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## CLEAN AIR CURRICULUM AS A BASE FOR CLEAN ENVIRONMENT



Solutions for clean air environment

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Clean Air

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# PUZZLE EXERCISE



## Connect concepts with adequate definitions:

- a) **Fossil fuels**
  - areas where most polluting vehicles are regulated (usually in larger cities)
- b) **Sources of pollution**
  - energy coming from sun, wind, water, biomass
- c) **Renewable energy sources**
  - policies that control air pollution on national and international level
- d) **Filters, catalysators**
  - factories, chimneys, incineration plants, exhaust fumes, power stations
- e) **Low emission zones**
  - instead of burning waste, it is recycled or reused
- f) **Energy efficiency**
  - tools for air protection
- g) **Improved waste management**
  - legal requirements governing air pollutants released into the atmosphere
  - central state body for environment protection, including air
- h) **Ministry of environment**
  - natural materials like coal, oil, gas; its burning pollutes the air
- i) **Laws and regulation**
  - energy is saved by thermal insulation or greener household appliances
- j) **Emission standard**



**Fossil fuels** – natural materials like coal, oil, gas; its burning pollutes the air

**Sources of pollution** – factories, chimneys, incineration plants, exhaust fumes, power stations

**Renewable energy sources** – energy coming from sun, wind, water, biomass

**Filters, catalysators** – tools for air protection

**Low emission zones** – areas where most polluting vehicles are regulated (usually in larger cities)

**Energy efficiency** – energy is saved by thermal insulation or greener household appliances

**Improved waste management** – instead of burning waste, it is recycled or reused

**Ministry of environment** – central state body for environment protection, including air

**Laws and regulation** – policies that control air pollution on national and international level

**Emission standard** – legal requirements governing air pollutants released into the atmosphere

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# I.N.S.E.R.T. Analysis of articles







## While reading the text, mark the following:

✓ (check mark) for information I have already known

+ for new information or information that I can identify with and believe it

- for information I disagree with or it is in contradiction with what I know

? for information I do not understand, and I want to know more about it

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Our ideas - What  
can be done?



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# FILM SCREENING

<https://www.youtube.com/watch?v=yMnniiRuh2A>





# REFLECTION

1. **Describe** – What measures do you know about air protection in your country?
2. **Compare** – what is it like, similar theme? What else must be protected similarly like air?
3. **Associate** – what does come to your mind when you hear air protection? (5-10 words)
4. **Analyse** – why is it existing, why has it been established?
5. **Apply** – what can you personally do to protect it?
6. **Argue** – for and against burning of the coal (pupil who casts a dice chooses which side he/she wants to defend; the rest of the group tries to disprove his/her arguments)



THANK YOU FOR  
COOPERATION!

FROM TODAY ON,  
BE A CLEAN AIR GUARD!

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