PROGRES
Szkoła Języków Obcych

edu plus

“From Mobility to Practice: 3 Foreign Language Lesson Scenarios for Senior Learners (Erasmus+)”

Erasmus+ KA122-ADU 2025-1-PL01-KA122-ADU-000334499
Project title: ‘Outdoor Education as a Way to Empower and Motivate Seniors and Persons at Risk of Social Exclusion to Learn Foreign Languages’ (Outdoor education, AI tools, QR Codes, Experiential & Collaborative learning, TORE methodology, gamification)

Prepared by:
Centrum Szkoleniowe Progres
Łódź, 2026

Dofinansowane przez Unię Europejską

Lesson scenario 1: ‘Everyday Life: Routines and Feelings’

Based on Erasmus+ mobility experience (AI, inclusive education, non-formal & experiential methods)

Designed with AI support

1. General Information

Context:
This lesson plan is based on teaching approaches and methods acquired during Erasmus+ mobility, including:

- use of AI tools in adult education,
- inclusive education practices,
- non-formal and experiential learning methods.

Duration:
90 minutes

Venue:
Language school / training room / outdoors – e.g. a park nearby

2. Target Group:

- Adults aged 60+
- Language level: A1/A2 (mixed ability possible)
- Learners with low linguistic and/or digital confidence
- Possible learning barriers (slower pace, need for clear instructions)

Dofinansowane przez Unię Europejską

3. Lesson Objectives

Language Objectives:

- Expressing feelings and emotions
- Talking about everyday routines
- Building simple and correct sentences (A1/A2)

Erasmus+ Competence Objectives:

- Strengthening inclusion and learner agency
- Building trust and group relationships
- Demonstrating simple, safe use of AI as teacher support
- Applying non-formal and experiential learning approaches

Lesson Topic: Everyday Routines and Feelings

I. WARM-UP / ICE-BREAKING ACTIVITY

Time: 15 minutes

Aim

- Group integration
- Reducing anxiety
- Activating language of feelings and moods without pressure

Dofinansowane przez Unię Europejską

(AI-generated emotion cards)

What the teacher does (10 minutes)

1. Greets participants and introduces the topic:
   "Today we will talk about how we feel."
2. Hands students emotion flashcards or projects them.
3. Asks learners to identify the words they already know.
4. Explains unfamiliar vocabulary.
5. Practices pronunciation.
6. Forms a circle.
7. Models the task with a gesture:
   "Today I feel calm. And how do you feel?"

What learners do (5 minutes)

- Choose one emotion word.
- Say: *"I am/I feel..."*
- Add a simple gesture to represent the emotion.

Dofinansowane przez
Unię Europejską

Outdoor version

- Learners stand in a circle in the park.
- Each person:
  - ✓ chooses an emotion;
  - ✓ connects it to nature: *"I feel calm like a tree."*
  - ✓ adds a gentle movement (stretch, step, turn, wave).

II. VOCABULARY PRESENTATION: Everyday Activities (A1/A2, 60+)

Total time: 35 minutes

Aim:

- Learn and recognise everyday activity phrases.
- Connect words with meaning through visual support.
- Support speaking through repetition.

Erasmus+ competences

- Inclusive learning (visual + simple input)
- Confidence building (low-risk participation)
- Learning through interaction
- Non-formal learning (movement, matching, cooperation)

Materials:

Picture cards (walking, drinking coffee, reading, cooking, etc.)

Dofinansowane przez Unię Europejską

(AI-generated picture)

phrases: e.g.:

- 👉 *go for a walk*
- 👉 *drink coffee*
- 👉 *read a book*
- 👉 *cook dinner*
- 👉 *watch TV*
- 👉 *talk to a friend*

Activity 1 – Matching

Time: 15 minutes

Instructions for the teacher:

- ✓ Give learners the phrase cards and picture cards.
- ✓ Explain: *"Match the picture to the correct phrase."*

Dofinansowane przez Unię Europejską

- ✓ Model one example: *"This is 'drink coffee'."*

Instructions for learners:

- ✓ Look at the pictures.
- ✓ Listen to and repeat the phrases.
- ✓ Match each phrase to the correct picture.

Learners may:

- work in pairs;
- repeat after the teacher instead of reading independently.

Activity 2 – Say & Check

Time: 5 minutes

After matching:

Teacher points to a picture and asks: *"What is this?"*

Learners respond:

- ➢ *"Drink coffee."*
- ➢ *"Go for a walk."*

The teacher provides pronunciation support where necessary.

Activity 3 – Walk & Find (Outdoor / Movement)

Time: 15 minutes

Procedure

1. Spread pictures (or QR codes) around the classroom or park.
2. Give each learner 2–5 phrase cards.
3. Explain:

Dofinansowane przez Unię Europejską

"Walk in pairs. Find the matching pictures. Say your sentence."

Examples: *"I drink coffee."* *"I go for a walk."*

Senior-friendly adjustments

- Short distances
- Sitting option
- Slow pace

III. SENTENCE BUILDING (A2 SUPPORT)

Talking about Feelings and Everyday Activities. Total time: 30 minutes

Activity 1 – Complete the Sentences, Time: 10 minutes

Teacher models:

"I feel calm when I go for a short walk. What about you?"

Students complete:

1. I feel happy when I _____.
2. I feel calm when I _____.
3. I feel relaxed when I _____.
4. I feel okay when I _____.
5. I feel tired when I _____.

Possible answers:

- drink tea
- watch TV
- go for a walk
- read a book

Dofinansowane przez Unię Europejską

- talk to a friend
- rest
- cook
- listen to music

Activity 2 – Share with the Group, Time: 5 minutes

Each learner reads one completed sentence aloud.

Learners may:

- ✓ read;
- ✓ speak from memory;
- ✓ ask the teacher for support.

Inclusive design:

- Short sentences
- Repetition of one grammatical structure
- Predictable language pattern

Activity 3 – Walk & Speak (Outdoor Extension) , Time: 20 minutes

Learners walk in pairs (in the classroom or park, optionally with relaxing background music).

When the teacher signals (or the music stops), learners complete a sentence prompted by a picture or cue.

Examples:

Teacher:
"When I drink coffee I feel..."

Learner:
"Happy." Or *"When I read a book I feel relaxed."*

Dofinansowane przez Unię Europejską

Adaptation for seniors

- Short walking distances
- Optional sitting points
- Slow pace

IV. AI TEACHER SUPPORT (Invisible, optional), Time: 5 minutes

Teacher:

- Selects 2–3 learner sentences.
- Uses AI in the background to:
  - simplify language;
  - gently correct grammar;
  - prepare improved versions.

Learners:

- ✓ Listen.
- ✓ Compare the original and improved versions.
- ✓ Notice useful language without focusing on errors.

Methodological notes:

- AI supports rather than replaces the teacher.
- No technology is required from learners.
- Ethical and inclusive use of AI.

Optional outdoor micro-activity:

Dofinansowane przez Unię Europejską

Teacher collects learners' sentences during the walk and later:

- writes them on cards;
- attaches them to a bench, tree, or wall;
- learners match: original sentence ↔ improved sentence.

V. REFLECTION & CLOSURE

Time: 5-10 minutes

Teacher asks:

"How do you feel now?"

Learners respond with:

- one word;
- a gesture;
- or a short sentence.

Outdoor reflection

Learners choose a place (bench, tree, etc.) and say:

"Here I feel..."

Dofinansowane przez Unię Europejską

Lesson Scenario 2: ‘A Treasure Quest’

Based on Erasmus+ mobility experience (TORE, inclusive education, experiential & game-based learning, digital technology)

Designed with AI support

1. General Information

Context:
This lesson is based on Erasmus+ mobility approaches:

- game-based learning (treasure hunt)
- experiential and outdoor education
- TORE methodology
- inclusive teaching for senior learners
- digital technology for senior learners (AI generated QR codes)

Duration: 90 minutes

Venue: an outdoor area (e.g. park) or a school/ classroom

2. Target Group

Dofinansowane przez Unię Europejską

Adults aged 60+

Level: **B1**

Learner needs:

- clear instructions
- slower pace
- optional mobility adjustments
- repetition and support
- mobile phones with a scanning app
- prior instruction on how to scan QR codes

3. Lesson Objectives

Language Objectives: to revise

- Past Simple & Present Perfect
- asking/giving directions
- modal verbs (should, must, can)
- places in a city -vocabulary

Erasmus+ Competences

- collaboration
- real-life communication
- learner autonomy
- problem-solving

Lesson Topic: City Navigation & Experiences – Treasure Hunt with Code

CORE GAME MECHANIC:

Dofinansowane przez Unię Europejską

- Each group collects **CODE DIGITS (numbers)** after completing each task
- Final goal: **open a locked treasure box with awards**

TORE methodology FRAMEWORK:

- **Task:** Complete missions to collect digits
- **Output:** Solve language challenges
- **Reflection:** Share experiences
- **Evaluation:** Self + teacher

I. WARM-UP / ICE-BREAKER

Time: 15 minutes

Teacher asks:

- *Have you ever done a treasure hunt? What was it about? What do you think it is about?*
- *Have you ever got lost in a city? What did you do? What should / shouldn't you do?*

Students share in pairs.

Teacher introduces a mission:
"Today you will find a treasure. To open the box, you must complete 5 tasks and collect 5 digits."

II. LANGUAGE PREPARATION

Time: 15 minutes
Teacher first makes a quick revision of:

Directions: e.g.:

Dofinansowane przez Unię Europejską

- turn left/right
- go straight
- next to / opposite etc.

Grammar: e.g:

- *I have visited…*
- *I went…*
- *You should…*

Micro-task (practice)

Students complete the sentences with their own ideas:

- *I have never* _____
- *You should* _____ *when you are lost*

III. TREASURE HUNT GAME

Time: 45–55 minutes

Organisation:

- the game can take place in a language school /classroom or outdoors (e.g. in a nearby park)
- Students work in groups of 2-4
- Each group receives a task sheet with four tasks or QR codes with the tasks.
- Once students find the first location (different for each group, athough located nearby) they can stay there and complete the tasks or move on to the next location).

GAME RULES:

- ✓ Students after completing tasks receive **QR codes**
- ✓ QR shows: a number (digit)
- ✓ Each correct answer → **1 CODE DIGIT**
- ✓ After collecting 5 digits students open a treasure box

Dofinansowane przez Unię Europejską

TASK STRUCTURE (EXAMPLES)

TASK 1 – Directions Mission

- Location clue: (e.g in a park) for a group:

"Go to a place where people sit and relax." Go straight on, take 10 steps, turn right, make 20 steps. Turn left. The place is opposite a big bush with red berries.

- Each group follows their individual directions, they find a bench (or a desk st school) with a QR code on it.

Scan QR → reveals: task1 🔐 **digit: 1**

- Students complete task two.

TASK 2: Discuss the questions with your partner

👤 STUDENT A: HAVE YOU EVER…?

- Have you ever **been** on a desert?
- Have you ever **stayed** in an expensive hotel?
- Have you ever **done** really well in an important exam?
- Have you ever **felt** really scared?
- Have you ever **drunk** tequila?
- Have you ever **eaten** Japanese food?
- Have you ever **gone** to bed after sunrise?
- Have you ever **won** any money?
- Have you ever **tried** windsurfing?
- Have you ever **ridden** a motorbike?

➕ IF YOUR PARTNER SAYS "YES" – ASK MORE:

- When did you last do it?

Dofinansowane przez Unię Europejską

- Where did you do it?
- How did you feel?
- Who did you do it with?

STUDENT B: HAVE YOU EVER…?

- Have you ever **been** at the top of a high mountain?
- Have you ever **swum** in a warm sea?
- Have you ever **won** a competition?
- Have you ever **felt** really angry?
- Have you ever **tried** diving?
- Have you ever **drunk** Guinness beer?
- Have you ever **ridden** a horse?
- Have you ever **met** somebody famous?
- Have you ever **come** back from a party in the morning?
- Have you ever **been** on TV?

IF YOUR PARTNER SAYS "YES" – ASK MORE:

- When did you last do it?
- Where did you do it?
- How did you feel?
- Who did you do it with?

After the task has been completed, students receive QR code 2.

Scan QR → reveals: task 2 **digit: 9**

Students do **TASK 3 – Grammar Puzzle (QR-based):**

Fill in the gaps. Compare your answers with your partner.
Thenc check the answers with the QR codes.

Dofinansowane przez Unię Europejską

1. I have _____ (visit) many interesting places in my life.

2. Last year I _____ (travel) to Italy with my family.

3. She has never _____ (try) Japanese food before.

4. We _____ (see) that film yesterday evening.

5. They have _____ (live) in this city for 10 years.

After students have finished the task, they scan QR for the **third digit.**

Dofinansowane przez
Unię Europejską

Scan QR → reveals: task 3 🔒 **digit: 6**

TASK 4 – describing pictures, giving directions

Students scan QR codes to access maps, each showing a different location in the city. They then give each other directions to reach the selected place.

After completing the task:

Scan QR to receive a digit→

Scan QR → reveals: task 4 🔒 **digit: 2**

TASK 5– Final Clue

Reading task:
Short text (B1): e.g.:
"This place is opposite the park and next to a café…" Students identify location

Then they scan QR code:

Scan QR → reveals: task 5 🔒 **digit: 8**

Dofinansowane przez Unię Europejską

IV. FINAL STAGE – OPEN THE TREASURE

Groups return to meeting point.
They now have: 5 digits → e.g. **1–9–6–2–6**

They open a padlock on the treasure box using the code ☺

TREASURE IDEAS

- small snacks /sweets
- certificates
- positive messages
- badges

V. REFLECTION (TORE – Reflection) Time: 5-10 minutes

Teacher asks:

- ✓ *How did you feel?*
- ✓ *What was difficult?*
- ✓ *What was enjoyable?*
- ✓ *What helped your group?*

Optional sentence:

"Today I have learnt…"
"I felt happy when…"

Students share.

Self-assessment:

Students tick:

Dofinansowane przez Unię Europejską

- ✓ I can ask for directions
- ✓ I can use present prefect and past simple
- ✓ I can work in a team
- ✓ I can solve problems in English

Lesson scenario 3 : Life's Ups and Downs

Based on Erasmus+ mobility experience (digital inclusion, gamification, experiential learning)

Designed with AI support

Dofinansowane przez Unię Europejską

1. General Information

Context:

This lesson scenario has been developed as a result of Erasmus+ mobility, integrating innovative teaching approaches such as digital tools (QR codes, Quizlet, Wordwall), gamification, and experiential learning. It reflects inclusive practices in adult education and supports lifelong learning among senior learners. The lesson promotes active participation, collaboration, and confidence-building through meaningful communication activities rooted in learners' real-life experiences.

Duration: 90 minutes

Focus: vocabulary (emotions and life events), gamification, digital inclusion (QR codes)

Equipment: laptop, tv/screen, printed QR codes, students' smartphones

Venue: Language classroom equipped with a screen/TV (optional extension: indoor/outdoor flexible setting)

2. Target Group

Adults aged **65+**

Language level: **B2 (Upper Intermediate)**

Learner profile:

- adults with rich life experience
- possible low digital confidence
- need for clear instructions and supportive environment
- benefit from collaborative and low-pressure activities

3. Lesson Objectives

Dofinansowane przez Unię Europejską

Language Objectives:

- expand vocabulary related to **emotions and life events**
- understand and use **B2-level adjectives and idiomatic expressions**
- develop speaking fluency through **discussion and role-play**
- improve comprehension of vocabulary in context

Erasmus+ Competence Objectives:

- **Digital competence:**
  learners use QR codes and digital tools (Quizlet, Wordwall) in a safe and supported environment

- **Social and collaborative skills:**
  learners work in pairs and groups, sharing personal experiences and supporting peers

- **Learner autonomy and confidence:**
  learners engage with tasks independently and build confidence in using English and digital tools

- **Experiential learning:**
  learners connect new language with personal experiences ("Ups and Downs")

- **Inclusion and accessibility:**
  activities are adapted to the needs of senior learners, reducing anxiety related to technology and language performance

---

Lesson topic: Life's Ups and Downs

I. Warm-up (15 minutes):

- **Objective:** To activate prior knowledge and introduce the theme of "Ups and Downs."

Dofinansowane przez Unię Europejską

- **Procedure:**
    1. Display the title **"Ups and Downs"** on the TV. Ask the group to brainstorm what this idiom means.
    2. **Discussion:** Ask students to share one small "Up" (a positive thing) and one small "Down" (a challenge) they experienced this week.
- **Rationale:** This appeals to the learners' life experiences and fosters social bonding, which is crucial for the 60+ age group.

II. Vocabulary presentation: interactive Wordwall (20 minutes)

- **Objective:** To introduce and practice B2-level adjectives and idioms related to feelings
- **Tool: Wordwall** (activity type: *Match Up* or *Game Show Quiz*).
- **Procedure:**
    1. Display a Wordwall activity on the TV featuring words like: *apprehensive, devastated, ecstatic, overwhelmed, at the end of one's tether, on cloud nine, etc.*
    2. The teacher facilitates: Students look at the screen and collectively decide which definition or synonym matches the word.
    3. When a word is matched, ask a student: *In what situation would a person feel "apprehensive"?*

- **Rationale:** Using a large screen reduces the "fear of technology" and allows for a collective, gamified experience without individual technical pressure.

III. QR codes Challenge: Quizlet (25 minutes)

- **Objective:** To practice scanning QR codes and use digital flashcards for vocabulary retention.

Dofinansowane przez Unię Europejską

- **Tool: Quizlet** (Set with the target vocabulary).

- **Procedure:**
    1. Hand out small slips of paper with a printed QR code leading to a Quizlet set.
    2. Assist students in opening their phone cameras to scan the code (digital inclusion).
    3. **Task:** In pairs, students use the **"Match"** mode on Quizlet. They compete to see which pair can match the words to definitions the fastest.
    4. **Pair Work:** One student holds the phone, the other suggests the answers. They switch halfway through.
- **Rationale:** Pair work reduces "tech-anxiety." Using QR codes fulfils the mobility goal of integrating digital tools into foreign language learning for older adults.

IV. Activation: (20 minutes)

- **Objective:** To use new vocabulary in a functional, communicative context.

Dofinansowane przez Unię Europejską

- **Method:** Role-play
- **Procedure:**
    1. Divide the class into two groups: people having a Down moment and Experts (giving advice).
    2. Students must use at least 3 words from the earlier Quizlet/Wordwall session.
    3. *Example:* Student A: "I'm feeling quite *apprehensive* about my upcoming surgery." Student B: "I understand, but try to stay *positive*. You'll be *on cloud nine* once it's over!"
- **Rationale:** This encourages "Experiential Learning" and allows seniors to take on the role of an expert, valuing their wisdom.

V Wrap-up: (10 minutes)

- **Objective:** To provide feedback and close the lesson on a high note.
- **Tool: Wordwall** (Activity type: *Random Wheel*).
- **Procedure:**
    1. Spin a wheel on the TV with all the students' names.
    2. The selected student must name one "Up" (a success) they had during today's lesson (e.g., "I learned the word *ecstatic*" or "I scanned a QR code for the first time").
- **Rationale:** Ends the lesson with a "high" (an "Up"), reinforcing motivation and group cohesion.

VI. Reflection Stage (TORE Methodology) (5 minutes)

- **Objective:**

Dofinansowane przez Unię Europejską

To encourage learners to reflect on their learning experience, consolidate new vocabulary, and build confidence through self-awareness.

- **Method:**

Guided reflection and short speaking tasks (individual + group sharing)

- **Procedure:**

Individual Reflection (2–3 minutes)
Students think about the lesson and complete one or more sentences:

- *Today I learned…*
- *One new word I remember is…*
- *I felt (e.g. confident, surprised, interested) when…*

Pair Sharing (2 minutes)
Students share their answers with a partner.
Encourage use of new vocabulary:

- *"I felt overwhelmed when… but later I was on cloud nine because…"*

Optional: Group Reflection (5 minutes)

The teacher asks guiding questions:

- ✓ *Which activity helped you learn the most?*
- ✓ *Was using QR codes easy or difficult?*
- ✓ *Which emotion word will you use in real life?*

Students share ideas with the whole group (voluntary participation).

Optional: Digital Reflection (QR Extension)

Students scan a QR code leading to a simple form/poll or prompt:

- *"Choose the emotion that describes your learning today."*

Dofinansowane przez Unię Europejską

- **Rationale (TORE – Reflection Stage):**

This stage supports:

- awareness of learning progress
- integration of new vocabulary into personal experience
- emotional engagement (critical for adult learners 60+)
- confidence-building and learner autonomy

Reflection helps transform activity into **meaningful learning**, in line with Erasmus+ principles of **experiential and lifelong learning**.

„Sfinansowane ze środków UE. Wyrażone poglądy i opinie są jedynie opiniami autora lub autorów i niekoniecznie odzwierciedlają poglądy i opinie Unii Europejskiej lub Fundacji Rozwoju Systemu Edukacji. Unia Europejska ani Fundacja Rozwoju Systemu Edukacji nie ponoszą za nie odpowiedzialności.”

Dofinansowane przez Unię Europejską