



# CLIMATE PROJECT - PLANNING SHEET

**Title:** "Climate Change Journey" Game

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**Age:** 9-10

**Content:**

Topics: Climate change, environmental awareness, sustainability

The children move actively through the room and experience the effects of climate change through movement. of climate change through movement. They think about how the past, present and future are connected are connected and how their own behavior influences the climate.

The climate change discussed here refers to long-term changes in global or regional climate patterns, particularly the warming observed since the 20th century. This warming is caused mainly by the increase in greenhouse gas emissions resulting from human activities such as industry, agriculture and deforestation. One of the few things that individuals can do is to raise their own awareness of their impact on the environment and adjust their lifestyle accordingly.

**Development goals:**

Self-competence: Children practise their personal responsibility and ability to reflect by learning how their own actions influence their environment.

Social competence: Children practise their empathy and sense of responsibility by dealing with the effects of climate change on humans, animals and nature.

Factual competence: Children practise their options for action by understanding what measures they can implement themselves in their daily lives.

**Planning:**

Introductory phase: opinion bar with positioning between the green and red cards (applies/does not apply) for statements such as "I like to reuse materials." + introduction to the topic and my plan

Main phase: movement game "Climate Change Journey"

Procedure: The children imagine that they are travelers through time. They travel through the past, present and future and experience how the earth and the climate have changed or can change.

Scenarios are read out and the children have to decide in which of the three zones (past, present, future) they should move. A movement task is also set for each scenario.

Final phase: reflection round in which the children discuss what they have experienced in the respective zones and how the scenario is related to climate change. Concluding impulse question: "What can we do today to improve the future?"

**Resources:**

-The children's existing knowledge about environmental pollution, garbage on the beach, and waste separation

-Flexible group size

-Time: 30-45 minutes (depending on the number of statements for the opinion beam or the number of scenarios)

-Location: classroom, gym, or outdoor area

-Materials: green and red cards, climate scenarios with associated movement tasks

**Feedback:**