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Obrazac Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu	
OSNOVNI PODATCI	
Ime i prezime	Stephanie Kate Lukač, Anđela Lozančić
Zvanje	Prof. engleskog jezika i književnosti(Lukač), magistra edukacije engleskog i njemačkog jezika i književnosti(Lozančić)
Naziv škole u kojoj ste trenutno zaposleni	Zdravstvena i veterinarska škola Dr. Andrije Štampara Vinkovci
Adresa elektroničke pošte	stephanie.lukac@skole.hr , andela.lozancic@skole.hr
Naslov Metodičkih preporuka	Migration
Predmet (ili međupredmetna tema)	Engleski jezik
Za međupredmetnu temu navesti u okviru kojeg nastavnoga predmeta, sata razredni	Engleski jezik (Geografija, Povijest, Informatika)



ka ili izvanna stavne aktivnosti se izvodi.	
Razred	1. razred medicinska sestra/tehničar opće njege
OBVEZNI ELEMENTI	
Odgojni ishodi (oznaka i tekst iz kurikula predmeta ili međupredmetnih tema objavljenih u NN)	<p>Students find out about migration in general and get acquainted with personal symbols of freedom. They make their own migration routes and write their own true story about their heritage.</p> <p>SŠ (1) EJ A.1.1.</p> <p>Analizira jednostavan prilagođen ili izvoran tekst srednje dužine pri slušanju i čitanju.</p> <p>SŠ (1) EJ A.1.2.</p> <p>Čita prilagođene književne tekstove.</p> <p>SŠ (1) EJ A.1.3.</p> <p>Prilagođava prozodiju različitim komunikacijskim situacijama.</p> <p>SŠ (1) EJ A.1.4.</p> <p>Govori tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti.</p> <p>SŠ (1) EJ A.1.5.</p> <p>Sudjeluje u dužemu planiranom i jednostavnome neplaniranom razgovoru.</p> <p>SŠ (1) EJ B.1.1.</p> <p>Raspravlja o informacijama o zemljama ciljnoga jezika i drugim kulturama.</p> <p>SŠ (1) EJ B.1.2.</p> <p>Prilagođava zadane komunikacijske obrasce u različitim, unaprijed određenim kontekstima.</p> <p>SŠ (1) EJ B.1.4.</p> <p>Prepoznaje i objašnjava utjecaj međukulturnih iskustava na oblikovanje vlastitih uvjerenja i stavova prema drugima.</p> <p>SŠ (1) EJ C.1.1.</p> <p>Prepoznaje i koristi se složenim kognitivnim strategijama učenja jezika.</p> <p>SŠ (1) EJ C.1.3.</p> <p>Prepoznaje i koristi se složenim društvenoafektivnim strategijama učenja jezika.</p> <p>SŠ (1) EJ C.1.4.</p> <p>Izabire različite tehnike kreativnoga izražavanja i koristi se njima: tumači i vrednuje postojeće i osmišljava nove ideje povezane s osobnim iskustvima i poznatim temama.</p> <p>SŠ (1) EJ C.1.5.</p> <p>Izabire različite vještine kritičkoga mišljenja i koristi se njima pri tumačenju i vrednovanju mišljenja, stavova i vrijednosti povezanih s osobnim iskustvima i poznatim temama.</p> <p>SŠ (1) EJ C.1.6.</p> <p>Izabire i organizira informacije iz različitih vrsta tekstova i izvora, uočava osnovna pravila za citiranje izvora, te izvodi duže prezentacije srednje složenih sadržaja.</p>
Tijek nastavnog sata	Introduction (6') - migration song Main part (29')



	<ul style="list-style-type: none">- Q & A (3')- group work (reading, Q & A) (10')- freedom symbols (3')- migration routes (13') <p>Conclusion (10')</p> <ul style="list-style-type: none">- migration family (hi)story
<p>Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)</p>	<p>Introduction: (6 minutes) The teacher shows students the video - Prince from Bel Air – where they speak about songs being used by slaves to get to the freedom.</p> <p>Students watch the video and after a couple of minutes of discussion, they conclude that even in the hardest times people sang, used songs and poems as a means of communication and getting something off their chest.</p> <p>https://www.youtube.com/watch?v=H0brgfDTIQM</p> <p>Main part: (3 minutes) The teacher asks the question:</p> <p>If you were supposed to flee from your own country, where would you go?</p> <p>The students offer their answers.</p> <p>On the classroom walls there are five different maps with the names of the countries pinned up (Germany, UK, USA, Australia, Russia) Students stand up and individually choose a country and create a group of same thinkers - 5 groups. (4-5 members)</p> <p>(10 minutes) Each group gets a different short story from Europeana Collections to read (<i>links to the stories in Teaching materials and tools</i>)</p> <p>They need to read the story and answer the following questions:</p> <p>What is the story about?</p> <p>Who are the protagonists?</p> <p>Which symbols are the equivalents for Home?</p> <p>Which countries are mentioned in these stories?</p> <p>Students give their answers in groups....</p> <p>(3 minutes) Teachers share a set of symbols, pictures from Europeana Collections and each group comes to the blackboard and puts one symbol they find best - a synonym for freedom.</p> <p>(13 minutes) Students are asked to take tablets on the tables and in groups create a map of a recent migration route in the world. If they lack skills of making a migration route, they can draw one, describe one, copy one from the Internet; say how long the route is, which countries are in the middle, dangerous things around it, etc.</p> <p>They explain their route in front of the class.</p> <p>Conclusion: (10 minutes) Students work individually: they write their own family migration story, fact, moment...anything they like. It can be finished for HW, given as a</p>



	<p>small research by asking family members, they can bring some objects and present their migration family stories in the next class.</p>
Sadržaji koji se koriste u aktivnostima	<p>Online: Intro: https://www.youtube.com/watch?v=H0brgfDTIQM</p> <p>Links for the Migration stories activity:</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_907bab80_0b2d_0136_6466_167dbbf18ed0.html?q=europeana_collectionName%3A2084002%2A#dclid=1550516275826&p=1</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_0a0bd1b0_4fda_0136_5443_7e7bc77b59f4.html?q=europeana_collectionName%3A2084002%2A#dclid=1550515879058&p=20</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_969314d0_87a6_0136_d3ef_6eee0af6a585.html?q=europeana_collectionName%3A2084002%2A#dclid=1550516275826&p=2</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_032427f0_0c20_0136_8298_22f37b1f18f5.html?q=europeana_collectionName%3A2084002%2A#dclid=1550516275826&p=2</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_7d565890_9a18_0136_2b53_6eee0af655b0.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=3</p> <p>Links to use for pictures (freedom):</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_e873d860_b289_0136_bb6b_6eee0af76c39.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=31</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_e0da6c50_ae3a_0136_bb6b_6eee0af76c39.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=22</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_186873d0_4ea1_0136_5443_7e7bc77b59f4.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=18</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_6c44fd20_84fc_0136_b512_6eee0af6c8d5.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=13</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_9b082050_4307_0136_04c1_328731ba9018.html?q=europeana_collectionName%3A2084002%2A#dclid=155050593901162&p=15</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_5064be10_b1ff_0136_5a05_6eee0af5e555.html?q=europeana_collectionName%3A2084002%2A#dclid=1550593901162&p=9</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_7a9089c0_4d6b_0</p>



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Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz upute	<p>Learning assessment: 1) peer evaluation sheet (vršnjačko vrednovanje) e.g. rating on a scale from 1-5: Did the group create an actual migration route? Did they give necessary information on their route – length, countries, etc.? Did they speak clearly so that you could understand the information given?</p> <p>2) peer assessment – evaluation of their stories/family history, watching out for grammar and vocabulary errors</p> <p>3) self-evaluation</p> <p>Learned assessment (using Padlet): https://padlet.com/stephanie_lukac/qky8gta9ln8i</p> <p>Learned assessment – the teacher evaluates the written and/or oral presentations on their family history (correction of grammar/vocabulary where necessary) using holistic and analytical rubrics, descriptive evaluation</p>
Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi	<p>Migration routes (research, plan)</p> <ul style="list-style-type: none">- reading, understanding the short story of migration in the past- finding necessary information- freedom (definitions, symbols, what it means to the students)- migration today (discussions, problem solving)- creation of a migration route- creation of family history (e.g. family tree)- short oral presentation on their family history
DODATNI ELEMENTI¹	

¹ Sastavni elementi prijave koji omogućuju dodanu vrijednost provedbi javnog poziva. Nisu obavezni, ali nose dodatne bodove u skladu s kriterijima procjene Metodčkih preporuka.



<p>Poveznice na više odgojno-obrazovnih ishoda različitih predmeta ili očekivanja međupredmetnih tema</p>	<p>ikt C 4. 2. Učenik samostalno provodi složeno pretraživanje informacija u digitalnome okružju.</p> <p>ikt C 4. 3. Učenik samostalno kritički procjenjuje proces, izvore i rezultate pretraživanja te odabire potrebne informacije.</p> <p>ikt C 4. 4. Učenik samostalno odgovorno upravlja prikupljenim informacijama.</p> <p>osr B 4.2. Suradnički uči i radi u timu.</p> <p>uku A.4/5.4. Kritičko mišljenje. Učenik samostalno kritički promišlja i vrednuje ideje.</p> <p>uku B.4/5.1. Planiranje Učenik samostalno određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>uku B.4/5.4. Samovrednovanje/Samoprocjena. Učenik samovrednuje proces učenja i svoje rezultate, procjenjuje ostvareni napredak te na temelju toga planira buduće učenje.</p> <p>uku D.4/5.2. Suradnja s drugima. Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p> <p>goo A..4.3. Promiče ljudska prava.</p>
<p>Aktivnosti u kojima je vidljiva interdisciplinarnost</p>	<p>ICT – research, planning migration route</p> <p>History – discussing migration, slavery</p>
<p>Aktivnosti koji obuhvaćaju prilagodbe za učenike s teškoćama</p>	<p>Classwork – give the students the texts with larger lettering, shorter version (simplify the text), allow the students to listen more than once (as many times as necessary) with a transcript to follow along</p> <p>Homework assignment – family history (shorter and easier format of family tree, show one or two personal items brought from home from e.g. grandparents, shorter oral presentation on the items he/she brought); famous families history (optional - information given in advance, to help the student with research)</p>
<p>Aktivnosti za motiviranje i rad s darovitim</p>	<p>Homework assignment – family history (lengthier history of family tree, more in-depth information, research more aspects of their migration routes, give lengthier presentation with more information on their family history); famous families history – optional additional research</p> <p>-video assignment on the topic with creative possibilities (music, background, etc.)</p>



učenici ma	
Upute za kriterijs ko vrednov anje komplek snih i problem skih zadatak a i/ili radova esejskog a tipa	Assessment of the Finding freedom activity, where each group will present their migration routes and peer-to-peer evaluation will take place after all the groups have finished, using Padlet. They will be looking at presentation style, communication skills, and knowledge of the topic. Regarding the My Heritage activity, the teacher as well as peers will assess the student's work, depending on the style used – written story, oral presentation, Powerpoint, show-and-tell, etc.
Projektn i zadaci (s jasnim scenariji ma, opisima aktivnos ti, rezultati ma projekta , vremen skim okvirim a)	<p>The homework assignment can be given as a project for the following class(es). There we find out about the students' family history. The results of this project include geography (route measurement, origin of the students' families, comparing geographical features – original area and current area), history (exploring timelines, giving reasons for family migration e.g. war, poverty or economy, information regarding possible multiple migrations), and ICT (creating the migration route, online research, presentation).</p> <p>The project assignment could take approximately 20 minutes but could even span out to 1 or 2 classes depending on student findings, enthusiasm, length of presentations).</p> <p>The results expected from the project are: raising awareness of family history and origin, awareness of human rights and overcoming difficulties e.g. discrimination, poverty. The students will also be able to use past grammatical structures such as simple past and past continuous clearly and efficiently, as well as vocabulary connected to migration.</p>
Povezni ce na multime dijske i interakti vne sadržaje	<p>Intro: https://www.youtube.com/watch?v=H0brgfDTIQM</p> <p>Links for the Migration stories activity:</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_907bab80_0b2d_0136_6466_167dbbf18ed0.html?q=europeana_collectionName%3A2084002%2A#dclid=1550516275826&p=1</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_0a0bd1b0_4fda_0136_5443_7e7bc77b59f4.html?q=europeana_collectionName%3A2084002%2A#dclid=1550515879058&p=20</p> <p>https://www.europeana.eu/portal/en/record/2084002/contributions_969314d0_87a6_0</p>



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Prijedlozi vanjskih izvora i literature	Europeana education, Europeana Schoolnet, Europeana Collections (online)



Ministarstvo
znanosti i
obrazovanja

