



**Dofinansowane przez
Unię Europejską**

Erasmus+ project "Developing selected competences of key students in lessons and in school extracurricular activities"

NR 2024-1-PL01-KA220-SCH-000247484/2

SCENARIO OF A DEMONSTRATION LESSON CARRIED OUT AS PART OF THE ERASMUS+ PROJECT

SCENARIO OF CLASSES FOR CLASS VII in Polish

HOST: Mateusz Koniuszaniec

TOPIC – "Don't kill Polish characters! – on the power of the form of language and its meaning"

Time: 45 minutes

Form of work: work in groups (task stations), multimedia elements

Lesson objectives

General

- developing students' language awareness,
- developing the ability to analyze the text of culture (advertising),
- improving the creative use of the Polish language.

Detailed (the student can):

- indicate how the change in the linguistic form affects the meaning of the statement,
- recognize the functions of language (expressive, persuasive, poetic),
- analyze the advertising spot as a cultural text,
- create your own messages (slogans, aphorisms, dialogues),
- to reflect on the responsibility for language.

Activating methods and techniques

- film screening and analysis,
- brainstorming
- working in groups (task stations),
- the method of drama,
- guided discussion,
- mind map.

Teaching Resources

- multimedia board + video: "Don't kill Polish characters!",
- worksheets (5 task stations),
- coloured cards, markers, sticky notes.

Course of the lesson

1. Introduction – film screening

- Teacher: *"You're going to see an ad now that reminds you that small characters in a language can make a big difference."*
- Film screening (approx. 1.5 min).
- The students' first reaction: *"What amused/surprised you the most?"*
- Conclusion: **the form of language affects the meaning and reception of the message.**

2. Video content analysis – brainstorming

- Question: *"What examples of changing the meaning of words are shown in the video?"*
students give (e.g. "stick" vs "łaska", "turtle" vs "catch").
- Question: *"What does this video show about the power of language?"*
students: *"That even a small thing changes a whole sentence", "That the language is precise and you need to take care of it".*

The teacher sums up: advertising has a **persuasive function** – it is to convince people to take care of Polish characters.

3. Task Stations

Station 1 – Advertising message

- The students transform the given advertising slogans so that they sound correct and carry a **social message about the value of language**.

Station 2 – Fix the words

- The group composes a short dialogue written without Polish characters (e.g. in the SMS style), and then corrects it, showing the difference in meaning.
- Play both versions.

Station 3 – Aphorisms

- The students come up with 3 aphorisms of their own with the power of correct language, e.g. *"The tail is not an ornament, it is a sense"*.

Station 4 – Bomb Words and Medicines

- The group writes down 3 examples of words that, if misspelled (without signs), become ridiculous or incomprehensible, and 3 examples that, when spelled correctly, are legible and beautiful.

Station 5 – Class Password

- The group creates a common slogan promoting care for the Polish language, e.g. *"Polish signs – Polish word power!"*tag.

Groups work on a rotational basis (5 minutes per station). After each one, they leave the effects in a visible place.

4. Group presentations

- Each group presents the effects of one station.
- The teacher comments, pointing to **the language functions**:
 - impressive (persuasive – slogan),
 - expressive (emotions – dialogues),

persuasive (aphorisms, advertising).

5. Summary and reflection

- Guided discussion:

"Why is it worth taking care of language and its form?"

"Is the lack of Polish characters just a technical error or something more?"

- The students conclude with the sentence:

"Today I discovered that the correct spelling..."

"From tomorrow I will try to write in such a way that..."

Homework

Write a short note (5–7 sentences): *"What does the way we use language say about us?"*

Rewarding student activity.

APPROVAL BY THE SCHOOL PRINCIPAL

The script has received a positive opinion in terms of content and methodology – I approve it for implementation.