



DIGITAL TECHNOLOGIES WITHOUT BORDERS

Type of projects: **Mobility projects**

CZECH REPUBLIC

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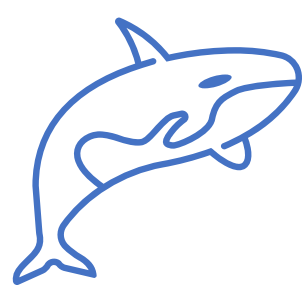
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STUDENTS'

PORTFOLIO

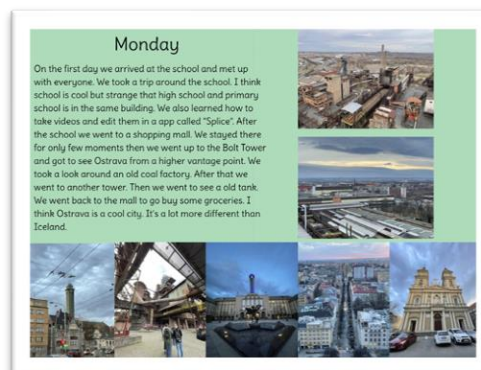
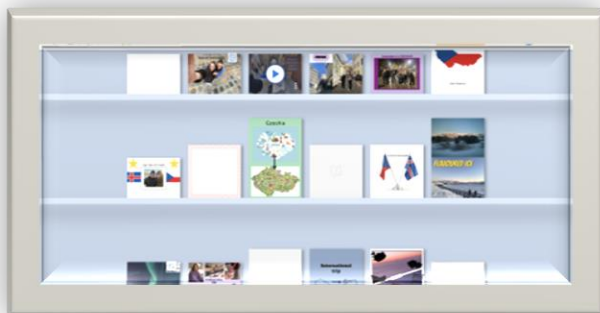


About the project



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

The lessons in Hello school were well organised and the class size not as big as in Verzló. It was eye-opening to experience lessons in another country. Some of the classrooms had computers for everyone and we attended written English class where the students had to write text and the program evaluated our work, that was cool. The students are independent and worked hard in the lessons and the teachers monitored and gave feedback to the students' work. Most of the lessons we attended involved more technology than we are used to. For example, we tried the VR glasses that are used for many different classes. It allowed us to travel to different parts of the world and experience all kinds of things that would not be possible in one short lesson. This makes the subjects more interesting, and we get to see how things are in reality, not only as a text and photos from our textbooks. In the break between lessons the students stayed in the classrooms as there was not so much space to hang around. Because the school is also primary school the breaks are not at the same time so the corridors felt quiet during breaks.





How is the school day organised?

The school started at 9:00 when we were in Hello school. Some of us had long travel to school by bus. Some days the Czech students attend school early, sometimes at 6:30, they have longer school days than us. They have break between each lesson where they might need move to another classroom for the next subject. Most of the lessons are in Czech language but some in English. The school days finish around 16 and the students travel back to their homes. We were surprised to find out that they don't really meet up after school as they live so far from each other.

Evaluation of the tools and equipment used in class between Iceland and Czechia

The equipment in our schools is similar. The teachers have computers that are connected to a projector and there is also white board to write on in the rooms. In Hello school the students sometimes have iPad from the school to work on, we bring our own computers in Versló but we can borrow computers from the library if ours are broken. We don't have iPads. In some lessons each student can borrow VR glasses to use for different kind of tasks.



Relations between students and teachers

The teachers were very friendly and you could tell that the students respected their teachers. We would describe the relationship between the teachers and students as positive and supportive. The teachers seem to know their students personally as the school is small and some of the students have been attending the school since primary level. The students and the teachers cared for each other. Our impression is that the Czech student-teacher relationships were more formal than the relationship we have with our teachers.

Methods of communication with students

When communicating with students we mostly used Facebook. It was both useful for organizing group events and sharing information with our hosts. For more informal communication between students, we mostly used the Snapchat App for bonding and sharing experiences in the moment. There were no problems in communicating with the teachers, we mostly used Facebook Messenger and for urgent matters the teachers were only a phone call away. The teachers required us to download Life360 in our phones for safety reasons. At first we thought that was a bit strange to be sharing the location all the time but as soon as we got to Ostrava we found it very useful to be able to see where each and one of us was located

within the region. We could even see what the teachers where up to during our trip.

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 appreciate that books and papers can be useful but at Hello we saw that modern technology can be used in many creative ways. We also experienced that students were more focused in class, politer and had better discipline than we are used at home and this means a better learning environment.



Students' compilation of activities.

Activity no. 1

Name of the activity: Splice- how to shoot a video properly
What lesson was it used in? English lesson
What materials were required for this activity? Mobile phone or tablet, app called Splice.
How long did the activity last? Two lessons (90 minutes)
Can you describe in detail how the activity was carried out? During the first lesson there was a detailed presentation by the teacher. Students were first introduced to video itself- how to shoot quality video, the basics of photography and more. In the second step, the students were introduced to the Splice app, where they could apply the theoretical skills, they had learned during the second lesson. During the second lesson, it was time to shoot on campus and then edit their own video. To speed up the work, students were divided into groups of three to four. Ten minutes before the end, everyone gathered in the classroom and the finished videos were played for each other.
Did this application meet your expectations? Yes, the teacher explained everything clearly and at the end of the lesson all students had the opportunity to show their video to the others.

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

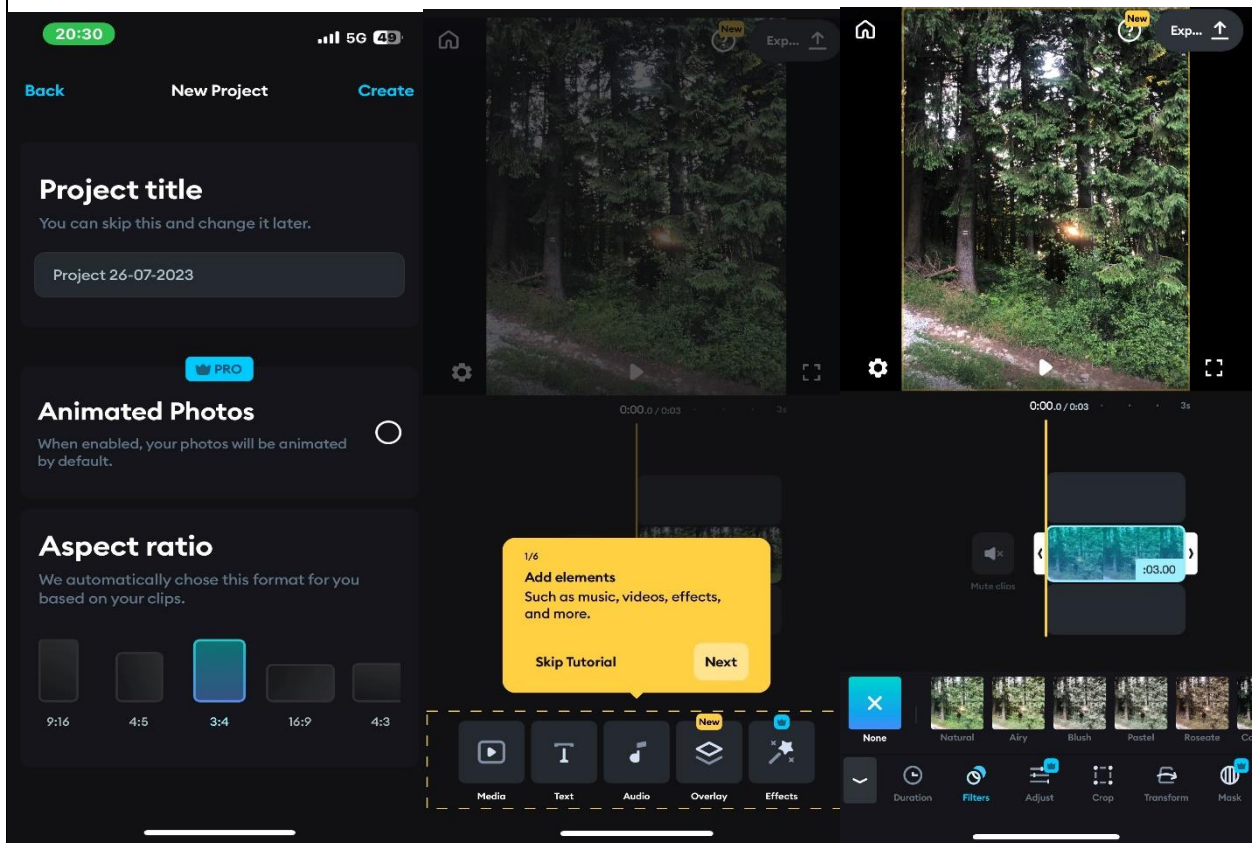
I learned how to shoot high quality videos and then edit them in the mobile app.

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

IT, Spanish or German classes

Any other recommendations or suggestions on the use of the activity

It would be good if the teacher gave a specific topic to make a video about.



Activity no. 2

Name of the activity:

VR glasses app called: Mondly

What lesson was it used in?

Spanish

What materials were required for this activity?

VR glasses and app Mondly installed in them.

How long did the activity last?

About 45 minutes, because we were taking turns and trying different variations of this app.

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

Step 1: Launching the App

Put on your VR headset and navigate to the Mondly app. Launch the app from the VR interface or from the virtual app library, depending on your headset's interface. Once launched, you will enter the Mondly VR environment.

Step 2: Selecting Language and Course

Within the Mondly VR environment, you'll be presented with various language options. Select the language you want to learn from the available choices. Mondly offers a wide range of languages, including popular ones like English, Spanish, French, German, and more. Once you've selected your desired language, you can choose from different courses, such as beginner, intermediate, or advanced levels.

Step 3: Starting a Lesson

Once you've chosen your language and course, you'll begin a lesson. Lessons in Mondly VR are typically structured around specific language skills, such as vocabulary, grammar, or conversational phrases. Each lesson will have a different focus and objective.

Step 4: Immersive VR Environment

As the lesson begins, you'll be transported to a virtual environment that aligns with the language you're learning. For example, if you're learning Spanish, you might find yourself in a virtual café or a street in Madrid. The immersive VR environment aims to provide a realistic and engaging experience while learning the language.

Step 5: Interactions and Activities

Within the virtual environment, you'll encounter various interactive elements and activities to practice the language. These can include virtual objects, characters, and scenarios designed to simulate real-life language usage. You might have to identify objects, engage in conversations, solve language puzzles, or respond to prompts using your voice or hand gestures, depending on the capabilities of your VR headset.

Step 6: Feedback and Guidance

Throughout the lesson, Mondly VR provides feedback and guidance to help you improve your language skills. This feedback can come in the form of pronunciation assessment, grammar corrections, vocabulary hints, or conversational prompts. The app utilizes speech recognition technology to evaluate your pronunciation and provide relevant feedback.

Step 7: Progress Tracking and Gamification

Mondly VR tracks your progress as you complete lessons and activities. It keeps a record of your achievements, scores, and the areas where you might need more practice. The app often incorporates gamification elements, such as rewards, leader boards, and challenges, to make the learning experience more enjoyable and motivating.

Did this application meet your expectations?

Yes, Mondly VR exceeded my expectations. The interactive activities, and personalized feedback made language learning engaging and effective. I particularly enjoyed the realistic scenarios and gamification elements that kept me motivated throughout my learning journey.

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

The activities in Mondly VR helped me learn by providing an immersive environment where I could practice language skills in a realistic context. Through

interactive tasks, such as identifying objects or engaging in conversations, I applied what I learned in the lessons, reinforcing vocabulary, grammar, and pronunciation.

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

This can be used to learn any language on offer, so you can add it to your chosen language lessons.

Any other recommendations or suggestions on the use of the activity

I would recommend utilizing the Mondly VR activities regularly to reinforce language learning. It's beneficial to set specific goals and track progress to stay motivated.



Activity no. 3

<p>Name of the activity: Blooket, https://www.blooket.com/</p>
<p>What lesson was it used in? We used it in a Spanish class, however it can be utilized in other subjects such as: math, science, foreign languages, social studies etc.</p>
<p>What materials were required for this activity? To play Blooket, you need internet-connected devices such as computers, laptops, tablets, or smartphones with internet connectivity. Both teachers and students can access Blooket through a web browser. Additionally, you'll need a Blooket account, which can be created on the Blooket website. Teachers can set up their class within their account, and students can either create their own accounts or join a game using a game code provided by their teacher.</p> <p>The main material required for playing Blooket is the game content itself. This content can be in the form of pre-made games available in the Blooket library or games created by the teacher.</p> <p>Some extra materials may be useful depending on the specific game mode and lesson. For example, if you're playing a language learning game, having reference materials like dictionaries or vocabulary lists could be helpful. However, these additional materials are not necessary to play Blooket itself.</p>
<p>How long did the activity last? We played the game multiple times during one Spanish lesson, so it took about 30 minutes to finish the activity. Keep in mind that one round of the game was set to last 7 minutes.</p> <p>However, it's important to note that the game duration can be adjusted by the teacher or game host. They have control over factors such as the time limit for answering questions, the number of questions in the game, and any additional settings or rules they choose to implement. By modifying these settings, the game duration can be shortened or extended to suit the desired timeframe for the lesson or activity.</p>
<p>Can you describe in detail how the activity was carried out? The teacher introduced us to the game, explaining that we will play a specific game mode available on Blooket called the Café. The mode would simulate a café setting where we could practice conversational Spanish.</p>

To begin the game, the teacher provided us with a game code. We entered the code into the Blooket app or website, joining the virtual café environment.

Right away, we were greeted with a variety of interactive activities. We could engage in conversations with virtual characters or interact with objects in the café to practice our language skills. The scenarios in the café ranged from ordering food and drinks to asking for directions or engaging in casual conversations.

In these scenarios, we had to respond in Spanish, using the vocabulary and phrases we had learned. It was a great opportunity to apply our knowledge in a realistic context, simulating real-life situations we might encounter in a Spanish-speaking country.

The game prompted us with questions and challenges, and we had to respond by selecting the appropriate phrases or typing out our responses. The immediate feedback from Blooket helped us assess our language proficiency and improve our conversational skills.

We could see our individual scores and rankings on the leaderboard, which created a friendly competition to achieve higher scores. This aspect not only made the game more enjoyable but also pushed us to strive for better results and actively engage in the learning process.

The teacher was providing guidance and feedback throughout the game. She monitored our conversations, offered suggestions, and corrected any errors to help us improve the language accuracy and fluency.

At the end of the game, the teacher took the time to review the questions and answers with us. We discussed any challenging concepts or areas of confusion, and our teacher provided additional explanations and examples to ensure our understanding.

Top of Form

Did this application meet your expectations? I found the Blooket game with the Café mode to be incredibly enjoyable. It added an element of excitement and fun to the language learning experience. The interactive nature of the game, where we could simulate conversations in a virtual café, made it engaging and immersive. Moreover, the game was easily accessible and user-friendly. Blooket provided a seamless experience, allowing us to join the game session with a simple game code. The instructions were clear, making it easy to navigate through different activities

in the Café mode. The design of the app ensured that we could focus on the language practice without any technical difficulties or distractions.

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

The activity allowed us to apply the vocabulary and phrases we had learned in a realistic context. By engaging in conversations within the virtual café setting, we practiced using the language in authentic situations. This hands-on approach helped solidify our understanding of the vocabulary and improved our ability to recall and use it in real-life scenarios.

Furthermore, the game challenged us to think on our feet and respond quickly, which improved our language fluency. It required us to listen carefully to the prompts and formulate our responses in Spanish within a limited time frame. This rapid decision-making and language production helped us develop our skills in a dynamic and interactive way.

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

I can easily imagine using Blooket for many more other subjects. For example, in geography it could be used to test and enhance students' geographical knowledge. It could include questions about countries, capitals, landmarks, and geographical features.

In math I can see Blooket being utilized to review mathematical concepts and practice problem-solving skills. It could include math problems, equations, and calculations at various difficulty levels. The timed aspect of the game can help students improve their speed and accuracy in math.

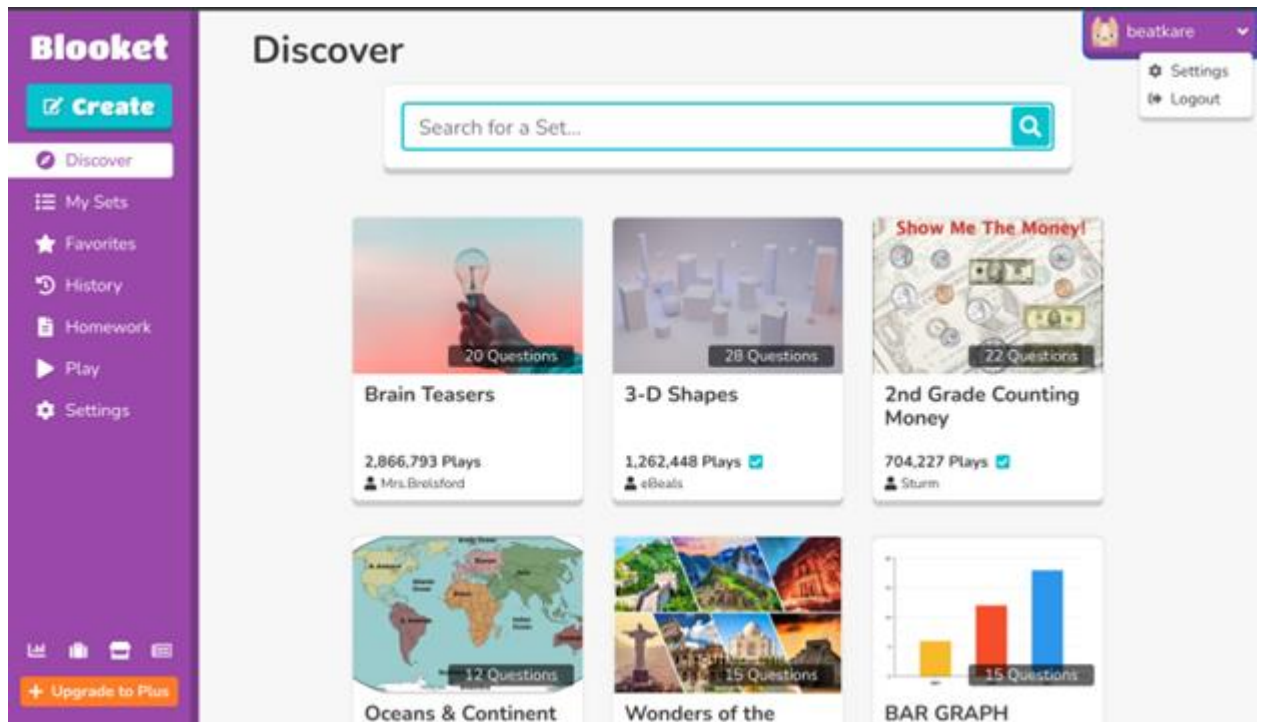
In social studies Blooket could be used to explore topics such as government, civics, economics, and sociology. It could include questions about political systems, historical events, economic principles, and societal issues.

In any case, these are just a few examples. The versatility of Blooket allows it to be adapted to various subjects and lessons. Teachers can customize the content to align with their specific curriculum and learning objectives.

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

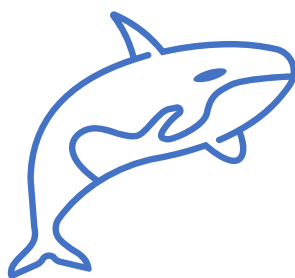
The activity could be used by teachers as a reward for completing tasks or as a quick refresher between lessons.

It could also be a valuable tool for test preparation. Teachers could create games that mimic the format and style of upcoming assessments. By reviewing the content through interactive gameplay, students could become familiar with the types of questions they will encounter, build confidence and improve their test-taking skills.



TEACHERS'

PORTFOLIO



Comparison of teaching of selected subjects

Overall impression of the lessons

Most of the lessons attended started with an overview or something that grabbed the attention of the students. The teachers had prepared materials and worksheets, some had digital resources or handouts enhancing student engagement and understanding. It was impressive to see how they incorporated formative assessment through class discussion, questioning and short quizzes like Kahoot to access and get feedback from the students. The students seemed engaged and interested and the resources met their abilities and gauged their comprehension. The teachers at Hello school have made a substantial effort to adapt their teaching methods and materials to new applications and virtual technologies.



How is the school day organised?

At Hello school the students arrive at school around 6:30-8 in the morning. Throughout the day they attend several 45 mins classes depending on the schedule. These classes include mathematics, social studies, foreign languages, and physical education. The students have a lunch break that lasts for about 45 mins. They can either bring their own food from home or purchase a meal from the canteen that is located on the first floor of the building. They continue attending their remaining lessons depending on their established timetable. After regular school day the students have the opportunity to participate in extracurricular activities.

Evaluation of the tools and equipment used in class between Iceland and Czechia

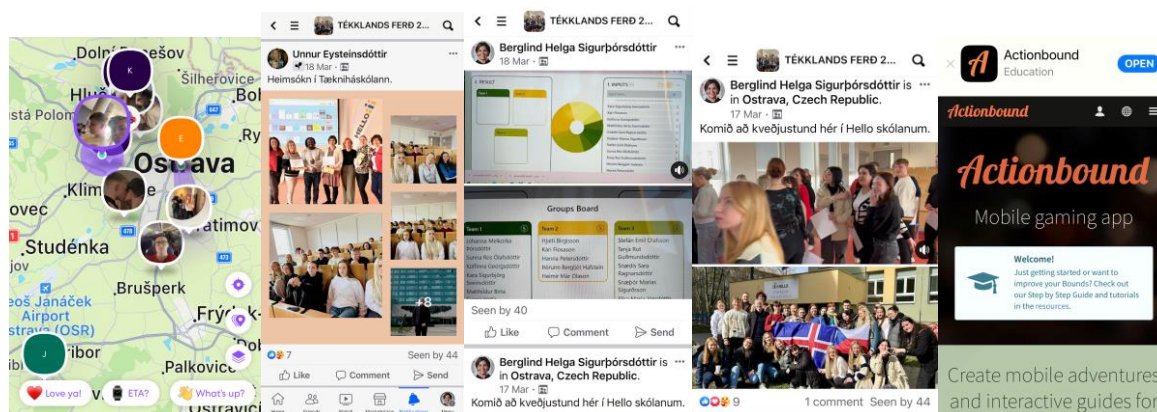
There is not much difference when comparing the setup of the classrooms. Apart from tables and chairs each room had a projector and whiteboard. Both schools use various applications for teaching, depending on the subject. However, when comparing the technology Hello school has some advantages. The school is well equipped with a number of tablets. The tablets are stored in a big portable cupboard that can be moved around classrooms. Various applications are downloaded to the tablets to support students' instruction and learning. Another excellent teaching tool in Hello school are the virtual glasses. The glasses allow the students to virtually visit different locations and experience them as if they were physically present. The students can explore museums, nature, 3D models and even outer space. We also experienced how it can be used to create language learning

environments where students could practice their conversation skills with virtual characters.

Relations between students and teachers

Mutual respect and trust would be the best way to describe the relationship between teachers and students in Hello school. The students asked questions, expressed their thoughts and ideas and were unafraid to seek help when needed. The teachers had good communication skills, provided guidance, support and showed genuine care and interest in their students' wellbeing. The classroom environment was friendly with clear boundaries between the students and teachers.

Methods of communication with students



Most of the communication for discussing plans and schedules between our host's students and their teachers took place on *Facebook Messenger*, *Facebook Group* and *WhatsApp*. Mobile technology was not a new thing for any of the participant, but WhatsApp is not a common app in Iceland for commuting, so the Icelanders had to adapt fast and sign up for the app since the tendency is to use WhatsApp only when communicating with foreigners or abroad. The students had no problem adapting to new apps for communicating and were at same time content having the 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. Additionally, when the Icelandic group travelled to The Czech Republic, they created a temporary group on *Life360: Live Location Sharing App on Google Play* where the Icelandic group members could share and keep track of locations and trip history of each group member during their travel. Since Facebook is still the most popular social media platform among 'older' Icelanders, a special FB group

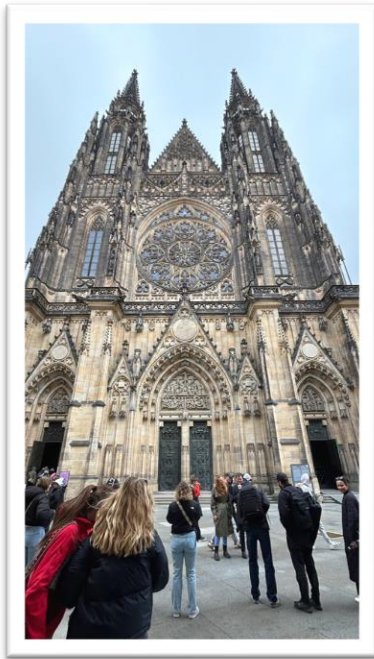
was created for this mobility project to communicate with and keep the Icelandic parents informed and updated. Finally we used an app called *Actionbound* for mobile adventures and interactive guides on the go. It made the group activities a whole lot of fun while discovering and learning together about new things in a foreign culture.

What would WE take as advice for our school?

The teachers at Hello school seemed to be very up to date when it comes to enriching the classroom with the use of technology. We were very inspired to see technology like Virtual Reality headsets and applications used in classroom settings since the usefulness of educational technology lies in what educators do with it and how they use it to best meet the needs of their students. It was useful to see with our own eyes and experience how technology can enable personalized learning and help students to develop critical thinking skills. By integrating new technology like VR glasses in our school, the students could e.g., explore museums, nature, 3D models and learn to communicate in foreign languages, where students could practice their conversation skills with virtual characters.

As a result of the project Book creator and iPads will be used in teaching and project work at our school, and this project was a valuable contribution to our pedagogical practice.





Teachers' compilation of activities.

Activity no. 1

NAME OF THE ACTIVITY:

Virtual reality - United Nations

REQUIREMENTS/MATERIAL:

VR headsets, youtube video, student worksheet with questions

DURATION:

40 minutes

AIM:

Teach students basic informations about the United Nations

DESCRIPTION:

1. Split students into pairs
2. Hand out the worksheets, read the tasks
3. Use headsets
4. Find the youtube video and watch it:
<https://www.youtube.com/watch?v=v-1bA1f5wAw&t=12s> (Inside Look at UN General Assembly - 360 Tour by its President)
5. Complete the worksheets
6. Review the worksheets

During the lesson:

Before the Expedition:

Pupils might know that this organization exists, however for this lesson it is not necessary.

Discussion Questions:

Do you know where the UN is based? Can you find it on the map?
Do you know any movie where the UN appears?
Do you know when your country became part of this organization?

After the Expedition:

Discuss with your friend about your notes/informations.

Taks 1:

When was built the General Assembly Hall?
How many official languages are there in the UN?
What does the UN focus on?

Taks 2:

Write keywords related to this place.



Activity no. 2

NAME OF THE ACTIVITY:

Virtual reality - Religion: islam (Kaaba, Mecca, Medina)

REQUIREMENTS/MATERIAL:

VR headsets, youtube video, student worksheet with questions

DURATION:

60 minutes

AIM:

See and experience first-hand the Hajj and Umrah tours, which are important religious pilgrimages for Muslims.

DESCRIPTION:

1. Students' independent work
2. Hand out the worksheets, read the tasks
3. Use headsets
4. Find the youtube video and watch it: <https://www.youtube.com/watch?v=vkM7xyjqvq8>
(Long-awaited Invitation: VR Kaaba, Mecca, Medina, Islam, Prophet)
5. Complete the worksheets
6. Review the worksheets

Before the lesson itself, students should have an understanding of Islam and should know some of the characteristics of the religion. If not, the teacher can include a short brainstorming session, e.g. he/she can lead them to the 5 pillars of the Islamic faith and they can make a guess as to why today's lesson will deal with this particular point.

Task:

- 1) Why does the tour start in the Medina? Does it have anything to do with Islam?
 - 2) What are Hajj and Umrah and why are they so important to Muslims?
 - 3) What is the significance of the Kaaba, the central shrine in Mecca.
 - 4) The tour was accompanied by sacred music. What was your experience of it?
 - 5) What were your impressions of the virtual tour?
 - 6) How would you describe the significance of the Kaaba for Muslims?
 - 7) Suggestion for discussion: how important is this virtual tour for people who cannot do Hajj and Umrah physically due to health problems or other reasons.
-

Activity no. 3

NAME OF THE ACTIVITY:

360cities.net -Malaga Cathedral

REQUIREMENTS/MATERIAL:

Access to: youtube video 360°, <https://www.360cities.net/>,
<https://360.visitacostadelsol.com/SPANISH/webespanol/webespanol.html>

VR headsets, computers with projector.

DURATION:

120 minutes

AIM:

Discover the diverse architectural styles in the Cathedral of Malaga

DESCRIPTION:

Contents to work in class:

1. Architectural Styles
2. Chronology of Architectural Styles
3. Key Features of Different Architectural Styles

Previous tasks:

1. Make a presentation with the following items:
Physical spaces of the cathedral of Malaga
 - The facade: The front of the cathedral presents an elaborate decoration with sculptures and reliefs that tell various biblical and religious stories.
-

- The tower: The cathedral has a single bell tower, popularly known as "La Manquita" (The One-Armed Lady) because its second tower was never completed.
- The interior: Altarpieces and chapels richly decorated.
- The choir: Carved wooden choir located in the center of the cruise.
- The Main Chapel: Altarpiece representing the Assumption of the Virgin Mary.

2. Make a presentation with the following items:

Architectural styles of Malaga Cathedral

- Renaissance.
 - Gothic.
 - Baroque.
 - Neoclassicism.
 - Characteristics of different styles and examples in the cathedral of Malaga
3. Prepare student worksheet: share through Classroom, Moodle or print it
 4. Prepare VR devices and check that they are loaded
 5. Display the VR material to use: (<http://vr-e.org/>)

Virtual Tour

<https://www.360cities.net/image/bishop-square>

Video Catedral Málaga 360

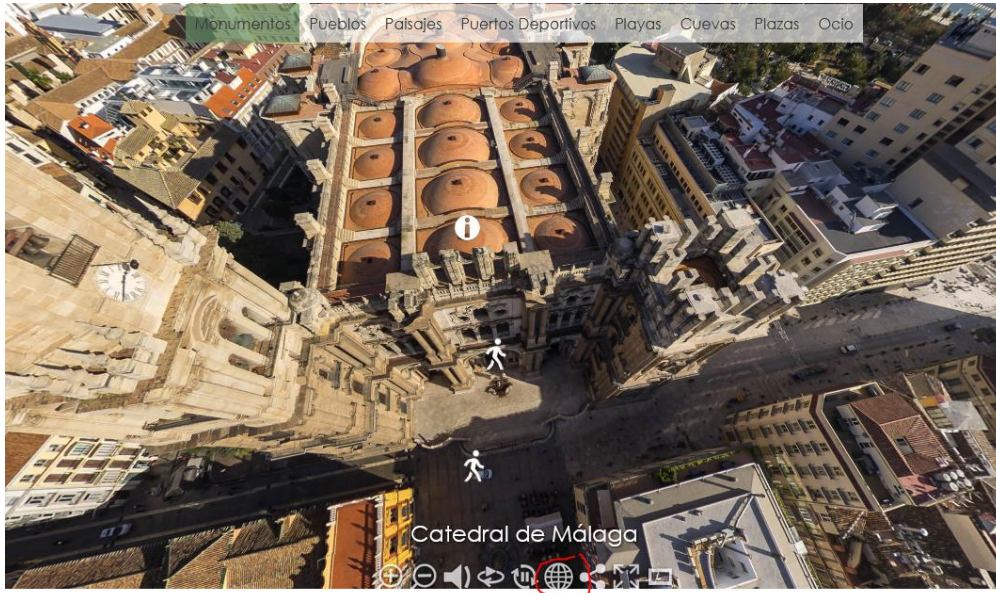
<https://www.youtube.com/watch?v=IFWXOcWdX2E>

Task 1:

We know Malaga

Divide the students into groups of four students, each group will access the page:

<https://360.visitacostadelsol.com/SPANISH/webespanol/webespanol.html>



Icons

Allows access to existing information.

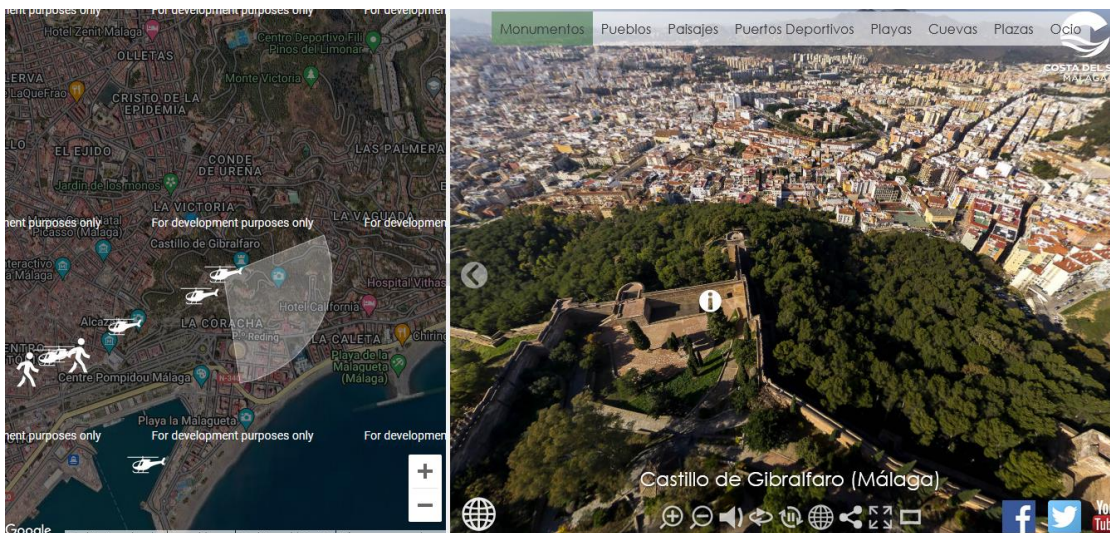


Photographs at street level



City map

Access the map of the historic city center.



The student will access the different locations on the map and then read and discuss with their peers the existing information in each location. You must do it in English and French.

Taks 2:

Research on the Construction History:

Students will investigate the history of construction of the cathedral and the challenges faced during that process.

Students will perform a **Timeline** showing the different stages in the construction of the Cathedral.

Recommended to use Canva - <https://www.canva.com>

Task 3:

Presentation on the Cathedral:

Divide students into groups of four students and assign each group an aspect of the cathedral to investigate:

- History
- Architecture
- Works of art
- Related historical events.

Each group should create a presentation to share with the rest of the class.

Recommended to use Canva - <https://www.canva.com>

Activity no. 4

NAME OF THE ACTIVITY:

360cities.net -The Colosseum

REQUIREMENTS/MATERIAL:

Access to: youtube video 360º,

<https://www.360cities.net/>, <https://www.dkfindout.com/us/history/ancient-rome/>

VR headsets, computers with projector.

DURATION:

120 minutes

AIM:

Know some examples of Engineering and Architecture of the Roman Empire.
Outstanding constructions of the Roman Empire - The Colosseum

DESCRIPTION:

Steps before to the virtual tour

The teacher will show the student the presentation: *Roman engineering works*

Research: Students will investigate innovative building materials and techniques used for the first time in Roman constructions: Roman concrete, terracotta brick, concrete domes, arches and vaults.

Questions to students before the virtual tour:

What characteristics and engineering techniques stood out in Roman constructions?

What was the importance of aqueducts in Roman engineering and how did they work?

What influence did Roman roads have on the development of the empire?

What is Roman concrete and why was it an innovation in engineering at the time?

What is the characteristic architectural design of the Colosseum and what engineering techniques were used in its construction?

Make the Virtual Tour

Display the VR material to use: (<http://vr-e.org/>)

Virtual Tour <https://www.360cities.net/image/inside-the-colosseum-rome->

Video:New Seven Wonders of The World: The Colosseum | 360 Video

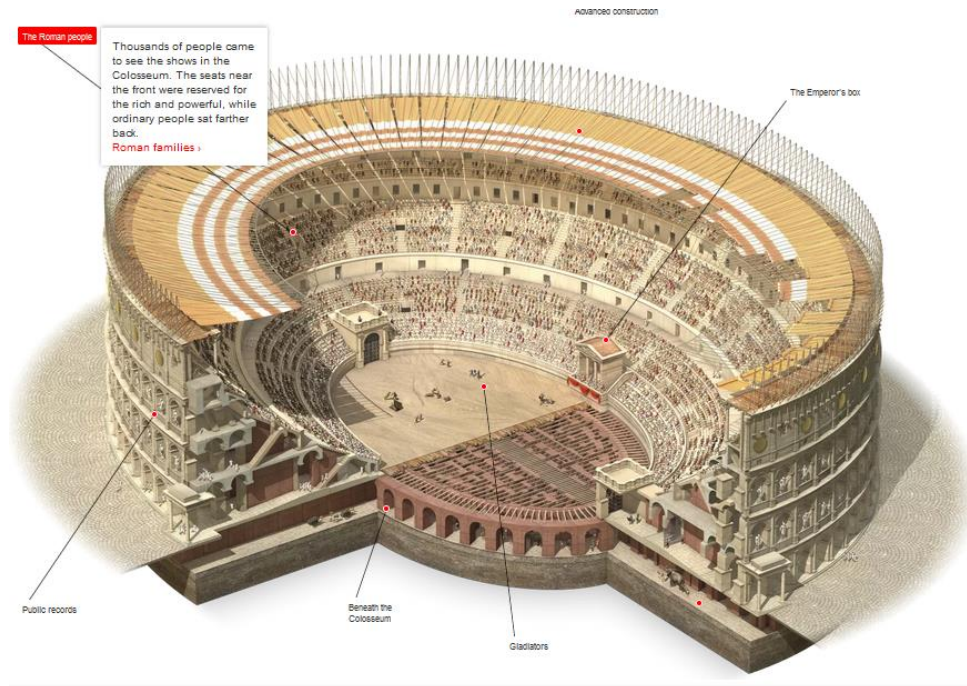
<https://www.youtube.com/watch?v=YgOt1n-ZYc0>

Perform the Student Worksheet

Taks 1:

The student will access the following page:

<https://www.dkfindout.com/us/history/ancient-rome/> and must press the red dots found in the drawing.



Once you have read the information displayed, you will press the existing link at the end of the drop-down and get additional information

Gladiators

Gladiators were professional warriors who fought each other to entertain an audience. Most gladiators were slaves or criminals who trained in special schools. They fought with real weapons and were often badly injured or even killed. However, if they survived long enough they were freed from the arena to live normal lives, and the most successful gladiators became celebrities. There were many different types of gladiators, with different weapons, armor, and fighting styles. Gladiator armor was mostly designed to look good and offer a good show, but it offered little protection in battle.

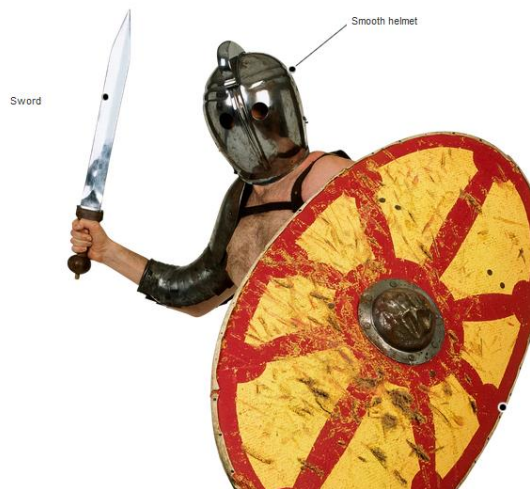
If a gladiator was killed, his weapons and armor were repaired and given to another fighter.



Quiz yourself on Ancient Rome!



Gladiators video



Gladiators video

Oval shield

Task 2:

Quizz: *The Ancient Rome*

<https://www.dkfindout.com/us/quiz/history/quiz-yourself-on-ancient-rome/>

Task 3:

Quizz: *The Roman Empire*

The student will access the next page and take the test, then share the result

<https://www.britannica.com/quiz/the-roman-empire>

Task 4:

This interactive map allows you to travel around the Roman Empire simulating the conditions of the 3rd century

<https://www.omnesviae.org/>

OMNESVIAE: ROMAN ROUTEPLANNER
a reconstruction of an antique Roman map with internet technology

Map | Tabula Peutingeriana | Reconstruction | Acknowledgements | Looking for more Roman maps? Visit Vici.org for all Roman history nearby

ITER VESTRUM

Ab:

Ad:

Below 'Iter vestrum' (Latin for 'Your trip') enter an 'ab' (from) and 'ad' (to) name as can be found on the Peutinger map (or in the Itinerarium Antonini for the westernmost area). For some cities current day names are understood. Mind that often a 'v' character is used instead of the expected 'u' and similarly for the 'i' and 'j'. Click 'Ostendere' ('Show') to have to shortest route ('Iter brevisimum') displayed.

Try for example 'London' and 'Pompei' or 'Aequae Sulis' and 'Roma'. The route will be shown as can be found on the Peutinger map.

Looking for Roman history nearby?
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TABULA PEUTINGERIANA AND ITINERARIUM ANTONINI

It simulates different movements between different points. For example, the route from Malaga (Malacca) to Barcelona (Barcenone) would be as follows:

OMNESVIAE: ROMAN ROUTEPLANNER
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Map | Tabula Peutingeriana | Reconstruction | Acknowledgements | Looking for more Roman maps? Visit Vici.org for all Roman history nearby

ITER VESTRUM

Ab: Malaca (Málaga)

Ad: Barcelona (Barcenone)

ITER BREVISSIMUM

Ab 'MALACA' AD 'BARCENONE'
SUMMA DCCXX MILIA PASSUUM / LEUGA GALICA.
FERE XLIX DIES.

- ↑ MALACA (Málaga)
- ↑ XII
- ↑ LENEUBAR
- ↑ XXXVI
- ↑ CAVTICLUM
- ↑ XVI
- ↑ SAXETANUM
- ↑ XXXVII
- ↑ MURGI
- ↑ XII
- ↑ TURANIANA
- ↑ XVI
- ↑ URCI
- ↑ XXV
- ↑ ALBA
- ↑ XXXII