



**Dofinansowane przez  
Unię Europejską**

**ERASMUS+ PROJECT, PROJECT TITLE: "Developing Selected Key Competencies of Students within Classroom and Extracurricular Activities"**

Project Number: 2024-1-PL01-KA220-SCH-000247484/2

**Lesson Plan for a Demonstration Lesson within the Erasmus+ Project**

**CREATIVE LESSON PLAN**

**FOR:** Class 4

**LED BY:** Karolina Szymańska

**TOPIC:** Easter Traditions and Creative Workshops.

**EDUCATIONAL GOALS – GENERAL REQUIREMENTS: (Curriculum)**

- Developing students' creativity and manual skills.
- Learning and understanding Easter traditions in Poland.
- Developing teamwork skills and expressing one's ideas.

**LESSON OBJECTIVES** (according to the SMART principle)

1. **Specific** – Students will learn and discuss at least 3 Easter traditions in Poland and their cultural significance.
2. **Measurable** – Each student will make their own Easter egg and participate in a quiz testing their knowledge about Easter, achieving at least 50% correct answers.
3. **Achievable** – Through multimedia and manual work, students will practically consolidate information about Easter.
4. **Realistic** – The lesson is tailored to the 4th-grade level, and various teaching methods will ensure the achievement of the intended outcomes.
5. **Time-bound** – Students will complete tasks within 45 minutes of the lesson, divided into an introduction (10 minutes), main part (20 minutes), and summary (5 minutes).

**KEY COMPETENCIES:**

1. **Developing cultural and artistic competencies** – The student learns and discusses at least 3 Polish Easter traditions and creates their own Easter egg inspired by folk culture.
2. **Improving manual skills and creative thinking** – The student creates a work of art on the Easter theme, using various techniques for decorating Easter eggs.
3. **Developing interactive learning skills** – The student actively participates in at least one interactive task (quiz, matching symbols, fill-in-the-blank).

**TEACHING CONTENT – DETAILED REQUIREMENTS: (Curriculum)**

- The student knows the basic Easter traditions (blessing of food, egg painting, Easter Monday traditions).
- The student can create a simple Easter-themed art project.
- The student develops imagination and manual skills.

**WORKING METHODS:**

- Directed conversation

- Group work
- Artistic activities
- Multimedia presentation

### **TEACHING RESOURCES:**

- Multimedia presentation on Easter traditions
- Markers
- Styrofoam eggs
- Paint and brushes
- Colored paper, glue, scissors

**EXPECTED TIME:** 45 minutes

### **LESSON PLAN:**

#### **Introduction (10 minutes)**

Objective: Students recall and expand their knowledge of Easter traditions.

#### **Instructions for the teacher:**

- The teacher begins the lesson by asking: "What do you associate with Easter?"
- The teacher presents a short multimedia presentation, discussing key Easter traditions in Poland.
- The teacher encourages students to share their experiences related to Easter.

Instructions for the students:

- Students actively participate in the discussion, sharing associations and experiences.
- Students watch the presentation and listen to the teacher's explanations.

#### **Main Part (20 minutes)**

Objective: Students develop manual skills and creativity by decorating Easter eggs.

#### **Instructions for the teacher:**

- The teacher distributes styrofoam eggs and art materials to the students.
- The teacher explains that the students' task is to create their own Easter egg inspired by Easter tradition or their own concept.
- The teacher encourages students to work in pairs or small groups so they can exchange ideas.

#### **Instructions for the students:**

- Each student receives a styrofoam egg and art materials.
- Students decorate the Easter eggs using various techniques (painting, gluing, drawing).
- Students collaborate in groups, inspiring each other.

### **Interactive Exercises (10 minutes):**

#### **Exercise 1: Easter Traditions Quiz (Wordwall)**

Instruction: Choose the correct answer to the questions about Easter traditions in Poland.

Form: Multiple-choice quiz.

Feedback: After each answer, the student will receive feedback on whether it was correct. If the answer is wrong, the system will indicate the correct solution.

Materials:

- Polish Easter Traditions – Quiz

#### **Exercise 2: Match the Easter Symbols to Their Descriptions (Wordwall)**

Instruction: Match Easter symbols to their descriptions.

Form: Interactive exercise of "select one answer from several options."

Feedback: The student immediately receives feedback about whether the match is correct. In case of an error, a hint will appear suggesting the correct choice.

Materials:

- Easter Traditions – Match the pairs

### **Exercise 3: Fill-in-the-Blank in the Text (Wordwall)**

Instruction: Fill in the blanks with words related to Easter.

Form: A text exercise with spaces to insert the correct words.

Feedback: After completing the exercise, the student can check the correctness of their answers, and incorrect entries will be marked with the option to view the correct solution.

Materials:

- Easter – Fill in the sentence

### **Summary (5 minutes)**

Objective: Summarize the knowledge gained and assess the lesson.

#### **Instructions for the teacher:**

- Discuss the most interesting ideas and encourage students to share their inspirations.
- Ask summarizing questions: “What new things did you learn today about Easter?”, “Did you enjoy the lesson?”, “What did you like the most?”
- Encourage students to assess the lesson using the "emotion thermometer" method (e.g., raising cards in different colors to indicate the level of satisfaction).

#### **Instructions for the students:**

- Students present their works in an exhibition.
- Students answer the teacher’s questions, sharing their impressions.
- Students assess the lesson using the "emotion thermometer."

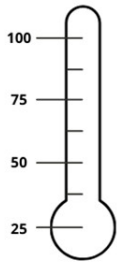
#### **Tips for working with students with diverse developmental needs:**

- Students who need manual support can work in pairs or use ready-made templates.
- More advanced students can try more difficult techniques for decorating Easter eggs.
- For students with difficulties with verbal communication, you can suggest expressing impressions through drawings or emoticons.

### **LESSON EVALUATION:**

- Visual assessment of students' work.
- Open questions about the knowledge gained.
- "Emotion thermometer" method for lesson evaluation.

**ATTACHMENTS** – presentation, emotion thermometer



## **BIBLIOGRAPHY:**

1. Nowak, A. (2020). **Tradycje wielkanocne w Polsce**. Wydawnictwo Edukacyjne.
2. Kowalska, B. (2019). **Sztuka zdobienia pisanek**. Wydawnictwo Plastyczne.
3. Ministerstwo Edukacji Narodowej. (2017). **Podstawa programowa kształcenia ogólnego dla szkoły podstawowej**. MEN.

## **TEACHER'S METHODOLOGICAL OPINION:**

The topic of the creative lesson ties in with the school calendar, referencing the upcoming Easter holidays. It is an opportunity to recall well-known holiday traditions and expand knowledge through photos and information in the multimedia presentation. During the lesson, students have the chance to ask questions, share their home experiences, and develop their imagination by creating a creative three-dimensional work. An important aspect is considering the diverse developmental needs of students, e.g., manual agility, and providing the opportunity to work in pairs, using simpler or more difficult egg decorating techniques. The teacher used interesting interactive exercises that allowed for checking students' knowledge retention. The evaluation of the lesson was conducted in an engaging form. The time planning of each stage, selection of exercises, working methods, and teaching resources are all well thought out. The lesson plan is developed according to methodological recommendations, containing all necessary information in a clear and understandable manner.

**Teacher** – Małgorzata Juszcuk-Jelska

## **APPROVAL BY THE SCHOOL HEADMASTER:**

Radzieje, 24th March 2025  
Approved for implementation