



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

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Don't shoot geologists

1. level: elementary school; **grade:** 9.

2. subject: Czech language and literature (intersubjectivity – science)

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

4. aims:

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

The pupil finds keywords.

The pupil organises information in a text to suit its purpose.

The pupil recognises the importance of protecting the environment.

5. methods: brainstorming, individual work, pair work, discussion, explanation, working with text, rearranged sentences, challenge-question impulses, keywords

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

7. materials: worksheet (text + tasks), stationery, papers

8. literature:

KUKAL, Zdeněk. *S geologem po České republice*. Praha: Česká geologická služba, 2014. ISBN 978-80-7075-868-7.

Course of the lesson

Evocation (activities before reading)

Task 1: Before reading the text, the teacher brainstorms the pupils' preconceptions and attitudes towards the work of a geologist. *Can anyone tell me what a geologist does? What does he/she do? Why is his work important?*

Realization (activities during reading)

Task 2: Pupils' task is to arrange the parts in order to make the text coherent.

Task 3: After reading the text, pupils answer the questions. They read the text individually first, then share their answers in pairs. This is followed by a whole-class check.



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- 1) *What is the text about? What is its main idea?*
- 2) *What problem did geologists face in the previous regime?*
- 3) *What problem do geologists face today?*
- 4) *What is the attitude of geologists towards environmental protection?*
- 5) *Do all geologists work only in the field? Give reasons.*
- 6) *Who deals with fossil life and the age of the Earth?*
- 7) *Summarize which activities geologists engage in. What do geologists do?*

Task 4: Pupils select keywords from the text.

Read the following text:

Hashtag je populární symbol "#" používaný hlavně na sociálních sítích. Označuje se jím klíčové slovo, na základě kterého se dá vyhledat obsah konkrétního média, souboru či textu. V češtině se hashtagu říká mřížka či křížek.

Try to create hashtags based on the text that you would use to search for text with similar content. Compare the created hashtags in pairs. Were any of them the same? Discuss why you chose these words.

Reflection (activities after reading)

Task 5: Pupils create posters explaining the importance of geologists to nature and society. 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.