

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

Mgr. Anita Račáková, PhD.

Department of Slavic Languages

Matej Bel University, Faculty of Arts

**Topic:** *Myths and fake news about climate change*

**Target group:** foreign students of the bachelor's degree, proficient in the Slovak language at the B1 level according to the European Framework of Reference for Language skills.

**Course:** Slovak for foreigners (focus on teaching a professional/academic language).

**Length of the lesson:** 2 hours (80 minutes)

**Continuity of the teaching unit:**

In previous lessons, students have learned the basic principles of effective reading and comprehension of professional/academic text, using terms and creating their definitions, creating and using argumentative constructions, expressing cause and effect, etc. They also learnt about the rules of construction of texts belonging to the model structure of professional/academic texts and their linguistic and stylistic characteristics.

**Educational goals:**

*a) learning objectives*

Student is able to:

- communicate orally in Slovak about the causes, symptoms and consequences of climate change, using general technical vocabulary, terms related to ecology/climate change and more complex grammatical structures;
- read with comprehension and create written text on the topic of climate change and the myths that are usually spread via Internet, using knowledge of the relevant textual conventions;
- argue in Slovak;
- form sentences expressing purpose;
- think critically about a topic and distinguish true information from fake news;

*b) cognitive objectives*

The student knows:

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

- vocabulary related to climate change, including terms from the field of ecology or climatology;
- the causes and long-term (even irreversible) consequences of climate change;
- the possible solutions,
- the most common myths and fake news about climate change;

*c) educational objectives*

The student understands the importance of distinguishing facts from myths about climate change and the dangers of spreading misinformation about the subject. The student knows that in an era of free-flowing texts on climate change, it is essential to verify sources of information and to distinguish facts from fake news. The student is also aware of the responsibility of society and humans for the current state of the climate. He/she is aware of the consequences of his/her actions or inactions and the importance of protecting the environment and the climate.

**Methods of teaching:** reception of written text, production of text in oral form, discussion, interview, work with pictures, individual work, practical exercises, lecture.

**Forms of teaching:** lecture, group work, individual work.

**Didactic materials and tools:** worksheet, pen, whiteboard, laptop or tablet, internet connection.

**List of references**

VOJTILLA, S. – ŠIROKÝ, P.: Globálne otepľovanie a klimatická zmena vo svete.

Bratislava: O. z. ZA MATKU ZEM a Slovenská klimatická koalícia 2009.

SZALAI OVÁ, T.: Za otepľovanie môže preludnenie a planéta sa menila od nepamäti: 7 najväčších mýtov o klimatickej zmene. [online]. Dostupné na:

<https://www.aktuality.sk/clanok/YXxmeaH/za-oteplovanie-moze-preludnenie-a-planeta-sa-menila-od-nepamati-7-najvacsich-mytov-o-klimatickej-zmene/>

Energetický slovník. [online]. Dostupné na: <https://www.siea.sk/bezplatne-poradenstvo/kamaratka-energia/nauc-sa/energeticky-slovník/?text#E>

Energetický slovník. [online]. Dostupné na: <http://www.siea.sk/nauc-sa/c-4838/energeticky-slovník>

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

## Teaching course

### I. Introduction – cognitive stimulation

**Task** Students are asked to answer the following questions:

1. Where do you most often get your information from and why do you use this source(s)?
2. Are you being influenced by advertising? Do you choose the products you buy based on information from leaflets, TV or internet advertising?
3. Have you ever come across any fake news recently? What was it about?
4. Do you trust or do you verify all information with multiple sources?
5. Have you come across the term climate change or global warming? In what context and where have you heard of it?

### II. Central section

#### II.1. Text

**Task 1** In Exercise 1, students read 7 short texts that summarise the most common myths about climate change. The emphasis is on active reading. At the same time, students fill in missing key words which are listed after each text, based on their understanding and knowledge of the context. These words include units with different stylistic qualifications - terms, foreign words, book expressions, stylistically neutral common lexemes, colloquial units. The meanings of words that students have not encountered before are explained in the glossary beneath the exercise. The lecturer also points out specific lexemes, grammatical and sentence constructions. He also draws attention to the ways of expressing cause and effect (repetition of the material already covered) and adds a lecture on the formation of sentences expressing purpose.

**Task 2** Students will check their understanding of the texts in Exercise 2 from the worksheet. Their task is to identify true statements. The lecturer will ask students to read the passages of the texts that confirm or reject the truth of the statements about climate change.

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

**Task 3** The task requires technical equipment (laptop or tablet). The task is divided into two parts - reading comprehension and a creative activity. In the first phase, students match 4 pictures to each text. They have to connect the verbally expressed content with its visual representation. At the same time, they have to complete the missing descriptions given at the end of the exercise for all the pictures. In the second phase, students have to find images for three more texts on the Internet and come up with short, concise descriptions for the images. In this part, students practise their ability to work with sources of information and their linguistic and non-verbal creativity.

## II.2. Terminology

**Task 4** In Exercise 4 from the worksheet, students must match the relevant terms listed at the end of the exercise to their definitions. In the second part of the exercise, students have to use the defined terms in sentences they create.

## II.3. Syntax

**Task 5** In this section, the lecturer will return to the lecture on expressing purpose. Together with the students, he/she creates and writes on the board specific examples of purpose sentences. Students then practice their new knowledge and skills individually in Exercise 5 from the worksheet. They have to create purpose sentences from the selected words.

## II.4. Communication

At the end of the lesson, a summarizing exercise is included to reinforce the students' language skills and knowledge about climate change and the most common misinformation related to this topic. Students are asked to answer the following questions and to justify their claims using reasoning:

1. Why is the polar bear population endangered?
2. Why is renewable energy cheap in the long run?

*The project is co-financed by the Governments of Czechia, Hungary, Poland and Slovakia through Visegrad Grants from International Visegrad Fund. The mission of the fund is to advance ideas for sustainable regional cooperation in Central Europe. This project was made possible through Strategic Grant No. 22020071 from the International Visegrad Fund.*

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

3. Why are today's temperature changes worse than in the past?
4. Why can't the occurrence of freezing weather today be taken as proof of the absence of climate change?
5. Why isn't the planet's population growth solely responsible for climate change?