



**OŠ MANUŠ**

**SPLIT, CROATIA**

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*KA2 - Cooperation for Innovation and the Exchange of Good Practices*

*Strategic Partnerships for Schools Only*

Project code: 2016-1-HR01-KA219-022209\_4CUP:I46D16000070006

**MOBILITY REPORT - 5th PROJECT MEETING**

**20 - 26 May 2018**

Learning/Teaching/training Activities - Short-term exchange of group of pupils - Short-term staff training events

**We, the Kids of the EU, believe...**



PARTICIPANTS

COUNTRY	TEACHERS	PUPILS	HOSTS
ITALY	Natalia Caracci Margherita lo Iacono	1.Francesco Castellisi 2.Riccardo Cirrincione 3.Filippo Ferdico 4. Alberto Lo Presti 5. Silvia Modica,	1.Luka Bajto,6b 2.Roko Jerčić, 5a 3. Borna Burazin, 5a 4. Ante Vujanović, 7.c 5. Lea Matić, 7a
TURKEY	CEMİLE KASAR ZEHRA NURDAN GÜNERİ	6.ECE TOPLU 7. Umut ŞAHİN 8.ZEYNEP ÜNLÜ 9. ÖMER UTKU MENGÜ	6. Lucijana Zidar, 6b 7. Zoran Perković,7b 8.Natali&lva Oršulić, 6.b 9.Filip Jukić,5b
GREECE	Panagiota Lazaki Vasiliki Papadopoulou Anna Ornithopoulou	10. Anastasia Kosmidou 11.Rafaela Yfanti 12.Mando Vafiadi 13.Panagiota Christodoulou	10. Vana Pilić,8a 11.Paula&Lana Romac 12.Lena Colnago 13.Nora Žuvela, 6c
LITHUANIA	Lina Bružienė Rasa Kastėnienė	14.Jogailė Andriulytė 15.Gertrūda Mataitė 16.Edgaras Mockus 17. Evija Sakalauskytė	14.Zara Radosavljević, 5a 15.Ana Melada, 5a 16.Raul Basarić,5b 17.Antonia Perić,6c

SLOVENIA	Marjeta Rztresen		
	Marija Ogrovec	18.Nuša Šemrl, female	18.Katarina Boko,7b
	Damjana Potočnik	19.Anuška Avreja Kralj	19.Zrinka Alujevi ,7b
		20.Tian Petrovi Lambrovski	20.Pablo Neo Del Castillo Ruži , 8a
		21.Jakob Degen	21. Ivan Šimundi , 7.b

CROATIAN KA2 TEAM: Marita Guć (headmistress), Vesna Grubić (pedagogue), Ilijana Dominović (general class teacher), Žana Vukičević (general class teacher), Jasminka Jozipović (general class teacher), Tamara Domić (Croatian language teacher), Lada Režić (Croatian language teacher), Dragica Reljić (history teacher and project designer), Tajana Bundara (English teacher&coordinator)



Sunday, 20 May 2018

Arrival, meeting with host families, accommodation at hotel

*Dolazak, doček*





The Greek, Italian and Lithuanian team arrived by planes and our host families were so kind and picked them up and brought them to the airport on the departure day. The Croatian coordinator took care of the teachers.

The Slovenian team arrived by van and the members of the Croatian team greeted them and introduced host families.

The Turkish team travelled by plane to Sarajevo followed by a shuttle, so again members of the Croatian team greeted them and introduced host families.

### Monday, 21 May 2018

**9:00 am** - Official reception at the Manuš staff room / *Službeni prijem u našoj zbornici*



**10:00 am** - Welcome performance/*Priredba dobrodošlice*

Our school choir and folklore ensemble prepared a grand opening event for our guests. We presented our partners our traditional national dances and songs.



**11:00 am** - Guided school tour/[Razgledavanje škole](#)

We took our partners around the school showed them our classrooms, school equipment (we have specially equipped math and chemistry classrooms with whiteboards plus a tablet for each pupil with a huge storage charging box for tablets), introduced them to our teachers and their



way of teaching. Our pupils were excited about meeting foreign teachers and having a chance to try their English out.



12:00 am - Lunch at school canteen/Ručak u školi





**6:00 pm** - City tour: Diocletian palace, synagogue/**Razgledavanje grada: palača, sinagoga**

We prepared our pupils to play part of exceptional city guides. Our history teacher Mrs. Dragica Reljić taught pupils all the historical facts about our city and with help of English teachers pupils prepared the entire tour in English.



In order to make the city tour interesting Mrs. Reljić added some games to the tour. Our partner teachers and pupils were excited and thrilled about it.

Our pupils felt proud for delivering such complex work successfully, even an official city tour guide complemented on one of our pupils, and it happened to be one of lower school accomplishments, so he felt so proud and successful which opened up another perspective in his life of what he might become.

### Tuesday, 22 May 2018

**9:00 am** - meeting in front of the school: partner teachers and pupils/[okupljanje ispred škole i učitelja i učenika, odlazak u J.Bonači](#)

Juraj Bonaći, center for beneficiaries with special needs

Touring the center, joint activity with beneficiaries/[Upoznavanje s radom Centra, zajednička aktivnost s korisnicima](#)

### **The project-role of Juraj Bonači Split:**

- provided a guided tour around the Center explaining all activities beneficiaries are involved with
- provided a joint-workshop for partners during mobility in Split
- participated in Manuš Open Day by selling their products, designed and created Oscar rewards for nominating best movies on discrimination

Juraj Bonaći represents an institutions that takes care of mentally retarded persons, so they have school for children with mental retardation and after they finish school, since they are not work-capable, they join special center for beneficiaries where they have different workshops like pottery, weaving, production of different kinds of textile products like bags, wallets, handcrafts. The Center has special staff consisting of specialists from different areas like psychologists, defectologists, psychiatrists, nurses, teachers. They also have a kitchen and a dining room. It is like a day-care center, beneficiaries are provided with meals, only in the afternoon they go home.

So we prepared our kids for this encounter explaining them what they might expect in terms of behaviour.

The task was to paint cloths with images of children's rights later used as pillow covers given as souvenirs to our guests.

It was a joint activity happening in the backyard of the Center. They greeted us with music, songs and some snacks. Their manager gave us a tour around the Center, explained how the Center works. Later our kids played basketball and football with them, teacher danced with them.

Pupils developed empathy and tolerance, a changed perspective of the "different ones" and developed more social sensitivity.

The beneficiaries received full attention and engagement in the entire event.





## 5:00 pm - Oscar Nominations

Task: filming movie on discrimination to be presented during mobility in Croatia.

All movies are a complete production of pupils (screenplay, directing, casting...). Teachers played role of monitors and counselors.

Movies were awarded with the following awards:

Best Screenplay

Best Actor

Best Actress

Best Directing

Best Music Choice

Best Production Design

Best Picture

The criteria was of pedagogical approach - each is best in a category.

The Oscar statue was a sailing boat with messages of friendship on sails and a heart instead of an anchor. It was made by the beneficiaries of Juraj Bonači. The beneficiaries also created necklaces with clay hearts given to each guest.

All the guests had to respect dress code: marine style.

Local newspapers attended our impressive event, interviewed partner teachers, pupils and our school principal Mrs.Marita Guć.

Basically, all nominees received an award.

Partner teachers, pupils, parents, project supporters were all thrilled and happy to be a part of such a majestic event.



Wednesday, 23 May 2018

The morning time was dedicated to joint-lessons and workshops for pupils going on simultaneously.

Here is what the Manuš crew offered:

**Workshops for pupils:** Cyberbullying by Mrs.Inga Knežić (general class teacher), History&Human Rights by Mrs.Dragica Reljić (history teacher), Sign Language by Mrs.Tanja Taslak (English teacher)

**SCHOOL :** Primary school Manuš

**TEACHER:** Inga Knežić, general class teacher

**SUBJECT :** English Language

**TEACHING UNIT / LESSON :** Cyberbullying

**DATE :** 23 May 2018

**OUTCOMES :**

- Define and describe cyberbullying behaviour
- Assess the impacts of negative online behaviour
- Identify ways to manage and prevent cyberbullying behaviour

**TEACHING STRATEGIES:** asking questions, demonstrating, explaining, giving feedback, instructing, monitoring, treating errors

**LEARNING ACTIVITIES:** answering questions, guessing, speaking, writing, drawing, group work

**TEACHING MATERIALS AND AIDS:** laptop, handouts, PowerPoint presentation, projector, teacher created material

**LESSON STRUCTURE:**

1. Introduction (1min)

- greeting the learners
- introducing myself

2. Motivation (6 min)

- short video
- defining cyberbullying
- defining types of cyberbullying

3. Development (6 min)

- discussing: social media and bullying



when you are a victim  
your online behaviour

4. Group work (15 min)

- 6 stations named Facebook, Instagram, YouTube, Twitter, Viber, WhatsApp
- groups reading stories / watching videos, identifying cyberbullying behaviour, roles and responsibilities
- creating posters and suggesting ways of avoiding risky behavior

5. Presenting group work (12 min)

6. Final activity (5min)

- "What will I change?" activity
  - each student gets a post-it and writes what will he or she change in his or her behaviour on internet



**SCHOOL:** Manuš Primary School

**SUBJECT:** Croatian Sign Language

**TEACHER:** Tanja Taslak, prof.

**LESSON LENGTH:** 45 minutes

**DATE:** 23rd May 2018

**OUTCOMES:** Students will be able to introduce themselves using Croatian Sign Language

**TEACHING STRATEGIES:** questioning, instructing, explaining, demonstrating, guiding

**LEARNING ACTIVITIES:** guessing, copying, writing, listening, correcting mistakes, filling in, speaking

**TEACHING MATERIALS AND AIDS:** projector, laptop, PowerPoint, handouts

**STUDENT GROUPING:** individual work, group work, whole class grouping

### **LESSON STRUCTURE**

#### **1. INTRODUCTION**

Estimated time: 5 minutes

##### **STAGE 1:**

Greeting the students and presenting myself.

##### **STAGE 2:**

**Aids and materials:** PowerPoint, projector, laptop

**Student grouping:** whole class

##### **Procedures:**

Ask students if they think it is possible to communicate without speaking.

Open PowerPoint presentation and show students some photos.

Ask them if they can guess what the topic of today's class is.

Ask them if they have any experience with Deaf community.

Ask them if any of them have previous exposure to sign language.

#### **2. DEVELOPMENT**

**STAGE 1:** Introduction to sign language

Estimated time: 15

minutes

**Aids and materials:** projector, laptop, PowerPoint, handouts

**Student grouping:** individual work, group work, whole class work

**Procedures:**

Ask students if they know what sign language is. Explain them that it is a special language used by hard of hearing, deaf and blind people and that it uses a combination of hand shapes, facial expressions and body movements.

Ask students whether they think that the sign language is universal. Tell them that each sign language is different and introduce them to Croatian Sign Language. Give students the handouts and teach them the CSL alphabet. Teach students to say “My name is ...” using sign language. Divide students into groups. Tell them to introduce themselves to their group members using sign language. One student from each group stands up and introduces himself/herself to the class.

**STAGE 2: Greetings**  
minutes

Estimated time: 15

**Aids and materials:** projector, laptop, PowerPoint, handouts

**Student grouping:** individual work, group work

**Procedures:**

Show students 3 signs in Croatian Sign Language and ask them if they know the meaning. Give each group a handout with signs for greetings. Tell them to work as a group and make a short dialogue. Have some students perform the dialogue in front of the class.

**3. CLOSURE (Additional activity)**

Estimated time:

10 minutes

**Aids and materials:** projector, laptop, PowerPoint

**Student grouping:** whole class grouping

**Procedure:**

Students play “Guess the signs” game.

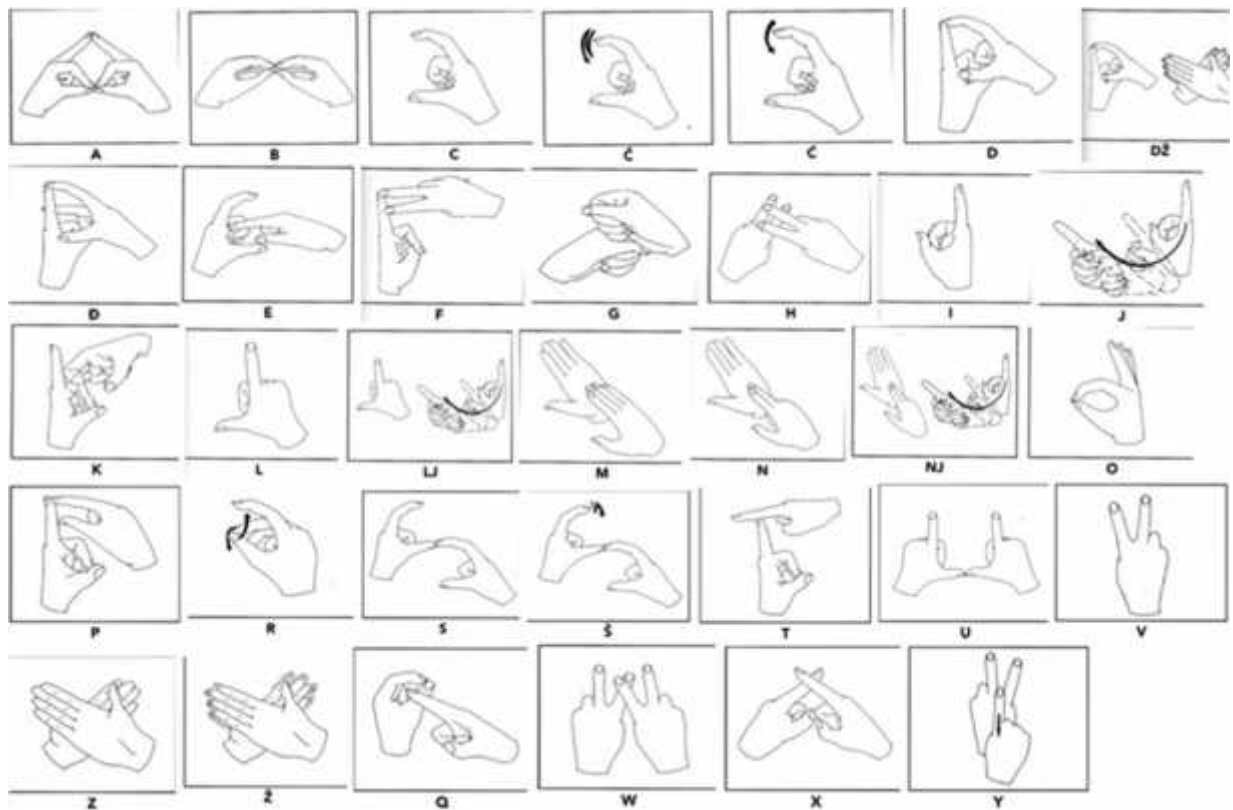
Show students a slide containing a single word. , for example; ‘school’. Ask the students to



make up a sign or movement that could be used for 'school' (remind students that they must not use speech – only gestures).

Before revealing the illustration for each sign select one or two students to share with the class what they think the sign might be.

### HAND OUT SAMPLE





## ŽIVOT ČETIRIJU SESTARA U STAROM RIMU

( o odgoju ženske djece u Starom Rimu)

(radionica)

Razmjena dobre prakse u okviru projekta „Mi, djeca EU, kažemo...“ kojeg financira program Erasmus plus

### Ciljevi:

- kod učenika razvijati osjećaj za ravnopravnost spolova na primjeru odgoja djevojčica u Starom Rimu
- kod učenika osvijestiti postojanje Konvencije UN o dječjim pravima te razmišljati o zaštiti dječjih prava (pravo na obrazovanje) u suvremenom svijetu na primjeru nobelovke Malale Yousafzai
- poticati kod učenika zanimanje za proučavanje povijesti žena i djece i drugih diskriminiranih društvenih grupa u prošlosti (društvena povijest)
- vježbati korištenje IK tehnologije u nastavi povijesti (digitalizacija nastave) korištenjem aplikacija: Spiral, Mentimeter, QR decoder, Plickers

### Ishodi: učenici će moći

1. opisati život djevojčica i žena u Starom Rimu
2. opisati odgoj ženske djece u Starom Rimu
3. usporediti odgoj djece u prošlosti sa suvremenim odgojem
4. navesti najmanje 3 dječja prava koja su se kršila na primjeru iz prošlosti Starog Rima s točke gledišta 21. stoljeća
5. prepoznati 5 poznatih ženskih osoba iz povijesti
6. objasniti ulogu 5 poznatih žena u povijesti koje su svojim djelovanjem doprinijele boljem položaju žena u suvremenom svijetu
7. objasniti važnost prava na obrazovanje na primjeru nobelovke Malale Yousufzai

### Oblik rada: rad u skupinama

#### Potrebna nastavna sredstva i pomagala:

- projektor
- stolno ili prijenosno računalo
- 6 tableta
- bežična internetska mreža
- radni listići

#### Potrebno predznanje:

- osnovno poznavanje dječjih prava i Konvencije UN o dječjim pravima

#### Opis radionice:

Na početku sata učenike (24) podijeliti u 6 skupina. Svaka skupina ima jedan tablet. Učenici mogu koristiti i pametne telefone.

## 2

**Uvodni dio sata: (5 minuta)**

Učenici će koristeći svoje tablete ili pametne mobitele otvoriti aplikaciju Mentimeter (ili Kahoot) te će odgovoriti na 5 pitanja koja se odnose na Konvenciju UN o dječjim pravima i općenito o dječjim pravima.

[www.menti.com](http://www.menti.com)

and use the code 70 21

**Glavni dio sata: (30 minuta):**

Our project is all about child's right. Let's find out what did about child's right in Ancient Rome. Let's watch short animation „Four sisters“.



Učenici će pogledati animaciju Four sisters 8:00 (YouTube kanal TED- ed:

<https://www.youtube.com/watch?v=RQMeLxVxsrw>

Animaciju će učenici pogledati u aplikaciji Spiral koja omogućava zaustavljanje filmića i postavljanje pitanja. Učenici u skupinama koriste tablete ili pametne telefone te odgovaraju na pitanja (multiple choice) koristeći aplikaciju Spiral.

[www.gospiral.com](http://www.gospiral.com); password: ZCNJW

*Pitanja uz animaciju:*

Koliko godina ima Domicija?

Kako se zovu Domicijine starije sestre?

Domicija Druga ima 7 godina. Treba se udati za Lucijusa u sljedećih 5-7 godina. Izračunaj s koliko godina su Rimljanke stupale u brak?

Što se nalazilo u atriju svake rimske kuće?

Koja je bila dužnost djevojčica?

Kako znamo da je rad s vunom bila najvažnija dužnost Rimljanki?

Zašto Rimljanke posjećuju kupališta u jutarnjim satima ili u odvojenim termama?

Koja javna mjesta su mogle posjećivati?

## 3

Koji su bili simboli zaruka u Starom Rimu?

Kako djevojke izlaze iz kuće?

Što je Domicija Druga vidjela na stupu?

Gdje su žene jedino mogle sjediti u Koloseju?

Koje su žene mogle sjediti u prvim redovima?

Što je većina Rimljana mislila o odnosu prema robovima?

S koliko godina su Rimljanke ulazile u brak i rađale djecu?

Zašto je 5% do 10% žena umiralo na porodu u Starom Rimu?

Zašto je trudna tinejdžerka bila uspješna supruga?

Nakon što su pogledali animaciju i odgovorili na pitanja, učenici će dobiti pitanja za raspravu (radni listić). Pitanja se odnose na pojedine aspekte života žena i odgoja djece u Starom Rimu. Sve grupe imaju ista pitanja.

Pitanja za raspravu:

1. Što vas je posebno dojmilo ili uznemirilo u animaciji koju ste vidjeli?
2. Kako biste objasnili činjenicu da sve sestre nose isto ime- Domicija, a sinovi različita?
3. Tko su autori povijesnih izvora o Starom Rimu?
4. Zašto je važno rekonstruirati i povijest žena?
5. S današnje točke gledišta u Starom Rimu su se kršila brojna ljudska/dječja prava. Navedi najmanje 3 primjera.
6. Mislite li da se danas u svim dijelovima svijeta poštuju dječja prava, primjerice PRAVO DJECE NA OBRAZOVANJE!

Razgovor s učenicima:

Jeste li čuli za Malalu?

Malala je najmlađa dobitnica Nobelove nagrade za mir u povijesti. Kad je dobila Nobelovu nagradu 2014.g., imala je tek 17 godina!

Znate li zašto je Malala dobila Nobelovu nagradu za mir?

Malala Yousafzai je 21-godišnjakinja rođena (1997.g.) u Pakistanu. Kad su talibani (teroristi) zauzeli dolinu Swatt na sjeveru Pakistana u kojoj je Malala živjela, zabranili su svim djevojčicama pohađanje škole. Malala je podigla svoj glas protiv talibana. Pišući na svom blogu pod drugim imenom da je talibani ne bi otkrili, borila se za prava djevojčica na obrazovanje. U listopadu 2012.g. talibani su je dočekali ispred škole i pucali joj u glavu. Ranjene su i druge djevojčice u njezinom društvu. Malalin život je bio ugrožen, ali brзом liječničkom intervencijom život joj je spašen.

Danas živi u Velikoj Britaniji. Ove godine, 2018.g. prvi put nakon dugo vremena posjetila je svoju domovinu, Pakistan.



4

Pogledajmo kratki filmić Malalinog govora (YouTube, 2:13): „One Child, one Teacher, one Book, one Pen”  
<https://www.youtube.com/watch?v=Eme25t1Add0&t=41s>

Nakon što učenici poslušaju Malalin govor pokušati će svojim riječima objasniti njezinu rečenicu sada već povijesnu:

JEDAN UČENIK, JEDAN UČITELJ, JEDNA KNJIGA I JEDNA OLOVKA MOGU PROMIENITI SVIJET.

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN CAN CHANGE THE WORLD.

**Završni dio sata: (10 minuta)** : s obzirom da je PRAVO NA IGRU jedno od najvažnijih dječjih prava, igrajmo se.



Zadatak za učenike u skupinama:

Pronađite u učionici i školskom hodniku 2 kuverte, crvenu i zelenu. U njima se nalaze QR kodovi. Dekodirajte kodove i prepoznajte o čemu riječ. (U kuvertama se kriju QR kodovi s logom i sloganom našeg projekta.)

Zadatak za učenike po skupinama:

Zadatak učenika je dekodirati QR kodove koje su dobili te prepoznati tko su poznate žene iz prošlosti. Ovdje će učenicima trebati pomoć kod prepoznavanja nekih povijesnih osoba: u radnom listiću ponuditi imena povijesnih osoba, a učenici će imena povezati sa slikom koju su dekodirali.

1. Florence Nightingale
2. Marie Curie
3. Rosa Parks
4. Susan B. Anthony
5. Majka Tereza

Tko se krije iza ovog QR koda?



## 5

Nakon što učenici prepoznaju povijesne osobe trebaju (pomoću interneta) saznati zašto su one važne u povijesti čovječanstva.

**FLORENCE NIGHTINGALE**

<https://www.britannica.com/biography/Florence-Nightingale>

British nurse, statistician, and social reformer who was the foundational philosopher of modern nursing. Nightingale was put in charge of nursing British and allied soldiers in Turkey during the [Crimean War](#). She spent many hours in the wards, and her night rounds giving personal care to the wounded established her image as the "Lady with the Lamp."

**MARIE CURIE**

[http://www.bbc.co.uk/history/historic\\_figures/curie\\_marie.shtml](http://www.bbc.co.uk/history/historic_figures/curie_marie.shtml)

Marie Curie was a Polish-born physicist and chemist and one of the most famous scientists of her time. Together with her husband Pierre, she was awarded the Nobel Prize in 1903, and she went on to win another in 1911.

**ROSA PARK**

<https://www.britannica.com/biography/Rosa-Parks>

African American civil rights activist whose refusal to relinquish her seat on a public bus to a white man precipitated the 1955–56 Montgomery bus boycott in Alabama, which is recognized as the spark that ignited the U.S. civil rights movement.

**SUSAN B. ANTHONY**

<https://www.britannica.com/biography/Susan-B-Anthony>

American activist who was a pioneer crusader for the woman suffrage movement in the United State of America.

**MAJKA TEREZA**

[https://www.biographyonline.net/nobelprize/mother\\_teresa.html](https://www.biographyonline.net/nobelprize/mother_teresa.html)

Mother Teresa was a Roman Catholic nun who devoted her life to serving the poor and destitute around the world. She spent many years in Calcutta, India where she founded the Missionaries of Charity, a religious congregation devoted to helping those in great need. In 1979, Mother Teresa was awarded the Nobel Peace Prize and became a symbol of charitable, selfless work. In 2016, Mother Teresa was canonised by the Roman Catholic Church as Saint Teresa.

**KRAJ**

**Joint-lessons:** Friendship Circle by Mrs.Jelena Marija Bilandžić (general class teacher), Editorial by Mrs.Lada Režić (Croatian language teacher), Discrimination by Mrs.Danijela Erceg (English teacher)

**TEACHER:** Jelena Marija Bilandžić, general class teacher

**SUBJECT:** English/Homeroom correlation

**TEACHING UNIT / LESSON :**Friendship circle

**DATE :** 23 May 2018

**OUTCOMES :**

- to exchange ideas on the importance of friendship in general
- pupils can understand the importance of friendship and the nature of positive relationships, identifying what it means to be a good friend
- pupils can contribute to the group discussions, verbalising thoughts and feelings and responding appropriately to the contributions of others

**TEACHING STRATEGIES:** asking questions, demonstrating, explaining, giving feedback, instructing

**LEARNING ACTIVITIES:** answering questions, guessing, speaking, writing, group work

**TEACHING MATERIALS AND AIDS:** laptop, PowerPoint presentation, projector, flashcards

**LESSON STRUCTURE:**

1. Introduction (6min)

- greeting the learners and partners
- “Getting to know each other” game

2. Motivation (10 min)

- Memory– pairing cards with the same picture (rock, paper, scissors, heart)
- playing the *Rock, paper, scissors* game in pairs
- discussing the differences and similarities between each subject

3. Development (12min)

-play a short video about three very different characters (Rock, paper, scissors) help each other out and become good friends.

- discussion about the movie, the characters and the end of the film

- students elaborate their opinions on the characters and their actions

#### 4. Group game (12 min)

- students and guest students/teachers take part in “Find your friends” game

#### 5. Final activity (5min)

- students and guest students/teachers participate in the final activity game where they are given a friendship rock





**LESSON PLAN**  
**WEDNESDAY, 23 May 2018**  
**SUBJECT: ENGLISH**

**TEACHER:****Danijela Erceg****SCHOOL:** Manuš Primary School**CLASS:** 7A**SUBJECT:** English language**TEACHING UNIT / LESSON :** Discrimination**DATE:** 23 May 2018**LESSON LENGTH:** 45 minutes**OUTCOMES:**

The students will be able to understand the concept of discrimination and to identify negative and discriminatory behaviour.

**TEACHING STRATEGIES:** speaking, writing, instructing, explaining, reading, questioning, monitoring, prompting, presenting (demonstrating)

**LEARNING ACTIVITIES:** speaking, listening, writing, guessing, reading, answering questions involving

**TEACHER:**Lada Režić

**DATE:** 23 May 2018

**SUBJECT:** Croatian

**SCHOOL:** Manuš Primary School

**CLASS:** 7B

**SUBJECT:** Croatian language

**TEACHING UNIT / LESSON :** Editorial

**LESSON LENGTH:** 45 minutes

**OUTCOMES:**

Improved basic skills and critical thinking

**TEACHING STRATEGIES:**

Speaking, writing, instructing, explaining, reading, questioning, presenting

**LEARNING ACTIVITIES:**

Speaking, listening, writing, reading

**TEACHING MATERIALS AND AIDS:**

Hand outs, projector, laptop, Power Point presentation

**TEACHING METHODS / STUDENT GROUPINGS:**

Frontal work, individual work, pair work,group work

**TEACHING RESOURCES:**

[schooljournalism.org](http://schooljournalism.org), YouTube

**LESSON STRUCTURE**

Introduction: An introductory speech is given by the teacher explaining the pupils and partners the course of the lesson.

Pupils and partners are divided into 5 groups. Each group is given a newspaper article on subject of discrimination, bullying, violation of human rights.

**Objective:** Read newspaper articles, discuss the topics, exchange ideas. In each group partner-teachers are given a special role of a psychologist, social worker, counselor aiming at guiding the pupils towards task accomplishment.

**Task:** Each group has a different task: write anti-commercial, write a poem, write an essay, write a rap song, write a contra-newspaper article based on the offered newspaper article.

**Closure:** present your work.



LEARNING AND HAVING FUN!





**12:00 am** - Project meeting - we discussed our sustainability plans

**1:00 pm** - lunch at Split Vocational School for Catering and Tourism - tasting food of national minorities, food was prepared and served by students with special needs/ ručak u Turističkoj školi, kušanje jela nacionalnih manjina, jela će pripremiti učenici s posebnim potrebama



### Thursday, 24 May 2018

**9:00 am** - **Guided panorama bus** city-tour. We hired this open roof bus with a guide. While we were driving around the city the guide explained all about the history of Split, explained all about each sightseeing spot. According to the Evaluation we conducted this turned out to be one of the most attractive and educational activities. The stunning scenery empowered pupils to memorize most of the fact the guide presented. Another successful method of teaching by using landscape as a powerful tool.



The bus took us to the mayor's office where we were greeted by the deputy mayoress since the mayor was absent due to his poor health status.

The mayoress showed great interest in pupils' opinion on the project and impact of the project on them. She emphasized how important it is for the pupils to open up towards the EU as region of knowledge and opportunities.



### 6:00 pm - Elementary school Manuš Open Day

The character of this event was not only to mingle around soziale with partners, pupils, parents and other friends, project stakeholders and supporters, but to help Juraj Bonači. So this was a fundraiser; we sold food prepared by parents and drinks, but also other products prepared by

pupils. Our partners were active too. They brought products made in their own schools and supported this charity event.

We organized Talent Show for our pupils where they all had a chance to show what they are best at: singing, gymnastics, dancing, handcrafts...only sky was the limit!

We prepared an exhibit stand for Juraj Bonači products. These were sold out as fast as lightning: colorful, cheerful handcrafts, plastic jewellery, pottery...



Friday, 25 May 2018

**8:00 am** - Aikido workshop for pupils





This workshop was something new for most of the pupils.

Objective: how to react to things we do not wish tolerate. We discussed topic tolerance, things we should tolerate in the sense of physicality .Pupils left with a few new moves ready to prevent unwanted physical behaviour, higher level of self-esteem and a slightly different perspective on what tolerance is.The workshop was organized by Tajana Bundara, 3rd degree Aikido black belt.

**10:00 am** - Presentation of picigin by the picigin instructor Julio Žuvela followed by live action on the beach. Picigin is a trademark of Split, so as a part of the Split story we wished to present our partner this traditional ball game.



**7:00 pm** - Farewell dinner with partner teachers/[Zajednička večera s partnerima](#)





[Saturday, 26 May 2018](#) - Departure/Odlazak

FREE TIME WITH HOSTS



## HOSTS' COMMENTS

Lea Matić, 7A

Silvia was really nice and polite, but she didn't know how to speak English. We didn't really

comment on many things as we wanted to, but we understood each other. I would like to see her again.

Ana Melada, 5A

When Gertrud came I was a little nervous, but when she was here for a while, we became really good friends. I really like her and I hope we will stay in contact.

Natali Oršulić, 6B

I was really excited when Zeynep came to my home, but I was nervous too. I am very happy because I met someone from Turkey and it was an amazing experience.

Zara Radosavljević, 5A

I really like our project. It was fun, but a bit exhausting. It was a great experience.

Luka Bajto, 6B

I was happy when Franceso came, because I was in Italy with him, so I know him, it was easy for me. He knows English very well and we had very good time together.



