



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

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Do you know how to segregate wastes?

1. Recipient, level: 3 class, elementary school
2. Subject: polish language
3. Time: 2 lesson units (2 x 45 minutes)

Topic: Do you know how to segregate wastes?

Aim of the lesson

In terms of knowledge the student:

- knows, the main point of the text,
- knows, what kind of feelings have been described in the poem;
- knows, how to segregate wastes;
- knows, which bin to throw the waste into.

In terms of skills the student:

- is able to present the main idea of the discussed poem;
- is able to use the information from the literary text in the context of environmental protection;
- is able to tell, how to segregate wastes;
- is able to read the text and understands it;
- is able to use eco literature at school,
- is able to promote ecological knowledge in the school environment;
- is able to discuss given topic;
- is able to search for the information in the text.

In terms of attitude the student:

- works in pairs;
- works in groups;
- is active and interested in the subject of the classes

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- is sensitive to environmental protection problems;
- knows how to take care of surrounding nature;
- is responsible for the state of nature in the nearest surrounding;
- is ready to act to protect environment;

Methods

- a) concept map
- b) case study method
- c) staging

Forms of work:

- a) collective;
- b) group work

Materials: waste bags, plastic bottles, paper, newspapers, empty cans, jars, pictures, laptop, access to the internet, worksheets (attachment 1-4)

LITERATURE

Małgorzata Strzałkowska, *Meadow*

LEARNING PROCEDURE

I. Introduction (aprox. 10 minutes)

Problem solving and motivation:

1. The teacher hands out the pictures of the nature (attachment 1). Pair work. The teacher asks the students: *What do the pictures represent? What kind of emotions do they evoke in you?* Pair work: the students describe the pictures and then they share their feelings, eventually they talk about it in front of the group.

Sample student's response: *The pictures show meadows, mountains, forests, nature and lakes. The feelings: joy, happiness, harmony and peace.*

2. Then the teacher hands out the waste bags. The blue bag contains old newspapers, magazines and paper. The yellow one contains plastic shopping bags, cans and plastic

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bottles. The green bag - jars. Moreover all the bags contains different pictures of the polluted environment. (attachment 2)

3. Pair works continues. The teacher ask the students: *What's there in the bag? Whak kind of feelings do these picture evoke in them?* The students talks about their feelings in their pairs, and than they present it to the class.

Sample student's answer: *The pictures shows rubbish, polluted nature, rubbish in the forest and in the meadow. Feelings: anger, grief, rage, sorrow.*

4. The teacher asks the pupils in which environment they would most like to spend a picnic with their friends. Would they choose a littered place or a beautiful, clean meadow fragrant with the smell flowers?

The teacher asks the students if they know what is the topic of the lesson? Possible answers: *natural environment protection or rubbish segregation.*

5. The teacher writes the topic on the board: **Do you know how to segregate wastes?**

II. **Lesson proper** (aprox. 65 minutes)

1. The teacher hands out the text of Małgorzata Strzałkowska's poem *The meadow*.

The teacher reads the poem, and than asks chosen students to read the poem again in order to improve their reading comprehension skills.

2. Reflection on the text. After reading the teacher asks students some questions and than discusses the answers with the class:

Where did the children walk?

How did they feel walking through the clean and picturesque meadow?

What did they find on the meadow?

How did they feel?

Who and why left the garbage on the meadow?

How would you feel if you saw litter in nature?

What would you do if you were the main characters in the poem?

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Why is the nature protection so important?

What solution does the author of the poem propose to those who litter the environment?

3. A role play with the use of poem's text. The teacher asks willing students to play the scene from the poem and than he/she divides the roles of Ala, Ola, Staś and Kzio among the students. The students and the teacher writes down on the blackboard the most important factors that are necessary and have to appear during the staging (the walk through the meadow, a bag with the rubbish, feelings).
4. How to segregate the rubbish? The teacher asks eager students to find a passage of the poem from which we can find out what is in the bundle. When the students read their answers, the teacher asks them if they now know how to segregate rubbish that are mentioned in the poem. The teacher ask the students to refer to the bags they got in the beginning of the lesson. The students give their answers and than the teacher asks them to watch a short video concerning rubbish segregation: <https://www.youtube.com/watch?v=mALlopJyeSU&t=220s>
- 5.
6. After watching the students start working in pairs. The teacher hands out the pictures of recycling bins, cards with words and pictures (attachment 4). He/She asks students to sort the rubbish by matching the words and the pictures with the correct garbage container. This work needs to be done as a poster. After the work is done the teacher checks the posters and discuss them with the students. (aprox. 15 minutes)

III. **Generalization** (aprox. 15 minutes)

The teacher asks students some questions in order to sum up the lesson:

What did we talk about today?

What was the poem we read at the beginning of the lesson about?

Why is garbage segregation/environmental protection so important?

Than the children sticks the sticky notes with the words on them under proper garbage container.



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Załącznik 1.



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Załącznik 2.



źródło zdjęć: Internet

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Załącznik 3.

Małgorzata Strzałkowska *Łąka*

Jak tu pięknie dookoła!
Strumyk szemrze, kwitną zioła,
skaczą żabki, buczą bączki -
jak nie lubić takiej łączki?

Pośród kwiatków sobie łążą
Ala, Ola, Staś i Kazio.
Nagle patrzą – jakiś dołek,
a w tym dołku jest tobołek.

Staś tobołek wyjął z dołka,
po czym zajrzał do tobołka...
a tam...

- Patrzcie! Stos papierków,
trzy butelki, pięć cukierków,
jedna guma...

– Już wyżuta...

– Dwie gazety i pół buta,
dwie torebki, cztery puszki...

– I zużyte trzy pieluszki!

– Ktoś na łące biwakował
i te śmieci tu wpakował.
– Cichcem, milczkiem, po kryjomu...

– Zamiast zabrać je do domu.

– Wiecie, jak tak dalej będzie,
jak będziemy śmiecić wszędzie,
to się Ziemia zdenerwuje,
tak że każdy pożałuje!

– Będzie miała dość brudasów,
bo jest miła, lecz do czasu !

– Zagra wszystkim nam na nosie
i przepadnie gdzieś w kosmosie,
a my zostaniemy sami,
płynąc luzem pod gwiazdami...

– A więc póki krąży w kółko
niech się brudas puknie w czółko!!!

Jak naśmiecisz, to posprzątaj.

A jak nie – to marsz do kąta.

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Załącznik 4.



PLASTIKOWA
BUTELKA

MAGAZYN

PUSZKA

ZESZYT

WOREK FOLIOWY

OPAKOWANIE PO
MAŚLE

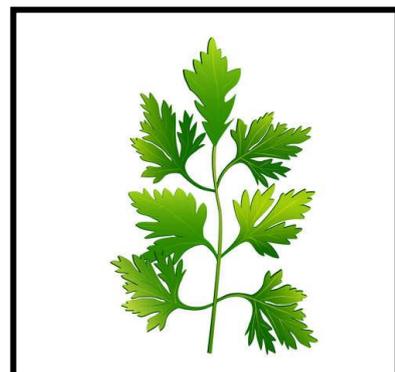
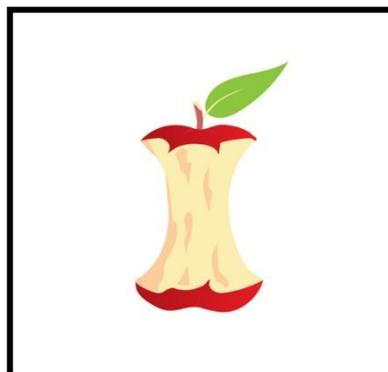
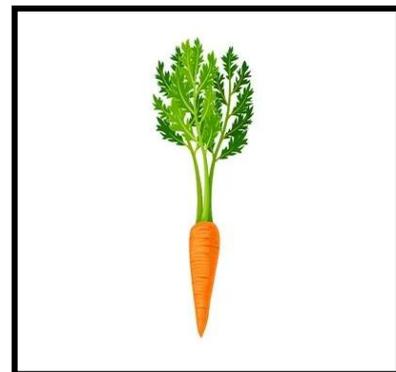
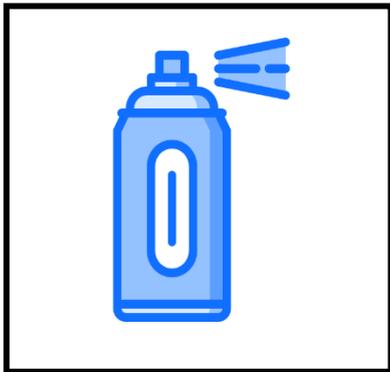
SŁOIK PO DŻEMU

BUTELKA PO
OLEJU

BUTELKA PO
KUBUSIU

ODPADY PO
OBIEDZIE

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