



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

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**Roy, the Toxic Boy**

- 1. level:** elementary; **grade:** 9.
- 2. subject:** Czech language and literature
- 3. time allocation:** 1 teaching lesson (45 minutes)
- 4. aims:**

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

The pupil uses the linguistic means appropriate to the communication situation.

The pupil engages in discussion.

The pupil perceives the importance of environmental protection.

- 5. methods:** independent work, peer teaching, discussion methods, explanation, working with text, working with picture, KWL table
- 6. forms:** frontal teaching, pair work, group work, individual work
- 7. materials:** worksheet (text + tasks), stationery, papers
- 8. literature:**

BURTON, Tim. *Trudný konec Ústříčného chlapečka a jiné příběhy*. Praha: Dybbuk, 2005. ISBN 80-86862-11-9.

**Course of the lesson**

Evocation (activities before reading)

Task 1: Before reading the text, pupils use illustrations from the book to predict what the poem might be about and what the depicted character might be called. *Look at the following illustrations. What do you think the poem will be about? What might the character's name be?*

Possible solution:

*I think the poem will be about the fact that there are a lot of poisonous substances around us (e.g., sprays or exhaust fumes). But I guess nature can hurt us too if we are allergic to flowers. The character could be called a Grim Reaper because he's wearing skull and crossbones.*



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Realization (activities during reading)

Pupils read the text, then complete the tasks and answer the questions.

Task 2: Pupils answer questions about the text.

- 1) *What is the main idea of the poem? What problem does it allude to?*
- 2) *The first stanza is about Roy's friends. Who might they be?*
- 3) *Name the poisonous substances and fumes that Roy likes. What does he hate?*
- 4) *What is smog?*
- 5) *Look for irony in the poem.*
- 6) *Is it a good thing that Roy went to heaven? Justify your answer.*
- 7) *In the poem, it is said that Roy "left a hole in the ozone layer". What is that? Where is it located? How is it formed? Find the answers in the text.*

Possible solution:

- 1) *The main idea of the poem is the pollution of the environment (specifically the air) with various chemicals.*
- 2) *I think his friends could include other harmful influences, such as plastics or fertilizers.*
- 3) *Roy likes asbestos and ammonia but hates pure oxygen.*
- 4) *According to the text, smog is pollution that is caused by exhaust fumes.*
- 5) *"Whoever thought that you could die from breathing outdoor air?"*
- 6) *It is not good as it will further pollute the air.*
- 7) *Harmful radiation is penetrating through the ozone hole.*

Task 3: Students read the text, highlight the relevant passages, and then compile their notes into a table (KWL method). *Take 3 crayons and highlight the relevant passages in the text: what I knew, what I want to know, what I learned. Write your notes in a table. Once completed, share the table with your classmates.*

Possible solution:

*What I knew: the ozonosphere is important for life on Earth, ultraviolet and cosmic rays are harmful to life, radiation can cause cancer*

*What I learned: where the ozonosphere is located, ozone reacts mainly with chlorine and breaks down, the ozone can repair itself*



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*What I want to know: how the ozonosphere prevents the penetration of ultraviolet and cosmic rays, what are freons*

Reflection (activities after reading)

Task 4: Pupils work in groups to create posters promoting air protection. The posters are then displayed in the corridors. The source of information for their own text will be the texts they have been working with in class. *Roy, the Toxic Boy is significantly harmful to human health and the environment. The problem is that there are too many of them. Give examples of how we could get rid of them to make the world a nicer and cleaner place.*