How green are the Beijing Games?

a unit of work for 14 to 16-year-olds

by Bob Digby

The Geographical Association

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How green are the Beijing Games?

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Introduction
This unit is about sustainability and the Olympics. The focus on sustainability in achieving the world’s first ‘green games’ in Sydney in 2000 has highlighted environmental or green issues. Sydney 2000 was regarded as a major achievement in the implementation of environmental criteria in planning for future games. To what extent has Beijing adopted similar principles in 2008?

Rationale for the unit
This unit aims to give students increased knowledge and understanding of China, Beijing, and the 2008 Olympics. It also seeks to develop student understanding of the concept of sustainability. In this unit, students are asked to consider:

- how much or how little they know about China (Activity Resource Sheet E1: How much do you know about China?)
- the extent to which China can be considered ‘developed’ (Activity Resource Sheet E2: How developed is China?)
- what Beijing is like and the changes that are taking place there (Activity Resource Sheet E3: Getting to know Beijing—a whole class enquiry)
- Beijing’s Olympics and the implications of being the host city for the 2008 summer games (Activity Resource Sheet E4: Getting to know Beijing’s Games)
- the environmental issues presented by Beijing’s Olympics that are of concern to the IOC, competitors and the public as a whole (Activity Resource Sheet E5: Tackling environmental issues in Beijing).

In addition, there is:
- a PowerPoint file with the answers for Activity Resource Sheet E1: What do you know about China?
- a page of supplementary resources for research into Beijing and the 2008 Games (Activity Resource Sheet E6)
- a set of activities/tasks designed to further develop student skills in handling, presenting and analysing data related to the geography of Olympic achievement (see Going for Gold).

How long should each activity take?
The following time allocation is recommended for each activity, though teachers should feel free to shorten or lengthen these as they wish.

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Title</th>
<th>Purpose—to:</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What do you know about China?</td>
<td>Find out what students already know about China</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>How developed is China?</td>
<td>Assess China’s level of socio-economic development.</td>
<td>up to two weeks</td>
</tr>
<tr>
<td>3</td>
<td>Getting to know Beijing—a whole class enquiry</td>
<td>Enable students to become familiar with Beijing as a living city.</td>
<td>group enquiry over 1–2 weeks including presentations</td>
</tr>
<tr>
<td>4</td>
<td>Getting to know Beijing’s Games</td>
<td>Familiarise students with different Olympic sites/venues and some of the issues in being a host city for the Games. A foundation for Activity Resource Sheet 5.</td>
<td>1 hour lesson plus feedback and discussion</td>
</tr>
<tr>
<td>5</td>
<td>Tackling environmental issues in Beijing</td>
<td>Assess some of the environmental issues facing Beijing, its Olympics and how these might be tackled</td>
<td>2 x one-hour lessons (one week) plus private study research</td>
</tr>
<tr>
<td>6</td>
<td>Additional resources</td>
<td>Provide students and teachers with useful websites</td>
<td></td>
</tr>
</tbody>
</table>
How to organise the activities

Activity 1: What do you know about China?

For this lesson you will need copies of Activity Resource Sheet E1: What do you know about China?, and a data projector on which to display the PowerPoint file with the answers! Atlases will be useful as a part of the debrief. The target audience for this activity is the 11–14 age range, but it can also be applied just as readily to older students, or maybe even adults! It is designed as a starter, so that students—and their teachers perhaps—get a sense of how much or how little they know about China.

It is not intended as an assessment task, whereby total marks are compared, but as a focus for discussion about what might be learned in an enquiry about China. Therefore, I suggest that up to 30 minutes be used for completing and discussing Activity Resource Sheet E1 (up to 10 minutes for completion of the questions and 20 minutes to go through the answers and discuss).

When the class has completed the activity, use the PowerPoint file to go through the answers. Again, use this as an opportunity for what might be surprising, or known or unknown, rather than ‘how many did you get right?’. Use atlases to help debrief the activity and to look at China’s general geography.

Activity 2: How developed is China?

For these lessons you will require copies of Activity Resource Sheet E2: How developed is China? and will need to ensure that you have access to computers—one between two students is fine—for the duration of the enquiry. The activity can take up to two weeks, depending on the amount of contact time (equivalent to about xx hours).

Activity Resource Sheet E2 is an assignment that aims to develop students’ independent learning skills and which I have used in my last school for several years, It is certainly adaptable for younger age groups with greater specificity and structure. Its prime purposes are to:

• help students get to know and understand some of China’s geography and its place in the world economy
• provide students with a deeper understanding of the word ‘development’ and of some of the ways in which development can be measured.

Students respond especially well to presenting their findings from this enquiry in class. Clearly, with so many working pairs, you will have to limit each presentation slot, but asking students to present small portions of the research would be helpful. You can even use this as a self-assessment exercise.

Activity 3: Beijing and its Olympics

For this activity you will need Activity Resource Sheet E3: Getting to know Beijing and Activity Resource Sheet E4: Getting to know Beijing’s Olympics. The purpose of these two activity resource sheets is to allow students to become familiar first with Beijing as a city (Activity Resource Sheet E3) and the Olympics (Activity Resource Sheet E4). In total, these enquiries will take about two weeks of teaching time.

Each activity resource sheet is designed for a full class, divided into small groups of three or four students who, together, can produce either a PowerPoint presentation or a web page. With a class of 30, this should mean about four students per focus enquiry question—and you can always split some of the questions up further if you wish. For each search, students should look for images of Beijing as well as websites/webpages for information and data. Teachers can then combine several PowerPoints or webpages to create a class presentation, for instance, or a year-group website on Beijing.

Video clips will be invaluable, so encourage students to search YouTube. It has excellent footage from the Discovery Channel although, of course, some of the material is somewhat one-sided in its view (use this as a basis for discussion about bias). Once into YouTube, look for ‘Beijing Olympics’ and there is a lot of very good visual material. Students can incorporate video clips into their presentations using hyperlinks.

Activity 4: Tackling environmental issues in Beijing

This two-stage activity focuses on pollution in Beijing and how it might impact on the games. High levels of air pollution and poor air quality in Beijing has worried the IOC for some time. Australia’s Olympic Committee has already decided that its athletes will not arrive in Beijing until just before the games begin to avoid possible respiratory problems for athletes.
**Stage 1/Lesson 1**

For this lesson you will need copies of *Activity Resource Sheet E5: Tackling environmental issues in Beijing* for each student. The focus for this lesson is on identifying the problems.

1. Introduce the activity and its purpose. Read through the introductory statements about pollution in China generally and Beijing specifically (5 minutes).
2. Organise the class into small groups of between two and four students each. Explain *Activity A* to them—that they should consider what impact the six problems might have on the Beijing Olympics (10 minutes).
3. Get feedback and ask each group to expand as far as possible on each problem. It can be laborious going through every statement in detail, but do allow time for discussion about as many statements as you think concentration will allow (10–15 minutes).
4. Now ask students to do *Activity B*—selecting and justifying two problems from the list that they think will most impact on the games. Ask them to present their choices briefly to the class with reasons (15 minutes).
5. Set aside some time to discuss questions 3 and 4 on the activity resource sheet (15 minutes).
6. Finally, ask students to consider possible actions that could be taken to address these problems:
   - in the short term, so that the Olympics can take place safely
   - in the longer term, so that pollution is substantially reduced over time.
   Explain that you will be looking at some possible solutions in the next lesson.
7. Alternatively, ask students to do the research task suggested for lesson 2 during private study time, when they can also devise their presentations.
8. Remind students to keep *Activity Resource Sheet E5* safe for next lesson—or collect them in!

**Stage 2/Lessons 2 (Research) and 3 (Presentation)**

This lesson continues using *Activity Resource Sheet E5* (Stage 2). Before the lesson:

- book any computers necessary for the research task—you will need at least one computer for each pair of students to make this effective.
- think how you will divide up the seven statements and whether certain students might be suited to or interested in particular statements.
- consider how the seven working groups will be allocated—divide the class up yourself or allow students to select which groups they work in, whichever suits you.
- make sure that each member of the group has a specific role and focus.
- if you are short of time, the research task for lesson 2 can be merged as a private study exercise at the end of lesson 1.

In the lesson, you need to:

1. Introduce the activity, its purpose and aim. Read through the seven proposals to solve some of Beijing’s environmental problems. Organise students into groups and either allocate them to a task or allow them to choose. Explain the research task (5 minutes).
2. Encourage students to search for good video clips (e.g. YouTube). Emphasise that material could be rather one-sided as some people may publish videos to promote a particular viewpoint. Suggest that they use search phrases such as ‘Beijing pollution’ or ‘Beijing environmental problems’.
3. Students should work in groups. Explain *Activity B* to them—that they are looking for how such proposals might work, examples of places in the world where they have worked (e.g. London’s congestion charge) and evidence of how well they are working, e.g. how well is the Toyota Prius selling? (30–40 minutes)
4. Ask students to prepare their research in the form of an oral report or PowerPoint presentation. Presentations are likely to take up to five minutes for each group, i.e. nearly 45 minutes in total with time allowances for discussion (xx minutes).
5. Consider what other students will do during the group presentations, e.g. a large copy of Table 2 from the resource sheet can be completed by all students (see supplementary resources).

Lesson 3 will be most successful if you:

- ask students to prepare a table summarising the strengths and weaknesses of each proposal.
- debrief students at the end, e.g. which solutions seem most workable/least workable and why?
- How easy or difficult might it be to persuade the Chinese government to adopt these proposals? An important part of this enquiry is the discussion and feedback time where students can share ideas and evaluate solutions.
Activity Resource Sheet E1: What do you know about China?

This year, Beijing holds the Olympic Games. Of the 6.7 billion people in the world, it is estimated that more than four billion will watch the Games at some stage.

- How much will they know about China?
- How much do you know about China?
- Try answering the following! You can do it either solo as a quiz, as a paired exercise in intelligent guesswork, or use it as a basis to find out something about China.
- Whichever way, discuss your answers with other people and you’ll get to know China a little better. Those answers that you don’t know—find out!

<table>
<thead>
<tr>
<th>What is China’s full name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put these countries in order of size from largest to smallest</td>
</tr>
<tr>
<td>Is China north or south of the equator?</td>
</tr>
<tr>
<td>Roughly, what is China’s population?</td>
</tr>
<tr>
<td>What is China’s capital city?</td>
</tr>
<tr>
<td>What is China’s largest city?</td>
</tr>
<tr>
<td>How many times larger is China than Australia? the UK?</td>
</tr>
<tr>
<td>How many ‘million cities’ are there in China (i.e. cities with over 1 million population)?</td>
</tr>
<tr>
<td>Which one of these is China’s GNI (or average income) per person in US$ per year? Which one is the UK’s? Which one is Australia’s?</td>
</tr>
<tr>
<td>What is China’s most commonly spoken language?</td>
</tr>
<tr>
<td>What is China’s currency?</td>
</tr>
<tr>
<td>Which one of these is China’s life expectation in years? Which is the UK’s? Which is Australia’s?</td>
</tr>
<tr>
<td>Which European city is at a similar latitude to Beijing?</td>
</tr>
</tbody>
</table>
Activity Resource Sheet E2: How developed is China?

Instructions and guidance

- This is a project—you can work individually or in groups. You can produce it electronically as a presentation, or write it as a project.
- Your job is to try and work out how well developed China is.
- You can decide what you mean by ‘developed’—for example, economic (GDP etc.), social (life expectation, safety, etc.), environmental, and/or political (e.g. stability)
- Use data from different sources to show how developed China is. A good example is the CIA Factbook, which gives data on every country. Type ‘CIA Factbook’ into Google.
- If you want to show how China is changing over different years, CIA factbooks are available for the past 25 years or so. Use <www.theodora.com/wfb/index.html> to locate these.

Write up your project using the following headings:

Aims and introduction

- introduce China, with background information about the country and a map
- state the aim of your project and what you hope to find out
- say what you mean by ‘development’ and what it is that you hope to learn about China in this respect.

Hypothesis

- write (down) a hypothesis about what you expect to find out about how developed China is, and give reasons why you expect this hypothesis to work out.

Methodology

- explain which data you will need to find out about China, including why you think these data will help you
- describe briefly any books and websites that you think you will use
- include a bibliography at the end of the investigation of all sources used.

Aims, hypothesis and methodology—write about 450–500 words in total for these three headings—total =10 marks.

Results

- compare data on China to three or four other countries—showing, for example, how its literacy rate compares to wealthier and poorer countries
- write short paragraphs to say how developed each result makes China.

Results—total 10 marks

Conclusion

Start with your findings about China and what you have found out about it.

- how developed is it? How does it compare to others?
- go back to your hypothesis—how well did it work out? In what ways were you right or wrong about China?
- go back to your aim and answer the question—‘How developed is . . .’

You need to write about 250–300 words for this section

Evaluation

This is where you look back and say what was easy or difficult about your enquiry.

- Which data were easy or difficult to get?
- Were some web pages or sources better than others? What made them so?
- How reliable are the data you got?
- What have you learned about China’s development from this project?

You need to write about 250–300 words for this section

Conclusion and evaluation—total 10 marks
Activity Resource Sheet E3: Getting to know Beijing—a whole class enquiry

This activity is designed for small groups of students who together can produce either a PowerPoint or a webpage presentation. Teachers can then combine several PowerPoint files or webpages to create a class presentation, for instance, or a year group website on Beijing. With a class of 30, this should mean about four students per question—and you can always split some of the questions up. For each search, look for Images as well as web pages for information and data.

1. Where is Beijing?
   For example: Which continent? Which latitude? Which other places have a similar latitude? What’s close by? Mountains, rivers?
   Guidance: look at sources such as Google Maps.

2. What is Beijing like?
   For example: Its climate? Summer and winter weather? Landscape? The city centre? Its recent development as a city? As a place to live in?

3. How is Beijing changing?
   For example: What did the city used to look like? What is it like now? What sorts of buildings have grown up recently? What are newer housing or buildings like compared to old? How is transport changing?
   Guidance: for a Chinese view try the website <app.beijing.gov.cn/articles> written by Chinese people about how their city is changing. Try BBC news page at <www.bbc.co.uk/news> and key in ‘Beijing changes’ into the search facility.

4. What kinds of work are there in Beijing?
   For example: What is Beijing’s economy based on? What are the most common types of jobs? Is the economy changing? What are working conditions like for people at work? Who are the biggest employers in Beijing?
   Guidance: type ‘Beijing economy’ into Google

5. What are Beijing’s living spaces like for different people? What housing types are there?
   For example: For young people? For families? For the elderly? For wealthy? For the poor?
   Guidance: type ‘Beijing housing’ into Google; also ‘hutongs’ which are traditional housing. Look for rents in Beijing and whether housing is expensive to rent and buy.

6. What are the day-to-day worries or concerns of people living in Beijing? Why do they have these worries or concerns?
   For example: What is travelling like in Beijing? Pollution? Are there parks and open spaces? What about crime? Is there freedom of speech? Are newspapers and TV similar to those in the UK or Europe?
   Guidance: you will need to do a general search using Google on phrases such as ‘freedom of speech in Beijing’, ‘pollution in Beijing’ or ‘crime in Beijing’.

7. What might Beijing be like in 20 years time? 50 years time?
   For example: How will the city change in appearance? Will people’s lives be any different? Will China be freer? Cleaner?
   Guidance: type ‘Beijing in 20 years time’ into Google.
Activity Resource Sheet E4: Getting to know Beijing’s Olympics

This is a guided enquiry sheet. Its purpose is to help you learn more about how the Olympics impact on Beijing. There are seven areas for enquiry—these can be divided up among your class. It is best if you work with people who have similar interests to you.

Useful websites
• the official organising committee website for the Beijing Games <http://en.beijing-2008.org/>
• YouTube—for footage of Beijing Olympics sites
• the IOC Beijing Games website <www.olympic.org/uk/games/beijing/index_uk.asp>
• China’s own perspectives on the Olympics, and therefore written from a Chinese viewpoint, can be found at <www.china.org.cn/english/index.htm>
• the BBC website is excellent for all sports stories <www.bbc.co.uk/sport>
  use the search facility for Beijing Olympics
• other international news organisations such as Sky and CNN.

For issues regarding human rights in China, these websites may be helpful:
• Amnesty International website <www.amnesty.org>
  use its search option for material on China
• Human Rights Watch website <http://hrw.org/doc/?t=asia&c=china>

1. Focus: the Olympics in Beijing
   Examples of questions that you might investigate — Where in Beijing are the Olympics taking place? Is there an area set aside for the Olympics? How many events will there be? What sort of facilities will there be for each event?

2. Focus: the Olympics outside Beijing
   Examples of questions that you might investigate — Are all sports events being held in Beijing itself? In which other cities are Olympic events being held?

3. Focus: Olympic Green before the Beijing Olympics
   Examples of questions that you might investigate — What was the Olympic area like before? Hint: type ‘hutongs’ into Google, find out what they are, and then type in ‘hutongs Olympics’.

4. Focus: Impact of the Olympics on Beijing
   Examples of questions that you might investigate — Have any new links or transport facilities to cope with the Olympics traffic and spectators? What part have the Olympics played in changing the look of Beijing?

5. Focus: What impacts might the Olympics have on Beijing during the Games period in August 2008?
   Examples of questions that you might investigate — How will Beijing cope with traffic? Where will visitors and tourists stay? Where will all the athletes stay? Will they have the freedom to move about Beijing?

6. Focus: Does Beijing have any problems that athletes might have to cope with?
   Examples of questions that you might investigate — Will it rain every day and spoil everything? What’s the weather like in Beijing in August? What’s the air quality and drinking water like? Where will the athletes train? What’s security like? Can they voice opinions about China if they don’t like it? Will they have freedom of movement?

7. Focus: Some people think that the Beijing Olympics are controversial and that China should not have been awarded the 2008 Olympics. Why is this? Does it matter?
   Examples of questions that you might investigate — What are personal freedoms like in China? Has the Chinese government upset anyone? Is there political freedom? Are there any human rights issues that the world ought to know more about? What’s the Chinese press like? What is China’s issue over Tibet all about?
Environmental problems in China and Beijing

- China now has 16 of the top 20 dirtiest cities in the world and its filthy air causes thousands of premature deaths every year.
- At current levels, air pollution in Beijing is at least 2 to 3 times higher than levels considered safe by the World Health Organisation.
- The air quality in one city, Chongquinn, was so bad in 2005 that it did not even reach the Chinese government’s own safety standard, which are much poorer than those of Australia, the EU or the UK, for 25 per cent of the time.
- In 2007, Beijing was said by the Chinese government to have clean air for more than 240 days during that year, using its own scale to decide what is and is not polluted. However, in most other countries that use an international scale, even Beijing’s cleanest days would still have registered as highly polluted.
- 70 per cent of China’s rivers and lakes are polluted.
- China overtook the USA as the largest emitter of CO₂ in 2007.
- China has for the past few years opened a new coal-fired power station (the dirtiest means of producing electricity) every five days!
- 30 per cent of China suffers from acid rain caused by emissions from coal-fired power stations.
- One of the main reasons for the high levels of air pollution in Beijing is the traffic problem in the capital. Booming car sales have made air quality even worse.
- Beijing’s poor air quality has worried the International Olympic Committee, especially for endurance sports and distance running/walking and track events.
- 50 per cent of Beijing’s pollution comes from outside the city.
- Australia’s Olympic Committee decided in mid-2007 that its athletes will not arrive in Beijing until just before the Games begin to avoid possible respiratory problems.
- Beijing has poor quality tap water. Water is safe as it emerges from water treatment plants, but is contaminated by old and leaking pipes.

Table 1: What environmental problems does China/Beijing face?

<table>
<thead>
<tr>
<th>Problem</th>
<th>How this might impact on the Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China now has 16 of the top 20 dirtiest cities in the world</td>
<td></td>
</tr>
<tr>
<td>2. Air pollution in Beijing is two to three times higher than levels considered safe by the World Health Organisation</td>
<td></td>
</tr>
<tr>
<td>3. 70 per cent of China’s rivers and lakes are polluted</td>
<td></td>
</tr>
<tr>
<td>4. 30 per cent of China suffers from acid rain caused by emissions from coal-fired power stations</td>
<td></td>
</tr>
<tr>
<td>5. One of the main reasons for the high levels of air pollution in Beijing is the traffic problem in the capital [can we say simply, traffic congestion?]</td>
<td></td>
</tr>
<tr>
<td>6. Beijing’s tap water is unsafe, contaminated by old and leaking pipes.</td>
<td></td>
</tr>
</tbody>
</table>
Activity Resource Sheet E5: Tackling environmental issues in Beijing

**Stage 1: Identifying the problems** (Lesson 1)
In small groups of two to four students:
1. Complete Table 1 to show how the six environmental problems shown could affect the Olympics in Beijing.
2. Select two problems from the table that you think will most affect the Games. Justify these, and present your reasons to the class.
3. When all groups have presented their choices, identify two choices that are considered most important by everyone.
4. Discuss and consider possible solutions to these two problems.

**Stage 2: Can Beijing’s environmental problems be resolved?** (Lessons 2 and 3)
The aim of this activity is to produce a group report to the Chinese authorities that will evaluate proposed solutions to some of Beijing’s environmental problems. To do this, study Table 2 and do the following:
1. Divide up the seven proposals (1 to 7) between class members.
2. Each person or group should research how such a proposal might work and, where possible, how well it works in Beijing or in other places.
3. Feed back your findings to the class.
4. Complete the table and decide which solutions seem most workable, and why.

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Where it has been tried</th>
<th>Strengths and weaknesses of the proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enforcing changes to behaviour—traffic reduction measures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Congestion charge in city centres</td>
<td>London</td>
<td></td>
</tr>
<tr>
<td>2. Ban traffic on certain days</td>
<td>Athens</td>
<td></td>
</tr>
<tr>
<td>3. Move industry out of the city</td>
<td>Beijing</td>
<td></td>
</tr>
<tr>
<td>4. Reduce the number of registered vehicles by one million in the next year</td>
<td>Beijing</td>
<td></td>
</tr>
<tr>
<td>5. Enforce the movement of factories out of the city</td>
<td>Beijing</td>
<td></td>
</tr>
<tr>
<td><strong>Technological solutions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Using cleaner fuels for vehicles</td>
<td>Brazil—ethanol</td>
<td></td>
</tr>
<tr>
<td>7. Designer cleaner cars</td>
<td>Toyota Prius</td>
<td></td>
</tr>
</tbody>
</table>
Activity Resource Sheet E6: supplementary resources

General information on China
- Wikipedia
- Data on China can be found at <www.worldbank.org> or the CIA Factbook which is much more user-friendly.

The Beijing Olympics
- The official games website can be found at <http://en.beijing-2008.org/>
- The official IOC website for Beijing is at <www.olympic.org/uk/games/beijing/index_uk.asp>
- China’s own perspectives on the Olympics, and therefore written from a Chinese viewpoint, can be found at <www.china.org.cn/english/index.htm>
- Sportsworld, an events-hosting and ticketing organisation focused on travel and tourism, has a good website for those intending to travel to Beijing <http://beijing2008.sportsworld.co.uk/public/index.aspx>
- YouTube has some excellent footage from the Discovery Channel—type in ‘YouTube Beijing Olympics’ into Google. Be aware that it is somewhat one-sided in its view. But once into YouTube, look for ‘Beijing Olympics’ and there is a lot of excellent footage.
- YouTube also has great footage of other Beijing issues such as traffic and pollution. Just type in ‘YouTube Beijing traffic’ or ‘pollution’ into Google.

News websites
The BBC website is excellent in several respects:
- for all sports stories <www.bbc.co.uk/sport> and use the search facility for Beijing Olympics
- BBC News for up-to-date stories <www.bbc.co.uk/news>
- BBC website has a special section titled China Today at <http://news.bbc.co.uk/1/hi/in_depth/asia_pacific/2004/china/default.stm>
- similar sports pages can be found from other international news organisations such as Sky or CNN.

General news stories regarding the Beijing Games can be found at:
- Guardian newspaper at <www.guardian.co.uk>
- Telegraph newspaper at <www.telegraph.co.uk>
- Sky News at <news.sky.com>
- Australia’s ‘Sydney Morning Herald’ at <www.smh.com.au> and ‘The Age’ at <www.theage.com.au> both of which are interesting, with Asia as their neighbours.

For issues regarding human rights in China and events such as the 1989 Tiananmen Square protests
- Amnesty International website at <www.amnesty.org> use the search option for material on China
- Human Rights Watch website <http://hrw.org/doc/?t=asia&c=china>
- ABC Four Corners website <www.abc.net.au/4corners/archive> for access to and details of excellent ABC Four Corners documentary titled ‘Voices of Dissent’ that screened on Monday 19 May 2008—includes video on demand and further resources

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### Proposed solutions to Beijing’s environmental problems

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Where it has been tried</th>
<th>Strengths and weaknesses of the proposal</th>
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<td>2. Ban traffic on certain days</td>
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<td>3. Move industry out of the city</td>
<td>Beijing</td>
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<td>4. Reduce the number of registered vehicles by one million in the next year</td>
<td>Beijing</td>
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<td>5. Enforce the movement of factories out of the city</td>
<td>Beijing</td>
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<tr>
<td><strong>Technological solutions</strong></td>
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<tr>
<td>6. Using cleaner fuels for vehicles</td>
<td>Brazil—ethanol</td>
<td></td>
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<tr>
<td>7. Design cleaner cars</td>
<td>Toyota Prius</td>
<td></td>
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