

FROLIC DIGILAND

FOOTSTEPS 2

“It’s hard to beat a person who
never gives up.”

–Babe Ruth



FROLIC DIGILAND

FOOTSTEPS 2



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 ciljne 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!





UNIT 1

PERFECT JOB

TALKING ABOUT A JOB

SPEAKING ACTIVITY

I WILL BE ABLE TO

- generate images
- talk about a perfect job
- use present simple and present continuous
- use vocabulary to talk about the job specifics (equipment, actions, setting etc.)

STEP 1

Imagine a job that would be perfect for you. If you are not sure this job exists, make it up! Don't forget, you have to spend around 40 hours a week doing it and you still love it.

STEP 2

Create an image of yourself at work using AI. Create more images, e.g. of your work place, equipment, colleagues etc.

STEP 3

Make a collage of the images. Talk about your (imagined) perfect job using present simple (*I am a ...*, *People need my help when...*) and present continuous (*My colleagues are trying to...*).

STEP 4

Practice talking and when you are ready give a presentation to your class. Listen to your classmates presentations. Which job do you consider the most fun / the most useful / the most useless? Discuss it in your class.





UNIT 1

PERFECT JOB

HERE ARE SOME QUESTIONS YOU MIGHT GIVE AN ANSWER TO:

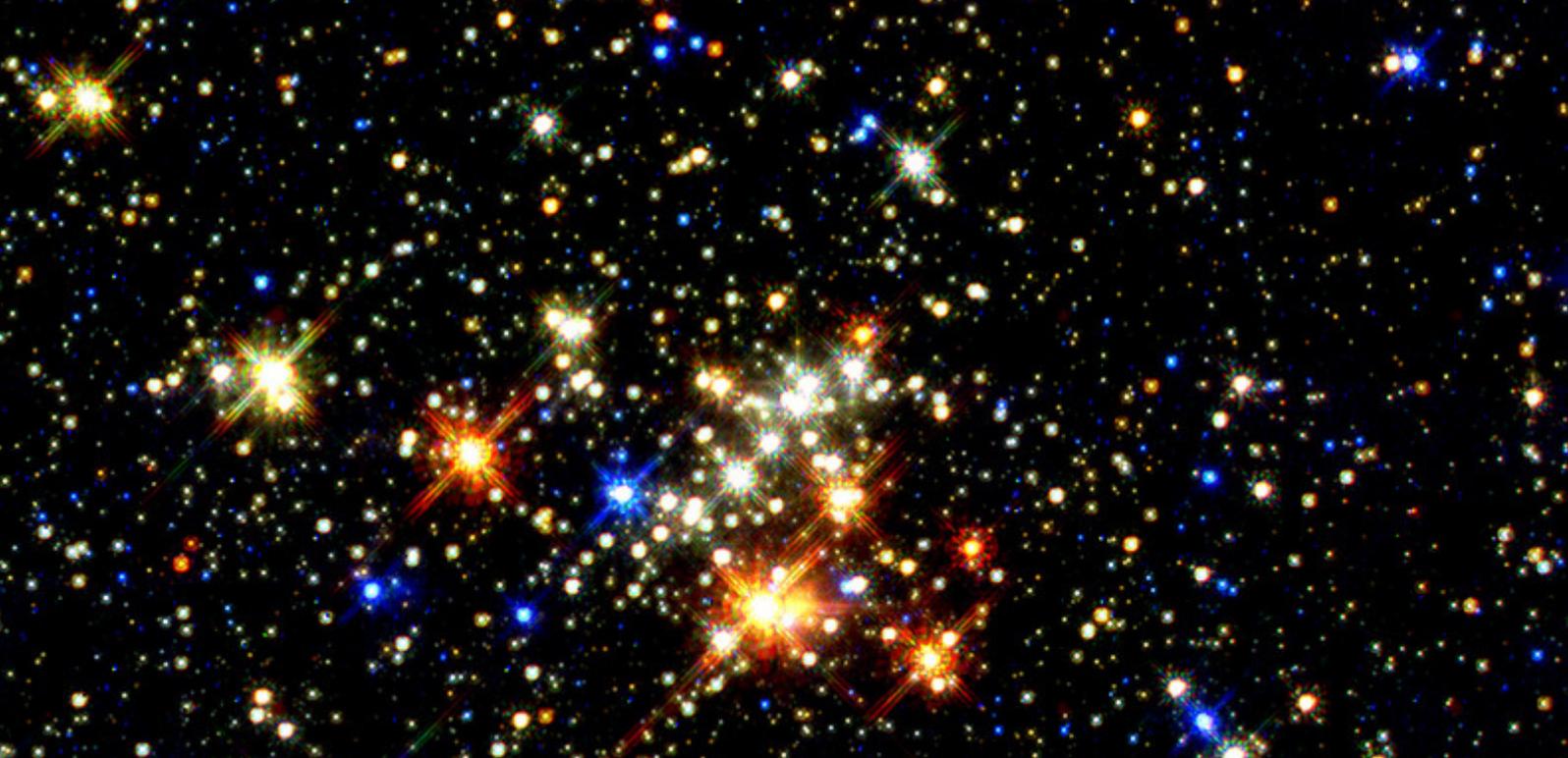
- What do you do?
- What are you wearing?
- Who do you work with?
- Do you need any equipment?
- What does your workspace look like?
- What are you doing in the photo?
- Are you possibly making any plans for the day? If yes, what are the plans?



AI TOOLS FOR CREATING IMAGES:

- <https://www.img2go.com/ai-art-generator>
- <https://creator.nightcafe.studio/>
- <https://firefly.adobe.com/>
- <https://perchance.org/ai-text-to-image-generator>
- <https://www.freepik.com/>
- <https://www.crayon.com/>
- <https://pixlr.com/hr/>





UNIT 2

EXTRATERRESTRIAL

AN INTERVIEW WITH AI

WRITING ACTIVITY



I WILL BE ABLE TO

- ask questions about the life on another planet
- use AI to make an interview
- use *must* and *mustn't*
- use the dialogue to write about life on another planet

STEP 1

Choose one planet in our Solar System other than the Earth: Mercury, Venus, Mars, Jupiter, Saturn, Uranus, or Neptune. What do you know about it? Imagine there are creatures living on those planets, and you can talk to them.

STEP 2

Open an AI bot (e.g. Chat GPT). Type that you will interview it and you want it to pretend to be an imaginary creature living on the planet you chose. Say that you want only simple answers.

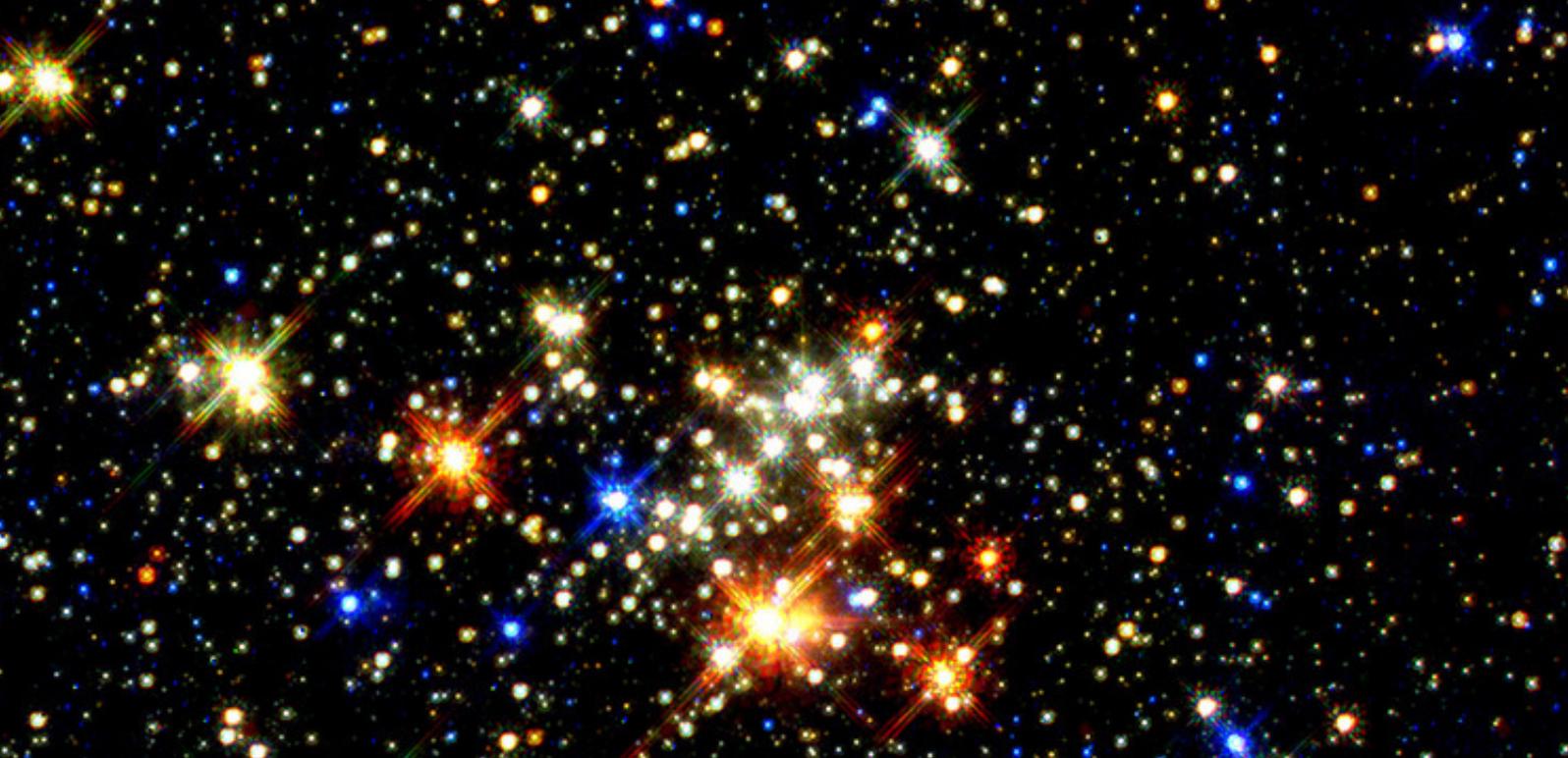
STEP 3

Ask at least eight questions. Use **must** in at least three questions (e.g. *What **mustn't** you eat? Why **must** you be careful?*).

STEP 4

Write a report about life on that planet. Use AI to transform your text to speech. Create an image with an avatar and add the voice-over. Share what you found out with your class. Which planet would you like to visit?





UNIT 2

EXTRATERRESTRIAL

HERE ARE SOME TOPICS YOU MIGHT ASK THE CREATURE ABOUT:

- creature's looks
- creature's personality
- daily routine
- eating habits
- health
- social life
- climate on the planet (temperature, weather, changes etc.)
- size of the planet



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/>

TOOLS FOR CREATING AN AVATAR:

- <https://clipdrop.co/stable-diffusion>
- <https://avatarmaker.com/>
- <https://charactercreator.org/>
- <https://www.bitmoji.com/>
- <https://readyplayer.me/hr/avatar>
- <https://avachara.com/avatar/>
- <https://adobe.ly/46y75xQ>
- <https://www.canva.com/>





UNIT 3

TAKE A GUESS!

UNCOVERING PHOTOS

SPEAKING ACTIVITY

I WILL BE ABLE TO

- make photos and use them in a digital application
- use past simple and past continues

STEP 1

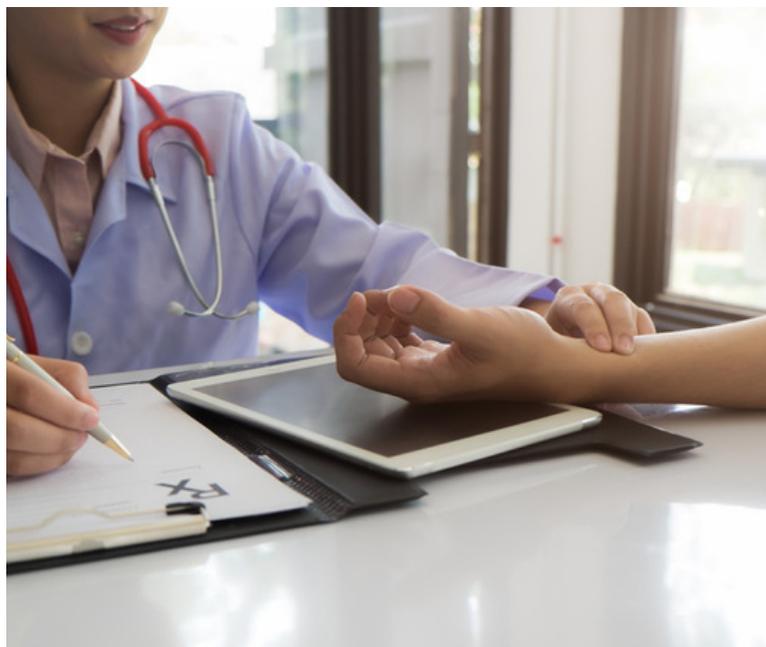
Choose a place that is not far away from your home, a place you visit from time to time or a place you visit on regular basis.

STEP 2

Go to that place and take a few photos of it; you can take photos of the whole place or just of some things that are expected to be found there (e.g. posters about health products in a doctor's waiting room).

STEP 3

Prepare a short talk about this place. Practice it well before you present it to your class.



STEP 4

Choose one of your photos and upload it in the Image Revealer Tool. Show it to your class while you are slowly revealing it tile by tile (check the app on <https://www.classtools.net/reveal/>). Talk about the place while doing so. Let your classmates guess what it is.



UNIT 3

TAKE A GUESS!



IMAGE REVEAL TOOL:

- <https://www.classtools.net/reveal/>

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- Who were you with?
- Was it fun / boring / relaxing / scary / exciting?
- What were you doing there?
- Who else was there?
- What was the weather like?
- How long were you there?
- Did you get tired?
- Did you have fun?
- What did you hear?
- Did you talk to someone?





UNIT 4

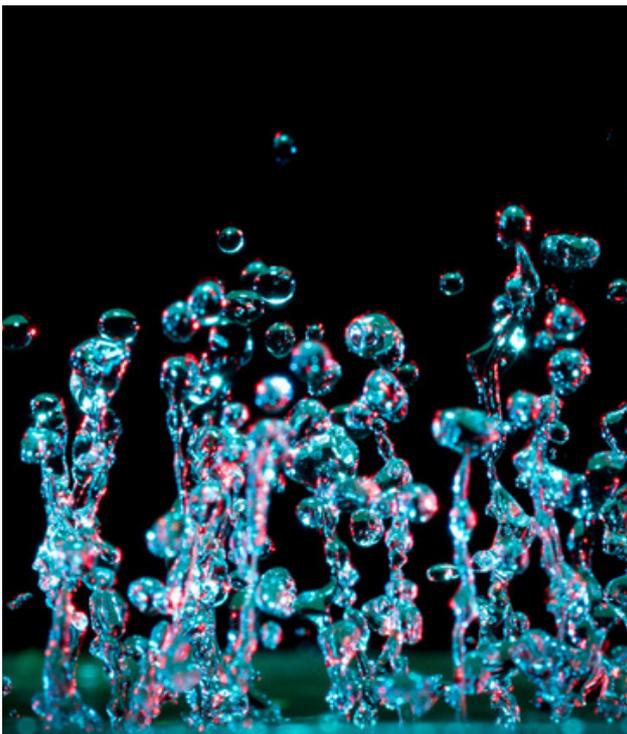
LIVING IN A SONG

SONG INTERPRETATION

WRITING ACTIVITY

I WILL BE ABLE TO

- write about a song I choose
- use affirmative, negative and interrogative form of past tenses
- create an image using AI



STEP 1.

Choose a song you like a lot, one you could imagine living in (e.g. as one of the characters, people close to the characters, or people living near them.)

STEP 2.

Imagine you are really living in the song at the moment. What does it look like? Use AI to create an image of life in it. Try to describe it in as many details as possible.

STEP 3.

Write about the life in the song using past tenses in at least four sentences (e.g. *Elvis wrote the lyrics. The singer was seeing a girl...*). Finally, write two questions you wish to ask your classmates after listening to the song.

STEP 4.

Add the text to the image. In the end, add the song you chose to your creation. Show it to your class and let them answer the questions you prepared for them. Have fun with the lesson!





UNIT 4

LIVING IN A SONG

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- Who wrote the lyrics?
- Who wrote the music?
- Who is the singer?
- What is the song about?
- What were you doing there?
- What are your relationships with other characters?
- Are there any places mentioned?
- How did the singer feel while singing it?
- What made her/him feel this way?
- What isn't the song about?

- Did you feel like dancing?
- Did you feel like singing along?

TOOLS FOR CREATING IMAGES:

- <https://www.img2go.com/ai-art-generator>
- <https://creator.nightcafe.studio/>
- <https://firefly.adobe.com/>
- <https://perchance.org/ai-text-to-image-generator>
- <https://www.freepik.com/>
- <https://www.craiyon.com/>
- <https://pixlr.com/hr/>

TOOLS FOR ADDING TEXT AND MUSIC TO IMAGES:

- <https://www.kapwing.com/tools/add-audio/image>
- <https://echowave.io/tools/add-audio-to-photo/>
- <https://simplified.com/graphic-design-elements/add-music-to-images>
- <https://typito.com/tools/add-audio-to-picture-online>





UNIT 5

PASS THE SALT!

VIDEO RECIPE

WRITING ACTIVITY

I WILL BE ABLE TO

- name different ingredients
- find a recipe
- prepare a dish
- make a video
- write about my cooking experience.



STEP 1

Have you ever prepared a dish yourself? Are you ready to try? Choose three to five ingredients you have at home. Take a photo of each ingredient you decide to use.

STEP 2

Prepare the recipe for the dish you want to make, or use AI to generate the recipe for you. Make photos of every step in the preparation. When your dish is done, decorate it and then take the most fabulous photo of it.

STEP 3

Try your dish and write at least four sentences about it. Do you think you will do it again, maybe change something?

STEP 4

Make a video with all your photos and add the text about your dish in the end. Share it with your class. Who do you think made the dish you would enjoy the most?



UNIT 5

PASS THE SALT!

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- What are the ingredients?
- Are your ingredients healthy?
- Are the ingredients expensive?
- Is it difficult to prepare it?
- How long does it take to prepare it?
- Is it delicious?
- Is it an appetizer, a main course or a dessert?
- How would you describe this dish in one sentence?



AI TOOLS FOR GENERATING RECIPES:

- <https://www.dishgen.com/>
- <https://letsfoodie.com/ai-recipe-generator/>
- <https://www.supercook.com/#/desktop>
- https://recipeland.com/recipes/by_ingredient
- <https://myfridgefood.com/>

TOOLS FOR CREATING VIDEOS:

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





UNIT 6

ANY IDEAS?

GUESSING ABOUT A PLAN

SPEAKING ACTIVITY

I WILL BE ABLE TO

- talk about arrangements in near future and future plans
- use present continuous and going to future to talk about future
- use images to present my ideas

STEP 2

Prepare three images showing what you are doing for the weekend and any three images showing what you are not planning to do this weekend. You can take photos or find images online. They can be images of the place, equipment, and some details.

STEP 3

On one page put an image of the planned activity next to an image of the activity you are not planning to do. You will have three pages with two different images.

STEP 4

Show the images to your classmates page by page. Let them guess about your plan for the weekend. After their guesses, say something about each page yourself. Do not give away everything until the last page! Use present continuous for the things you arranged and going to future for the intentions. (e.g. *I am taking a compass with me. I am going to have a great time.*)

STEP 1

What do you like doing on weekends when you have free time? Choose one activity and make plans.





UNIT 6

ANY IDEAS?

HERE ARE SOME IDEAS OF WHAT YOU MIGHT TALK ABOUT:

- location of the place
- your company there
- things you can see there
- things you can do there
- things you can smell or hear there
- different activities (e.g. eating, playing, picking, watching)
- equipment, tools, toys etc. (a ball, popcorn, a camera, a rope etc.)
- what you should be careful with.



TOOLS FOR ORGANIZING IMAGES:

- <https://www.canva.com/create/photo-collages/>
- <https://www.fotor.com/features/collage>
- <https://www.befunky.com/features/collage-maker/>
- <https://picsart.com/collage-maker>
- <https://www.photocollage.com/>





UNIT 7

TIME CAPSULE

DESCRIBING AN ITEM

SPEAKING ACTIVITY



STEP 1

Choose an item you use often (a toothbrush, a pencil, a plate, a phone etc.) and take a photo of it.

STEP 2

Do you think people will still use it in the future? Will it be different? What will change? Use AI to create the image of what this thing will look like in 100 years.

STEP 3

Compare the photo of the present item with the image of the future item. What do you predict will change in the future? Will it become more useful or more complicated?

STEP 4

Put the images one next to the other and talk about them. Use present tenses (e.g. *I put on it whatever I want.*) and future simple (e.g. *We won't need electricity to use it.*). Share your ideas with your classmates.

I WILL BE ABLE TO

- talk about an imagined item in the future
- create an image using AI
- use future simple





UNIT 7

TIME CAPSULE

DESCRIBING AN ITEM

SPEAKING ACTIVITY

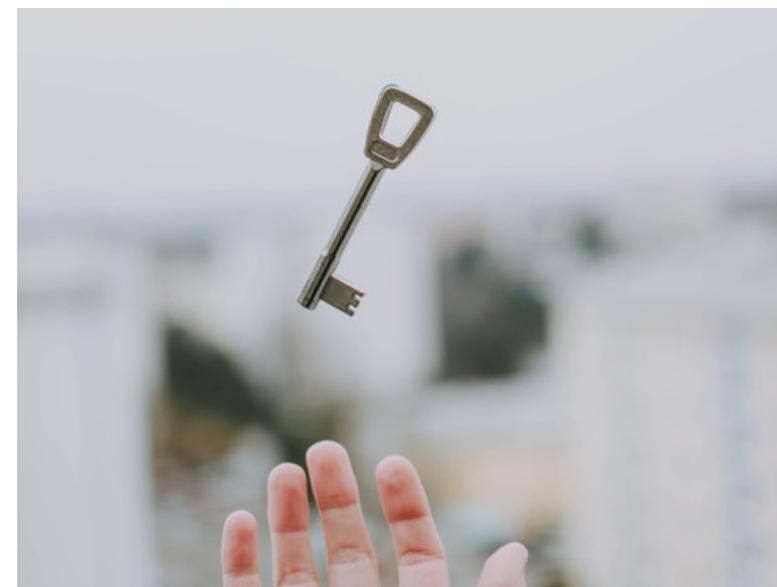
HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- What will it look like?
- Will it change its size?
- Will people change the material it is made of?
- Will it be expensive?
- Will it have some new functions?
- Who will mostly use it?
- Will it be safe?



TOOLS FOR CREATING IMAGES:

- <https://www.img2go.com/ai-art-generator>
- <https://creator.nightcafe.studio/>
- <https://firefly.adobe.com/>
- <https://perchance.org/ai-text-to-image-generator>
- <https://www.freepik.com/>
- <https://www.crayon.com/>
- <https://pixlr.com/hr/>





UNIT 8

PLOGGING

NARRATING

WRITING ACTIVITY



I WILL BE ABLE TO

- write the ending of a story
- use present simple and past simple in writing
- use AI to create a talking image.

STEP 1

Read the beginning of the story about an adventure that happened to three children while picking up litter on their way - plogging. It is on the following page.

STEP 2

How would you continue and end this story? Imagine what happened next and write it down. Is it fantasy, horror, drama, or something else? Take a look at the next step.

STEP 3

Combine present simple (e.g. *I always take a glass bottle to the beach.*) and past simple (e.g. *Something cracked behind me.*) in your text.

STEP 4

When your story ending is done, type the whole story in the application and let an avatar tell it aloud. Share it with your classmates. Which story did you enjoy the most?





UNIT 8

PLOGGING

THE BEGINNING OF THE STORY:

In sunny Urchin Bay, somewhere in the Pacific ocean, Kim, Timothy, and Mia got together for the school project. They decided to make their pretty beach cleaner. So they started picking up trash they found there. Wearing gloves and carrying bags, the friends explored. Kim spotted a shiny thing next to a sandcastle. She wanted to grab it, but Mia shouted:



WORDS YOU MAY USE IN THE STORY:

- creature
- magical
- secret
- forever
- smile
- open
- discover

TOOLS YOU MAY USE FOR TALKING AVATARS:

- <https://www.puppetry.com/anim ator>
- <https://www.canva.com/your-apps/AAFI8w2kAGM/puppetry?q=puppetry>

BE CAREFUL!

You are not allowed to use faces of real people in such applications, only avatars and your own face!





CULTURE SPOT

TIMELESS ARENA

ITS PAST, PRESENT, AND FUTURE

SPEAKING ACTIVITY

I WILL BE ABLE TO

- talk about Arena in Pula in the past, nowadays and how I predict its future
- use present simple, past simple and future simple
- record my voice

STEP 1

Find some information about the Arena in Pula. You can ask your teachers, read about it in History books, or you can look it up online. Find out about its past and present.



STEP 2

Practice saying a few sentences about its history, what it is like today and what you think will happen to it in the future. Use past tense (e.g. *A lot of people watched the games there.*), present tense (e.g. *It is a famous tourist sight.*), and future tense (e.g. *I believe it will stand there forever.*)

STEP 3

When you are ready, record yourself talking about it. It shouldn't be longer than a minute.

STEP 4

Share the recording with your classmates. How do you feel listening to your own voice? If you are not comfortable, try doing it more often, it will feel better in time. You can do it!





CULTURE SPOT

TIMELESS ARENA

YOU MIGHT FIND THESE QUESTIONS USEFUL:

- When did they build it?
- Who built it?
- What did people do there?

- Where is it?
- What do people organize there nowadays?
- Who visits it often?

- Will it collapse?
- Will people use it for something else?
- Will it become private property?



TOOLS FOR RECORDING VOICE:

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





HOLIDAYS

12 DAYS OF CHRISTMAS



ALTERING LYRICS
WRITING AND SINGING



STEP 1

Complete the lyrics following the prompts below the lines of the missing words:

On the first day of Christmas
my true love sent to me

1 _____ in a _____
(a noun in singular) (an adjective) (a noun)

On the second day of Christmas
my true love sent to me

2 two _____ and a (line 1)
(an adjective) (a noun)

On the third day of Christmas
my true love sent to me

3 three _____,
(an adjective) (a noun)
(line 2 and a line 1)

On the fourth day of Christmas
my true love gave to me

4 four _____, (3, 2 and 1)
(an adjective) (a noun)

On the fourth day of Christmas
my true love gave to me

5 five _____, (4, 3, 2 and 1)
(an adjective) (a noun)

I WILL BE ABLE TO

- complete the lyrics following the prompts
- find online images and use them respecting copyrights
- add a recording to images.

STEP 2

Continue writing the lyrics using the same pattern until Day 12.

STEP 3

Create an image for 12 different things you added to the lyrics. Put each image on one page.

STEP 4

Record yourself singing (or reading) your lyrics with the song: bit.ly/12DaysCh. Finally, add the recording to your images and enjoy it with your class. Decide which is the most fun, the most professional, the most festive one. And don't forget to be jolly!





HOLIDAYS

12 DAYS OF CHRISTMAS



THE 12 DAYS OF CHRISTMAS SONG:
bit.ly/12DaysSong

TOOLS FOR CREATING IMAGES:

- <https://www.img2go.com/ai-art-generator>
- <https://creator.nightcafe.studio/>
- <https://firefly.adobe.com/>
- <https://perchance.org/ai-text-to-image-generator>
- <https://www.freepik.com/>
- <https://www.crayon.com/>
- <https://piklr.com/hr/>



TOOLS FOR RECORDING VOICE:

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

TOOLS FOR ADDING SOUND TO IMAGES:

- <https://www.kapwing.com/tools/add-audio/image>
- <https://echowave.io/tools/add-audio-to-photo/>
- <https://www.addmusictophoto.com/>
- <https://simplified.com/graphic-design-elements/add-music-to-images>
- <https://www.canva.com/create/photo-videos/>
- <https://www.capcut.com/>

