



Choosing cleaner, smarter ways to get around

Duration	2-3 hours
Time of year	Any
Place	Classroom and outside the school
Materials	Paper, poster paper, adhesive tape, microscope or strong magnifying glass, Internet access (if possible)
Aims	<ul style="list-style-type: none">● To highlight the importance of learning about the outdoor environment and the monitoring of transport and air quality
Methods	Games, discussion, brainstorming

DISCUSSION

Keeping fit and taking care of the environment

- ▶ Ask the children how many of them cycle regularly, and how many of them enjoy going for walks in the countryside. Does it make them feel healthier and happier? How many play a sport regularly? How would they rate their level of fitness on a scale of 1 to 10?
- ▶ Ask the children about their diet. How many of them eat fresh fruits and vegetables every day? How many of them think that what they eat can affect their health? How many of them think it's important to care of the environment and keep their homes and schools clean?

GROUP WORK

Traffic around the school

- ▶ Following the general class discussion based on the questions above, the children should be divided into groups of around six.
- ▶ Ask the teams to discuss the following questions:
 - How busy are the roads around the school?
 - How many cars park near the school?
 - Do you ever find it difficult to breathe outside the school?
 - Is there a bicycle path to the school?
- ▶ The groups should discuss these questions for around 15 minutes. They should then present ideas for change to the rest of the class.



**GROUP WORK****Transport detectives**

- ▶ Ask the groups to go outside the school building and to count the number of means of transport they see on the road, recording whether they are cars, buses, other vehicles, cyclists or pedestrians. The monitoring period should be 15 minutes.
- ▶ When the children return to the classroom, ask them to discuss their findings. How dense is the traffic? Why are smart mobility options important? What could be done to change the volume of cars passing the school? Ask the groups to present their ideas on a poster to share with the rest of the class.
- ▶ If a computer is available, ask the children to find out more about outdoor air pollution by visiting the websites of the monitoring stations near the school.

GROUP WORK**Analysing air samples**

- ▶ Ask the group to go outside the school building to find out how much dust and particles there are in the air. Explain how they can prepare samples for testing the amount of dust in the air by cutting lengths of clear adhesive tape and pinning them onto sticks with the adhesive side outwards.
- ▶ The tape sticks should be set up at various points around the school building and should be left exposed for one or two hours, then sealed by taping over the top with clean strips of tape of the same length.
- ▶ Once back in the classroom, ask the children to look at the strips through a microscope and to count the number of dust particles they can see. The different samples from different sites (e.g. near the road, behind the building) can be compared.

