



**Dofinansowane przez
Unię Europejską**

ERASMUS+ PROJECT PROJECT TITLE: *"Developing Selected Key Competences of Students Through Curricular and Extracurricular School Activities"*

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

Demonstration Lesson Plan Implemented Within the Erasmus+ Project

Subject: Homeroom Period

Grade: 5

Duration: 45 minutes

Teacher: Klaudia Zakrzewska

School Name: Primary School in Perły

Topic: I Believe in My Abilities!

General Objective:

To develop students' self-esteem and belief in their own abilities.

Specific Objectives – the student:

- Identifies and names their strengths
- Recognizes the diversity of talents in the class and learns to appreciate them
- Collaborates in a group, shares tasks, and presents results
- Understands that challenges can be overcome by using one's skills and support from others
- Builds positive self-image and confidence
- Learns to support others by giving positive feedback ("warm words")
- Feels satisfaction from creative activities (drawing, poster-making)
- Practices self-presentation by sharing their strengths with the class

Key Competences Developed:

- **Literacy competences** – describing strengths, expressing thoughts clearly in speech and writing
- **Personal, social, and learning competences** – self-awareness, talent recognition, cooperation
- **Civic competences** – respect and acceptance of others, peer support

- **Entrepreneurship competences** – identifying personal resources and planning how to use them
- **Cultural awareness and expression** – using drawings and symbols to express identity and potential

Methods:

- Brainstorming
- Group work
- Discussion

Forms of Work:

- Individual
- Group
- Team-based

Teaching Aids:

- Puzzle-shaped worksheets
- Colored markers
- Sticky notes
- Lesson Evaluation: Appendix 1

Lesson Structure

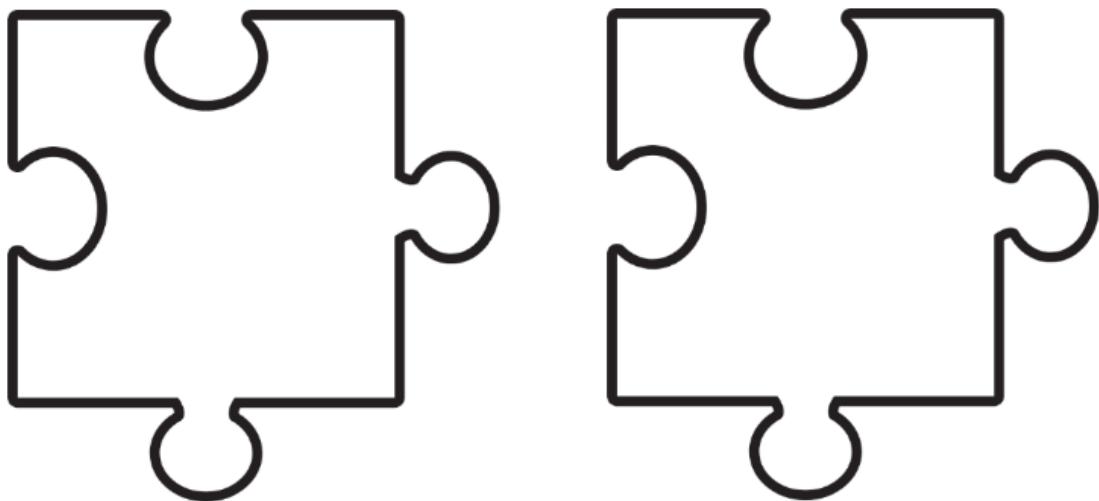
1. Welcome and Introduction (5 min)

- Teacher greets the class and writes the motto on the board: "*I believe in my abilities.*"
- Guided discussion: "*What does it mean to believe in your abilities? Why is it important?*"

Main Activities (35 min)

2. Activity: "My Superpowers" (10 min)

- Students work individually. Each receives a puzzle-shaped sheet and draws themselves as a superhero.
- Instead of fictional powers, they list real skills (e.g., good at drawing, fast at math, comforting friends, playing football).
- All puzzle pieces are assembled into a collective board. If time allows, students decorate them to form a unified image.



3. Group Work: “Bridge of Possibilities” (15 min)

- Discussion: Everyone faces challenges—tests, conflicts, fear—but we also have strengths that help us overcome them.
- Students form groups of 4–5.
- Task: On a large sheet, draw a bridge.
 - One side: challenges (e.g., exams, conflicts, shyness, failure)
 - Other side: goals (e.g., academic success, friendship, courage, dreams)
 - Bridge planks: personal strengths and skills that help cross over (e.g., perseverance, humor, patience, peer support)
- Groups present their posters and explain their ideas.

4. Activity: “Warm Words” (10 min)

- Each student writes one positive trait or skill of a randomly selected classmate on a sticky note.
- Notes are placed on the student’s back or worksheet.
- At the end, students read their “warm words” aloud—boosting self-confidence.

5. Summary and Reflection (5 min)

- Discussion: “*What did I learn about myself today? What helps me believe in my abilities?*”
- Lesson Evaluation: Appendix 1

Lesson Evaluation: Appendix 1



NAPISZ, CO MYŚLISZ

DROGA UCZENNICO, DROGI UCZNIA!

ZALEŻY MI NA POZNANIU TWOJEJ OPINII O MOICH ZAJĘCIACH.
PRZECZYTAJ UWAŻNIE PYTANIA I SZCZERZE NA NIE ODPOWIEDZ.

References:

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