



**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

SCENARIUSZ OF CLASSES FOR CLASS VIII in Polish

HOST: Anna Hypki

TOPIC – Short form, great power – we write an invitation and an announcement.

PROCESSING TIME: 45 min.

CORE CURRICULUM REQUIREMENTS:

II.3.2. – use of utility forms,

III.1.1., III.1.2., III.1.3., III.2.1., III.3.2. – editing short forms of expression, taking care of correctness, adapting to the recipient.

METHODS:

- Heuresis - the Q&A method
- Work with text
- Critical Thinking Routine - Wandering Cards

FORMS OF WORK:

- Individual
- Group

COMPETENCES: creating informative statements and texts; understanding spoken and written texts; speaking and writing in the mother tongue, learning skills, social and civic competences, IT competences – use of multimedia

TEACHING AIDS:

- worksheets
- archival materials of the CKE
- Power Point presentation
- cards for writing arguments
- teblety
- program Padlet : <https://padlet.com/ahypki1/E8lekcjapisania>

GENERAL OBJECTIVES:

The student understands the language of persuasion, critically analyzes the work of a colleague, understands exam requirements, and cooperates in a group.

SPECIFIC OBJECTIVES:

Pupil:

- indicates the elements necessary in the invitation and announcement,
- adapts the language and form to the recipient,
- takes care of linguistic, spelling and aesthetic correctness,
- uses digital or traditional tools to create text,
- evaluates the work of colleagues according to established criteria.

COURSE OF THE LESSON:

Introductory phase (5 minutes)

1. Check attendance.
2. Discussion of current affairs.
3. Writing down the topic of the lesson and familiarizing students with the objectives of the lesson.

Implementation phase

Activities of the teacher and the student	Time	Key competencies
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<ol style="list-style-type: none"> 1. Teacher: Displays a presentation on the board and invites students to actively introduce them to the lesson. 2. Students: read the displayed texts and write down the differences in the notebook. They call the texts useful – which one is an invitation and which is an announcement. 3. N&U: Checking the correctness of the completed task. 	<p>5 minutes</p>	<ul style="list-style-type: none"> • understanding spoken and written text;
<ol style="list-style-type: none"> 4. U: Students receive printed texts of announcements and invitations. They emphasize the most important information in the text: who, for what/what, where, when, whom/to whom. 5. N. asks for a summary and creation of rules for editing a correct invitation / announcement. Attention to the language of persuasion (arguments). 6. U:analyze the success criteria displayed on the board (exam requirements) 7. N: hands an A4 sheet of paper to 	<p>7 minutes</p>	

<p>the students sitting in the first bench of each row. The cards contain the subject of the announcement and the invitation. Each "bench" writes down one potential argument encouraging them to take part in the event and hands the card to the next couple.</p> <p>8. U: they create a "bank of arguments", they point out that the arguments must refer to the subject of the event.</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> • social and civic competences
<p>9. N: divides the teams (4-5 people), distributes cards and instructs them to write an invitation or an announcement. Each group receives a tablet and opens the Padlet.</p> <p>If the group has an announcement to edit, it places it in the "Announcement" section, if an invitation, in the "Invitation" section.</p> <p>10. U: work in groups on a task.</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • IT competences – use of multimedia • creating informative statements and texts;
<p>11. N: after posting the texts on the platform, the teacher asks the students to read the works of their colleagues and place a critical comment under the text in</p>	<p>5 minutes</p>	<ul style="list-style-type: none"> • social and civic competences

<p>accordance with the principle of respect for the other person. It briefly outlines the rules for commenting on posts. It emphasizes the essence of constructive criticism.</p> <p>12.N: monitors student work.</p> <p>13.U : they wonder in what life situations they can use the ability to constructive criticism, what is constructive criticism for.</p>	<p>5 min</p>	<ul style="list-style-type: none"> • Speaking and writing in your native language
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Final phase - 5 minutes

Summary and evaluation of the lesson.

The students express what they have learned, how they felt in the lesson.

The teacher evaluates the students' work orally.

Anna Hypki

Kod do Padletu



APPROVAL BY THE SCHOOL PRINCIPAL

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