



**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:Creative activities (additional)

CLASS: 4

COMPLETION TIME:60 mins

TEACHER:Margaret Wierzbicka

SCHOOL NAME:Kurt Obitz Primary School in Węgielsztyn

LESSON TOPIC:Making your own glycerin soap.

LEARNING OBJECTIVES - GENERAL REQUIREMENTS

- Developing students' creativity and manual skills.
- Shaping a pro-ecological attitude and a conscious approach to personal hygiene.
- Strengthening group cooperation and communication skills.
- Developing a sense of aesthetics and self-agency through creating utilitarian objects.

SPECIFIC OBJECTIVES:

Student:

- knows the basic ingredients needed to produce glycerin soaps,
- can select dyes and additives for soap according to their own concept,
- makes the soap yourself according to the instructions,
- can work in a group, sharing responsibilities,
- is able to present the results of his/her work,
- understands the difference between a natural product and an industrial one.

SMART GOALS:

- **EXPLICIT:**Students will make their own glycerin soap according to the instructions provided and their own decorative idea.
- **MEASURABLE:**Each student will create at least one soap, which they will present at the end of the class.
- **ATTRACTIVE:**The task will be completed in an accessible classroom setting, using safe ingredients.
- **REAL:** Students will develop their creativity, manual skills and learn teamwork.
- **ON TIME:** Classes will end at the scheduled time, and students will present their work at the end.

KEY COMPETENCES:

- **Competencies in understanding and creating information**– After watching an instructional video on how to make soap from glycerin, the student is able to plan his/her activities.
- **Mathematical and scientific-technical competences**– The student is able to divide a block of glycerin base into the indicated parts. Based on observations, the student determines the properties of glycerin.
- **Digital competences**– The student searches for soap inspiration and patterns online.
- **Personal, social and learning competences**– The student cooperates in a group and organizes his/her own work based on instructions.
- **Civic competences and cultural awareness**–The student talks about ecology and the role of natural cosmetics.
- **Competencies in cultural awareness and expression**–The student is able to design and make soaps.

WORKING METHODS:

- **Activation methods:**project method, brainstorming, discussion.
- **Practical methods:**demonstration, instruction, independent activity of students.

- **Exposition methods:**exhibition and presentation of the results of the work.

TEACHING RESOURCES:

- glycerin base,
- food or cosmetic dyes,
- essential oils,
- silicone molds,
- dried flowers, spices (e.g. cinnamon, lavender),
- mixing sticks, knives, bowls,
- microwave (under teacher supervision).
- multimedia board
- educational film

COURSE OF CLASSES:

1. INTRODUCTORY PHASE: (10 minutes):

Objective: Learning the properties of glycerin and its effects on the human body.

- The teacher presents different types of soap. Students look at them, touch them, and smell them.
- The teacher leads a casual conversation with students about the usefulness of soap in everyday life. He emphasizes the importance of maintaining good personal hygiene.
- The teacher suggests that each child make their own glycerin soap.
- The teacher presents the basic ingredient of soap – glycerin base.
- Based on observations, students determine its properties: color, smell, state of matter, hardness, texture.
- The teacher supplements the information on the properties of glycerin (hygroscopicity, moisturizing, lubricating, occlusive, disinfecting effect). He/she indicates its use in cosmetology and pharmaceuticals.

Instructions for the teacher:

- Prepares 3 sets for work: materials for making soaps (glycerin base, fragrance oils, small dry flowers, ground coffee, dyes, spices), silicone molds, knives, glass jug, disposable towels, tweezers, packaging foil, ribbons
- He sets up a microwave in the classroom.
- Checks the operation of the instructional video before the lesson.
- Encourages students to work creatively.
- Draws attention to compliance with safety rules

Instructions for the student:

- They listen carefully,
- They observe and exchange the properties of soap and glycerin base
- They actively participate in the preparation of soaps.

WORKSHOP PART: (45 min):

Objective: Making glycerin soaps

1. The teacher divides the students into teams of two and reminds them of the rules of group work.
2. The teacher announces that work sets and instructions are prepared on the tables. The teacher discusses the contents of the sets.
3. The teacher plays an instructional video. The students watch.

LINK: https://www.youtube.com/watch?v=sTGOLRVg_2U

4. The teacher shows how to make the first soap and instructs the students to make it, providing assistance if necessary (the teacher helps to dissolve the glycerin base in the microwave).
5. The next step is to make soaps in molds using the remaining glycerin base. The teacher provides instructions, and the students create their own soaps based on their own ideas.
6. The soaps are left to set (also in the refrigerator).

BASIC INSTRUCTIONS FOR PREPARING SOAPS

1. Cut off a piece of the glycerin base with a knife and cut it into smaller pieces.

2. Then put it in a glass container.
3. Heat the container in the microwave until completely melted. The base should become liquid.
4. Add a few drops of dye to the liquid glycerin base.
5. Add your favorite scent – a few drops.
6. If you'd like the ingredients embedded in the center of the soap, slowly pour some of the glycerin base into silicone molds, wait for it to set slightly, add flower petals, herbs, shells, or other ingredients, and pour the remaining base over them. The base sets very quickly, so you may need to reheat it. You can also simply add the ingredients to the base, mix, and pour into the molds.
7. Now wait for the homemade glycerin soaps to completely harden. Depending on the size of the soap, this can take from about 30 minutes to several hours.
8. Once the base has completely cooled and hardened, remove the finished soaps from the mold. You can refrigerate them first, which will make them easier to remove. If you still have trouble removing the soaps, gently pry them out with a sharp knife, and they will come out easily.

Instructions for the teacher:

- Divides students into groups.
- Turns on the instructional video.
- Supervises the production of soaps (helps when necessary)

Instructions for the student:

- They work in groups of two.
- They watch the film carefully.
- They read the instructions and do their work according to them.

SUMMARY (5 minutes)

Purpose: Presenting completed work and assessing classes.

- Students present their finished soaps.
- Exhibition of works on tables.
- The teacher asks students for feedback, how did they like the class?

Opinion of the methodologist teacher

The creative lesson plan prepared by Ms. Małgorzata Wierzbicka is an inspiring and methodologically sound proposal for developing key competencies for fourth-grade students. The activities align with the goals of the Erasmus+ project and promote learning through action, creativity, and collaboration.

Strengths of the script:

- **Orientation towards practical action**– students have the opportunity to make soaps themselves, which develops their agency, creativity and manual skills.
- **Integrated key competencies**– the scenario supports the development of digital, social, scientific, technical and cultural competences.
- **Diverse working methods**– the use of an instructional film, teamwork, brainstorming and exhibition of works promotes student activation and diversity of educational experiences.
- **Ecological and aesthetic dimension of classes**– students learn about natural ingredients, hygiene and aesthetics, which strengthens their ecological and cultural awareness.
- **A safe and well-thought-out work environment**– the teacher ensured appropriate preparation of materials, equipment and work space, taking into account health and safety regulations.

Improvement suggestions:

- It is worth considering adding a short student reflection in the form of a note or photo to the student portfolio.
- The summary section can be enriched with elements of students' self-assessment, e.g. what was most difficult for them and what was most satisfying.

Summary:

The lesson plan is modern, engaging, and consistent with the principles of creative education. It fully meets the goals of the Erasmus+ project and supports the development of students' key competencies. I recommend its implementation as an example of good educational practice in working with children in early childhood education.

Signature of the methodologist teacher

Anna Krupa

APPROVAL BY THE SCHOOL DIRECTOR:

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