FROLIC DIGILAND
FOOTSTEPS 1

"Even miracles take a little time."
–The Fairy Godmother from Cinderella

FROLIC DIGILAND
FOOTSTEPS 1

DRAGE UČITELJICE, DRAGI UČITELJI,

Uz udžbenik smo vam pripremili poseban niz aktivnosti koje vaši učenici mogu raditi samostalno (ili uz vašu pomoć u vidu mentoriranja). Aktivnosti podrazumijevaju upotrebu digitalnih alata, a vjerno prate ishode propisane kurikulumom, te sadržajne i jezične teme obrađene udžbeničkim cjelinama. Upute su razrađene po koracima kojima se možete poigrati i prilagoditi ih kako bi svaka aktivnost bila zanimljiva i korisna baš vašoj šarolikoj skupini pametnih glavica. Za svaku cjelinu (uključujući i Culture Spots) pripremili smo po jednu aktivnost i istaknuli ciljana znanja, vještine, te produktivnu jezičnu djelatnost.

ZAŠTO FROLIC DIGILAND?

- **Jezični napredak** - Svaka aktivnost prati povezanu udžbeničku cjelinu sadržajem i jezikom. Učenici će moći koristiti obrađeni leksik i nadopuniti ga novim potrebnim riječima, kolokacijama i frazama. Svaka aktivnost uključuje i upotrebu određene gramatičke strukture koja je u toj cjelini obrađena, a sada će se dodatno primijeniti.
- **Digitalna pismenost** – Kroz ove aktivnosti učenici imaju priliku primijeniti svoja znanja o ponašanju u virtualnom svijetu: čuvati svoju sigurnost, biti pristojni, te bolje razumjeti da alati služe kako bismo na lakši i zabavniji način ostvarili neku svrhu, ali nisu svrha sami sebi. Također, imaju se priliku upoznati s nekim korisnim digitalnim alatima.

- **Mentalno zdravlje** – Učenici se mogu izražavati na nekonvencionalne načine stvarajući umjetničke sadržaje poput uređenih fotografija, teksta, pjesama, vizualnih i audio izričaja itd. Dobar dio zadataka zahtijeva boravak na otvorenome i timski rad. Svoja promišljanja, iskustva, doživljaje i emocije mogu kroz digitalne kreacije prenijeti odabranoj publici, te se na taj način dodatno s njom povezati. Prilika je ovo za prakticiranje davanja afirmativne povratne informacije i prihvaćanje iste.

- **Motivacija** – Digitalni radovi nemaju rok trajanja. Za razliku od ispita, plakata, zadaćnica i sl. njihova relevantnost ne mora iščeznuti krajem školske godine, oni neće postati materijal za recikliranje. Štoviše, ako su pohranjeni u oblaku s ostalim radovima vršnjaka, mogu i godinama nakon nastajanja biti upotrijebljeni kao inspiracija novim generacijama, ili kao uvid u vlastitu mijenu i napredak.

- **Kritičko mišljenje -** Ovi zadatci nužno uključuju vlastite procjene, odabire, kreacije, promišljanja i odluke. Budući da su konačni proizvodi ovih aktivnosti vidljivi i vršnjacima, učenici imaju priliku raditi na svojim vještinama samovrednovanja i vršnjačkoga vrednovanja. Odgovorni su za svoj rad i spremni ga javno predstaviti.

- **Transverzalne vještine** – Ovako osmišljene aktivnosti omogućuju učenicima dinamičan kontekst učenja u kojemu će se osnažiti u mnogim međupredmetnim temama. Radeći na različitim sadržajima i pri tome primjenjujući ciljane jezične elemente (strukture i izraze), učenici će razvijati vještine neophodne za uspješan osobni i akademski rast u složenom modernome svijetu.

KADA KORISTITI FROLIC DIGILAND?

- Aktivnosti iz ovoga dodatka predlažemo koristiti pri kraju određene cjeline, kada su obrađeni potrebni leksik i gramatičke strukture.
- Može se koristiti pri ponavljanju gradiva i poslužiti za formativno ocjenjivanje.
- Svaka aktivnost zamišljena je kao manja projektna aktivnost, što znači da valja promisliti o njenu trajanju.

KAKO JE NASTAO FROLIC DIGILAND?

Sve aktivnosti u ovom dodatku osmišljene su i testirane u razredu. Neke su malo promijenjene ili detaljnije razrađene kako bi bile bolje usmjerene prema željenim ishodima.

NA ŠTO OBRATITI PAŽNJU?

- Pri bavljenju ovakvim aktivnostima valja obratiti pažnju na dostupnost potrebnih uređaja i pristupa internetu. U slučaju da svaki učenik nema uvjete za takav vid rada, mogu se formirati skupine u kojima će barem po jedan učenik u skupini imati na raspolaganju internetsku vezu i barem jedan potreban uređaj.
- Uvijek valja ponavljati pravila ponašanja na internetu i govoriti o zaštiti sigurnosti identiteta i osobnih podataka.
- Upoznajte svoje učenike s pojmom **copyrights** i pomozite im u potrazi za slikama koje smiju koristiti.
- Digitalni alati u opisima aktivnosti su predloženi, ali nisu propisani. Vi ili vaši učenici možete odabrati druge alate s kojima se osjećate sigurno i ugodno. Ako pronađete neki koji vas je baš oduševio, podijelite ga s nama!
- Alati su trenutno besplatni i dostupni na navedenim poveznicama. To se može promijeniti.
- Nastojte nakon svake aktivnosti dati povratnu informaciju svojim učenicima i poticati ih na vršnjačko vrednovanje. To je izvrsna prilika za poticanje, motiviranje i inspiriranje, kao i prilika za vježbati tzv. Sandwich Feedback (praise-criticism-praise).

Zabavite se i uživajte u kreativnosti svojih učenika!

I SEE YOU

TALKING ABOUT A PERSON

SPEAKING ACTIVITY

I WILL BE ABLE TO

- talk about my classmate
- make a presentation
- respect copyrights and understand licencing terms associated with them.

STEP 1

Write your name on a small piece of paper. Put all the names in a basket and then choose one (which is not yours!). Your teacher can help you with this step.

STEP 2

Think about the person whose name is on your small piece of paper. What do you know about them? Do you have something in common?

STEP 3

Decide about the following: What **colour** can you compare this person to, what **song**, what **season**, and what **animal**?

STEP 4

Find an image for a colour, a season, an animal, and a link to the song you chose. Add them in a presentation and let them help you talk about your classmate. Remember, this can be a lot of fun, but also an opportunity to be super kind.

I SEE YOU

HERE ARE SOME EXPRESSIONS YOU MIGHT FIND USEFUL:

- She/he reminds me of… because….
- …makes me feel like…
- Sometimes when I talk to her/him I think of…
- It's because of…
- I can see some similar things in both…and…
- There is something in common…

TOOLS FOR MAKING PRESENTATIONS:

- PowerPoint
- https://sway.office.com/
- https://www.canva.com/create/slide shows/
- https://app.pitch.com/
- https://genial.ly/

UNIT 2

HOME SWEET HOME

TALKING ABOUT A PERFECT ROOM

SPEAKING ACTIVITY

I WILL BE ABLE TO

- talk about my perfect room
- describe things I have in this room
- ask questions about the room
- use present simple
- remove background from digital images
- create a virtual room
- respect copyrights and understand licencing terms associated with them.

STEP 1

Close your eyes and imagine your room. What do you like about it? What would you like to change if you could change whatever you wish?

STEP 2

Start creating the perfect room. Find an image of an empty room and just fill it with things that you can use and enjoy (furniture, toys, gadgets etc.). If it is necessary, remove the background from some of the images.

STEP 3

Say at least two sentence about any five items in the room. Use expressions like 'There is / are...' and 'It is...'.

STEP 4

After presenting your perfect room, ask your classmates a few questions about it. This way you will check if they can remember how you described it.

HOME SWEET HOME

TOOLS FOR MAKING CUTOUTS:

- https://www.remove.bg/
- https://www.fotor.com/features/cut-out-image/
- https://www.lightxeditor.com/photo-editing/image-cutout

TOOLS FOR EDITING IMAGES:

- https://www.canva.com/photo-editor/
- https://pixlr.com/hr/
- https://www.kapwing.com/image-editor
- https://www.adobe.com/express/feature/image/editor

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- What colour is it?
- What material is it made of?
- Where is it in the room?
- Why do you need it?
- Why do you like it?

OPPOSITE OF ME

A VIDEO ABOUT UNUSUAL ACTIONS

WRITING ACTIVITY

I WILL BE ABLE TO

- name a few activities I would never do
- take photos and create a video out of them
- add text to my photos
- use present simple

STEP 1

Think about things you would never do because they are too dangerous, disgusting, too boring, or for any other reason. Make a list.

STEP 2

Choose a small toy or something else (your 'action figure') that will represent a character that is completely different from you. This character's name will be your name spelled backwards.

STEP 3

Choose four actions from your 'never to do' list, take your 'action figure', and create a scene for each action. Use your imagination. The scene doesn't have to look realistic. Take a photo of each scene.

STEP 4

Add a sentence to each photo telling what your character sometimes does. Use present simple for this. Once you have all the photos ready, turn them into a video.

OPPOSITE OF ME

HERE ARE SOME IDEAS YOU MIGHT FIND USEFUL:

- scuba dive in the deep ocean
- swim with the sharks
- ask a fortune teller for advice
- ride a motor bike really fast
- eat exotic food (like worms, snakes etc.)
- use somebody else's toothbrush
- read books all day long
- kiss wild animals
- study in advance

TOOLS FOR ADDING TEXT ON PHOTOS:

- https://www.canva.com/
- https://www.kapwing.com/
- https://addtext.com/
- https://www.adobe.com/express/feature/design/text-on-photo

TOOLS FOR CREATING VIDEOS:

- https://www.capcut.com/
- https://www.visme.co/video-maker/
- https://www.openshot.org/
- https://www.flexclip.com/

DON'T BITE, WRITE!

WRITING A POEM

WRITING ACTIVITY

I WILL BE ABLE TO

- write about free time activities
- write a poem
- use present simple in statements and questions
- read my poem aloud
- record my reading
- add my recording to my photo as a voice over

STEP 1

What do you usually do for fun? Where do you do it and who with? Take a photo that might represent the best of your free time.

STEP 2

Write about your free time in verses. Make at least ten verses in present simple: four of them in the form of a question. (e.g.
Where do you play with dogs?
We play in the park,
but avoid the frogs.)
If you want an extra challenge, use a rhyme.

STEP 3

Once you have finished your poem, practice reading it aloud. When you are ready, record your voice.

STEP 4

Add your recorded voice to the photo you have taken. Show what you have created to your classmates.
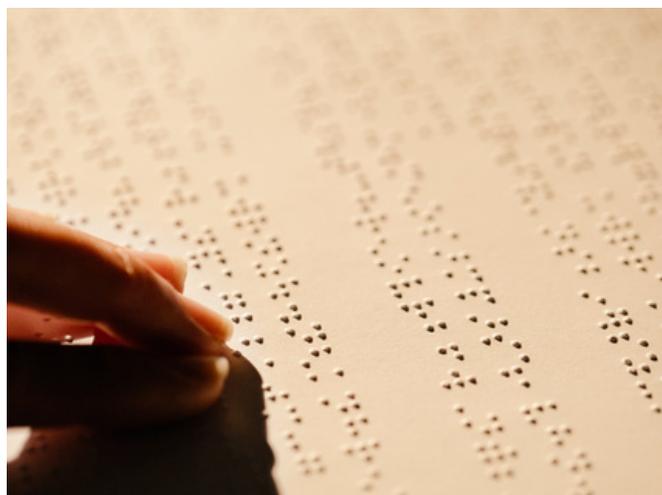
DON'T BITE, WRITE!

TOOLS FOR ADDING VOICE OVER:

- https://www.capcut.com/
- https://www.visme.co/video-maker/
- https://www.openshot.org/
- https://www.flexclip.com/

TOOLS FOR RECORDING VOICE:

- https://online-voice-recorder.com/
- https://voicerecorder.io/

LINKS TO PAGES WITH RHYMING WORDS:

- https://poetry4kids.com/rhymes/
- https://www.rhymezone.com/
- https://www.rhymedesk.com/

ANOTHER TIME ZONE

WRITING A TEXT MESSAGE

WRITING ACTIVITY

I WILL BE ABLE TO

- recognize time zones on a map
- write a text message telling what I am doing at the moment
- use present continuous
- add text to a photo.

STEP 2

Imagine you are there for a special reason. You are texting your worried friend telling her/him you are ok.

STEP 3

Take a selfie. Act out a feeling you wish to share with your friend. Do it like great actors would. You can make it!

STEP 4

Add at least five sentences telling what you are doing there. Use present continuous. Say how you are feeling at the moment. Share the message with your class, compare the things and places you saw, your activities and feelings.

STEP 1

Look at the clock. What's the time right now? Now open a world map and find a place where it is 3, 4 or 5 hours less.

ANOTHER TIME ZONE

TOOLS FOR ADDING TEXT TO PHOTOS

- https://www.canva.com/
- https://www.kapwing.com/
- https://addtext.com/
- https://www.adobe.com/express/feature/design/text-on-photo

TIPS FOR TAKING SELFIES:

- https://www.wikihow.com/Take-Good-Selfies
- https://www.fotor.com/blog/how-to-take-a-good-selfie/
- https://www.shotkit.com/how-to-take-good-selfies/
- https://youtu.be/R8WzB821RuQ

LINKS TO PAGES WITH TIME ZONES:

- https://www.timeanddate.com/time/map/
- https://www.timeanddate.com/worldclock/
- https://24timezones.com/timezone-map
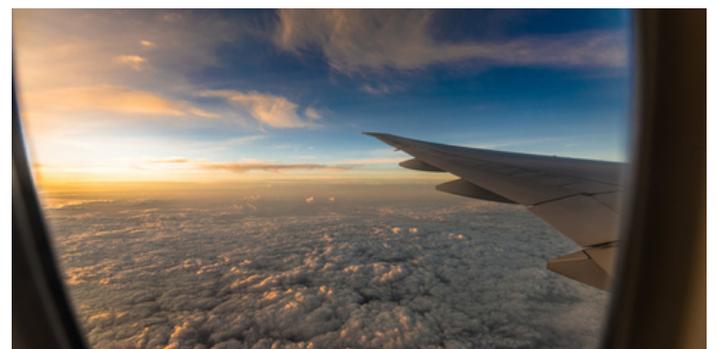
SEASONING

CREATING SYMBOLS FOR ALL SEASONS

SPEAKING ACTIVITY

STEP 1

Think about all four seasons and what they mean to you. Which one is your favourite? Have you got the least favourite season? Why?

STEP 2

One by one create symbols for each season. Choose a shape you like, fill it with other shapes or images, add some colours. This can be your symbol of the season. Form it any way you like.

I WILL BE ABLE TO

- name months and seasons
- create symbols
- add music to images
- present all four seasons through symbols
- talk about seasons
- use present simple
- respect copyrights and understand licencing terms associated with them.

STEP 3

Now find music that goes along with each season and add it to its symbol.

STEP 4

Prepare at least four sentences you can say about each symbol. Use present simple. Share it with your class. Whose symbols resemble yours the most? Whose are totally different?

SEASONING

QUESTIONS YOU MIGHT FIND USEFUL:

- Which months are in this season?
- What is the weather usually/sometimes like?
- What do you usually do then?
- Is there an event that this season reminds you of?
- Are there any specific plants in this season (flowers, fruit, vegetables)?
- What colours can you see?
- What do you usually feel then?

TOOLS FOR ADDING MUSIC TO IMAGES:

- https://www.capcut.com/
- https://www.visme.co/video-maker/
- https://www.openshot.org/
- https://www.flexclip.com/

TOOLS FOR CREATING SYMBOLS:

- https://www.canva.com/
- https://looka.com/
- https://turbologo.com/
- https://www.logomaker.com/
- https://app.logo.com/
- https://www.shopify.com/tools/logo-maker

SOS

COMPARING ENDANGERED ANIMALS

SPEAKING ACTIVITY

STEP 1

Can you name some endangered animals that live in Croatia? Check out the pages: bit.ly/sosFS1 and bit.ly/paFS1

STEP 2

Choose at least three animals from the list and try to find their images taking care of the copy rights. Now remove the background from the images.

STEP 3

Choose one background for your animals or create a completely new one. Add your cut out images to the background.

STEP 4

Compare the three animals using comparative form of adjectives (*The griffon vulture has a **larger** wingspan that an owl.*). Say at least ten sentences. Share your image and comparison with your class.

I WILL BE ABLE TO

- name at least three endangered animals that live in Croatia
- respect copyrights and understand licencing terms associated with them
- compare the animals
- use comparative form of adjectives
- remove the background from the photos
- edit photos.

SOS

COMPARING ENDANGERED ANIMALS

SPEAKING ACTIVITY

HERE ARE SOME FEATURES YOU MIGHT FIND USEFUL:

- size
- body parts
- body weight
- physical appearance
- being dangerous/kind
- eating habits
- natural environment
- what their body can do (running, flying, swimming etc.)

TOOLS FOR EDITING IMAGES:

- https://www.canva.com/photo-editor/
- https://pixlr.com/hr/
- https://www.kapwing.com/image-editor
- https://www.adobe.com/express/feature/image/editor

TOOLS FOR MAKING CUTOUTS:

- https://www.remove.bg/
- https://www.fotor.com/features/cut-out-image/
- https://www.lightxeditor.com/photo-editing/image-cutout

TOOLS FOR CREATING BACKGROUND:

- https://skybox.blockadelabs.com/
- https://www.canva.com/create/zoom-virtual-background/
- https://www.adobe.com/express/create/background/zoom

BOBBY

WRITING ABOUT GREYFRIAR'S BOBBY

WRITING ACTIVITY

I WILL BE ABLE TO

- learn about a story by watching a video or searching the internet
- take photos
- retell the story by writing about it
- use past simple
- add voice-over to my photos.

STEP 1

Watch a short video about a dog called Greyfrier's Bobby: bit.ly/GBFS1 You can look for more information about him or watch some other videos if you wish to know more (bit.ly/GBobbyFS1 or bit.ly/gBobbyFS1).

STEP 2

Make notes about the happenings and try to imagine at least four scenes. Go outside and take a few photos of things which could be in your scenes: a park, a dog, people with dogs, a street etc.

STEP 3

Try to retell the story. Let your photos help you. Use past simple. Write a sentence or two for each of them.

STEP 4

Type your sentences into a 'text to speech tool' and add the generated speech to the photos you took. Share it with your class.

BOBBY

WRITING ABOUT GREYFRIAR'S BOBBY

WRITING ACTIVITY

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- When did Bobby live?
- Where did he live?
- What breed was he?
- Who was his master?
- What happened to his master?
- What did Bobby do when his master died?
- How long did he visit his master's grave?
- Did people in Edinburgh like him?
- How did they show their affection to Bobby?

TOOLS FOR TEXT TO SPEECH:

- https://www.naturalreaders.com/online/
- https://text-speech.net/
- https://ttsreader.com/
- https://voicegenerator.io/

TOOLS FOR ADDING VOICE OVER:

- https://www.capcut.com/
- https://www.visme.co/video-maker/
- https://www.openshot.org/
- https://www.flexclip.com/

ISLAND KINGDOM

MAKING A QUIZ

WRITING ACTIVITY

STEP 1

Find out some interesting facts about the United Kingdom. What do you think your classmates might know as well? Write ten questions you hope they will know the answer to. They can be wh- questions, yes/no questions or T/F statements.

STEP 2

Choose on online tool for making quizzes and create one using your questions.

STEP 3

Add corresponding images to your questions.

STEP 4

Play the quiz with your classmates. Who do you think deserves the medal for knowing the most about the UK?

I WILL BE ABLE TO

- ask questions about the UK
- make a quiz
- add images to my questions
- respect copyrights and understand licencing terms associated with them

ISLAND KINGDOM

HERE ARE SOME TOPICS YOU MIGHT FIND USEFUL:

- myths
- famous sights
- schools
- geography
- national symbols
- history
- people

TOOLS FOR MAKING QUIZZES

- https://quizizz.com/home/quiz-maker?lng=null
- https://www.canva.com/create/quizzes/
- https://kahoot.com/v/
- https://learningapps.org/
- https://wordwall.net/