



Active journeys help the environment



Level 3

Years 5 & 6



Length of lesson

90 minutes



Learning style

Guided/groups/
independent



Resources

- + Activity Sheet 6.1 – Transport and the environment
- + Activity Sheet 6.2 – Make a clean, green community
- + A3 poster paper for each student
- + Colouring pens/pencils
- + Magazines/flyers, scissors, glue stick



WALT

Recognise the forms of transportation that release harmful gases which increase air pollution and contribute to global warming.



Learning Outcomes

Students will:

- + Make links between the burning of fossil fuels, exhaust emissions, air pollution and global warming;
- + Create a drawing or multimedia collage that shows their understanding of how good choices impact the environment to make it a healthy and happy place to live.



Vocabulary



Fossil fuels, exhaust emissions, air pollution, greenhouse gases, global warming, polar ice, electrical appliances, cause and effect, carbon dioxide (CO₂)

Lesson Plan 6

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Learning Activities

1. Write each of the following topic words on a separate piece of poster paper: fossil fuels, exhaust emissions, air pollution, greenhouse gases and global warming. Introduce the lesson by asking the class to brainstorm the meaning of each one. This can be done in five smaller groups where each group brainstorms one topic word or as a whole class. Brainstorm for three minutes and discuss.
2. Provide each student with the **Activity Sheet 6.1 – Transport and the environment**. As a guided reading activity, read the information about fossil fuels, exhaust emissions, air pollution, greenhouse gases and global warming. Students answer the comprehension questions on the activity sheet.
3. Go to the [Ready, Steady, Go! homepage](#) and show students the following videos:
 -  [Nasa Climate Kids 2 minute video](#) 'What's the difference between weather and climate?'
 -  [Nasa Climate Kids 3 minute video](#) 'What is the greenhouse effect?'
4. Provide students with **Activity Sheet 6.2 – Make a clean, green community**. As a class, examine and identify what the illustration is showing. Discuss the reasons why these problems have occurred and the direct outcomes pictured - cause and effect. Ask students how they could change the effects of environmental damage. Sample questions may include:
 - + Do you think the air quality is healthy in this scene and how do you know? What can we do differently to change the air quality for the better?
 - + Describe the water in this illustration – what has caused it to look this way?
 - + What do you see in the sky? What can we do to change it?
 - + Why is plant life dying? How can you get the plants to grow again?
 - + Do you see anyone walking or cycling? Can you see any public transport? If more people used active modes of travel, how would it change this whole scene?
 - + Why do you think the people look so unhappy? What would make them happier?

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5. Provide students with A3 poster paper, colouring pens/pencils and collage materials. Using their drawing or collage skills, students recreate and transform this scene into a picture that shows a happy, healthy, clean and green community.

Students will include details in their pictures that show their understanding of how to improve the air quality of an urban community by removing private vehicles from the roads, creating green spaces, making it a healthy and happy place to live in. Prompt students to think about active travel including public transport and safe cycle paths. Sample questions may include: How would the sky look without air pollution? How would the community manage waste? How would people use public spaces? Do you think the community would be happier?

6. Share completed artwork and make a wall display of the students' scenes of a healthy, thriving, natural environment.

Extra activity

Students write statements that communicate good practical tips, choices and ideas to protect our environment. They use a large font and then cut each statement out and add them to the wall display of completed scenes of a healthy, thriving environment.

eg. Get on your bike! Walk, don't drive! Get active, go green, think safe! Reuse, Reduce, Recycle!

Answers

Activity Sheet 6.1 – Transport and the environment

1. Gases, smoke, dust and odours
2. Volcanic eruptions, dust storms, wildfires
3. Fossil fuels
4. Carbon dioxide (CO₂) and other harmful gases
5. Petrol and diesel
6. Exhaust pipe
7. Greenhouse gases
8. Global warming
9. Heatwaves, bigger and more dangerous wildfires and storms, melting polar ice, rising sea levels, more floods, more droughts
10. Carbon dioxide (CO₂)
11. Spread awareness about the effects of burning fossil fuels, limit the use of cars, walk, cycle or scooter instead of driving, choose public transport, carpool, plant a tree/s