



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

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## **Reportage in the service of the environment** **(lesson cycle)**

1. Recipient, level: seventh grade
2. Subject: polish as a foreign language, knowledge about the country
3. Time: 4 lesson units (x 45 minutes) – lessons can be conducted remotely

**Lessons' topics:** Reportage – a genre made of information; What impact does the production of clothes have on the environment and our pro-ecological behavior?

### **Objectives**

#### **In terms of ecological knowledge**

- The student knows how to act to protect the environment in the micro and macro world.

#### **In terms of skills**

- the student is able to make decisions in everyday activities, such as shopping, so that they are beneficial for the environment

#### **In terms of attitude**

- the student takes the active part in actions to protect environment,
- the student is aware that his/her decisions as an individual have an impact on the environment.

#### **Methods:**

- teaching through observation,
- problem solving method (drawing constructive conclusions)
- brainstorming,
- discussion.

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**Forms of work**

- individual
- collective

**Teaching aids:**

- interactive whiteboard
- excerpts from literary fiction as an example of written reportage
- reportage online – for reading
- reportage online – for watching.

## SEQUENCE OF LESSONS

### I. First topic: genre created from information

#### Lesson 1

Lesson 1 serves as an introduction to the topic.

Discussion with the students: pointing out that when we witness an important event, we usually want to tell others about it. Then, in our account, we most likely include answers to our questions: who, what, when, how, and why. So, what does a reporter do? How does their statement differ from ours? The students try to solve these problems. The students get familiar with the definition of reportage. Using the interactive whiteboard, they search for the definition of the literary genre called reportage in Wikipedia and in the Dictionary of the Polish Language.

- <https://pl.wikipedia.org/wiki/Reporta%C5%BC>
- <https://sjp.pwn.pl/sjp/reportaz;2574014.html>
- Based on the definition, students define the characteristic features of the genre: objectivity vs. subjectivity, accuracy and fidelity to the object of the narrative, the author describes events which he/she witnessed, in which he/she participated, or for which they gathered sufficient documentation to describe them in accordance with the principle of respecting the truth.

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## Lesson 2.

Ryszard Kapuściński as a leading figure and representative of Polish reportage in the 20th century.

Text: <https://culture.pl/pl/dzielo/ryszard-kapuscinski-gdyby-cala-afryka>

About the reportages contained in the book, Kapuściński wrote: "In Africa, I did not seek for adventures, I did not hunt for elephants, or dig for diamonds. I was a correspondent for the Polish Press Agency, and I was supposed to write about what I heard or saw where I just was, about what was happening there. And a lot was happening at that time. I spent in Africa nearly six years during its most turbulent and restless period, full of good - although sometimes too easy - hopes. It was the turning point of two eras - colonialism was about to end, and independence was beginning. I tried to describe this change, this upheaval, this revolution."

- The students read the extracts from the book: *The shadow of the sun*
- text analysis: the students list the characteristics of reportage as a genre and look for the realization of the established characteristics during the 1 lesson;
- they create a lesson plan – how to write a good and interesting reportage (group work, brainstorming);
- the students write down points for discussion on the different pieces of paper: they arrange them together and glue them to the board. Choosing the most important features of the reportage.

## II. Second topic: What impact does the clothing production have on the environment?

### Lesson 3. and 4.

- Transition from the contemporary reportage to the environmental topics;
- one of the main features of the genre of reportage is addressing contemporary issues (this is a conclusion that students reached by their own while creating a plan for a good reportage);
- moving on to environmental topics.



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A question for students:

*Does the clothes production have an impact on environment?*

- Getting the students familiar with the datas:
- <https://www.green-news.pl/698-raport-polska-sektor-tekstylny>

*The younger generation of Poles is less rational about buying clothes, as a survey by Accenture shows. How to change this? The fashion industry's impact on the environment is colossal and growing all the time. It's enough to look at some of the following figures: it takes as much as 2,700 liters of water to produce one cotton T-shirt, or t-shirt, which is as much as the average person drinks in 30 months. By 2050, as much as 22 million tons of microplastic particles from clothing will enter waterways, oil consumption in clothing production will be as much as 300 million tons by mid-century, the textile industry's share of global carbon dioxide emissions will rise from a few to as much as 26% by 2050.*

- After getting familiar with the data on the Polish market, students watch the film *Cambodia - employees of the clothing industry*

<https://www.youtube.com/watch?v=J4WJjAxSn1g>

A reportage from 2018.03.05. on violations of textil workers' rights in Cambodia. Cambodia is one of the largest sewing factories in the world. One thousand factories, one million workers, one in five working citizens in the 15 million-strong South Asian country. Production of bags, clothes and shoes for the world's biggest brands makes 80 percent of exports, more than 20 percent of GDP.

Discussion after watching the video:

- The fundamental question that arises after reading the data on clothing production in the world: what can I do to change it?
- How can an individual affect this situation?
- How can we influence people close to us: family, friends to stop this spiral?
- The teacher also asks weather the students buy in secondhand shops.
- Do they order things online? And if they do, will they be more aware of the problem of clothing production after today's class?
- Can the facts they've learned stop them from buying new clothes?



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## Summary and conclusions

Ending the lesson with the quote:

*Education is a system of acquiring attitudes, skills, and knowledge. It is conducted through formal and informal education. Formal education refers to education conducted in educational institutions such as preschools, schools, universities, as well as through professional training, in accordance with the curriculum prepared by the Ministry of Education and Higher Education. On the other hand, informal education lasts throughout a person's lifetime, starting from birth, and its first source is the family and the closest environment (M.K. Terlecka, ed., 2014).*

## Homework

How can I, as an individual, contribute to improving the ecological situation?

What will be/are your active actions for the environment?

## Summary, repetition and consolidation, game on the interactive board:

<https://wordwall.net/pl-pl/community/ekologia-wychowawcza>

References:

- <https://pl.wikipedia.org/wiki/Reporta%C5%BC>
- <https://sjp.pwn.pl/sjp/reportaz;2574014.html>
- <https://culture.pl/pl/dzielo/ryszard-kapuscinski-gdyby-cala-afryka>
- <https://www.green-news.pl/698-raport-polska-sektor-tekstylny>
- <https://www.youtube.com/watch?v=J4WJjAxSn1g>
- Edukacja ekologiczna wybrane problemy, red. Magdalena Klaudia Terlecka, Krosno 2014, a passage
- <https://wordwall.net/pl-pl/community/ekologia-wychowawcza>