FROLIC DIGILAND
FOOTSTEPS 3

"You are much stronger than you
think you are. Trust me."
–Superman

FROLIC DIGILAND
FOOTSTEPS 3

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.
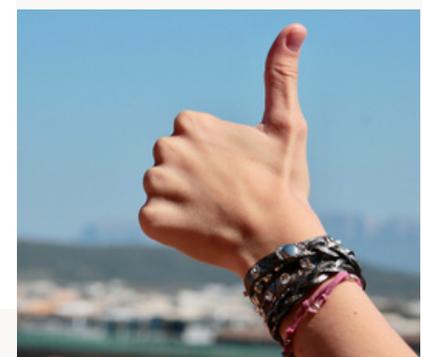
- **Mentalno zdravlje** – Učenici se mogu izražavati na nekonvencionalne načine stvarajući umjetničke sadržaje poput uređenih fotografija, teksta, pjesama, vizualnih i audio izričaja itd. Dobar dio zadataka zahtijeva boravak na otvorenome i timski rad. Svoja promišljanja, iskustva, doživljaje i emocije 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!

TO THE RESCUE!

INVENTING SUPERHEROS

SPEAKING ACTIVITY

STEP 1

Imagine there is a serious unknown threat to our civilization (e.g. a 'planet killer' asteroid, infectious diseases, alien attack, a permanent collapse of power supply etc.) that surpasses human capabilities. Luckily, there exists an extended superhuman family ready to save the day. You are a reporter conducting an interview with one of the members whose responsibility is to coordinate their activities in the training camp on a secret location.

STEP 2

Present the story to the world, ensuring that the superheros are well-prepared for the task.

STEP 3

Create images to talk about their powers and their daily routines. Start with presenting your interviewee and how she/he is related to the other family members.

STEP 4

Make a slideshow and present the superhero family to your class.

I WILL BE ABLE TO

- create a digital image of a virtual superhero
- describe their appearance and characteristics
- name family relations
- talk about daily activities.

TO THE RESCUE!

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

1. What is her/his name, age, family relation to the interviewee?
2. What are they like?
3. What abilities have they got?
4. What can they do better than anyone else?
5. What can't they do?
6. What are their daily routines in the training camp?
7. How do they interact with the rest of the family?
8. What are their flaws?
9. What is their most powerful driving force?
10. Do they have a motto?

TOOLS FOR CREATING A SUPERHERO

- https://superherotar.framiq.com/
- https://www.heroized.com/
- https://app.simplified.com/
- https://clipdrop.co/stable-diffusion
- https://skybox.blockadelabs.com/

TOOLS FOR CREATING A SLIDESHOW:

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

A PAGE ABOUT MOTTOS:

- https://bit.ly/ttrFS3

HOURGLASS

TALKING ABOUT PAST TIMES

WRITING ACTIVITY

I WILL BE ABLE TO

- write about some interesting differences in people's lives a hundred years ago and now
- use past simple to write about the past
- use images to compare the past to the present
- respect copyrights and understand licencing terms associated with them
- make a video representation
- record a voice over and add it to my video.

STEP 1

Make a little investigation about the everyday life some hundred years ago. You may use the following links for your investigation:

bit.ly/famsFS3   bit.ly/myherFS3
bit.ly/insdrFS3   bit.ly/100ya1FS3
bit.ly/100ya2FS3

STEP 2

Choose at least five things you find very amusing or surprising, something that is quite different from today. Find an image for each of the things - either one that shows the past, or one that shows what it is like today. Be careful with copyrights.

STEP 3

Write about the differences you have noticed. Let the images guide you. Use past simple and present simple.

STEP 4

Turn your text to speech. Create a video with the images and add the voice over.

HOURGLASS

TOOLS FOR CREATING VIDEOS:

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

TOOLS FOR TEXT TO SPEECH:

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

HERE ARE SOME TOPICS YOU MIGHT FIND INTERESTING:

- health care
- eating habits
- fashion
- human rights
- technology
- travel and communication
- entertainment
- education

ARE YOU REAL?

DESCRIBING UNUSUAL ANIMALS

SPEAKING ACTIVITY

I WILL BE ABLE TO

- name several unusual animals
- talk about the animals' appearance and behavior
- make a video

STEP 2

Try to describe the animal's appearance and say something about its habitat, diet, behavior or other things. You may find what you are looking for on the link, but you can also do your own research.

STEP 3

Take a piece of paper to draw the animal you've chosen. While drawing it talk about it - say which body part you are drawing at the moment and say something you've learned about the animal. Shoot a video of yourself doing so. If it is funny - great! Nature, too, probably had a lot of fun creating these animals.

STEP 1

Check out the link bit.ly/aurFS3 to discover some unusual animals that actually exist. Look for some interesting facts and choose the animal from the list that impresses you the most. Don't tell anyone which animal it is.

STEP 4

Share the video with your class and see how long it will take them to guess the animal. You can measure time and make it a competition. Have fun with all the videos and don't forget that you can be amused and kind at the same time.

ARE YOU REAL?

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- Where does it live?
- What body parts has it got?
- What colour is it?
- Does it remind you of some other animal?
- What does it eat?
- Is it fast / slow / dangerous?
- What can it do?
- What do you find interesting about it?
- What is the animal called?

TOOLS FOR CREATING VIDEOS:

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

CHECK YOUR DRAWING SKILLS:

- https://scribblediffusion.com/

UNIT 4

DREAMS COME TRUE

IMAGINING FUTURE

WRITING ACTIVITY

I WILL BE ABLE TO

- write about imaginary future events I predict
- make a digital book
- respect copyrights and understand licencing terms associated with them
- use future simple.

STEP 1

Think about what life might look like a hundred years from today. It can be a brainstorm. You can imagine the best possible scenario, the worst one, or anything in between. Make notes so you don't forget your ideas.

STEP 2

Look for images that will help other people visualize your imaginary future, or create your own images with the help of AI. Be careful with the copy rights.

STEP 3

Choose at least five images and add a sentence or two to each. You sentences will be about your vision of the future. Use Future Simple.

STEP 4

Create a digital book. Each page should contain one of your images with corresponding sentences. Share the book with your class. Compare your vision of the future with those of your classmates. Are you more on the optimistic, or on the pessimistic side?

DREAMS COME TRUE

Here are some topics you might find useful:

- everyday life in families
- air and water supply
- school and education
- food quality and availability
- nature
- travelling
- animals and sea life
- people and nations relationships
- technology
- human rights
- children's rights
- gaming
- things we do for fun
- health and medical care
- sports

Tools for creating scenes:

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

Tools for creating a book:

- https://bookcreator.com/
- https://www.bookbildr.com/
- https://www.canva.com/
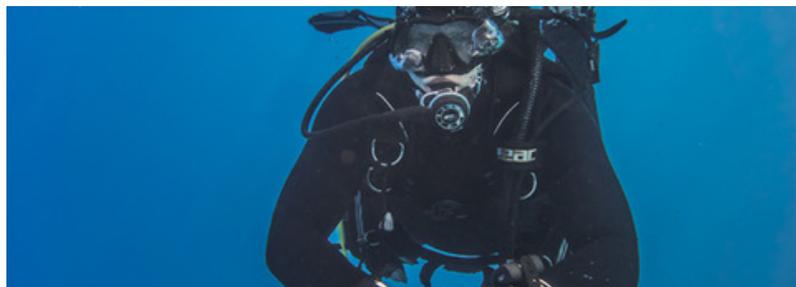
NOT YET

TALKING ABOUT EXPERIENCES

SPEAKING ACTIVITY

I WILL BE ABLE TO

- talk about things I have never done
- use present perfect
- use sentences with 'would'
- edit a photo.

STEP 2

Remove the background in your photos, so there is only you (or your model) miming in them.

STEP 3

If you wouldn't like to do the thing you are miming, add gray background to your photo. If you would like to do it some day, add background with colours. Your background can match the photo.

STEP 1

Think of four things you have never done - two you would like to do one day, and two you would never like to do. Now make a photo of yourself miming each of the four things or ask your friend, sibling, neighbour to mime it.

STEP 4

Show your photos to your class and say something about them. Use present perfect (e.g. *I have never eaten snails.*) and 'would' (e.g. *I would like to try it.* / *I would never do that.*).

NOT YET

TOOLS FOR CREATING SCENES:

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

TOOLS FOR REMOVING BACKGROUND:

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

HERE ARE SOME TOPICS YOU MIGHT FIND USEFUL:

- fly on a plane
- pet a wild animal
- sky dive
- scuba dive
- drive a car
- drink tea with milk
- play games for more than 4 hours at a time
- speak Chinese
- climb a mountain
- plant a tree

UNDER COVER

MAKING A STOP MOTION VIDEO

SPEAKING ACTIVITY

I WILL BE ABLE TO

- create my own context around a fictional character
- make a short stop motion film
- add a voice over to my video
- use sentences in present perfect with 'already', 'just' or 'yet'.

STEP 1

Find a book quote that you consider inspirational. If you cannot think of any at the moment, check out this page and choose one: bit.ly/UCFS3.

STEP 2

Choose a fictional character from the list on the page: bit.ly/fcFS3. Now make up a very short story with the character, a story that can be told in not more than five sentences. Do not hesitate to use your imagination however you wish.

STEP 3

Prepare small items to imitate the scene (e.g. tiny toys, a piece of cloth for the background etc.). You can watch a tutorial here: bit.ly/smFS3

STEP 4

Once you have created a video, add your story to it. Record your voice and add the voice over to the video. Use sentences in present perfect with 'already', 'just' or 'yet'. (e.g. *The frog has just realized it has always had a faithful friend*.). Don't forget to mention the name of your character while telling the story.

UNDER COVER

HERE ARE SOME TIPS YOU MIGHT FIND USEFUL:

- Do not make a story with a lot of action; it takes a great number of photos to illustrate one simple action.
- Try to fix your phone in one position while taking the photos; it will make your video smoother.
- Do not hesitate to imagine, improvise, change what you feel is necessary. And do not forget to have fun with your team!

TOOLS FOR MAKING STOP ANIMATION:

- https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&pcampaignid=web_share
- https://www.wondershare.com/?src=cj&cjevent=3f072805418f11ee83d171b10a18b8f7
- https://www.movavi.com/video-editor-plus/?affid=64e5c3c1067ca0000115a2d7&click_date=2023-08-23&unix=1692779457
- https://fixthephoto.com/best-free-stop-motion-software.html

TOOLS FOR RECORDING YOUR VOICE:

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

TOOLS FOR CREATING A VIDEO:

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

OUT OF THE BOX

CREATING A VIDEO ABOUT IMAGINARY JOURNEY

WRITING ACTIVITY

I WILL BE ABLE TO

- make up a perfect vehicle
- respect copyrights and understand licencing terms associated with them
- write about my imaginary journey
- make a video with pictures and text
- add musical background to my video
- use 'going to' to express my plans.

STEP 1

Think of a destination (real or unreal) that you would like to visit. Imagine you are travelling there. What kind of (still) uninvented vehicle are you going to use?

STEP 2

Imagine this vehicle and create its image with the help of AI or just make a drawing yourself.

STEP 3

Plan your trip. Find at least six images that will illustrate your journey. Write about travelling with it next to each image. Use 'going to' (e.g. *It is going to accumulate wind power in the storm*.).

STEP 4

Create a video with pictures and text and add musical background.

OUT OF THE BOX

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- Where are you going to?
- Are you going to fly, sail, drive, float or all of it?
- Are you going to make many stops on the way?
- Are you going to travel fast or observe the landscape while travelling?
- Are you going to take someone with you?
- Are you going to take a lot of things with you or travel light?
- Who is going to fix your vehicle if it breaks down?
- How are you going to fuel it?
- Is it going to be expensive or low cost?

AI TOOLS FOR TEXT TO IMAGE:

- https://deepai.org/machine-learning-model/text2img
- https://www.fotor.com/features/ai-image-generator/
- https://picsart.com/ai-image-generator
- https://www.freepik.com/ai/image-generator

TOOLS FOR CREATING VIDEOS:

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

TOOL FOR CREATING MUSIC:

- https://www.loudly.com/ai-music-generator

MELTING POT

WRITING A POEM

WRITING ACTIVITY

I WILL BE ABLE TO

- finish verses
- read my poem aloud
- record my reading and add music to it
- compare my dream to Martin Luther's.

STEP 1

Keeping things you love on your mind, finish the verses:

I have a dream that….
I say to you, my friends, …
This is my hope:…
This will be the day when…
This is no time to…
But there is something that I must say to…
I have a dream that one day…
I say to you today, my friends…
It is a dream deeply rooted in…
So we have come here today to…
So let freedom ring from the…
But not only that; let freedom ring from…
And when this happens, when we allow freedom to ring, we will be able to…
I have a dream…

STEP 2

Once you are content with what you have written, practice reading it aloud. Once you are happy with the sound of it, record your reading.

STEP 3

Add music background to it. You can do it by playing the music you like on another device while reading. Don't forget to adjust the volume.

STEP 4

Play your recording to your class. Discuss how similar and how different the dreams you are talking about are. Then compare it to Martin Luther's famous speech.
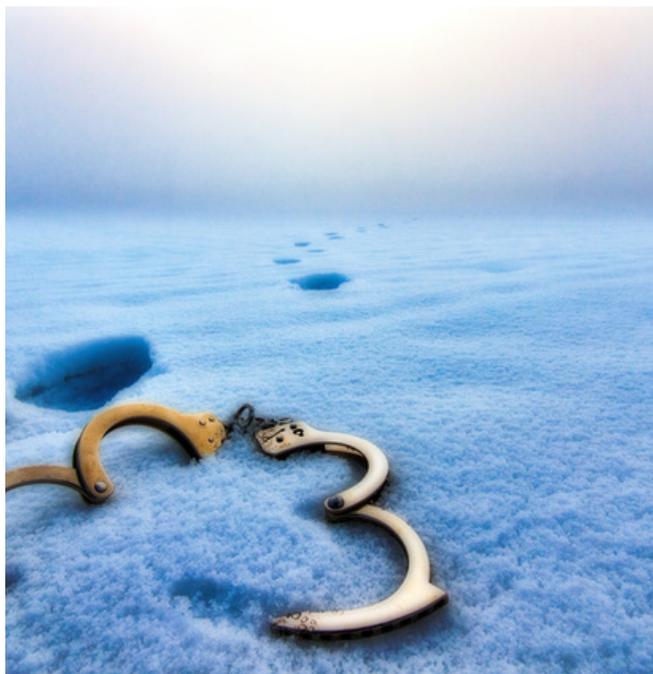
MELTING POT

SHORT VERSION OF MLK'S SPEECH:

bit.ly/IhDShortFS3

FULL VERSION OF MLK'S SPEECH:

- https://bit.ly/IhDFS3
- https://bit.ly/IhDvFS3

TOOLS FOR RECORDING VOICE:

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