



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

Alina Papiewska-Csapó
Ogólnokrajowa Szkoła Polska na Węgrzech

Green climate defender – what does the forest humming about?

1. Level: high school classes, level B2
2. Subject: teaching Polish as a foreign language and knowledge about the country.
3. Time: 2 lesson units (90 minutes) – the lesson can be conducted remotely.

Topic: Green climate defender – what does the forest humming about

Objectives:

In terms of knowledge the student:

- knows the basic concepts related to the functioning of the forest,
- knows how does the State Forest works,
- knows the basics names of trees found in Poland,
- knows how to recognize them by characteristic features of species(a joint walk in the forest, collection of leaves, fruits of trees),
- forming own motivation to conscious forests protection: planting trees, cleaning forests, a work in the kindergarten group-organizing workshops and competition that makes the children more aware etc.)
- shapes their own opinion based on thorough knowledge rather than emotions and fashionable trends,
- knows the issues discussed in the literary works: "Drzewa" (Trees), "Na lipę" (To the Lime Tree)
- knows the image of a good, responsible host towards the environment is presented in the poem "Na lipę" (To the Lime Tree)
- knows how the image of freedom paradise and the usage of forest beauty is presented in the poem "Trees".
- knows the stylistic means that appears in the poem *To the lime tree*.

*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]

- understands the relationship between the tree and the human in the poem "Na lipę" (To the Lime Tree)
- knows what is the meaning and the origin of the trifle's ending:
- *Although I do not bear apples, but you treat me as the most fertile stem in the Hesperian orchard.*
- knows how to use its freedom and mind to live in harmony with the nature,

In terms of skills the student is able to:

- interpret the discussed literary works based on previous theoretical knowledge;
- identify the analogy between the discussed theoretical texts and the analyzed literary works;
- create a coherent and grammatically correct statement ;
- justify its opinion;
- point the most important issues of the literary works that were discussed during the lessons;
- use the information from the literary works in terms of environment protection.

In terms of attitude the student:

- is active and interested in the topic of the lesson;
- is empathetic towards the surrounded nature;
- is sensitive to environmental issues;
- knows how to take care of the nature that surrounds him/her;
- encourages other people to respect and care for the nature,
- promotes the attitude of a reasonable, conscious, respectful and fully responsible person

Teaching methods

a) teaching through exploration and research:

Problem-solving strategy:

- a talk

b) Teaching through action:

- summarizing knowledge through brainstorming, mind maps

*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]

Forms of work:

- a) individual;
- b) collective (in pairs, divided into two groups for argumentation)

Materials:

- a) electronic equipment (laptop/PC), access to the internet (interactive whiteboard) or in the case of stationary lessons - materials containing the text for analysis (attachments 1, 2, 5, 6) and a worksheet (attachment 3 and 4).

LITERATURE

1. Artur Rutkowski, Małgorzata Haze: *Dla lasu, dla ludzi*. Warszawa 2017
2. Anna Arkabus-Mázi: *Lasy w Polsce. „Polonia Węgierska”*, Budapeszt 2022, nr 317.
3. Jan Twardowski: *Egy remete skrupulusai* Dobogókő 2001
4. Jan Kochanowski: *Na lipę*

Learning procedure

I. Introduction (estimated time – about 15 minutes)

1. Organizational activities
2. Motivational-problem situation (checking the listening comprehension): *Huge trees and inconspicuous mosses. Majestic predators and tiny insects. Diversity of life forms – the forest, the least distorted form of landscape. Thousands of species have found a place to live here. They are not only an ornament of the forest but also an important part of it. They often determine its survival. Your life depends on a few simple elements of nature: light, water, air, and soil. Without the forest, the resources of many of them would not be sufficient for human survival. Tree oxygen production is the most effective in the world - a hectare of forest produces several times more oxygen than a hectare of agricultural crops. Forests are therefore the lungs of our planet (e.g., a 60-year-old pine tree produces oxygen necessary for the life of 3 people). Carbon dioxide, considered the main culprit of climate change, is captured from the atmosphere by plants, which simultaneously store carbon. Nevertheless, several million hectares of forests disappear irretrievably, and each hectare absorbs about 200 tons of carbon dioxide (CO₂) annually. Forests protect not only the climate but also the soil and water,*

*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]

preventing erosion, landslides, avalanches, and even floods. One hectare of deciduous forest can retain and then gradually release 500 million liters of water into the environment. The forest is a great place for rest and recreation. A visit to it is an effective weapon in the fight against stress. The secret of the forest's health impact is the air it contains, with phytoncides - substances that inhibit the growth of fungi and bacteria, which are part of the essential oils released by trees. Scientists have discovered nearly 1,500 chemical compounds in them that have bactericidal, calming, and anti-inflammatory effects. That is why there are 50-70 times fewer pathogenic microorganisms in the forest air than in the air of cities.

After reading the text, the teacher asks students some questions:

- What is the most effective producer of oxygen on Earth?
- How many tons of carbon dioxide (CO₂) is absorbed by a hectare of forest annually?
- What else is protected by forests besides the climate?
- What are phytoncides?
- Why does the forest have such a positive impact on our well-being?
- What surprised you or was new to you in the text above?

Based on these questions, the teacher asks the students to think about what the topic of today's lesson might be. After collecting the class's responses, the teacher writes the topic on the board: "The Green Climate Defender - What Does the Forest Humming About?!"

II. Learning procedure: (time: about 60 minutes, including: about 30 minutes for theoretical introduction and about 30 minutes for literary text analysis)

1. The teacher distributes an article from "Polonia Węgierska" (Hungarian Polonia) to the students (Attachments 1 and 2).
2. After reading, the teacher asks the students to complete and write down the correct answers (Attachment 3) based on the text and graphics.
3. Then, the teacher discusses the answers with the class.
4. The teacher asks the students what they think about the need for awareness-raising campaigns about the importance of caring for the environment.

*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]

5. The teacher asks whether they think drastic protest actions are effective (dividing students into two groups, "for" and "against"). One group collects positive arguments, while the other collects negative ones. An official discussion is conducted on the benefits and drawbacks of such actions. The expressions provided in Attachment 4 can be used during the discussion.
6. The teacher asks the students if they believe that humans always responsibly use their freedom and reason.
7. The teacher analyzes the texts together with the students:
8. The teacher analyzes the first text: "Drzewa" (Attachment 5) and asks guiding questions to the students:

- *What vision of a "free Saturday" appears in this poem?*
- *What stylistic devices are used in the text and why?*
- *What is walking in the forest compared to?*
- *How does the poet's vision relate to the previously read texts?*
- *Do you think the poet was familiar with the forest?*

Sample answer: *The vision of walking in a beautiful, diverse forest.*

Personification, epithets. Reminding the poet's biography.

1. The teacher analyzes the second text: "Na lipę" (Attachment 6) with the students and asks guiding questions:
 - *What stylistic devices are used in the text and why?*
 - *What advantages does the tree have and what does it provide for animals and humans?*
 - *Does humanity appreciate the value of trees?*

Sample answers:

The trifle is a poetic description of the lime tree - a tree that is very useful for its owners. The personified lime tree addresses the passerby in an apostrophe, inviting him/her to rest in the shade of its leaves.

Personification - a figure of speech where human characteristics are attributed to objects, plants, animals, or phenomena.

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]

Apostrophe - a solemn, direct address to the addressee, often fictional.

The lime tree (the lyrical subject) invites the guest to rest in the shade of its leaves. The tree offers coolness, peace, comfort, and silence. The poem is a celebration of life in harmony with nature. It provides humanity with harmony and security. It emphasizes the role of humans as responsible, wise stewards who understand the value of entrusted natural resources.

Through the poem, J. Kochanowski expresses his life philosophy, which states that one should find joy in every moment of life. Such an ability can bring happiness and inner peace to a person. The poet points to the reasonable and responsible use of nature's resources.

II. Summary (time: about 15 minutes)

The teacher summarizes the lesson using an interactive board (or a stationary worksheet as Attachment 5). The students are tasked with adding notes reflecting on the use of freedom and reason by humans. After 7 minutes, the teacher collects the information provided by the students and discusses them with the class, creating a mind map using an interactive board, regular chalkboard, or a large sheet of gray paper.

Lesson conclusions: The teacher points out that thorough knowledge, judgment, respect, and an individual's attitude of controlling emotions and being responsible for their freedom and actions provide humanity with the opportunity to enjoy and marvel at the surrounding nature. It gives us a chance for survival. The two presented poetic texts reinforce our sense of responsibility and care for the world around us. They sensitize us to its beauty and the obligation to protect it.

Homework

Please write your thoughts, conclusions and ideas related to the topic of today's lesson in the form of an article for the local newspaper (250 words).



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

Attachment 1.

EKOLOGICZNIEM RZECZ BORACZ
TEMAT MIESIĄCA

LASY W POLSCE

Jak co roku o tej porze Stowarzyszenie Polonia Nova zorganizowało sadzonki lasu, a ja czytając zapraszam, jak zwykle przeniosłam się myślami do mojego lasu, w Polsce. Chociaż bardzo lubię Węgry i piękny przyroda tego kraju, to jednak brakuje mi polskich lasów z ich różnorodnością, bogactwem i bliskością, i niepowtarzalnym klimatem.

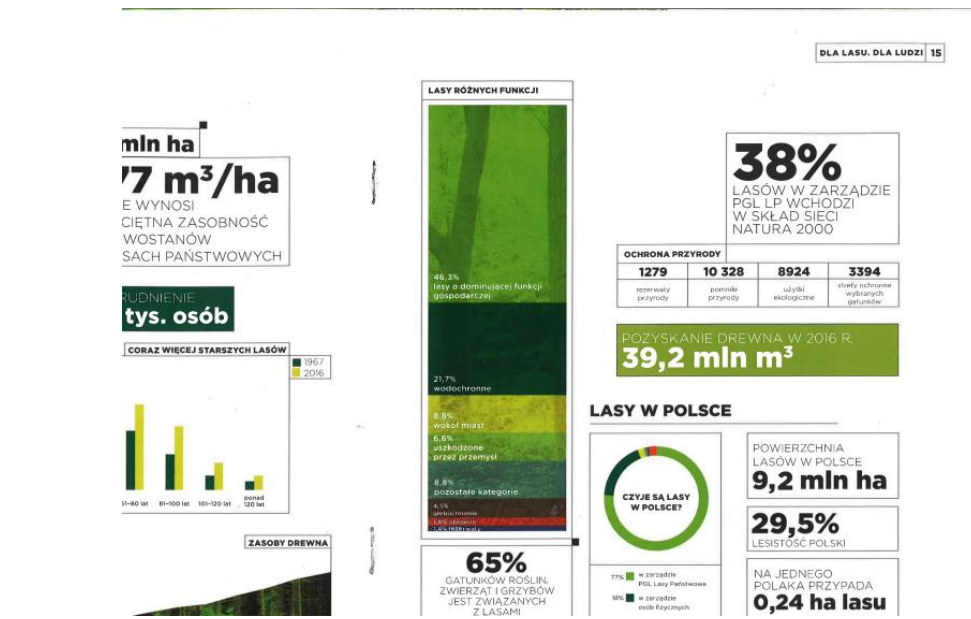
Nie jest moją intencją narzekać na przyrodę węgierską, raczej chcę się z Polakami bliżej zrelaksować o moim problemie przyrodzie i zwrócić uwagę na różnorodność przyrody polskiej i zwrócić uwagę na różnorodność przyrody polskiej i zwrócić uwagę na różnorodność przyrody polskiej...

czyli czy lasy i przed wejściem do lasu należy skrócić do tego, co jest w terenie i czy walczyć z lasem na wycofanie i czy walczyć z lasem na wycofanie i czy walczyć z lasem na wycofanie...



W maju 2016 główna była o gradacji korników w lasach w Polsce. W maju 2016 główna była o gradacji korników w lasach w Polsce. W maju 2016 główna była o gradacji korników w lasach w Polsce...

Attachment 2.



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.



Attachment 3.

Read the article *Forrest in Poland*¹ and then answer the question
(Reading comprehension)

1. What was the reason to write this article?

.....

2. How does the author treat the forest in her childhood memories?

.....

3. What is the difference between polish and Hungarian forests?

.....

4. What percentage of Poland's land area is covered by forests?

.....

5. Since when did the State Forests manage most of the forests in Poland?

.....

6. What are Polish foresters being accused of, in recent years?

.....

7. What was the main danger to the Bialowieza Forest in 2016 r.

.....

8. What protection method did the foresters propose?

.....

9. What has the European Court of Justice decided in this case

.....

10. What did the whole situation reveal, years later?

.....

11. How do State Forests, by protecting forest resources, take an active part in the fight against climate change?

.....

¹ Anna Arkabus-Mázi. *Lasy w Polsce*. „Polonia Węgierska” - Miesięcznik Węgierskiej Polonii, nr 317 , str.10-11. Zamieszczony na poprzedniej stronie załącznik pochodzi z tego numeru miesięcznika. Zdjęcia zamieszczono w scenariuszu za zgodą autorki artykułu.

*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]

.....

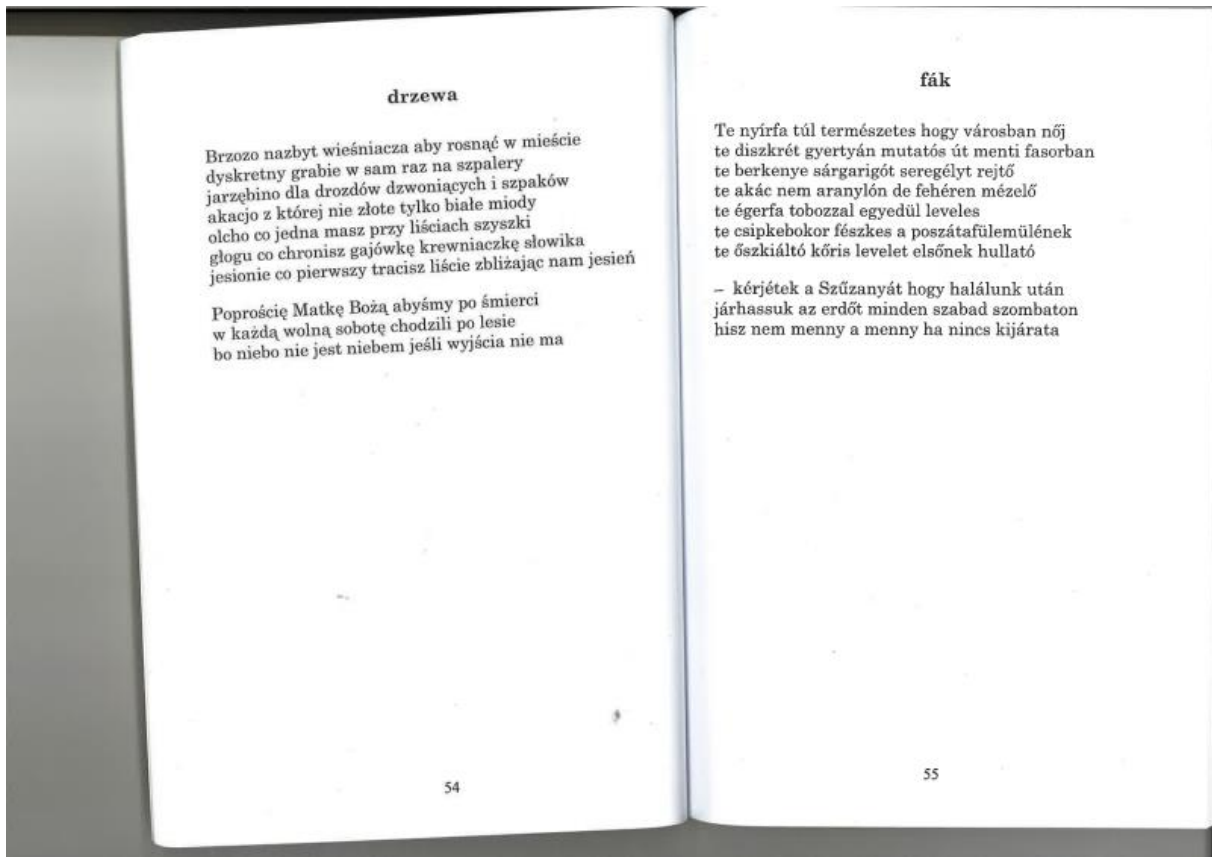
12. Are the State Forests, as in most countries, subsidized from the state budget?

.....

Attachment 4.

Against	For
<ul style="list-style-type: none"> • I don't agree with you • I think it can't • It's not a good idea... • I don't think..... • In my opinion you are wrong • I don't think it's right 	<ul style="list-style-type: none"> • I agree with.... • I'm sure..... • I fully support this decision, opinion • I share your opinion... • I have no doubts that you are right

Attachment 5.



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]

Załącznik 6.

Jan Kochanowski

Na lipę

Gościu, siądź pod mym liściem, a odpoczni sobie!
Nie dojdzie cię tu słońce, przyrzekam ja tobie,
Choć się nawysszej wzbije, a proste promienie
Ściągną pod swoje drzewa rozstrzelane cienie.
Tu zawsze chłodne wiatry z pola zawiewają,
Tu słowicy, tu szpacy wdzięcznie narzekają.
Z mego wonnego kwiatu pracowite pszczoły
Biorą miód, który potym szlachci pańskie stoły.
A ja swym cichym szeptem sprawić umiem snadnie,
Że człowiekowi łącno słodki sen przypadnie.
Jabłek wprawdzie nie rodzę, lecz mię pan tak kładzie
Jako szczep napłodniejszy w hesperyskim sadzie.

*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.*