



ePriručnik: "Korišćenje CLIL metodologije na temu kulturnog nasledja" za nastavnike

U saradnji sa:

OŠ „Žarko Zrenjanin“ Novi Sad, Srbija

OŠ „13“ Timisoara, Rumunija

Istituto omnicomprensivo Dante Alighieri,

Nocera Umbra, Italija



Co-funded by the
Erasmus+ Programme
of the European Union



ePriručnik je zbirka priprema za časove za korišćenje CLIL metodologije u kojoj se kombinuju predmeti u učionici da bi se podučavalo i učilo o vezi između istaknutih ličnosti iz svake partnerske zemlje i kulturnog nasleđja.

Zbirka je rezultat Erasmus+ projekta „veštine 21.veka i CLIL u funkciji učenja o kulturnom nasleđju” akronim CLIL4CH, Broj projekta: 2020-1-RS01-KA201-065422

Novi Sad 2022

Sadržaj:

1. Uvod
2. Pripreme za časove - Srbija
3. Pripreme za časove- Rumunija
4. Pripreme za časove - Italija





Uvod:

Prema jednom od glavnih ciljeva našeg projekta: uvođenju inovativne metodologije (CLIL) u postojeći nastavni plan i program, formirali smo vodič od 10 lekcija iz tri različita predmeta koji su integrirani oko teme kulturnog nasleđa. ePriručnik je razrađen kao serijal od 10 nastavnih planova, kroz koje će učenici i nastavnici moći da unaprede svoje znanje o nasleđu, navikama i jeziku zemalja učesnica ovog projekta. U svakoj zemlji nastavnici koji kreiraju ePriručnik radili su na sledećim temama:

1. Rodna ravnopravnost i žene u nauci- Srbija
2. Kreativnost i pronalasci- Rumunija
3. Komunikacija i tolerancija- Italija

Ovaj alat je pogodan za ponovnu obradu i za korišćenje sa širokim spektrom različitih ciljnih profila, u različitim kontekstima i počevši od različitih tema.



1. Rodna ravnopravnost i žene u nauci- Pripreme za časove - Srbija





RODNA RAVNOPRAVNOST I ŽENE U NAUCI

Co-funded by the
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Nastavnici: Milana Rangelov- Engleski jezik
Aleksandra Spasić- Gradjansko vaspitanje



U sećanje na Nadu Purić, nastavnicu
engleskog jezika iz OŠ
„Žrko Zrenjanin“ Novi Sad

Kratak uvod

Opšta svrha ovih časova je da se učenici upoznaju sa rodnim ulogama i stereotipima u svakodnevnom životu sa posebnim akcentom na rodne stereotipe u oblasti obrazovanja. Studenti se upoznaju sa činjenicom da, iako devojka u prošlosti nije bilo lako da se školuju, bilo je mnogo primera žena naučnica koje su dale značajan doprinos nauci. Posebna pažnja posvećena je Milevi Marić Ajnštajn koja je odličan primer jednog od retkih izuzetaka devojaka koja se školovala, ali nažalost nije uspela da ostvari svoj puni potencijal zbog rodnih stereotipa i rodnih uloga koje su od nje bile očekivane. Na njenom primeru možemo videti od kolike je važnosti podizanje svesti o značaju obrazovanja devojčica, posebno u oblasti STEM-a.

Organizacija časova

9

GENDER ROLES AND
STEREOTYPES

1

PROMINENT WOMEN
OF NOVI SAD

3

'NOBEL FOR MILEVA'

5

WHY AREN'T THERE
MORE WOMEN IN STEM

2

WOMEN IN SCIENCE

4

WOMEN IN SCIENCE
THEN AND NOW

6



Opšte informacije o časovima

Uzrasna grupa i nivo znanja

- **7.razredi**
- **A2/B1**

Faktori uzeti u obzir prilikom planiranja časova:

Potrebe učenika: interesovanja, godine, poreklo, stručnost
Okruženje i kontekst
Povratne informacije učenika

Vremenski okvir i trajanje časova

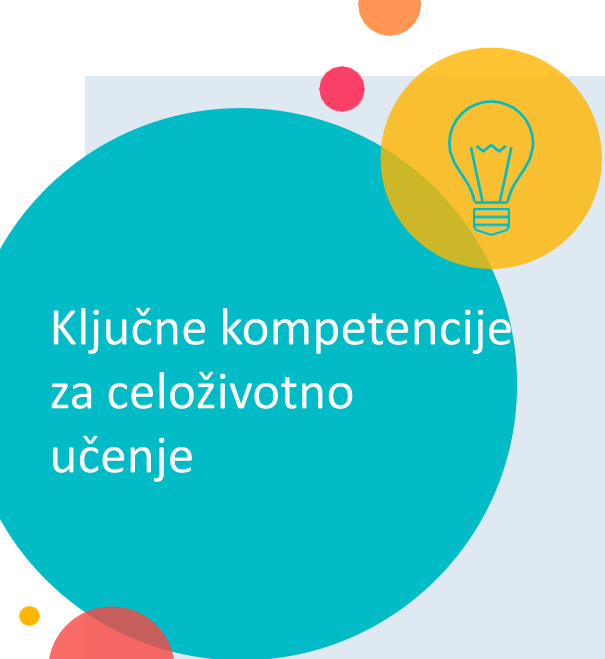
- 6 časova od 120'
- 23.05-3.06.2022

Tip časa i resursi

- Hibridni časovi
- Nastavni listići, video material, digitalni resursi


Ovi časovi su rezultat saradnje između nastavnica građanskog vaspitanja i engleskog jezika: zajedničkom izvođenju nastavnog plana i programa a pre toga u planiranju tih časova (identifikacija ciljnih jezika i postizanje koherentnosti između lekcija i sličnosti sadržaja). Zadatak oba nastavnika bio je da učenici steknu sadržajna znanja i ispunе lingvističke ishode.





Ključne kompetencije za celoživotno učenje

Kompetencije inkorporirane u časove:

- **Digitalna**
 - **Celoživotno učenje**
 - **Odgovorno učešće u demokratskom društvu**
 - **Kulturološka osvešćenost i izražavanje**
- 

Najbitnije stavke prilikom planiranja časova



- **Prethodno znanje** – Šta učenici već znaju o odabranoj temi (međupredmetno znanje)
- Koji su lingvistički, sadržajni, komunikacioni i kulturni **ciljevi** učenja
- **Interesovanja učenika**
- Koje **materijale i resurse** treba koristiti - Vizuelni, ilustrativni i autentični materijali (korišćenje fotografija, infografika, video materijala, postera, poster panoa)
- Korišćenje **digitalne tehnologije** - Canva aplikacija, Kuizizz aplikacija, aplikacija za učenje, onlajn igre, korišćenje Google učionice, Kahoot
- Fokusiranje na komunikaciju u kojoj je **tečnost** važnija od tačnosti
- **Tehnike za bolje razumevanje jezika** – izlaganje učenika vrstama čitalačkih tehnika (scanning and skimming), povećanje vizuelizacije sadržaja (infografika, video snimci, posteri..)
- **Problemi u govornim vežbama** – Učenici mogu koristiti svoj maternji jezik ako se osjećaju nesigurno, posramljeni ili pod stresom, koriste se pohvale kako bi se osiguralo bezbedno i prijatno okruženje
- **Ključni pojmovi** i strukture na temu CLIL-a i redovno recikliranje gramatičkih jezičkih struktura
- Koja vrsta **procene** je relevantna (dijagnostička, sumativna, formativna)





Strategije učenja



- **Ponavljjanje ključnih reči**
- **Preformulisanje i ponavljanje:** nastavnik pokazuje video, pauzira i postavlja pitanja, a deca odgovaraju
- **Vizuelizacija:** nastavnik koristi poster za prikaz sadržaja i jezika
- **Rad na projektu:** deca izrađuju plakat na kraju teme
- **Traženje informacija na Internetu:** učenici koriste Internet da pronađu relevantne informacije, razvijaju veštine odabira informacija i beleženja
- **Premoščavanje, kontekstualizacija, pravljenje šeme, ponovno predstavljanje teksta (pismeno ili usmeno):** nastavnik pokazuje mapu uma sa ključnim rečima pre nego što deca pročitaju tekst ili pogledaju video
- **Korišćenje multimedije:** istraživanje na mreži, traženje relevantnih slika, igranje igrice, izrada PoverPoint prezentacija, zajednički rad, pravljenje postera itd.
- **Kooperativno učenje:** učenici rade zajedno i uče jedni od drugih. U tom procesu, oni će takođe naučiti veštine kritičkog mišljenja, komunikacijske veštine, veštine rešavanja problema i još mnogo toga.

Korišćenje 'scaffolding' tehnike na časovima

- Puštanje video klipova, prikazivanje fotografija, infografika da bi se probudilo interesovanje učenika
- Obezbeđivanje ključnog rečnika i fraza (usklađivanje novih reči sa njihovim definicijama, sinonimima ili antonimima), takođe opisivanje ključnih reči davanjem definicija, sinonima ili antonima
- Korišćenje KWL tabela koje se daju učenicima da popune (K – šta znam; W – šta želim da znam; L – šta sam naučio)
- Korišćenje tehnika skeniranja (čitanje da bi se shvatila glavni smisao) i brzog iščitavanja (čitanje za pronalaženje specifičnih informacija)
- Projektni rad (učenici su napravili postere o naučnicama, istaknutim ženama Novog Sada i organizaciji Nobel za Milevu)
- Traženje informacija na internetu, pisanje teksta i zajednički rad



Sadržaj

Sadržaj koji treba da se nauči:

- Rečnik vezan za temu rodne ravnopravnosti/nejednakosti, rodnih uloga i stereotipa.
- Rečnik vezan za kratke biografije istaknutih žena u nauci.

Spoznaja

- Pružiti učenicima priliku da razumeju ključne koncepte. Mogu da shvate značaj žena koje su bile pionirke u svojim naučnim oblastima.
- Umeju da zaključče da su postojali i postoje neki stereotipi o obrazovanju devojčica.

Ishodi učenja:

- Po završetku ovih časova učenici će moći da pričaju i upoređuju rodne uloge i stereotipe u prošlosti i sada.
- Moći će da govore o značaju nekih naučnika i nekih istaknutih novosađanki.

- Učenici su u stanju da opišu rodne uloge i diskutuju o njima.
- Oni su u stanju da razumeju jednostavne informacije iz video klipa i uporede svoja mišljenja sa uobičajenim mišljenjem o rodnim ulogama.

4 Cs planning grid
(Teaching objectives)



4 Cs planning grid (Teaching objectives)



Kultura

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Pronalaženje povezanosti rodni uloga i stereotipa u svakodnevnim životnim aktivnostima.

Proširivanje znanja o kulturnom nasleđu Novog Sada kroz primere žena koje su se borile za unapređenje mogućnosti obrazovanja devojčica.

-Navodimo primer Mileve Marić Ajnštajn koja je od briljantne naučnice postala domaćica i koja je i danas ostala nepriznata. Učenici zaključuju da treba više pažnje posvetiti obrazovanju, posebno devojčica u oblasti STEM-a.

Komunikacija:

-**Jezik učenja:** Ključni rečnik vezan za temu, reči za: izražavanje rodni uloga i stereotipa, opisivanje života i dostignuća istaknutih naučnica, termin STEM, Nobelova nagrada, pokret „Nobel za Milevu“

-**Jezik za učenje:** Jezik potreban za izražavanje mišljenja, slaganje, neslaganje, rezimiranje biografije
Postavljanje pitanja jedno drugom: Šta znate o...? Možete li mi reći nešto o...

Poređenja i kontrasti; Za razliku od... ova žena je imala..., sve osim...,

Debata: Šta mislite o..? – Šta biste je pitali da...?, Da mogu da je pitam... Ja bih.. Drugi: Kako se piše...? Šta znači?

- **Jezik kroz učenje** - Upotreba fraza potrebnih za izvođenje aktivnosti. - Koristiti vršnjačka objašnjenja. - Predvideti i naučiti nove reči kroz aktivnosti.



ASSESSMENTS

U toku i nakon nastave nastavnici su vršili evaluaciju časova, formativno ocenjivanje postignuća učenika i takođe dobili povratne informacije učenika

Pitanja za razmišljanje nakon časova





Rodne uloge I žene u nauci

19

	1	2	3	4	5	6	
- Da li su materijali bili primereni godištu I temi?							
-Da li smo se vodile barem dvema Cs?							
-Da li su svi učenici bili uključeni na časovima?							
- Da li je bilo dovoljno vremena za sve časove?							
- Da li smo uključile aktivnosti za obnavljanje gradiva i ponavljanje?							
- Šta je pošlo naopako							
- Da li su se časovi svideli učenicima?							
-Da li smo stvorile uslove za aktivnu komunikaciju medju učenicima?							

Povratne informacije učenika



Write the 3 words that you've learned/key words of the lesson	Write a question for your peer	I couldn't understand:	I understood: Everything/most  Half or less  Nothing 

Na kraju časa učenici prave ovaj grafikon u svojim sveskama i koriste ga nakon svakog časa. Nastavnici idu od učenika do učenika brzo proveravajući rezultate





1.TEMA

Rodne uloge i stereotipi

Jezički ciljevi teme

Rečnik i strukture:

Učenici znaju prideve opis ličnosti, mogu da prave poređenja i pokušaju da objasne značenje nekih reči u kontekstu, koriste ciljni rečnik da odgovore na pitanja, daju kratak rezime časa

Specifičan rečnik ili ključni jezik:

Učenici uče ili obnavljaju specifičan rečnik: imenice - gender, gender roles, stereotype, gender inequality, pridevi- equal, male, female, izrazi- is expected from../are expected to, are seen as..

Specifične strukture

Izražavanje slaganja ili neslaganja

Izražavanje mišljenja – I believe that, I agree/disagree, In my opinion, To my mind..

Recikliranje struktura pasiva (As a boy I am expected to.., Boys are forbidden What are girls supposed to do? Girls are supposed to..)

Faze aktivnosti	Vreme	Interakcija	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Warm-up Igra pogađanja	5	Nastavnik-učenici Učenik-učenik	N čita listu profesija i traži od učenika da profesijama daju odgovarajući rod	Učenici podižu ruke ako misle na muški rod	Angažovati učenike da razmišljaju o rodnim ulogama Podizanje svesti o rodnim ulogama pružajući različite koncepte
Prva aktivnost Diskusija u paru o rodnim ulogama	15	NU UU	N deli U u parove I daje im instrukcije o njihovim zadacima Nadgleda diskusiju U i daje im povratne informacije	U rade u parovima- pišu tipične karakteristike vezane za rod, rodne uloge (prideve, imenice) na papirićima i lepe ih na zajednički poster	Probuditi svest o posojanju rodnih uloga Recikliranje poredjenja prideva(Boys are stronger than girls..)) Angažovati učenike da koriste prideve za opis ličnosti
Druga aktivnost Slušanje I izražavanje mišljenja	15	UU	Pušta video, proverava da li U razumeju ključni vokabular I prideve za opis ličnosti Daje instrukcije učenicima da napišu listu očekivanja I komentare Navodi učenike da dodju do definicije rodnih stereotipa	Gledaju I komentarišu video klip Pišu kratku listu rodnih očekivanja od strane njihovih vršnjaka, nastavnika, roditelja itd. Objašnjavaju shvatanje rodnih stereotipa	Definisati rodne stereotipa i njihov uticaj na živote učenika Recikliranje pasivnih konstrukcija (As a boy I am expected to..)

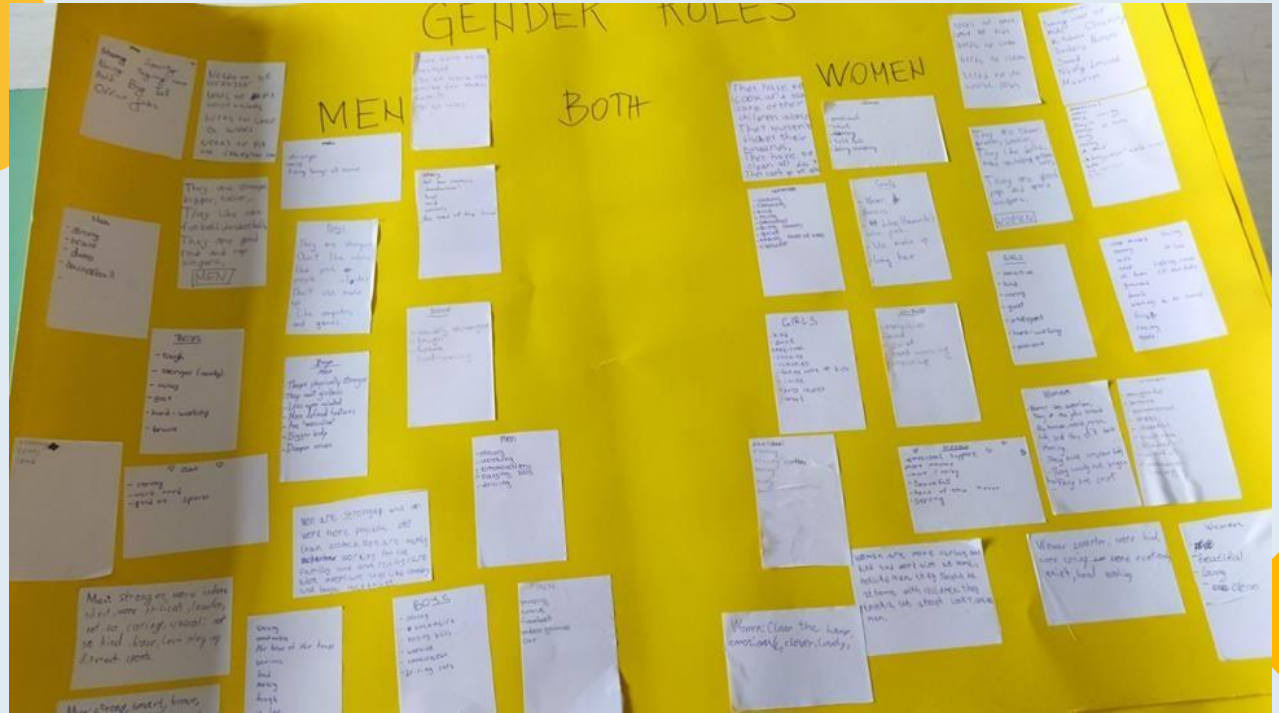
Priprema za čas

25

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Treća aktivnost Završna diskusija	10	N U	Piše temu za diskusiju na table i usmerava dijalog učenika	Izražavaju svoja mišljenja i uverenja na datu temu	Povezivanje teme sa realnim životnim situacijama Korišćenje izraza i struktura vezanih za temu
Domaći zadatak	Učenici dobijaju nastavni listić sa tekstem Rodne uloge Trebaju da nadju značenja ciljanog vokabulara, pogledaju sledeći viedo klip. https://www.youtube.com/watch?v=04loNxpq5g i urade upitnik u Gugl učionici.				



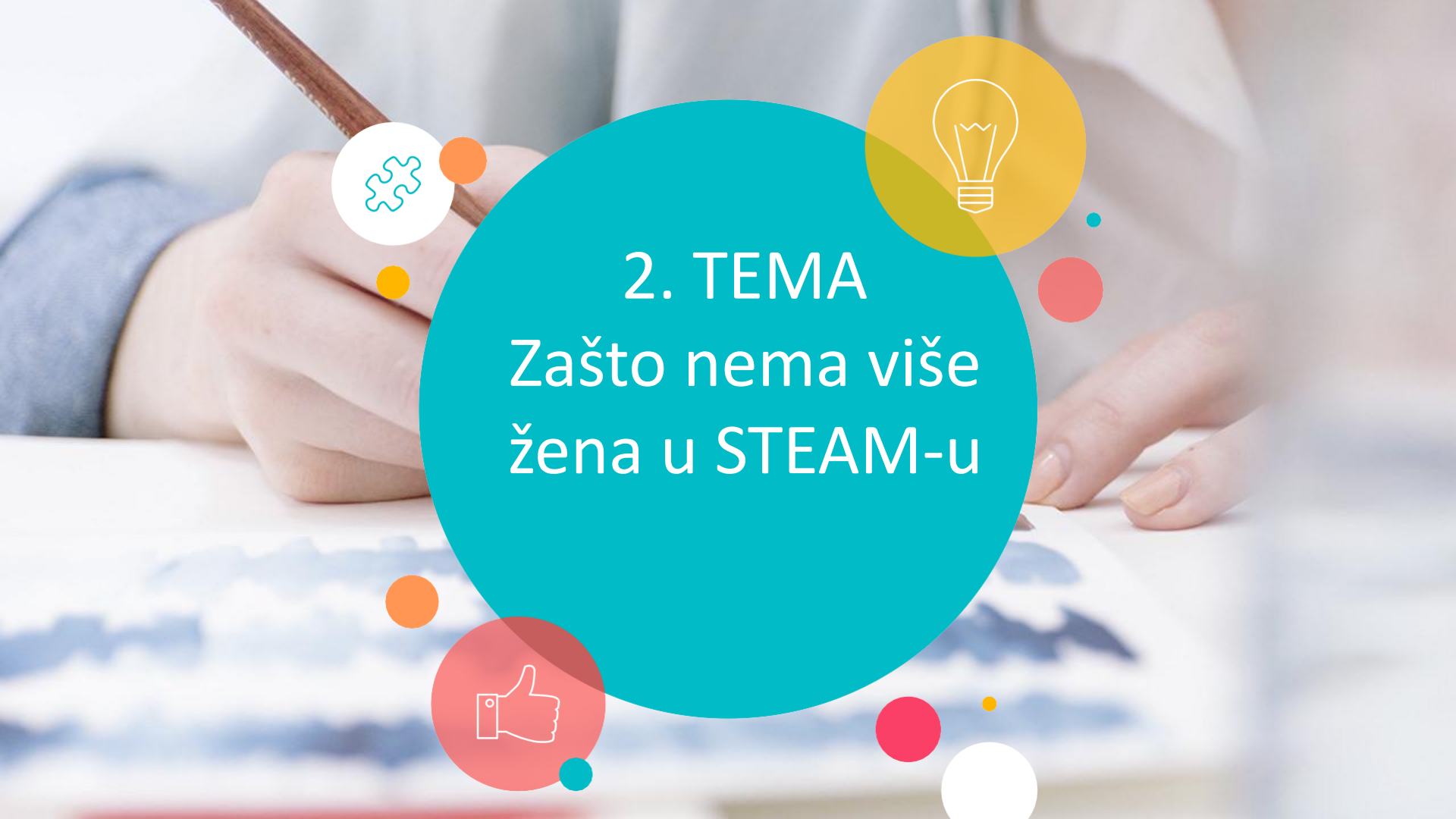
REZULTAT PRVOG ČASA



Domaći zadatak:

https://docs.google.com/forms/d/e/1FAIpQLSdSZ5-JOryGnMcE9nZbHg6qTemuVDt-zWBcHlc2_iJtz68vjw/viewform





2. TEMA
Zašto nema više
žena u STEAM-u



Jezički ciljevi teme

-Rečnik i strukture:

Učenici povezuju ključne reči sa njihovim sinonimima, antonimima ili objašnjenjima, pokušavaju da objasne značenje nekih reči u kontekstu, koriste ciljni rečnik da odgovore na pitanja, daju kratak rezime lekcije

-Ključni vokabular:

Učenici uče ili obnavljaju i proširuju znanja ključnih termina: imenice- gender, gender equality, STEM, gender stereotype, gender inequality, role model, pridevi- equal

-Ključne structure

Izražavanje slaganja i neslaganja,
izražavanje mišljenja

Recikliranje vremena Present Perfect (*Have you heard.., I have never heard, I've already heard..*)

PRIPREMA ZA ČAS

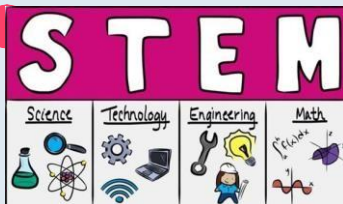
29

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Uvodna aktivnost	10	N U	<p>Na table piše reč STEM I pita U da li znaju značenje</p> <p>Pokazuje učenicima infograf I pita ih da li znaju za neku ženu koja radi u toj oblasti</p> <p>Piše kompletan naslov na table dodajući reč Women in pre reči STEM</p>	Učenici odgovaraju na pitanja	Razvoj govornih veština učenika
Prva aktivnost Čitanje	35	N U	<p>Daje instrukcije učenicima da pročitaju deo članka i odgovore na pitanja</p> <p>Govori U da pročitaju ostatak članka I da pokušaju da popune praznine sa datim rečima</p> <p>Nadgleda rad U</p>	Čitaju početak članka I daju svoja mišljenja, zatim čitaju ostatak teksta I popunjavaju praznine datim	Proširivanje i uvežbavanje rečnika

PRIPREMA ZA ČASOVE

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FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UCENIKA	CILJEVI
Druga aktivnost Vokabular	10	N U	Nastavnik nadgleda učenike dok rade vežbu povezivanja reči Nastavnik navodi učenike da smisle primere stereotipa I da ih zapišu	Povezuju ključne reči sa njihovim definicijama Zapisuju primere stereotipa	Razvijati i proširivati vokabular naučen na časovima građanskog vaspitanja
Treća aktivnost Diskusija	35	N U	Nadgleda i vodi diskusiju između učenika tražeći da odgovore na pitanja sa nastavnog listića i da iskomentarišu infograf	Učestvuju u diskusiji , razmenjuju I upoređuju svoje ideje I mišljenja	Uvežbavati I proširivati vokabular I govorne veštine učenika
Domaći zadatak	5		Učenici biraju istraživački zadatak sa nastavnog listića koji će uraditi kod kuće i postaviti u Gugl učionicu. Takođe, potrebno je da pogledaju kratak video klip i urade kratak kviz koji je napravio nastavnik		



Objašnjenje izraza STEM

Why aren't there more women in science?

Read the first paragraph of the article and think about the question:

In the UK, only 12,8% of jobs in **STEM** (science, technology, engineering and math) are held by women. At universities, about 78% of students studying Physics, for example, are boys.

What do you think are the reason for this? *

Put the following words into the rest of the article:

careers equal STEM role models stereotypes

As children, there's no limits to what we believe we can become, but as boys and girls we **are different** directions while growing up. This happens for what we call **gender stereotypes**- traditional ideas of what boys and girls can and should do.

It seems that, from an early age, the girls are often discouraged to study science. Two negative gender stereotypes are that: girls are not as good as boys in math, and scientific work is better suited to boys and men. Even as early as elementary school children are aware of these

Girls also have fewerto inspire their interest in seeing limited examples of female scientists and engineers in books, media and popular culture.

Later on, women are typically expected to take time out of work to have children and care for them. Many people think that women leave academic because they cannot balance work and family responsibilities. In traditional **gender roles** women are usually seen as caregivers while men are seen as providers for the family. However, the situation is slowly changing.

Today, women have improved their positions since the mid-1900's, but that doesn't mean that women are completely

Part of the article taken from https://www.teachingenglish.org.uk/sites/teacheng/files/women_in_science_worksheet.pdf



VOCABULARY OF KEY WORDS:

Match the keywords with definitions:

- Gender -w
- Equal -
- ~~Gender equality~~ -
- STEM -w
- Gender stereotype -
- Gender inequality -
- Role model -

1. ~~Science, technology, engineering and maths~~
2. Ideas of how men and women are or should be
3. one gender doesn't have the same rights or opportunities as the other
4. People of both genders have the same rights and responsibilities
5. the same
6. someone who inspires others to imitate his or her good ~~behaviour~~.
7. male or female

to men yet. People should be more aware of **gender inequality** and try to change it, wouldn't you agree?

Think about the following questions:

- Do you agree with this article? Why/why not?
- Do you know any woman working in STEM?
- Have you heard/ learned about any famous women scientists?
- What do you think, what was the situation in the past with gender roles?



Think of examples of gender stereotypes and write them down:

Homework research:

- Try to think of or find the ways in which girls could be encouraged to study STEM. Make a poster of possible solutions.
- Write a short text of a women scientist of your choice. If you could interview her, what would you ask her?
- If you know a women scientist (relative, parent, family friend) make a short interview with her.
- Write a survey about gender stereotypes that you can conduct. Which questions can you include?

Part of the article taken from https://www.teachingenglish.org.uk/sites/teacheng/files/women_in_science_worksheet.pdf

How girls HOLD THEMSELVES BACK from pursuing computer science

Girls are just as good as boys are at computer science, but their misconceptions hold them back from pursuing computer science as a career.

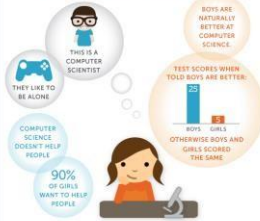
Girls...

...are interested in computer science and good at it.



But their perceptions hold them back...

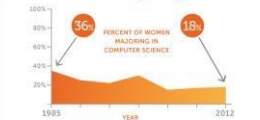
...from pursuing computer science.



In college women make up...



And the situation is getting worse:



How you can change the story



Infographics

Domaći zadatak:



Da bi proširili znanja o Nobelovoj nagradi, učenici gledaju kratak video i nakon toga rade kratak kviz osmišljen od strane nastavnika

- <https://www.youtube.com/watch?v=c0Ou3X9SfB8>
- <https://quizizz.com/admin/quiz/628a06ffbf5d5001d88f339/nobel-prize>

QUIZ

Nobel Prize

🎯 71% average accuracy

🎓 7th grade

"FOR THE GREATEST BENEFIT TO HUMANKIND"
ALFRED NOBEL

Nobel Prize is:

1. annual award given only in Sweden
2. annual award for English speaking countries only
3. annual international award



3. TEMA

Rodna ravnopravnost- Uticajne žene Novog Sada

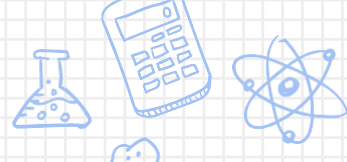


FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Uvodna aktivnost Igra pogadjanja	5	N U	Na table piše reč: Heroes Traži od učenika da napišu najmanje 5 imana ljudi koje bi smatrali heroima. Postavlja vremensto ograničenje 2-3 min. Pita učenike koliko je ljudi na listi šenskog roda	Porede svoje liste sa partnerovim I objašnjava svoje izbore Diskusija celog razreda	Navesti učenike da razmišljaju o doprinosu žena u istoriji Podizanje svesti o rodnoj ravnopravnosti
Prva aktivnost Jigsaw Rad u grupi	15	N U	Deli učenike u 5 grupa I daje im instrukcije o njihovim zadacima Nadgleda učeničko čitanje I beleženje I daje im povratne informacije	Učenici rade u grupama- zapisuju zanimljive činjenice o obrazovanju I biografijama značajnih žena Novog Sada	Upoznavanje činjenica iz čivota 5 značajnih žena Novog Sada (Milica Tomic, Marija Trandafil, Marta Jorgovic, Jelisaveta Subotic, Mileva Maric Einstein) Navesti učenike da koriste nove reči
Druga aktivnost Jigsaw Slušanje i izražavanje mišljenja	15	U	Formira 5 novih grupa sastavljene od po jednog člana iz drugih prethodnih grupa Govori učenicima da prezentuju svoju značajnu čenu drugim članovima grupe Navodi učenike da shvate poziciju čena Novog Sada I rodne ravnopravnosti	Prezentuju svoju poznatu osobu koristeći beleške Slušaju deo o 5 šena I porede činjenice o njihovom obrazovanju I doprinosu prava žena Objašnjavaju pojam rodne ravnopravnosti	Definisati položaj devojčica u obrazovanju I njegov uticaj na živote žena Ohrabriti učenike da porede činjenice I izvedu zaključako položaju žena u obrazovanju Razumeti značenje pojma rodne ravnopravnosti

Priprema za čas

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Treća aktivnost Gledanje video klipa I diskusija o rodnoj ravnopravnosti	10	U	<p>Pušta video https://www.youtube.com/watch?v=-hc0kZh6CnM i proverava da li učenici razumeju ključni vokabular</p> <p>Navodi učenike da dodju do definicije rodne ravnopravnosti</p> <p>Piše temu za diskusiju na tabli i nadgleda diskusiju učenika</p>	<p>Gledaju I komentarišu video klip</p> <p>Objašnjavaju pojam rodne ravnopravnosti</p> <p>Izražavaju svoja mišljenja o temi</p>	<p>Razjašnjavanje pozicije devojčica u društvu I uloga obrazovanja u njihovom životu</p> <p>Koristiti izraze I structure povezane sa temom</p>
Četvrta aktivnost Završna diskusija	10	TC SS	<p>Pušta Kahoot kviz učenicima https://create.kahoot.it/details/7e30df60-e8a2-4911-ac46-408961d1704c</p>	Rade Kahoot kviz	Zaokruživanje teme značajnih čena I njihove uloge u borbi za rodnu ravnopravnost u Novom Sadu
Domaći zadatak	Učenici dobijaju zadatak da istraže obrazovanje devojčica I ravnopravnost polova u Srbiji I svetu kroz vreme I da naprave lentu vremena o ovoj temi				

Nastavni listići korišćeni na časovima



First prominent women in Novi Sad



She was born to a rich and respected family around 1742. She enrolled at high school where she took Latin, Rhetoric, Syntax and Poetry. Marta graduated from the First Serbian Grammar School (today's Zmaj Jovina Grammar School) in Novi Sad, where women were usually denied education even decades later.

Marta Jorgović was the first Serbian woman to enroll and graduate from a high school. She graduated from the first Serbian Grammar School in Novi Sad in 1757, when the right to education was a male privilege.



MARTA JORGOVIĆ (NEŠKOVA)

1742—1780

There is not too much information on Marta's life, as one could expect. We know that she got married - what was considered late back in the day late - at 25 years. It is assumed that her being educated was an obstacle to getting married earlier or because she could choose her own husband. She was married to an educated trader.



First prominent women in Novi Sad



She was married to Jovan Trandafil, a Greek merchant from Ardeal (Transylvania). Almost all the money they earned, Marija and Jovan Trandafil invested primarily in the purchase of houses and for charity, for education of the poor but gifted children and orphans. She established foundation for the financial support of Novi Sad's high school students.

Marija was born in Novi Sad in 1816, in the wealthy family Popović. Not much is known about her schooling, but there is data that she was literate and that she was reading German literature.



MARIJA TRANDAFIL

(1816-1885)

One part of their property Marija and Jovan donated to hospitals in Novi Sad, Sombor, and Osijek, and have they rebuilt the Saint Nicholas Church in Novi Sad, the iconostasis of the Church of the Assumption, as well as the Armenian-Catholic church. She founded the "Orphanage of Marija Trandafil for Serbian Orthodox-Christian Children", which is today known as the Serbian Cultural Society- Matrica Srpska. Part of the building faces the square named after her. She was awarded the Order of the Red Cross.

Marija is a famous Serbian philanthropist often called the "greatest Serbian benefactor". She could afford a wealthy life. However, that was not what she wanted. She decided to use her wealth to help others.



First prominent women in Novi Sad



After her talk "Woman in the East and the West" at the Science Club in Vienna in 1911, and her speech at the International Congress on Women's Voting Rights in 1913, she became the most famous woman in the region. Because of her contribution to her work on the emancipation of women, she became a member of numerous local and international women's organizations. In Novi Sad, she formed the First Women's Charitable Cooperative, which financed the education of poor girls. She was the first president of the Circle of Serbian Sisters.

Savka was born in a wealthy family Polić on 11 October 1834. She was sent to a private primary girls' school when she turned four. She continued her education in Timișoara and then Vienna, where she married Jovan Subotić in 1851. Jovan Subotić was a doctor of law, writer, and politician, one of the most important persons in the cultural and political life of Serbs in the Habsburg Monarchy in the 19th century.



JELISAVETA SAVKA SUBOTIĆ

(1834-1918)

Savka Subotić worked as an advocate for female education and was leading the action for opening high schools for girls in Serbia, which were opened in Novi Sad and Pančevo in 1874, and in Sombor in 1875. Her goal was to better the position of women in society and to allow them the right to education and work. She invested a lot in pedagogical work among the youth and women in the countryside. She understood the value of women's folk handicrafts and focused part of her activities on the development, production and branding of Serbian folk handicrafts, i.e. domestic industry.

Savka Subotić was a researcher in the field of traditions concerning the social lives of women. She fought for women's rights to education and financial independence.



First prominent women in Novi Sad

During her studies, Mileva Marić met Albert Einstein and married him in 1903. She gave birth to three children - daughter Lizerl, whose destiny remained unknown until today, and sons Hans Albert and Eduard. Sons of Mileva Marić and Albert Einstein were baptized in St. Nicholas Church according to the Orthodox tradition and ceremony in 1913. Marriage with Einstein was complicated and it ended up with separation in 1914 and later on with a divorce in 1919.



Mileva was born in Titel. She started her education in Novi Sad, continued it in the Grammar School in Šabac, and completed it in Zagreb after she was granted permission to attend a school in which women were excluded. At the University in Zurich, Mileva Marić enrolled in the Faculty of Medicine first in 1896 and soon transferred to the State Polytechnic School where she studied mathematics and physics as the fifth woman who had managed to enroll in that school.



MILEVA MARIĆ EINSTEIN

(1859-1944)

She was so good with numbers that she found it easy to help her husband, the scientist Albert Einstein, solve mathematical problems. She gave an enormous contribution to his work for which he was later awarded Nobel Prize.

Her hard work made her dreams come true. She became a mathematician, and a physicist, and a well-known scientist.

A school and a street in our City are named after her. Even as a little girl, when she lived in a house, standing still today, in Kisačka Street, she was dreaming about becoming a well-known scientist. She observed the world with great curiosity and her favorite game was adding and subtracting clouds she would gaze at lying in the grass.



First prominent women in Novi Sad

Her father was Svetozar Miletić, the most important political figure among the Serbs in Hungary in the 19th century. Milica Tomić lived in Dunavska Street no 14. She was educated in Novi Sad, Pest, and Vienna. She entered the political scene when she was less than 20 years old. She married a prominent Serbian politician Jaša Tomić in 1885. She wrote about the difficult position of women in a Serbian patriarchal family at the beginning of the 20th century.



MILICA TOMIĆ

(1859-1944)

Together with a group of like-minded women she founded a Women's Reading Room "Posestrima" ("Sister by Blood") in Novi Sad in 1910 that used to work on Sunday afternoons, at the time when women were free from household and other chores. "Posestrima" was more than a reading room - It was a safe place for women where members were bound by strong solidarity in situations of diseases and need. Unlike her father, Milica Tomić does not have a monument even though she deserves one.

She was one of the seven women from Vojvodina who were chosen as representatives in the Great Assembly in 1918, after which women quickly gained the legal right to vote.

Milica Tomić pointed to the need for education of female children, struggle against prejudices, and superstition, and she wrote about the significance of women's health.



Milica was a writer, journalist, and politician, and is one of the most important Serbian feminists. She was the editor and owner of the journal called "Woman". The journal openly discussed the political rights of women, right to vote and involvement in social life.





Domaći zadatak- evaluacija

1 I know... (What do you already know about....?)	2 I have learned... (State 3 main ideas you have learned from <i>the article/video</i> / <i>teacher talk.</i>)	3 I know because... (Record 1 supporting fact or detail for each of your main ideas in 2.)	4 This relates to... (Link what you have learned to what you knew before. See column1)	5 I want to know... (Write down any new questions you have.)
SPACE for NOTES				

4. TEMA

Žene u nauci



Jezički ciljevi teme

-Rečnik i strukture:

Učenici koriste sinonime, antonime, sopstvene rečenice, primere, opise da objasne značenje nekih reči u kontekstu, koriste ciljani rečnik da odgovore na pitanja, daju kratak rezime naučnice.

-Ključni vokabular:

Učenici uče ili obavljaju ključni vokabular: pridevi -*prominent, enormous, vital*, nouns- *science, scientist, contribution, pioneer, achievement, astronomer, award*, glagoli- *exclude, deny, award, pioneer*

-Strukture i jezičke funkcije

Učenici obavljaju i koriste strukture pasiva prošlog vremena (*was excluded, was denied, were awarded*) i recikliraju drugi kondicional (*If I could ask her something, I would ask her...*)



PRIPREMA ZA ČAS

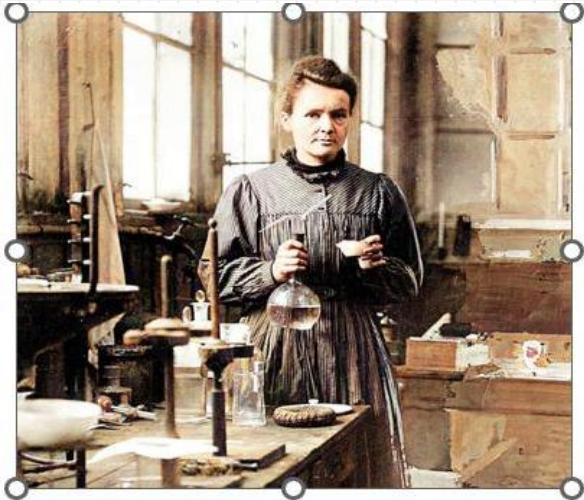
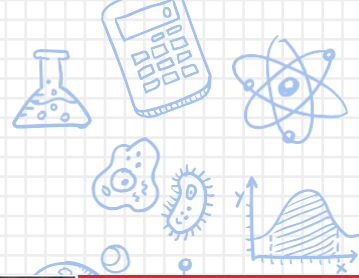
AKTIVNOST	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Uvodna aktivnost Aktivirati postojeće znanje	10	N U	<p>Pita učenike za koje su žene naučnice čuli</p> <p>Piše ključne reči na tabli (Nobel prize, radiation, comet, DNA, algebra, philosopher)</p> <p>Govori učenicima da su ključne reči u vezi teme-poznate žene naučnice uvodeći temu lekcije</p>	<p>Odgovaraju na pitanje dajući imena žena naučnica</p> <p>Students may associate some of the words with some female scie</p> <p>Učenici mogu da dovedu u vezu ključne reči sa nekim poznatim ženama naučnicama</p>	<p>Activate the prior knowledge of students by making them remember what they learned from other subjects</p> <p>Aktivirati postojeće znanje korelacijom sa drugim predmetima (hemija, biologija, istorija itd)</p>
Prva aktivnost Grupno istraživanje I prezentacija	35	TC SS	<p>Deli učenike u grupe od pet I svakoj grupi daje tri nastavna listića sa slikama žene naučnice I KWL tabele</p> <p>Objašnjava učenicima da imaju zadatak da prepoznaju čenu na svakoj slici i da urade KWL tabelu popunjavajući prve dve kolone</p> <p>Za ovu aktivnost učenici mogu da koriste internet ali ne mogu da prepisuju informacije već da u kratkim crtama svojim rečima popune tabelu</p>	<p>Zapisuju beleške a u drugoj koloni zapisuju šta bi želeli da znaju o ovim naučnicama</p> <p>Svaka grupa ukratko prezentuje žene naučnice koje su dobili u zadatku</p>	<p>Podsticanje timskog rada I saradnje</p> <p>Navikavanje učenika na skeniranje teksta radi pronalaženja najbitnijih informacija</p> <p>Uvežbavanje perzentovanja I govornih veština</p>

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Druga aktivnost Razumevanje video klipa	35	N U	<p>Pušta kratak video <i>Women in science</i></p> <p>Deli nastavne listiće <i>Women in science</i> Daje učeniima instrukcije da skeniraju tekst a zatim I da ga brzo iščitaju Daje im zadatke</p> <p>Pušta video klip po drugi put Proverava odgovore</p>	<p>Gledaju video, prave beleške mogućih nepoznatih reči Komentarišu video klip Brzo iščitavaju svaki tekst na nastavnom listiću, pišu ime žene naučnice i povezuju tekst sa slikom</p> <p>Gledaju video po drugi put I popunjavaju praznine</p>	<p>Gradjenje vokabulara, vežbanje slušnih I govornih veština</p> <p>Recikliranje pasiva prošlog vremena</p>
Zaključak Sumiranje i domaći zadatak	10	N U	<p>Postavlja učenicima pitanje iz druge vežbe (If you could ask a question to one of these women what would it be)</p> <p>Zadaje I pojašnjava domaći zadatak koji je u vidu istraživačkog projektnog zadatka koji se treba postaviti u Gugl učionicu</p>	<p>Odgovaraju na pitanja koristeći drugi kondicional (If I could ask them something, I would ask..)</p>	<p>Razvijanje govornih veština učenika</p> <p>Recikliranje drugog kondicionala</p>



Nastavni listići za temu Žene u nauci (Marie Curie, Caroline Herschel, Rosalind Franklin, Hypatia, Emmy Noether) sa KWL tabelama

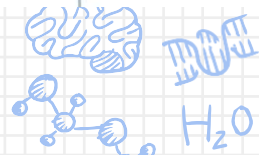
grupni rad, istraživanje i prezentacija



What I already know	What I want to know	What I learned

What I already know	What I want to know	What I learned

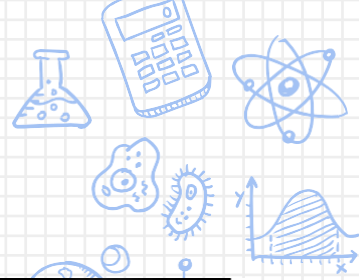
What I already know	What I want to know	What I learned



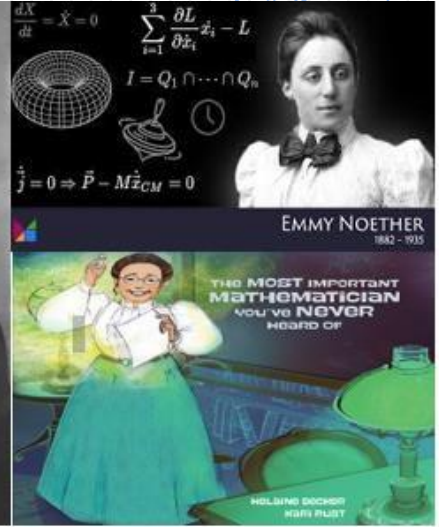


Nastavni listići za temu Žene u nauci (Marie Curie, Caroline Herschel, Rosalind Franklin, Hypatia, Emmy Noether) sa KWL tabelama

Grupni rad, istraživanje I prezentacija



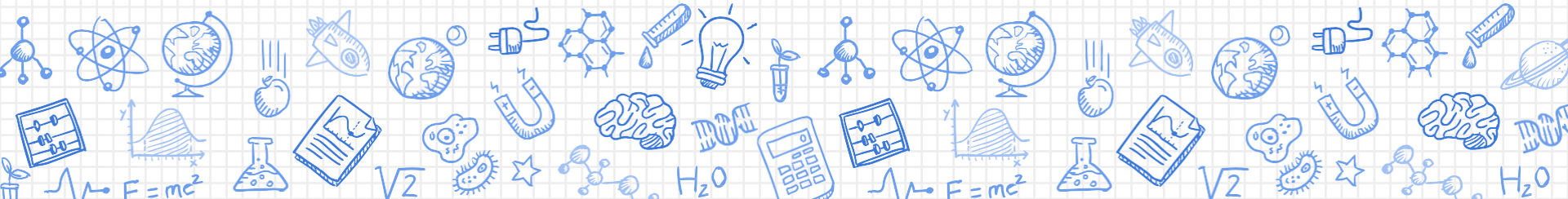
What I already know	What I want to know	What I learned



What I already know	What I want to know	What I learned



5. TEMA 'Nobel za Milevu'



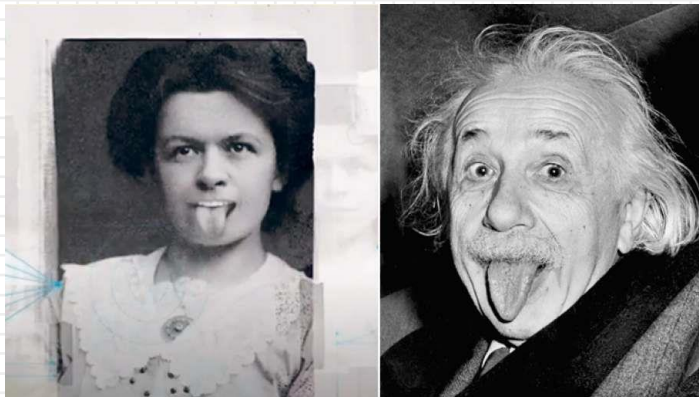
Priprema za čas

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
<p>Uvodna aktivnost</p> <p>Provera domaćeg zadatka I vokabulara</p>	20	N U	<p>Proverava domaće zadatke učenika I znanje ključnog vokabulara</p> <p>Zadaje 3. vežbu sa nastavnog listića Women in science</p>	<p>Čitaju domaće zadatke</p> <p>Popunjavaju poslednju kolonu KWL tabele</p> <p>Sastavljaju svoje rečenice od datih reči</p>	<p>Uvežbavanje ključnog vokabulara</p>
<p>Prva aktivnost</p> <p>Izražavanje mišljenja</p>	25	N U	<p>Piše naslov na tabli– Mileva Maric</p> <p>Pokazuje učenicima slike iz života Mileve Marić i navodi učenike da komentarišu</p> <p>Pokazuje Ajnštajnovu poznatu sliku I sliku Mileve koja se plezi i pita učenike zašto je ona prikazana na ovaj način</p> <p>Nadgleda dijalog učenika</p>	<p>Komentarišu sliku i razgovaraju o njenom životu (o čemu su čitali na časovima građanskog vaspitanja)</p> <p>Daju svoje mišljenje o slici Mileve sa isplašenim jezikom</p>	<p>Razvijanje govornih veština učenika</p> <p>Proširivanje znanja stečena na časovima građanskog vaspitanja, znanja o Milevi i značaju njenog priznavanja kao naučnice</p> <p>Učenje o kulturnom nasledju</p>

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Druga aktivnost Razumevanje video materijala	15	N U	Pušta kratak video 'Nobel for Mileva' Daje kratko objašnjenje o organizaciji 'Nobel for Mileva' Podstiče učenike da daju svoja mišljenja	Gledaju video Komentarišu video I odgovaraju na pitanja nastavnika	Gradjenje vokabulara, vežbanje slušnih i govornih veština
Treća aktivnost Pisanje kratkog sadržaja	20	N U	Pušta još jedan kratak video 'Inspiring girls' (to je priča koja se odnosi na rodne uloge I stereotype, poziciju žena u nauci I Milevu) I podstiče učenike da daju svoj komentar Zadaje učenicima zadatak da napišu kratak opis video klipa koristeći ključan vokabular	Komentarišu video materijal I pišu kratak opis kratke price koju su gledali odgovarajući na pitanje <i>What is the purpose of the video and what do they want to achieve with it</i>	Razvijanje veštine pisanja
Četvrta aktivnost Sumiranje	10	U U	Sluša i evaluira kratke sastave učenika Posreduje u mogućoj diskusiji	Čitaju sastave, izražavaju slaganje ili neslaganje	Gradjenje vokabulara, razvijanje govornih veština

Govorna vežba

Slike pokazane učenicima:



Postavljena pitanja:

Who are the people in the pictures? What is he doing? Have you seen the photo before? Who knows the story behind the photo? Was he recognized for his achievements?

Was she recognized for her achievements? Why was she portrayed with her tongue sticking out?



What is the name of the organization? What do you think is the cause in the 'Stick your tongue out for the cause'?

(za dalje istraživanje – links posted in Google classroom:

<https://www.politika.rs/scc/clanak/475442/Isplazenim-jezikom-do-Nobela-za-Milevu-Maric>

<https://marcommnews.com/march-8-international-campaign-demands-nobel-prize-for-einsteins-first-wife>)



Video klip 'Nobel for Mileva' - <https://www.youtube.com/watch?v=U6L19naukgg>

“How happy I am to have found in you an equal creature, one who is equally strong and independent as I am.”

(Albert to Mileva, October 3, 1900)

What is the purpose of the video?

A quote from Albert Einstein's letter to Mileva

Question for students: What did Einstein want to say with this sentence?

Why is it important to recognize her even if she is not alive any more?

Zadatak- pismena vežba

Video klip 'Inspiring girls' -

<https://www.youtube.com/watch?v=pL3sYxDt6Q>



Priprema za čas

FAZE AKTIVNOSTI	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Uvodna aktivnost Activiranje postojećeg znanja	10	N U	Pita učenike o kojim ženama naučnicama su učili ili za koje su čuli	Odgovaraju na pitanja dajući primere životnih priča žena naučnica koje su radjene na prethodnim časovima	Aktivirati prethodno naučeno gradivo kroz pominjanje žena naučnica koje su radjene na prethodnim časovima
Prva aktivnost Gledanje video klipa Women in science	25	N U	Pušta kratak video-priče žena naučnica https://www.youtube.com/watch?v=CSuMjEwTlc Nakon video klipa podstiče učenike da daju svoje komentare ovih životnih priča Daje učenicima instrukcije da razmisle o pričama današnjih žena naučnica I da ih uporede sa životnim pričama važnih žena Novog Sada koje su radjene na prethodnim časovima	Ss watch and listen to the video Gledaju video klip U životnim pričama ovih žena, studenti bi mogli da uporede obrazovanje devojčica I žena u 19. I 21.veku, da izraze svoja mišljenja o sličnostima I razlikama između ova dva perioda	Gradjenje I proširivanje vokabulara, uvežbavanje slušnih I govornih veština Učenje o životima stvarnih žena naučnica, njihovim šansama da se obrazuju I kulturnom nasledju

FAZE AKTIVNOS	VREME	INTERAKCIJA	AKTIVNOSTI NASTAVNIKA	AKTIVNOSTI UČENIKA	CILJEVI
Prva aktivnost Igra uloga	35	N U	Deli učenike u parove I svakom paru daje instrukcije- da jedan učenik ima ulogu novinara a drugi ulogu žene naučnice 'Novinar' ima zadatak da zapiše pitanja na koja 'žena naučnica' treba da odgovori Postavlja vremenski limit na 10 minuta za pisanje intervjua	Zapisuju pitanja o stvarima koje bi želeli da znaju o ovim ženama ekspertima u svojoj oblasti Svaki par igra igru uloga koristeći pitanja I odgovore	Podsticanje timskog rada I saradnje izmedju učenika Razvijanje govornih veština
Zaključak Sumiranje I zadavanje domaćeg zadatka	10	N U	Postavlja učenicima pitanje iz drugog zadatka sa prethodnog nastavnog listića (If you could ask a question to one of these women what would it be) Zadaje I objašnjava domaći istraživački projektni zadatak- poredjenju obrazovanja devojčica kroz vreme	Odgovaraju na pitanje koristeći drugi kondicional (If I could ask them something, I would ask..)	Razvijanje govornih veština učenika Recikliranje drugog kondicionala


Poster učenika na kraju teme:

CLIL LESSONS

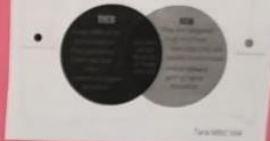
CLILACH


Women in science once and today

Women in science once	Women in science today
<ul style="list-style-type: none"> Weren't able to get proper education in our country Had to travel abroad just to attend all-boys schools were underestimated 	<ul style="list-style-type: none"> Can get well educated in our country Can attend all the schools and universities Get more appreciated and encouraged to become scientists




EDUCATION OF GIRLS





GENDER EQUALITY
APPROXIMATE RIGHTS AND THE ROAD



Around 64 million girls are in schools, according to UNICEF in 2016:
32 million girls of primary schools age and 32 million of lower secondary school age.

Isabella Lasa gets a D.D. (Doctor of Divinity) theology degree. The Swedish Church stipulate that both boys and girls should be given basic schooling.

Novella d'Andrea taught Law at the University of Bologna.

1500s

1600s

1700s

1800s

1900s

2000s

2022s

1200s: It started in the early 1200s when Bemis Goozard earned a law degree at the University of Bologna.

1400s: Constance Colanda received a medical degree from the University of Naples.

1600s: Rosa Venturi opens the first free school for girls in Italy, in the town of Viterbo.


1700s: Catherine the Great opened free public primary and high school education to girls in Russia.

1800s: Girls in Serbia were allowed to attend elementary schools with boys up until the fourth grade.

1900s: Newham College was founded. They argued that women were not big as intelligents as men, and that women ran.

1950s: During the 1950s it was not common for a woman to attend college in this time period only 4.9% of women in America were in college, in the common time would probably be common in other world be almost 0.

2022s: We're still missing women's rights for education. Millions of girls children are still denied access to education. This is a scary important.

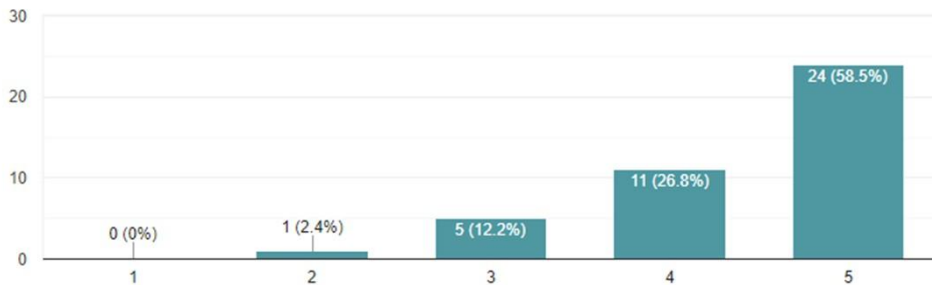


● Evaluacija učenika na kraju teme:

Did you enjoy the lessons about gender equality in English and civic education classes?

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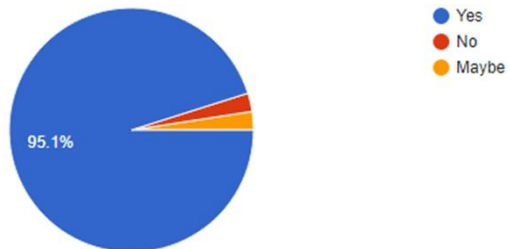
41 responses



Did you understand the lessons content in English?

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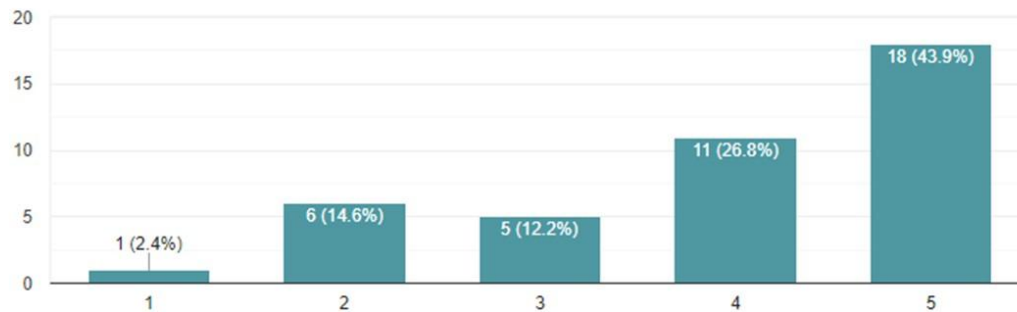
41 responses



Value the level of your knowledge about the topic at start of lessons



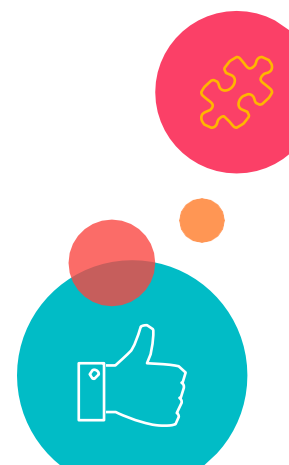
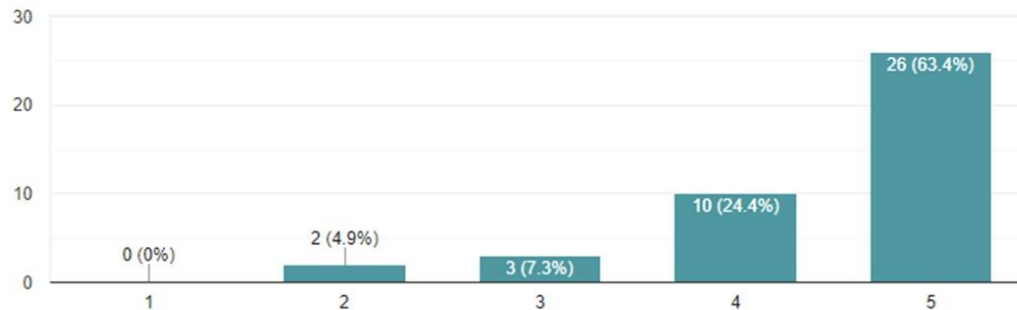
41 responses



Did the level of your knowledge about gender roles, stereotypes, gender equality in education and women in science increase at end of CLIL lessons



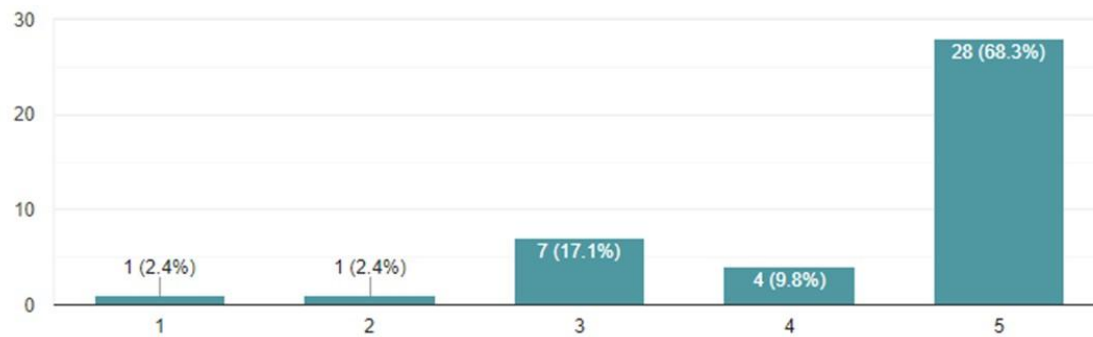
41 responses



Can you communicate with others about this topic in English and use examples?



41 responses

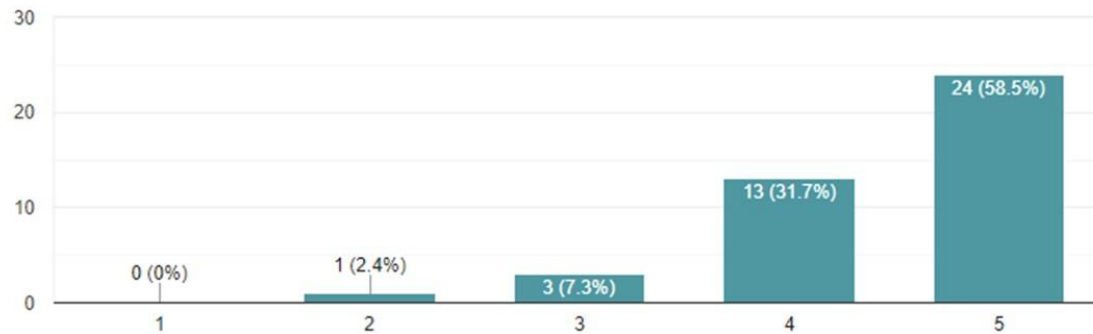



60

Give your evaluation for these lessons



41 responses





What aspects of these lessons were most useful or valuable for you?

The informations about women's lives that aren't talked about much.

some new things I learned about scientists

Gender Equality

Gender stereotypes

Everything!

various new interesting things

Learning about this women

Learning about STEM

smart women

learning about the women

The presentations and the short videos

All of them

i Never heard about "STEM" before and i didnt know a lot about women sciencists

all of them

Marie Curie Biographie

i am not sure but i think its the part of me learning that men and women are the same

All lessons





Gender equality
I learn most about Mileva Ajnštajn
Studying about Mileva Marić Einstein was the most useful and valuable for me.
Maybe women in science, because we've been able to learn a lot about them and their lives, as well as connect with situations where they've been unrecognized because of their gender
most useful aspects of these lessons were about Rosalind Franklin and Caroline Herschel. I learned so much about them. My favorite thing that i learned about Rosalind Franklin is that she was called The Dark Lady of DNA. Also my favorite thing that i learned about Caroline Herschel is that she won gold medal od Royal Astronomical society.
learning about Marie Curie
Learning about scientists.
Everything we did was useful
the lesson that interest me the most is Mileva Maric. I think she's really good example of sexism in history, and i think more people should know about her.
The most useful part of the lesson was when we heard about Mileva Marić Einstein
The most valuable thing for me was that I gained knowledge about how society views the roles of women and what stereotypes it creates about them.
How to work with others, how to increase my knowledge about famous women scientists and also how to increase beliefs about gender equality
Showing how prevalent sexism is in society today, and encouraging girls to fight against it
Gender equality
probably that i actually started thinking about gender equality and how most of the time its not that fair
Women in science
I learned about some really smart women.
I mostly enjoyed learning about Mileva Marić and i learned a lot about her.
so this last part where we learned about scientists and the Nobel Prizes they won
For stereotypes



How would you improve these lessons?

There perfect

Maybe we could try focusing more on today's problems on this topic and educate some of the students that do not really understand the meaning of this topic

I don't know, because it was great!

I would post more pictures

Group projects

More group projects

they are perfect

I think there's nothing to improve

Learn more about it

i wish we had a bit more group projects

I wouldn't they're perfect

By going outside more

i would add more women and some more lessons

I think it would be better if we had classes more than once a week .

Its ok

I wouldn't!

I think it would be better if we had more frequent classes, because we could organize projects more easily

i would't improve this lessons because i learned so much about women in science. I learned most of this lessons from animation movie that we wached in class.

More group projects

I wouldn't

I wouldn't. I wouldn't change them.





probably talking to someone about this lessons, and sharing mine knowledge with them.

I wouldn't change anything.

I would make groups of boys and girls who would discuss certain topics and who would oppose their opinions.

By learning more about we could do to help with gender equality and learn about what other ppl have to say

I have no suggestions

Giving us extra credit

i think the lesson doesn't need improving and is just fine the way it already is, especially because a lot of the kids in out class learned way more then they already knew

I don't know they were really good

I would not improve lessons we learned because i think they were good enough.

I have nothing to say, they are all up

I think they are really improving already so I wouldn't change anything



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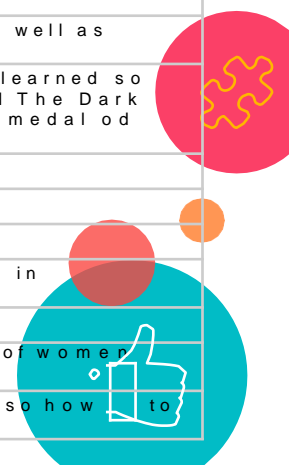
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Literatura:

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Kreativnost i pronalasci - Rumunija

Partneri iz škole u Rumuniji su sa učenicima obradivali temu Kreativost i pronalasci.

Časovi su za cilj imali da poduče učenike o uзорima, kulturnom nasledju, nauci, ličnom razvoju, inkluziji i prevazilaženju prepreka.

Generalni ciljevi su bili-razvoj dvojezične i interkulturalne kompetencije
negovanje međuljudskih veština komunikacije, povezivanje različitih vrsta tekstova i različitih oblasti znanja,razvijanje veštine rešavanja problema i komunikacijske veštine, identifikovanje moralnih i kulturnih vrednosti, razvijanje sposobnosti govora pred publikom i razvijanje sposobnosti da izražavanja i davanja argumenata.



eTextbook:
“Using CLIL
methodology on
culture heritage
topic”
for teachers

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