

How to make a crosscurricular activity **successful**?

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Plan to do/learn:

1

A brief history

2

Tell me what, how to, why,
when & make it double!

3

It's your turn!

4

Q&A

Diocletian's
palace
May 2017



A brief history...

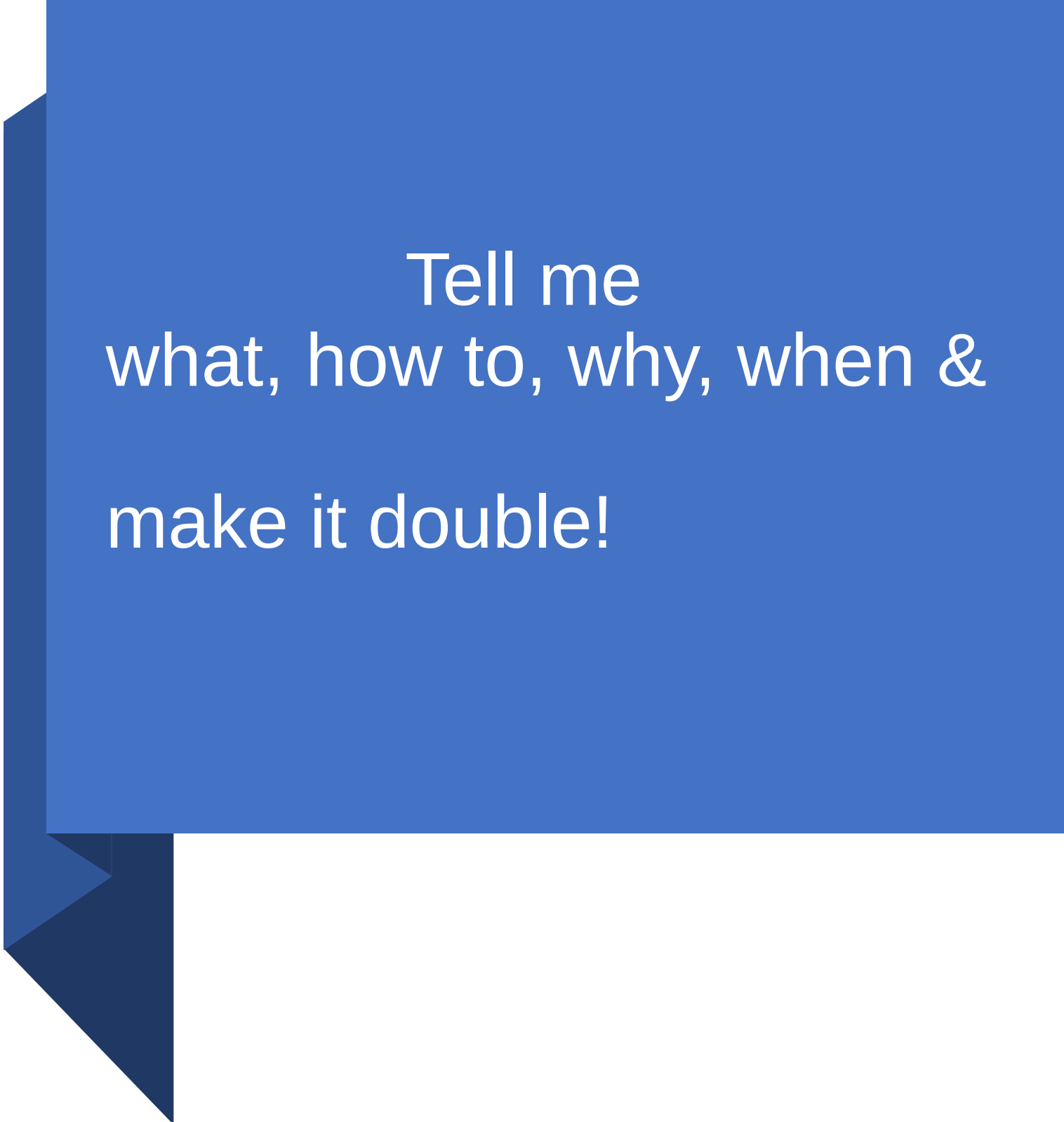
eTwinning
project „How
do we see us?“

1st
jobshadowing
hosting

Field class



1



Tell me
what, how to, why, when &
make it double!



Gamified puzzle hunt

Place of a historical/cultural importance

Subjects:

Art, History & English language

Participants:

students (grades 6 / 7); teachers

Equipment:

QR codes (3 prints per each group) &
smartphone/tablet &
QR code app

Needed time:
≈ 2 hours

Step 1

Students go to the secret spot

Step 2

Students discover the secret object

Step 3

Students find out the meeting place

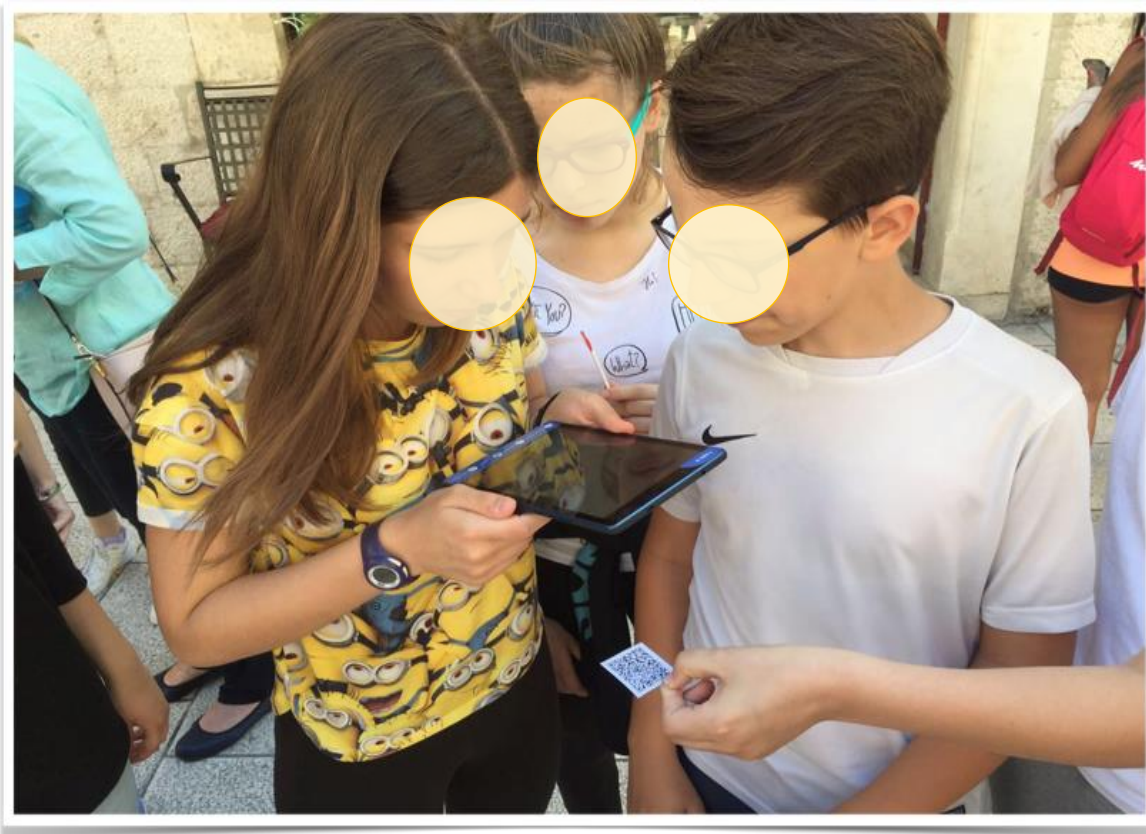
Step 4

Students tour the Ethnographic Museum in
teams & choose the task

Step 5

Students prepare QR code puzzles in
teams to be scanned by other teams at
school

The plan...



Procedure:

Scan QR codes

Solve the puzzle

Go to the secret site

Browse the net

Find the basic info

Meet in front of the Ethnographic Museum

Visit the museum

Choose the object of interest as a team

Make a short summary

Make a QR code puzzle for other groups

Grade 6

Art & English

**Andrija Buvina made 28 pictures representing Resurrection of Christ, carved in walnut doors.
Where are they?**



SADRŽAJI ZA OSTVARIVANJE ODGOJNO-OBRAZOVNIH ISHODA

Učenik se u procesu stvaranja i izražavanja služi likovnim jezikom polazeći od simboličke i asocijativne vrijednosti: crte, boje, volumena i prostora te kompozicijskih načela (ritam, kontrast, omjer itd.).

Obvezni likovni pojmovi:

- crte prema značenju (obrisne i strukturne ili gradbene) i karakter crta
- boja: gradacija (ton, vrsta boje, čistoća), kontrasti boja (boje prema boji, svijetlo-tamni, toplo-hladni, komplementarni), asocijativna i simbolička vrijednost boja
- ploha: pozitiv i negativ
- površina: crtačke, slikarske i kiparske (plastičke) teksture
- masa i prostor: različiti odnosi mase i prostora (skulptura i arhitektura)
- različiti ritmovi na plohi, u prostoru i u vremenu
- omjeri veličina na plohi i u prostoru
- dominacija (isticanje i naglašavanje bojom, oblikom, veličinom, smjerom itd.)
- kompozicija (kružna, vodoravna, okomita, dijagonalna, piramidalna), rekompozicija.

Učenik izrađuje i razlikuje skicu i studiju.

Učenik odgovara likovnim i vizualnim izražavanjem na razne vrste poticaja:

- osobni sadržaji (osjećaji, misli, iskustva, stavovi i vrijednosti)
- sadržaji likovne i vizualne umjetnosti te sadržaji i izrazi drugih umjetničkih područja, npr. cjelovito oblikovanje kazališnog prostora (rekviziti, kostimografija, scenografija; svjetlost, boja, materijali/površina)
- sadržaji iz svakodnevnoga života i bliže okoline (informacije).

Učenik se upoznaje i služi nekima od izražajnih mogućnosti predloženih umjetničkih praksi ili koncepata: performance, happening, konceptualna umjetnost, umjetnička instalacija, digitalna umjetnost, novi mediji.

Grade 6

History & English

Go to the place where Emperor Diocletian entered the palace for the first time.

Under the influence of Venice, in the 16th century, the gates change their name to Porta Aurea. It is in the north of the Palace.



OSNOVNA ŠKOLA

SATI GODIŠNJE

5. RAZRED

A. DRUŠTVO

ODGOJNO-
OBRAZOVNI
ISHODI

POV OŠ A.5.1.

Učenik objašnjava
dinamiku i promjene
u pojedinim
društvima u
prapovijesti i
starome vijeku.

RAZRADA ISHODA

Učenik:

- uspoređuje život ljudi u starije i mlađe kameno doba u svijetu i na hrvatskome povijesnom prostoru
- objašnjava društvene promjene: raslojavanje društva i teritorijalne zajednice u metalno doba (Vučedolska kultura, Iliri i Kelti) na hrvatskome povijesnom prostoru i u širem okruženju
- opisuje društveni život u državama uz rijeke Tigris, Eufrat i Nil s posebnim osvrtom na razvoj pravnih normi
- objašnjava društveni život u grčkim gradovima-državama i uzroke grčke kolonizacije na Sredozemlju i Jadranu
- opisuje ustroj rimskog društva uzevši u obzir rimske zakone.

ODGOJNO-OBRAZOVNI ISHODI NA RAZINI USVOJENOSTI **DOBAR**

- Učenik opisuje društvene promjene i život ljudi u prapovijesti na primjerima iz svijeta i s hrvatskoga povijesnog prostora, društveni život na primjerima država Staroga Istoka te društveni život u grčkim gradovima-državama i rimskoj državi s posebnim osvrtom na hrvatski povijesni prostor.

SADRŽAJI ZA OSTVARIVANJE ODGOJNO-OBRAZOVNIH ISHODA

Prve ljudske zajednice u prapovijesti.

Društvo i svakodnevica starog Egipta i Mezopotamije.

Društveni razvoj u grčkim gradovima-državama na Sredozemlju i Jadranu.

Rimsko društvo i svakodnevica.

Task

- Find a statue or relief
- Search the Internet to find the basic information
- Answer the questions



Jupiter's Temple

The cathedral's front door

Golden Gate

3 different spots





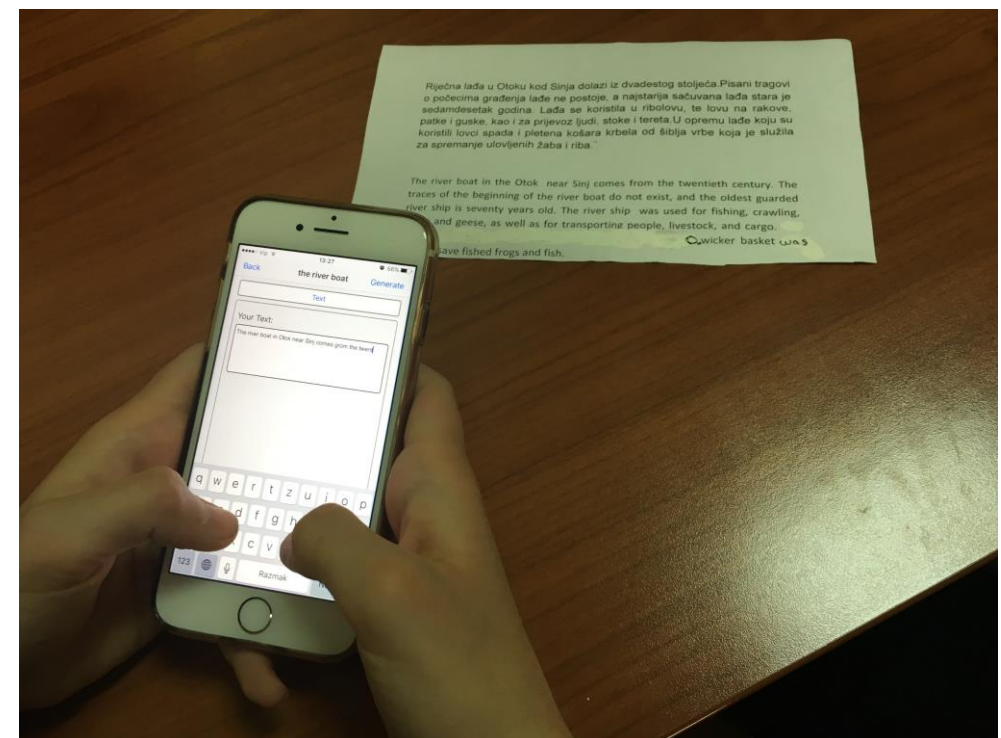
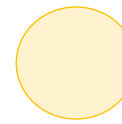
The Ethnographic Museum

Go across Peristyle through Vestibul and keep straight forward. There, on the left, you will find a museum where you can learn about old, traditional Dalmatian life. See you there!



At school – making QR code puzzles

- Making a QR code puzzle about the chosen museum item
- Mutual QR code scanning
- Guessing the secret museum item (time-limited!)



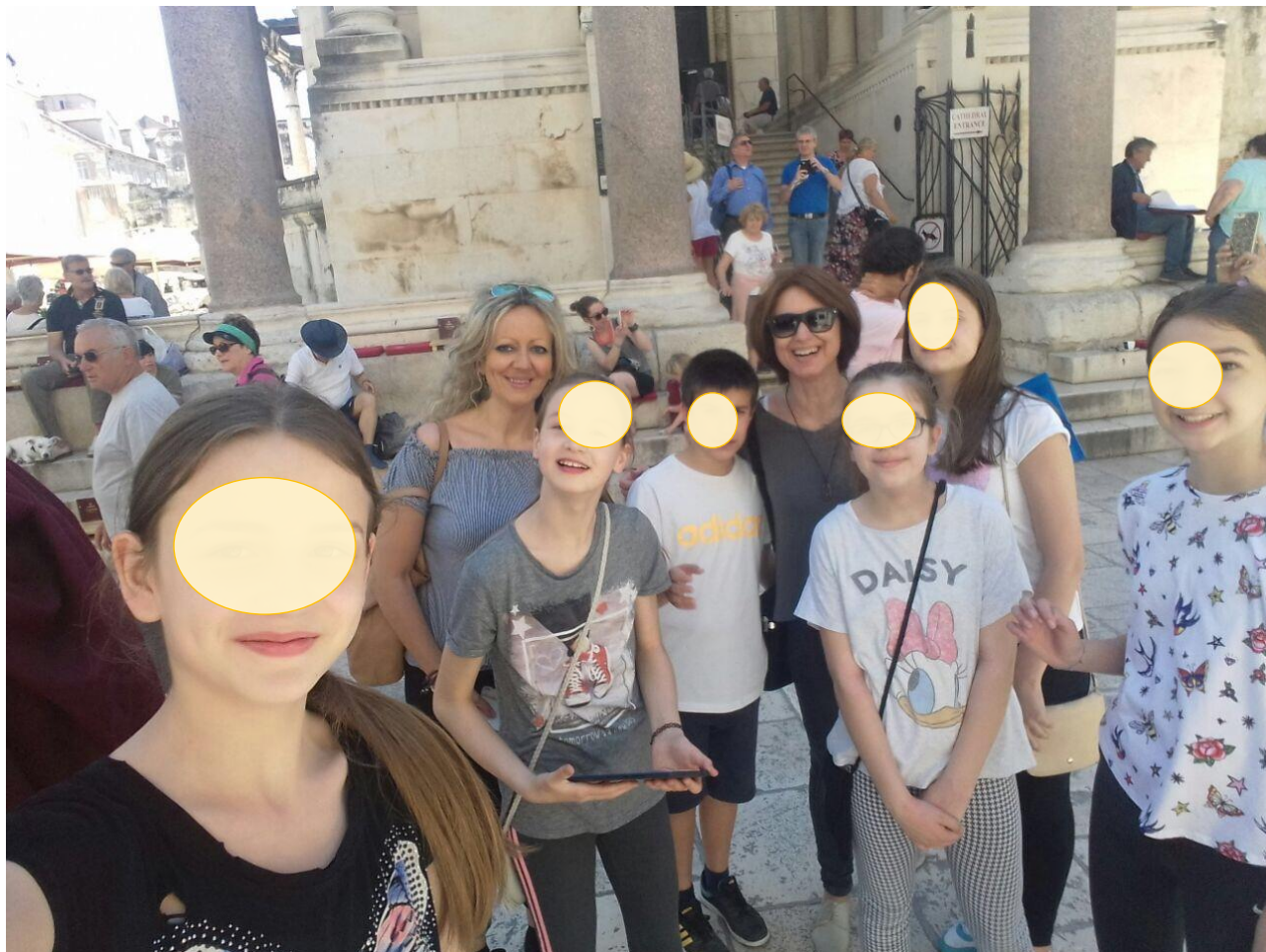


Learning outcomes

- student uses digital technology for educational purposes
- student makes conclusion by using acquired knowledge
- student browses reliable websites & pick right information
- student summarizes information
- student makes puzzles in form of QR codes
- student works in a team

Extra details...

Enjoy the field class & have fun



Prepare and hand out the certificates of attendance



Tell me
what, how to, why, when...
make it double!

2

Diocletian's
palace
November
2018 - ...

Gamification!

Step 1

Students go to the secret spot

Step 2

Students make their digital posters as real
advertising touristic offers

Step 3

Students present their offer to their "clients"
(the EU guest teachers)

Step 4

Students compete to win a prize and
pitched "client's deal" 

Step 5

The EU guest teachers choose the winner
according to the given assessment rubric

Jobshadowing hosting...

"The Best Offer"

Place of a historical/cultural importance

Subject:

English language (Citizenship Education)

Participants:

students (grades 6 / 7); teachers

Equipment:

QR codes (1 print per each group) &
smartphone/tablet &
QR code app/Adobe Spark Post app

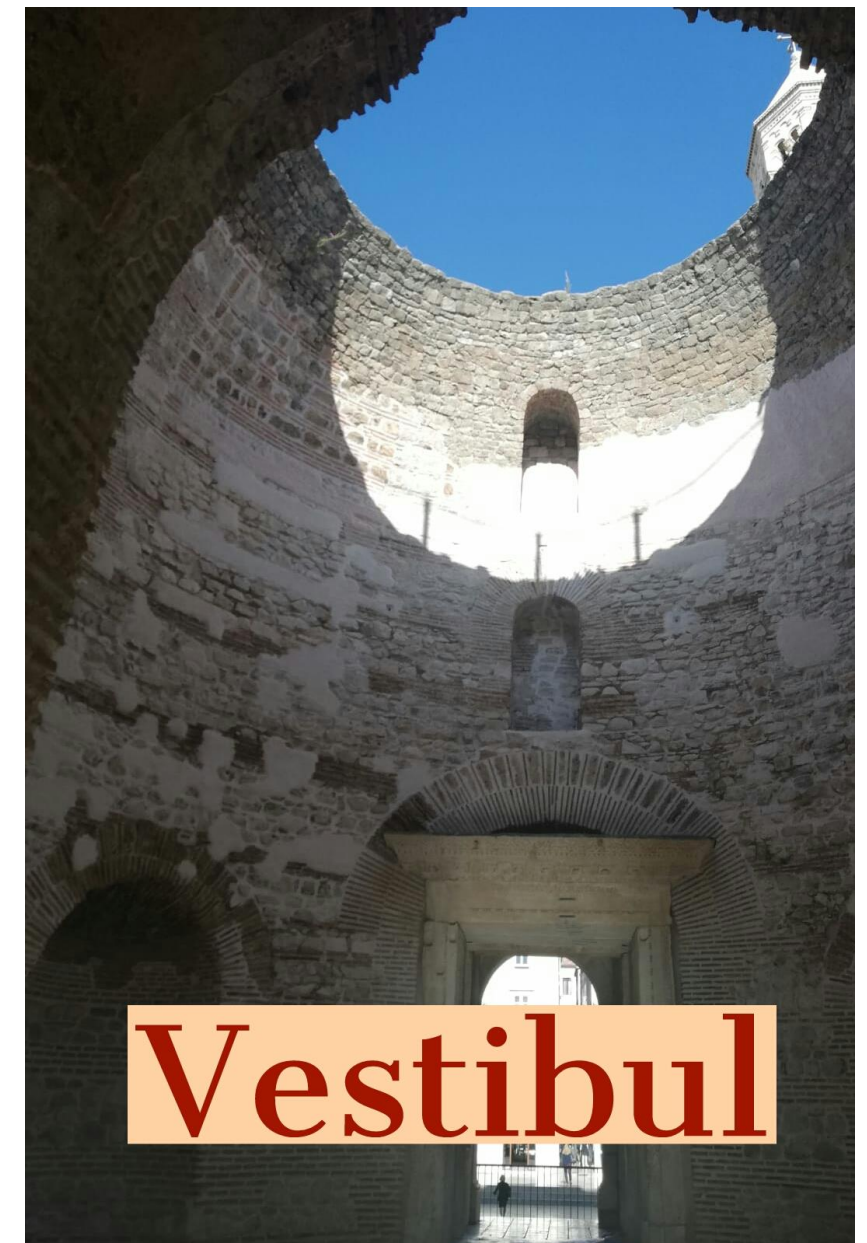
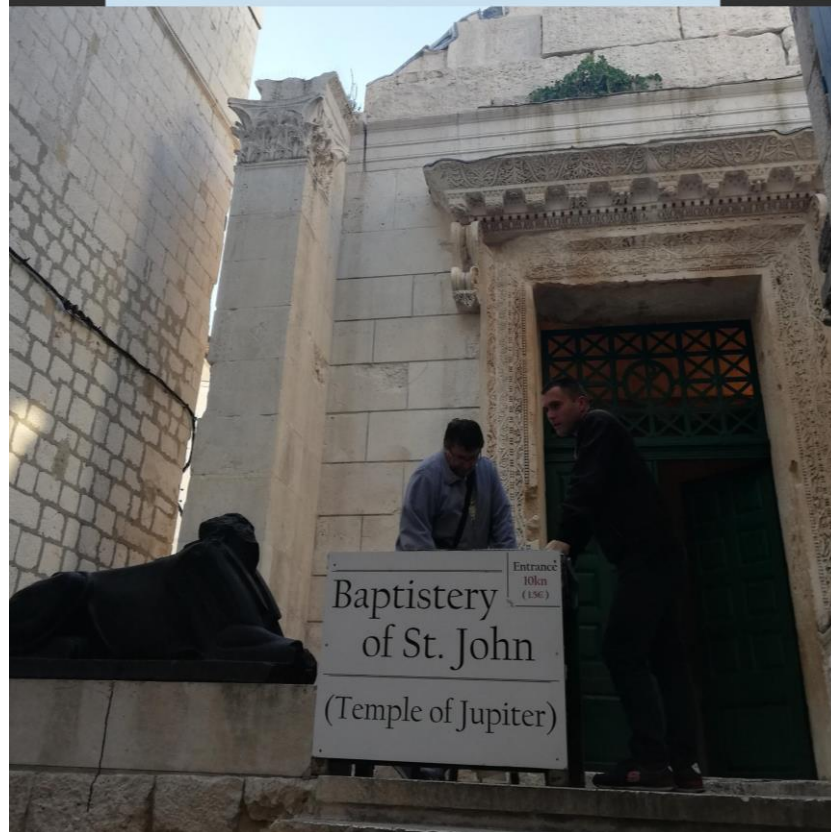
Needed time:
≈ 2 hours

Students' posters...

Representing:

accommodation, gastronomic offer,
historical sites & places to visit

Jupiter's
Temple



... and the action!

1 catching the moments
of pitching the "clients"

2 showing the poster

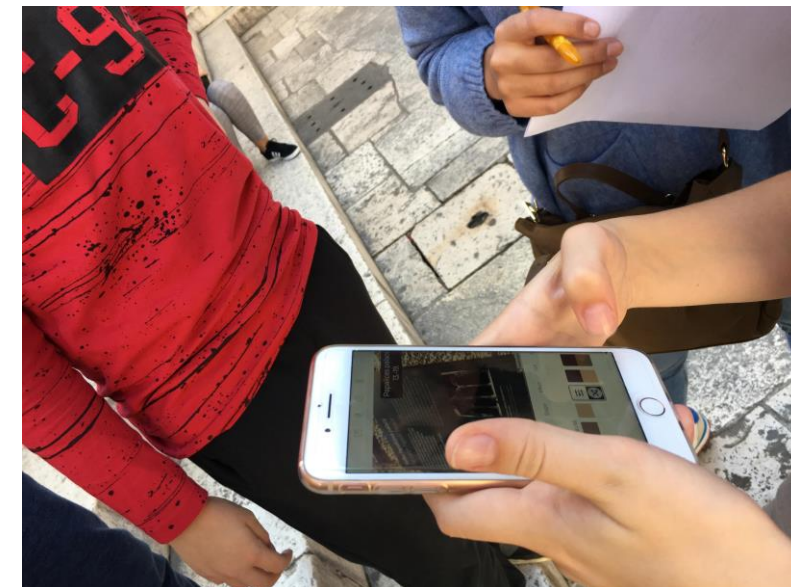
3 assessing the speech

4 winners celebrating ...

1



2



3



4





Learning outcomes

- student collects data on the given topic
- student uses English language to present their project to teachers
- student uses digital app (Adobe Spark Poster) and mobile phone to make a poster
- student makes a presentation of their hometown famous sights in order to make a real tourist offer
- student uses their knowledge of history and civilization to represent Diocletian's palace at its best

3

It's your turn!



Solve the puzzles!

Make your QR code!

- Pick a site/object/building of a historical/cultural importance
- Make a QR code using this site: <https://www.qrcode-monkey.com/> or mobile phone app
- Write a short text with some crucial hints for students to use in order to solve the puzzle
- Try not to make it easy but not too difficult for your students
- Keep in mind that they need to browse only reliable sites, so lead them, by making your questions, to those sites you want them to browse.



Q&A

4

Evaluation

- bit.ly/HUPEPOREČ





Thank you for your attention!