



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

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Let's do everything we can to protect the forest from shouting "Help! Rescue me!"

1. **Recipients/level:** elementary school, class 3-4 (A2)
2. **Duration:** two lesson units

Temat: Let's do everything we can to protect the forest from shouting "Help! Rescue me!" – how can we protect forests and their inhabitants?

Objectives

In terms of knowledge the student:

- gets familiar with different species of animal and plants;
- understands the meaning of multi-storey arrangement of plants and knows how to match the names of the layers with them;
- learns about the risks and ways of forest preservation;

In terms of skills the student:

- is able to interpret a literary work;
- is able to create grammatically correct sentence;
- is able to justify its opinion and uses appropriate arguments;
- is able to cooperate with other students in group.

In terms of the attitude the student:

- understands and appreciates the meaning of the forest as a natural wealth;
- knows how to fight against the danger concerning forest and its inhabitants,
- is able to show his/hers sensitivity towards the problems related to environmental pollution;
- feels the need to participate in activities related to nature protection.

Methods:

Heuristic talk, motivational: brainstorming, staging; practical exercises

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Forms of work:

- a) collective
- b) group work
- c) individual.

Materials:

Pictures of the forest (cut into pieces), cards with the names of the forest's layers with the short information, card with pictures of animals, a nature atlas, cards with the symbol of different wastes that can be easily found in the forest, cards with their decomposition periods and text of the poem by Władysław Dzięgała *Forest*.

Learning procedure

I. Introduction

1. The teacher plays some relaxing music with the sound of the birds singing, he/she turns it down a little and then starts reading a poem by Władysław Dzięgała *Forest* (attachment). The children sit on their chairs comfortably with their eyes closed and listen.

After listening the poem the teacher asks students some questions: *What are we going to talk about during the lesson? What did you imagine while listening to the poem? What is the mood of the poem? What kind of forest does the author of the poem dream about? Who might the author be or what profession does he have if he is not a writer?* Finally the teacher explains that the author of the poem is a forester, a nature lover. He is passionate about caring for forest animals and plants and also protecting nature.

The teacher hands out the text of the poem and an excerpt of this text for a specific group. On the other side of a card there is one of five pictures: a tree, a butterfly, a bird, a deer and a frog (attachment 2), which are going to be used to divide the students into groups later on.

2. The students read the poem again and with a teacher's help they discuss and explain the meaning of the words they find difficult: *wild woods, conceal, logging area etc.* They look up and underline the names of plants and animals. They look for the nominative form.

Then the teacher or students write these words on the board in the plural (because that is how they appear in the poem) and write the singular on the board. Volunteers who have completed the task faster are allowed to find the appropriate illustrations of plants and animals in the natural atlas and present them to the whole class.

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II. Group work

1. The teacher asks to turn the cards over: students sit in groups according to the symbols on the cards. On the tables there are illustrations of the forest (attachment 3) cut into strips and mixed, next to them there are 4 strips with the names of forest layers: *litter, undergrowth, the understoreyn, tree crowns* – with the short description. (attachment 4)

The teacher asks the groups to read the descriptions, than to arrange the entire illustration, and finally to match the captions to each layer. After a brief discussion of the different layers the students add to them those plants and animals that they underlined in the poem. Students should note the appropriate layer of forest. The teacher asks some questions: *Is it possible that one of these layers does not exist, and what might be the danger? What is they role in the forest?* etc.

2. The groups receive pieces of paper with the word ‘threats’ on them – each group wonders and than the students write down everything they think is dangerous for all those beautiful forests and wild woods that were mentioned in the poem. The students give their suggestions and than they try to work out a list of threats: air pollution, wastes in the forest, to many trees being cut down, inappropriate behavior – lightning fires and making noises etc.

3. The student divided into groups according to the pictures, get some texts to complete.

A tree group:

I am and slender. My decoration is, and leaves or needles on them. I really like, thanks to it I am so green. I don't like when my beautiful branches. I am very afraid of fire, even one glass bottle left in the forest can cause.

Words to complete: *branches, fire, you break, sun, strong*

A frog group:

I like water and rain, and when is polluted, than the acid.....falls. They destroy natural environment, plants and animal die. Garbage left in the forest poisons as well as ponds and lakes, where I like to

Words to complete: *rain, swim, air, ground*

A deer group:

I am agile and I really like among the trees. Garbage left in the forest is for me Sometimes I can or get tangled up in them. I'm also worried about the other inhabitants of the forest, because their may be similar.

Words to complete: *run, dangerous, fate, fast, hurt myself*

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A butterfly group:

I am.....and fragile. I like....., especially their nectar. I am very sad when someone or tramples them. Flowers and me, we don't like....., because they poison the ground. Garbage is like.....for the insects in which we die.

Words to complete: *garbage, colourful, trap, flowers, pick*

A bird group:

I like..... it's my home, but please, don't leave garbage in here. I don't like..... than you won't be able to hear my singing. I invite everyone to the forest..... Everyone can hear it when it's..... quiet.

Words to complete: *behave, noise, forest, green, concert*

III. Before staging

After checking and reading short texts, we proceed to prepare the staging. The students spread out empty plastic bottles, cups, boxes, old newspapers, etc. on the floor. Then they tape symbols on the front (if there is time, they can color them or make crepe paper headbands with the symbol of their group). The tree group students line up among the spread-out garbage, keep one arm bent and down, or they may hold in a sling made of a handkerchief. The tree group students read their "request" together. The deer group students approach, they can limp, they stand between the tree-students, they also read their line together, then jumping, frogs appear, one of them has an umbrella. More groups come, imitating the movement of a given animal. The creativity of students is big - you can use their ideas here.

The groups say their lines on behalf of the inhabitants of the forest, at the end of the staging all the students shout together: "Help! Rescue me!".

Then, the students take off the symbols and put them back on the seats and, as tourists visiting the forest, collect the garbage (plastic bottles, boxes, etc.) lying on the floor. If there is a possibility to make a selection at school, they can sort the trash props that were used during the play.

IV. Summary

1. The teacher refers to the staging and the roles played by the students: What did the inhabitants of the forest complain about the most? The students agree that the most dangerous was garbage left in the forest by people: they give examples from the staging and

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observations, experiences (they can cause fire, they are a threat to animals, they decompose and pollute water, soil and air, etc.).

2. On the magnetic board the teacher hangs illustrations of various objects that people throw into the forest: paper, banana peel, can, glass bottle, plastic bag, car tire, juice carton, plastic bottle (attachment 5). Under these pictures, he hangs cards with the number of weeks, months, years needed for this garbage to decompose (attachment 6). The students are asked to think about and write down their suggestions on paper. Then willing students from each group arrange pairs on the board, in case of mistakes, they correct them with the teacher, together. The teacher reads a passage of the post published on the website of the State Forests:

Every year, foresters remove enough garbage from the forests to fill a thousand railway wagons. The State Forests spends nearly PLN 20 million annually for this purpose. Not only household waste ends up in the forests, but also old tires, household appliances and radio and television equipment, cars, parts from car repair shops and dangerous substances. Our forests, despite many actions and appeals, are drowning in garbage!

Każdego roku leśnicy usuwają z lasów tyle śmieci, że wypełniłyby one tysiąc wagonów kolejowych. Lasy Państwowe przeznaczają na ten cel blisko 20 mln zł rocznie. W lasach lądują nie tylko odpady z gospodarstw domowych, ale także stare opony, sprzęt AGD i RTV, samochody, części z warsztatów samochodowych, czy niebezpieczne substancje. Nasze lasy mimo wielu akcji i apeli toną w śmieciach!

The students express their opinions on the previous task and the article passage they read. They learn how important and big the problem of littering forests is and the need to clean and protect them. At the end of the lesson, the teacher asks everyone to recall the topic of the lesson, a password for reflection and actions to protect the environment and at the same time:

Let's do everything we can to protect the forest from shouting "Help! Rescue me!"

[Attachments 1–6 from next page]



Załącznik 1

Las Władysław Dzięgała, (Las i ludzie. Zbiór wierszy 1975 r.)

Lasem moich marzeń,
który w sercu skrywam,
Jest zielona knieja,
Puszcza wiecznie żywa.

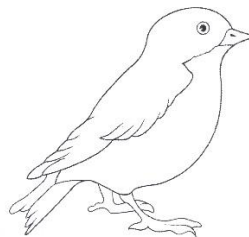
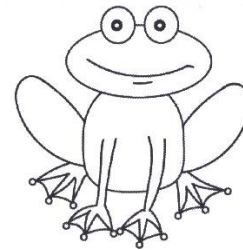
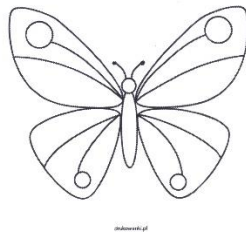
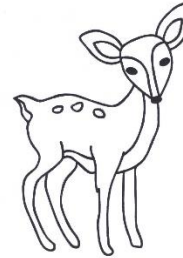
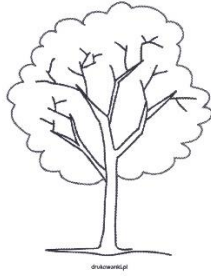
Las wysmukłych sosen,
Bez piły i zrębów.
Las milczących grabów
I wiekowych dębów.

Las mchów i paproci
Śpiewających kosów.
Las pachnących malin,
poziomek i wrzosów.

Las nieznanych ścieżek,
Rusałek znad wody.
Las pełen tajemnic
I dzikiej przyrody.

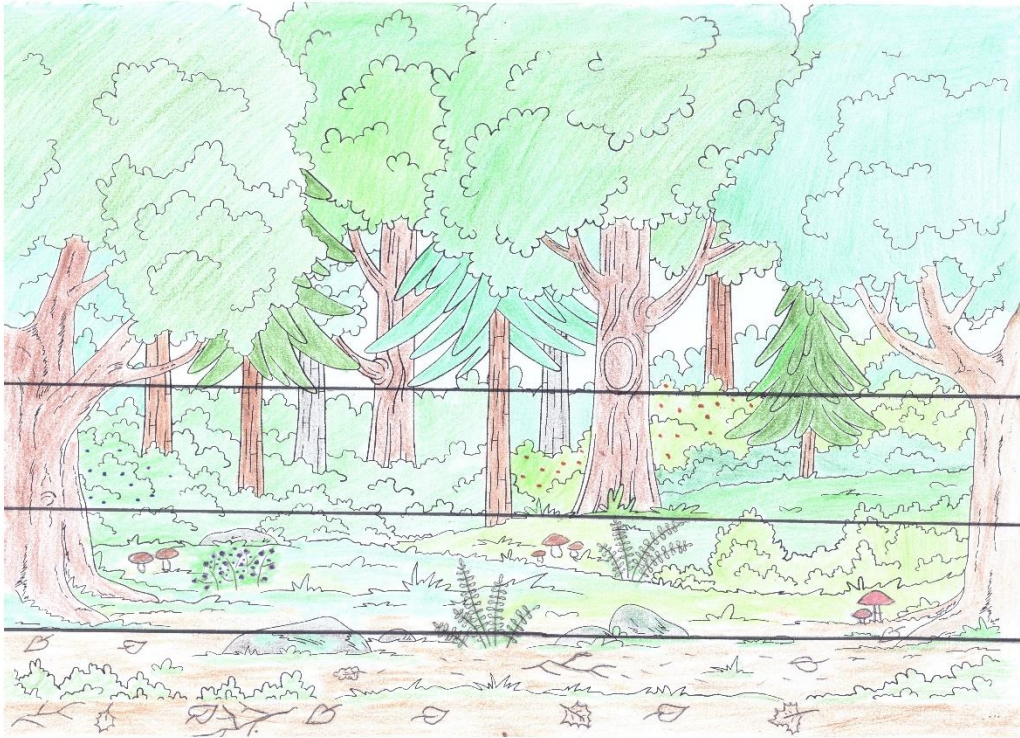
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Załącznik 2



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Załącznik 3



Załącznik 4

Ściółka leśna to warstwa, w której są opadłe liście, gałęzie, kawałki kory, nasiona. Ściółkę zamieszkują owady, dżdżownice i krety. Mieszkańcami ściółki leśnej są też mrówki, stonogi, żuki i ślimaki.

Runo leśne – to warstwa zbudowana z żywych roślin. Występują tu paprocie, grzyby, wrzose, borówki, jagody i poziomki. Wiosną pojawiają się przebiśniegi, fiołki i konwalie. W runie leśnym żyje wiele owadów, w wilgotnych miejscach spotkamy żaby, a nasłonecznionych węże i jaszczurki. Warstwę tę zamieszkują też borsuki, jeże i lisy.

Podszyt – to młode drzewa i krzewy, takie jak: leszczyna, dziki bez oraz jałowiec. Żyją tu pająki, owady. Schronienie znajdują tu niektóre ptaki oraz sarny i jelenie, które szukają zielonych liści i owoców leśnych.

Drzewostan – tę warstwę tworzą korony drzew liściastych i iglastych, np. dąb, brzoza, lipa, świerk i sosna. Duże ptaki, jak: bieliki budują gniazda na wysokich drzewach. W dziuplach mieszkają sikory i szpaki. W koronach drzew można też zobaczyć wiewiórkę.

Załącznik 5





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Załącznik 6

2–4 tygodnie

6 miesięcy

5 lat

15 lat

100 lat

300 lat

450 lat

500 lat

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