



COMENIUS
MULTILATERAL SCHOOL PARTNERSHIPS / MULTILATERALNO ŠKOLSKO PARTNERSTVO

Crosscurricular teaching – TEACHERS' EXAMPLES OF GOOD PRACTICE

/

Kroskurikularno poučavanje – PRIMJERI UČITELJSKE DOBRE PRAKSE

Results of the project: *Cross-curricular teaching on cultural and natural heritage topics*

/

Rezultati rada na projektu: *Kroskurikularno poučavanje na temama kulturne i prirodne baštine*
2013 – 2015

Pučišća elementary school / Osnovna škola Pučišća

A vibrant, hand-drawn illustration of a forest. The background is a textured teal color. Several trees with thick, reddish-brown trunks and rounded, dark green canopies are scattered across the scene. In the lower-left foreground, a small figure of a person wearing a hat and a long coat is walking towards the right. The overall style is simple and artistic, with bold outlines and visible brushstrokes.

THE FOREST
5th GRADE

THE FOREST

5th GRADE

CROSS-CURRICULAR TEACHING
(REGULAR PROGRAM)

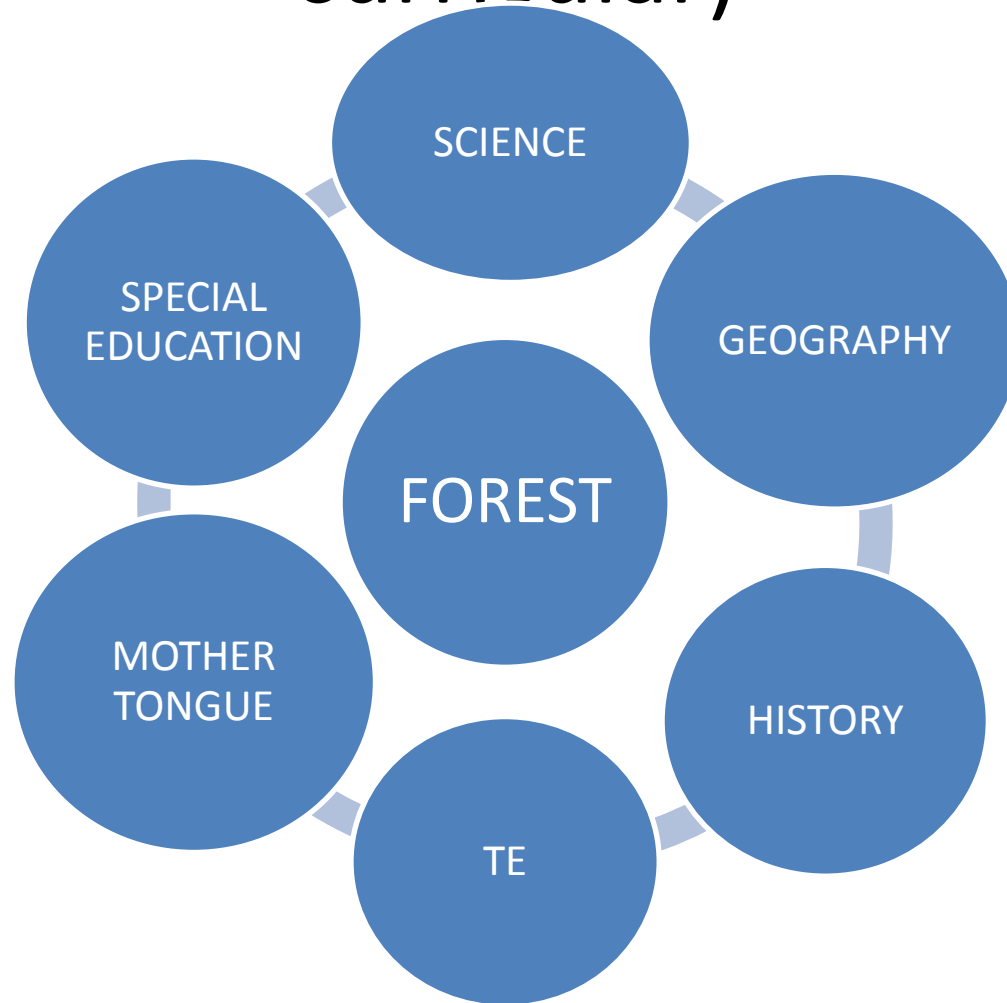
OBJECTIVES:

- To connect teaching with life
- To increase students' motivation for learning
- To develop students' competencies
(communication, competence for learning and problem solving, social and work competence)
- Permanent students' knowledge in different teaching areas

TEACHING METHODOLOGY

- Researching topics in the immediate reality
- Researching information from the literature
- Information processing
- Pupils' creativity
- Analyzing and explaining the results

Connected teaching areas (cross-curricular)



SCIENCE

The coastal forests

- The objective: to introduce and to determine the characteristics of coastal forests

- Field work

- Watching the trees in the area, discussing



The task: investigate trees in immediate environment, select a tree and describe it!





- Working in the classroom

Systematization of data collected in the field work and making posters.





A landscape photograph showing a long, low stone wall made of grey, irregular stones. To the left of the wall is a large, leafy green tree. In the foreground, there is a dirt and gravel road. The background consists of more trees and a clear blue sky. The text 'TE' is overlaid in the upper right, and 'The woods' is overlaid in the lower left in a stylized font.

TE

*The
woods*

Teaching unit : Materials

Teaching topic: Wood, wood types and tools for
woodworking

WOOD - a plant consisting of root, trunk and treetops.
It is used for heating and as a technical construction material.

The types of wood:

- hardwood (oak, beech, walnut, ash, maple ...)
- soft (linden, spruce, fir, larch, pine ...).

Tools for woodworking - the device used for changing the form of wood and transform it into usable object (window, chair, cabinet, flooring ...)



treetops

trunk

root



Island species of wood are not technologically usable. They're of small height (*česmina*), the trunk is of small diameter, and are full of resin (*pine*).

PLAKATI O VRSTAMA DRVA I OBRADU DRVA!

DRVO

DRVO, VRSTE DRVA ZA OBRADU

Drvo je živu biljku koja raste u visinu i širinu. Njegova kora štiti ga od štetočina i bolesti. Unutrašnji dio drva je mekan i lagan. Drvo se koristi za gradnju, namještaj i papir.



DRVO U INDUSTRIJSKOJ PROMISLJENOSTI



Drvo se koristi u industriji za proizvodnju papira, namještaja i građevinskih materijala. Također se koristi u proizvodnji energije.

DRVO

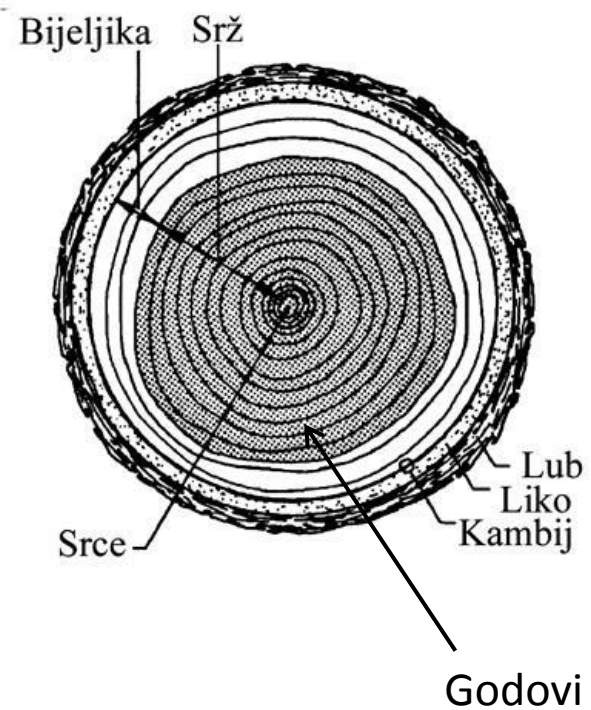


DRVO U PROMISLJENOSTI



CUT VIEW OF SOME BRAČ WOOD SPECIES





ISTRAŽIVANJE STRUKTURE DRVA!



Brač pine is not technologically useful (resin and parasites beneath a thick crust).



USAGE

Semi-processed wood of *smreka* and *planica* - supporting structure for the roof of field houses.



SAMPLES OF TECHNOLOGICALLY USEFUL WOOD

The trunk - the most useful piece of wood (planks, beams, moldings, veneer and flooring)

Coniferous (evergreen) - fir, spruce, pine, spruce,
larch, yew

Deciduous - oak, beech, hornbeam, ash, maple,
elm, walnut, acacia, poplar, etc.

GREDA

DASKA

LETVA

Najbolje iz svakog stabla





***GREDE , GREDICE I
LETVE***



PRODUCTS MADE OF WOOD WASTE

Products made of wood residues that occur in the cutting-sawing process:

- plywood
- Panel boards
- Hardboard and
- chipboard

Mainly used for the production of furniture.

Plywood is produced by gluing several layers of veneer



Panel boards



Hardboard is made of wood waste to be bonded with synthetic resin under high pressure and temperature



chipboard



Different tools are used for processing the wood



RUČNI ALATI



STROJNI ALATI







Pupils' maps - the wood and its use

DRVO

-osobine i primjena- Riječi drvo ima više značenja

djelovi stabla su debla, krošnja i korijen. U tehnološkom smislu ima više vrsta materijal dobiven rjezanjem stabala
se koriste za izradu daske, letve, grede. Stablo može biti listopadno i
vječnozeleno. Neke poznate vrste drva su: jelka, smreka, bor, hrast, bukva, jesen,
oraš, lipa, javor, grab.

Jelka je cjepljivo koristi se za namještaj, oruđe, posuđe,
smreka se koristi kao i jelka, a i smreka je cjepljivo.

bor nije cjepljivo, a koristi se za namještaj.

bukva je cjepljivo i upija vlagu

hrast je cjepljivo upija vlagu koristi se za namještaj, parkete i ogrijev.

bukva upija vlagu koristi se za namještaj i ogrijev.

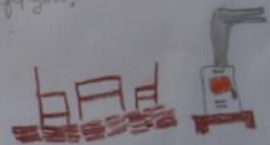





jesen je cjepljivo upija vlagu koristi se za namještaj.

oraš upija vlagu i koristi se za namještaj.

lipa je cjepljivo i ne koristi se za namještaj.

javor upija vlagu i koristi se za namještaj.

grab upija vlagu i koristi se za ogrijev.



Petar Brčić

DRVO

- materijal i proizvodnja -



Drvo se koristi za: papir, namještaj, strop, krov i drvo.



Stablo i njegovi dijelovi. Iznadleski najvrhnji dio drveta je deblo koje se rabi za dobivanje rastitnih proizvoda kao sto su: maslac, guma, kora i korijeni. Najvrhnji dio drveta je deblo i ona se rabi za dobivanje: drvenog, guma, kora, korijeni.

Postojeći dijelovi drveta koriste se u raznim svrhama. Najvrhnji dio drveta je deblo i ona se rabi za dobivanje: drvenog, guma, kora, korijeni.

VRSTA DRVETA: jela, smreka, bor, hrast, bukva, jasen, vrba, lipa, javor, grab.



- KOŠARA od drva.

Drvo je materijal.

Drvo

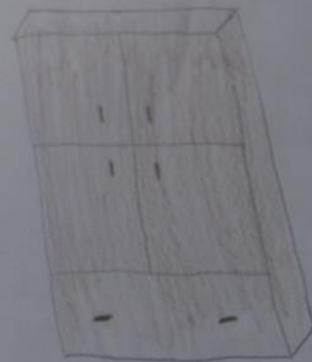
Drvo je materijal dobiven sjecom stabla. Od drva se rade daske, letve i grade. Drvo je jedan od broj najčešće upotrebljenih materijala. Prerađivan drvo dobija se: šperploča, iverica, panel-ploča, parket i sl. Najvredniji dio drveta je debl.

Drvo djelimo na domaće i strane vrste.

Domaće vrste djelimo na bjelogorična i crnogorična drva. Svaku vrstu drveta karakteriziraju svojstva. To su tvrdoća, čepivost, upijanje vlage itd. Tvrdoća je otpornost materijala prema prodiranju drugog tijela u njegovu površinu. Čepivost je svojstvo drveta da se daje uzdužno čepati. Svako drvo ima određenu količinu vlage dobivenu iz korijena. Zato se slažu u razmacima i suše.



Pomoćnici za obradu drva zovemo alati. Alat može biti ručni ili dio stroja. Najveći vanjski dio drveta zovemo mehaničkim drvetom. U mehanici obrada uključuje: pilanje, bušenje, blaniranje, dubljenje, glodanje, tokovanje, brušenje. Pilanje, blaniranje, bušenje i brušenje su osnovni postupci obrade drva. Neki od alata su pila, blana, bušilica itd.



fl

Nora Ivčić

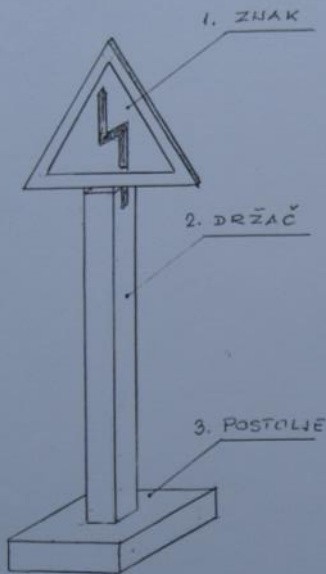
Exercise – making a traffic sign

Base and pillar will be made of wood

Working sheet - a guide to work

2. VJEŽBA - Izrada prometnog znaka

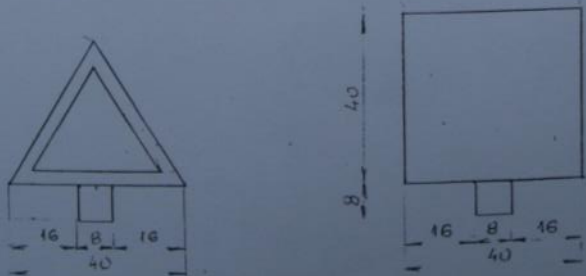
Iz priloženih dijelava izradite prometni znak. Pazite na redoslijed radnji. Znak koji ćeš ti izraditi je u prilogu ovih uputa.



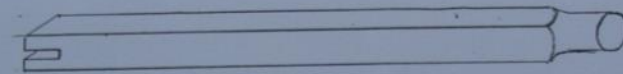
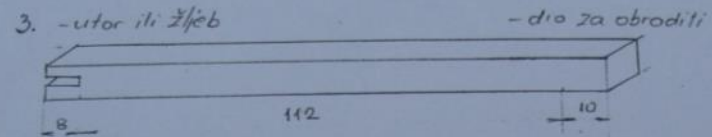
Materiali: - blok papir
- karton
- drveni držač
- drveno postolje

Potreban pribor:
- trokuti
- šestor
- gumica
- škariće
- brusni papir
- ljepilo

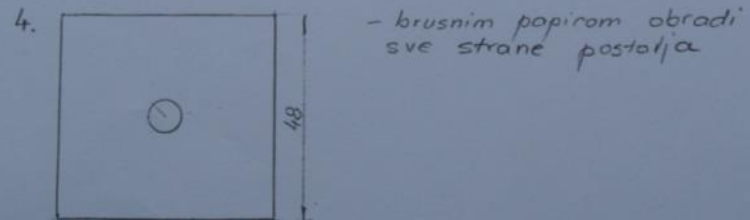
1. Na priloženi komad blok-papira nacrtaj znak
- u obliku jednakostraničnog trokuta stranice 40 mm ili
 - u obliku kruga polupjeka 20 mm ili
 - u obliku kvadrata stranice 40 mm



2. Nacrtani znak izreži i zaljepi na priloženi karton. Škaricama pažljivo održeži višak kartona - pazi na mali produžetak - nemoj ga izrezati



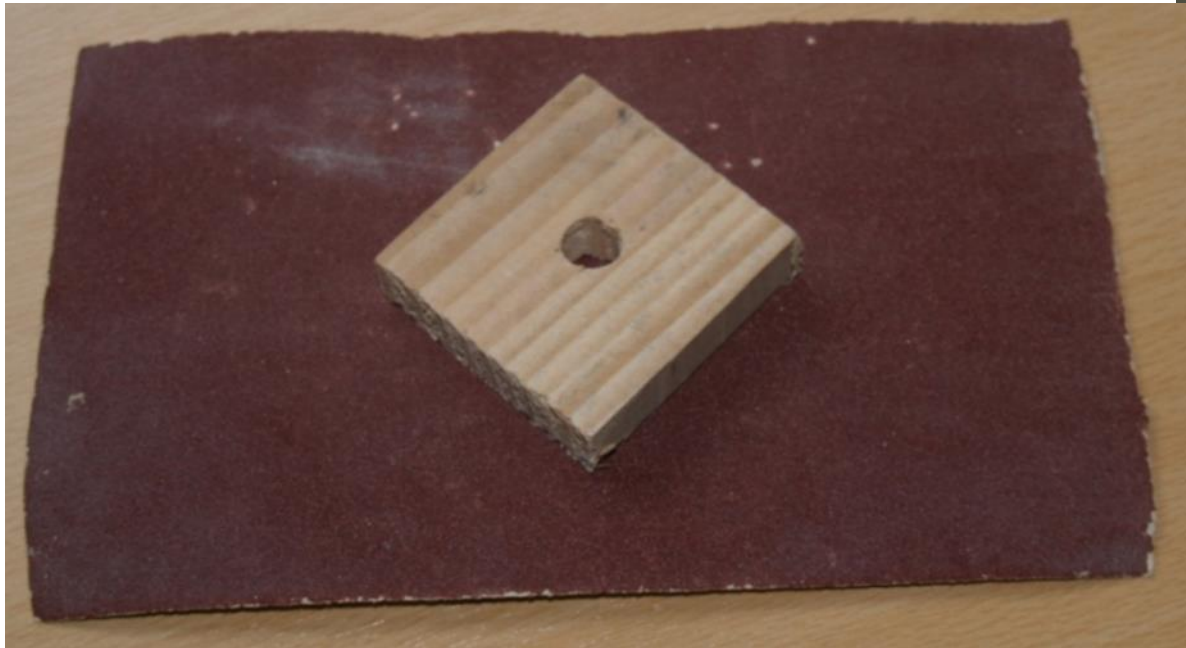
- brusnim papirom obradi sve četiri strane držača
- dio (SUPROTAN OD ŽLEBA) zaobli i provjeri da li ulazi u rupu postolja



5. Ljepilom spoji DRŽAČ I ZNAK te ostavi nekoliko minuta da se ljepilo posuši
6. Ljepilom spoji DRŽAČ I POSTOLJE - pazi da držač postaviš okomito na postolje.

TOOLS AND MATERIALS

Different kinds of sanding paper for processing the rough and uneven surfaces.







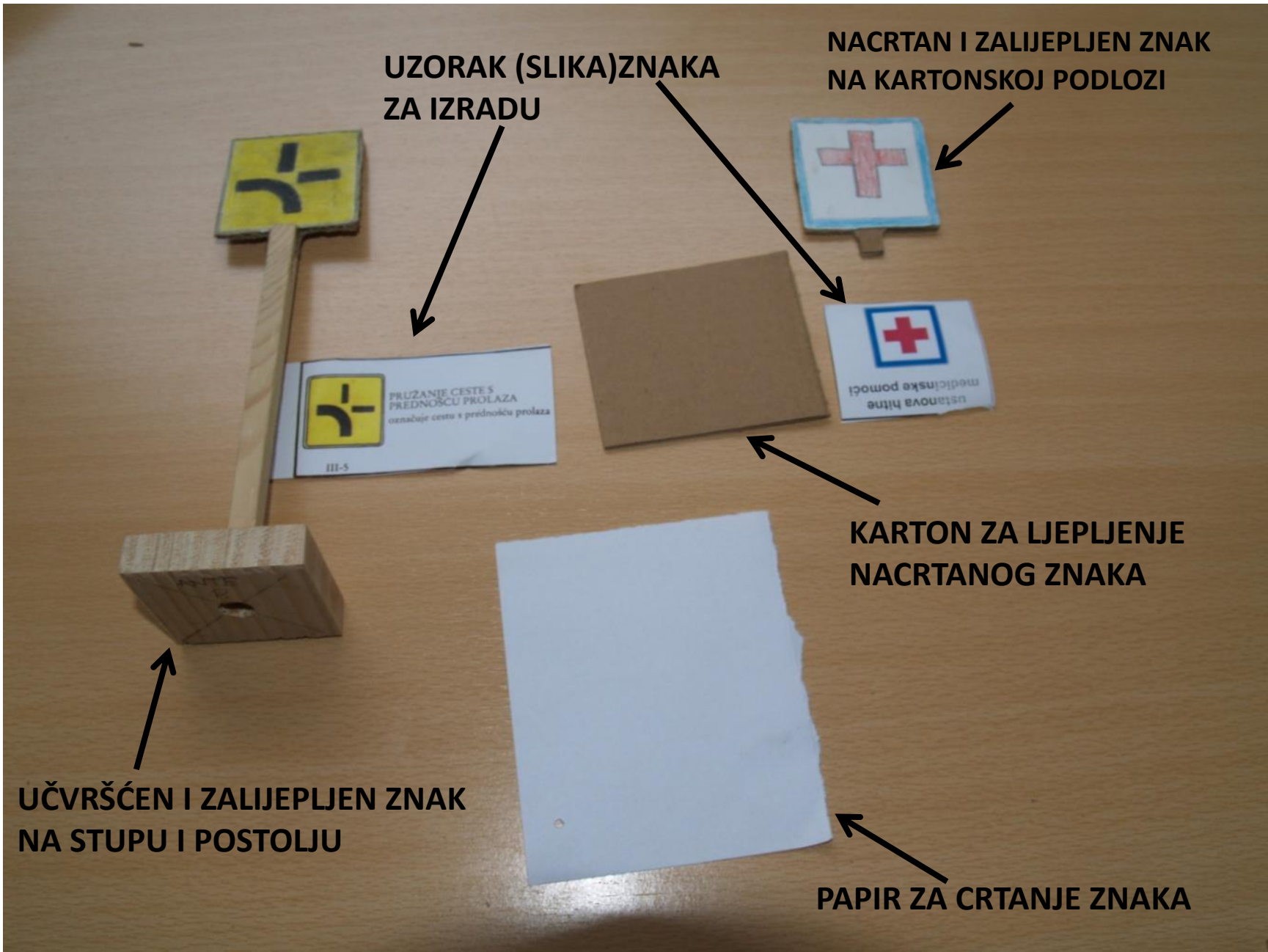
**UZORAK (SLIKA) ZNAKA
ZA IZRADU**

**NACRTAN I ZALIJEPLJEN ZNAK
NA KARTONSKOJ PODLOZI**

**KARTON ZA LJEPLJENJE
NACRTANOG ZNAKA**

**UČVRŠĆEN I ZALIJEPLJEN ZNAK
NA STUPU I POSTOLJU**

PAPIR ZA CRTANJE ZNAKA







 PRUŽANJE CESTE S
PREDNOŠĆU PROLAZA
označuje cestu s prednošću prolaza
III-5



Geography

Area: Weather and Climate

Teaching Unit: The diversity of climate and
wildlife

Objectives: - to notice the layout of the Earth's climates
- to explore the impact of climate change on the diversity of vegetation on Earth

- Groups of students research and describe one of the climate with its forests and wildlife

Group 1 - deciduous forests

Group 2 - Mediterranean evergreen forests

Group 3 - Coniferous forests - taigas

Group 4 - tropical rainforests

Carla Rosa
Marta Mader
Ana Maria
Patricia Silva

Listopadre Surc



Sredozemne šume



Klima: Ljeta su toplija
a zime blage i kišovite.
Tlo je malo obradivo. Čvrsta je
kora pa se žive čuvaju.
Većina životinja dolazi iz južne



RIJE I AULON
Marina Boraban
Radili: Zorana Kuzmanić

Tropske kišne šume (prasiune)

Klima:

Temperature su visoke tijekom cijele godine
to su najplavotinja područja na Zemlji



Tropska šuma primarna u Amazonskoj kotlini

Naširano ih još nalazimo u istočnim
i južnoj Americi i Aziji.



Na primarnim tropskim šumama
i u tropskim kišnim šumama

Tropske šume sadrže bogatstvo raznih biljaka

i životinja. Prolazni su nekoličine



Čvrsta



Jaguar



Plava



Žuta

Postoje postaju sve
više zbog toga
jer ih ljudi vole
od diva

U šumama tropskih
kišnih šuma i u
tropskim kišnim
šumama su najviše
raznolike životinje
i ptice.

od U. V. 1. 1. 2002, Kuzmela, Ann, Antje i Marija

TAJGE

Tajge su gusto različitne
Jedne prave su tanki i debeli
Tajge najviše raste na je-
zeru Rusije i u Kanadi.
Sredinom je ostalo.
Najviše stajalo su glj, ovako
i još
To je na površini zemlje, to
su i dr. godine
Tajge raste u veći i manji
na dnu, klom
i drugim, i na mnogo vrsta
na dnu, ovako, i drugi
ostalo.



History

Teaching area: Roman republic and empire

Teaching unit: Roman conquering

Objective: To explore how the Romans ruled conquered territories as part of the Roman Empire and what changes have been made

Activity: watching fifteen-minute clip from the documentary *Wild Europe* (the relationship between man and forests throughout human history). Featured clip refers to the period from the Stone Age to the fall of the Roman Empire. It's shown how the Romans were cutting trees, building forts and roads, "whizzing" European wilderness.

Short discussion after viewing the film:
How did the Romans treat the newly captured areas? In what ways they exploited European forests?

- The tasks after the debate: to describe or draw a relationship of Rome to the forest and wildlife. Means of expression depend on the preferences of students.
 1. drawing
 2. essay *Roman Empire and Europe's forests*
 3. short comic

Drawing and Composition - individual work,
The comic – group work

Sume na ulazu Rimskog castva



Šume na udaru Rimskog carstva



Сцена из оперы
Римский-Корсаков



Šume na udaru Rimskog carstva

Radla Nove i... Arda Eois





U REDU
LADOPOLNE

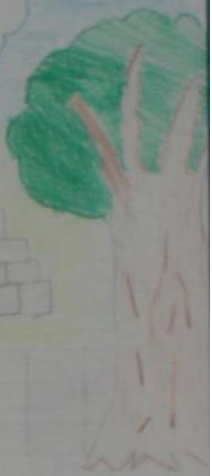
SAGRADI
CESTU DO
DALMACIJE DA
VOJSLA MOZE
PROCI



2. IZMJENI SU SEČENI KAMU OBIM
POLJA, OBIM, NIKOG BRANITELJA - SVOJE

UMI
KAMU

TEBANO
MOČIŠTI SUHU



TEBANO TAM SUHU
JOS CU SAKI GLEND
MEDVEDA



SA D
SV
MO!



GAERI!

AJ MO!
AJ MO!
AJ MO!



Šume na udaru Rimskog carstva



Rimljani su širenjem svoga carstva uništavali šume.



Rimljani su ubijali životinje i krčili šume i biljke.

2. Rimljanina pričaje:

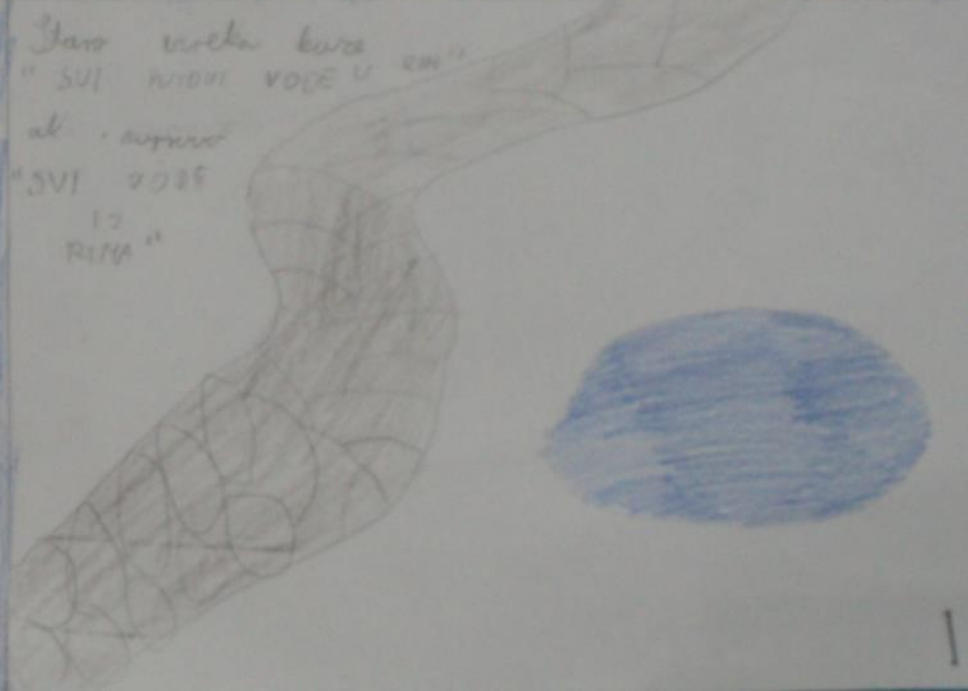
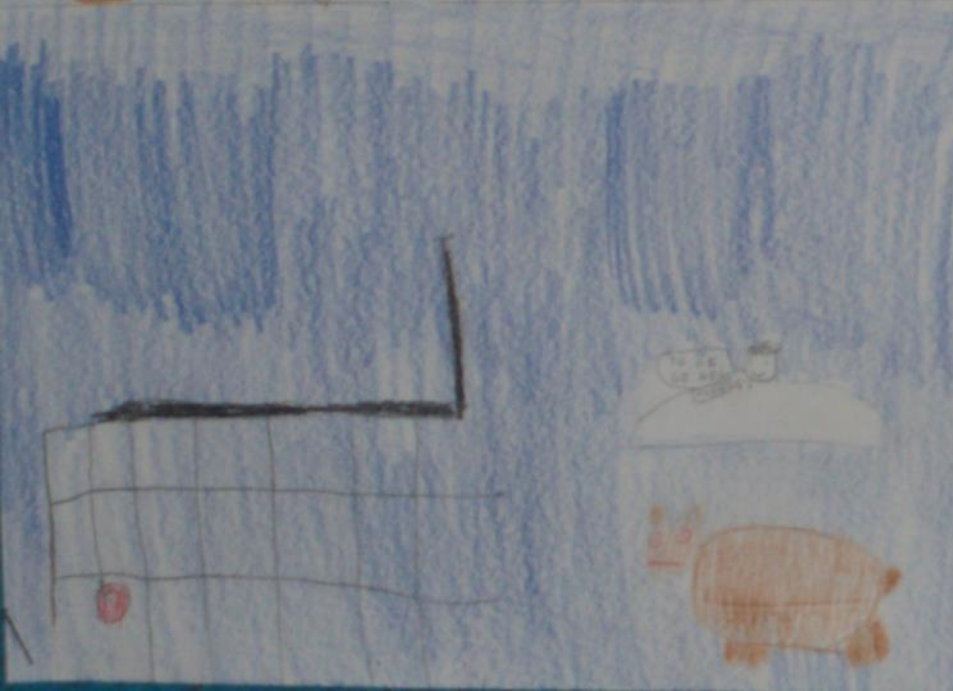


Šume polako nestaju i ubrzo više neće biti hrane. Bolje je da idemo a nova osvajanja.

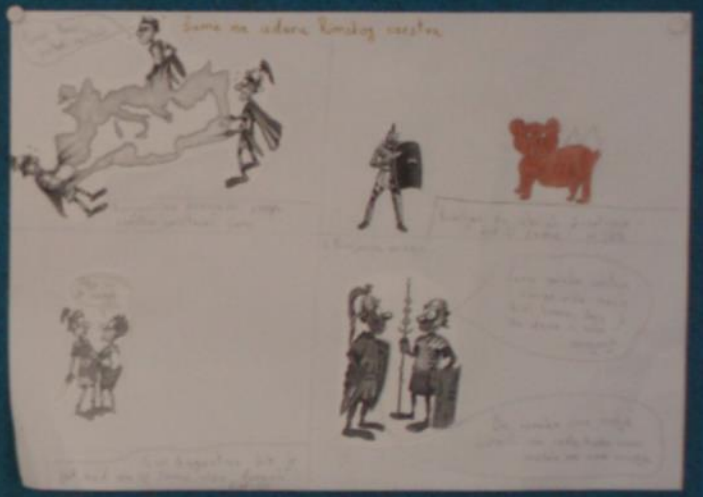
Da, ionako smo ovdje iscrpili svo rudo, treba nam metala za nova oružja.

Car Augustus bio je ljut kad mu iz šume nisu donosili

Šume na udaru Rimskog Carstva → Prvi dio stripa



Some na utara kinoy carita!



A whimsical illustration featuring a thick, green, glossy vine that curves into a large loop. A pink flower with white spots is attached to the vine. To the right, a small, brown, conical lantern hangs from a hook. The background is a deep blue sky with white stars. The text 'mother tongue' is written in white, cursive script across the top.

mother tongue

Bajka
Fairytale

"STRIBOR'S FOREST", A FAIRYTALE

- Project includes reading, literature, oral and written expressions.

1. READING-INTRODUCTION "STRIBOR'S FOREST"

2. MEETING THE AUTHOR (Ivana Brlić Mažuranić)

Method: heuristic conversation

Students were informed on the author (opus)

Students will also find out more about this
piece.

3. READING PREPARATION

- One of the most important things in this book is its style. We can find a lot of old and forgotten words, incomprehensible to the readers. Students must be prepared to understand such a text. Students will write down unknown vocabulary during the reading process.
- New vocabulary will be used in the sentences so they could be understood.

4. INDIVIDUAL (INDEPENDENT) READING

- Students will read the fairy tale at home, and then they will note their impressions. They point out the things they like the best (describing the exterior, characters, themes, messages, thoughts). They will also talk about different difficulties whilst reading (lexis, broad narration, characters, events).

5. READING-LISTENING

- Due to the complexity of motives and linguistic and stylistic peculiarities of the work, the students listen to the tale once again.
- The teacher reads it interpretatively.

6. SUMMARIZING - RETELLING

- Form of work: pair work

After listening to the fairy tale, students will retell it in written form.

7. THEORETICAL ANALYSIS OF THE FAIRY TALE

- Method: heuristic conversation
- Students notice the basic features of a fairy tale.
 1. Topic: battle of good and evil
 2. Characters: real and unreal
 3. Miraculous objects in a fairy tale
 4. Composition of a fairytale
 5. The basic idea
- Students independently conclude what a fairy tale is and what basic features are present.

8. NARRATION AND CHANGING THE VIEW (OPINION)

- Method: heuristic conversation
- Students create various portraits after analyzing the characters.
- Work: individual, written
- Students have chosen their characters to tell the story.

9. DESCRIBING UNREAL CHARACTERS

- Method: heuristic conversation
- Students create unreal characters. They find external descriptions. They induce characters' manners by their actions. They make their own conclusions and opinions.

10. PREPARING TO DESCRIBE EXTERIOR

- Students write down motives. They are motivated by pictures and personal images.
- Analyzing the motives and noticing the most common ones.

11. DESCRIPTION

- Students do written papers based on different motives.
- Reading and analyzing the written work

12. WRITTEN WORK-CREATIVITY AND NARRATION

- Students will create personal fairy tales.
- Students will follow key elements for a literary work.

13. ANALYZING AND EVALUATING

- We are going to read 4 new stories.
- Students discuss and evaluate their stories and they follow the norms from the guideline

14. FINALIZING THE WORKS

Students will illustrate their fairy tales.



15. PRESENTING THE ILLUSTRATIONS

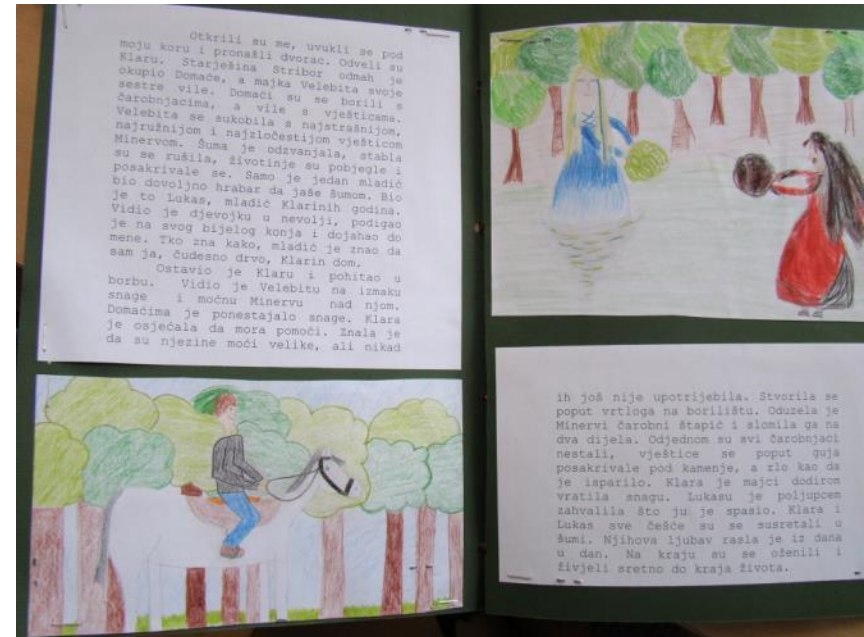
Each group will present its illustration in front of the class



15. PRESENTING THE ILLUSTRATIONS



15. PRESENTING THE ILLUSTRATIONS





MATHS

- laws of the life in the forest

SCIENCE

- Life in the forest
- living with the forest
- forest survival

Forest is asleep



KINESIOLOGY

- moving in nature

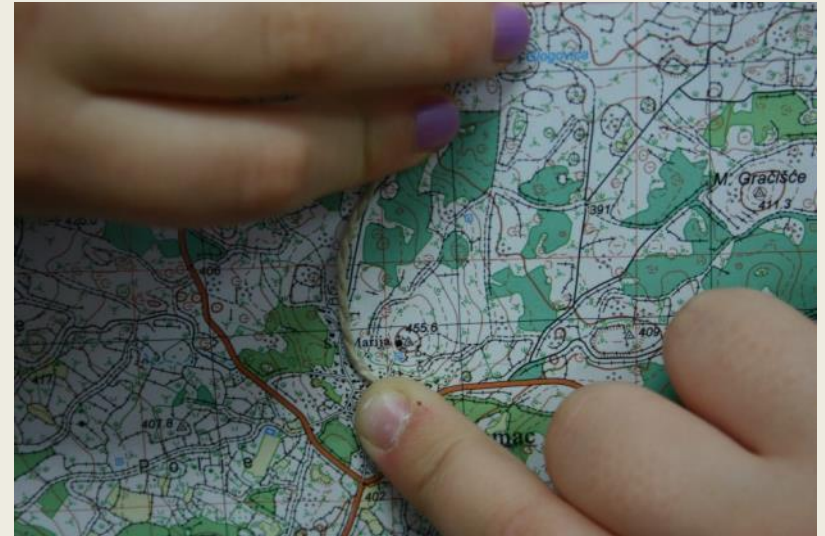
COMMUNICATION

- describing the forest verbally, musically and artistically
- presenting the project work

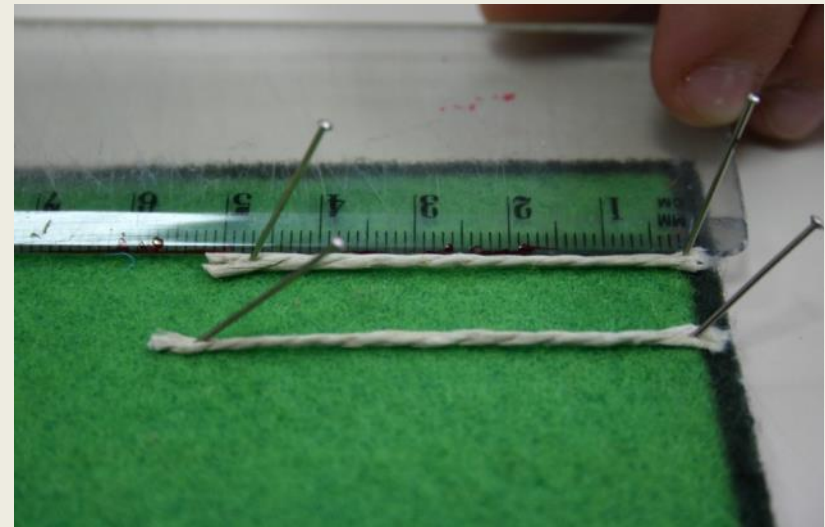


Research preparation

1. 1. to determine the forest position on the map and in real life (a map, a rope, a ruler)



- the forest is 1250 m north of Gornji Humac
- the altitude is 400 m
- there is an old path that leads to the forest
- there is a St. George's church near the forest

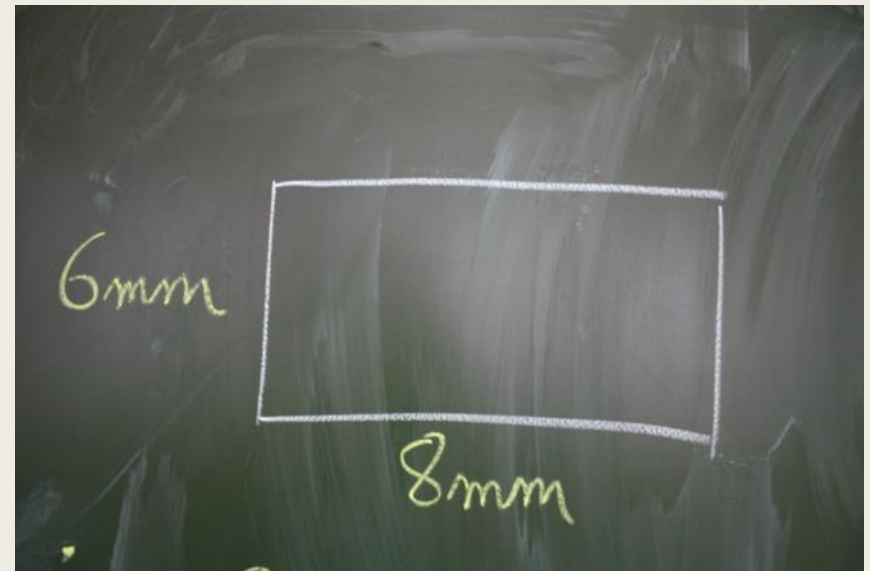


1.2. To measure the surface of the (a thin wire, a ruler)

Marking the forest and its shape



Measuring the length and the surface



- rectangle sides: 6 mm (map) 150 m (environment) ~~→~~
8 mm (map) 200 m (environment)
- forest surface = 30 000 m²

1.3. to practise measuring in the forest(drvena palica, građevinski metar, ravnalo)

measuring the tree height



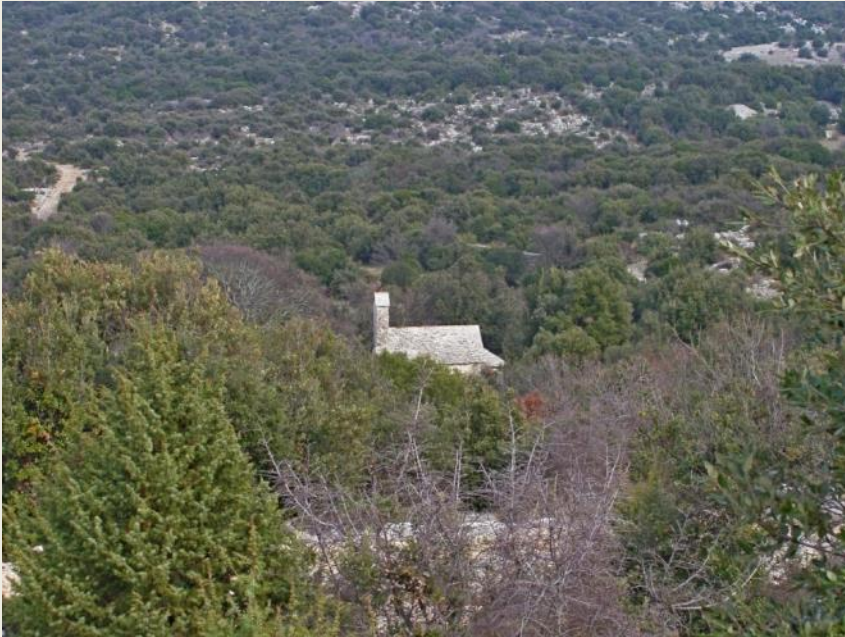
Measuring the trunk thickness



- using the ratio method to measure the height
- using the two parallel lengths to measure the trunk thickness

Research in real life

2.1. to determine they type of the forest and plant species
(compass, map, photo camera)



- forest is evergreen
- plants:
 - oak, maple, zelenica, juniper, brambles, hornet, moss
- the oak is the most common

2.2. To notice the plant spread (photo camera)

The edge of the forest



The interior



- the interior is evergreen
- the edge: maple, brambles, juniper and zelenica

2.3. To determine the conditions of the plant spread

Measuring the tree height

knocking down the tree

measuring the knocked tree



- we determined that oak tree is taller than the other trees
- smaller trees live and survive on the edge of the forest because of the better light exposure
- high oak trees survive inside the forest because the treetops surpass the forest

2.4. to investigate the height and the trunk thickness ratio

Measuring the trunk thickness



consequences of rapid growth



- maple has the thickest trunk
- oak has a thick trunk, but most of the plants cannot survive inside the woods
- most of the plants usually die mostly because of the strong winds

2.5. to measure the tree density in the forest

Making a square(a = 10 m)



Counting plants inside the square



- plant density is higher on the edge of the forest (because of the light)
- 30 trees live inside the forest (inside the square) a=10m
- struggling for space is visible everywhere

breakfast



Expressing the impressions

1.1. forest ball



- we listened to the wind and joined the trees at the forest ball

2. Part of the research in real life

2.1. to explore the survival in the forest

embracing the death



Consequences of failing



- stronger plants destroy the smaller ones
- plants that don't have enough light dry and don't grow properly
- we have witnessed the most quiet struggle and suffering

2.2. to determine life conditions in the forest

Soil and water

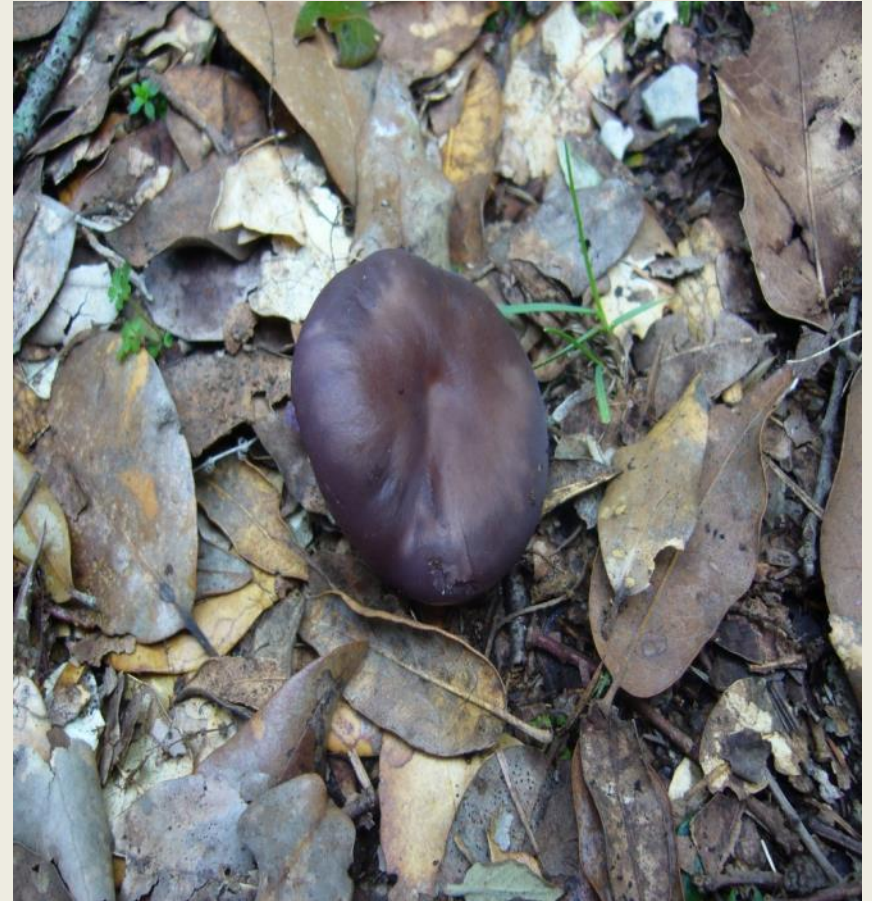


Light and warmth



- the soil is stony, rich with humus due to oak leaves
- soil is very humid (there is no sun light and there are a lot of stones in it)
- it is dark and humid inside the forest

2.3. to explore other forms of life in the forest



- moss grows inside the forest
- there are also mushrooms in the humus

2.4. to recognize and to photo parasites among the plants

ivy



lichen



- ivy entangles other trees using its small and thick hairs
- lichen can usually be found on the tree cortex (crust)-it means that the tree (host) is growing old and sick

1.2. Interpreting the book *Wild forest*



- Seeking for the secrets of forest

1.3. experiencing the text (seeking the secret path in the forest)

Moving through the forest



secret tenant and its habitat



- encouraging creativity – *The forest legends*

1.4. imagining the sounds (listening to flute tones in the classroom and in the forest)





- The birds joined us in making music

1.5. Dance in the forest



3. Part of the research in real life

3.1. to explore animals in the forest

animals



Animal tracks



- snails, earthworms, spiders, lizards and various insects live in the forest
- there are also animal tracks (ants, spiders)

5.2. to explore life signs before the winter



- dry cricket remains were found along with acorn remains eaten by dormice (loirs)
- animals either die due to lack of food and warmth or they hibernate

3.2. to explore the connection between plants and animals

Many animals live in the forest



Humus “producers”



- various animals find shelter and safe haven inside the forest
- animals also find food in the forest
- earthworms and other small organisms produce humus by biodegrading the surface layer

3.3. linking the plants and animals (food)

Juniper fruit



Bramble fruit



- we found fresh fruit on the juniper and ivy tree
- we also found bramble and acorn fruits
- acorns are the most wanted forest fruits-eaten by wild boars, sheep, goat, dormice
- in order to meet other animals we should come in summer or autumn

1.6. Expression by music (forest instruments)



- with forest percussions we express the speed of moving of different animals

4.1. research and processing the data(how did the people use the forest in the past)

wood products



- wood products:
 - oak: samor, mallet, turanj, šošice, tool holders
 - juniper: forks, rasps, stakes, skewers
 - gluhoč: spindles, kanet, kudija, skewers
 - ash tree: forks, roof constructions (kantinele)
 - smrdej: povroz

4.2. to explore how people use the forest today

Vineyard forks



firewood



- there aren't many wood products today
- there is a lot of firewood

4.3. to evaluate people's concern to preserve the forest

People's leftovers in the forest



Using the resources today



- we didn't notice a lot of waste near or in the forest
- the biggest danger is the use of resources today which changes the structure and the shape of original landscape

5. How can we help to preserve the forest?



- we should find the forgotten values and point out the priceless beauty of the forest

1.7. expressing the experience literally (legend of the forest)

Church of St George and its secrets

WE COULDN'T RESIST THE CALL OF PAST TIMES



If we lay low we might see....



• MIDGET

• FAIRY
RUNNING...

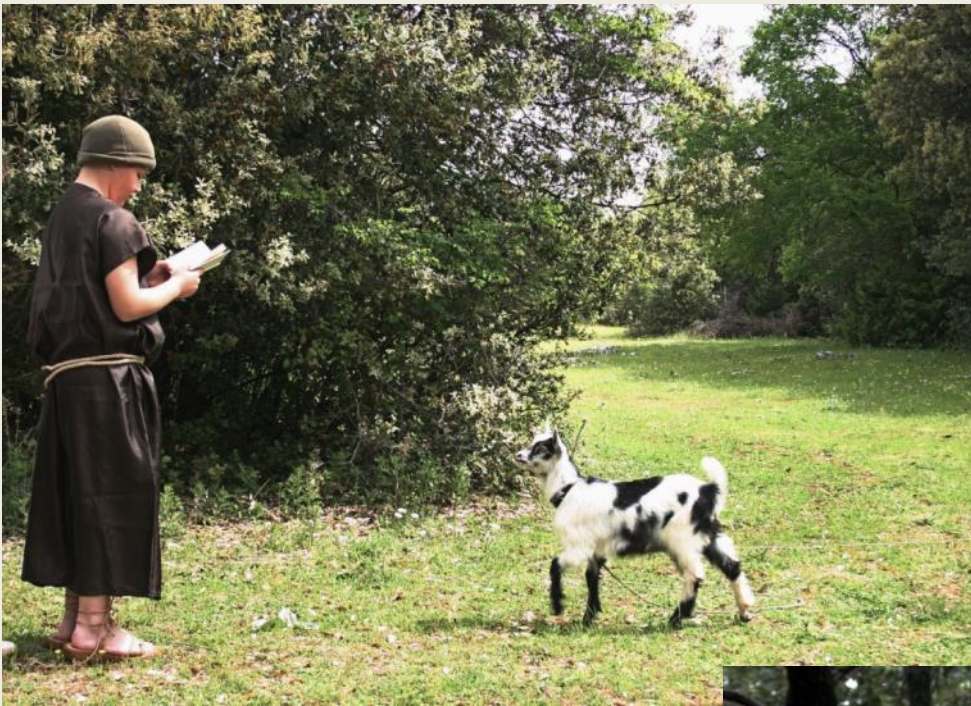




- hungry Robin Hooda

- A mean witch





- a monk contemplating...

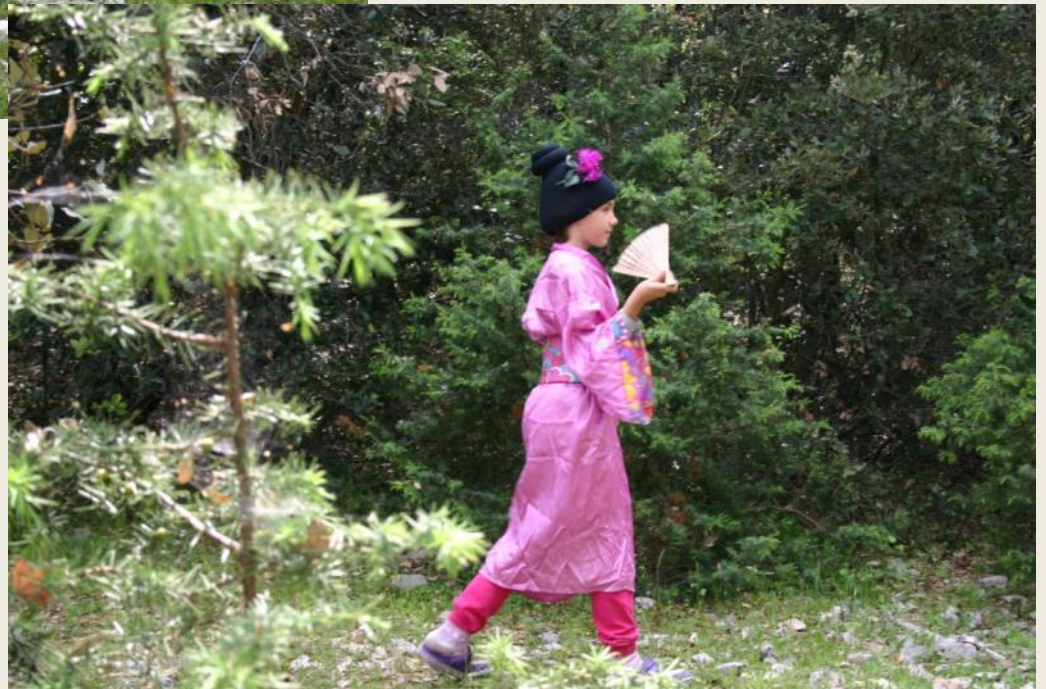
- forest fairies





- careless shepherds

- a lost geysya

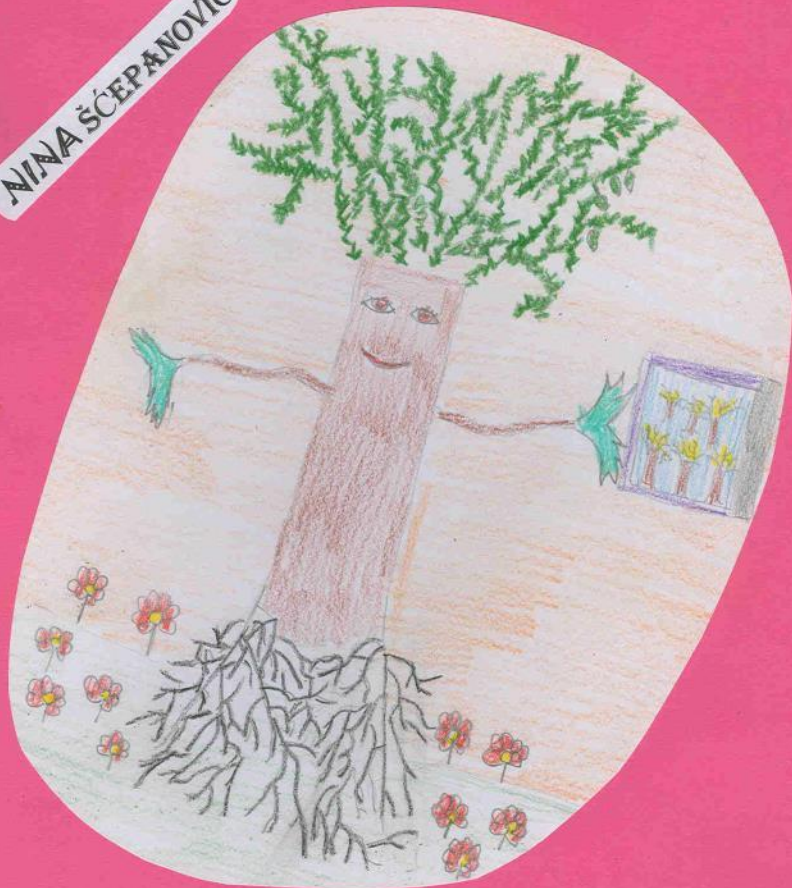


1.6. after listening, looking, observing, searching and imagining we created 10 legends



LEGENDA O STAROJ ŠUMI

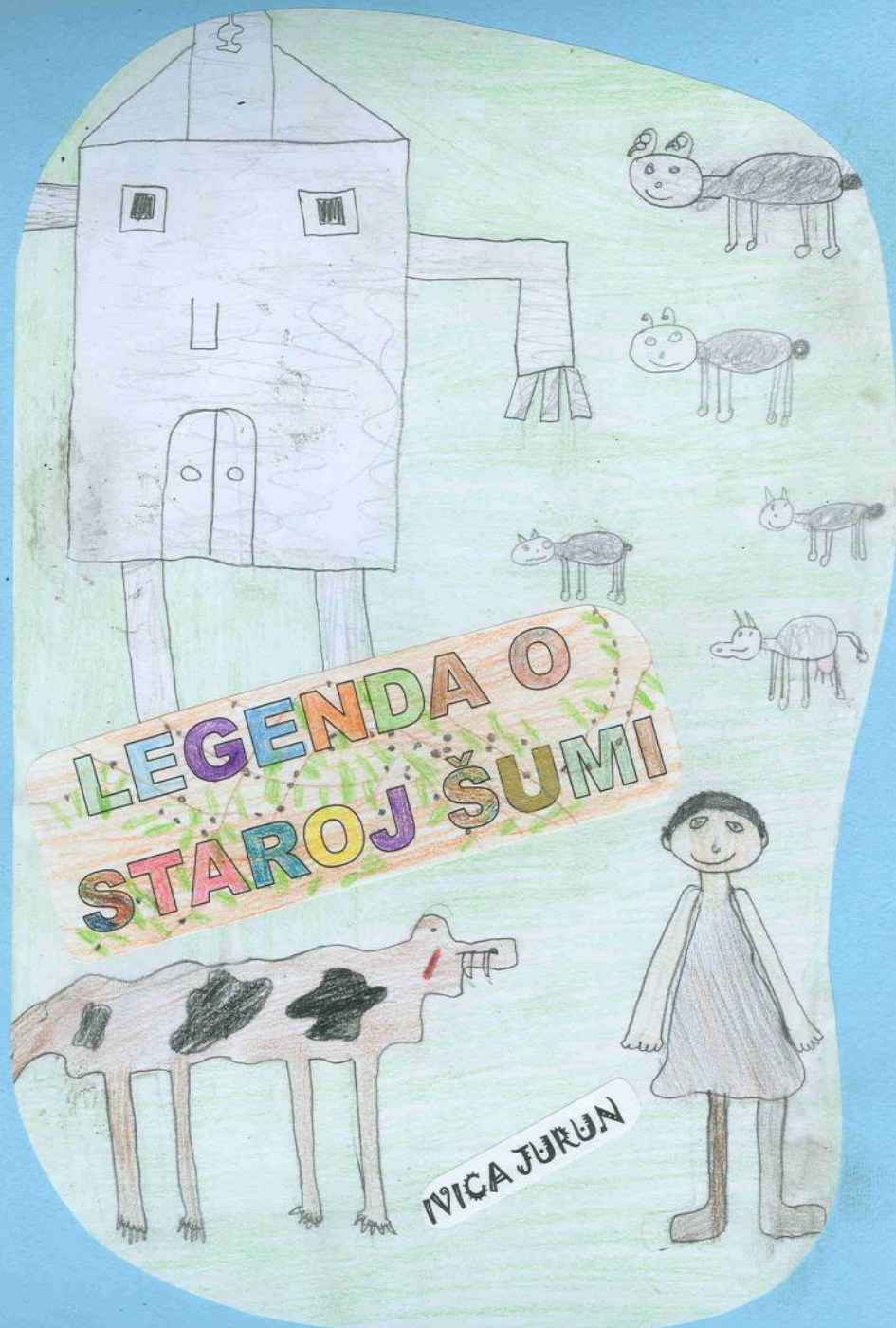
NINA ŠČEPANOVIĆ



LEGENDA O STAROJ ŠUMI

ROKO VRŠALOVIĆ





LEGENDA O STAROJ ŠUMI



ANIMALS OF COASTAL AND MOUNTAIN AREAS OF RH

A photograph of a lynx resting on a large, weathered wooden log. The lynx has a thick, spotted coat and is looking towards the right. The background shows a chain-link fence and some trees, suggesting an enclosure. The text is overlaid on the lower part of the image.

**Branch school Pražnica,
Combined class of 2. and 4. grade**

Presentation and work on project *Forest*



Around Pražnica, our village, there are mixed forests. They are composed of oak, littoral pine and ash.



Forests are near settlements and there are no large animals in it.



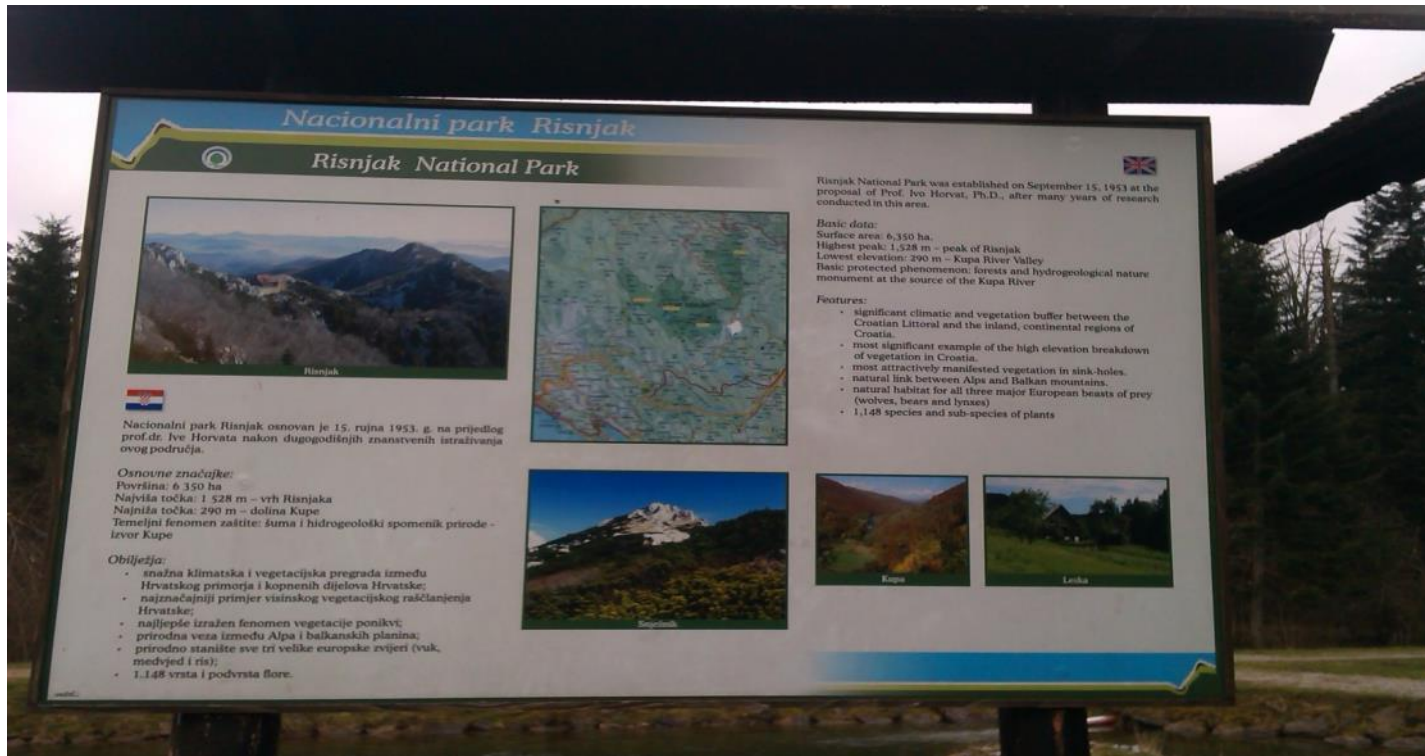
We found caterpillars and birds.



We found animals that live in our forests in encyclopedia and magazines.



We also visited *Risnjak national park* in mountain area of Croatia.

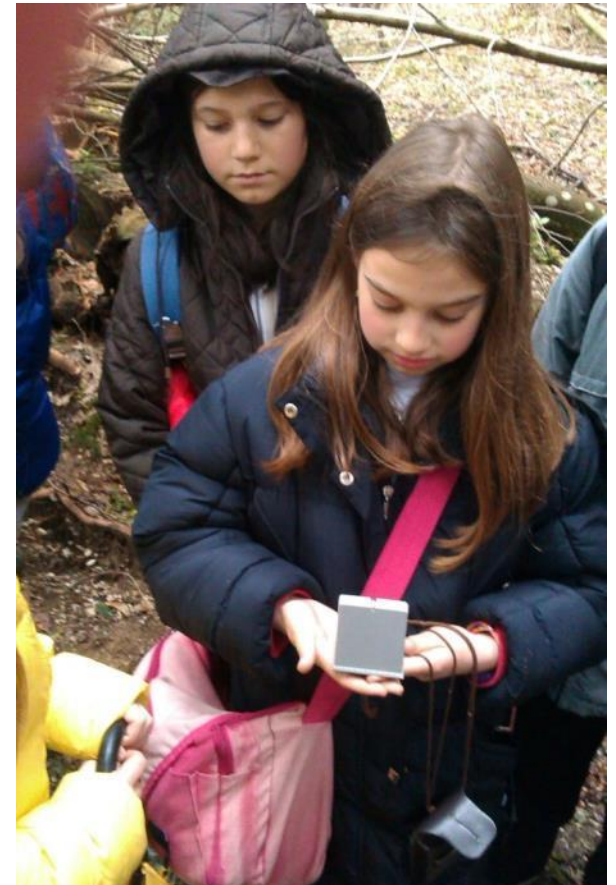


Risnjak got his name after *lynx*, and is also home for bears, dears and wild boards.





We defined the major sides of the world with compass. These forests are bigger than coastal forests so animals in it are also bigger and wild.



We had to go to the zoo to see some other animals.



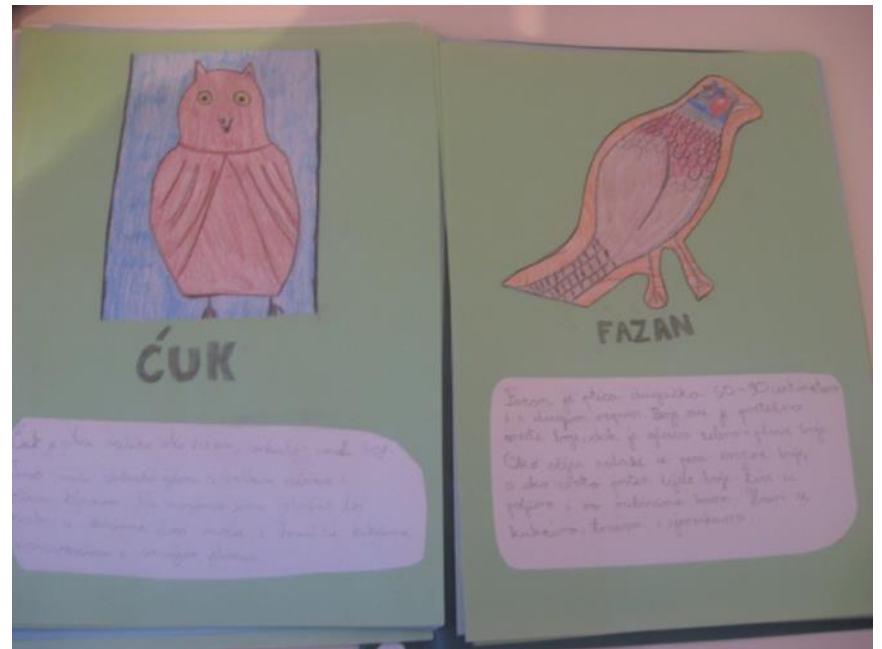
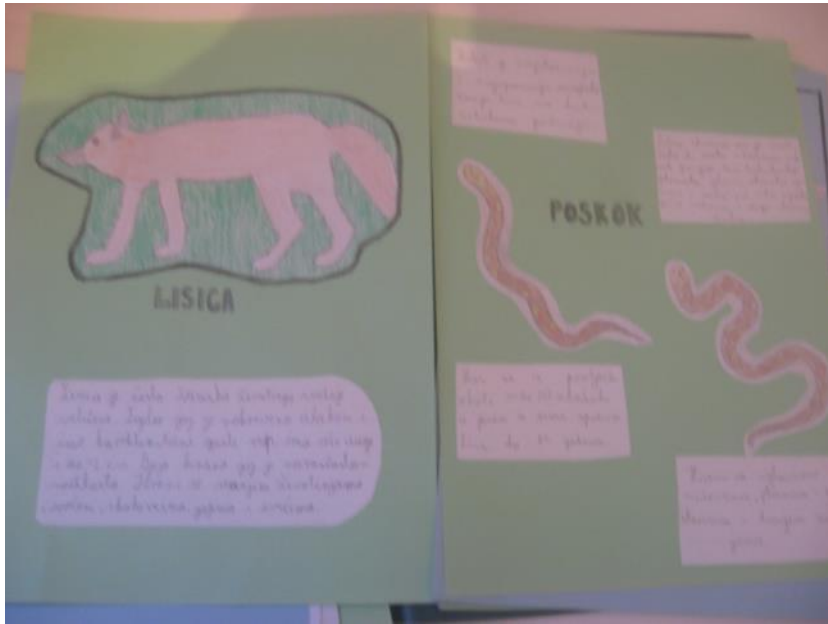
Conclusion : the most dangerous animals of coastal forests are snakes and wild boars.



We made a small encyclopedia by researching animals.







We imitated animals by making sounds and using movements.





We made bird nest with ripped paper.



And in the end, we cleaned a small forest around our school.







FIRE PROTECTION



*Let's protect our
forests!*



We visited a fire station. Firefighters drove us to the station with their vehicle...





And the story began...

We wanted to know what
can we find in that truck





We saw tubes,
belts, hatchets,
various valves and
other necessary
things ...

...and backpacks
worn on inaccessible
terrains...





We couldn't stop asking different questions ... (that we prepared earlier)

Firefighter Toni explained us
What are all the buttons in the
truck for, and then we heard
the sound of fire sirens!



A surprise followed - firefighters pulled out the hose and performed an exercise - only for us...





The water jet is created as water comes out pressured from the hose...

...and from a water cannon on the truck



Icing on the cake - a demonstration of fire extinguishing with foam (children commented: it looks like whipped cream ...)





We could not leave the firefighters without trying to look like them - wearing helmet and safety glasses...

A joint photography at the end of the visit: station commander Marko, firefighters Toni, Šime and Ivica & cheerful 2nd graders ...





The hosts drove us back to school with their vehicle, and rewarded us with convenient gifts (games, balloons, T-shirts)

Upon returning to the school, being full of impressions, we started to work.

The first task was to describe the firefighter.

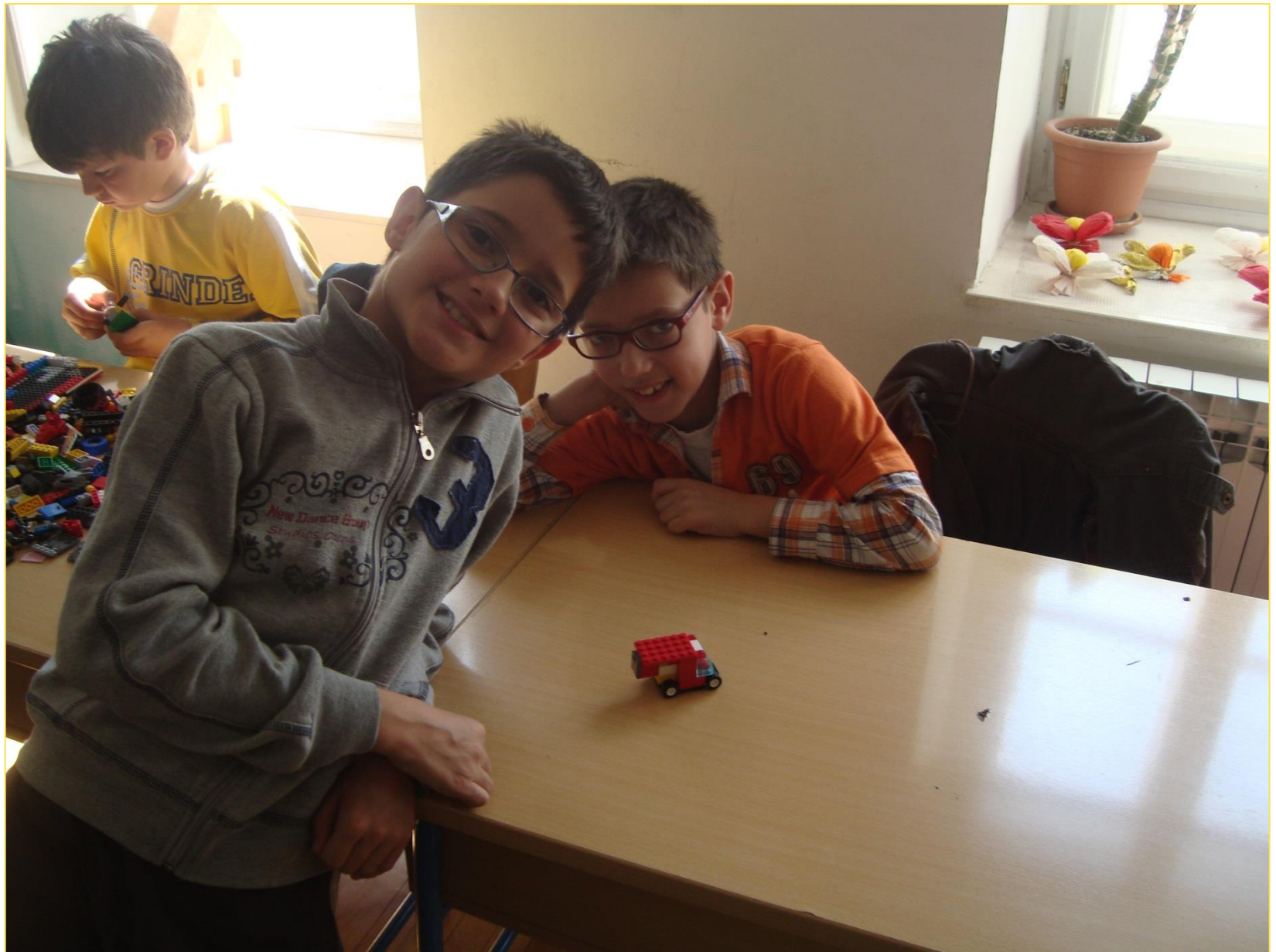
Using Lego bricks the pupils built firefighters, fire engines and situations related to fire and firefighters.

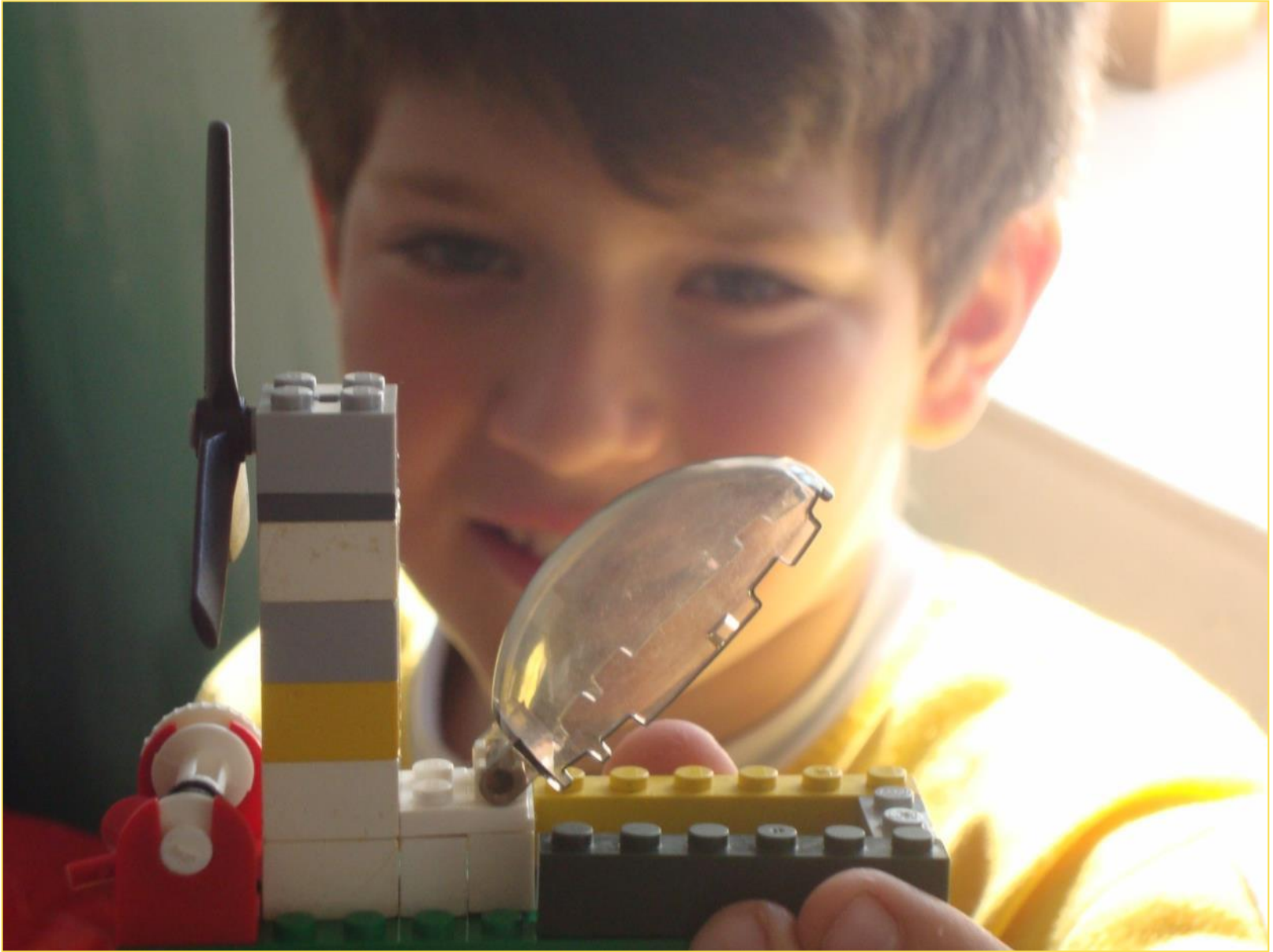








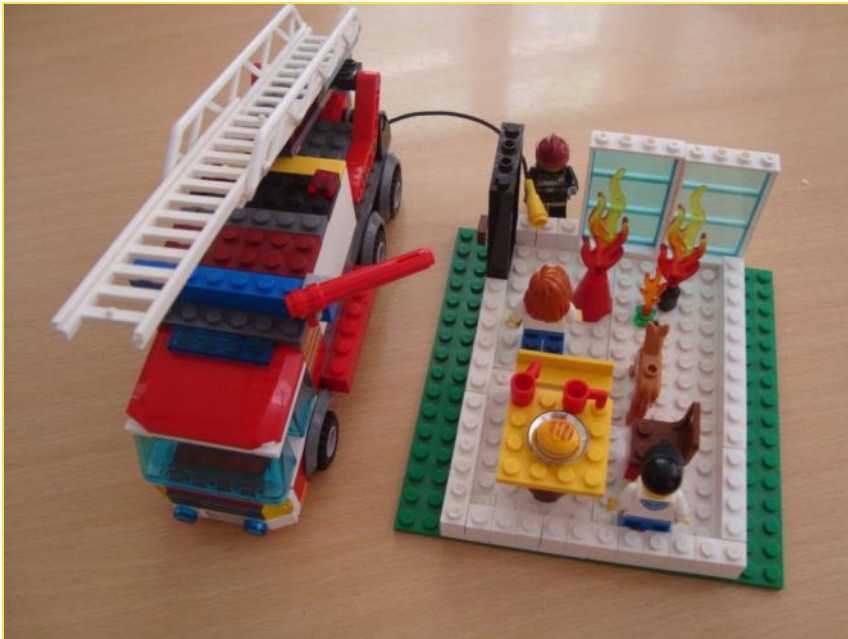
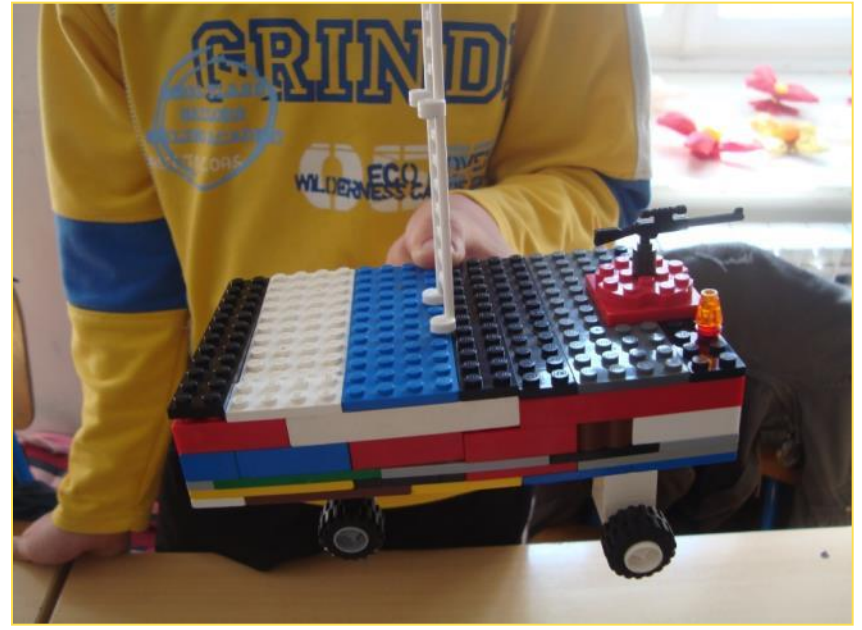


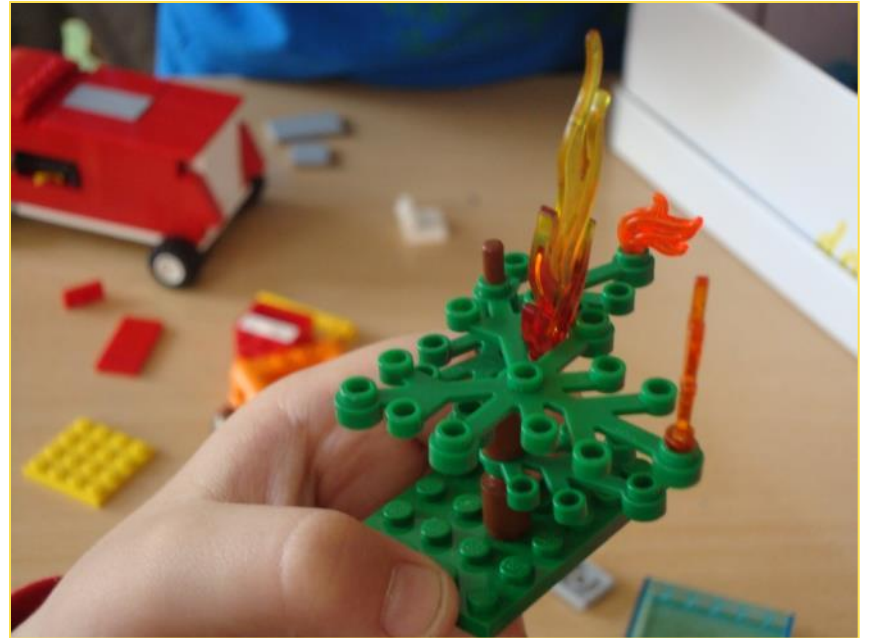












One group of pupils were modeling plasteline ...





They were happy to express their
experience also with drawings ...



**Demonstrating how
deft and agile a
fireman needs to
be ...**

At the end, we watched an animated movie - Fireman Sam - and learned to sing a song...





**Children sent a clear message
to everyone ...**

- TOGETHER AGAINST FIRE-



