

Air pollution assembly plan

This assembly can be delivered in person or online. Length: 12 minutes

Time	Activity	Resources
1 min	<p>Introduce yourself and the topic of air pollution.</p> <p>Explain that this assembly will explore why clean air is important, the sources of air pollution and the actions we can all take to protect ourselves from the health harms of air pollution.</p>	Slide 1
3 mins	<p>Introduction to air pollution</p> <p>Ask: What is air pollution?</p> <p>Answer: Air pollution is tiny particles and gases in the air (some smaller than the width of a human hair) that can cause harm to our bodies. The more particles we breathe in, the greater risk to our health.</p>	Slides 2-3
	<p>Ask: Where does air pollution come from?</p> <p>Answer: Air pollution comes from lots of different sources, such as industry, farming, and lighting fires at home or in the garden. Most air pollution comes from vehicles such as cars, vans and lorries.</p>	Slides 4-5
	<p>Ask: Why can air pollution make us unwell?</p> <p>Answer: When we breathe in, air goes into our bodies and into our lungs. It then carries oxygen around our bodies through our blood. If we breathe in polluted air, the tiny pollution particles can travel into our lungs and get into our bodies, which is bad for our health.</p>	Slides 6-7

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	<p>The good news is: we can fix it by doing lots of different things to make sure we can have healthier and happier lives!</p> <p>Explain that we'll talk more about solutions to air pollution at the end. First, we'll play a game.</p>																			
5 mins	<p>Head, shoulder, knees game</p> <p>Explain that you'll go through the slides – each slide shows a source of air pollution, health effect of air pollution, or solution to air pollution.</p> <p>Ask the students to put their hands on their:</p> <ul style="list-style-type: none"> • Heads if it's a source of air pollution • Shoulders if it's a health effect of air pollution, or • Knees if it's a solution to air pollution. <p>Repeat this process so they remember: source, effect, solution = heads, shoulders, knees</p> <p>[This game can be played standing or sitting down. If you do not have a projector, ask the students to repeat the source/effect/solution back to you and then put their hands on their heads/shoulders/knees. For a small classroom group, you could print off slides 9-20 and hold these up.]</p> <table border="1"> <tbody> <tr> <td>Make asthma symptoms worse</td> <td>Health effect</td> <td>Shoulders</td> </tr> <tr> <td>Avoid heavy traffic</td> <td>Solution</td> <td>Knees</td> </tr> <tr> <td>Vans</td> <td>Source</td> <td>Heads</td> </tr> <tr> <td>Walk, cycle or wheel</td> <td>Solution</td> <td>Knees</td> </tr> <tr> <td>Lead to future heart problems</td> <td>Health effect</td> <td>Shoulders</td> </tr> <tr> <td>Strong-smelling sprays and toiletries</td> <td>Source</td> <td>Heads</td> </tr> </tbody> </table>	Make asthma symptoms worse	Health effect	Shoulders	Avoid heavy traffic	Solution	Knees	Vans	Source	Heads	Walk, cycle or wheel	Solution	Knees	Lead to future heart problems	Health effect	Shoulders	Strong-smelling sprays and toiletries	Source	Heads	Slides 8-20
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	Open windows when cooking and cleaning	Solution	Knees	
	Leave the engine running	Source	Heads	
	Drive an electric car	Solution	Knees	
	More coughing	Health effect	Shoulders	
	Use quiet routes and avoid main roads	Solution	Knees	
2 mins	<p>How can we play our part?</p> <p>Explain that there are lots of ways to reduce air pollution. Talk briefly through the examples on the slide.</p> <p>[If you do not have a projector, ask the students for suggestions on what they could do to reduce air pollution, and then talk through the examples. You could print off slides 21-22 as a reminder for yourself.]</p>			Slides 20-22