

EPISODE TWO

TRANSPORT

TEACHER'S NOTES



Age Suitability 8-12 years (2nd – 6th Class)

Focus:

In this resource, we examine the environmental impact of transport and explore ways in which people and goods can move around more sustainably.

In this episode, we learn that planes, trains, buses, cars, and boats are some of the planet's biggest polluters. In Ireland, nearly one-sixth of harmful greenhouse gases come from the transport sector. Transport is not only a major contributor to global warming, but also one of the largest sources of air pollution in Ireland. The episode showcases innovative solutions, including zero-emissions flying boats, energy-efficient battery-powered cars, and drones that deliver meals! The Researchers and the Disruptors also come up with their own unique solutions for more sustainable transport.

Points for Discussion:

- What types of transport are commonly used in our local area/ in Ireland?
- Which types of transport do you use the most?
- Why do you think different types of transport are more common in some places than in others (like rural areas compared to cities)?
- How do goods, like food and clothes, get transported from one place to another? Is this different from how people travel?
- Which type of transport creates the most greenhouse gas emissions?
- Aside from producing greenhouse gases, how do different modes of transport, like planes, cars, trains, and boats, affect the environment?
- Which forms of transport are the most environmentally friendly?
- What are the benefits of using public transport, cycling, or walking?
- What do you think would happen if everyone used electric cars instead of petrol or diesel cars?
- What was the most exciting or unusual form of transport shown in this episode ?
- In the episode Ruben and MC invented The Teletubey, a pneumatic capsule that propels people in tubes using air. Would you like to travel in one of these? Why or why not?
- What could we do in our school or community to encourage more sustainable travel?

Teaching materials written by Claire Romito



Suggested Activities:

- Design a Sustainable Transport System – The students could work in small groups to design their own sustainable transport system for a city or town. They can draw a map showing cycle lanes, bus routes, electric charging stations, electric trains or trams, and as well as their own sustainable transport ideas.
- Transport Survey and Graph – Students could conduct a survey on how they and their classmates (or even the whole school) travel to school (e.g., walking, cycling, bus, car). They could then create bar graphs or pie charts showing the results.
- Eco-Friendly Vehicle Model Building - Students could design and build models of eco-friendly vehicles using recyclable materials like empty cartons and plastic bottles brought in from home (e.g., a solar-powered car or an electric bus).
- Create a Transport Timeline – Students could create a timeline showing the evolution of transport, from early inventions like the wheel, to those that are common now, and their predictions for future technologies like flying taxis and hyperloops.
- Sustainable Transport Poster - Students could create a poster promoting the use of sustainable transport in their community, highlighting its benefits for both the environment and people.
- Transport in Other Countries – Students could research how transport works in other countries, particularly in places with excellent public transport systems (e.g., Japan's bullet trains, the Netherlands' cycling culture). They could compare these systems to what exists in their local area and write letters to the Department of Transport with their research findings and suggestions for improvements that could be adopted here.

Curriculum Links:

This programme and resource support the teaching of Social, Environmental, and Scientific Education (SESE) and Social, Personal, and Health Education (SPHE) from the Irish Primary School Curriculum (1999). It aligns with the "Environmental Awareness and Care" strand of both the Science and Geography curricula. In SPHE, it relates to the "Environmental Care" sub-unit of the "Myself and the Wider World" strand. Additionally, the topic of transport is addressed within the "Human Environments" strand of the Geography curriculum..



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