

Project Guidance for Spearheading Anti-Idling Campaigns

Modified for Grades K-2

Anti-idling campaigns are efforts to reduce the time vehicles spend with motors running while parked. Benefits of turning off cars are well documented and in fact idling more than three minutes is illegal in NJ. Students of all ages can be powerful change agents in reducing idling!

Steps to get teachers of K-2nd grade started, plus resources:

1. **Teachers can read** about the successful NJ [High Bridge School Anti-Idling Program](#) and explore [this website](#) from Our Climate, Our Future to see examples of student work and get ideas for adapting this project. Additionally Sustainable Jersey for Schools is a DEP partner that encourages schools to undertake various sustainability initiatives; this [link](#) offers information and guidance on anti-idling campaigns. (Scroll down to “Healthy School Environments”, then “Anti-Idling Education and Enforcement”)
2. **Teach students** about how idling harms health, the atmosphere, and our wallets. This [children’s book, Big Nose, Big City by George Pakenham](#) is a start. They can also watch this short animated [video](#). To understand the basics about Earth’s atmosphere, this 10 page online [book](#) from NASA is helpful. (Please remember to include the environmental harm of idling: idling creates unnecessary carbon emissions. Teaching only about health hazards is missing an opportunity to build a key concept about how humans change our environment for better and for worse.)
3. **Inspire students** about the potential for children to be changemakers. This [book](#) is about a class working together to solve an environmental problem; here’s the read aloud [link](#). Teaching about a climate-related problem without offering students a way to make a difference leads to climate anxiety and apathy.
4. **Students draft posters, flyers or brochures** about idling. Turn this into a writing lesson; it fits with this standard: **ELA Standard W.1W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.**
5. **Students revise, edit and post (publish) posters** around the school. (They can vote and the winning flyer is selected to be sent home to parents!)

Extension ideas:

- For **Math** connections: students count cars idling at dropoff and/or pickup time and record data. This fits with *Math Standard 2.DL.B.4 : comparing numbers, organizing data, using data to create bar graphs in up to 4 categories*
- For a **public speaking** opportunity, students can prepare and make PSAs in morning announcements. They can also talk to drivers in line at school pickup about idling.

More environmental education materials available at: dep.nj.gov/seeds