



Addressing the Global Climate Crisis in Your Classroom

SUMMARY INFORMATION

Title of your project plan: Carbon footprint

Author: Mirela Emilia Pop

Short description: Climate change is one of the biggest challenges of our day. The average CO₂ emitted per capita in a typical European country is around 7 tons - or 7000 kilograms. Of course, the average emission by country varies, and especially in developing countries the emission of carbon per capita is lower than the average value characteristic of Europe. Around the world, around one billion young people and teachers travel to school every day. Most of them emit CO₂ on their way to school. CO₂ emissions on the way to school seem to be only a small part of the total CO₂ caused by a person. However, knowing the size of the emissions level can be in support of the new generation, in an attempt to estimate the amount of 7 tones of CO₂, and have a benchmark putting the issue in perspective. In most European countries, transport represents between 20 and 25% of the carbon footprint. Transportation to school is part of these 20-25%, the rest being caused by transportation to and from work, shopping and during vacation or vacation.

Table of summary	
Subject	Carbon footprint
Curriculum integration	<i>How does this project plan fit into your curriculum?</i> The project can be applied to Physical Chemistry, technologies and geography, respectively ITC
Age of students	<i>What is the age range of the pupils who will participate in the project?</i>12-15
Number of students	<i>How many pupils altogether are going to participate in the project?</i>15
Time frame/duration	<i>What is the time frame of this project?</i> 1 school year
Learning objectives	<i>What are the main objectives of your project? Try to be specific, particularly in terms of competence and skills you hope your pupils will gain through this project.</i>



	The purpose of our environmental education is to promote development behavior and healthy lifestyle among students, to the familiarize them with actions to protect the environment and make them accept it environmental conditions of sustainable development in favor of crisis prevention the environment.
Resources and tools	<i>What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.</i> videoprojector, flipchart application for carbon footprint calculation, laptop
Expected results	<i>Indicate here if you are planning a final product or action. You might envisage instead the improvement of a school practice.</i> At the end of the project students will be able to: To understand the framework of the Global Objectives for Sustainable Development; to calculate the carbon footprint to reduce the carbon footprint

PROCEDURE

Work process

State how you intend to work with students. If you intent to create teams of pupils or collaborate with other schools or classrooms please provide relevant information.

The actions of those who decided to work with the local community will be determined by the local society and local customs. To suggest ideas, we imagine you are inviting the following categories:

-Local politicians - possibly the president of the local municipal council, the person in charge of planning the local transport or the one of the urbanism office. Local organizations that deal with the local environment or sustainability issues
Agenda 21 Committee
Rural Development Committees
Local offices of NGOs working in the field
the police

Parents' associations

Activities

Provide an overview of the activities that you are planning for this project. Explain the procedure of work, the tools you are going to use and explain the role of the students and your role.

Name of activity	Procedure
1. Campaign preparation and	Teachers and school staff will meet to decide on participation, plan



planning	ahead and set time. Teachers will meet the students of the participating classes. Students and teachers discuss what they want to accomplish and plan activities ahead of time, from start to finish. Teachers and students will become familiar with the CO2nnect website, the approach and the proposed activities Decide what topics you would like to address locally, for ideas see "Discussion Questions" They find local partners or partner schools and plan how to collaborate.
2. Teachers register the school and the classes	This can be done in class or out of class by the teacher
3. Introduce students to the topics for climate change, CO2, school transport, about sustainability!	Various methods can be used to make children active, involve them in topics such as group work, excursions, drama, discussions, debates, reading and reporting appropriate links on the Internet, or inviting experts in the transport or energy sector to school
4. Collect data: distance to school, means of transport and enter them in the international database.	One or more hours can be used to measure the distance to school on the map or by other methods and enter them in the CO2nnect database
5. Analyze and discuss the results; compare CO2 emissions from transport with those of other schools and countries.	This topic can be done in a few hours in class using the results of the analysis tool on the website,

ASSESSMENT

Explain how you intend to assess your students during this project. How would you know if the learning objectives have been achieved?

Learning outcomes can also be described as competencies. Competence is considered to be what the child will be better able to follow in the learning activity. Skills can be formulated all the time as they can be genuine, they can be considered to be a one-sided ability. Knowledge for example is made up of skills but the ability to build knowledge about information or experiences that can be considered competence.

3 key competencies that require such organizational learning and transformation for sustainability: to



TeacherAcademy

see whole / systemic thinking, to be able to collaborate and create the future.