Abstract

The bachelor thesis focuses on teaching the impacts of traffic in grammar schools. Specifically, it addresses one of the leading negative impacts, namely noise pollution, which is a worsening problem as the volume of traffic continues to grow. The aim of the thesis is to create and implement a lesson on this topic using an inquiry-based teaching approach. Pupils will learn how to measure approximate noise levels, understand its impacts, and devise a plan to improve the situation. The lesson will be pilot tested by pupils from the Secondary School of Surveying and the Geographical Grammar School in Prague. The theoretical part introduces the issue of noise pollution in more detail, describes inquiry-based teaching and its integration into lessons. The practical part provides teaching materials and a thorough methodology, that serves as a guide for teachers who would like to apply the lesson in their classes. Subsequently, the course of the lesson at the Geographical Grammar School is described, along with reflections from both the teacher's and students' perspectives. Based on assessment of the students' knowledge before and after the lesson, they appeared to have a better understanding of the issue. In the feedback, the pupils especially appreciated the fieldwork, the formation and testing of hypotheses and the concluding discussion, from which it was clear that the pupils are aware of the consequences of noise and are motivated to contribute to improving the situation.

Key words

inquiry-based eduacation, Geographical grammar school, transport, environmental pollution, noise