

## The biology lesson – the second form of the junior high school (gymnasium).

The teacher: Dorota Molendowska

Topic: Nutrients and their significance.

Class: the second class of the secondary school.

Methods: panel discussion, puzzle the game “True – False”.

While entering the class, students draw tickets with numbers one of the five groups they are to work and take their seats at tables. They watch a short performance, prepared by their female friends entitled “In the surgery” where “the young actresses” plays roles of a doctor, a nurse and a mother with a child. Their conversation concerns nutrients which are necessary for a child during his / her puberty and adolescence. The next stage is a jigsaw puzzle – work with a text of nutrients divided into five parts: proteins, carbohydrates, fat, vitamins, mineral salts. Each group receives a different part of the texts, an individual student’s card and part of the table where a student writes a name of the nutrient, its significance and sticks pictures of food products which contain the appropriate nutrient in the table.

The next division of students into groups is a change of experts from the previous groups. The experts go back and confront gained knowledge. Then all the students together complete the table by sticking fragments worked out by the students during the class. Students verify gained knowledge and skills by taking part in a game “true – false”. Each group receives one paper clip for the correct answer and then the clip is fastened to a stand next to a table at which members of the group who answer correctly, sit.

## Kornel Makuszyński Primary School in Morawica.

**Subject:** Polish

**Class:** IV a

**The teacher:** Monika Pabian

**Topic:** In a wonderful world of “Tales” by H. Ch. Andersen.

**Aims of lesson:** to sum up and practise everything they have learnt about Andersen’s tales,

**Detailed aims of lesson:**

**The student:**

- points elements of the world presented in Andersen’s tales which students have read;
- sees and understands the morals of the particular tales;
- can distinguish between good and evil;
- can distinguish fantastic events and characters from probable ones;
- sees similarities between the typical qualities of a tale

**Methods:** drama, mind mapping, the game “levels of knowledge and skills”

**Forms of works:** group work.

**For activities the following didactic means are necessary;**

“The Tales” by Ch. Andersen: “The Snow Queen”, “The Nightingale”, “The Daisy”, “The Steadfast Tin Soldier”, “The Wild Swans”.

- illustrations of discussed tales
- worksheets, felt- tipped pens
- four containers with stuck numbers from one to four;
- sheets with tasks

The short description of activities:

In order to remind students of the life and production of the Danish writer one of the students pretends to be H. Ch. Andersen and other children ask him questions. After making the interview students, who working in groups, sketch out an activity as mind maps where they should contain the most important information concerning The Tales.

After the presentation of their work the groups are to take part in a game – competition “levels of knowledge and skills”

**Procedure:**

**Introduction:**

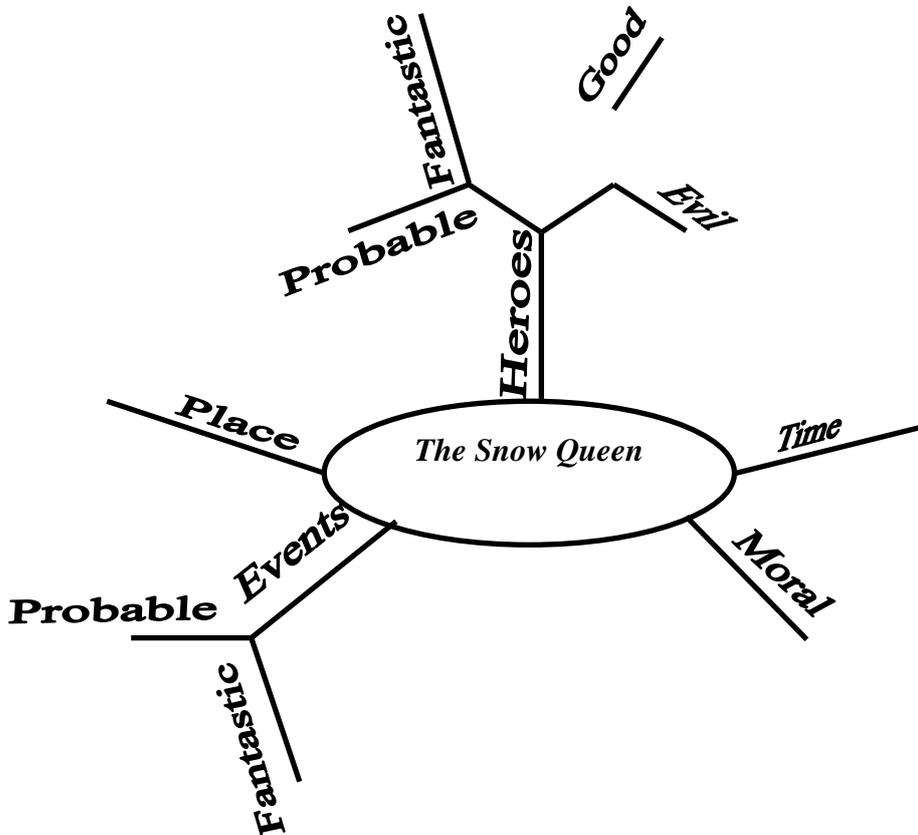
1. Students stand in a circle and draw sheets of papers with the titles of the tales. Five students which have different titles of the tales, mime to show their colleagues a tale they have drawn. Children do not say aloud which tale is shown but stand behind a person who has presented a tale which title they see on their sheet. In this way students are divided into five groups. Each group has to work out the they have drawn.
2. The teacher inform students about the aims of the lesson. She writes a subject on the board.

**Main Part of the lesson:**

1. Students, working in groups, make posters: Each group complete the given outline, analyzing a different tale:
  - I The Snow Queen,
  - II. The Nightingale,
  - III. The Daisy,
  - IV. The Steadfast Tin Soldier
  - V. The Wild Swans

Students put their own drawings, paper cut-outs, inscriptions.

The pattern of the outline which students have to complete:



2. The leaders of each group make a presentation
3. Students, looking at the posters look for similarities between the tales
4. Students stick the sheets with the text in their copy books, Children complete a note to sum up their knowledge concerning the tales.

**Note:**

In tales characters and events ..... mix with.....

The setting of the tale is ..... In tales we often see the fight between..... and.....,but a victory is won by.....

From the beautiful world of Andersen’s tales we can gain wisdom, because the texts of the Danish writer praise such values as.....,....., ..... and .....

**The ending:**

## 1. The game: “levels of knowledge and abilities”

Students work in a group. The main aim of players is to score by a team as many points as they can in limited time. Each team chooses its “ task-person”, a student who is responsible for the strategy of drawing and supplying tasks. “ Task-people” are allowed to choose only one task from each container of the game “levels of knowledge and abilities”. Students work together in a team, copying with tasks. The results of their work is checked by the team of experts chosen from students. When in doubt, they ask the teacher for help. A group which receives the largest number of points, wins.

The group of instructions:

LEVEL I- 1 point

Illustrations, Props

Appendix no1

LEVEL II –2 points

Parts Of TALES

Appendix no 2

LEVEL III - 3 points

TALE HEROES

Appendix no 3

LEVEL IV – 4 points

A GAME – A TALE WRITER

Appendix no 4

Evaluation – students evaluate themselves by sticking their marks on the appropriate height of the castle painted on the cardboard.

## **Appendix no 1**

### **Task 1**

Which tale can be associated with the following illustration?

Underline the correct title

- a) The Snow Queen
- b) The Nightingale
- c) The Daisy
- d) The Wild Swans
- e) The Steadfast Tin Soldier  
( sledges)

### **Task 2**

Which tale can be associated with the given thing?

Underline the correct title

- a) The Snow Queen
- b) The Nightingale
- c) The Daisy
- d) The Wild Swans
- e) The Steadfast Tin Soldier  
( a tulip)

### **Task 3**

Which tale can be associated with the following illustration?

Underline the correct title

- a) The Snow Queen
- b) The Nightingale

- c) The Daisy
- d) The Wild Swans
- e) The Steadfast Tin Soldier  
( a cage)

**Task 4**

Which tale can be associated with the following illustration?

Underline the correct title

- a) The Snow Queen
- b) The Nightingale
- c) The Daisy
- d) The Wild Swans
- e) The Steadfast Tin Soldier  
( swans)

**Task 5**

Which tale can be associated with the following illustration?

Underline the correct title

- a) The Snow Queen
- b) The Nightingale
- c) The Daisy
- d) The Wild Swans
- e) The Steadfast Tin Soldier  
( nettle)

## **Appendix no 2**

### **Task 1**

Write, with which tale does the given excerpt belong to ?

The bird kissed her with his beak, sang for her and again flew into the blue sky. It took her about a quarter of an hour to become calm again. A bit shamed but warmly delighted she looked at flowers in the garden, yet they saw what honour she was given and they must have understood how happy she was; but the tulips stood as stiffly as they had been earlier and had a scowl on their faces. They saw red.

### **Task 3**

Write, with which tale does the given excerpt belong to ?

Far away from here lived a king who had eleven sons and one daughter, Eliza. The brothers were princes, they went to school with orders on their chests and had sabres at their sides, used diamond tools for writing on gold boards, everything they read, they learnt by heart. Their sister Eliza sat on a small glass stool and watched a book with pictures which was bought for half the kingdom.

### **Task 10**

Write, with which tale does the given excerpt belong to ?

When Gerda warmed up, ate and drank, a Lapponian woman wrote a few words on the dried cod, told Gerda to guard it carefully, tied her again to the reindeer, which dashed with her. “Fut, fut!” – sounded high in the sky, for the whole night the most beautiful northern lights burnt and then they arrived at Finmark and knocked at the Finnish woman’s chimney because there were not even front doors in the cottage.

### **Task 13**

Write, with which tale does the given excerpt belong to ?

The boys made a boat from paper and put the soldier in the boat. They let it go down the gutter; both boys ran next to it and clapped their hands. God, what high tides were in the gutter! The paper boat rocked up and down, and then turned around in such a way that the soldier's heart was dying; but he did not show his feelings and stood stiffly, looking ahead and holding his rifle to his shoulder.

### **Appendix no 3**

**Task 1 : Say a few words about Eliza? Who was she? What was she like?**

**Task 2 : Say a few words about Gerda? Who was she? What was she like?**

**Task 3 : Say a few words about the Queen Snow? Who was she? What was she like?**

**Task 10 : Say a few words about the nightingale? Who was he? What was he like?**

**Task 11 : Say a few words about Eliza's step-mother? Who was she? What was she like?**

#### **Appendix no 4**

##### **Task 2**

Your task is to write your own ending of the tale: "The Nightingale".

Imagine, the true nightingale did not visit the ill emperor. What would happen to the emperor? Where would the nightingale be? What would the bird do?

##### **Task 3**

Your task is to write your own ending of the tale: "The Daisy".

How would the life of the daisy and the skylark be if the boys looked after them?

##### **Task 4**

Your task is to write your own ending of the tale: "The Steadfast Tin Soldier".

Imagine, the soldier was not thrown into the fire. How would his further life be?

##### **Task 2**

Your task is to write your own ending of the tale: "The Wild Swans".

Eliza's brothers regained their people's appearance thanks to Eliza. What would their destiny be?

## Math Lesson in the second class of vocational secondary school.

The teacher: Mariola Kosztołowicz

Subject: The property of exponential function,

The time: one hour,

The general aim of the lesson:

Skill improvement of the determination of the property of an exponential function on the basis of a graph (of a function).

Detailed aims:

A student:

- qualifies (defines, names, determinate) a domain of a function and range of values of a function on the basis of a graph;
- reads from a graph of a function its basic properties, such as continuity, monotonicity, anivaluation (heterovaluation), boundedness, number of null places, intervals where a function has positive dependent variable (value) and negative dependent variable (value);
- calculates zero places of a function, solving a simple exponential equation;
- determines a vector of a shift of a group (of a function).

Cross – circular abilities:

- effective co-operation in a team;
  - applying the knowledge in practice;
- problem solving in a creative way.

Methods and techniques of teaching: mind mapping, a game “true-false”, problem solving, target practice.

Forms of work: work with the whole class, work in teams, individual work.

Procedure: In the beginning students remember notions they have known concerning properties of a function. Then, during the team game “True – False” they establish a list

of basic properties of the functions:  $f(x) = 2^x$  and  $f(x) = \left(\frac{1}{2}\right)^x$

The next stage of the lesson is indicating in which way from the graphs of the above mentioned functions you can get graphs of the following functions:

$f(x) = 2^{x+2} - 2$ ,  $f(x) = \left(\frac{1}{2}\right)^{x-1} + 2$  and indicate properties of these functions. The

lesson finishes by talking feedback from students concerning the particular aspects of the lesson.

## The history lesson – III class of the junior – high school (gymnasium)

Worked out by Lilla Kubicka

The subject: Noblemen’s democracy in Poland in the sixteenth century.

Main aims: to learn more about the noblemen’s Republic of Poland in the sixteenth and the seventeenth centuries.

Detailed aims: students can define such notions as noblemen’s democracy, noblemen’s privileges and can give noblemen’s privileges and faults of noblemen’s democracy.

Notions: noblemen’s democracy, noblemen’s privileges, rebellion, confederation, Henry’s clauses.

Methods and techniques of work: a mind map, a poster, work with a text, “merry-go-round”.

Didactic means: a plan of a mind map, a portrait of a nobleman, a text depicting noblemen's privileges, texts concerning events which confirm noblemen's abuse, worksheets and felt-tipped pens.

Procedure:

Introduction:

The teacher divides students into three groups and writes the subject of the lesson on the board.

Students work in three groups.

Steps of the lesson:

1. Teams try to define the notion 'noblemen's democracy using the method – a mind map.
2. Teams present results of their work to create together the definition of noblemen's democracy.
3. The teacher gives each team a different task but each team receives the description of noblemen's privileges and tasks with true – false sentences. Each team works on a different privilege and in this way a list of noblemen's rights is created.
4. Each team is given a text concerning historical events which confirms noblemen's lawlessness. Team I discusses Henry's articles, liberum veto. Team II discusses sequestration movement and Zebrzydowski's rebellion. Team III discusses Lubomirski's rebellion, Radom's and Targowica's confederations.
5. Students work in pairs and stand in two circles to face one partner. They report to their partner from the outside circle what they think about the given topic for 3 minutes. Then they move in one direction passing two people and they listen to the partner from the outside circle. They take some turns and then make conclusions. This form of work we can call "merry-go-round".
6. The final step is a barometer of mood.

## The lesson of German in the first class of the vocational secondary school

Teacher: Katarzyna Cieřlikiewicz

Subject: German

Class: I class.

Term in kalender – storytelling of free time activities based on notes in the calendar.

The main aim of the lesson is to acquire abilities to talk freely about free time activities relying on the notes in the calendar. Students can develop their reading skills. They start with remembering the names of the days of a week, work with a text and based on it complete a table, which acts as a timetable. Then they do a gap – filling exercise.

Working in a group, they create timetables and tell their friends about these timetables.

As homework students have to make an individual timetable, which is appropriate to the interests and abilities of a particular student. During the lesson the following methods are used: jigsaw puzzle, a text with gaps, “merry-go-round”.

Forms of work: work in a group

## The description of the integrated activities in the second class of the primary school

The teacher: Maria Mikorska

Subject: Spring is a beautiful season.

Aims: Shaping abilities of introducing by students their own visions and considerations concerning spring.

Methods: activating (mind mapping, collage, “a basket and a suitcase”)

Procedure: An activity starts when students sit in the circle and read a rebus which solution is “spring”. Then on the sheets of papers students write free associations concerning this season. After making a mind map and a short discussion about it students are divided into four groups (people, animals, plants and weather) and get identifying cards. Then each group creates its own elements of the collage from materials available on the desks (tables). “Plants” try to show what is the most beautiful in plants in spring (colourful flowers, bright and fresh green grass, trees which blossom). People “show a man in spring (light clothes, walks, sports which are practised by people)”. “Animals present animals’ behaviour (spring awakening, searching for food, looking after the young.” Specialists in nature in their work point at weather changes (sunny-rainy, a long day – the sun is high in the sky, cloudy – clouds, storms). After that, representatives of the groups join the results of their previous work during the lesson together to create one collage: “Spring is beautiful”. In the last part of the lesson students express their opinions concerning their activities putting their “identity cards” both into “the suitcase” when they like such a method of work during the lesson, or into “the basket” when the method is not interesting.

## Geography lesson:

The teacher: Edyta Groszek

The name and number of the syllabus: Syllabus Geography No: DKW-4014-282/99

Subject: Morawica – the portrait of gmina<sup>1</sup> where I live.

Class: 3a of junior high school. The length of the lesson – 45 minutes.

The general objective of the lesson:

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<sup>1</sup> Gmina – the smallest unit of the administrative division of Poland

Causing interests and develop knowledge about qualities of the gmina and region where students live.

Detailed aims in an operational form:

- A student defines the position of the gmina and the region in the background of Poland and Europe.
- A student describes qualities of natural environment of the gmina.
- He /She gives examples of habits and customs connected with the region.
- He /She gives examples of outstanding figures connecting with the gmina or region
- He /She presents tourists values of the gmina and region.
- He /She can read and use maps: topographic, physical, geological etc.

During the lesson the following skills are to be shaped:

1. Effective cooperation in a team.
2. Creative solutions to problems.

Methods and forms of work:

Forms: work in groups and as the whole class.

Methods: brainstorming, mind-mapping, the game: level of knowledge and abilities – the simplified version.

Operational ones: (using a map and source-based materials), technical exercises (making a graph).

Didactic means: a topographic map of the gmina, a map of the region Małopolska, A geological map of the gmina, texts described customs, photos of the gmina, excerpts from the press, statistic data for drivers, posters for a mind map, worksheets for the game, paper sheets, markers, containers, glue, plasticine, magnet.

Procedures:

Step 1 – Introduction

1. Organizational activities.
2. Introducing into the subject.
3. The subject and aims of the lesson.

Using the method – brainstorming – students make mind-mapping for the terms: “gmina”, “the attractiveness of gmina”. The class is divided into four groups. Each group chooses a leader. Students from particular groups prepare materials concerning problems connecting with the gmina.

Step 2 – Carrying out the activity.

The groups work out answers and make a mind map – a portrait of the gmina.

They carry out their work.

The game “levels of knowledge and abilities” – in the simplified version.

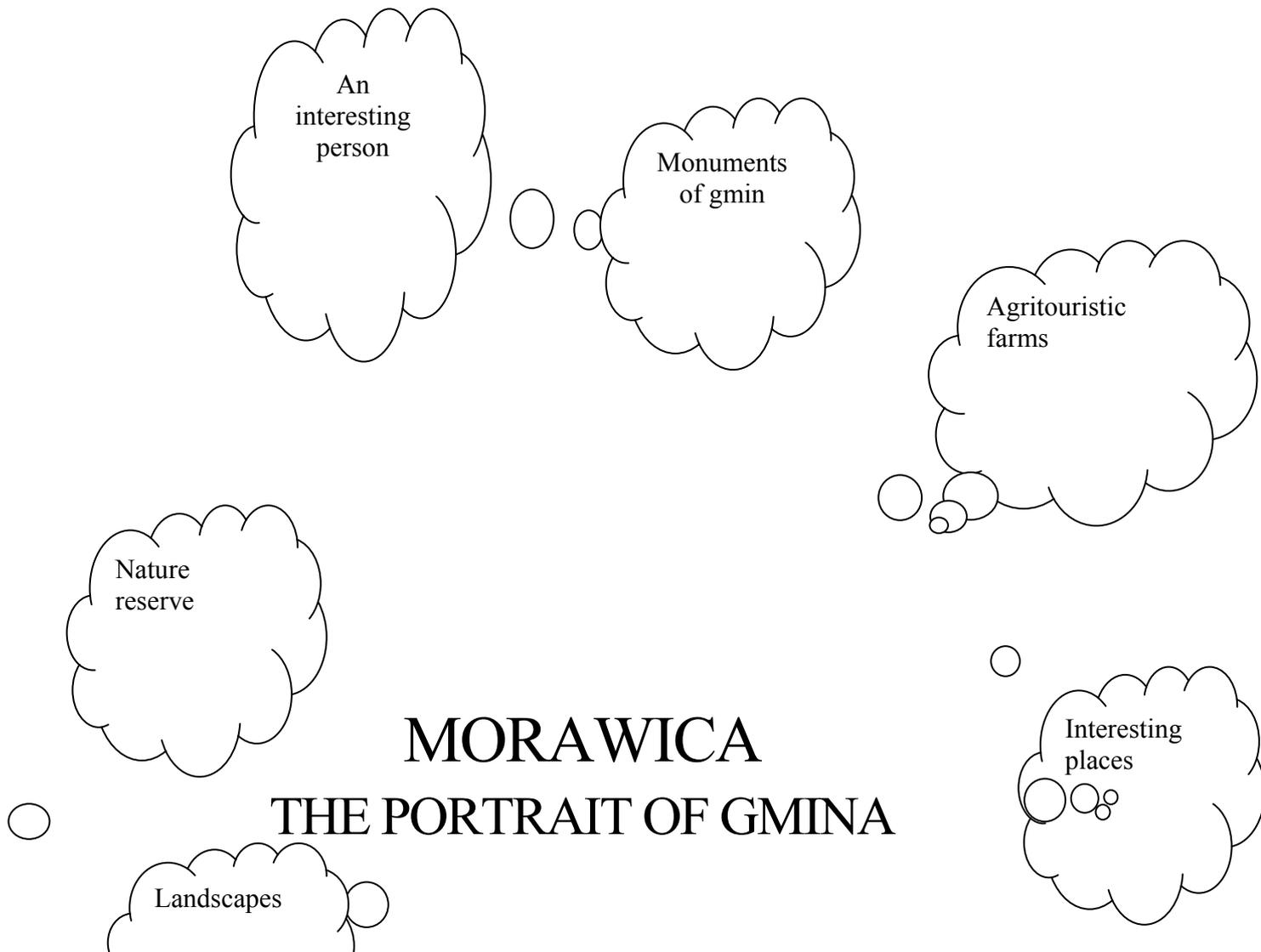
Summing up:

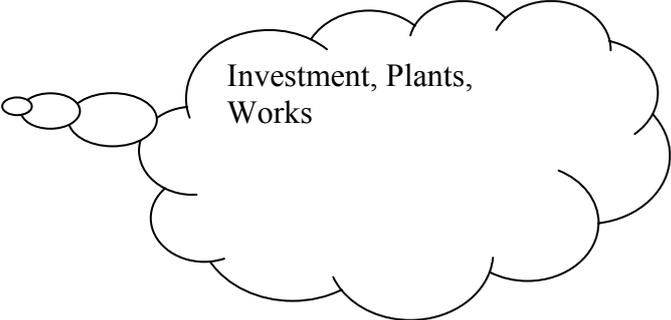
Selecting the winning team.

Evaluation.

A barometer of the mood.

### **Appendix no 2 ( a mind map).**





Investment, Plants,  
Works

## Appendix no 3

**THE WORKSHEET OF A TEAM (THE COLOUR OF  
THE GROUP)  
FOR THE GAME „THE LEVELS OF  
KNOWLEDGE AND SKILL”  
THE SUBJECT: MY GMINA AND MY REGION**

**The team consists of:**

- 1.
- 2.
- 3.
- 4.
- 5.

**The score in a game**  
**(different levels)**

The number of a level	The number of a group of instructions to each level/ the number of a task	The score.
Level I	/	
Level II	/	
Level III	/	
Level IV	/	
Level V	/	

**THE TOTAL SCORE IN A GAME** .....

## **Appendix no 4**

### LEVEL I – I KNOW A MAP

Read a map:

Task 1

Where is the centre of traditional pottery?

Task 2

Where is the Yew Reserve?

Task 3

Where is the sewage-purification plant?

Task 4

Where is the lime mine?

## Task 5

Where are agritourist farms?

## LEVEL II – RITUALS AND CUSTOMS

### Task 1

“...they went from one house to another and give the best wishes to the others. They received for this a little food for example: eggs, sausages or money”.

### Task 2

“...in the past people believed that pouring water on one another on this day ensured their health and beauty and cleansed from their sins”.

### Task 3

“...symbolized the passing winter. It was made of dried grass and old rags. It was taken solemnly, burnt and threw into the nearest pond or river”.

### Task 10

“...there were evenings of fortune-telling devoted to love and wedding”.

### Task 13

“... the day enjoyed by pupils? On this day one can not only drove away the winter but also bad marks”.

## LEVEL III – I CAN RECOGNIZE

### Photograph 1

Kalwaria Świątokrzyska.

### Photograph 2

The ruins of the chapel in Morawica.

### Photograph 3

The water mill in Morawica.

### Photograph 4

The parish church in Morawica.

### Photograph 5

The parish church in Lisów.

## LEVEL IV – I AM A FOLK ARTIST

### Task 5

Using paper and scissors make a project of a napkin.

### Task 8

Using all available materials make a model of a wicker basket.

### Task 9

Using paper, plasticine and scissors make an Easter decoration.

Task 10

Project a pattern of embroidery on a blouse.

Task 11

Project a pattern of a harvest festival wreath.

#### LEVEL V – I CAN CALCULATE

Task 7

Using statistic data for drivers, read and calculate how far is from Morawica to the capital ?  
From Morawica to Warsaw ?

Task 8

Using statistic data for drivers, read and calculate how far is from Morawica to the capital ?  
From Morawica to Paris ?

Task 9

Using statistic data for drivers, read and calculate how far is from Morawica to the capital ?  
From Morawica to London ?

Task 11

Using statistic data for drivers, read and calculate how far is from Morawica to the capital ?  
From Morawica to Rome ?

Task 18

Mark the route of a trip to interesting places.

## Maths

The lesson is to be carried out in the class VIb by Aneta Rozpara

Syllabus: Mathematics - step by step; DKW – 4014 – 53/99.

Subject: European Union in Figures.

Time: 45 minutes.

The objective of the lesson will be the presentation of a game: “levels of knowledge and abilities” (in a simplified version).

Detailed aims:

Students can read data from tables, compare natural numbers, make percentage calculations, answer the questions, calculate a perimeter of a square, calculate fractions.

Cross-circular skills: an effective co-operation in a group, organization of teamwork, evaluation of your and other people's achievements.

Methods and techniques of work: a game - "levels of knowledge and abilities" (in a simplified version), work in five groups.

Didactic means: 4 containers with numbers from 1 to 4, puzzles, worksheets, a map of Europe.

## PROCEDURE

Students draw sheets of paper with the names of European countries at the entrance to the classroom. Then they find their countries and sit at appropriate tables.

In this way the class is divided into five teams (Group I – Poland, Group II – Germany, Group III – France, Group IV – Denmark, Group V – Spain).

The aim of this game is to get by each team as many points as they can. The teacher prepare small sheets of paper with problems which are divided into four groups. They differ from one another because of the level of difficulty (tasks for 1 point are the earliest and the ones for four points are the most difficult). Their contents concern information on the subject of European countries. (each group receives a necessary piece of information in the form of a table or a graph).

Problems are written on the part of a "puzzle" and place in four containers. Each group must go through the introductory stage drawing: One problem for one point, one problem for two points. The next drawings are arranged according to the strategies planned by each team.

The Streets with papers (the part of the puzzle) are so big that it is possible to write the solution to the problem on it.

The solution to the problem (the part of a puzzle in a shape on any country are stuck to the contour map of the European Union. In this way a part of the map is made, and maybe the whole map of tasks.

Students play for 20 minutes.

During the game “a secretary” note the number of points on the sheet of paper. After 20 minutes there is a summing-up. Each group talks over their tasks at an all-embracing (a comprehensive) map. During the presentation it is possible to change the number of points if the tasks are made incorrectly.

Feedback: a sheet of evaluation of teamwork.

#### TASKS FOR ONE POINT

1. What is the surface of France?
2. What is the population of Denmark?
3. When did Portugal join the EU?
4. How many people live in Luxembourg?
5. What is the official language in Austria?

#### TASKS FOR TWO POINTS

1. How many countries have euro as a monetary unit?
2. How many countries joined the EU in 2004?
3. Which country of the EU is the smallest as for the surface?
4. Which country of the EU is the biggest as for a population?
5. Which country has got the biggest population?

#### TASKS FOR THREE POINTS

1. Twelve countries have belonged to the euro zone. What percentage of all the EU countries is it?
2. What is the difference between the surface of the biggest and smallest countries of the EU?
3. What is the difference between the population of Poland and Germany?
4. Calculate the sum of the surfaces of three countries (France, Spain, Sweden).
5. For how many years has Portugal been a member of the EU?

#### TASKS FOR FOUR POINTS

1. Belgium is famous for its delicious groceries such as chocolates. An ideal worker does twice more chocolates than a trainee. Solve the operation and you find out how many chocolates do the trainee make during two hours:  
 $5 \cdot (250 - 171) - 2 \cdot (99 - 14) - 5$ ; How many chocolates does the worker make during 4 hours?
2. Some Frenchman was an owner of the vineyards in Champagne. One of the vineyards has a form of the square with a side which measures 144m. One day he decided to built a fence round this vineyard. Calculate, how many metres of the net does he have to buy if he has known that one side of the vineyard has got the fence.

## THE CARD OF THE EVALUATION OF TEAMWORK

Mark on a scale of 1 to 5 your teamwork. The more you agree with the given statement the highest mark give and stick a star in an appropriate box.

During the game:

1. I made mistakes as the leader or the secretary, etc.

0	1	2	3	4	5
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2. I participated in choosing the type of the tasks.

0	1	2	3	4	5
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3. I had ideas for solving problems.

0	1	2	3	4	5
---	---	---	---	---	---

4. I listened to the others.

0	1	2	3	4	5
---	---	---	---	---	---

The country	The surface km <sup>2</sup>	Population	A monetary unit	An official language	The year in which the country joined the EU
AUSTRIA	83 849	8 211 000	euro	German	1995
BELGIA	30 514	10 182 034	euro	French, Flemish	1957
CYPR	9 251	754 064	pound	Greek, Turkish	2004
DANIA	43 094	5 356 845	krona	Danish	1973
ESTONIA	45 227	1 408 523	kroon	Estonian	2004
FINLANDIA	338 100	5 158 372	euro	Finnish, Swedish	1995
FRANCJA	551 500	58 978 172	euro	French	1957
GRECJA	131 944	10 707 000	euro	Greek	
HISZPANIA	504 879	39 167 774	euro	Spanish	1986
HOLANDIA	40 800	15 807 641	euro	Dutch	1957
IRLANDIA	70 283	3 632 944	euro	Irish, English	1973
LITWA	65 200	3 600 158	litas	Lithuanian	2004
LUKSEMBURG	2 586	429 080	euro	French, German	1957
ŁOTWA	64 589	2 353 874	lat	Latvian	2004
MALTA	316	373 958	lira	Maltese, English	2004
NIEMCY	356 973	82 087 361	euro	German	1957
POLSKA	312 658	38 654 000	złoty	Polish	2004
PORTUGALIA	92 389	9 918 040	euro	Portuguese	1986
REPUBLIKA CZESKA	78 864	10 280 000	koruna	Czech	2004
SŁOWACJA	49 035	5 396 193	koruna	Slovak	2004
SŁOWENIA	20 253	1 970 570	tolar	Slovenian	2004
SZWECJA	449 964	8 911 296	krona	Swedish	1995
WĘGRY	93 036	10 186 373	forint	Hungarian	2004
WIELKA BRYTANIA	244 103	59 113 439	pound	English	1973
WŁOCHY	301 262	56 735 130	euro	Italian	1957

