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ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2

Leisure activity scenario; Topic: The smell and taste of traditions and home; Class: VIII, IX

"The aim of education is not to increase the amount of knowledge, but to create opportunities for children to invent and discover - to create people capable of doing new things." Jean Piaget

"Only those who have learned how to learn and change are educated." Carl Rogers

Basic information:

Class: VIII, IX

Time allocation: 60 min

Teacher: PhDr. Terézia Drdulová, MBA, special needs teacher

School name: Primary School with Nursery School Smolenice, Slovakia

Topic: **The smell and taste of traditions and home**

Educational objectives:

Lesson objectives:

1. To familiarise pupils with the history of wafer baking and its connection to the school
2. To guide pupils through the practical preparation of dough and the process of baking wafers
3. To help students form their own attitude towards tradition

SMART GOALS for pupils:

1. I will learn how wafers were baked in the past and what it meant
2. I will learn what wafers are made of
3. I will learn the skills of preparing dough and using a wafer baking mould
4. I will form my own attitude towards tradition
5. I will acquire the skill to teach others how to bake wafers

Key competences:

Competencies	How they are fulfilled in class
Communicating and working with information	Understanding the description of the procedure by pupils and its transfer into practical life - application
Mathematical, scientific and technological	Weighing, measuring, converting units, calculating quantities. Calculating the electricity consumption of a wafer maker (to calculate the price of wafers when selling). Safety when working with electrical appliances.
Digital	Photography, working with presentations, text, images.
Personal and social	The pupils divide up the tasks and develop teamwork skills. They take turns baking, presenting and evaluating their work.
Cultural	Students learn about traditions and symbols from the past and watch an excerpt from a historical film. They learn about the values and traditions of their ancestors, their mutual support, and their life in the community. They will think about how they could organise a charity event for someone who needs it in various life situations.
Learning to learn	Students will be asked to think about how the past, present and future can be connected. Students will learn how traditions and related skills are passed on. They will learn how to transfer the knowledge, skills and attitudes acquired at school into practical everyday life, both now and in the future. They will create a procedure for preparing dough and baking wafers for younger pupils - both in text and visual form. Pupils will pass on the baking procedure to other pupils and support them in acquiring this skill.
Civic	Pupils will be asked to come up with a name and type of product or service that reflects local traditions and customs.
Entrepreneurship	Pupils will consider which traditions they would like to preserve and how they could use them in future business ventures. They will have the opportunity to create a slogan, product name or company name. They will consider and propose a financial reward for the wafers.

Teaching methods:

Methods: Discussion. Application of the procedure description in practice. Practical exercise - baking. Reflection.

Forms: Individual, group.

Teaching aids: Task completion checklist. Camera or mobile phone. Computer.

Differentiated tasks:

1. The text describing the procedure for preparing the dough for wafers and baking the wafers is provided to pupils with developmental learning disabilities in an easy-to-read form.
2. Students have the opportunity to choose the type of task themselves (according to their preferences, interests, abilities)
3. Pupils choose the difficulty of the tasks (according to the level of support they need/do not need).

Lesson plan:**1. Introduction (10 min)**

Welcome and introduction of guests.

The topic of traditions in our lives, traditions in the life of a specific pupil.

What traditions do we maintain in our families, schools, wider communities, villages, and country – discussion.

Which specific traditions would pupils like to maintain in the future in their family and community?

2. Exposition (10 min)

How is the tradition of baking wafers related to school, the tradition of baking wafers in our school.

Excerpt from the film Oblátky (Wafers).

Activity: Working with text – worksheet for reading comprehension.

Students receive a text describing the process of preparing dough or baking wafers and are asked to arrange the individual steps in chronological and logical order.

The pupils check the correctness of their answers against the correctly displayed procedure.

3. Fixation - (30 min)

Everyone present is familiarised with safety when baking - using electrical appliances.

The pupils are divided into groups. The groups take turns baking and doing other activities.

Pupils who bake wafers inform the others about the type of wafers (sweet, savoury, flavoured).

During the baking process, pupils will repeat and explain the chemical and physical phenomena that occur during baking, according to the tasks they have chosen.

The pupils write down in a checklist which tasks they have completed.

4. **Reflection and conclusion** (5 minutes)

What are traditions? How are they passed on?

What tasks did the pupils choose? What did they manage/not manage to do?

5. **Pupils' self-reflection and self-assessment of the acquisition of competences** (5 minutes)

A. Pupils choose one of the questions written and cut out on strips of paper. They read it out loud and answer:

- What new things did you learn today?
- What was the most interesting thing you learned today?
- What did you realise about yourself based on this activity?
- What did you learn about others from this activity?
- How did you feel during the activity today?
- How could you use what you learned today in the future?
- What do you want to remember from today's lesson in 3 months?
- What did you do best today?
- What was the biggest challenge for you today?
- What would you do differently next time?
- What would you like to change or improve in the future?
- What would you praise yourself for today?
- Did you work better in a group or on your own? Why?
- What does this mean for your future learning?

B. Worksheet: Student self-reflection and self-assessment of competence acquisition

During this lesson:

1. I learned this **insight, knowledge**:

Write down what specifically:

.....

2. I acquired this **skill**:

Write down what specifically:

.....

3. I have adopted this **attitude**:

Write down what specifically:

.....

C. Option for visualised reflection on the acquisition of competences for pupils - optional

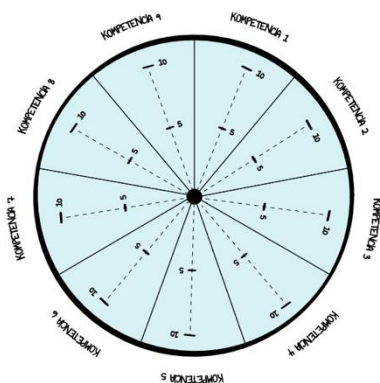
Task: Match and illustrate in order:

Competence 1 - the competence I **acquired to the greatest extent** during the lesson.

Assign it **the most** points on a scale of 1-10.

Competence 8 - the competence I **acquired the least** during the lesson.

Give it the **lowest** score on a scale of 1-10.



Baking wafers

Task completion checklist

Student's name: _____

Team/group: _____

Task: Choose a task according to your abilities and interests. After completing the task, mark it (✓) and write down your self-reflection at the end – on the other side of the worksheet.

Area of activity	Task	Completed (✓)
Preparation of ingredients	I measure the ingredients according to the recipe / count the quantity / calculate the proportions	
Mixing the dough	I mix the dough / check the consistency / explain the chemical changes	
Work procedure	I arrange the sentences in the text describing the dough preparation procedure.	
Baking	Pour the dough / monitor the time / I supervise the work at the wafer maker	
Serving and cooling	I transfer the wafers / sort them / I suggest the method and place of cooling	
Aesthetics and packaging	Packaging wafers / decorating them / I design the packaging	
Documentation	I record the procedure / take photos / prepare presentation	

Communication and traditions

I prepare the design,
logo / calculate the price
of packaging /
share traditions

The leisure activity lesson is methodologically well prepared, well thought out and focused on the holistic development of pupils. It uses experiential, project-based and cooperative forms of learning that combine the cognitive, emotional and social components of education. The objectives are linked to competences. The lesson is comprehensive and modern.

The methodological structure is logical and balanced. The discussion about traditions creates a pleasant personal atmosphere, activates the pupils' prior knowledge and motivates them to take an interest in the activity presented. It also includes work with text and a film clip. Students develop communication, information processing, cultural, civic, personal and social competences. Last but not least, the activity also extends into the area of entrepreneurial competences.

Students gain experience through group activities. They are responsible for completing the tasks they are given. The teacher uses a differentiated approach here. The individuality of each student is respected, and they are not just members of a group. Their interests, possibilities and limitations are taken into account.

Conclusion: Traditional crafts are combined with modern elements. Pupils acquire useful practical skills and develop comprehensive competences that they can apply in life. The lesson is dynamic and engaging.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, Headteacher

10 October 2025, Smolenice, Slovak Republic