



# Local challenges

## In this session, young people will...

- Work in groups to explore collective challenges in the local area.
- Be encouraged to experience collective responses to these.
- Move between small group conversations and practical science activities to learn about tools to help solve the challenges.

## The aim of the session is to...

1. Identify local challenges and find out how young people and other communities experience them similarly or differently.
2. Recognise the skills they have to create change collectively.
3. Learn practical skills around environmental monitoring.

## Activity 1: Local challenges

In this activity, young people engage in a short small group discussion about problems in the local area and discuss the effects of air pollution, water pollution and high carbon dioxide levels.

### Discussion points

Drive towards environmental problems, including air and water pollution. Discuss knock-on effects of an unhealthy environment, including on wildlife.

Introduce the air quality monitor at the beginning. Note differences in CO<sub>2</sub> between inside and outside. Discuss what CO<sub>2</sub> is.

### Accessibility

Scribe for young people who don't want to write. Encourage writing and drawing for young people who don't want to talk.

#### Talking points

- Is there anything that isn't right in your area?
- What problems are there?
- What's it like to be near a busy road?
- What would it be like to be an animal around here?
- What is carbon dioxide?
- Where does it come from?
- What effect does it have? In a room vs. in the atmosphere?

#### Resources

- Big paper.
- Pens.
- Air quality monitor.

## Activity 2: Water and air testing

In this activity, young people test tap water using a water test strip. They test water from outside and compare the results. They also explore how the air quality has changed since the beginning of the session.

### Discussion points

Show young people how to use a water test strip using tap water. Discuss the different things it tests for and what healthy water means. Encourage young people to take cups and go and find wild water outside – from puddles, gutters, buckets, etc. Let young people test their own water and compare with each other and tap water.

Come back to the air quality monitor and note how it's changed. Discuss why.

### Talking points

- What does it mean if water isn't healthy?
- Why might puddle water be different from tap water?
- What can pollute water?
- Who is responsible for making sure the water and air are safe for everyone?
- Can you drink directly from the river? Are there other places that you can drink the water? Why not here?
- What makes air pollution?
- Why is there more air pollution in some areas compared to others?
- Do other people in the city experience the same air quality?
- How can we make it better?

### Resources

- Water testing kit.
- Air quality monitor.
- Cups.
- Instant camera.

### Extensions

What else could be tested that isn't water? Look around for other drinks, hand sanitiser, etc.

## Activity 3: Fire pit

In this activity, young people toast marshmallows and use the fire pit to reflect on activities so far, including what the environment around the club is like, using the Head, Heart, Hands framework.

### Discussion points

Reflect on the programme so far by talking about **Head**: what you have learned so far; **Heart**: what you have loved; and **Hands**: what you can do now.

Link these reflections about the programme to the local environment around the club. What have young people learned about their area? What do they love about it? And what can they do to support it now?

### Accessibility

Use Starburst for a vegan/halal alternative to marshmallows. These get very hot – make sure young people wait for them to cool down.

#### Talking points

- Who makes the energy that powers your home?
- Why do you have to pay for it?
- Where else in the world experiences this problem?
- How is it different/the same in this area?

#### Resources

- Fire pit.
- Marshmallows.
- Starburst.