



# Change gear use your head

Activity to promote sustainable mobility

<b>Type of pedagogical project, activity, action, accompanying</b>	Project on mobility, Interactive classroom laboratory
<b>Key words of relevant disciplines/ Pedagogical content</b>	<ul style="list-style-type: none"> <li>- Know the complex world of transports, how they can influence Climate Change: the cause-effect relationship between phenomena (science)</li> <li>- Learn about the production of CO<sub>2</sub> from fossil fuel (sciences)</li> <li>- Understand the exponential effect in the use of polluting transports (mathematics)</li> <li>- Understand the physical and chemical phenomena related to the increase of CO<sub>2</sub> in the atmosphere (science and chemistry)</li> <li>- Understand why we underestimate the environmental aspect in the choice of transports (social sciences)</li> <li>- Find out where the CO<sub>2</sub> masses in the atmosphere end up (geography)</li> </ul>
<b>Problematic</b>	Mobility is one of the indirect causes of climate change, this workshop develops the theme of the different types of "Green" mobility that students can use to move
<b>Thematic</b>	<ul style="list-style-type: none"> <li>- Understand that transport can influence Climate Change</li> <li>- The different elements that make up the pollution (atmospheric and the one related to the usage of the soils)</li> <li>- Why do we use transports without evaluating their environmental impacts?</li> <li>- What are sustainable transports?</li> </ul>
<b>Disciplines (sciences, geography)</b>	<ul style="list-style-type: none"> <li>- <i>Sciences</i></li> <li>- <i>Social sciences</i></li> <li>- <i>Geography</i></li> <li>- <i>History</i></li> <li>- <i>Maths</i></li> </ul>
<b>Pedagogical Objectives/New targeted skills</b>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Define responsible attitudes for the environment</li> <li>- Understand the ecological footprint that everyone produces every day</li> <li>- Respect and love the environment in which we live</li> <li>- Respect the life of living beings threatened by pollution and the Climate</li> </ul>





	<p>Change</p> <ul style="list-style-type: none"> <li>- Develop good practices for adequate mobility</li> </ul>
<p><b>Public target(s) (age, requested skills...)</b></p>	<p>11-15 years old</p> <p><i>Prerequisite:</i> Recommended to have analysed the evolution of the transports used for mobility, in order to understand the historical and pivotal moment in which we are living and the correlated problems</p>
<p><b>Description (step by step)</b></p>	<p>During the two planned class seminars, the theme of mobility will be analysed at a global level, analysing both sustainable mobility and traditional mobility by comparing them: the various available means of transportation will be treated, highlighting the limits and potentially associated with respect, the environment and the health of the person. The educational seminar also consists in establishing interdisciplinary links with the various subjects present in the school curricula:</p> <ul style="list-style-type: none"> <li>- Links with historical elements will be established by developing the concept of human mobility through time.</li> <li>- The geographical elements will be mainly related to the right and duty to act on a global and local scale.</li> <li>- We will also analyse scientific elements, in particular inked to our atmosphere, climate changes and the impact of mobility on the environment and on the ecosystem.</li> </ul> <p>Students will understand better the appropriate use of bicycles and the application of traffic laws. During the activities of the seminar, in addition to learning about the concepts and developing their skills, they will have to communicate some of the elements received to their schoolmates from other classes not directly involved in the project and communicate about good practices and skills.</p> <p>Examples of proposed activities:</p> <p>ACTIVITIES "HOW DO WE KNOW IT?" (2h) On a board, students have to register all means of transportation, characterizing them from the point of view of the fuel and technology used, exploiting the aspect of sustainability related to the environment and health.</p> <p>ACTIVITIES "TRAVEL MY WAY" (1h) The class, divided into groups, must carry out missions. Each group has a different destination to reach. The group must plan the trip, list the transports and the logic used.</p>





ACTIVITY "DIVIDELLO INQUINATUM" (2h) Students discover that traditional mobility is not sustainable. The class is divided into two teams, each student of each team, using the relay mode, must manage a basket containing phrases, potentially real, about the environmental impacts due to traditional mobility. The sentences suggested indicate, for example: "the red family car issued 12 kg of CO2 on the way to school", "the green family's car has bumped into the yellow family's, causing serious back pain to all members of the "cockpit", "to avoid a car stopped in front of the school 15 cars have repeatedly sounded their horn" etc.

The student must identify if the sentence falls within the category of one of the clothes hanging at the other end of the class:

- AIR POLLUTION
- NOISE AND LIGHT POLLUTION
- THERMAL POLLUTION
- INCIDENTALITY AND PSYCHOPHYSICAL STRESS
- CONSUMPTION AND DEGRADATION OF URBAN AREAS

And paste the sentence on the corresponding sign board.

When all sentences are attached to the respective message boards, the environmental and psychophysical impacts of reduced mobility is returned to the students.

ACTIVITIES "HOW DO WE KNOW ABOUT SUSTAINABLE MOBILITY?" (2h)

Students know and explain the different ways of characterizing sustainable mobility. The class is divided into 3 teams, while 4 selected students compose a jury. The educator asks each team to represent a category of sustainable means of transportation, announced from time to time aloud (with an explanation when the term is not clear, such as carsharing).

The categories will be:

- Go on foot!
- Use the bicycle!
- Use COMMON TRANSPORT! (buses, trams, trains)
- Optimize the use of PRIVATE CAR! (car sharing, carpooling, electric cars, parking outside the city centre and use of other transports).

At the end of each brief presentation, the jury will vote in the ballot box. Each group has the opportunity to repeat themselves in 2 or more performances.





	<p>ACTIVITIES "WHAT DID WE LEARN?" (1h)</p> <p>In groups of 4, try to summarize the concepts that emerged in the laboratory, use of a video of redefining the concepts.</p>
Place (meeting room, outside space, ...)	Classroom
Individual and / or collective actions	Group activity
Material needed	PC and projector, pens, poster paper, internet
Duration of pedagogical project or activity	12 hours
Evaluation of the new acquired skills	Ask students for a self-assessment of the activities performed, restoring the feelings and emotions experienced during the various activities
Eco-citizen adaptation, knowledge enhancement and links to other topics	<p><b>Link to:</b></p> <p>-----Organise the links in the different language in this setting-----</p> <p><b>Croatian:</b></p> <ul style="list-style-type: none"> <li>● { HYPERLINK xxxxxxxx} For the links, when you past them must appear { HYPERLINK xxxxxxxx} That shows that the link is working, even when it past in PDF or on internet.</li> </ul> <p><b>Greek:</b></p> <ul style="list-style-type: none"> <li>● XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</li> <li>● XXXXXXXXXXXXXXXXXXXXXXX</li> </ul> <p><b>Italian:</b></p> <ul style="list-style-type: none"> <li>● XXXXXXXXXXXXXXXXXXXXXXXX</li> <li>● XXXXXXXXXXXXXXXXXXXXXXX</li> </ul> <p><b>French:</b></p> <ul style="list-style-type: none"> <li>● XXXXXXXXXXXXXXXXXXXXXXXX</li> <li>● XXXXXXXXXXXXXXXXXXXXXXX</li> </ul>





<b>Observations</b>	<p><i>Example of methodology, ideas</i></p> <ul style="list-style-type: none"><li>-Some examples of pedagogical methods used in the activities:</li><li>- learning from experience (W. Bion): participating in an emotional experience that leads to a change in the structure of the personality;</li><li>- working together (G. P. Quaglino): the group work functions as a place where knowledge is constructed as a gradual, conflictual, open, negotiable and confrontational process;</li><li>- work together as a research community (Peirce): start a journey of knowledge that moves from doubt to reach belief; the group as a self-corrective community;</li><li>- thinking through relationships (E. Morin): educating complex thinking as a difficult and refined way to be acquired during the training course;</li><li>- measures to promote behavioural self-transformation (G. Bateson): activation of a process through which the "assumptions" of ideas and knowledge are identified.</li></ul>
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Pictures

