

*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: A visit to the eco-museum "Dziedziny Dunajca" on the Polish-Slovak border

OBJECTIVES:

a) In terms of knowledge

the student learns:

- a new vocabulary in the field of tourism and ecology,
- Polish and Slovak geographical names,
- terms from the world of nature,
- natural and tourist attractions of the Polish-Slovak borderland;

the student finds out about:

- the concept of ecomuseum,
- cross-border cooperation between Poland and Slovakia,
- Pieniński National Park,
- Dunajec River,
- eco-museum *Dziedziny Dunajca*;

b) In terms of skills

the student is able to:

- point out the area of the Pieniny National Park on the map,
- recognize endemic and endangered plant and animal species found in the Pieniny Mountains,
- explain what the eco-museum is,
- describe natural and tourist attractions,
- express and justify your own views,
- translate texts related to tourism,
- fill in the missing words (gaps) by ear,
- write a composition on given text;

the student acquires:

- the ability to work with the project method

The student understands:

- information texts on ecotourism;

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- c) In terms of attitude:
the student:
- is interested in forms of sustainable tourism, ecotourism, slow tourism,
 - is aware of the role played by Polish-Slovak cross-border cooperation,
 - is able to work in a group.

TIME: 2 lesson units (90 minutes)

MATERIALS, RESOURCES AND TEACHING AIDS: map of the Polish-Slovak borderland; worksheets; several-minute films presenting the culture of Spisz, cooking workshops, handicrafts, highlander's dance and costume; texts from tourist guides; information from the websites of Polish national parks, a tourist portal, an eco-museum; publications on ecotourism, photocopy of short passages from Bedeker about Slovakia.

METHODS: expository method, project method/task-based approach, interpretative methods

FORMS OF WORK: individual work, group work

SOURCES:

- Kazior Barbara, *Żywa interpretacja dziedzictwa przyrodniczego i kulturowego na przykładzie ekomuzeów* [Living interpretation of natural and cultural heritage on the example of ecomuseums], in: *Ekoturystyka i odkrywanie dziedzictwa. Zbiór dobrych praktyk* [Ecotourism and Heritage Discovery. A collection of good practices], eds. D. Zaręba, Fundacja Fundusz Partnerstwa, Fundacja Partnerstwo dla Środowiska, Kraków 2008, http://www.fpds.pl/media/filemanager/publikacje/turystyka-zrownowazona/ekoturystyka_zbior_dobrych_praktyk.pdf [access: 21.06.2023].
- Styczyński Marek, Nacher Anna, *Czarowna Słowacja. Przewodnik* [Amazing Slovakia. Guide], Oficyna Wydawnicza Rewasz, Pruszków 2021, s. 63–66.
- Travelbook. Tatry, Gorce, Pieniny, Orawa i Spisz* [Travelbook. Tatry, Gorce, Pieniny, Orawa and Spisz], Bezdroża, Helion, Gliwice 2018.
- Eco-museum website *Trzy kultury* [Three cultures], <https://trzykultury.org/o-muzeum/> [access: 21.06.2023].
- Official tourism portal of the Malopolska Region, https://visitmalopolska.pl/pl_PL/-/ekomuzeum-dziedziny-dunajca- [access: 21.06.2023].
- https://pl.wikipedia.org/wiki/Chaber_barwny [access: 21.06.2023].
- <https://sprezyna.org/ekomuzeum-dziedziny-dunajca/histora-wspolpracy-co-to-jest-ekomuzeum> [access: 21.06.2023].
- <https://www.youtube.com/watch?v=D8rhduia6Rg> [access: 21.06.2023].
- <https://www.youtube.com/watch?v=dGZgU4M-eKo> [access: 21.06.2023].
- <https://www.youtube.com/watch?v=pKKjMlrKl3U> [access: 21.06.2023].
- <https://www.youtube.com/watch?v=wIjBQHToZus> [access: 21.06.2023].
- https://www.youtube.com/watch?v=-Y4GuKWb_ek&t=9s [access: 21.06.2023].
- <https://zpppn.pl/pieninski-park-narodowy-pl/park> [access: 21.06.2023].

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LESSON PROCEDURE

Preliminary phase (10 minutes): Focusing students' attention on the topic of the lesson.

The teacher introduces the concept of ecomuseum and informs about it on the basis of the article by Barbara Kazior entitled *Living interpretation of natural and cultural heritage on the example of eco-museums* published in *Ecotourism and discovering heritage. A collection of good practices* edited by Dominika Zaręba and the ecomuseum website *Trzy kultury*: <https://trzykultury.org/o-muzeum/>.

Etymologically, the term "ecomuseum" comes from two Greek words: oikos, which means "house" in a symbolic sense, understood as an environment, and corresponding to today's concept of "small homeland", and museion, understood as a collection of things, a collection (from objects of interest to science or history of civilization). Their combination means, therefore, a collection of tangible and intangible things related to the place of origin and life of a specific group of people, i.e. the museum of the "little homeland". (...)

In the era of multimedia techniques and the tendency towards interactive cognitive methods, "showcase" museums have become anachronistic. There was a clear need to present objects in their natural environment, in a lively way that takes into account the presence and people. On the wave of these trends, the concept of the eco-museum appeared as a new, alternative proposal to create "living", comprehensive exhibitions, presented using unconventional methods. This concept, which developed in France in the 1960s, aimed to interpret the landscape as a whole and give communities a voice, and help inhabitants find a sense of pride in themselves and their surroundings.

Why is it worth to go to eco-museum?

Eco-museums often present exhibitions and programs dedicated to the natural world and local initiatives for nature protection. It's a place where one can learn about the flora and fauna of the region, the history of the landscape and the culture of the area. The most common attractions in eco-museums include: Art exhibitions with the work of artists and photographers who have explored the natural world. You can often find exhibitions showing the work of local artists

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who are interested in nature and its protection. Exhibitions dedicated to nature protection, history and the natural environment, covering various topics such as local flora and fauna, landscape history or the culture of the region. Events and special programs devoted to environmental protection, e.g. water protection, climate change or nature protection.

<https://trzykultury.org/o-muzeum/>

Ecom-useum is a set of attractions scattered in the area, which determine its character. This group includes churches, castles, manor houses, chapels, characteristic buildings, local flora and fauna, viewpoints, geological phenomena and many others.

Eco-museum offers:

- the opportunity to taste local (natural) products,
- participation in demonstrations or workshops of handicrafts, arts, cuisine or agriculture,
- walks and nature trips (e.g. educational paths),
- learning about the local culture and traditions through participation in events, shows, festivals,
- sports activities and recreation (rallies, stalking, orienteering, quests).

The teacher reveals the purpose of the lesson: a trip to the “Dziedziny Dunajca” ecomuseum on the Polish-Slovak border. He/She divides students into several groups, hands out worksheets and maps.

Realization phase: 75 minutes

Part One

This part was devoted to inform the students about the Pieniny National Park, the Dunajec River and the Pieniny fauna and flora. By completing tasks No. 1 A, No. 1 B and No. 2 from the worksheet, the student learns about the natural attractions of the Pieniny Mountains. The teacher explains incomprehensible vocabulary and terms. The correct performance of the exercises is checked by the teacher on an ongoing basis. The teacher asks the students to read the information about the Pieniny National Park (worksheet task 1 A), and then mark the

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area of the park on the map. Next, the students are asked to read the information about the world of plants and animals given in task 1 B, which will enable them to perform the exercise, i.e. recognize the endemic and endangered species listed in the worksheet (sources: <https://zpppn.pl/pieninski-park-narodowy-pl/park>; https://pl.wikipedia.org/wiki/Chaber_kolorny). Next, the teacher reads aloud the text about the Dunajec River (task no. 2) and asks students to fill in the gaps in the text.

Part two

The teacher informs students that task no. 3 from the worksheet is the basis for presenting group projects (project method) and subsequent implementation, i.e. planning and organizing a trip (task approach). The teacher emphasizes that the materials from the Internet and Bedekers contained in the worksheet are only examples and encourages students to do their own research. At the same time, he/she points out that the groups will show their projects during the next classes to present them in a well-thought-out and refined form. The winning project will be implemented on a trip organized by the students themselves (task method). The teacher asks the groups to develop the statement about the Pieniny Mountains quoted from the tourist guide, which will encourage their colleagues to visit the cross-border region, and at the same time make students aware of the importance of Polish-Slovak cooperation. Helpful materials (texts, short films presenting the culture of Spisz, cooking workshops, handicrafts, dance and highlander costume) for the project are included in task no. 3 in the worksheet, and they concern the ecomuseum "Dziedziny Dunajca".

Final part (5 minutes)

The teacher reminds about the deadline for the presentation of the projects and hands out a photocopy with an excerpt from the tourist guide "Czarowna Slovakia" pp. 63 - 66, and then asks the students to translate the text into Slovak individually: "Visiting the monastery in slow style".