WORKSHOP 3

Podcast: *traffic-transport-transit*

**Group 3: 11 students and 2 teachers (Sterzing and Slovakia)**

**Room: OLE (old building)**

**Length of podcast: 5 min**

**1 host (Sterzing)Manuel**

**2 Italy Simon und Michael**

**2 Spain**

**2 Germany**

**2 Belgium**

**2 Slovakia**

**Please pick students who are „talkative” and enjoy performing in front of others.**

**Procedure: (students need to so their own research online and come up with key information so that they can interact in the discussion; rehearse and record the texts in the course of the workshop.**

**The students use their collected facts and participate in the discussion.**

The host introduces the topic and the participating members with these “POSITIONS”:

* **The German students focus on the importance of highways and fast road connections to allow tourists to move freely across the continent in their cars. The Germans refer to their economic output and their role as the main exporter of goods within and outside Europe. They insist on transport and traffic as essential for the advancement of a community.**
* **The Italian team lay down the negative environmental impact of the highway that runs along the alpine valleys (numbers of lorries per hour increase yearly); they insist on traffic reduction and a more sustainable form of transport, measures like reducing the number of lorries, cutting tourist transit etc are necessary; environmental harm is evident; local residents in unbearable situation. Reference to protests of the residents.**
* **The Belgian group see traffic as a source of wealth for their place: for centuries their home (being one of the most important cargo ports and trade centres of Europe) has profited from the intense traffic at sea. However, they also refer to the environmental issue of transport at sea.**
* **The Slovakian participants : promote sustainability all over the EU: the European transport system needs a change of politics; demand European measures to decrease traffic load across the Alps and other sensitive eco-systems.**
* **The Spanish team complain about the lack of good transport infrastructure in their area – which causes many economic downsides for Almaden; a dense net of roads and highways guarantees economic development; they have concrete data for their hometown. (?)**

**The students practice before recording, learn to come up with their arguments at the right time, answer questions that the radio host asks, refer to ideas that other participants have mentioned, so that the exchange of ideas is successful, realistic and informative. The 2 teachers support the creation of the scripts.**