



WHAT PEOPLE DO IN MY HOMELAND

Geography | Mathematics | Informatics



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CULTURAL HERITAGE

PEDAGOGIC CONTENT:

- Traditional occupations and skills
- Contemporary occupations
- Sustainable development

PRE-REQUISITES:

- mathematical tools: value comparison, subtraction, divide, percentage, coordinate system, graphing - depending on age

NEW COMPETENCIES TARGETED/LEARNING OUTCOMES:

STUDENTS WILL BE ABLE TO:

- Conduct the survey according to the directions
- Process the results of the survey
- Display the results, in tables and graphs
- Explain the results of the survey and present them in public
- Get to know the occupations of people in their homeland, from past and present




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DESCRIPTION:

PREPARATION:


 **#1:** (in the classroom): the students systematize the contents that determine the map of their region (geographical location, climate, cultural and natural sights, history, living conditions, activities of people in the region...)


The discussion is initiated on what people did in the recent and old past, what they produced, what they lived from. Students with a teacher decide to research the topic. They formulate exactly what they are really interested in and together with the teacher, formulate the first research paper. They are given instructions for independent research work outside of class.

(questionnaire attached)

The purpose of the research (on a representative sample) is to gather information on what skills and occupations have enabled the three previous generations of Brač island to survive

IMPLEMENTATION:

 **#2:** Students independently, outside of class, gather information with the help of a research paper. Each student applies a questionnaire in his own wider family (three generations)

 **#3:** (in the classroom): Students (divided into groups), with the guidance of the teacher, process some of the information collected (about people's occupations and skills).


Before that, they list and record all occupations that appeared in the respondents' answers.

Group A:

analyzes the frequency of individual occupations in each of the 3 time periods: 1980, 2000 and 2020.

Group B:

analyzes changes in the frequency of particular occupations over the last 40 years (1980-2020)

 **#4:** Pupils show people's occupational data in three graphs over three periods (columnar, circular, diagram...), drawing it manually or digitally

 **#5:** Using coordinate systems, students make projections of the representation of particular activities in the future

 **#6:** Conclusion:

Students present the research results to other students and teachers, and announce the continuation of the research in further work.



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Type of activity  Information research
publication/exhibition

Target audience  From 11 years old


Place  Classroom, outdoor space

Material needed  Research paper, computers

Duration of activity  preparation 2 hours
implementation 3 hours

Authorship  Pučišća elementary school

Links  None

Notes by author  It is important to give to the students clear instructions for their own independent research work. (We only record the information of family members who earn regular cash income. We exclude part-time and occasional jobs that are all present in people's lives and in small towns.

Responses may be overlaid when processing the information collected, because sometimes more students are researchers from the same family.

For each period, the survey was conducted on a separate sample. All three samples are not equal in number (going further, more family members included). Therefore, the following is important:

1. Horizontal measurements (within the same period) are carried out showing concrete (absolute) values.
2. Vertical measurements (over multiple periods - multiple samples) are carried out showing only percentage values



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RESEARCH SHEET NO. 1

Research assignment:

1. Find out in what job your family members were employed in the past.
2. Enter the job type and job location information in the table.

FAMILY MEMBER	2020.		around 2000.		around 1980.	
	JOB/ OCCUPATION	WORKING PLACE	JOB/ OCCUPATION	WORKING PLACE	JOB/ OCCUPATION	WORKING PLACE
MOTHER						
FATHER						
GRANDMOTHER (by father)						
GRANDMOTHER (by mother)						
GRANDFATHER (by father)						
GRANDFATHER (by mother)						
GREAT- GRANDMOTHER (by father)						
GREAT- GRANDMOTHER (by mother)						
GREAT- GRANDFATHER (by father)						
GREAT- GRANDFATHER (by mother)						