

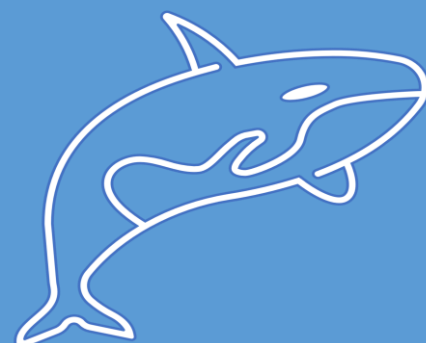


# DIGITAL TECHNOLOGIES WITHOUT BORDERS

DATE: FROM  
16TH JANUARY 2023  
TO  
20TH JANUARY 2023

Type of projects: **Mobility projects**

Program with our Icelandic partner Verzló.



## Table of content

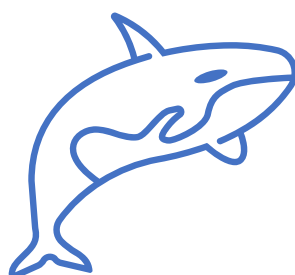
<b>STUDENTS' PORTFOLIO .....</b>	<b>3</b>
<b>About the project.....</b>	<b>4</b>
<b>Comparison of teaching of selected subjects.....</b>	<b>5</b>
Overall impression of the lessons .....	5
How is the school day organised?.....	5
Evaluation of the tools and equipment used in class between Island and Czechia .....	6
Relations between students and teachers .....	7
Methods of communication with students .....	7
What would WE take as an advice for our school? .....	8
<b>Students' compilation of activities. ....</b>	<b>9</b>
Activity no. 1 .....	9
Activity no. 2 .....	11
Activity no. 3 .....	13
Activity no. 4 .....	15
Activity no. 5 .....	17
<b>TEACHERS' PORTFOLIO .....</b>	<b>20</b>
<b>Comparison of teaching of selected subjects.....</b>	<b>21</b>
<b>Teachers' compilation of activities. ....</b>	<b>24</b>
Activity no. 1 .....	24
Activity no. 2 .....	25
Activity no. 3 .....	27
Activity no. 4 .....	29



# STUDENTS'

---

# PORTFOLIO





## About the project



The goals of the project specifically focus on the usage of digital technologies in teaching the foreign languages and social sciences. The partner schools have different experiences in the mentioned areas and the main goal of the project is to gain experience by sharing the examples of good practice in teaching foreign languages and social sciences and the usage of digital technologies in those subjects. Nowadays, both schools take the development of digital competencies of the pupils as a great challenge, which helps and blends into the teaching of those subjects. In connection with Industry 4.0 and the development of new technologies, we are aware of the growing importance of digital competencies. In addition to the acquisition of some modern technical equipment for the school, it is necessary to work on the knowledge improvement in this area of the teachers and the students, so that they can respond to future challenges and opportunities.

## Comparison of teaching of selected subjects



### Overall impression of the lessons

Experiencing some of the lessons in Iceland, my impression is that students mostly rely on themselves and work on their own. During the lessons, the teachers explained the topic and the students could either work with the materials

and information they were given or be actively speaking with the teacher. Considering this, it may have taken the students' attention, which resulted in doing something completely different. We noticed that some students were playing games, looking up clothes and doing their make-up, so preparation for test and exams is entirely in their hands. We would like to emphasize that modern technology is very much used during lessons through various applications. Every student had access to their own devices or computers provided by the school.

Also, teachers are open to be talking about intimate topics, such as sexual educational. While having breaks, students could do many activities like playing Kahoot, music, table tennis, darts or doing an interesting **interview**.



### How is the school day organised?

While visiting Iceland we got to learn that a day for an Icelandic high school student starts at 8:30 am and ends depending on a student's schedule at 15-16 pm. The length of a regular lesson is 50 minutes. All the lessons are taught in

Icelandic except for foreign languages, so we had a hard time understanding the specifics, however, we still tried to guess the exact structure of it. Most of the classes begin with a teacher doing an introduction to the topic and revisiting previous related study material. Continuing the educator starts up a presentation and accurately explains the subject. It is also common for a teacher to assign work, which students must do to get a mark.

## Evaluation of the tools and equipment used in class between Island and Czechia

Let's get straight to the point on what we have experienced in the school classes we had at Verzló. This is what there is to be said about it. The tools and equipment they use are similar or just the same as those we use in our classes.

First, I shall quote those which are the same and then the interesting ones which we do not have here in Czechia. They have an interactive whiteboard where they can write and project onto it with a projector, same as we have. But then there are a few things which are interesting that we do not have at our school in Czechia. Such as a whiteboard wall, where you can write on the wall itself and it can be erased at any time or plugs for charging your own devices hanging from the ceiling, which is impressive, interesting and particularly useful. Albeit we have much higher ceilings than they have.

Overall, there is not much more to add to this as it is pretty much the same as in the classes we take at our school. Sometimes we get tablets and the ability to use computers in different classes or we bring our own notebooks for schoolwork which is the exact same thing they have too.







## Relations between students and teachers

The most common relationship between a student and a teacher was very friendly and easy-going. They treated each other equally and the teachers did not try to look bossy or strict. That helps a lot with the trust

that students put in their teachers. Many students said that they have no problem with sharing their problems, which are not only connected to school things, but also more personal problems. That way, the class creates a wonderfully comfortable and trustful environment. Even with this friendly behavior, the students still respect their teachers and never act badly towards them.

## Methods of communication with students

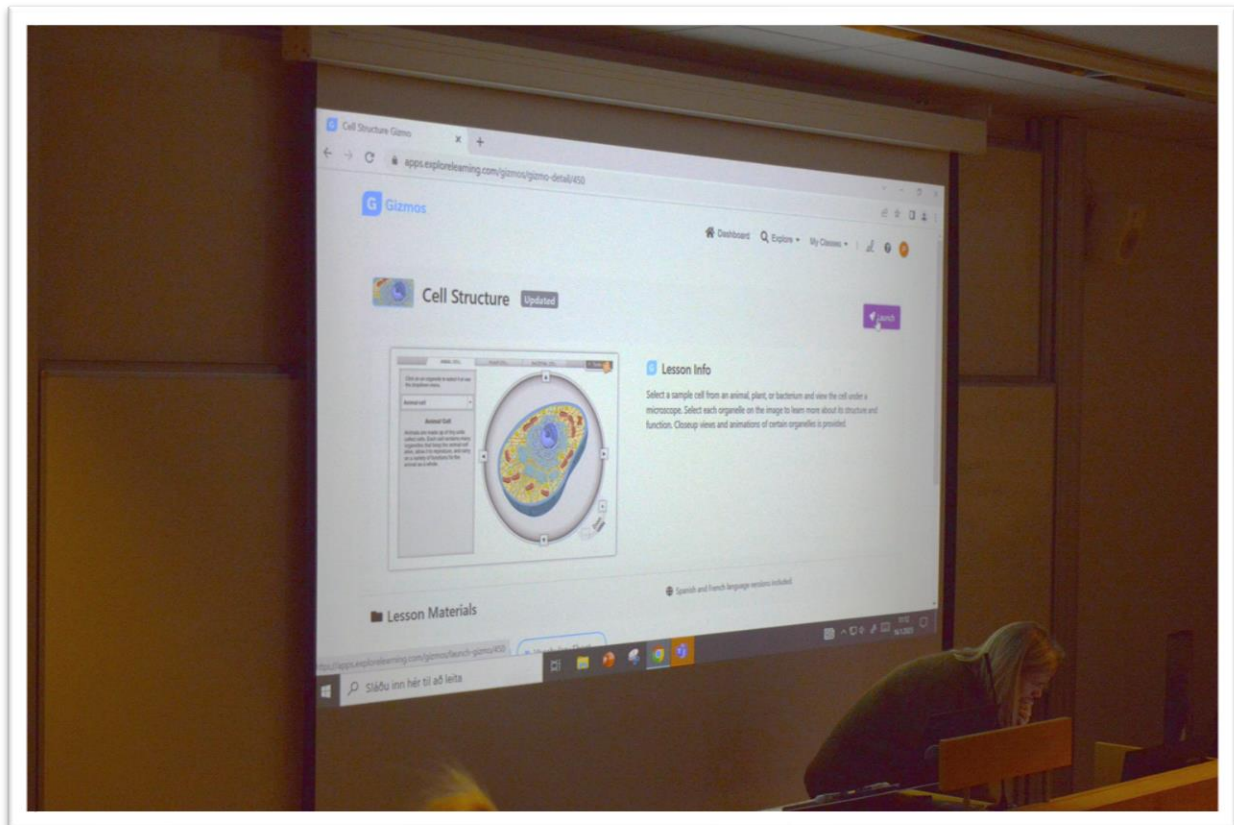
The communication between our hosts students and their teachers was happening mostly on Facebook group, where they were discussing plans and schedules. It was quite simple to communicate with and easy to understand. Technology is not a new thing even for older teachers in Iceland. The students have no problem with this type of communication and are happy with how often teachers communicate with them in this way. Many teachers prefer to communicate and work with students through digital technologies, since it is quite easy to use and more convenient when someone is not present in school.

## What would WE take as an advice for our school?

One thing we would really love to have in our school is the thought of “the students who want to study, study, who does not want to, doesn’t.” we asked one English teacher, why she does not care about the people in the front playing on computers and listening to music. The answer was: I am

not going to force them to do the work, I care about the ones who are interested, and it is their problem, if they are not going to graduate.

One more thing is using computers during lessons. We would love to see more people collaborate with them and use the internet resources or apps more. It is the year 2023, we are not in the Middle Ages anymore. Obviously, we must use paper and other stuff, but I liked that they worked with online gadgets a lot.



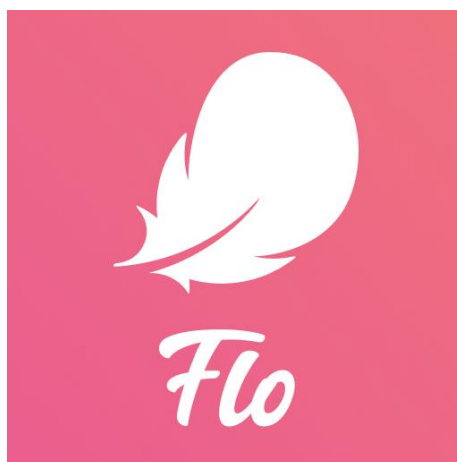


## Students' compilation of activities.

### Activity no. 1

<b>Name of the activity: Flo app</b>
<b>What lesson was it used in?</b> Sex education
<b>What materials were required for this activity?</b> Flo app, notebook or phone, access to the internet, personal data information
<b>How long did the activity last?</b> About 30 minutes because we were talking about the app and reading through the app
<b>Can you describe in detail how the activity was carried out?</b> <ol style="list-style-type: none"><li>1. Download the Flo app on Appstore or Google play.</li><li>2. Sign in and put your personal information into the app – the more the better.</li><li>3. Explore the app as much as you can, there are some interesting elements that come with the app.</li><li>4. Read through the articles about cycle tracking, period cramps, ovulation, etc.</li><li>5. Start tracking your cycle and learn more about your body.</li></ol>
<b>Did this application meet your expectations?</b> It was amazing seeing how the app works and how accurate it is. Plus, it was touching how the word period is not embarrassing anymore and students talk about it with no shame. I appreciate the details the app consists of and its graphic design.
<b>How did the activity help you to learn what was being taught in the lesson?</b> In this activity I learned how cycle tracking actually works and how easy it is to track it. By further more research I found out more about period cramps, ovulation, etc. I love how easy you can work with the app and how much it actually helps with our body knowledge.
<b>In what other subjects do you see this activity being used in?</b> I actually can see this app being used on daily basis even outside of school. It is good to know if you are on track and when should your symptoms start.
<b>Any other recommendations or suggestions on the use of the activity</b>

Do not be scared to explore the app more. It is more interesting as it looks.



## Activity no. 2

<b>Name of the activity:</b> Dugga app <a href="https://app.dugga.com/en/teacher/startpage/">https://app.dugga.com/en/teacher/startpage/</a>
<b>What lesson was it used in?</b> Social sciences
<b>What materials were required for this activity?</b> Completing assignments, tests, homework, communicating with students/ teachers
<b>How long did the activity last?</b> 45 minutes The time depends on the teachers.
<b>Can you describe in detail how the activity was carried out?</b> <p>The teacher made a presentation about Russia and then created an assignment based on the currently discussed theme on the Dugga app. Then he sent it to the students, who had a limited time to complete it before the assignment closed. It was very easy to use and organized, however some students were not that excited about some complicated questions.</p> <p>The app is very simple. As a teacher you can set the name and subject of an assignment. Then write some description, type of grading and who do you want to share it with. After that you are free to write as many questions as you want as well as right answers. After that you must set the date when students must complete it and then you can send the assignment to the students.</p> <p>When the students are done, the app shows you the answers and overall score of students. You can consult wrong answers and give them the assignment back if they want to correct it.</p>
<b>Did this application meet your expectations?</b> Yes, it was very organized and simple to use. I had no trouble with understanding the assignments or the whole Dugga system.
<b>How did the activity help you to learn what was being taught in the lesson?</b> It can help you expand your vocabulary and improve your technology usage skills, because of its simple system.
<b>In what other subjects do you see this activity being used in?</b>



Any other subjects can definitely use this app. It is very flexible so the teachers can use it for anything they want.

**Any other recommendations or suggestions on the use of the activity**

The only disadvantage, for me, was that you cannot do it as a teamwork. However everything else was excellent.

Create

**Name of exam, assignment, lesson\*** ▶ ?

**Subject**

**Level**

**Tab**

**Assign a co-worker to this exam** ⓘ

**Share this exam and questions with** ⓘ

**Exam description (visible only for teachers)**

Please complete the assignment in today's lesson. |

Add examination date

dugga

+ New ✎ Edit 🕒 Ongoing exams ✓ Grade ★ Results 👤 Admin 📖 Wiki

👤 Logout

Free Trial - expires July 31, 2023

EDITING

Assignment - Russia - 2.0

📄 Copy exam

QUESTIONS

1. What is the capital city of Russ.. **2.0**

👁 Preview exam

+ Add question

+ Add information

📁 Add from question bank

**Name of exam event**

**Set exam time** ▶

**Start time\*** 2023-06-03 11:43

**End time\*** 2023-06-03 15:43

Activate duration

**Participants** ▶

**Classes/Groups/Courses taking this exam**

When done selecting classes/groups/courses the list below will be populated by participants

**Individual participants**

### Activity no. 3

**Name of the activity:**

Animal and plant cell worksheet

**What lesson was it used in?**

English lesson

**What materials were required for this activity?**

Go-EL.com, teacher's worksheet

**How long did the activity last?**

About 30 minutes

**Can you describe in detail how the activity was carried out?**

Firstly, we logged in to the ExploreLearning website in groups.

ExploreLearning is a website that offers various interactive educational applications and tools for students and teachers. Its main goal is to help students improve their skills and understanding in scientific fields such as mathematics, physics, biology, and more.

On the ExploreLearning website, you will find a range of applications and simulations that allow you to experiment, explore, and practice your knowledge. For example, "Gizmos" are interactive simulations that enable you to explore various scientific concepts through experiments and practical exercises. These simulations help you better understand different phenomena and principles.

The website also provides additional tools such as "Assessments," which offer tests and evaluations for students and teachers, and "Math Games," which offer fun mathematical games for skill practice.

ExploreLearning serves as an online educational center that helps you discover and gain a better understanding of various scientific fields through interactive and enjoyable activities.

With that, we completed the worksheet that our teacher created and had to cooperate with our partners.

**Did this application meet your expectations?**

Yes, the Icelandic teachers explained everything well and I learned new English vocabulary based on biological topic.

**How did the activity help you to learn what was being taught in the lesson?**

We had the opportunity to work in pairs with Icelandic partners.  
The app was helpful and systematic, so the work was a lot easier.  
However, we did not check our answers, so we do not know if we did well or not.

**In what other subjects do you see this activity being used in?**

Biology or Chemistry classes

**Any other recommendations or suggestions on the use of the activity**

Explain the activity more detailed and show how to use the app. At least some feedback would be great as well.





## Activity no. 4

<p><b>Name of the activity:</b></p> <p>Gimkit</p>
<p><b>What lesson was it used in?</b></p> <p>Spanish class</p>
<p><b>What materials were required for this activity?</b></p> <p>Computer, tablet, or a phone</p>
<p><b>How long did the activity last?</b></p> <p>Entire English lesson</p>
<p><b>Can you describe in detail how the activity was carried out?</b></p> <p>Gimkit is an online learning game, where the main objective is for the students to collaborate. They also need a bit of background knowledge on the topics presented in this game since they need to employ a certain amount of strategy. The whole website seems like a mashup of Kahoot! And Quizlet, but with some unique features neither have.</p> <p>When you arrive on the Gimkit website, one of the first things you will notice is some information about its creator. Then you can sign up for free to join the educational experience. To play, students view questions on their own devices and must answer them correctly to move on. While they can set up accounts on a desktop, in the future, a laptop. It's best for students and the Gimkit host to play the actual games on a mobile device. The questions are broken down into different units, referred to as kits. One of the unique features of using gym kit life in the classroom is that kids have the opportunities to answer questions more than once. Even after they get them right. This feature helps ensure students master concepts and understand key focus areas, rather than just touching on them one time. It also helps them recall relevant information for longer periods of time and ensures it stays fresh in their minds.</p> <p><a href="https://www.gimkit.com/">https://www.gimkit.com/</a></p>
<p><b>Did this application meet your expectations?</b></p> <p>Yes, I find it as a fun way of learning new words and students can go through it more than once, so it is great for memorizing</p>
<p><b>How did the activity help you to learn what was being taught in the lesson?</b></p>

It helps to extend your vocabulary

**In what other subjects do you see this activity being used in?**

In any other language

**Any other recommendations or suggestions on the use of the activity**

Working in teams to have a better participation



## Activity no. 5

<b>Name of the activity:</b> <b>Edpuzzle</b>
<b>What lesson was it used in?</b> English Civics class
<b>What materials were required for this activity?</b> The materials required for this were electronical devices. Some students used their mobile phones, others used their tablets or computers. In order to log in and create the video we had to use some applications such as YouTube and google.
<b>How long did the activity last?</b>  This activity as a finished project takes person less than five minutes but the whole process of making it took me and my exchange colleges about 30 minutes. It took a while because we had some internet connection troubles in the beginning. We also needed to figure out the whole way we are going to make it.
<b>Can you describe in detail how the activity was carried out?</b>  So first, we got assigned by the teacher an assignment to create a quick exercise for the rest of the class using Edpuzzle.  Then we started working on the assignment. We looked up the Edpuzzle app on google and opened the link. When we get into the app, we needed to log in. We chose to log in with google although we could create an Edpuzzle account. The app asks you if you're a student or a teacher. We picked the teacher because with this option we can create the content for the class.  Once we logged in, we saw the option of creating a new video. We chose a video that we had searched up on the YouTube and we selected it for our video.  Then it was time to create questions based on the knowledge in the video.  There were options of what type of questions do we want to use. We picked the multiple answer questions so that it would be easier for our classmates. We created three of those questions for the video we had.



Once we were finished with making the exercise, we uploaded it to “our class” option so that everybody could try it for themselves.

**Did this application meet your expectations?**

The application was surprisingly very easy to use both for creator and for the users. We not only created an exercise but also tried out exercises from other people. The whole exercises are about paying attention to videos and answering the questions that are throughout the video.

I can still remember some content from the class due to this app, it was a very quick but good way to check how well we can memorize things which can be helpful both to us and the teachers.

**How did the activity help you to learn what was being taught in the lesson?**

It has really helped me to memorize the class in general. First, we were just listening to the teacher about the topic, which was interesting, but it wasn't until the exercise that I truly felt the information sticking into my brain.

I had to pull out some information that was stuck in my brain 20 minutes ago in order to complete each exercise.

**In what other subjects do you see this activity being used in?**

I can see this activity used in many subjects.

For example, one subject that could be good for this app is history. Since history has a lot of stuff to learn directly and a person needs a good memory for it. This exercise could be used for longer videos where the teacher can put more questions. These questions will keep the student's paying attention and will help them to really seal certain topic into their knowledge.

In this way the activity can be used in every subject in school. It can also be brilliant for the students if they are facing a big exam ahead of them, they can go through these videos with key question about it that can make them remember it for the exam.

**Any other recommendations or suggestions on the use of the activity**

I think I great use of this activity would be for every teacher to use it as a little recap at the end of a topic.

This way the students can be more prepared and surer about what is expected of them on a possible upcoming exam. It also has a benefit for the teachers, since they can see their student's response, this can be a quick way for them to find out if their students understand/remember the topic or not.

# Edpuzzle engages

Engagement you can see, results you can measure. Empower students to take an active role in their learning with interactive video lessons that spark creativity and curiosity.

Get started

IMG\_81150840

Alice Machů



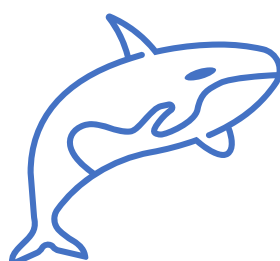


# TEACHERS'

---

# PORTFOLIO

---





## Comparison of teaching of selected subjects

---

### Basic information about the school and the educational system of the partner country

The partner high school is part of the Icelandic education system, which starts with optional pre-school education for children from 0 to 5 years old, continues with compulsory basic education, which is divided into 1-4 years, 5-7 years and 8-10 years, i.e. 3 levels of basic education education from 6 to 16 years of age. Year 10 corresponds to our first grade of secondary school. Studying at primary school is free, swimming is a compulsory subject, Danish is taught from the 7<sup>th</sup> to the 10<sup>th</sup> grade.

Unlike primary education, secondary education is not compulsory. Everyone chooses a field according to their preferences. The length of study is 3 years (16-19 years) and, with the exception of private schools, minimal or no fees are paid. Students can choose majors that will help them prepare for university studies. 97 % of pupils who complete primary education continue to grammar schools. Distance learning is offered at most schools. The rating scale is 1-10.

The partner school is a private school with approx. 1100 students and the possibility of choosing between 4 fields of study (science, business, arts and Innovation, international studies) and a wide range of optional subjects such as Harry Potter, Political science, art, psychology... The school has 1200 euros/year. The school is 90 % financed by the state. The usual length of a lesson is 50 minutes, teachers teach 16 hours a week on average. After passing all the exams, the students get their high school diploma. The organizational structure of the school consists of the school principal, deputy principal, full-time and distance education teachers, coordinators, school counselors, therapists, administrative and support staff.

Higher education in Iceland consists of 8 universities. The most popular are University of Iceland, University of Reykjavik and University of Akureyri.

## Online systems used in school

Technology is a very integral part of the education system in Verslo. For this reason the school IT department has a dedicated staff of 3 IT experts whose sole responsibility is maintain and keep the system up and running and have no teaching obligations.

The school conducts a mix of long distance online learning for their students in other countries and in person attendance. In order to track the location of all their students enrolled online, the teachers use pins on google maps to mark their students' distribution around the globe. Lessons are conducted on Moodle where teachers upload different material and assignments for students to download. Teachers can also post audio recording of explanations to the subject topics covered.

The teacher usually Schedules online meetings with students outside his/her working hours and is usually paid by the school for the extra work hours.

Online systems are also used during regular lessons, for instance, the school uses INNA to as a student grading system, Gizmo.is is used for teaching subjects like biology in a more interactive and hands on way. Teachers and students use sway for creating student portfolios and organising their work. Gimkit.com is a site similar to Kahoot which is used for revision and assignments. Bookcreator.com is a site that students and teachers use to create and publish there own books online for free. The list of tools and programs used is endless and these things put together enhance and enrich the students' learning experience making it memorable.

## Wellbeing

Teachers wellbeing is an important and an obvious part of the school systém. Separate space for break, breakfast, lunch and rest time. Teachers have 50 minutes lessons, and fulltime consist of 16 lessons per week.

Teachers are not needed to be on corridors during the break-time. In Iceland there is no supervision between lessons and the lunch time.

They have their quiet rooms with various equipment: massage chair, guitar, coffee and so on.

Teachers also have more freedom during the lessons. It's up to them how they lead the lesson.

Teachers also have time for regular meetings – in different groups. For better cooperation among the subjects. In addition to regular meetings (usually on Wednesdays), many situations arise during joint breakfasts, lunches and coffees during the entire school day.

## Lessons

Learning consists of teachers' parts and students' outputs. Students know terms and requirements for outputs. And also way of assessment. Teachers are using modern technologies, students have their own laptops. Teachers address the topic, offer a series of lectures and set outcomes. These, often in the form of group projects, are handed in by students by set deadlines and earn the necessary percentages to pass the course. The outputs are often modern - board games, podcasts, videos, as well as handmade works on the topic.

---

## Teachers' compilation of activities.

---

### Activity no. 1

**NAME OF THE ACTIVITY:**

Business English: International marketing

**REQUIREMENTS/MATERIAL:**

Coloured markers, computers or tablets for research,

Students work out of the book Market Leader(an eBook/pdf). For extra assignments

INNA.IS

**DURATION:**

Lesson lasts about 50 mins.

**AIM:**

To identify the different brands in the country, their marketing strategies and target audience.

**DESCRIPTION:**

Write different categories on the board for example Cars, clothing, cosmetics, soft drinks etc in different colours. Students then race to the board to list the different brands that fall under these categories. Give a time limit of 3mins.

Then put students into groups of 3 or 4. They choose a brand from each category, and they must write some information about the brand e.g., Country of origin, target market, slogan brand image and the kind of advertising campaign they use.

Students are given time to complete the tasks after which they must submit to the teacher using teams or any other school system.

## Activity no. 2

### NAME OF THE ACTIVITY:

Exploring Iceland

### REQUIREMENTS/MATERIAL:

PC/tablet/mobil, wi-fi, Gimkit.com

### DURATION:

10-30 minutes, depends...

### AIM:

Students will learn about Iceland's geography, culture, landmarks, and history through an interactive Gimkit quiz.

### DESCRIPTION:

Prepare an easy Gimkit activity:

The teacher must first create an account at [Gimkit - live learning game show](#)

**Kit Creation:** *(This part is done by the teacher before the lesson)*

- **Geography and Landforms:** Create questions about Iceland's geography, including its location, neighbouring countries, and major landforms (mountains, volcanoes, glaciers).

Include images of Icelandic landscapes and ask students to identify the geographical features.

- **Cultural Aspects:** Craft questions about Icelandic culture, traditions, and language.

Ask about traditional Icelandic foods, festivals, and the significance of the Icelandic sagas.

- **Famous Landmarks:** Include questions about iconic landmarks in Iceland, such as the Blue Lagoon, Gullfoss waterfall, and Hallgrímskirkja church.

Provide images of these landmarks and ask students to match them with their names.

- **Volcanic Activity:** Create questions about Iceland's volcanic activity and its impact on the country.

Discuss famous eruptions like the Eyjafjallajökull eruption and their effects on air travel.



- **History and Vikings:** Include questions about the history of settlement in Iceland and the Viking Age. Highlight the role of the Vikings in Iceland's history and their influence on the culture.

- **Wildlife and Nature:** Craft questions about Iceland's unique wildlife, including its bird species, marine life, and the Icelandic horse.

Incorporate images to highlight the diverse nature of Iceland.

- **Famous People:** Include questions about notable Icelandic figures, such as musicians Björk and Sigur Rós, as well as historical figures.
- **Trivia and Fun Facts:** Integrate fun and surprising facts about Iceland to keep the quiz engaging and enjoyable.

#### Game Settings:

- **Money Rewards:** Assign higher monetary rewards to questions that require deeper understanding or critical thinking.
- **Time Limits:** Set varying time limits for different questions to maintain a dynamic pace.
- **Randomized Answer Choices:** Shuffle the answer choices to prevent students from guessing based on position.

#### Engagement Strategies:

- **Group Activity:** Have students play the Gimkit quiz in groups, encouraging collaboration and discussion.
- **Classroom Tournament:** Organize a classroom tournament using the Gimkit quiz, where students compete individually or in teams to answer questions.
- **Discussion Breaks:** Pause the game between questions to discuss the correct answers and elaborate on important points.
- **Reflective Wrap-Up:** After the game, have a class discussion about the most interesting facts they learned.

### Activity no. 3

#### NAME OF THE ACTIVITY:

Peach and Pit

#### REQUIREMENTS/MATERIAL:

PC/tablet/mobil, wi-fi, Padlet.com

#### DURATION:

10-45 minutes, depends...

#### AIM:

This activity is very important for children's wellbeing and also give basic information for teacher. It could be 10 minutes starting activity before lesson or whole lesson activity or you can also finished the lesson with padlet activity – like feedback (let's try this):

#### DESCRIPTION:


Prepare easy Padlet activity for your feedback (after lesson):

- 1) Padlet.com (you can sign up for free)
- 2) Make a padlet – the Wall
- 3) Title – Peach and Pit from lesson
- 4) Description – “Create a post to share one interesting information from lesson and one not so clear information (you need more explanation), add foto, draw, music, screen...”
- 5) Allow other people to comment on a post (let student help each other) and also allow them to like a posts
- 6) Next – Start posting
- 7) Students use “+” and creates their posts
- 8) Share link (or QR code)

(at the end - you can save it like an image or .pdf)


Pačlet

Gabriela Juránková · méně než 1 minuta

 **Peach and Pit**

Create a post to share one interesting information from lesson and one not so clear information (you need more explanation), add foto, draw, music, screen...

**Joan**




I was interested in the way people express nervousness. I'll keep that in mind (Peach)

Pit?

I still can't imagine myself performing in front of many people

**Martin**




peach -

I will be careful about my non-verbal expressions, this is good advice for life

pit -

I still don't believe that how we say things is more important than what we say with words

**Lina**



That was great class! So many information!

x

I had to leave early, can you please send me the presentation?

## Activity no. 4

### NAME OF THE ACTIVITY:

*Timeline*

### REQUIREMENTS/MATERIAL:

*Padlet.com (free access), PC, notebook, iPad*

### DURATION:

*45 minutes*

### AIM:

This activity is very good for picturing better idea of the sequence of events (historical, story events...). Students can also added more detail information, photos, maps, links...they can work by themselves or in a group.

### DESCRIPTION:

- 1) Remind them how to use Padlet.com*
- 2) Give them materials about topic*
- 3) Ask them to: Create timeline for events in a story (history of nation – for example Indians) – key situations*
- 4) After creating timeline they should do more about each of timeline point (add pictures, more detailed information, some draw, link...)*
- 5) At the end they will be presenting their topic for whole class*




:Padlet

Gabriela Juránková • méně než minutu

### Historical events

Sort the individual events and add information related to them

**Nick**



YouTube

Maria Theresa refuses to marry (Maria Theresia, 2017)

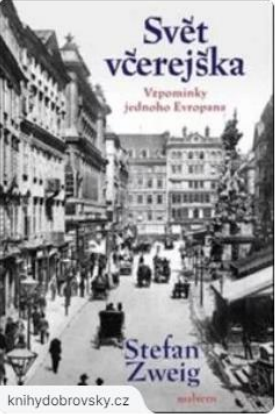
the only way how to move forward

**Marie Terezie - Compulsory school attendance**

**Poem Maj (Karel Hynek Mácha)**

**1853 - the death of Karel Havlíček Borovský**

**1914 - 1918**



knihydobrovsky.cz

Svět včerejška - Stefan Zweig

the greatest European tragedy of the 20th century they didn't count on that at all...

I read Zweig and it's all there - the novel is called The World of Yesterday. I recommend!!!!

**First World War**

