



TOPIC: *We act to improve air quality.*

STAGE: primary school 4-6

TIME: 45 minutes

AIMS :

- ✓ *identifying the problem of air pollution in the place of residence*
- ✓ *identification of sources of air pollution*
- ✓ *finding examples of good practice in the neighbourhood environment*

TEACHING METHODS:

- ✓ *ppt presentation*
- ✓ *a large sheet of paper showing a skeleton of fish with bones*
- ✓ *work cards for pupils showing a fish skeleton*
- ✓ *post it cards in 4 different colours*

WORKING METHODS AND FORMS:

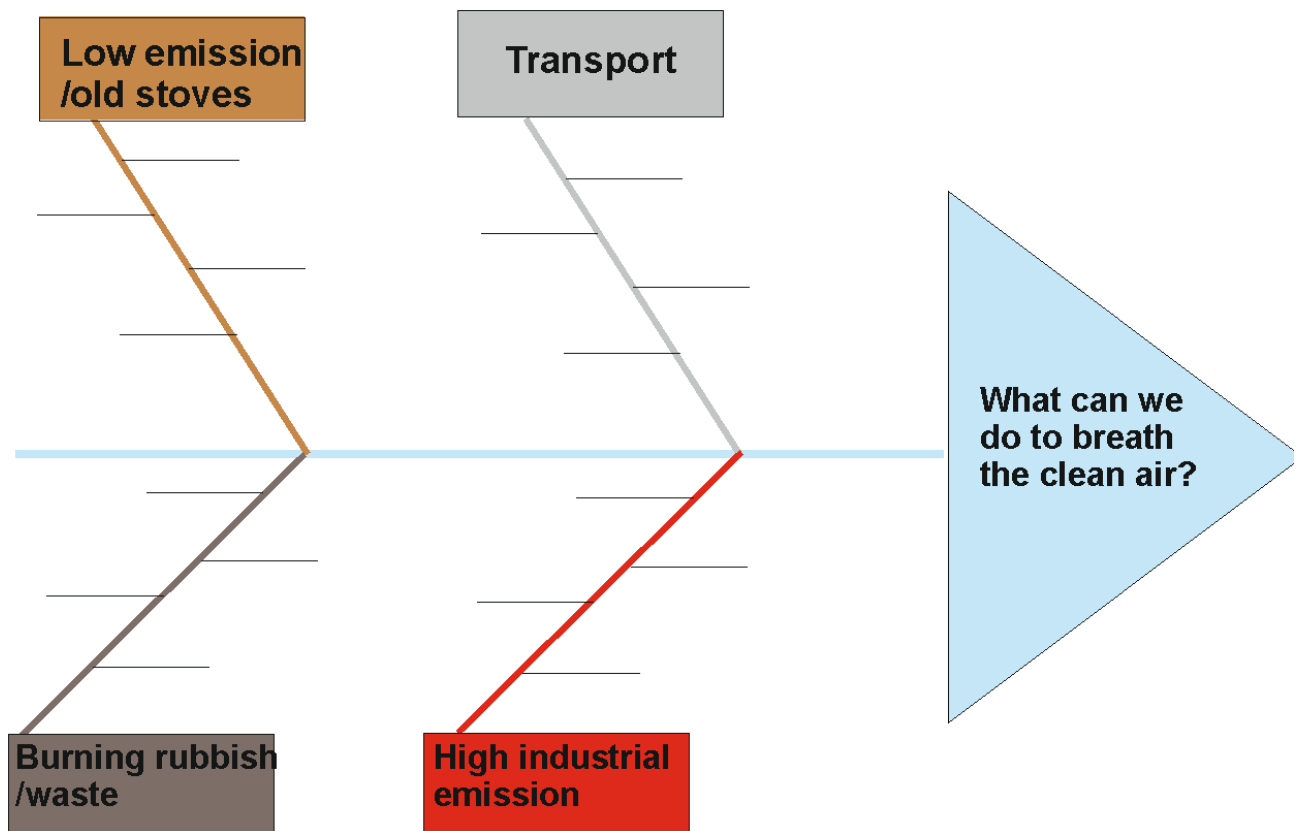
- ✓ *chat*
- ✓ *guided discussion*
- ✓ *individual work*
- ✓ *group work*

WORK IN CLASSES:

1. Introduction to the subject matter of the classes: Write down on the board the slogan: AIR.
Brainstorming - auxiliary questions:
 - ✓ *What does air consist of? (nitrogen, oxygen, carbon dioxide, other gases)*
 - ✓ *Living in a clean environment (air).*
 - ✓ *What pollutants may be present in the air? (dust, heavy metals, ozone, sulphur oxides, nitrogen, carbon dioxide, carbon dioxide, fungal spores, ...).*
 - ✓ *Where do the pollutants come from?*
 - ✓ *What may be the consequences of their occurrence?*
 - ✓ *What can be solutions to improve air quality?*
2. Movie/presentation ppt



3. The teacher glues a fish skeleton with a head and four large bones on the board (appendix). Then teacher identifies the four main causes of air pollution together with the class ('brainstorming')
 - ✓ **Low emissions (old stoves)**
 - ✓ **Transport**
 - ✓ **Burning rubbish/waste**
 - ✓ **High (industrial) emissions**
4. In the next phase the teacher divides the class into groups. Each group receives a work card with a fish skeleton (A3 format) and a set of coloured cards.
5. Students on the basis of / presentation, film, text / write down on paper all possible solutions and ideas for reducing the impact of pollution
6. After 10 minutes, the captain of each group presents the effects of his group's work by sticking his poster to each place.
7. Conclusion: individual willing pastes from each fish bone interesting ideas diagram suspended by the teacher, thus forming a common poster.
8. Emphasize the importance of the proper action of the residents (appropriate stoves, good quality of fossil, no burning of rubbish) on the quality of air in the own environment. Inform the students that the largest pollutants generate fireplaces for wood, then coal stoves, and the least - gas stoves.
9. The teacher asks the question: which solution is possible to introduce in the students' everyday life?



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