



Students  
take action  
4 the climate

# CREATING & INNOVATING

GRAPHING OUR...FOOTPRINT!  
SKILLS LAB 1

## OBJECTIVES-METHOD

- [Video](#), followed by discussion.
- Visual representation/ infographic.
- Audit.

## SKILLS

- Observation
- Teamwork
- Research
- Design

## LINK TO PREVIOUS ACTIVITIES

### 15' • VIDEO • OBSERVATION

The students, seated in their groups, watch the short [video](#) which explains the definition of carbon footprint.

If the teacher considers it necessary, an on-site observation exercise can also be carried out: What is the [carbon footprint of our class](#) right now? (not only lighting, heating, appliances, but also waste, single use plastic bottles, non-recycled paper which required more energy for its production, all the single use items, all the products we have, etc.)

Note: This is not a discussion about environmental issues of the school in general, but specifically about the carbon footprint.

## A CARBON-GRAPH OF OUR SCHOOL

### 30' • WORK IN GROUPS

The students working in their groups use a paper roll and markers to capture the school's visible and "hidden" footprint related to their topic in drawings, symbols and keywords, or in an "infographic". They focus on aspects that they had not been concerned with until now (e.g. food waste involves the energy it took to produce it, which is also wasted).

Using the audit preparation they completed in the previous lesson as a blueprint, the groups or group representatives leave the classroom to check, confirm or correct their work on-site.

The infographics or carbon footprint drawings, grouped by topic, are posted in class (or a lab work folder is created).



45'



VIDEO,  
PAPER ROLL, MARKERS



IN PLENARY & IN GROUPS