



**Dofinansowane przez  
Unię Europejską**

**Erasmus+ Project "Developing selected key competences of students during lessons and in extracurricular activities of the school" No. 2024-1-PL01-KA220-SCH-000247484/2**

## **SCHEDULE OF A DEMO LESSON CARRIED OUT AS PART OF THE ERASMUS+ PROJECT**

**ITEM:** Classes with a tutor.

**CLASS:** VII

**COMPLETION TIME:** 45 mins

**TEACHER:** Arleta Arendt

**SCHOOL NAME:** Kurt Obitz Primary School in Węgielsztyn

**LESSON TOPIC:** Masuria, a Wonder of Nature – we discover the natural and cultural heritage of the region.

### **LEARNING OBJECTIVES - GENERAL REQUIREMENTS**

- awakening sensitivity to the beauty of nature and the heritage of Masuria;
- developing a sense of social belonging among students;
- developing teamwork and creative presentation skills.
- developing the key competence of cultural expression.

### **SPECIFIC OBJECTIVES:**

Student:

- knows the geographical location of Masuria;
- lists characteristic monuments and places of the region;
- recognizes elements of the Masurian dialect;
- is able to work in a group to create a common project (dinner menu).
  
- prepares Masurian buttermilk based on an old Polish recipe.

### **SMART GOALS FOR STUDENTS:**

At the end of the lesson, students will be able to identify the Masurian region on a map of Poland, name at least three places related to the history of Masuria and provide brief information about their

significance, and list and explain the meaning of at least three words from the Masurian dialect. Students will be able to present a short, oral description of Masuria (3-4 sentences) combining geographical, historical, linguistic, and cultural elements.

**KEY COMPETENCES:**

- **Developing social and civic competences**– The student understands the importance of regional heritage for the local and national community. They can identify places of remembrance and historical events that shape the identity of Masuria. They develop an attitude of respect and responsibility towards their region and its inhabitants.
- **Developing cultural expression competencies** -The student learns and can name elements of the cultural heritage of their region (dialect, flavors, folk costumes, traditions, historical sites). Expresses their own attitudes toward regional heritage through conversation and description. Recognizes the value of Masurian culture as part of local and national identity.
- **Developing learning competencies** – The student can combine various sources of knowledge (geographical, historical, linguistic, cultural). They can independently prepare a short presentation about Masuria, practicing planning and organizing their own learning.

**TEACHING CONTENT – DETAILED REQUIREMENTS: (CORE CURRICULUM):**

Student:

- expands knowledge about the history, culture, traditions and nature of the region.
- presents the customs and traditions of its own region.
- shows respect for the cultural heritage of the place where he or she lives.

**Working methods:**

- communicative method (discussion).
- audiovisual method (multimedia presentation, educational film).
- task-based method (practical exercises, group work).

**Teaching aids:**

- multimedia presentation;
- educational film about Węgorzewo;
- food products;
- kitchen accessories;
- illustrations, descriptions of dishes;
- short evaluation survey.

**ESTIMATED TIME: 45 minutes**

## **COURSE OF CLASSES:**

### **1. INTRODUCTORY PHASE: (5 minutes)**

#### **Objective:**

The student knows the topic and objectives of the lesson. They receive information about the content and activities that will be covered.

#### **Teaching situation:**

- 1) Teacher welcoming students.
- 2) Presentation of the lesson topic, display of lesson objectives on the multimedia board.
- 3) Creating a map of associations related to Masuria - activating students, writing down students' association suggestions on the board.

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

- Introduce the topic and objectives of the lesson.
- Encourage students to actively participate in creating a map of associations related to Masuria.
- Write students' answers on the board.

#### **Instructions for the student:**

- Active participation in the conversation.
- Providing associations related to the lesson topic.

### **2. IMPLEMENTATION PHASE (35 minutes)**

#### **Objective:**

To increase students' knowledge of the region. To familiarize them with elements of Masurian geography, tourism, and traditions.

#### **Teaching situation:**

- 1) *Multimedia presentation (8 minutes)*
  - The teacher presents slides and discusses the following topics:
    - ✓ Geographical location of Masuria;
    - ✓ Sailing routes with major lakes;
    - ✓ Tourist attractions of the region: historical, related to World War II, landscape;
    - ✓ Masurian traditions: name of the region, folk costume, dialect, flavors.

- Asks students questions to engage them in discussion: Which places would you like to visit?  
*What does the Masurian dialect sound like to you? Does it resemble another language? Is it easy to understand?*

**Instructions for the teacher:**

- Check the performance of the presentation before the lesson.
- Pay attention to students' activity and encourage less active students to speak up.

**Instructions for the student:**

- Active listening and participation in the discussion.
- Remembering as many details as possible from the presented slides.

**Materials:**

Multimedia presentation prepared by the teacher.

**Teaching situation:**

**2) *Educational film about Węgorzewo (5 minutes)***

The teacher displays a film on the multimedia board about the geographical and cultural values of Węgorzewo (approximately 3 minutes). Guided discussion with students about their impressions after viewing: Why is Węgorzewo an important place in the region? What distinguishes it from other Masurian towns?

Link to the video: <https://www.youtube.com/watch?v=pdFa14IcaBA>

**Instructions for the teacher:**

- Make sure the video runs smoothly on the monitor, check the sound.
- Play the educational video.
- Stimulate students' initiative and praise them for their activity.

**Instructions for the student:**

- Watch the film carefully.
- Answer the questions asked.

**Teaching situation:**

**3) *Menu card – Masurian Flavors (15 minutes)***

- The teacher divides the students into two groups. Each group receives a set of materials prepared by the teacher (descriptions of dishes, illustrations).

- Students analyze the materials and select dishes that best reflect the culinary traditions of Masuria.
- The task of each group is to create a full dinner menu: soup – main course – dessert.
- The groups decide on the order of the dishes. They prepare a short presentation of their menu in the form of a menu card.
- Each group presents their "Masurian Dinner" menu to the class.

**Instructions for the teacher:**

- Prepare materials for group work.

**Instructions for the student:**

- Share tasks within the group.
- Create a menu in an attractive form.

**Teaching situation:**

***4) Practical task LEMON HASŁANKA (7 minutes)***

Students stay in groups.

- The teacher displays on the multimedia board a recipe for preparing Masurian lemon buttermilk according to an old Polish recipe taken from the book "Smak Mazur" (Appendix No. 1).
- Asks a willing student to read the recipe.
- Makes sure that the phrases used in the recipe are understandable to students.
- Students begin practical work with the prepared products.

**Instructions for the teacher:**

- Prepare the ingredients and kitchen equipment needed to complete the task.
- Observe students' work.
- Provide clarifications when necessary.

**Instructions for the student:**

- Students prepare buttermilk according to the recipe instructions.
- Joint tasting.

**SUMMARY (5 minutes)**

**Objective:** Summary of knowledge acquired and evaluation of classes.

**Teaching situation:**

**1) *Knowledge quiz about Masuria on the Wordwall platform.***

The teacher presents the task on the interactive whiteboard. Students test their knowledge during an interactive exercise:

**Recommendation:** Choose the correct answer.

**Form:** Interactive exercise, multiple choice test.

Link: <https://wordwall.net/pl/resource/96370641>

**2) *Verification of the achievement of specific objectives;***

Ask students questions to summarize the lesson: What new things did you learn about our region today? What information particularly surprised you?

**3) *Request to complete a short evaluation survey.***

**Instructions for the teacher:**

- Prepare the quiz in advance, check its availability online.
- Thank students for their involvement and emphasize the value of each answer.

**Instructions for the student:**

- Take part in the proposed quiz.
- Think about what you have learned and what you have remembered.
- Complete the evaluation survey about the classes conducted.

**Feedback:** After each answer, the student receives feedback on whether they have chosen the correct answer. If an incorrect answer is provided, the system indicates the correct solution.

Materials:

- Short evaluation survey.

**TIPS FOR WORKING WITH PEOPLE WITH DIFFERENT DEVELOPMENT NEEDS:**

- Adjusting the level of questions to the abilities of students;
- Giving clear and concise instructions;
- Possibility of support from peers;
- Individual teacher support while completing tasks.

**BIBLIOGRAPHY:**

1. Tadeusz Ostojki, Rafał Wolski - The Taste of Masuria. The Cuisine of Old East Prussia

2. <https://www.youtube.com/watch?v=pdFa14IcaBA>

3. <https://wordwall.net/pl/resource/96370641>

4. <https://www.ruszajwdroge.pl/2021/09/21-ciekawostek-o-Mazurach.html>
5. <https://mazury.travel/10-rzeczy-ktore-warto-wiedziec-o-warmii-i-mazurach/>
6. <https://mynaszlaku.pl/mazury-atrakcje/>
7. <https://luteranie-dzialdowo.pl/archiwalna/pl/biuletyn/msgwarymazur.htm>

ATTACHMENTS - presentation, evaluation questionnaire

### ***Recipe for Lemon Buttermilk: (Appendix No. 1)***

#### **Ingredients:**

- 1 lemon
- 1 liter of buttermilk
- 4 tablespoons of farina or honey

#### **Preparation method:**

Grate the lemon peel, squeeze the alcohol from the fruit, and strain through a thick-walled strainer. Pour into the buttermilk and mix thoroughly with the farina or honey and the grated lemon peel.

Wsio! Psijta with taste.

#### **Glossary:**

- citron – lemon
- zalt – juice
- farina – sugar
- dybzak – strainer

### **Opinion of the methodologist teacher**

The lesson plan for the educational lesson entitled "Masuria, a Wonder of Nature – discovering the natural and cultural heritage of the region" prepared by Ms. Arleta Arendt is a very well-thought-out and methodologically correct proposal for educational activities, in line with the objectives of the Erasmus+ project and the core curriculum.

#### **Strengths of the script:**

- Compliance with the objectives of the Erasmus+ project – the lesson develops students' key competences, especially in the area of cultural expression, social and civic competences and learning to learn.
- Diversified working methods – the use of communication, audiovisual and task-based methods helps activate students and adapt classes to different learning styles.

- Integration of cross-curricular content – the curriculum combines elements of geography, history, language and culture, which supports a holistic approach to education.
- Practical activities for students – preparing Masurian buttermilk and creating a dinner menu – are engaging activities that develop creativity and teamwork skills.
- Taking into account the needs of students with diverse abilities – the scenario contains specific instructions for working with students with special educational needs.

**Improvement suggestions:**

- It is worth considering adding an element of student reflection in the form of a portfolio, which could deepen the learning process.
- The introductory part can be enriched with a short student presentation or a pre-quiz to better diagnose the level of knowledge before the class.

**Summary:**

The curriculum is educationally valuable, modern, and engaging. It fully addresses the principles of regional education and the goals of the Erasmus+ project. The activities are planned in a logical, balanced, and engaging manner for students. I recommend its implementation and dissemination as an example of good educational practice.

**Signature of the methodology teacher**

Irena Woronka

**APPROVAL BY THE SCHOOL PRINCIPAL:**

The script received a positive assessment - I accept it for implementation.