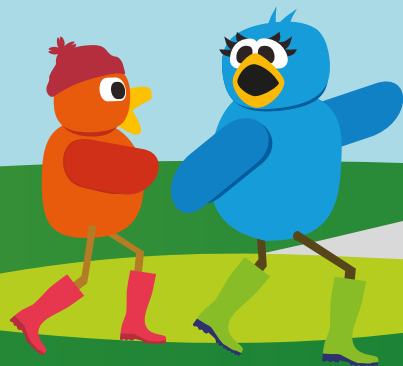
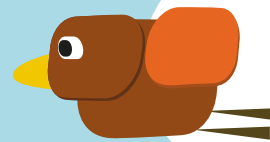


# Eco activities

KS2



[myjourneywokingham.com](http://myjourneywokingham.com)

The Wokingham Air Quality Project is delivered by Intelligent Health in partnership with My Journey, Wokingham Borough Council and funded by Defra.



Department  
for Environment  
Food & Rural Affairs

Intelligent  
Health

HELPING  
WOKINGHAM  
GET AROUND  
**my  
Journey**



**WOKINGHAM  
BOROUGH COUNCIL**

# Eco activity chart

KS2

Activity 1 (10 points)  
**Scavenger hunt**

Activity 2 (10 points)  
**Build a bee house**

Activity 3 (10 points)  
**Grow veggie scraps**

Activity 4 (10 points)  
**Identifying air pollution**

Activity 5 (10 points)  
**Write a letter to your local MP**

## Bonus activities (10 points each)

Walk, cycle, scoot or roll each day (10 points for each time).

Make a poster for climate awareness e.g. Save the bees, importance of trees, anti car idling, walk to school.

Scatter seeds or seedballs in the garden.

Create a painting or drawing of your school with more flowers/trees, nature and no cars or roads.

Create a wall chart for your home. Add everyone's name and add a star every time that person walks, cycles, rolls or scoots.

Draw a poster of a tree or car and label whether it negatively or positively impacts the environment and people's health.

Create a poster with your household with 3 planet hero rules. E.g Change to Walk or cycle to school on 2 or more days a week, recycle and carry a reusable water bottle.



Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Tally (10 points per activity)

Bonus activities tally

Total

**Bronze**  
30 points

**Silver**  
50 points

**Gold**  
80 points

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# Scavenger hunt

KS2

**Answer the riddle and find the object while you are out on your walk/roll or in the garden**

Tick them off when you have completed them and if you can, take a photo of each object found. Take pictures of your findings and share them with friends and family. Even better you could make a collage!

- They can make their own food and have roots.
- They have 4 legs, come in different shapes, different sizes and have fur. Usually they can be seen with a person with them.
- Now let's look for animal tracks and take a photo.
- Their feet don't always touch the ground and they have something else to get them around.
- Light bulbs and the sun are sources of light. Light travels in a straight line and are called rays. We are a tall object that has a source of light and helps you to cross the road?
- Find something that resembles the letter 'A'.
- We stand tall, come in circle, triangle, square and rectangular shapes and we give drivers different messages to help keep roads safe.
- These are very small. Some have wings. Some can have 4, 8 or even 750 legs! They are often found in the dirt or sneaking into your home.
- Find something that resembles the letter 'Q'.



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# Build a bee house

## Bees are necessary for a healthy earth and human life

However bees have been declining and 35 UK species are under threat of extinction. The good news is we can help and that is where you come in! Choose from either Option 1 or Option 2 below.

### Option 1

Make your own bee house and answer the following questions:

1 Why are bees important to our environment and health?

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2 How does air pollution affect bees?

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3 What can we do to help them recover?

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### Option 2

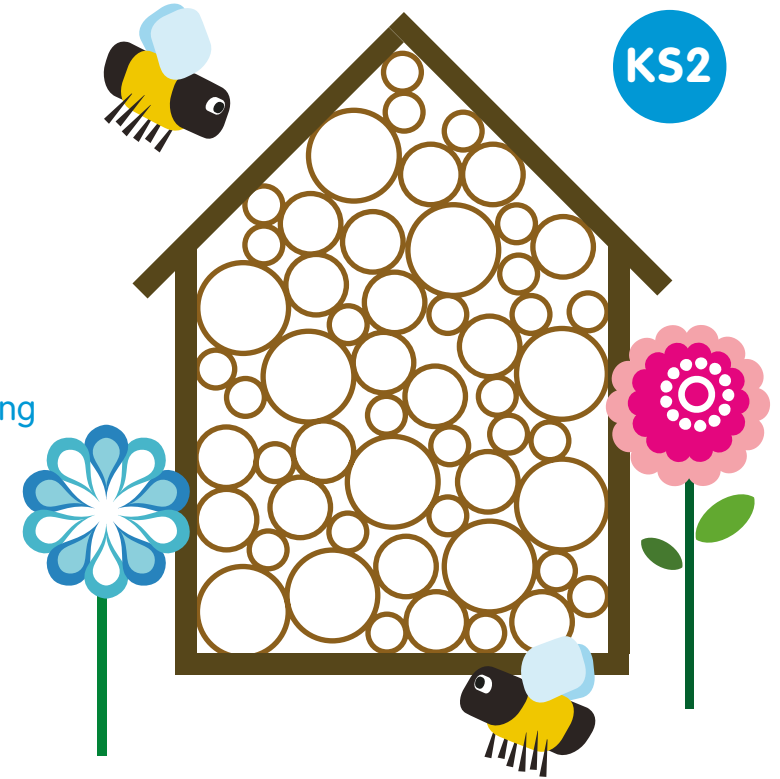
Create an A4/A3 poster to include a drawing design of a bee house. The poster will be designed to educate people about bees.

Include on your poster:

1 Why bees are important to the environment or people's health.

2 Effects that air pollution have on them.

3 Tips on how people can help them.



For how to make a bee house check out Friends of the Earth, Back Yard Nature, Wildlife Trust and RSPB for instructions online.

**Please make sure the equipment used is child safe and do ask your parent/carer to help if any cutting is involved.**

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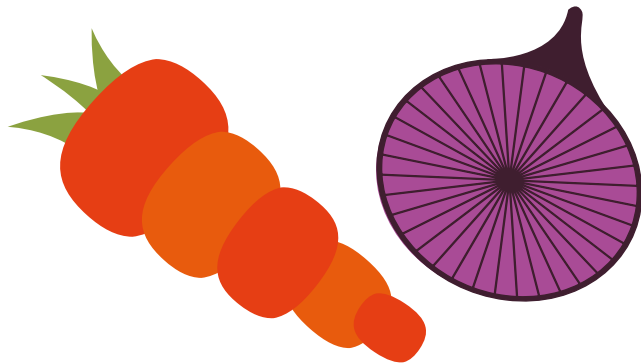
# Grow veggie scraps

KS2

**Get a parent/carer to help and get them to do any cutting needed!**

## What you need

- Vegetable/vegetable scrap
- Pot with soil or see through container with water
- Toothpicks (if doing option 2a)



1. With your parent/carer look around the kitchen for some potential vegetables or vegetable scraps. Some of the best ones are; sweet potatoes, avocados, carrots, beetroot, onions, and ginger. Though many other vegetables can be used!
2. Once you have selected your vegetable you can now decide if you're going to put it into soil or water.
  - a. Sweet potato/ginger/avocado pip: Fill a container with water and use toothpicks to prop the veg/fruit over the water (only bottoms submerged in the water) and the rest above.
  - b. Carrots: Cut at least an inch off the tops of the carrots (the larger end where the leaves come out) and place in a see through bowl or container, add a small amount of water so it is just covering the bottom but not of the whole carrot. If carrot still has its leaves remove them before doing this.
  - c. Onions: Cut the top of the onion (where the roots would have come out) and place the slice of onion with the root end facing down into potted soil and with the flat cut side facing up. Then just damp the soil around it.
  - d. Garlic: Garlic can be pushed into soil with the head sticking out and then watered like above.

Continued ...



# Grow veggie scraps

KS2

## Top tips

- Replace water if it has evaporated or is dirty
- Place in the window, ideally a bright window with no direct sunlight
- Root growing can take weeks so be patient
- Soil planting – do not drench, just check top soil is damp. Water if soil is dry

**More sources on how to grow your own**  
[foodrevolution.org/blog/reducefood-waste-regrow-from-scrap](http://foodrevolution.org/blog/reducefood-waste-regrow-from-scrap)

3. Place in the window – ideally a bright window with little or no direct sunlight.
4. When roots have grown in water you can now pot into soil!



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# Identifying air pollution



KS2

**Unwanted poisonous gases, chemicals and particles can enter our air which can cause harm to our planet, our own health and other animals. This is called air pollution.**

Health effects can be short term or long term and can be greater for people with existing health problems such as Asthma, heart or lung problems. It is also shown to affect our eyes and brain.

## Your task

Today we want you to be our Air Pollution Officer, on your walk or roll, map out and identify sources of air pollution. Draw your map on the following page.

To the right you can see a list of sources and a place to the right to tally up the amount you see.

## Some of the sources are

- Cars powered by petrol and diesel
- Lorries and vans powered by petrol and diesel
- Buses (though buses can reduce number of cars)
- Factories
- Gas and coal power stations
- Indoor cooking/cleaning

## Some solutions

- Less cars, lorries and vans (vehicles)
- Easier and safer walking options
- Easier and safer cycling/scooting
- Park and walk points
- Stop people from leaving their car engines running (idling) especially when waiting outside schools
- Encourage cleaner options like electric vehicles



## Tally

Cars

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Lorries

---

---

Vans

---

---

Buses

---

---

Factories

---

---

Power Stations

---

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# Identifying air pollution

KS2

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# Write a letter to your local MP

KS2

Now we have covered sources of air pollution, let's write to your local MP and tell them about the many effects of air pollution in your area, and help persuade them to invest in more solutions and actions.

Tag us on social media with a picture:

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Here is an **example** you can use to write your own! Don't forget we love any drawings that go with it.

You can go on to [members.parliament.uk/FindYourMP](https://members.parliament.uk/FindYourMP) to find your local MP and their email or address you can send your letter to them by post or email. Make sure to address your letter to your MP by writing 'Dear...' followed by her/his name on the letter and you can let us know when you have.

## Key words

Air pollution, air quality, health, environment, asthma, heart problems, effects, active travel (walking, cycling and scooting), toxic, sources, causes, traffic, planet, improve, vehicles (cars, vans, lorries), home, school, active, action.



Dear \_\_\_\_\_

My name is \_\_\_\_\_ and I go to \_\_\_\_\_ School in Wokingham.

I would like to know what you are doing to improve our air quality because

This is important to me because:

- |  |   |
|--|---|
| 1 It affects my health.                      | 5 I want to be healthy.                                       |
| 2 It affects my friends and family's health. | 6 It can have a negative impact on my brain and my education. |
| 3 It impacts the planet I live on.           |   |
| 4 I want to play sports outdoors.            |   |

Air pollution sources near my home are e.g. lots of cars and when I went on a 10 minute walk I encountered 20 cars, 2 lorries (use information from your tally).

There are also lots of sources near my school such as

and my parents need support to actively travel because

I think you should

Yours sincerely,