CARBON MAP

GOAL	To map your surroundings and find places that emit a lot of greenhouse gases, mainly CO2. In contrast, find those places where carbon is bound and removed from the atmosphere.			
YOU NEED	a large safe object representing the world's problem for the game, paper, pencils, possibly a map of the area, the worksheet			
notes				
and the second	Landidorfen hafte for individualmente eta esta da esta Landidorfen hafte da esta da est			
Alternative of entry late to a back late?	anna an			
alutostino more contractinado				
un an air an an Air				
2 				
and the same first and they when a Part of the state of the state				
	un frances and manufactures and the provide stands of the Color provide stands and the stand and the			
(*************************************	en anderen prinzig generalise provident de la jugi en en de 1900 (1910) en			
Name and the state of the provided of the state of the st	C			
-	· · · · · · · · · · · · · · · · · · ·			
2019 22222220000000000000000000000000000				
and and a second statement of the second sec				
-difference in a line day days days a second and				
all formers to show the street of the street				
4-200 minute and the barrent in the server address of				

1 IT'S NOT MY PROBLEM

Start with a short story about how the world has known about the climate change problem

for a long time but how slow it is to solve it. Individual countries, organisations, companies and individuals transfer responsibility and delay any possibility of a solution.

You can demonstrate it with a team game. Solving the climate emergency is represented by a heavy object that is safe enough to be thrown outside on the field or meadow. It can be a bag filled with rags, a rope, or a big ball.

First everyone tosses it around. Each child is a country, organisation, company or individual and keeps throwing it at others to solve the problem. A short while should be enough to find out that nothing much happens this way, except everyone gets tired.

Play a jogging variant if there is time. The class is divided into two groups (e.g. two countries arguing over who should solve the problem). A heavy bag represents a problem that needs to be solved. Place it in the middle of a field or meadow. The two groups each start in their own territory then run to the "problem" as quickly as possible and throw it as close to the other group's territory as possible. The problem can only be thrown, it cannot be carried. Whoever touches it first can throw. The goal is to throw it into the opponent's territory. The game may not have a winner. It is important to experience the "uselessness" of hard work that does not lead to a solution.

After the game a quick reflection is important.

- a) How did you feel in the game?
- b) How did the game go?
- c) Was the game meaningful?
- d) What would you recommend to countries/ organisations that can't agree on a solution?

2 CARBON CYCLE

In order to be able to give good advice on how to solve the climate crisis, the children need to understand the cycle of carbon and other greenhouse gases. Look into the worksheet and comment on the opening image. What does it depict? What releases carbon? What absorbs carbon?

Initially the children work in groups and then share together. In the pictures, you can mark those places and activities that contribute to the storage of carbon (in soil, plants, elsewhere) with green colour. Use a red colour to mark the places and activities responsible for releasing CO2 into the atmosphere.

3 CARBON MAP

Explore your surroundings. Take the children outside to investigate your city, village or in the school vicinity – a park, garden, parking lot. Look for places that release or absorb CO2 from the air.

Divide the children into smaller research groups. Every group draws a map of the neighbourhood then all groups meet and go through the places in the vicinity of the school together. Discuss what you see and have the children draw it.

Again, they can use the green and red colours to depict CO2 absorption or release.

Look for and discuss:

- \rightarrow trees, forests, shrubs
- \rightarrow gardens, parks
- → wilderness
- \rightarrow bodies of water, rivers, streams, reservoirs
- \rightarrow repair shops
- → recycling bins
- → shops with local food, organic products, zero-waste shops
- → solar panels, geothermal and other renewable energy sources
- ightarrow fields without vegetation
- \rightarrow heavy traffic
- \rightarrow solid waste boilers
- → fertilisers
- \rightarrow meat shops and farms
- → cooling equipment, air conditioning
- \rightarrow air transport
- \rightarrow shops that produce a lot of waste...

! TIP:

If your trip with the map is lengthy, we recommend including a break for a snack – an outdoor picnic. AND you can cater it using foods with low carbon footprints. Or, on the contrary, compare the size of the carbon footprint different foods have – how they were made, where they came from, how they were packaged, etc.

4 **REFLECTION**

At the end of the expedition, groups meet together and share what they came up with. You can create a joint map. Plus, it's great when children write down ideas about what else could be done for higher CO2 absorption and lower release. This list and map can be presented at the municipal office or to other persons who have the power to make change.

	enjoy t	ne lesso	on?	
			n 1997 - Signadore Line of Line	91-103,4414,893 + dr. 101,004,044
1911-1920 (1111-19-1920) 1911-1920 (1111-19-1920)	Samer and a construction of the second s	the use strategy (19 de schemelinder 18 g) in dy miggi	11 A 1990 (10 A 40 (10 A 10 (10 A 10) (10	
				-
			an na haran da sa	
ann an 1976 a tha ann an 1976 an tha	antonecisiente confesca collega vien etteração. E tos antonemos confes	anta-finalma multi accina anta anta dan din g	- All anno ann alle guga guna roga chuir de anna dh e	ron vægninn by filgsomhon
79	nagen en um sej én her a gégé p d'An (gél en Pél) d'an geffen (gél én de gél en de gél d'an gél én de fél fer	an than the start of the depicte to the strength of the set	1987 (182), 1964 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1 1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1 1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1977 (1977), 1 1977 (1977), 1977 (1977)	
thanko ketowiki kuma k	en zamen an en an Landa an en	galla norman non ang dan ditirihan karingan	deconstructures frages for the Provide States Tradition of the Construction of the Con	nin ond and a second
and an and the Thomas Providence of the Jos	nanadagalago na aning geginga kita kita Kitagaginia. Al-Mga gga B'an K	nd Rowlid Form (ggly (rogen (gf. 2 sign) streets	na manda di Kanan Israe manan na ya mina ya kina di kala di yangi di saka di yangi di saka di saka di yangi di	
an na shekarar	ana wanananananya kuta karanana dana aka di ka	ueno estantin processi processi menanggi	Bβlige#Rikeine=bernt+berngfig.com2nruesso-accitite	na an sugar da da san an
	an gang para ang ang ang ang ang ang ang ang ang an	arrando 1795 Source and contraction of the second		1949-926-996-996-99 -
	A CONTRACTOR OF THE OWNER	Official and the second of the	and the state of t	
				7
-/				
-				
4				ŀ

LESSONS IN GRASS















CARBON MAP CHECKLIST WORKSHEET

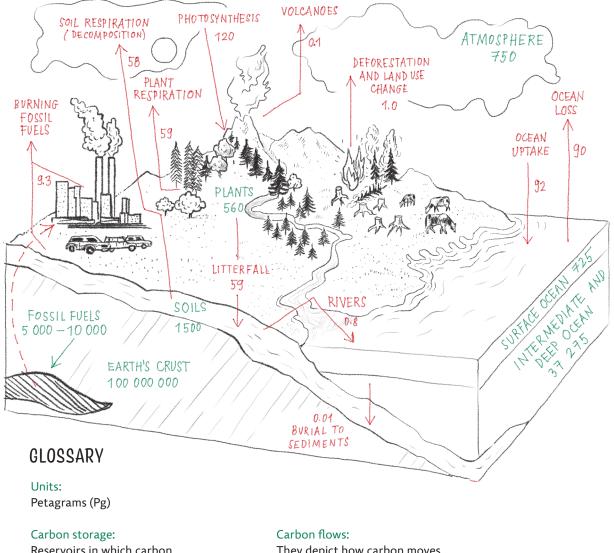
GOAL: To map your surroundings and find out the places that emit a lot of greenhouse gases, mainly CO2. In contrast, find those places where carbon is bound and thus removed from the atmosphere.

OUR GROUP:

DATE:

1. ESTIMATE: HOW WELL DO YOU KNOW THE CARBON CYCLE?

THE GLOBAL CARBON CYCLE



Reservoirs in which carbon gathers and is bound. Measured in petagrams.

They depict how carbon moves between storages. Measured in petagrams per year.

2. CARBON MAP - EXPEDITION TO OUR NEIGHBOURHOOD

Draw a map of your surroundings and mark places and activities that emit or bind CO2.

3. OUR CONCLUSION

Our discoveries:

The biggest sources of CO2 in our area are:

The most CO2 in our surroundings is bound by:

Who can you show your findings and maps to and make a difference?

