

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

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## LESSON PLAN

SUBJECT: POLISH AS A FOREIGN LANGUAGE

TARGET GROUP: Slovak students of „Polish language and culture” (B2 level)

TOPIC: **Endangered species – how to save the lynx?**

OBJECTIVES:

a) In terms of knowledge

the student:

- learns a new vocabulary in the field of biology and ecology,
- learns the concepts of environmental protection,
- learns Polish geographical names,
- learns the realities of Polish geography,
- acquires knowledge about the endangered species of animals living in Poland and activities to protect endangered animal species,
- learns what a petition is and how to write one;

b) In terms of skills

the student is able to:

- describe an endangered animal species by creating an album-lexicon,
- indicate on the map where it occurs,
- recognize the animal tracks and sounds of animals,
- identify existing threats to animals and actions for their protection
- write a petition,
- translate words and expressions which refer to environmental protection;

the student understands:

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- written texts: reads with understanding and gives correct answers to the questions asked, creates titles for selected passages;

c) In terms of attitudes the student:

- is aware of the threats to endangered animal species,
- is interested in activities to save endangered species.

TIME: 2 lesson units (90 minutes)

MATERIALS, RESOURCES AND TEACHING AIDS: laptops with the access to the internet, maps of Poland, cards with the image of a lynx, worksheet

METHODS: activating method - didactic station method, translation methods

FORMS OF WORK: individual work, collective work

**SOURCES:**

WWF Poland site (ang. World Wildlife Fund) an international non-governmental organization working, among others, for the protection of endangered animal species:  
[https://www.wwf.pl/zagrozone-gatunki?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF\\_mealMi-1A6qllHck2urQIP5cA7pbNGDDuq0U13UNQFsWFfr7TxRgaAqnpEALw\\_wcB](https://www.wwf.pl/zagrozone-gatunki?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF_mealMi-1A6qllHck2urQIP5cA7pbNGDDuq0U13UNQFsWFfr7TxRgaAqnpEALw_wcB) (access: 20.03.2023)

<https://www.wwf.pl/aktualnosci/codziennosc-rysi-populacji-baltyckiej-nizinej-w-polsce-0>  
(access 20.03.2023)

<https://www.wwf.pl/godzina-dla-ziemi-2023> (access 20.05.2023)

<https://bieszczady.land/zabawa-w-tropiciela-czyli-poznaj-zimowe-zycie-lasu-w-bieszczadach/> (access 20.05.2023)

<http://e-karkonosze.eu/przyroda/na-tropie-rysia/> (access 20.05.2023)

<https://www.google.com/search?q=odg%C5%82osy+rysia&oq=odg%C5%82osy&aqs=chrome.2.69i59j69i57j0i67i650j46i433i512j46i131i433i512j46i512i2j0i512i3.3680j0j15&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:d293c782,vid:zAwdwzPI3Kg> (access 20.05.2023)

<https://www.gov.pl/web/edukacja-i-nauka/zloz-petycje> (access 20.05.2023)

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**LEARNING PROCEDURE**

**Preliminary phase** (10 minutes):

The teacher prepares stations - six stations with materials that will enable students to perform individual tasks at a similar level of difficulty, including those that use different senses.

The teacher through a short talk, introduces the students to the issues of the lesson. Suggested questions: *What species of animals are endangered in Slovakia? Where are these species found? What natural environment do they live in? How do they look? What do they feed on? What is the threat to them? How are endangered species protected in Slovakia? Are you a volunteer?*

The teacher acquaints the students with the topic of the class (*Endangered species – how to save the lynx?*) and divides them into 4 groups. Each group receives worksheets, and then the teacher informs that the order of work at stations (no. 1–5) is arbitrary, and that each group should perform tasks from all stations, and station 6 is the final station. After completing all the stands, the group will receive information about the lynx - an endangered species in Poland, as well as activities to protect this species. Completing the tasks from stations 1–5 will allow students to create a kind of album-lexicon about this animal. This activating method was chosen because all students participate in it throughout the course actively, and group work teaches cooperation and integration. Classes conducted with this method are attractive, motivating and trigger creativity.

**Realization phase** (75 minutes)

Groups of students choose workstations and perform individual tasks, while the role of the teacher is to observe, control and, if necessary, explain incomprehensible vocabulary.

**Station no 1**

At the first stand there are maps of Poland and pieces of paper with the images of a lynx. The task of the group is to read the text from the worksheet, and then mark the regions where the lynx occurs on the map. Groups can use the Internet to find definitions of terms, translate words and expressions, or check the location of forests and lake districts, i.e. areas where the

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lynx occurs. The teacher checks whether the group has correctly marked the areas where the animal lives.

Station no 2

The groups describe the animal on the basis of the text on the work sheet "The lynx – Europe's biggest cat". "The lynx – Europe's biggest cat": *What does it look like? In which environment does it live? What is its nature? What does it eat?* etc.

The teacher collects the descriptions to evaluate the task.

Station no 3

The work at this stand allows students to get a sneak peek at the lynx (photo trap video), learn and see what lynx tracks look like (photos of tracks), and listen to the animal's sounds (video).

Station no 4

Groups are asked to read the text entitled *What threatens lynxes in Poland?* (worksheet), and then to show creativity and write down the titles for individual passages.

Station no 5

At this station, the groups will learn about the activities for the protection of the lynx.

Station nr 6

Students can approach this stand after following the instructions from stations 1–5. They receive instructions from which they learn: *What is a petition? How to write it? What to include in it?* They can also read the petition to the Prime Minister on increasing the area of protected spaces, which they will use as a model, when doing their homework.

**Ending phase (5 minutes)**

The teacher summarizes and evaluates the students' work, and then gives a homework assignment to write a petition on environmental and climate protection.