

The V4 Humanities Education for the Climate. Diagnoses – Best Practices – Recommendations

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What is a person capable of doing for fun?

1. level: elementary school; **grade:** 6.

2. subject: Czech language and literature

3. time allocation: 1 teaching lesson (45 minutes)

4. aims:

The pupil communicates using the linguistic devices appropriate to the communication situation.

The pupil participates in the discussion.

The pupil identifies the most important ideas and themes of the text.

Pupil perceives the importance of animal protection.

5. methods: individual work, pair work, discussion, explanation, working with text, Venn diagrams

6. forms: whole-class teaching, pair work, group work, individual work

7. materials: worksheet (text + tasks), paper, stationery, computer and projector with screen (projection of photographs)

8. literature:

ZOO Tábor podporuje zákaz zvířat v cirkusech. [cit. 2022-10-28]. Dostupné z: <https://www.zootabor.eu/zakaz-zvirat-v-cirkusech/>

Course of the lesson

Evocation (activities before reading)

Task 1: Before reading the text, the teacher uses the Venn diagram method to find out what the pupils' preconceptions and attitudes about circuses and zoos are. *In groups, work out what circuses and zoos have in common and how they differ. Discuss your solutions with your classmates.*

Possible solutions:

circuses - shows, circus tent, acrobats, animals transported and kept in cages

zoos - animal protection, feeding demonstrations, playgrounds and refreshment stands

common - animals, care and training, life in unnatural conditions, usually chargeable

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Realization (activities during reading)

Pupils read the text, then complete the tasks and answer the questions. *Where might you encounter the text, who is it for and what is its function? Which information is new to you? Think of an appropriate title for the text.*

Task 2: Pupils answer questions about the text.

- 1) *What are some of the ways that circus animals can be threatened?*
- 2) *What is the difference between circuses and zoos in terms of training?*
- 3) *Based on the text, explain the phrase "positive motivation"?*
- 4) *How do you understand the statement that animals are "turning into mindless money machines"?*

Possible solutions:

- 1) *jumping through flaming hoops, riding on a tricycle, inadequate training, terrible living conditions, confinement in small spaces, regular and long movements, inadequate diet, poor veterinary care, stress, physical punishment verging on cruelty*
- 2) *training in zoos is appropriate so that animals do not have to be put to sleep for veterinary procedures, animals receive treats, are not punished and are not forced to do anything*
- 3) *animals do what they are asked to do, they get rewarded*
- 4) *we don't have animals for pleasure, we use them to make money, we don't value animals*

Task 3: The teacher projects a photograph, pupils in pairs create texts based on the assignment. *Imagine that one of you has seen this poster. You want to go to the performance, so you text the other one to ask if he/she would like to come with you. However, he/she does not want to and at the same time gives you a reason for his or her answer.*

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(illustrative picture)

https://www.hodonice.cz/wp-content/uploads/post/2012/2012-08-31_cirkus_plakat.jpg

Possible solutions:

SMS 1: Hi, hey we're having a circus tomorrow. Shall we go? It starts at 6:00 pm behind the pizza place. :)

SMS 2: Hi, I don't want to go to the circus. I saw a video of how they treat the animals there. I don't like it. Plus, my mom wouldn't give me money. I'm sorry. :/

Task 4: Pupils then create another text, by changing the communication partner. *Imagine that you have to go to the circus with your class.*

Possible solutions: *Good day, dear teacher, I would like Write to the teacher why you don't want to go to the circus and ask her to excuse you from class.to ask if you could please excuse me from class. I don't want to go to the circus because I think they treat the animals badly. Thank you very much for your understanding. Best regards, Lukas Adamec.*



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Task 5: Pupils answer questions about the texts they have created. *What information did you write in the text message?*

Possible solutions:

I wrote a short message. I wrote a text message to my friend and to my teacher. I wrote briefly that I don't want to go to the circus. Then when and where it will take place. And I wrote to the teacher why I didn't want to go.

Reflection (activities after reading)

Task 6: The teacher guides the pupils to define the reason for the importance of animal protection in the context of the text they have been working with. *Why are circuses not good for animals?*

Possible solutions: *Animals in a circus do not live in natural conditions. We should not use them just for money, but we should respect them because animals have needs too. Often they are punished, live in small cages, do not receive veterinary care.*

Task 7: Pupils create posters supporting animal protection in relation to how animals are treated in circuses. They will then display the posters in the hallways. The source of information for the creation of their own text will be the texts the pupils have worked with in class.