| Checklist Carbon Foot | tprint o | f the S | chool |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------|-------------------------------------------|
| School: | | | |
| Group (names of all pupils): | | | |
| Taker of the minutes: | | 100 | |
| Tutor of the group (name, position): | | | |
| Dialogue partner (name, position): | | | |
| Date: | | | |
| By the carbon footprint you carry out the climate basis for the definition of key aspects of further 1 CO ₂ balance | | | |
| Evaluate the hitherto existing results of the clim atmosphere by our school. | ate check and | calculate how | much CO ₂ is released into the |
| If these data are available for two or more years development. | s, do two or mo | ore balances a | ccordingly and examine their |
| Area | CO ₂ (kg) | Year | Notes |
| Heat energy | | | |
| Electricity, thereof | | | |
| • computers | | | |
| electric lighting | | | |
| production of warmth of cold | | | |
| heating and air conditioning engineering | | | |
| Own power generation | | | Deduct the avoided CO ₂ |
| Paper production | | | |
| Waste (incineration of residual waste) | | | |
| Water | | | |
| Supply during breaks | | | |
| School grounds | | | Deduct bound CO ₂ |
| Traffic, thereof | | | |
| • pupils | | | |
| • teachers | | | |
| Total CO₂ | | | |

CO₂ per head (pupils, teachers, staff)

2 Key aspects of climate protection

In the framework of the climate check a lot of different suggestions were developed for climate protection. In order not to get bogged down, we should start in those areas where it is most important and where we can really make a difference.

Work out suggestions, which key aspects of climate protection we should attend to!

For this ask yourself the following questions for each area of the CO₂ balance:

- a) How serious is the situation? The more CO₂ we release in one area the bigger the **relevance to take action**. The need for action also exists, when danger areas (for example in the school grounds) were uncovered, when pupils and teachers were very unsatisfied with the supply during break or the school grounds or when it became apparent that we spend a lot of money on heat energy.
- b) How big is the impact of our school? The more we can influence an area the better the **potential to control**.

Classify each area according to its relevance to take action and according to its potential to control and enter it into the following rating matrix. The further up and on the right – in the darker corner of the matrix – you enter an area the higher its significance for the climate protection of our school.



| 3 Evaluation and presentation | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--|--|--|
| Now summarise your opinions on the CO ₂ balance of our school! | | | | |
| It is good | It is less good | | | |
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| Discuss what we could do better in order to minimize necessary nor possible to solve all problems immedia important areas and could keep improving the less in develop a kind of timetable for some years. | ately; for example we could start with the really | | | |
| Try to be as precise as possible! Also try to estimate have an impact on each area of our carbon footprint. | to what extend these ideas for improvement might | | | |
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| Climate detectives: checklist carbon lootprint of the school p. 4 |
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| Think about how you would like to present your results to other pupils and teachers! |
| Do a research for example on the internet for graphical material suitable for the topic of climate change and create a wall newspaper with it that informs younger pupils about climate change. (Attention: Quote the sources of the pictures and keep in mind that an exploitation of the material beyond school purposes needs the consent of the author!) If you are able to include personal reports by partner schools or by pupils with family roots abroad, even better! |
| Collect the best arguments for our school to get engaged in climate protection. Also think about which arguments there could be against it. |
| Picture the CO ₂ balance as a graph! Also depict how future climate protection measures have an impact on the carbon footprint. |
| For example, you could build three-dimensional graphs of multi coloured blocks, which could be used as illustrative material in class. |
| Write a utopian report "Our School in the Year 2020" and describe your wildest dreams how your school might have changes until then. |
| Write an appeal to the school management, teachers, pupils and parents to get them to support these climate protection measures. |
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| Now get ready to present your results! |

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