



Obrazac Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu	
OSNOVNI PODATCI	
Ime i prezime	Dora Božanić
Zvanje	Profesorica engleskog jezika i književnosti i filozofije
Naziv škole u kojoj ste trenutačno zaposleni	Prva riječka hrvatska gimnazija
Adresa elektroničke pošte	dora.bozanic1@skole.hr
Naslov Metodičkih preporuka	Definitely not a Valentine's day lesson II
Predmet (ili međupredmetna tema)	Engleski jezik
Za međupredmetnu temu navesti u okviru kojeg nastavnoga predmeta, sata razrednika ili izvannastavne aktivnosti se izvodi.	Ishodi međupredmetnih tema Osobni i socijalni razvoj, Uporaba informacijske i komunikacijske tehnologije, Zdravlje i Učiti kako učiti ostvareni su kroz sat nastavnog predmeta Engleski jezik
Razred	1. razred opće gimnazije i 1. razred jezične gimnazije
OBVEZNI ELEMENTI	
Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)	SŠ (1) EJ A.1.1. Analizira jednostavan prilagođen ili izvoran tekst srednje dužine pri slušanju i čitanju. SŠ (1) EJ A.1.2. Čita prilagođene književne tekstove. SŠ (1) EJ A.1.3. Prilagođava prozodiju različitim komunikacijskim situacijama. SŠ (1) EJ A.1.4. Govori tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti. SŠ (1) EJ A.1.5. Sudjeluje u dužemu planiranom i jednostavnom neplaniranom razgovoru. SŠ (1) EJ A.1.6. Piše strukturiran tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti. SŠ (1) EJ B.1.1. Raspisavlja o informacijama o zemljama ciljnoga jezika i drugim kulturama. SŠ (1) EJ B.1.3. Preispituje i procjenjuje stereotipe i predrasude na svim ruginama i u svim oblicima te predlaže strategije za izbjegavanje i/ili prevladavanje nesporazuma, otkrivanje i razgradnju stereotipa i predrasuda. SŠ (1) EJ B.1.4. Prepoznaje i objašnjava utjecaj međukulturnih iskustava na oblikovanje vlastitih uvjerenja i stavova prema drugima. SŠ (1) EJ C.1.1. Prepoznaje i koristi se složenim kognitivnim strategijama učenja jezika. SŠ (1) EJ C.1.2. Prepoznaje i koristi se složenim metakognitivnim



	<p>strategijama učenja jezika. SŠ (1) EJ C.1.3.</p> <p>Prepoznaće i koristi se složenim društveno-afektivnim 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>
Tijek nastavnog sata	<p>1 Čitanje pjesme naglas – grupno i u parovima.</p> <p>2 Analiza vokabulara pjesme</p> <p>3 Analiza sadržaja pjesme – povezivanje sadržaja pjesme sa životnim pričama ljudi</p> <p>4 Osmišljavanje vlastite pjesme.</p> <p>5 Recitacija vlastite pjesme.</p>
Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)	<p>1 Nastavnik učenicima podijeli printane primjerke teksta pjesme (prilog 1) i svakome od učenika da jedan broj, te im kaže da se razmjesti po učionici: <i>You may sit wherever you want, as long as it's safe and appropriate and not your usual spot. Also be surrounded by people you're usually not hanging out with.</i> Učenici čitaju pjesmu tako što svatko pročita onaj stih koji стоји pored njegovog broja. (Prilog je spreman za razred od 25 učenika) Ova aktivnost može se ponoviti nekoliko puta tako da učenici mijenjaju raspored sjedenja u učionici i brojeve. Nastavnik pita učenike: <i>What kinds of love does this poem mention? Can you recognize anyone you know in any of these lines? Would you like to share that experience with the class?</i></p> <p>2 Nastavnik pita učenike: <i>Are there any words that you don't understand? Write them down in your notebook and find explanations for them. Come up with a new example of their use.</i> Po završetku dobrovoljci podijele svoje riječi i primjere.</p> <p>3 Nastavnik podijeli učenicima link na lino ploču s linkovima na fotografije ljudi s portala i Instagram profila <i>Humans of New York</i> (http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives). Učenici rade u grupama, opisuju fotografije, povezuju ih s riječima pjesme i odaberu dvije ili tri za koje smatraju da najbolje ilustriraju riječi iz pjesme.</p> <p>Kad završe učenici na Lino ploči podijele svoja razmišljanja zašto neka fotografija dobro ilustrira</p>



	<p>motive iz pjesme.</p> <p>4 Nastavnik pita učenike: <i>Other than romantic love, what other kinds of love are there? What are the things you love in this world? Could you write a short slam poem, about it? You can work in pairs and rewrite a part of When love arrives.</i></p> <p>Nastavnik učenicima podijeli i rubriku za vrednovanje osmišljavanja pjesme. S obzirom da se radi o vrednovanju umjetničkog izraza i na kompleksnost takvog zadatka učenici su pozvani kritički pristupiti rubrici i predložiti njene izmjene uz argumentaciju.</p> <p>5 Učenici podijele svoje pjesme na Lino ploči (http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives%20-%20our%20poems) i izvedu ih u malim grupama. Nastavnik iz postojećih malih grupa stvara nove koje sadrže po jednog člana prethodnih grupa. Učenici opet izvedu svoje pjesme. Na kraju dobrovoljci izvedu svoje pjesme pred razredom.</p>
Sadržaji koji se koriste u aktivnostima	<p>STANTON, Brian. <i>Humans of New York</i> [online]. Brian Stanton, 2010 [pregledano 15.7.2019.] dostupno na:</p> <ul style="list-style-type: none">• https://www.instagram.com/p/Btg8xVFn4zN/• https://www.instagram.com/p/BBQ1PqsNrNa/• https://www.instagram.com/p/-10-bVtrBU/• https://www.instagram.com/p/BzWOy2IHzAM/• https://www.humansofnewyork.com/post/63595698856/the-more-times-i-fall-in-love-the-less-sure-i-am• https://www.instagram.com/p/nqQNC2trE8/?hl=en• https://www.humansofnewyork.com/post/78790739515/we-met-48-years-ago-at-a-halloween-party-do• https://www.humansofnewyork.com/post/84237997771/ive-got-a-lot-of-faults-im-sure-im-not-easy• https://www.humansofnewyork.com/post/51810909620/we-met-in-august-started-dating-in-september• https://www.humansofnewyork.com/post/60890420131/hes-all-the-man-a-girl-could-ever-want-if-i <p>- Lino ploča za fotografije: http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives</p> <p>- Lino ploča za pjesme http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives%20-%20our%20poems</p>
Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz	Rubrika za samovrednovanje pisanja pjesme nalazi se u Prilogu 2 na kraju ovog obrasca. Učenicima je



upute	predstavljena u trenutku zadavanja zadatka pisanja pjesme.
Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi	<ul style="list-style-type: none">• Povezivanje pjesme s fotografijama• Pitanja za raspravu tijekom cijelog sata• Pisanje vlastite pjesme• Kritički pristup rubrici za samovrednovanje napisane pjesme
DODATNI ELEMENTI¹	
Poveznice na više odgojno-obrazovnih ishoda različitih predmeta ili očekivanja međupredmetnih tema	<p>ikt B.4.2. Učenik samostalno surađuje s poznatim i nepoznatim osobama u sigurnome digitalnom okružju. osr A.4.2. Upravlja svojim emocijama i ponašanjem. osr A.4.3. Razvija osobne potencijale. osr B.4.1. Uviđa posljedice svojih i tuđih stavova/postupaka/izbora. osr B.4.2. Suradnički uči i radi u timu. osr B.4.3. Preuzima odgovornost za svoje ponašanje. zdr B.4.1.A Odabire primjerene odnose i komunikaciju. zdr B.4.1.B Razvija tolerantan odnos prema drugima. B.4.2.C Razvija osobne potencijale i socijalne uloge. uku A.4/5.3. 3. Kreativno mišljenje Učenik kreativno djeluje u različitim područjima učenja. uku A.4/5.4. 4. Kritičko mišljenje Učenik samostalno kritički promišlja i vrednuje ideje. uku B.4/5.4. 4. Samovrednovanje/ samoprocjena Učenik samovrednuje proces učenja i svoje rezultate, procjenjuje ostvareni napredak te na temelju toga planira buduće učenje. uku D.4/5.1. 1. Fizičko okružje učenja Učenik stvara prikladno fizičko okružje za učenje s ciljem poboljšanja koncentracije i motivacije. uku D.4/5.2. 2. Suradnja s drugima</p>

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



	<p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
Aktivnosti u kojima je vidljiva interdisciplinarnost	Kroz aktivnosti lekcije učenici neminovno primjenjuju znanje o poeziji koje su stekli kroz predmet Hrvatski jezik. Istovremeno, promišljajući temu ljubavi ostvaruju navedene ishode međupredmetnih tema.
Aktivnosti koji obuhvaćaju prilagodbe za učenike s teškoćama	<p>Uručak za učenike na kojem je tekst pjesme i rubrike za samoprocjenu izrađeni su pomoću Open Dyslexic fonta. Također, poravnanje uručka i rubrike takvo je da bi trebalo pomoći u lakšem čitanju.</p> <p>!! Oba elementa (uručak i rubrika) nalaze se u dvije verzije na kraju ovog dokumenta. Druga verzija je na samom kraju dokumenta i stvorena je ne bi li se zadržao izgled Open Dyslexic fonta i na računalima koja ga nemaju instaliranog.</p>
Aktivnosti za motiviranje i rad s darovitim učenicima	Pisanje pjesme je poseban izazov i predstavlja priliku da učenici koji su nadareni za jezike i književnost, svoje sposobnosti razvijaju. U zadatku navedenom u ovoj pripremi učenici imaju veliku autonomiju u razradi teme i sadržaja pjesme. Izazov je i kritički



	osvrt na rubriku samoprocjene pisanja pjesme.
Upute za kriterijsko vrednovanje kompleksnih i problemskih zadataka i/ili radova esejskoga tipa	U ovoj lekciji najkompleksnije je vrednovanje pjesme koju učenici osmišljavaju, pišu, uvježbavaju i izvode. Sama ideja <i>slam poezije</i> je natjecanje po vrlo neodređenim kriterijima. Učenike se ohrabruje da kritički pristupe samoj rubrici i evaluaciji poezije generalno. Ukoliko odluče na bilo koji način „prekršiti“ neki od kriterija predstavljen u rubrici od učenika se očekuje da taj svoj postupak mogu objasniti i argumentirano „obraniti“.
Projektni zadaci (s jasnim scenarijima, opisima aktivnosti, rezultatima projekta, vremenskim okvirima)	/
Poveznice na multimedijске i interaktivne sadržaje	- Lino ploča za fotografije: http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives - Lino ploča za pjesme http://linoit.com/users/dbozanic/canvases/When%20Love%20Arrives%20-%20our%20poems
Prijedlozi vanjskih izvora i literature	KAY Sarah i Phil KAYE. <i>When Love arrives</i> . [online]. Los Angeles: Button Poetry, 2015. [pregledano 15.7.2019.] dostupno na: https://youtu.be/cPG6nJRJeWQ STANTON, Brian. <i>Humans of New York</i> [online]. Brian Stanton, 2010 [pregledano 15.7.2019.] dostupno na: • https://www.instagram.com/humansofny/?hl=en • https://www.humansofnewyork.com WOODWARD, T. Poem picture metaphor. u S. LINDSTROMBERG, ed. <i>Language Activities for Teenagers</i> . Cambridge: Cambridge University Press, 2004, str. 180.-181.

Prilog 1 - pjesma

SARAH KAY AND PHIL KAY

“WHEN LOVE ARRIVES”

- 1) I knew exactly what love looked like...
- 2) In seventh grade
- 3) Even though I hadn't met love yet
- 4) If love had wandered into my homeroom
- 5) I would have recognized him at first glance
- 6) Love wore a hemp necklace
- 7) I would have recognized her at first glance
- 8) Love wore a tight French braid

- 9) Love played acoustic guitar
- 10) And knew all my favorite Beatles songs
- 11) Love wasn't afraid to ride the bus with me
- 12) And I knew
- 13) I just must be searching the wrong classroom
- 14) Just must be checking the wrong hallways
- 15) She was there, I was sure of it
- 16) If only I could find him
- 17) But when love finally showed up
- 18) She had a bowl cut



- 19) He wore the same clothes every day for a week
- 20) Love hated the bus
- 21) Love didn't know anything about the Beatles
- 22) Instead
- 23) Every time I tried to kiss love
- 24) Our teeth got in the way
- 25) Love became the reason I lied to my parents
- 1) "I'm going to... Ben's house"
- 2) Love had terrible rhythm on the dance floor
- 3) But made sure we never missed a slow song
- 4) Love waited by the phone because she knew if her father picked up it would be
- 5) "Hello ?"
- 6) (*Heavy breathing*)
- 7) "Hello ?"
- 8) (*Heavy breathing*)
- 9) "I guess they hung up"
- 10) And love grew
- 11) Stretched like a trampoline
- 12) Love changed
- 13) Love disappeared... slowly
- 14) Like baby teeth, losing parts of me I thought I needed
- 15) Love vanished like an amateur magician
- 16) Everyone could see the trapdoor but me
- 17) Like a flat tire
- 18) There were other places I had planned on going
- 19) But my plans didn't matter
- 20) Love stayed away for years
- 21) And when love finally reappeared, I barely recognized him
- 22) Love smelled different now, had darker eyes
- 23) A broader back
- 24) Love came with freckles I didn't recognize
- 25) New birthmarks, a softer voice
- 1) Now there were new sleeping patterns
- 2) New favorite books

- 3) Love had songs that reminded him of someone else
- 4) Songs love didn't like to listen to
- 5) So did I...
- 6) But we found a park bench that fit us perfectly
- 7) We found jokes that make us laugh
- 8) And now love makes me fresh homemade chocolate chip cookies
- 9) But love will probably finish most of them for a midnight snack
- 10) Loves looks great in lingerie but still likes to wear her retainer
- 11) Love is a terrible driver, but a great navigator
- 12) Love knows where she's going
- 13) It just might take her two hours longer than she planned
- 14) Love is messier now
- 15) Not as simple
- 16) Love uses the word "boobs" in front of my parents
- 17) Love chews too loud
- 18) Love leaves the cap off the toothpaste
- 19) Love uses smiley faces in her text messages
- 20) And turns out
- 21) Love shits!
- 22) But love also cries
- 23) And love will tell you,
- 24) "You are beautiful"
- 25) And mean it
 - 1) Over and over again
 - 2) ("You are beautiful")
 - 3) When you first wake up-
 - 4) ("You are beautiful")
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 - 6) ("You are beautiful")
 - 7) When you don't wanna hear it-
 - 8) ("You are beautiful")
 - 9) When you don't believe it-
 - 10) ("You are beautiful")
 - 11) When nobody else will tell you,
 - 12) ("You are beautiful")
 - 13) Love still thinks... ("....")
 - 14) You are beautiful
 - 15) But love is not perfect and will sometimes forget
 - 16) When you need to hear it most

- 17) You are beautiful
- 18) Do not forget this
- 19) Love is not who you were expecting
- 20) Love is not what you can predict
- 21) Maybe love is in New York City already asleep
- 22) You are in California, Australia, wide awake
- 23) Maybe love is always in the wrong timezone
- 24) Maybe love is not ready for you
- 25) Maybe you are not ready for love
- 1) Maybe love just isn't the marrying type
- 2) Maybe the next time you see love is twenty years after the divorce
- 3) Love looks older now, but just as beautiful as you remember
- 4) Maybe love is only there for a month
- 5) Maybe love is there for every firework, every birthday party, every hospital visit
- 6) Maybe love stays
- 7) Maybe love can't
- 8) Maybe love shouldn't...
- 9) Love arrives exactly when love is supposed to
- 10) And love leaves exactly when love must
- 11) When love arrives say,
- 12) "Welcome, make yourself comfortable"
- 13) If love leaves, ask her to leave the door open behind her
- 14) Turn off the music, listen to the quiet
- 15) Whisper,
- 16) "Thank you for stopping by".



Prilog 2 - Rubrika za samoprocjenu napisane pjesme

Criteria/ Points:	Task Completion	Use of Language
3	My poem is about love. It tells a story, but doesn't solely retell it. My performance of it adds to it being understood.	I use a range of different expressions and figures of speech purposefully. There are almost no mistakes in pronunciation, spelling and grammar and my poem is easy to understand.
2	My poem is about love. At points it's more of a summary than a poem. My performance of it adds to it being understood, but I rely on reading and/or could be more convincing.	I use different expressions and figures of speech, but there are instances in which forms of the lines take the poem off-message. There are some errors in pronunciation, spelling and grammar, but my poem is mostly easy to understand.
1	My poem is about love. At points it's more of a summary than a poem. When I perform it, I simply read it fluently and clearly.	I use repetition and different figures of speech but without a clear purpose. OR My poem is difficult to understand due to changes of topic or errors in pronunciation, spelling and grammar.



SARAH KAY AND PHIL KAY

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