

## 6

**Stretch Activity**

Split the learners into 4 groups. Give each group a real-world issue and the link to the news article of the event outlined below.

Group 1 - **Fly Tipping**: <https://www.bbc.co.uk/news/articles/ckgn81v485vo>




Group 2 - **Chemical Spill**: <https://www.dailymail.co.uk/news/article-1170187/The-river-bubble-bath-Mountain-foam-floats-downstream-suspected-chemical-spill-soap-factory.html>

Group 3 - **Sewage**: <https://www.bbc.co.uk/future/article/20240704-the-wetlands-cleaning-up-the-uks-sewage-pollution>

Group 4 - **Agriculture**: <https://www.mirror.co.uk/news/uk-news/british-rivers-filled-almost-34000-34053164>

Please ensure you tell the learners that news articles have a bias, so don't always include the full picture.

Give the learners 20 minutes to decipher the following:

-  What impact does the incident have on the river's health? Think water quality and wildlife.
-  How could this incident have been prevented?
-  Who is responsible for preventing this from happening again?

Instruct the learners that they will be presenting their findings back to the class. Choose a method that you think suits your learners best (posters, presentations, scripts ect) and nominate a speaker, recorder and researcher within the group if required.

Feedback tips - When an incident like the above happens, it's usually due to multiple factors. You can encourage the learners' critical thinking by asking them to consider all stakeholders involved, such as:

- Land owners (Responsible for how they manage their land)
- Government (Welsh Government is responsible for rules and legislations)
- Regulating Bodies (Natural Resources Wales are the environment regulators)
- The Public (we each have an individual responsibility to care for our environment)

