



**Dofinansowane przez
Unię Europejską**

LESSON PLAN FOR CIVICS CLASS 8, ELEMENTARY SCHOOL

LESSON CONDUCTED BY: Joanna Dyczewska

TOPIC: Executive power - the role and competences of the President of the Republic of Poland.

Duration: 45 minutes

EDUCATIONAL GOALS - GENERAL REQUIREMENTS: (CORE CURRICULUM):

I. Knowledge and understanding. Student: 1) presents the principles of the political system of the Republic of Poland and the basic organs of public authorities; 3) uses his/her knowledge to interpret events in social life, including public life. II. Use and creation of information. Student: 1) finds information on social life, including public life; 2) uses information to create his/her own statement on events from social life, including public life. IV. Communication and cooperation. Student: 1) communicates on matters of social life, including public life, and discusses and presents his/her own arguments in selected matters of this type; 2) cooperates with others - shares tasks and fulfills them.

TEACHING CONTENT - DETAILED REQUIREMENTS: (CORE CURRICULUM) Student:

- explains the principle of the republican form of government;
- presents the method of election and basic competences of the President of the Republic of Poland;
- finds information about the activities of the current President of the Republic of Poland;

GOALS FORMULATED IN STUDENT-FRIENDLY LANGUAGE:

1. I will learn who exercises executive power in Poland. (I will learn about the organs of executive power in Poland.)
2. I will learn about the method of election and basic competences of the President of the Republic of Poland.
3. I will learn what function the president performs in the Polish political system.
4. I will learn the political biographies of people holding this office who were elected in general elections, and the activities of the currently serving President of the Republic of Poland.

ASSESSMENT CRITERIA: After the lesson:

- you will list the organs of executive power in Poland
- you will explain what function the president performs in the Polish political system.
- you will list selected competences of the president.

- you will determine how the president is elected and removed
- you will list the names of all Polish presidents elected after 1989 - chronologically, the first and last name of the president currently holding this office
- you will indicate when the next presidential elections in Poland will take place

METHODS, TECHNIQUES AND FORMS OF WORK:

- brainstorming/idea exchange, working with the text of the Constitution of the Republic of Poland, group work - worksheets, individual work, simulation, interactive exercises

KEY COMPETENCES: The teaching methods proposed in the lesson develop in students, among others, interpersonal skills, the ability to cooperate in a group, active listening, organizing and analyzing information, as well as key competences:

- in the field of understanding and creating information;
- digital;
- personal, social and in the field of learning skills;
- civic
- in the field of multilingualism
- civic competences Adaptation to students with special educational needs (SEN)
- Questions addressed to students with learning difficulties should be precise.
- The teacher should make sure that students properly understand the instructions and the text of the Constitution by asking additional questions.
- It is good to seat students with learning difficulties near the teacher, thanks to this their concentration of attention will increase, the number of distracting stimuli will be limited, and the direct control of the teacher will increase.

ORGANIZATIONAL PHASE:

1. Order and organizational activities: greeting, checking the attendance list.
2. Stating the topic of the lesson.
3. Stating the objectives of the lesson in student-friendly language and assessment criteria.

PREPARATORY PHASE: INTRODUCTION TO THE LESSON TOPIC: Recalling the classical division of power, guided by the teacher's questions:

- What does the classical tripartite division of power introduced by Montesquieu look like? (legislative power, executive power, judicial power).
- What constitutes legislative, executive and judicial power in Poland? (legislative power - Sejm and Senate; executive power - president and government; judicial power - independent courts).
- Explanation of the concept: you can ask students. Card on the board President (Latin: praesidens, 'sitting at the head') - the highest office in a state that is a republic, usually synonymous with holding the function of a single-person head of state.

IMPLEMENTATION PHASE: 2) "Presidents" (teaching conversation). Ask students if they know who the President of the Republic of Poland is. (Andrzej Duda)

- Ask them to recall the name and when the first Polish president held power. The first President of the Republic of Poland was Gabriel Narutowicz, who was appointed to this position on December 11, 1922 (died 5 days after taking the oath, on December 16, 1922, the president was at an exhibition in the Warsaw "Zachęta". It was there that he was shot by a Polish nationalist, Eligiusz Niewiadomski, who was associated with the National Democracy.)
 - Also, find out if they know the names of any famous presidents of other countries (these can be historical and contemporary figures, presidents of neighboring countries). France Head of State: President Emmanuel Macron Germany Head of State: President Frank-Walter Steinmeier Head of Government: Chancellor Olaf Scholz Russia Head of State: Vladimir Putin Czech Republic Head of State: President Petr Pavel Slovakia: Peter Pellegrini Ukraine Head of State: President Volodymyr Zelenskyy Belarus Head of State: Alexander Lukashenko USA: Head of State: Donald Trump
3. Working with the text of the Constitution of the Republic of Poland - Art. 127 - Appendix No. 1 Ask students to read Art. 127 of the Constitution of the Republic of Poland - worksheet. Students answer the questions asked by the teacher in the worksheet. Worksheet - independent work. Reading students' answers.
 4. President's competences - group task. (to choose) - Appendix No. 2 Divide the class into pairs, and then ask them to read the material from Appendix No. 2 - read the text, and then complete the table below it. Collect answers from students, for example, by asking each pair to provide one of the powers of the President of the Republic of Poland. At the end, you can supplement the table with missing elements according to the key.

Other task - to choose: Which competences are the most important? - Appendix No. 3 15 minutes before the lesson, write down the competences of the President of the Republic of Poland on the board or print the list from Appendix No. 2 in a minimum A3 format and at the appropriate time place it, for example, on the board or on the wall. Make sure that the list is not visible to students beforehand. Then hand out chalk (if the list is on the board) or markers (if the list is on a sheet of paper). The task of the students will be to decide which three competences of the President of the Republic of Poland are - in their opinion - the most important. Each student has three dots at their disposal. The dots should be placed next to those three competences that the student considers the most important. All three dots can also be attached to one competence if, in the student's opinion, it is key. Example: Marcin decides that he will divide his three dots into three competences: representing the state abroad, command over the armed forces, and granting Polish citizenship. Małgosia puts two dots on the right to submit her own draft laws and one on command over the armed forces. Julia decides that she puts all three on the appointment of the government and the prime minister. After the whole class has voted, summarize the results and highlight those three competences that have gained the most points. As part of the summary, ask students if they agree with this result, and then briefly listen to the arguments.

5. Task - find information. "President's tasks - find information" (working with text, working in pairs, or working with school tablets, students' phones). Suggest that students review daily newspapers or online news services in pairs and look for information about the president's activities in recent days or weeks. Students should consider what tasks (powers) they are related to.

6. Task - Presidents of the Republic of Poland after 1989 - multimedia presentation The teacher, using a projector, presents the presidents of the Republic of Poland from 1989 and refers to the concept of the "First Citizen of the Republic". He points to chapters V and VI of the Constitution of the Republic of Poland, which regulate the exercise of executive power. Students receive a worksheet to complete - presidents after 1989, years of their term of office, method of election - Appendix No. 4.
7. Task: Suggest that everyone imagine that they are applying for the position of advisor to the newly elected president of the Republic of Poland. The necessary condition is to solve the test "Do you know the powers of the president?" Everyone writes down their answers on a piece of paper. / or a worksheet to complete as a summary of the lesson - Appendix 4 - second page. <https://learningapps.org/17597728>

SUMMARY PHASE: Draw the students' attention to the fact that during this lesson they learned how important a function the president performs in the state. You can add that, according to the Constitution of the Republic of Poland, it is the president who "is the supreme representative of the Republic of Poland and the guarantor of the continuity of state power," who "shall ensure observance of the Constitution, safeguard the sovereignty and security of the state, and the inviolability and indivisibility of its territory" (Article 126 of the Constitution of the Republic of Poland), and the entire chapter V of the Constitution is devoted to this office and its competences. That is why participation in the presidential elections is so important. In 2025, the elections for the President of the Republic of Poland should take place on May 18. It is worth taking part in them if you have the active right to vote, and if you cannot vote yourself yet - encourage others to go to the elections.

EVALUATION

1. Today I learned...
2. I understood that...
3. I reminded myself that...
4. I was surprised that...
5. Today I achieved the intended goal, because...

BIBLIOGRAPHY

- Constitution of the Republic of Poland (selected articles concerning the president)
- multimedia presentation on the competences of the president - task
- press articles about the current presidency
- links to lessons: <https://www.prezydent.pl/>

METHODOLOGIST OPINION

The lesson scenario that I had the opportunity to analyze deserves high praise for several reasons.

The lesson objectives were clearly defined and aligned with the core curriculum. The substantive content is tailored to the age and level of the students, their needs, appropriately chosen for the lesson topic and its duration. The topic, selected by the teacher, is interesting for students and related to current events. The teacher uses a variety of sources. Activating methods have been applied, adapted to different learning

styles. They engage students in the learning process. The scenario encourages students to actively participate in the lesson. The ability to ask questions, share their thoughts, and cooperate in groups promotes better material absorption. The scenario takes into account success criteria and a method of evaluation.

Krzysztofa Brodecka

APPROVED BY THE SCHOOL PRINCIPAL

APPENDICES

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