

Enquiry Question:

Can the world ever be completely free from pollution?

Objective

To understand the different types of pollution and recognise climate action as the manageable things we can do to support and tackle the climate problems we are facing.

1 Additional resources are available to support learning activities - look for the orange number to guide you.

Equipment

- Pen or pencil
- Paper and clipboard or a notebook
- Additional resources
- Optional: cardboard, climate props, marker pens
- Ipad or recording device

Time - this activity can take around **one hour and a half** to complete unless you wish to explore aspects in more detail.

Prepare

Introduce the Sheffield General Cemetery and the different habitats on site. Explain to the learners that today we are going to think about pollution and positive climate action. **Can you give some examples of pollution?**

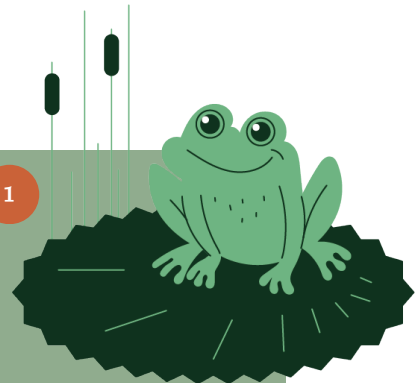
Pollution is something harmful or poisonous to the environment. Examples might be plastic, oil, fertilisers and pesticides, excess light or noise pollution.

Give learners some time to discuss the question: **What does positive climate action mean to you?** and gather some responses.

Ask learners, **Do you know what climate anxiety is?**

Climate anxiety is the sense of fear or worry linked to climate change. So, positive climate action is the things we can do to support and tackle the climate problems we are facing in a way that is manageable.

1



Explore

Share a map of the site so the learner is familiar with where you are going to go. Explain that we are going to visit the stops on the map to discuss how pollution may affect the areas but also what can be done to protect them.

2

Each area of the Cemetery park offers an opportunity to respond to the climate problems.

Discover

At each of the five stops, share information about the potential pollution that could be present. Allow the learner to consider what positive climate action could be taken against the pollution. Gather ideas from the learners at each stop.

Starting at Stop 1 - **The Gatehouse** - explore plastic pollution.

Explain to learners that in nature, different materials **biodegrade** at different rates. If you throw your apple core into the bushes along with a steel toy, your apple core will have disappeared in a few months and your toy will be rusty but still recognisable.

Microorganisms break down materials like an apple core until they disappear. To break down the material the microorganisms need light, water and oxygen and they also work faster in warmer conditions.

Can anyone think of any other materials that won't disappear in a few months?

There are many different types of plastics but most are strong, light and last a long time. They don't get damaged by water and some types of plastic can resist heat so they can't be melted down. Most plastics do not biodegrade. This means they won't break down naturally and unless we tidy them up, they will be around forever. Plastic litter is also very harmful to wildlife, both on land and in the ocean.

Continue exploring the pollution at the following stops:

- Stop 2 - **The Anglican Chapel** - noise pollution
- Stop 3 - **Green Space** - light pollution
- Stop 4 - **Story Circle** - fertilisers and pesticides
- Stop 5 - **Stone Circle** - air pollution

Share

At the stone circle, give learners the opportunity to share some thoughts on the enquiry question: **Can the world ever be completely free from pollution?**

Use a ball of wool to facilitate dialogue, passing the ball to each individual that wants to talk and gathering the learner's thoughts on the question.

In 2019, an estimated 6 million people around the world joined the global climate strike. The protests were led by younger people, but the event also brought together individuals of every age and every walk of life. It is everyone's responsibility to take positive climate action. **Does anyone know of any climate activists?**

Sir David Attenborough - Sir David has written, produced and featured in over 100 documentaries throughout his career. He has always been fascinated with the natural world. He's had many different species named after him, from lizards and butterflies to plants and flowers. Because of his work, he has helped millions of us understand and appreciate the wonders of the world around us.

Greta Thunberg - Greta is well known as an environmental activist. After learning about climate change, she felt strongly that she had to do something to challenge leaders around the world. In 2018, Greta decided not to go to school, and she calmly sat down outside of the Swedish parliament with a homemade sign that read 'SCHOOL STRIKE FOR CLIMATE'. Since then we have seen her encourage climate campaigns across the world to fight for change.

Wangari Maathai - Wangari grew up in the forested mountains of Kenya but she studied to be a scientist in America. When she returned to Kenya, the land was being destroyed to make way for coffee plantations. She founded the *Green Belt Movement* to help women and the environment. Wangari was awarded the 2004 Nobel Peace Prize for her "contribution to sustainable development, democracy and peace." She was the first African woman to win the prestigious award. She died in 2011, but the movement continues and more than 51 million trees have been planted.

Vanessa Nakate - Vanessa is a climate activist from Uganda. She founded the *Rise Up Movement* to raise awareness about climate change in Africa. She wanted to bring attention to the deforestation of the Congo rainforest. Vanessa also co-founded *One Million Activist Stories*, a space where activists can share their experiences and she started the *Green Schools Project*, a renewable energy project.

Create

Create a positive climate story using film or other media.

4

Provide each group with an area to focus on within the Cemetery (**Stops 1 - 5**) and some notes. The learners can also be given the ideas they offered during the session to use.

Give the learners time to script their story. Ask learners to think about the following questions:

What story would you like to tell?

How can you tell others about positive climate action?

How can you support climate anxiety?

What are the important things to remember when telling a positive climate action story?

There are a number of ways learners could share their positive climate story:

- take a recording device like an ipad to capture each climate story
- allow learners to perform in groups to others
- share their stories back at school during an assembly or via the school's social media channel
- create a display at school
- write up their story for the school newsletter



Reflect

Share the story *Adrift: The Curious Tale of the Lego Lost at Sea* by Tracey Williams. Provide learners with the opportunity to gather in small groups to share their final thoughts. Then gather together in a circle. Remind the learners of the enquiry question: **Can the world ever be completely free from pollution?**

After a short moment of thinking time, pass a small pebble around the circle so that each learner has a chance to say a final thought about what they have discovered.

You could take photos to share with others on social media using **#learningatGenCem** and tagging **@sheffieldgeneralcemeterytrust**