



dr Wioletta Hajduk-Gawron
Uniwersytet Śląski w Katowicach

What is hidden in national parks?

Recipients

Classes, where some pupils have a diverse linguistic, cultural and educational biography. Students with migration experience / Polish as second language / inherited language / Polish as the language of a school education.

Age: 9–11 years old, elementary school

Time: 90 minutes (2 x 45 minutes).

2. Subject matter and topic

National parks in Poland and on the world, natural science / geography/ integrated teaching/ early school education, vocabulary concerning landform, animals and plants' names/ knowledge about Poland.

3. Subject justification and key words

The role of national parks and trees in the global ecosystem on the example of parks in Poland. The main goal of the classes is making the students aware of the need of taking care for the world around us as well as strengthening the attitude of conscious use of natural resources such as trees.

4. Objectives

General:

- introduction/extension of the resources of the information about national parks in Poland and on the world,
- developing the ability of understanding the written texts and listening skills.

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Cognitive, the student:

- knows the definition of „national park”,
- knows the national parks in Poland and in the world,
- knows the significance of the national parks to the balance of ecosystem.

Educational, the student:

- knows how to look for particular information in the text,
- broadens the vocabulary involving the world of animals and plants,
- gets involved to environmental protection,
- takes care of his surrounding,
- wants to nurture the plants, knowing that they are the natural part of the human's world,
- knows how to live in the accordance with the idea of *zero waist*,
- knows how to work in a team.

5. Methods:

- discussion,
- heuristic talk,
- team work,
- project/ task-based approach.

6. Forms of work:

- collective,
- team work in a smaller groups / in pairs,
- independent work with a text.

7. Materials, resources and teaching aids:

Educational film, parts of the travel blog, a poster, photos and literary texts.

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8. References

Source literature:

Woldańska-Płocińska O., 2019, *Garbage stronghold* [Śmieciogród], Papilon, p.22.

Mizieleńska A., Mizieleński D., 2020, *Which way to Yellowstone? A wild ride through national parks*, [Którędy do Yellowstone? Dzika podróż po parkach narodowych], Dwie Siostry, p. 52–53.

Literature on the subject:

Gębał P., Majcher-Legawiec U., 2016, *Towards the inclusion of students with migration experience. Teaching Polish as the second language in the light of developments in glottodidactics and intercultural glottopedagogy* [W stronę inkluzji uczniów z doświadczeniem migracyjnym. Nauczanie języka polskiego jako drugiego w świetle rozwoju glottodydaktyki i glottopedagogiki międzykulturowej], in: A. Młynarczuk-Sokołowska, U. Namiotko, J. Nikitorowicz (red.), *Education in terms of multiculturalisms. Social-cultural contexts. Edukacja w warunkach wielokulturowości. Konteksty społeczno-metodyczne*, Wydawnictwo Naukowe KATEDRA, s. 188–213.

Hajduk-Gawron W., 2018, *Foreign students in the Polish educational system - experiences of Silesian schools from the perspective of the guests and host environment* [Uczniowie cudzoziemscy w polskim systemie edukacyjnym – doświadczenia śląskich szkół z perspektywy osób przyjmowanych i środowiska przyjmującego], „Postscriptum Polonistyczne”, nr 2, s. 187–203.

Education facing migration. Glottodidactic and pedagogical context [Edukacja wobec migracji. Konteksty glottodydaktyczne i pedagogiczne], 2018, red. P.E. Gębał, Księgarnia Akademicka.

Towards a multicultural school in Poland.

Educational package with the curriculum for teaching Polish as the second language for stage I, II, III of education. Warszawa 2010 (collective work, publication available online <http://www.wlaczpolske.pl/wielokulturowaszkola.pdf>).

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Learning procedure

Part I

The teacher asks students some questions: *Have they ever been in national park? What is a national park?* The students complete the displayed definition of the “national park” together (attachment no.1)

Suggestion for further questions:

Do they know the names of national parks in Poland or any other countries? Do they know how many national parks are there in Poland? After such an introduction the teacher announces watching a short video about national parks in Poland.

Part II (25 minutes)

The teacher presents questions (displayed or written on the blackboard, attachment no.2), which the students are going to answer after watching a short video about national parks in Poland (link attached)

Questions with the answers:

1. What is forbidden in a national park? (you mustn't walk of the designated tracks, you mustn't pick flowers, you mustn't feed animals, you mustn't litter)

2. What is allowed to do in the park?

It is allowed to admire the nature.

3. Where are the dunes?

a) by the sea b) in the mountains c) at the lake

4. What color are the rocks in Ojców National Park?

a) grey b) black c) white

5. Which animal lives in Białowieża National Park?

a) a wisent b) a bat c) beaver

6. How many national parks are there in Poland??

a) 23 b) 13 c) 30

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The teacher hands out printed materials or he displays them on the blackboard: travel blog ON TRACK (attachment 3), then he asks students to read the text (in silence or aloud depending on the skills of class participants). The students works with the teacher to complete the task A, B, C, D, E. The teacher can point a particular person or the students volunteer to answer. It is important that the students indicate the answer in the text. The teacher can also ask a question: *Where did you find the answer in the text?*

This activity makes the students aware of the cognitive value of the national parks, young recipients discover the names of various animals and the leaf shapes of the most common trees in parks.

Part III

Suggested introduction to the next part of the classes:

National parks are home to many spieces of animals, palnts and trees. What kind of trees did you remember from the text? Why do people need those kinds of parks? What do trees give people?

The students gives various answers. The teacher mention the meaning of some trees in Slavs' culture:

Suggested teacher's comment:

LIME TREE – in Slavs' culture (Slavs is a group of people living in such countries as: Poland, Russia, Belarus, Ukraine, the Czech Republic – those are the countries in eastern, central, and southern part of Europe and northern par of Asia) it was considered as a holy tree. People usually planted it near the house, because it provided a shade and protected against the lightning. Some of lime trees are protected as a natural monument. In Poland lime trees grows almost everywhere it is very popular tree, from its flowers bees makes honey which is very healthy.

Jan Kochanowski, famous Polish author, wrote about this tree in the 16th century in his poem *On a Lime tree*

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Now seat thyself beneath my leaves, O guest,

And rest

I promise that the sharp-beaming sun

Here shall not run,

Do you know any other trees that are important to different groups of people in the world?

The teacher asks: What can be done from trees?

Suggested teachers comment: People cut trees to build houses and other buildings, to warm them up or to make various household items. We need trees, that's why we cannot only cut them down, we should also make sure that our planet doesn't run out of them. What can be done?

The students give different suggestions.

The teacher presents some questions and (displays them on the board, link attached) a poster promoting the action **COME, PLANT A TREE!**

When the task is completed the teacher ask questions:

Have you ever participated in similar actions? Are/Were similar action organized in other countries, maybe in your country? If they were, tell your colleagues about them.

The main purpose of this activity is to make the students realize that human activities can be destructive to the nature, but there are lot of different ways of taking care of the planet.

Part IV, project (to be completed during classes or students individual work outside the school):

The teacher suggests students to do two tasks (they can choose which of those they'll do). The students work in pairs or in groups of three-four people. The project can be done outside a school on their own or it can be completed on classes at school.

Depending on the choice the teacher hands out sheets of paper, crayons, paints and he presents the instructions:

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1. You wish, there were more green spaces around your school – trees, bushes, flowers. In your group, think how to organize it, suggest a title for the action, design an informational poster similar to the one from the action COME, PLANT A TREE!
2. Draw a map of the area around your school and try to plan where new trees, bushes and flowers can be planted. Draw those plants, color them and sign them.

Part V

Presentation of posters and land development projects. The projects should be signed and presented in a place designated for students work exhibition.

Part VI

The teacher displays the photo of a bamboo (available in a browser) and he asks questions:

Is bamboo a tree? Whose food is a bamboo? Suggested students answers can be written on a balckboard. Next the teacher displays on a board or hands out printed part of a book *Garbage stronghold* p. 22 (attachment). The students read the passage aloud and than complete the chart. What did you learn about a bamboo? Tell us about it.

I knew that...	I didn't know that...

Alternatively, depending on students engagement, time and language skills:

The teacher displays a passage of a book *Which way to Yellowstone?* (p. 52-53) concerning bamboo forests (attachement).

Project part:

The teacher ask a question:

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Which unnecessary items can be used, to make something new of them, to give them second life, not to throw them away to buy new ones, which production requires woods or any other resources.

The teacher brings or asks the students to bring jars, old jeans, beads from broken necklaces, yogurt containers in advance. The teacher suggests to make a container for pencils/pens, which the students can put (depending on the conditions) on their tables at school or at home

Making the objects on their own, and using them afterwards strengthen the attitude in accordance to the idea *zero waist*.

12. Attachements

Links to a video [National Parks in Poland](https://www.youtube.com/watch?v=4wHE7h58P0M) <https://www.youtube.com/watch?v=4wHE7h58P0M>

[Links to a map with national parks marked](https://upload.wikimedia.org/wikipedia/commons/5/5a/ParkinarodowePL.png)

<https://upload.wikimedia.org/wikipedia/commons/5/5a/ParkinarodowePL.png>

Link to a poster of an action Come! Plant a tree!

<https://www.wroclaw.pl/go/wydarzenia/rozrywka/13617-sadzenie-drzew-w-parku-tysiaclecia>

Passages from the books *Garbage stronghold* and *Which way to Yellowstone?*

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