



LESSON PLAN

EYES OF THE
LIGHTHOUSE
(POLAND)

TITLE:

EYES OF THE LIGHTHOUSE (15 MINS)

ADDRESSES:

13+

SUBJECT:

Man and Nature – from fear of predators to the sense of control over the natural forces.

CURRICULUM:

The student learn about the relation between humans and nature.

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes /90 minutes.

GOALS OF THE LESSON:

- the student learns the history of human relation with nature.
- the student learns about the devastating effect of man on nature.
- the student learns about the consequences of human relation with nature.

METHODS:

- Film Analysis
- Group work/Class Discussion
- Worksheets

MATERIALS:

- Worksheets
- Web access.
- Globe/Map of the world

SUGGESTED LESSON TIME:

45 MINS

GOAL:

The student learns about the history of human relations with nature.

METHOD:

Around 400 000 years ago our ancestors possessed a huge advantage over the surrounding nature. They managed to subdue the fire. Because of fire they could win the rivalry (but also their own safety) from large predators. They could also eat what was inedible up to now. For the first time in the history humans could change the world. Burning savannas or forest they could satisfy their needs. They collected animals killed by fire and “baked” the bulbs of nuts and root-stock. Millenniums later they learned how to farm/cultivate the land. Looking at the world from today’s perspective, we know that fire was just the beginning...

STEP BY STEP INSTRUCTION:

In groups or pairs, develop one of the following topics into a presentation:

1. The invention that changed the world

Choose and showcase an invention in your opinion had the biggest impact on the world, nature and biodiversity around us.

Your idea doesn’t need to be obvious: Steam engine, combustion engine, smartphone, container, container ship, agriculture, GMO – all of this and much more everyday things save or condemn our world to destruction.

OR

2. A meadow on the lawn, a forest in a jar, a house for insects – these are not only the way to come close to the nature. It is also a huge trade sector which is still developing. Today everything can be eco or bio. From soap to a garbage truck. You can buy or sell a bath in the forest, a meditation in the meadow or a room with crystalline mountain air.

In your opinion, where is this phenomenon coming from? Why are the things which were obvious and daily for our parents, now becoming a great sales item? Is it treatment for our own complexes?

3. In the world, mice, sparrow, pigeon, raccoon, Australian magpie and other urban animal adaptors have thrived. Humans can have an unexpectedly good effect on nature and certainly for individual species. Our fields, villages and cities offer a lot for those animals who know how to use it properly.

Humans are the reason for some species that conquered the world. In this activity students will research and present an animal species (may be those mentioned above) they feel is most interesting and has achieved benefit from humans.

This activity should be an example of the argument that humanity is able to give something positive to nature?

Each group will present their idea in the class and give an explanation of their choice and findings in a short presentation.

Recommended materials:

https://en.wikipedia.org/wiki/Urban_wildlife

SUGGESTED LESSON TIME:

20 mins.

GOAL:

The student learns about the destructive impact of a man on nature.

METHOD:

At the beginning of the 20th century, the Arabian Sea was the fourth largest lake in the world. Unfortunately, around the sea flourished a land of popular justice. And so, in the name of prosperity, progression, people "ruined" the sea. How it's possible?

Check out:

- <https://www.britannica.com/place/Arabian-Sea>
- <http://www.2greenenergy.com/2017/03/24/arabian-sea-environmental-disaster/>

STEP BY STEP INSTRUCTION:

Divide into three groups. The task of each group to prepare a poster for one of the following topics:

- The story of the Arabian Sea catastrophe, causes and effects.
- Costs and consequences of the disappearance of the Arabian Sea, economic, social and environmental costs.
- The future of the Arabian Sea.

The students should have time to research and develop the issues they wish to represent in their posters.

These can be created:

- On paper with markers
- In Microsoft Word

The final posters can be displayed and each group given the opportunity to present to the class their posters and the issues it explores.
