

ACTIVITY:

THE GREAT REALISATION

LEARNING AIMS:

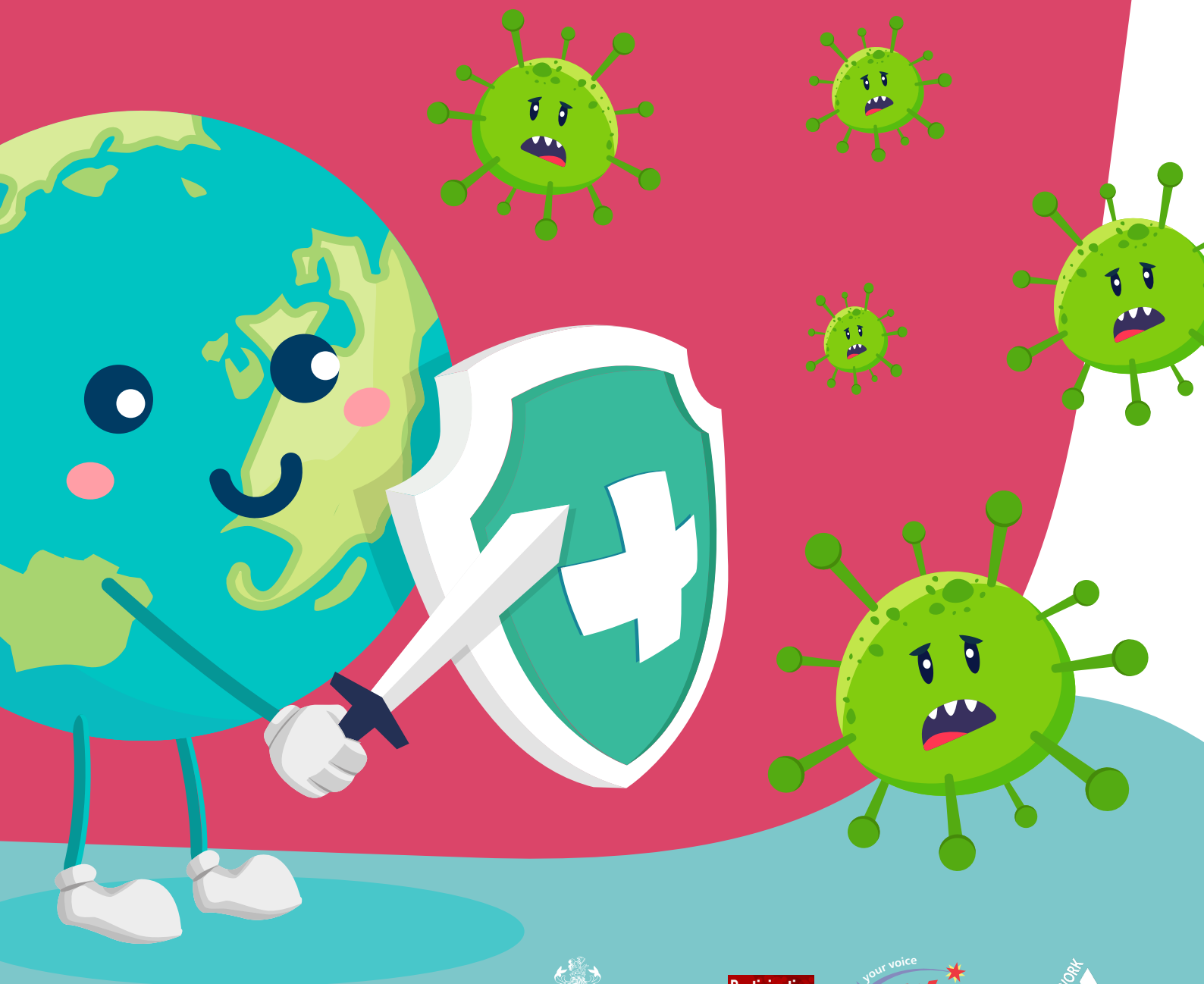
- Students to gain an insight into the positive and negative effect of the COVID-19 pandemic on our environment
- Students to identify what they can continue to practise post COVID-19 that will contribute positively to our environment

TIME:

20 minutes

RESOURCES:

- Facility to play 'Tom Foolery, The Great Realisation' short film, paper (white boards are more environmentally friendly!), pens and pledge cards



South Tyneside Council



ACTIVITY DESCRIPTION:

Students start by watching – Tom Foolery, The Great Realisation

Search YouTube for 'Tom Foolery The Great Realisation' or follow this link:

www.youtube.com/watch?v=Nw5KQMXDiM4

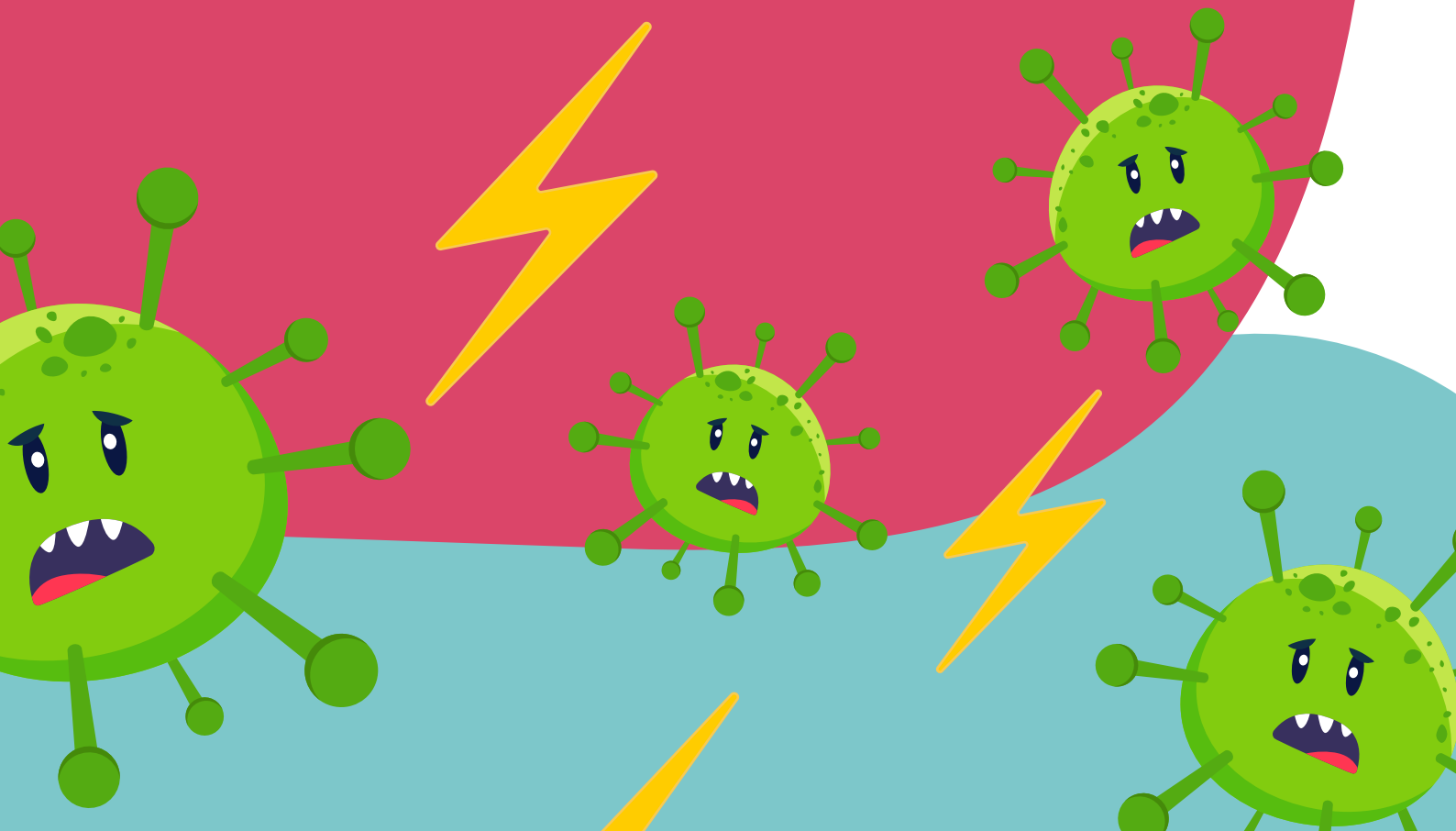
Follow film with a discussion exploring: how has COVID-19 impacted on our environment both positively and negatively?

Prompts/examples: -

- Less pollution through reduced travel: car / airplane / public transport
- Reduced use of offices / buildings versus more use of electricity in our homes
- More physical activity – increase sale of bikes, more people walking, jogging, etc.
- Less social gatherings (e.g. concerts, football games etc.) = less litter, less use of energy, less travel to venues, etc.
- More environmental awareness and discussion versus recycle villages closed and increase in fly tipping

What positives can we draw from the changes to our lives and routines through COVID19? Which of these can we/will we choose to continue after the pandemic?

- Name one thing you have learnt during the COVID-19 pandemic that has changed how you see/understand the environment and climate change
- Name one change to your behaviour during lockdown that supports climate change and the environment
- Name one thing you will do differently post-pandemic that will benefit the environment and/or the climate change agenda



My name is.....

I pledge to support the environment
and combat climate change by

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