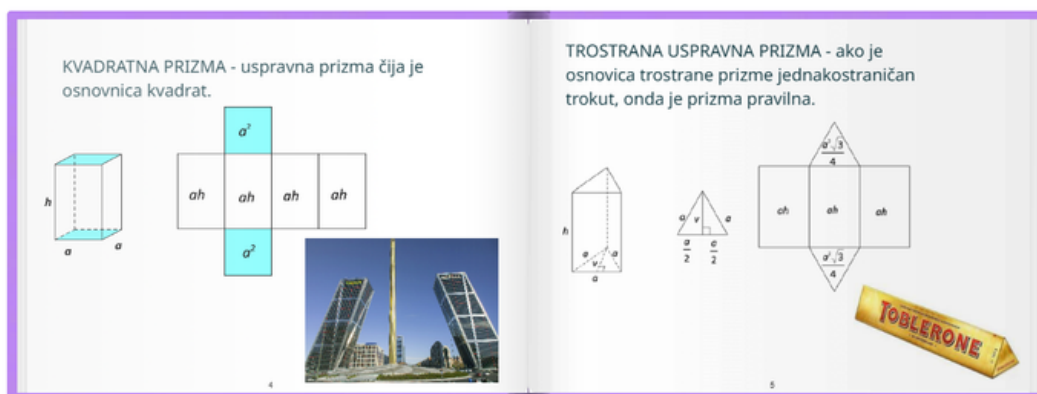
ACTIVITIES FOR STUDENTS

After the mobility to Turkey, as a dissemination activity, in the Math class, the students watch a tutorial on the use of the Storyjumper. Then, in pairs, create their own digital books. In the end, they present it to the other students in the class.



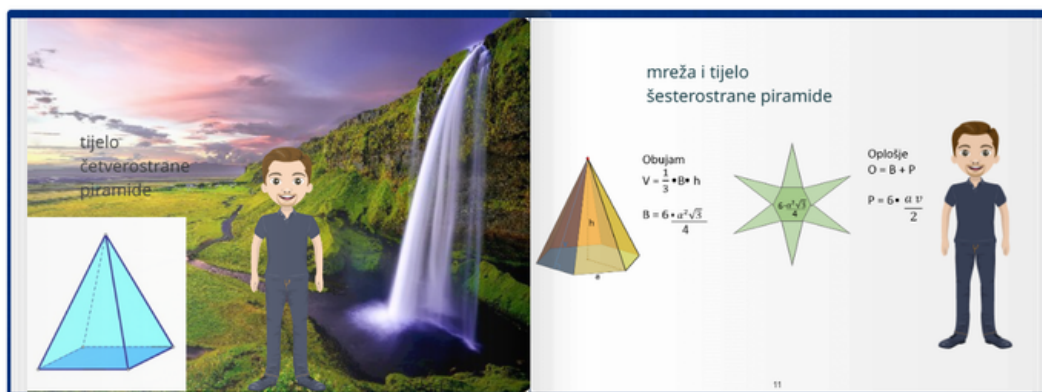
< BEGINNING

END >



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WOMEN WHO INSPIRED US

Teacher: Ivana Lukač Vuković

LINK TO DIGITAL LEARNING CONTENT

<https://view.genial.ly/64612d553ed7fb0011d381a5/interactive-image-vesna-parun>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Genially is an online tool intended for creating presentations, interactive images and posters, infographics, video presentations, instructions, games, posters, various reports. The tool adds dynamism to already known formats through interactivity, animations and various content integrations.

Activity outcomes

Students researched the life and work of famous women.
Students created an interactive poster



ACTIVITIES FOR STUDENTS

The activity is carried out in the eTwinning project Woman's History Month. The students each chose one woman from the world of national literature, sports, music or acting whom they consider worthy of admiration and started research. In the library, they collected the necessary literature and searched for sources on the Internet. After collecting the data, they started making posters. They selected the most interesting and memorable information about their achievements from the biography and found interesting sound and video recordings on YouTube and implemented them in the poster.



YOU CAN
CHANGE
THE WORLD



SCI-FI AND REAL WORLD

Teacher: Helena Rošťaš

LINK TO DIGITAL TOOL

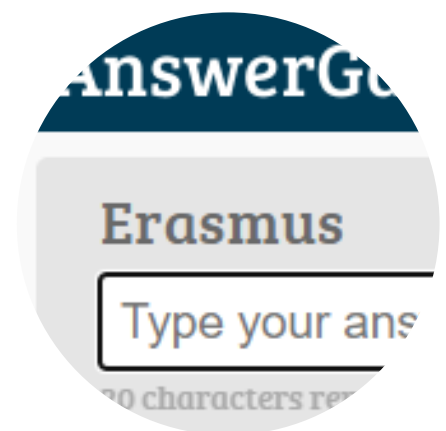
<https://answer garden.ch/>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

AnswerGarden is a feedback digital tool. Can be used for online brainstorming and classroom feedback. One should create a topic (question) on the creation page and share the AnswerGarden with others.

Activity outcome

Students write their associations to the term indicated by the digital tool or answers to the question.



ACTIVITIES FOR STUDENTS

At the beginning of the Sci-fi and the Real World activity, students write their first associations to the word "Frankenstein" in the AnswerGarden.



When I say Frankenstein, what is on your mind?

Type your answer here...

20 characters remaining

novel einstein a creature
a smart person
monster
character science they asocied on film
on a cartoon charact

Share Export About QR Local Moderate Expand Admin Refresh

Kada čujete riječ Frankenstein, što prvo pomislite?

Type your answer here...

20 characters remaining

igricu znanost film
pametna osoba
čudovište
stvorenje na lika iz crtanog f

Share Export About QR Local Admin Refresh

AnswerGarden

Create a new AnswerGarden

Topic (required)

Type the topic of your new AnswerGarden. This can be a question or a topic, such as:
"What do you know about volcanoes?"

Enter your question or topic here...

More options (optional)

For your convenience, you can change the following settings for your new AnswerGarden. If you're using AnswerGarden in the classroom, we recommend that you provide a password, so that

Tips

Creating an AnswerGarden is really easy. Enter a topic on the left, then scroll down to the bottom of this page and hit Create.

If you like to have more control, there are several options you can use to customize your AnswerGarden...

Tip us

We work hard to maintain and improve AnswerGarden and keep it easily accessible. Thank you so much for contributing so we can keep it a free tool!

HISTORY AND THEORY OF LITERATURE (REVISION)

Teacher: Helena Roštaš

LINK TO DIGITAL TOOL

<https://www.tarsiamaker.co.uk/>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Tarsia is a digital tool for making puzzles. In a tarsia puzzle, each piece has a question or answer on it. As one matches the pieces together correctly, answers to questions are revealed. Each triangle fits into another, creating a perfect shape.

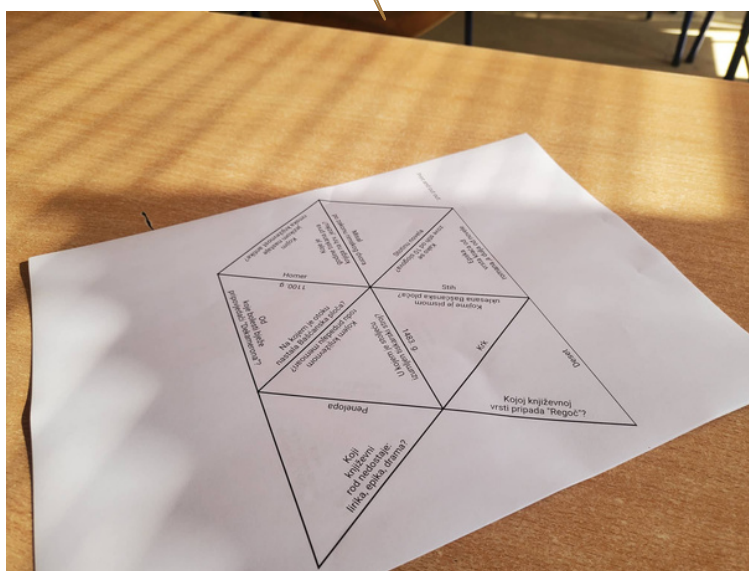
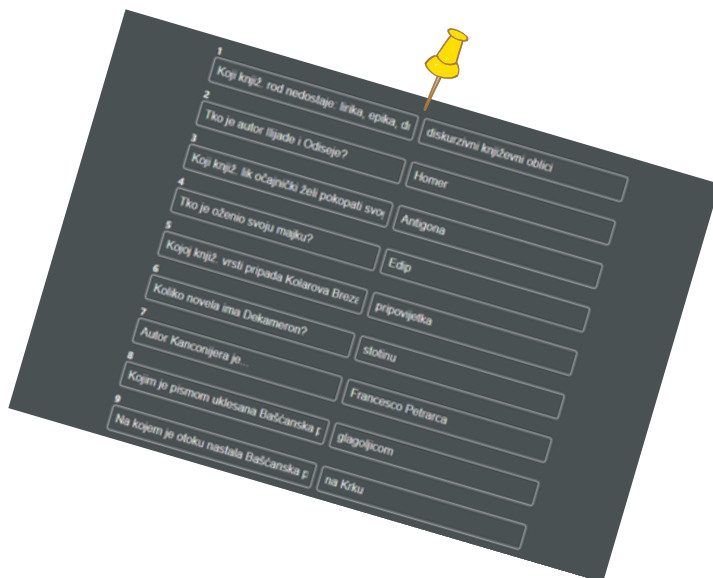
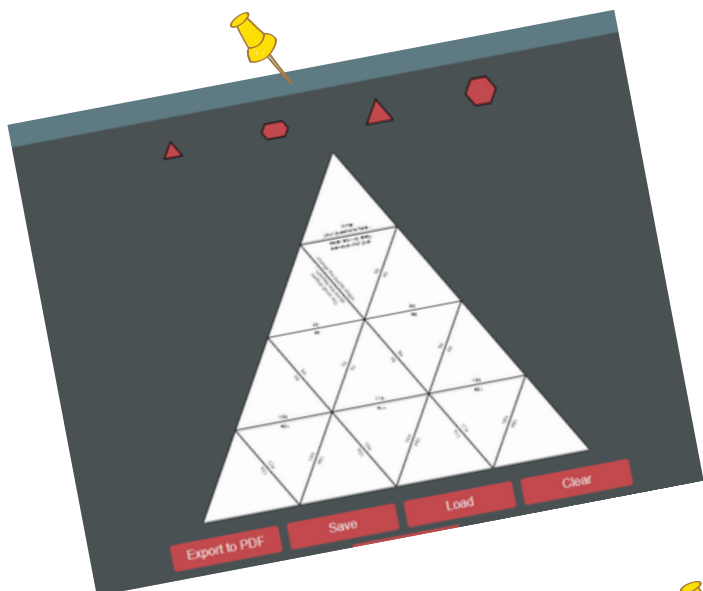
Activity outcome

Students recognize the connection between the terms.



ACTIVITIES FOR STUDENTS

After returning from mobility in Turkey, and as part of dissemination activities, students in the Croatian language lesson review the history and theory of literature material using a puzzle made with the Tarsia digital tool.



LATIN, CYRILLIC AND GLAGOLITIC SCRIPT

Teacher: Jasna Varga

LINK TO DIGITAL LEARNING CONTENT

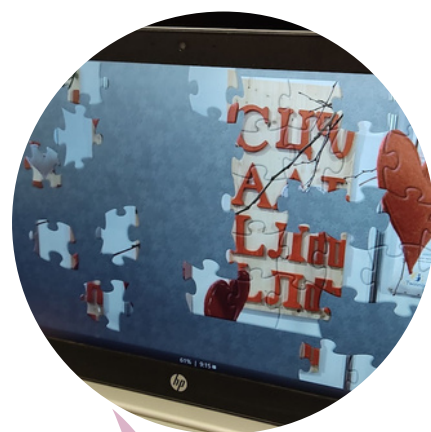
<https://www.jigsawplanet.com/>
<https://im-a-puzzle.com/make-puzzle>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Puzzlemaker is a digital tool for creating puzzles from uploaded photos. The tool is suitable for developing motor skills and memory.

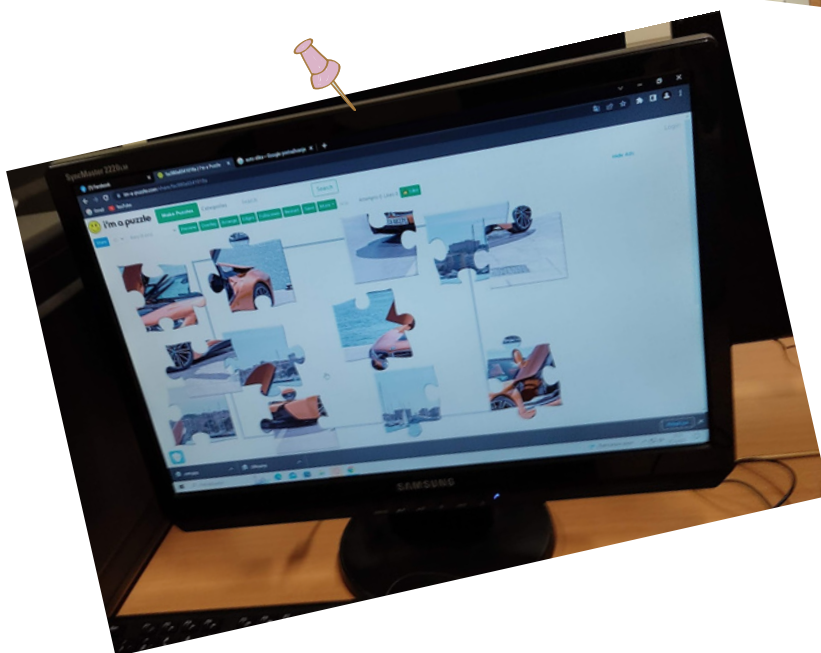
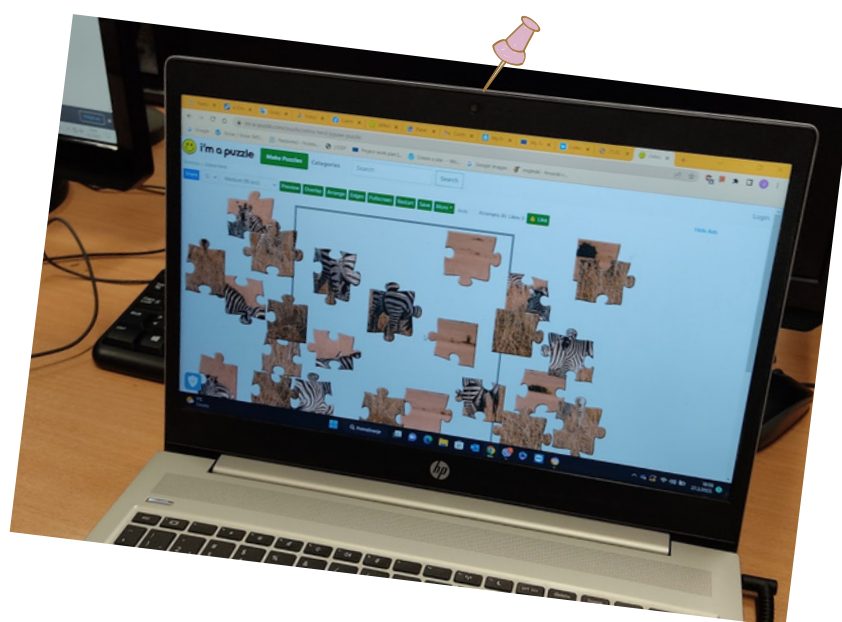
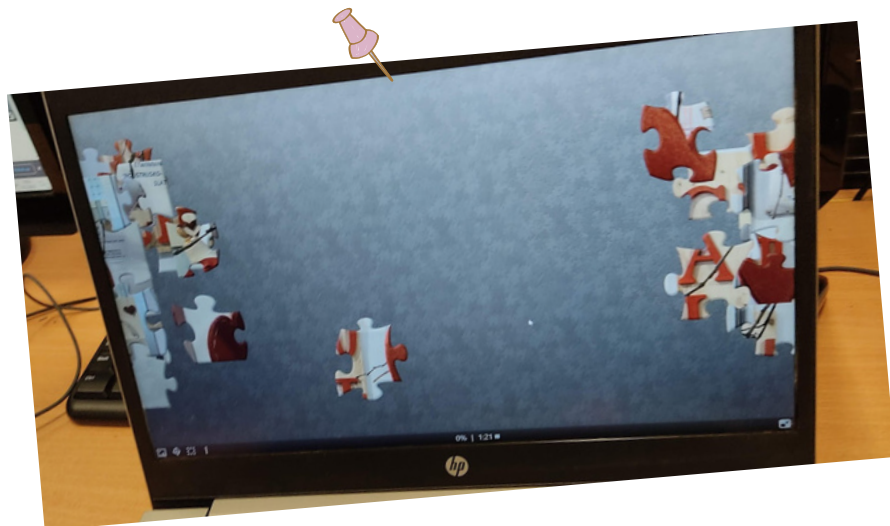
Activity outcomes

Students recognize the shape of the letters of a certain letter.
Students put together a puzzle.



ACTIVITIES FOR STUDENTS

The activity is carried out in the eTwinning project Old Slavic Letters, New European Names. Students create puzzles by uploading photos of letters from the computer and put together puzzles after recognizing the shape of a particular letter.



CROATIAN POETRY

Teacher: Helena Roštaš

LINK TO DIGITAL LEARNING CONTENT

<https://view.genial.ly/6177e62a37cafd0dce84e7ac/interactive-image-interaktivna-karta-poetska-razglednica-hrvatske>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

The tool Genially (interactive image) was chosen to create an interactive digital map. Genially is a digital tool for designing media creations and presentations. Interactive images can contain video, audio, maps, more images, etc.

Activity outcomes

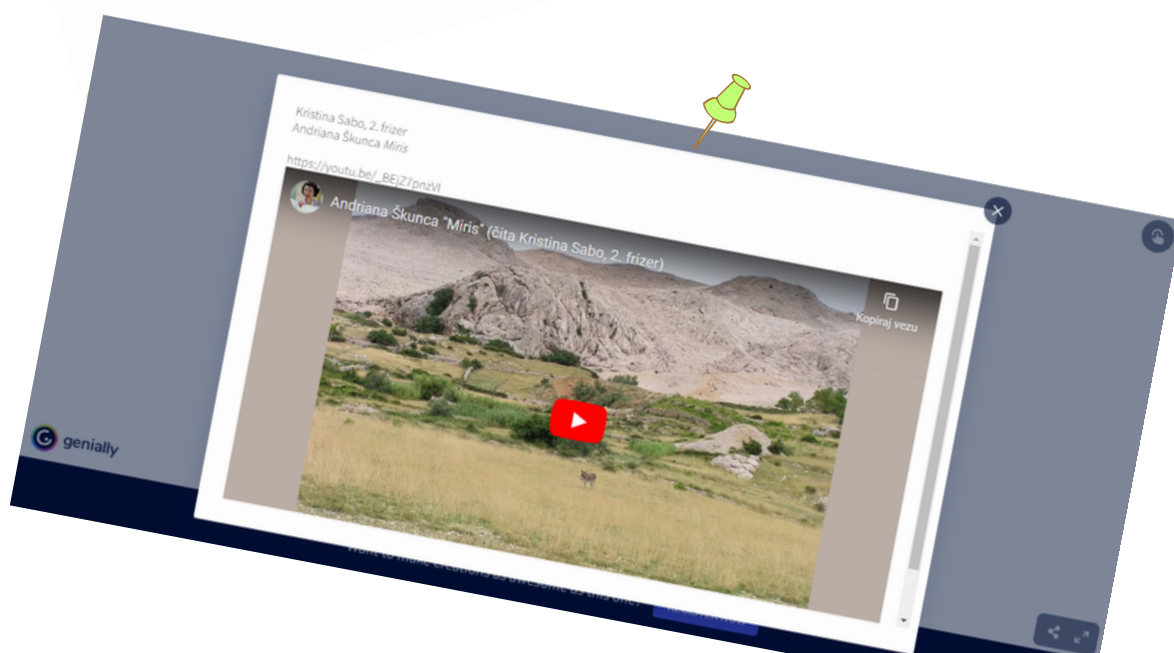
Students interpretively read selected lyric poems.

Students record audio recordings of their interpretive reading of poetry.

Students make videos by combining audio and a suitable photo.

ACTIVITIES FOR STUDENTS

Students choose which lyric poem to read aloud, practice interpretive reading of the poem, record an audio recording of their reading of the poem, combine the audio recording with a suitable photo in the video, upload the video to YouTube, and link the video clip to an interactive image on Genially.



LEGENDS AND MYTHS

Teacher: Helena Roštaš

LINKS TO DIGITAL LEARNING CONTENT

<https://bit.ly/3WMqDJ0>

<https://bit.ly/3j9BIX5>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Canva is a design platform that is used to create social media graphics and presentations.

Calendar templates in Canva enable the creation of calendars on one or more pages with a number of graphic additions and a number of adjustments in the processing of different teaching contents.

Activity outcome

Students create a calendar for presenting illustrations of legends and myths.



ACTIVITIES FOR STUDENTS

In the eTwinning project Fairytale of Jankovac, students read national legends and myths, illustrate them in an art technique of their own choice, and include the illustrations in a template for creating a calendar, which is the final product of the project.



LET'S GET TO KNOW EACH OTHER

Teacher: Jasna Varga

LINK TO DIGITAL LEARNING CONTENT

https://quizizz.com/admin/quiz/621e7ba454af23001d31d4e4?source=quiz_share

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Quizizz is a tool for creating quizzes. When creating a quiz, multiple choice questions, text completion, and image insertion are available.

Students register for the quiz by accessing the joinmyquiz.com page and receive a new Enter code each time they register. The quiz can also be accessed via a QR code. The tool is primarily intended for revision and deepening understanding.

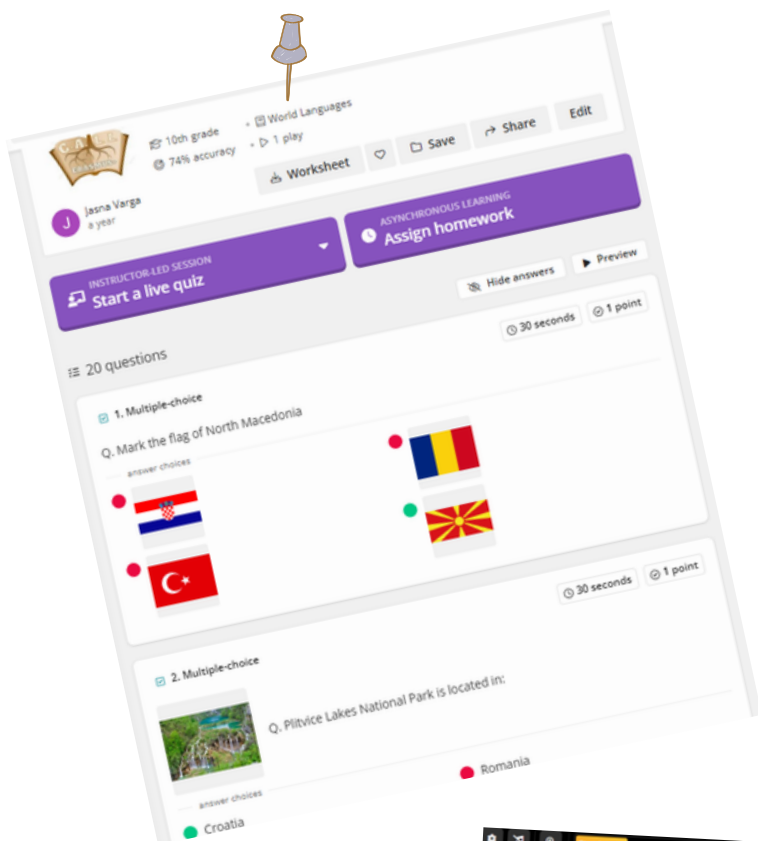
Activity outcome

Students recognize the main characteristics of the countries from which the partner schools come.



ACTIVITIES FOR STUDENTS

As part of the initial activities of the C.A.L.L. project, the goal is to get to know students, their schools, and their countries. Students first watch videos of students from partner schools in which they present the main characteristics of their countries. The students answer the questions in the quiz and thus get to know the countries of the partners in the project and summarize the acquired knowledge.



ERNEST HEMINGWAY

THE OLD MAN AND THE SEA

Teacher: Helena Roštaš

LINK TO DIGITAL LEARNING CONTENT

<https://www.youtube.com/watch?app=desktop&v=dRwEqzJ9Ro0&feature=youtu.be>

NAME AND DESCRIPTION OF THE DIGITAL TOOL

Canva is a design platform that is used to create social media graphics and presentations.

To create a digital poster, Canva offers a rich selection of graphics, illustrations, and photos that the student can combine according to his idea.

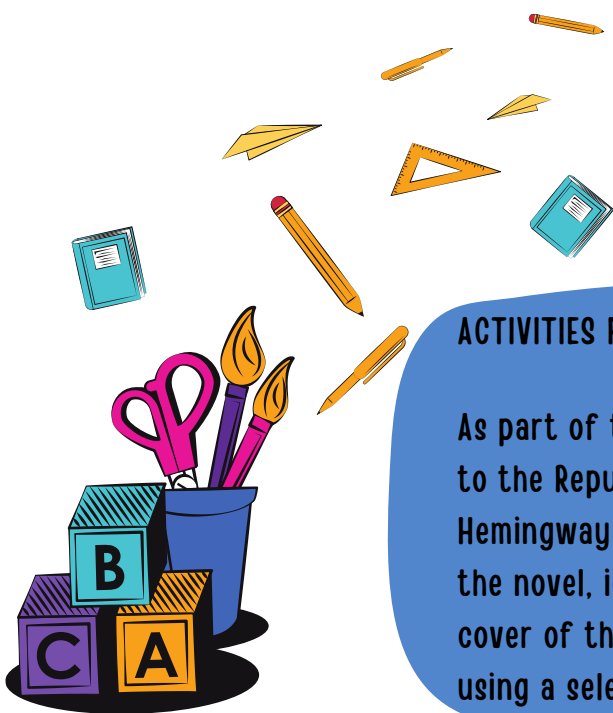
Activity outcome

Students create a novel cover using the selected digital tool.



ACTIVITIES FOR STUDENTS

As part of the Book Influencer activity and after the mobility to the Republic of Turkey, one of the topics of which was Hemingway's novel *The Old Man and the Sea*, the students read the novel, identify the theme and central motifs, sketch the cover of the novel in pairs and create the cover of the novel using a selected digital tool.





WEBINAR

TEACHING IN EMERGENCY SITUATIONS

Combining Approaches in the Literature and Language
(C.A.L.L.; 2020-1-HR01-KA229-077782)

February, 2023

Presenters:

Liceul Teoretic "Tudor Arghezi" Craiova, Romania
Đorđe Veg, Industrijsko-obrtnička škola Slatina, Croatia
Industrijsko-obrtnička škola Slatina, Croatia
a, SSOU "Dimitrija Čupovski" Slatina, Croatia
Kir, Şule - Muzaffer Büyük Mesken, Anadolu Lisesi,
İzmir, Turkey

