

FROLIC DIGILAND

FOOTSTEPS 4

“We must all face the
choice between what
is right and what is
easy.”

--Albus Dumbledore, Harry Potter and
the Goblet of Fire





FROLIC DIGILAND

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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.

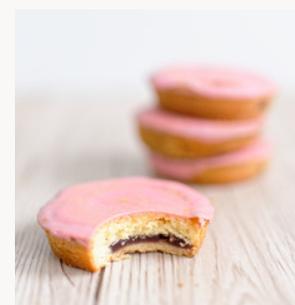


KAKO JE NASTAO FROLIC DIGILAND?

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!





UNIT 1

IMAGINARY ME



CREATING AN IMAGINARY SELF IN VIRTUAL SURROUNDINGS SPEAKING ACTIVITY

I WILL BE ABLE TO

- use a digital tool to create my imaginary character
- use a digital tool to create virtual background
- talk about my imaginary personality, looks, and special characteristics
- talk about my imaginary self using present simple and present continuous
- reflect on my personal traits and values.

STEP 1

Imagine having the ability to transform into anyone or anything you desire, and being able to visit any place you can imagine. Think about characteristics you would like to change about yourself, but more importantly, think about the traits you are proud of and wish to carry with you wherever you go.

STEP 2

Use an online tool to create your own avatar while considering the information provided in Step 1.



STEP 3

Use an online tool to create the desired background keeping in mind the information given in Step 1.

STEP 4

Place your avatar in the background you created and talk about it for a minute.





UNIT 1

IMAGINARY ME



HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- 1)What is your (avatar's) name? Is there any special meaning to it?
- 2)What do you look like? Describe your physical appearance and any unique features you have, like superpowers e.g.
- 3)What are you wearing? Describe your outfit and any accessories it has.
- 4)Talk about your character and temperament.
- 5)How do you interact with others? Describe your social skills or any specific interactions you take part in.
- 6)Where are you and what are you doing right now?
- 7)How do you contribute to the place you are in? Talk about your role or actions in this place.
- 8)Is there anything you are currently learning or improving?
- 9)Is there a purpose to your visit to this place?
- 10)What would the real you and your avatar say to each other if they met?



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/>

TOOLS FOR CREATING BACKGROUND:
<https://skybox.blockadelabs.com/>
<https://www.canva.com/create/zoo-m-virtual-background/>
<https://www.adobe.com/express/create/background/zoom>



UNIT 2

ONCE UPON A TIME

TELLING A STORY WITH THE HELP OF CLOUDS

SPEAKING ACTIVITY

I WILL BE ABLE TO

- find a photo of clouds I can use
- respect copyrights and understand licencing terms associated with them
- look at the clouds and recognize different shapes
- edit a photo digitally (draw on it and use colours)
- make up a story with shapes/characters I recognize
- tell the story using past tense(s).

STEP 1

Find a photo of a cloud or clouds that you like. Look at it and try to find curves and shapes that remind you of something.

Or Take a photo of the sky with clouds.

STEP 2

Check the copyright. If you are allowed to use the photo you like, open it with a digital tool of your choice. If you took the photo yourself, you are free to use it as you wish.



STEP 3

Edit the photo by adding doodles and colouring the shapes. Make everyone easily recognize what you see in it. You might find this page inspiring: bit.ly/CloudArtFS4

STEP 4

Imagine that your clouds reflect what happened in the past. Think of a short story. Make some prompts and practice telling it. Use past tense(s).





UNIT 2

ONCE UPON A TIME

TOOLS YOU MAY FIND USEFUL:

- <https://pixabay.com/>
- <https://coloring-page.lolo.dev/>
- <https://www.canva.com/>
- <https://www.fotor.com/features/draw-on-image/>
- <https://sketch.io/sketchpad/>



HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

1. Who is the story about? You can say something about each character or about some of them.
2. Where and when did it happen?
3. Did they say anything?
4. Why do you think the story is worth telling?
5. What was the relationship between the characters?
6. What happened? You can talk about the events chronologically or not.
7. Can you compare the events from the story with those in real life?
8. Is there a moral?





UNIT 3

MY KIND OF THING

TALKING ABOUT A PIECE OF ART

WRITING ACTIVITY

STEP 1

Look for various forms of art to discover which one impresses you the most (paintings, sculptures, music, dance etc.). Find an image of an artwork that you can connect with on a personal level.

STEP 2

Open a drawing app. Choose a blank shape you wish (e.g. a head, an animal, a house etc.) and start filling it with emojis and icons that come to your mind while enjoying the chosen piece of art. Use different colours to express your thoughts, emotions, and opinion about the artwork you've chosen. Remember, there are no right or wrong colors or shapes; it's all about how you see and feel it.

STEP 3

Write about your experience in about 150 words. Let the emojis and the icons you used help you. Use AI to transform your text to speech.

STEP 4

Make a video with the image of your piece of art, your drawing and the spoken text. You can add musical background to it.



I WILL BE ABLE TO

- search for art works online
- respect copyrights and understand licencing terms associated with them
- relate to the piece of art I've chosen
- present my experience of the piece
- use colours, emojis and icons for my representation
- express my opinion about the piece
- use AI to turn my text into speech
- create a video.



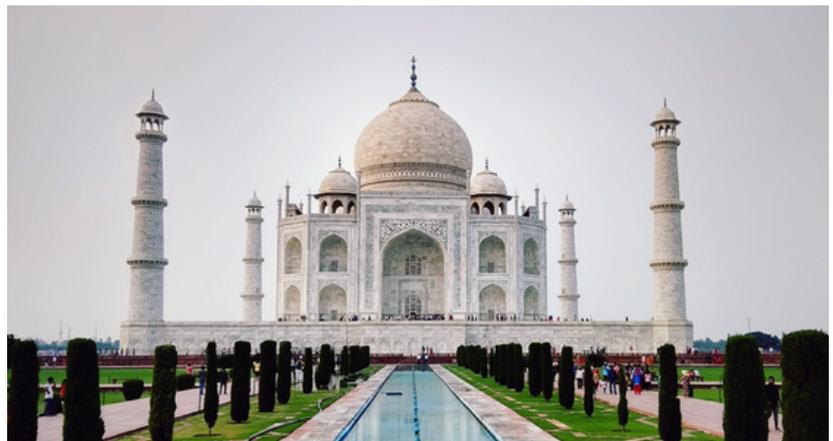


UNIT 3

MY KIND OF THING

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- 1) Why did you choose the particular piece of art?
- 2) How is it different from anything else? Or maybe it is not!
- 3) What do you know about the artist(s)?
- 4) What do you know about the technique?
- 5) Has it caused any changes in your emotions?
- 6) Has it evoked any memories?
- 7) Has it given you any ideas?
- 8) Does it remind you of a person, place, event, something from your immediate surroundings?
- 9) If you had to describe it in three words, what words would they be?



TOOLS FOR DRAWING:

- <https://www.autodraw.com/>
- <https://sketch.io/sketchpad/>
- <https://kleki.com/?bg=4A9FDC>
- <https://drawisland.com/>
- <https://www.canva.com/>

TOOLS FOR TEXT TO SPEECH:

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

TOOLS FOR MAKING VIDEOS:

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





UNIT 4

CUT 'N' TELL

PAPER CUTOUT ART

WRITING ACTIVITY

I WILL BE ABLE TO

- choose a local cultural or natural site
- learn about it so that I can inform others
- imagine a fun/funny scene on it
- take a photo of it with a paper cutout
- write about it
- use question tags

STEP 1

Think about local natural or cultural sites you can reach. Choose one you find the most interesting. Read about it or ask someone to tell you what you would like to know.

STEP 2

Now that you have learned about the site, imagine a situation on it that would be fun or funny to see or experience.

STEP 3

Take a piece of paper of any colour and cut out the shape of a person you wish to add to the scene. Take a photo with it. Use this link for ideas: bit.ly/pcoFS4

STEP 4

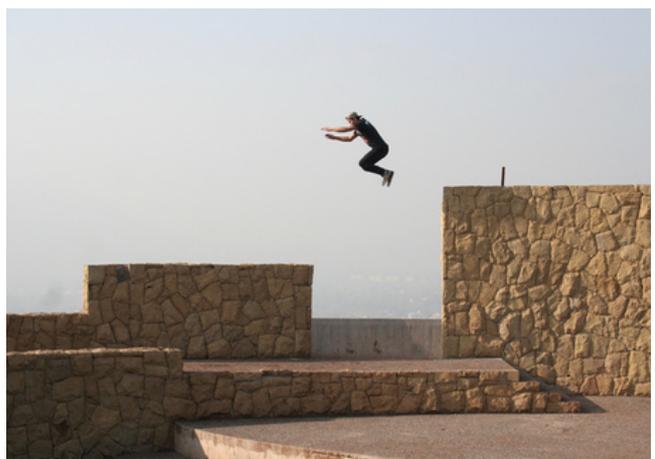
Describe the scene in your photo using question tags (e.g. *You all know this place well, don't you?*). Try writing in verses, and if you want an extra challenge, make your verses rhyme.





UNIT 4

CUT 'N' TELL



TOOLS YOU MAY FIND USEFUL:

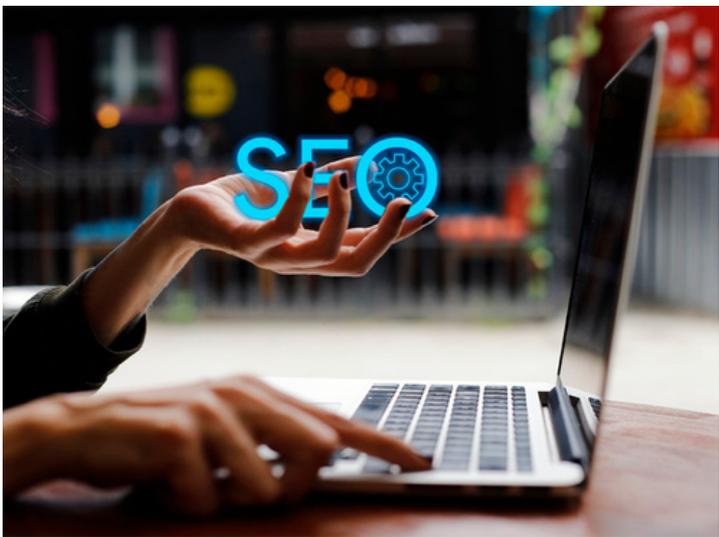
- <https://www.canva.com/>
- <https://www.kapwing.com/>
- <https://addtext.com/>
- <https://www.adobe.com/express/feature/design/text-on-photo>

TOOLS FOR MAKING CUTOUTS:

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

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- What is the location of your site?
- Do you believe a lot of people visit it?
- Why did you choose it?
- Does this local site hold a significant meaning for your community or beyond?
- What do you know about it?
- What is your cutout doing there?
- What kind of a situation is your cutout in - dangerous, funny, exciting...?





UNIT 5

ON THE KIND SIDE

VIDEO ABOUT POLITE COMMUNICATION

SPEAKING ACTIVITY

I WILL BE ABLE TO

- see the difference between polite and impolite conversation
- use polite expressions
- make a dialogue
- match my verbal and non verbal expressions
- act out two different social situations
- shoot a video

STEP 1

Think about situation(s) when you unintentionally hurt someone with your words. Remember the words you used? Make notes about the situation.

STEP 2

Make a dialogue in pairs or groups showing a situation when you can cause bad feelings with poor choice of words and expressions.

STEP 3

Now, create a parallel dialogue by changing at least four expressions. This dialogue should demonstrate how to convey the same message politely, while considering other people's feelings.

STEP 4

Record a video with the two dialogues showcasing two distinct communication styles - one that is reckless and another that is kind. Ensure that your body language and tone of voice align with each style of communication.





UNIT 5

ON THE KIND SIDE

HERE ARE SOME EXPRESSIONS YOU MIGHT FIND USEFUL:

- Move aside! → • Would you mind moving aside?
- Give me that! → • Could you give me that, please?
- I don't like it. → • It's ok, but I like the other one better.
- Close the door! → • Can you close the door, please?
- You are wrong. → • I am not sure you are right this time.
- I hate the idea. → • Maybe we could try something else.
- Stop talking! → • Could you please keep quiet?
- Sit down! → • Would you please take your seat?
- Talk faster! → • I wonder if you could talk a bit faster?
- I don't want to talk about it any more. → • Do you mind talking about something else?
- Turn it down! → • I would appreciate it if you turned it down.



TOOLS FOR MAKING VIDEOS:

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

TOOL FOR EXTRA IDEAS:

- <https://angryemailtranslator.com/>





UNIT 6

ME, A VIP

A PHOTO COLLAGE

WRITING ACTIVITY

I WILL BE ABLE TO

- think about the world I live in
- think about the changes I would like to see around me
- use expressions with 'would'
- respect copyrights and understand licencing terms associated with them
- make a photo collage
- write what I would like to do using the second conditional.

STEP 1

Consider your daily life and identify things that could be improved for both yourself and others if someone made an effort to bring about positive changes.

STEP 2

Create a list of improvements you wish to see in your life, and think about who are the individuals who have the power to make those changes.

STEP 3

Select an image that represents each change you have in mind and begin assembling a photo collage. Be aware of image copyrights.

STEP 4

Once your collage has at least five images, write two or more sentences about each. Try to use the second conditional for each image (*If I were the richest person on Earth, I would invest millions on bee protection. Without bees we would have serious problems with food supply.*) Add the text to you collage.





UNIT 6

ME, A VIP

HERE ARE SOME ISSUES YOU MIGHT CONSIDER:

- water pollution and waste
- too much homework
- poverty
- family issues
- obesity
- bullying
- endangered animal species
- strict teachers
- peer pressure
- animal abuse



TOOLS FOR MAKING COLLAGE:

- <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

CERTAINLY!

USING AI BOT

WRITING ACTIVITY



I WILL BE ABLE TO

- use AI to help me understand a piece of text better
- ask it precise questions and/or give it precise instructions (write prompts)
- use relative clauses
- respect copyrights and understand licencing terms associated with them
- create a digital book with images and text.

STEP 1

Open the following link: bit.ly/FS4Certainly
Copy the text and paste it in an AI bot. Ask the bot to summarize it.

STEP 2

Read the generated text and adjust the prompts so that the text fits you better and you can (almost) completely understand it.

STEP 3

Create a picture dictionary. The pictures you use should represent the following: *woods, a hiker, a writer, imagination, brain, a map, thought, and walking.*

STEP 4

Once your images are there, write a sentence next to each image to describe it. Use relative clauses in these sentences (e.g. *A hiker is a person who can run faster than they ever thought possible when they encounter a mother bear.*) Your descriptions can be informative, fun or funny.





UNIT 7

CERTAINLY!

HERE ARE SOME PROMPTS YOU MIGHT CONSIDER:

- Can you summarize this text in 150 words?
- Please paraphrase it on A2 level.
- Can you make it easy to understand for a 14-year-old?
- Please write it in less words.
- Could you rewrite it in simple sentences?
- Paraphrase it keeping only the most important information.
- Can you summarize each paragraph in a few simple sentences?



HERE ARE SOME EXEMPLAR SENTENCE BEGINNINGS YOU MIGHT USE:

- Woods is the place where...
- Hiker is a person who...
- Writer is who you become when...
- Imagination is where...
- Brain is the reason why...
- Map is a thing which...
- Thought is what...
- Walking at your own pace is how...

TOOLS YOU MAY FIND USEFUL:

- <https://openai.com/blog/chatgpt>
- <https://bookcreator.com/>
- <https://www.canva.com/>





CULTURE SPOT

ITCHY FEET

MAKING LOGOS
SPEAKING ACTIVITY



I WILL BE ABLE TO

- create a simple representation of a foreign country
- create a logo of a country
- identify the most fascinating facts about each country
- showcase the countries in a manner that encourages my audience to visit them.

STEP 1

Imagine you own a travel agency. You organize trips to Australia, New Zealand, Canada and Croatia.

STEP 2

Create your logo for each of the countries. The aim of the logos is to present the countries, but also to attract people to visit them.

STEP 3

Give a presentation to your class trying to motivate them to travel to these countries. Explain why you used certain colours, shapes, images etc. Try to be fun, persuasive and informative. Think about what might trigger your classmates.

STEP 4

Having followed all the presentations, cast your vote for the individual whom you believe possesses the most exceptional potential as a tour guide. This person should be the one who inspired you the most to visit one or more of the showcased countries.





CULTURE SPOT

ITCHY FEET



TOOLS YOU MAY FIND USEFUL:

- <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>

HERE ARE SOME QUESTIONS YOU MIGHT FIND USEFUL:

- How far is the country?
- How can you get there?
- What can you try out there that you have surely never tried before?
- Who lives there?
- What piece of advice would you give to people who come to visit?
- Are there any fun facts?
- What can you experience there (see, hear, taste, smell etc.?)

