

Climate Change Workshop

Materials:

- Tarp
- Helmet
- Home-grown vegetable
- Squares of fabric
- Permanent markers
- Protector for the table to prevent stains from markers
- Three signs representing the causes of CO₂ pollution
- Three signs representing ways to cut CO₂ emissions

Sing along

This is the way we... ride our bikes, ride the bus (follow the leader as they ride the bus), plant a garden, turn off the light, turn off the tap.

Connect to next activity by saying that now they have seen a few of the things that they can do; they will see one of the reasons why it's so important to do those things

Energy Saving Tag

Use this game as a replacement in higher age groups for the song. Pick one ecology crusader, and all other participants are light switches. The energy crusader must tag the lights to turn them off. Once they have successfully done so, switch the roles, so the light switches become taps to turn off, people to load onto a bus instead of a car, or vehicles to take off the road.

Shrinking Ice Activity

Have everyone stand on a tarp. Polar bears are losing their homes as big trucks, factories and livestock pollute, causing the 'ice' (tarp) to shrink. Explain how, when the pollution/gas is released, it makes a big blanket around the Earth that won't let the heat out, and that this causes not only the ice to shrink but many other issues within the environment.

Where does it all come from?

Ask the group to relay the causes discussed in the last activity of the greenhouse gas effect. Have three volunteers come up to hold signs representing pollution from vehicles, agriculture and industry.



NWT SCIENCE FOCUS

Topic

- Climate Change

Objective

- Understanding the causes and effects of climate change
- Discovering ways that we can make an impact



How can we stop it?

Ask the group to relay the ideas discussed through the song from the beginning of the workshop. Have five volunteers come up to hold signs representing saving water, growing food locally (bring home-grown vegetables), taking public transportation, turning off the lights and riding a bike instead of driving (bring a helmet). Ask if the group has any other ideas (recycling, composting, etc.)

Climate Change CO2 Game

This activity may be used for older age groups. Illustrate the inequity in terms of production of carbon and who pays the consequences of climate change. Resources: 10 volunteers, ten pieces of card with CO2 written on them and ten wads of fake cash

Script

- You 10 represent the world's population. Does anyone know how many people that is? (6 billion)
- The CO2 you are standing on represents the amount of carbon we produce globally. Who remembers some of the sources of carbon? (cars, planes, industry, cows, industrial agriculture)
- So, there are 6 billion people in the world, does anyone know some of the world's wealthiest nations? (Canada, France, Germany, Italy, Russia, USA, UK, Japan)
- Only 12% of the population is part of these countries. Who wants to represent the rich countries? (this person moves to the side)
- There is a lot more money in the wealthiest nations (take four people's cash and give to the person representing the rich nations). These nations also produce 62% of the world's CO2 emissions (take 5 CO2s from other countries, give to the person representing the rich nations. Everyone else squishes onto the remaining CO2).
- This doesn't look very fair, does it? Who produces the most pollution? (hold up CO2)
- And who has the most money? (hold up cash)
- Who do you think has the responsibility and the power to make significant changes to help stop climate change?
- Even though the wealthiest nations, including Canada, only represent 12% of the world's population, they have a massive amount of power to make a necessary difference.
- So, how does the rest of the world feel about the richest nations?

Vision of Canada Craft

Explain that now that the group has come up with so many great ideas about how to stop or reduce CO2 emissions and help the environment, they should spread those ideas to people who don't know about them. Explain that they will make a fabric square with ideas of what they want Canada to look like in 25 years, which is to be sent to Parliament in Ottawa along with squares from youth across the country.

