

The School Run Scandal

Teacher Resource Pack



global
action
plan



FOUNDATION

Organisations behind the School Run Scandal

Global Action Plan: fuel the Clean Air movement so people across the UK are inspired to change their behaviour while organisations and policy makers step up to protect people's health. Find out more at www.globalactionplan.org.uk

FIA Foundation: supports an international programme of activities promoting road safety, the environment and sustainable mobility, as well as funding motor sport safety research. Find out more at <https://www.fia.com/fia-foundation>

Welcome

Welcome to this pack of teaching and learning resources which we hope will help you to work with your students to expose what we believe is the school run scandal, that car manufacturers won't take action to protect children's health without stricter regulation.

The outcomes of this project will ensure the voices of those effected by poor air quality are heard by those who can make decisions to improve it for us all.

The resources included in this pack are designed to be flexible and student-led allowing you to continue innovative and influential projects with your students during these unprecedented times.

This pack includes:

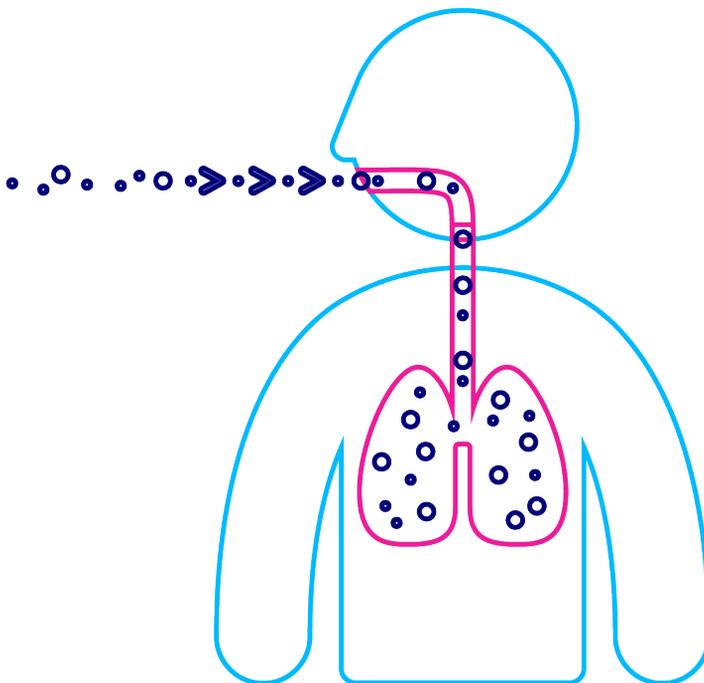
- Setting the scene: background to the school run scandal
- Five teacher activity mats
- Five student activity sheets
 - What is air pollution? fact files
 - How clean is the car really?
 - Would we be better without cars?
 - Advertising cars
 - Writing to car companies

Setting the scene: background to the school run scandal

Did you know there are [31.9million licensed cars in the UK](#)? Driven by sales, rather than the health of children we believe many of these cars were mis-sold to their current owners.

Road transport is responsible for 80% of roadside NOx air pollution. Exposure to air pollution can cause a range of health issues in children including effects on lung function development, worsening of asthma, increases in asthma hospital admissions and it also plays a part in causing asthma in some individuals. Research is also beginning to point towards effects of air pollution on the developing brain, such as reduced memory function, but more research is needed.

For more information on the health impacts of air pollution visit cleanairhub.org.uk



Despite their role in this health crisis car companies aren't taking responsibility. We believe they haven't taken enough steps to address the pollution their cars produce or to educate their customers about the pollution produced by the cars they sell.

For example:

- The 'dieseldgate' scandal which saw some car companies manipulate their emissions data illustrated the lengths to which some manufacturers will go to, to avoid changing their practices
- Manufacturers have only 30 battery and fuel cell electric models available to buy compared to about 370 conventionally fuelled models
- Only 1.5% of manufacturers advertising spend was dedicated to zero emission models in the EU's largest car markets
- When people want to buy an EV car manufacturers aren't keeping up with demand, creating long wait times that don't exist for non-EVs.

We believe car manufacturers need to play their part in enabling as many people as possible to switch to clean mobility, so those who can't don't have to.

Teacher activity mat

Students will need

1. "What is air pollution?" fact file
2. 50 fact cards

Curriculum links

Science – Pupils should be able to identify scientific evidence that has been used to support or refute ideas or arguments. Pupils should build up an extended specialist vocabulary and should apply their mathematical knowledge to their understanding of science.

What is air pollution ?

Additional activities

50 fact cards: a selection of colourful cards to prompt thinking and questioning about air pollution and related issues.

1. Identify one fact or action relating to air pollution. Practice how to persuade people to make the necessary changes and then deliver your 'speech' at home or in your community.
2. Choose one of the cards and see if you can find out something else about it. Can you create a fact file to illustrate the most important aspects of this card?

Key vocab

air pollution, particles, exposure, symptoms

Key concept

Air pollution is in the air we breathe in, even small amounts can impact our health, but there are steps we can take to reduce air pollution.

Teacher activity mat

Students will need

1. "How clean is the car really?" activity sheet
2. To know the make and model of their family car (or an alternative)
3. Access to the TRUE database online:
<https://www.trueinitiative.org/true-rating>

Curriculum links

Mathematics – all pupils should follow a line of enquiry, developing an argument, justification or proof using mathematical language

Key concept

Our family cars contribute to local air pollution, the type of car effects how much pollution is produced.

How clean is the car really?

Key vocab

Emissions, database, rating

Additional activity

Using the Defra map
<https://uk-air.defra.gov.uk/data/gis-mapping/> explore how air pollution has changed over time.

Think about why this might be, explain why you think this is the case.

Helpful stats and facts

- Since the early 1990s, new car models have had to meet increasingly strict exhaust pollution limits, known as the Euro emissions standards, before they can be put on sale. Those meeting a higher Euro standard (e.g. 6) have lower emissions
- NO_x stands for nitrogen oxides; they are a group of gases that are predominantly formed during the combustion of fossil fuels. It exacerbates the symptoms of those who are already suffering from lung or heart conditions, shortening their lives.
- In UK cities motor vehicles produce more air pollution than any other single human activity

Teacher activity mat

Key vocab

electric vehicle (EV), served, fuel, compare, route, benefits

Key concept

Your family may be better served by not owning a car or switching to an electric vehicle.

Students will need

1. "Would we be better without cars?" activity sheet
2. The make and model of their family car (or an alternative)
3. A map of their local area (either online or a paper copy)

Curriculum links

Science – pupils learn a variety of approaches to scientific enquiry, including observing over time; pattern seeking; identifying and researching using secondary sources.

Geography – all pupils should be competent in interpreting a range of sources of geographical information, including maps, diagrams and aerial photographs

Mathematics – all pupils should follow a line of enquiry, developing an argument, justification or proof using mathematical language

Would we be better without cars?

Additional activity

Benefits of EVs – photo board challenge

Make a photo/picture board about the benefits to your family of switching to an EV or ditching the car. Use magazines, online images or take your own pictures to illustrate the most important aspects for you.

Helpful stats and facts

- Car drivers can be exposed to twice as much air pollution as pedestrians or cyclists.
- Walking or cycling on side streets rather than main roads can reduce exposure to air pollution by 20%
- 98% of car journeys are less than 50 miles – well within the range of the latest electric cars

Teacher activity mat

Students will need

1. "Advertising cars" activity sheet

Curriculum links

Science – pupils learn a variety of approaches to scientific enquiry, including observing over time; pattern seeking; identifying and researching using secondary sources.

Key vocab

Advertising, spend

Advertising cars

Helpful stats and facts

- In 2018 1.5% of car manufacturers advertising spend was on electric vehicles
- Manufacturers spent 32% less in 2017 on advertising EVs than they did in 2016 (they reduced spending on ads for combustion vehicles by 10% in the same timeframe)
- In 2018 \$35.5bn was spent on advertising in 14 countries (which account for 74% of global car sales) by volume).

Key concept

Car companies spend more money on advertising petrol and diesel cars than electric vehicles.

Teacher activity mat

Key vocab

manufacturer, pledge

Key concept

Your health is influenced by the decisions of the car manufacturers, so your opinion is important

Students will need

1. "Writing to car companies" activity sheet including car manufacturer data sheets
2. To know the manufacturer of their family car (or alternative)

Curriculum links

English – pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Citizenship – pupils should be equipped with the skills to think critically and debate political questions

Science – pupils learn a variety of approaches to scientific enquiry, including observing over time; pattern seeking; identifying and researching using secondary sources.

Writing to car companies

Additional activity

Crafting the headlines

Compose some headlines for the details you have learnt about your car manufacturer. How do the headlines engage the reader and how do they make clear connections to the original fact?

Helpful stats and facts

You could use Boris Johnson's coronavirus letter as an example;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876876/CCS155_CCS0320349160-003_PM_letter_to_nation_on_coronavirus_Accessible.pdf