

Sustainable Living: Transport

This lesson introduces young learners to the concept of sustainable living. Students will become aware of being able to make a difference in protecting the environment. The class works in small groups as well as a whole class. They carry out a class survey, make calculations about means of transport and produce a visual wall frieze illustrating the results of their survey.

Info for teachers, if you want to want to find out more in this area:

www.greenpeace.org/international/campaigns/climate-change/science

Preparation

Make copies of:

Survey sheet one per pupil.

Transport flashcards for paper chains.

Scissors, sellotape

Seven different colours of paper (optional)

Procedure

- Introduce the six means of transport through mime. Ask the pupils to guess what transport it is, display the flashcard and write the word on the board next to it.
- Invite a pupil to come to the front of the class and mime one of the means of transport for the class to guess. Now put the students into small groups. They take turns to mime a transport for the rest of the group to guess.
- Play a flashcard instruction game. Stick the transport flashcards around the room. Divide the class into groups. Give each group instructions:

Group 1 cycle to the bicycle

Group 2 drive to the car

Group 3 fly to the airplane

Group 4 run to the bus

Group 5 jump to the train

- Model the action to begin with. Each group does the action as they go towards the corresponding transport flashcard image.
- Distribute one survey per pupil. Model the dialogue for the class, ask a confident student: What is your name? How do you travel to school? Showing them how you fill in the questionnaire on your copy, as you do so.
- The pupils now move around the classroom with their survey sheet interviewing each other. You may want to drill the question structures, for pronunciation, before they begin. Monitor and support.

- Now as a whole class, check the results. Ask each group: how many students go to school by foot / bicycle / car / bus / train? Write the results up on the board.
- **Pollution.** Ask the pupils which **transport is clean** for the **environment**. Explain that cars give off **carbon dioxide** gas and other fumes that pollute the air and is bad for our health and climate change. Draw a car on the board with an exhaust pipe and a sad face next to the fumes to get across meaning. Write up key vocabulary, highlighted here.
- Transport paper chains. Explain to the pupils that they are going to make a wall display which will illustrate their survey finding. Put the pupils into groups of four.
- Each group chooses a transport and a different colored paper. If the survey results show that ten pupils come to school by car then together as a group they must make a paper chain ten cars long, cutting and sticking if necessary.
- Following the instructions on the worksheet show the pupils how to fold and cut the paper chains.
- When they are finished, hang up the transport paper chains next to each other on the wall.
- Invite the pupils to count and check that it corresponds with the survey results written up on the board.
- Explain that lines of cars, a bit like the paper chain shows, are called **'traffic jams'** which cause pollution and that we should try to take alternative transport for short distances.