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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

Lesson plan

School: Smolenice Primary School and Nursery School, Komenského 3, Smolenice

For pupils: 9th grade

Subject: Afternoon activity – instrumental awareness method

Teacher: Bc. Milena Fulajtárová

School: Smolenice Primary School and Nursery School

Topic: MIU – ORIENTATION, STORIES IN PICTURES

Time allocation: 60 minutes

Overall objective of the lesson

Pupils develop their orientation in space and time, logical thinking and prediction, learn to cooperate, reflect on their own thinking and transfer knowledge into everyday life.

Cognitive objectives:

- Develop the ability to orientate oneself in space and time.
- Strengthen logical and predictive thinking when solving tasks.
- Support the ability to analyse and interpret information.

Affective goals:

- To support intrinsic motivation to learn without evaluation.
- Develop self-awareness and the ability to reflect on one's own thinking.
- Connect emotions and cognitive processes when solving tasks.

Social goals / transfer:

- Develop the ability to cooperate and make joint decisions.
- Identify lessons learned from practical situations and transfer them to everyday life.

Content: orientation, story in pictures

Performance: Combining thinking, emotions and practical experience, internal motivation, cooperation and bridging knowledge.

Form: individual, group

Methods: specific to MIU, discussion, observation, analysis of visual material, guided reflection

Aids: PL, visual material

Competencies developed**Competence "*Learning to learn*":**

Students learn to be aware of their own learning, plan and evaluate their solutions, and put their knowledge into practice.

Competence "*Communication and working with information*":

Students develop the ability to communicate effectively, share and interpret information when collaborating and solving tasks.

Competence "*Personal and social*":

Students develop self-awareness, cooperation and the ability to reflect on their thinking and behaviour in different situations.

Competence "*Civic*":

Pupils develop responsibility, cooperation and the ability to apply the knowledge and values they have acquired for the benefit of the community and everyday life.

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

- Welcome pupils and provide brief motivation.
- Exercises for relaxation and concentration:

Breathing with words – 3–4 breaths in and out with the words "calm" and "concentration".

- Presentation of the lesson objective: working with the Orientation and Stories in Pictures tools, developing thinking, problem-solving strategies and transferring knowledge into real life.

2. Main part – Orientation (25 min.)

- Presentation of the Orientation tool – building on the pupils' previous experiences.
- Comparing pages: page 3 vs. page 2 – pupils talk about similarities and differences.
- Analysis of the content of page 3:
 - What do we see? Tools and equipment – what is the difference?
 - The meaning of capital letters.
 - What is the table for? How does it help us and when do we use it?
 - Characters facing different directions – the meaning of the cardinal points.
 - A figure that turns – could it be anyone?
 - Visual transfer – connecting images with personal experiences.
- The entire worksheet is gradually worked through, the teacher asks questions, and the pupils analyse and discuss.
- Filling in the page and sharing solutions with others.

3. Main part – Stories in pictures (20 min.)

1. Presentation of the *Stories in Pictures* tool: illustrations with a sequential story.
2. Selected page 2 (two donkeys) – pictures revealed step by step:
 1. Picture 1: donkeys tied together with a rope, grass, herbs, flowers.
 2. Picture 2: separate directions, anger.
 3. Picture 3: turned towards each other, question mark – thinking.
 4. Picture 4: walking together in one direction
 5. Picture 5: walking together in the other direction.
3. **Questions and discussion:**
 - What is happening in the picture?
 - How do the characters feel?
 - Prediction – how will the story continue?
 - Lesson: cooperation, assistance, joint consideration.
4. **Reflection:** applying the lesson to everyday life.

4. Conclusion – Reflection (5 min.)

- Discussion:
 - *"What have we learned today?"*
 - *"How did we feel while working?"*
 - *"What was difficult and what was easy?"*
 - *"Can you imagine doing a similar transfer in your everyday life?"*
- Emphasising the importance of: combining thinking, emotions and practical experience, internal motivation, cooperation and bridging knowledge.

Time schedule

Activity	Time
Introduction + relaxation and concentration exercises	10
Orientation – worksheet	25
Stories in pictures – gradual revelation	20
Reflection and conclusion	5 min
Total	60 min

Mediated learning – MIU method

Key elements of interaction in mediated learning:

1. **Intentionality and reciprocity** – sharing an interest in learning.
2. **Transcendence – bridging** – an intention that transcends the goals of the current situation
3. **Mediation of the meaning, value and purpose of learning activities.**

The instrumental awareness method is a method of mediated learning. The aim of this method is to convey one's own strategies, increase critical thinking, develop learning potential and correcting deficient functions (speech, internal motivation, reflection of one's thoughts and insights) and removing emotional and social barriers. Mediation involves the transfer of cultural patterns.

Optimal conditions for development should be created for each child so that their educational needs are accepted and that work and the fulfilment of set goals.

When working with MIU, subject-unspecific material can be very useful when working with different children, as it makes it easier to overcome negative habits or emotions associated with learning at school. The tasks in the individual workbooks-instruments are therefore deliberately chosen to emphasise **"how something is done"** rather than **"what is done"** and to focus on specific skills and competences rather than specific knowledge.

Each lesson in instrumental awareness usually has seven parts.

1. Introduction to the lesson topic.
2. Familiarisation with the task and the form of the given page from the instrument, analysis of information
3. and materials available for solving the task, formulation of the problem
4. the task contains, preparation for independent work on solving the task.
5. Independent work by pupils: solving tasks, or individual support for pupils by the facilitator.
6. Discussion of the procedures and strategies used by pupils after solving the task, identification of problems that arose during problem solving.
7. Generalisation of principles and rules that proved to be appropriate and useful, which children can also use outside of lessons, evaluation of pupils' work and emphasis on important findings.
8. Transfer – "bridging" knowledge or principles from the lesson to everyday situations, applying knowledge to situations in individual school subjects, etc.
9. Reflection. Summarising during the lesson, emphasising what the children have learned during the lesson, reminding them of the new knowledge and skills they have acquired during the lesson.

Instrument - Spatial orientation

The tasks in this instrument place great emphasis on the child's vocabulary in relation to spatial orientation and the spatial orientation of objects in relation to other objects in the environment in which the child moves.

The pages present familiar, but gradually more complex scenes with many details, and the child must determine their position in space using familiar or mediated vocabulary

right, left, front, back...

The tasks include visual and spatial discrimination and recognition , verbal labelling, coding, and the like.

Sources:

1. FIE-Standard :Users Guide to Theory and Practice, Feuerstein, Feuerstein, and Falik, 2004

Methodological evaluation

The pupil develops spatial and temporal orientation, logical thinking, the ability to cooperate and reflect on their own learning through the method of instrumental awareness (MIU).

The lesson is conducted as a developmental activity aimed at supporting the cognitive and metacognitive development of pupils. The teacher uses the Orientation and Stories in Pictures instruments, which serve to develop spatial imagination, logical thinking, prediction and the ability to transfer knowledge into everyday life. Teaching takes place as a separate methodological framework respecting the rules and principles of mediated learning (MIU). The teacher supports pupils in finding suitable learning strategies.

The lesson is well structured, emphasising the learning process, metacognitive skills, self-awareness and self-assessment. Methodologically, the atmosphere of partnership and interactivity, discussion, cooperation and joint discovery are valuable. The internal motivation of pupils is also strengthened by the fact that they are not assessed and their performance is not compared.

Students work on their abilities and skills. At the same time, the teacher guides them towards their practical application. The lesson develops the ability to observe, reflect and express thoughts in accordance with emotional experiences, thereby gaining significant overlap into the area of personal development.

Conclusion: The lesson falls within the framework of the development of metacognition, the ability to learn, which, in addition to innovation, also gives it exceptional prospects for the future of education. It contributes to the comprehensive development of the student's personality.

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

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic