



Green industry and outdoor air quality

Duration	2-3 hours
Time of year	Any
Place	Classroom
Materials	Paper, poster paper, pencils and pens
Aims	<ul style="list-style-type: none">• To highlight the importance of using green products in the school environment
Methods	Games, discussion, brainstorming

DISCUSSION

Making the school environment green and healthy

- ▶ Begin the discussion by explaining how numerous studies have demonstrated that schools tend to be places where children are exposed to toxic chemicals, moulds, lead, asbestos and other harmful substances. Some schools are located in areas where the outdoor air is so polluted that teachers are reluctant to open the windows. As children spend about one-third of their day at school, experts have recognised that healthy school facilities could, if given the appropriate support, provide children with the most pollution free part of their day.

Ask the children to suggest what is important in order to create a healthy school environment. Guide the discussion to focus on energy and water conservation, recycling, environmentally sound purchasing, non-toxic cleaning products, integrated pest management, a school garden to provide healthy additions to the cafeteria food, and a sustainably developed site.

GROUP WORK

Designing a green and healthy school environment

- ▶ Divide the class into groups of around six and ask them to create a design for their ideal school. Ask them to think about the location and orientation of the building, the building materials and products used, the facilities in the school yard, and the school surroundings.
- ▶ The groups should each present a drawing of their design to the rest of the class. The children can then discuss where their ideas are similar, and where the designs differ. Are there any features that are common to all the designs? What do the children consider most important? What are the good features in their own school?





GROUP WORK

Finding out about green and healthy products

- ▶ Ask the children to discuss the following statements in groups of about six (15 minutes):
 - I can find out more about products from the Internet.
 - I can check the labels on products to find out more about them.
 - Green and healthy products are always more expensive.
 - I can ask my teacher or my parents about green and healthy products.

- ▶ After 15 minutes, ask the groups to present their views to the rest of the class.
 - Can they think of examples of green products in the classroom? Do they use green products at home? Are they aware of green products in the shops? How would they recognise them? What difference do they make?

