

# Sustainable mobility



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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## Activity No. 1

### Part of the lesson: EVOCATION

**The aim of the activity:** The purpose of the activity is to let students reflect and be sensitive to sustainable mobility through the discovery of a practical and ecological mean of transportation: the bicycle.

#### STEP 1.

Brief description of the activity:

Guess the subject by life poem reading.

First form groups of three / four students.

Read the text to the classroom (Annex 1). Each group raises hand as quickly as possible and tells the name of the subject we are talking about, explaining how they guessed it. The winner is the group that gives the right answer as quickly as possible.

Instruction (what you need to tell the students):

Listen to the poem. Raise your hand as quickly as possible and tell the name of the subject we are talking about.

#### STEP 2.

Brief description of the activity:

Brainstorming on urban spaces and the use of alternative means of transport to motor vehicles.

The teacher starts a discussion with the students saying one sentence: TEN MINUTES BY FOOT OR BY BICYCLE ARE THE SALT AND PEPPER RECIPE FOR 'URBAN MOBILITY', each one may want to cook it creating his right MIX between the different ways of getting around.

Then the teacher asks the questions mentioned below.

The teacher writes the main places of the city/village where the students go most frequently on one side of the blackboard and writes how they get there in the other part of the blackboard.

Then the teacher shows the following 2 minutes video <https://www.youtube.com/watch?v=h-r4nNSwbQE> and comments it with the students.

Instruction (what you need to tell the students):

What do you think, what does this mean: TEN MINUTES BY FOOT OR BY BICYCLE ARE THE SALT AND PEPPER RECIPE FOR 'URBAN MOBILITY'?

How much space does a car occupy?

How many bicycles fit in the space occupied by a car?

What distance can you walk in 10-minutes? And ride by cycling?

What distance is there from your home to school or other places that you usually frequently go to?

How many of you have a bike? How often do you use a bike? Why do you bike? For leisure, for sports, for going to school... How do you get to school? How do you get to play sports, movies, do shopping...?

Now watch the video. What is it about?

**Tools for the activity (everything you need to take to the classroom):** Blackboard, interactive whiteboard, flipchart, paper with the text, Internet connection

**Estimated time** (max. 40 min.): 10 minutes

**Notes:** If there is time left, please watch the video about the benefits of cycling: <https://www.youtube.com/watch?v=iUQo4bAbQlg>

Videos are animated, with English subtitles or texts. They are understandable also without translations or can be used for supporting CLIL.

## Activity No. 2

**The aim of the activity:** learning about benefits of sustainable urban mobility, and in particular using bikes

### STEP 1.

Brief description of the activity:

Discussion about the pros and con of using bikes or other sustainable means for mobility.

Use the text in Annex 2 and the report (see links mentioned in ANNEX 1) to discuss about bikes and other mobility means. Count students using bikes or other ways to go to school and calculate the ratio against the total class. Discuss the result comparing it with statistics in Annex 2. Ask why they use or not use bikes. Is security one of the problems? How could we increase road safety for both pedestrians and for cyclists? Do they know the traffic calming techniques? And the 30km/h zones?

Ask if they believe bikes are sustainable and why. Ask them if they know other sustainable ways of mobility and if they use it.

Instruction (what you need to tell the students):

How many cyclists did you meet today on your way to school? How many of these were pupils/ students?

Read the text in Annex 2 and compare your data with those in the text. What are the results?

Why do people use/don't use the bicycle for transport? Is there a safety problem? How could the safety of pedestrians and cyclists be increased?

Do you know the traffic calming techniques? And the 30km / h zones?

Do you believe bikes are sustainable? Why? Do you know about other sustainable ways of mobility? Do you use them?

**Tools for the activity (everything you need to take to the classroom):** Internet, PC

**Estimated time** (max. 40 min.): 10 - 12 minutes

Part of the lesson:  
**APPRECIATION**

## Activity No. 3

### Part of the lesson: REFLECTION

**The aim of the activity:** design an event for raising citizen awareness and promote the use of sustainable transport alternatives to private cars

#### STEP 1.

Brief description of the activity:

Design a bike festival in our city or another type of event to promote the use of bikes.

Divide the students into groups of four/five.

Assign the task to design a bike festival or another event to promote bikes in the city. Ask them to describe the activities they are going to realize in a paper and design a leaflet or a poster to promote the event (drawing + motto).

Instruction (what you need to tell the students):

Work in groups. Design a bike festival or another event to promote bikes in the city. Describe the activities you are going to realize in a paper and design a leaflet or a poster to promote the event (drawing + motto).

#### STEP 2.

Brief description of the activity:

Presentation of the events by each group. Discussion follows.

Instruction (what you need to tell the students):

Each group presents their event and explains the objectives and strengths of their project.

**Tools for the activity (everything you need to take to the classroom):** pen and paper, flip paper/A2 size, set of markers for each group

**Estimated time** (max. 40 min.): 18 – 20 minutes

## Annex 1

I am old, but if I want I can go fast. Sometimes you can barely walk with me, but I can carry up to three people on me. If I have a basket on me, don't throw rubbish in it, you silly! If you use me, you can lose weight, you just need to ride me. Even though I have chains, nobody can stop me. I have two wheels and I ride because you move my pedals with your feet.

**Who am I? Solution: bicycle**

## Annex 2

Detailed information on the use of bikes and other means of transports can be found in this report [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_422a\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_422a_en.pdf) by the European Commission or see this page <https://ecf.com/resources/cycling-facts-and-figures>.

According to this report, 54% of European citizen use cars in a typical day, while only 8% use bikes. Bikes are used most often by Netherlands citizens (36%) and in Italy only by 6% (see the report for statics about your country). Bicycles are more used by students aged 15 to 24. The use of bikes is more common in small cities than in big cities and less used in rural areas. 49% use bikes because it is convenient, 27% because it is faster and 24% think it is cheaper. Among cyclists 1 out of 4 says to use bikes for reducing the impact on the environment. The main problems for using bikes are: traffic congestion, security, missing connections and bike lanes, bike stealers, bad road maintenance and air pollution.

Other ways of sustainable mobility are public transportation, car sharing, car pooling.

## Annex 3 (for another lesson to go deeper in the arguments)

<https://bicycledutch.wordpress.com/2013/12/12/amsterdam-children-fighting-cars-in-1972/>

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