An example of class room implementation: **Slovenes during the First World War**

class: 3rd year in the program Gymnasium
method of work: reversed learning
Objectives:
- develop the ability to work with resources (images).
- develop the competence of collecting and selecting resources
- compare the characteristics of life on the front and in the hinterlands during the First World War
- understand the causes and consequences of the First World War for different population groups
- evaluate the importance of the Isonzo (Soča) front and the 1st World War on the national consciousness of Slovenes

Elaboration of the curriculum:

	pupils' work	teacher's work
home work:	Students see an interactive video at https://edpuzzle.com/media/57bdf2f12242116f3e5b14d1 and answer questions	The teacher checks the collected answers, gives feedback and explores the weak points of knowledge and understanding of the students.
co-operative work in the class	Students are divided into groups and independently investigate the following topics: - the political background and the consequences of the Isonzo Front, - the characteristics of the battlefield and the special features of the Isonzo Front - Slovenians in the Italian Army - Slovenians in the Austro-Hungarian Army - life in the hinterland - Refugees and emigrants Each group chooses a typical archive photo for its theme and shares it with Padlet https://padlet.com/maja_vicic1/az5nlcgq97z2	follow-up, feed back information, help

Presentations	There are new groups, in each there is an "expert" who master his/her theme. With the help of the selected photo, students present the characteristics of the topic under discussion. The group evaluates the reliability and messageability of selected resources, and creates a story.	leads the conversation to compare the stories that have emerged, and finds out why they are different
Home work / the verification of success in	Each student places himself in the role of any person (soldier, civilian ... on any side ...) at a particular moment in the war and writes a diary entry in which he presents the substance under consideration.	helps in setting criteria, provides comments after the work is done