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GETTING AROUND

Carbon footprints

Linked activity – ‘Carbon particles on the loose’

Time:

15 minutes

Who it's for:

5 to 10 year olds

You'll need:

- Red and green felt tip pens
- Paper

What to do:

1. Discuss the impact which climate change is having on animals and people around the world. Do members know about the causes of climate change (burning fuel, cutting down trees etc).
2. Hand out sheets of paper and one red and one green pen to each member.
3. Get them to draw around one foot with the red pen.
4. They should think about all the journeys they make which might contribute to climate change and write them in their footprint.
5. Can they think of alternative ways to make these journeys? Perhaps walking short distances instead of driving, car sharing with a friend, and using public transport.
6. Now draw around the other foot with the green pen and write down the changes they plan to make.



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GETTING AROUND

Carbon free chariot race

Linked activity – ‘Carbon particles on the loose’

Time:

15 minutes

Who it's for:

5 to 10 year olds

You'll need:

‘Travel trumps’ cards

What to do:

1. Have the group stand in the middle of the room and designate one wall as ‘yes’ and the opposite wall as ‘no’.
2. Recap on the fact that cars release carbon into the atmosphere when they burn petrol. Now as you read out different types of transport from the ‘Travel trumps’ card, members should run to either the ‘yes’ or ‘no’ wall to show whether they think that mode of transport releases carbon when it is used.
3. Discuss any that members are unsure about.
4. Split the group into threes and decide on a space which they will need to race over. Explain that you will now be having a carbon-free chariot race where two team members link crossed hands and the third sits on the crossed hands and loops their arms around the shoulders of their team mates to form a chariot. Two members of the team should carry the third team member from one side of the room and back before the partners swap around and repeat.
5. Once the race is finished check whether members can remember which other methods of transport are carbon free.



GETTING AROUND

Travel trumps



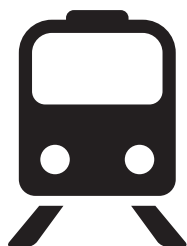
Car



Bike



Bus



Train



Aeroplane



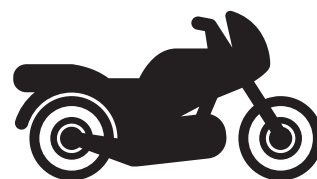
Walking



Ferry



Speedboat



Motorbike



Scooter



Skate board



Roller blades



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GETTING AROUND

Carbon particles on the loose

Time:

25 minutes

Who it's for:

5 to 10 year olds

You'll need:

A long rope / chalk

What to do:

1. Before the group arrive make a circle with the rope / chalk (large enough for the group to run around in) and ask everyone to sit inside it.
2. Ask the group what cars use to generate the power they need to get from A to B. When they answer petrol ask them what very important product is released when cars burn petrol. The answer is carbon.
3. Explain that this carbon was previously trapped in the oil that petrol's made from. There are so many cars, and we release so much carbon into the atmosphere from travelling by car (and other energy-hungry activities) that the trees and oceans can't absorb it quickly enough so it creates a layer under the atmosphere which traps heat from the sun, and helps change the Earth's climate.
4. Tell the group that the circle represents the atmosphere and they are all carbon particles. Select one member to act as a tree and attempt to capture the carbon particles as they move around the atmosphere. Once a carbon particle is trapped they become part of the tree and help capture other carbon particles. Keep playing until most – but not all – of the particles have been captured (the trees can't remove all the carbon from our atmosphere).
5. Do members find that it is easier to capture the carbon particles when there are more trees? What effect do they think deforestation will have on the amount of carbon in the atmosphere?
6. Apart from planting more trees, what positive action do they think we can all take to help to reduce the amount of carbon released into the atmosphere? (Get them to think back to how they travel around!)



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GETTING AROUND

Travel choices

Time:

1 ½ meetings

Who it's for:

5 to 10 year olds

You'll need:

- Large sheets of paper
- Coloured pens and pencils
- Magazines with images of different transport types
- Glue
- Scissors
- For a combined group display: coloured card, shapes of different forms of transport from the 'Travel choices' template sheet

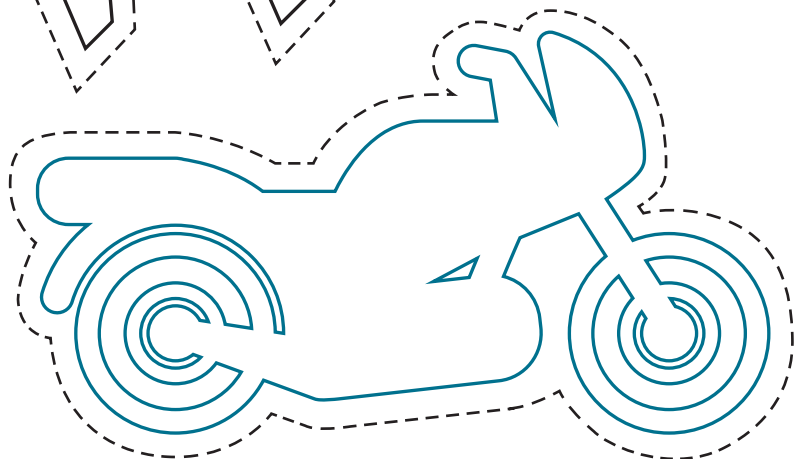
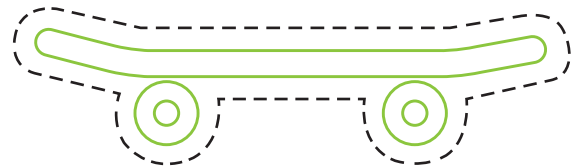
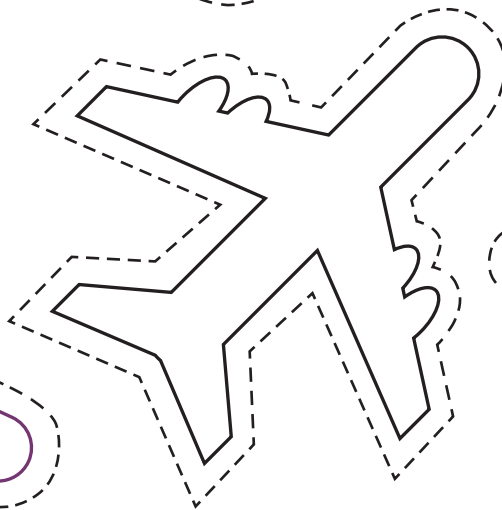
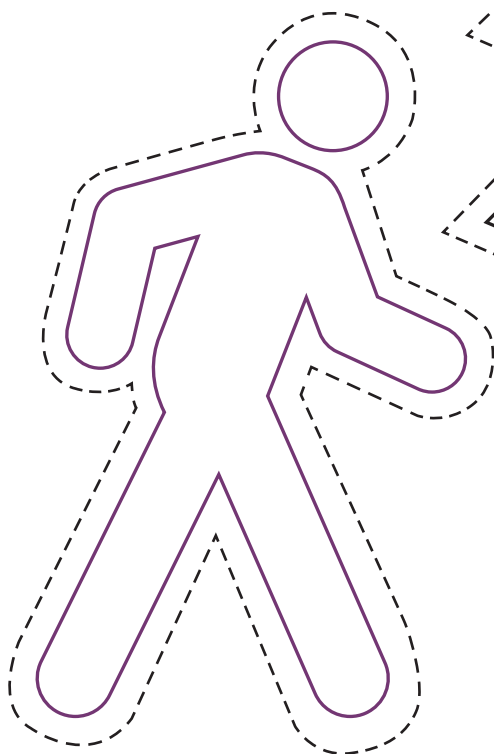
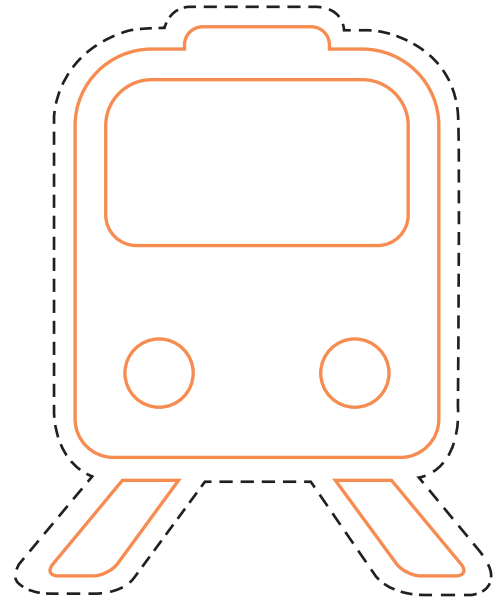
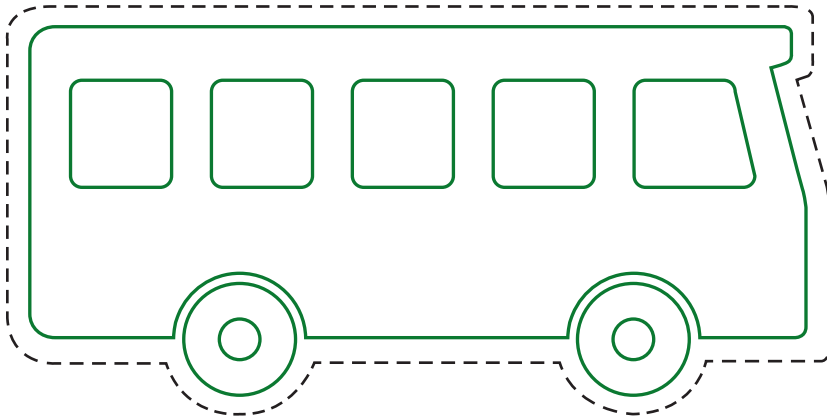
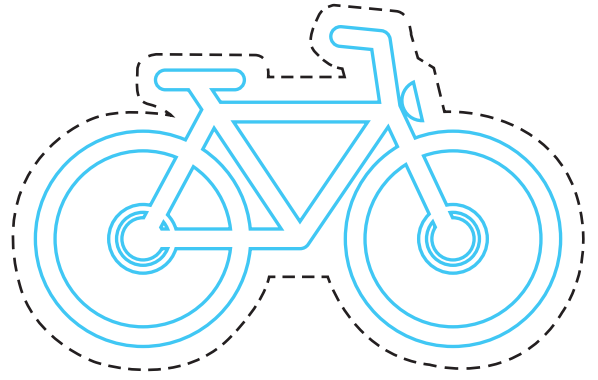
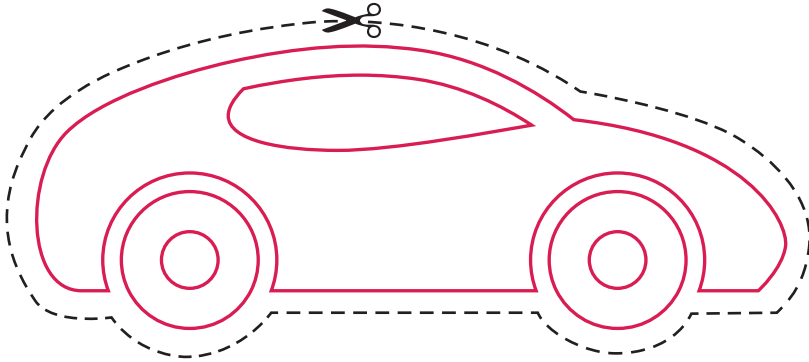
What to do:

1. Work with the group to design a travel survey and then get them to ask friends and family to answer the questions on the survey. Your survey could ask questions such as:
 - How often each day/week do they travel?
 - What means of transport do people use for most of their journeys?
 - Why? eg cost, convenience, wanting to be healthy, wanting to help the planet, enjoyment
 - What sort of journeys do they make? (where are they going?)
2. Back in your meeting, group members create fun displays to show the results of their individual surveys OR you could produce a group display to show the combined journeys and types of transport used by the group's survey participants.



GETTING AROUND

Travel choices





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GETTING AROUND

How do we travel?

Time:

20 minutes

Who it's for:

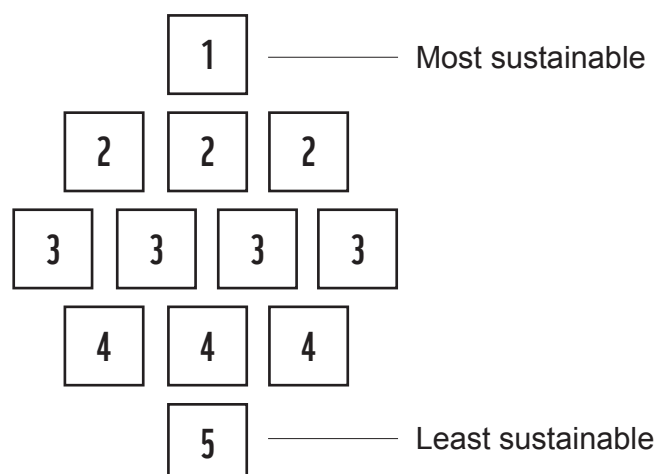
5 to 10 year olds

You'll need:

'Journeys' and 'Travel trumps' cards made by photocopying and cutting up the resource sheets

What to do:

1. Sit in a circle, and ask everyone in turn to mime their favourite way of travelling. Other group members should guess what it is then the 'mime artist' can explain why they prefer to travel this way.
2. Make a list of all the different methods of transport named. Can the group come up with any others?
3. Set up the 'Journeys' and 'Travel trumps' cards on the floor. Ask the group to match each journey to the most suitable method of transport. Ask members to explain their choices.
4. Now place the modes of transport in order of sustainability, with the most sustainable first and the least sustainable last. Alternatively use a diamond ranking – see below. Discuss what the impact of using less sustainable methods of transport could have on the environment.



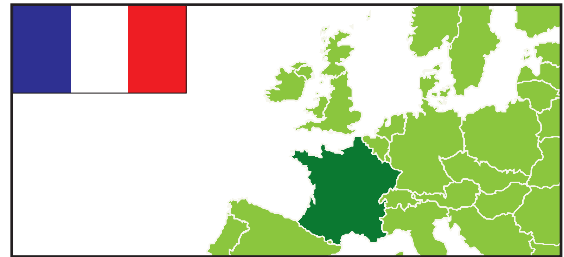


GETTING AROUND

Journeys



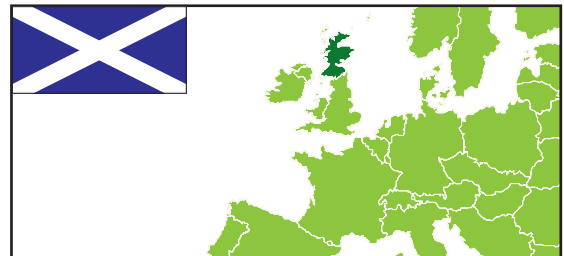
A visit to London



Visiting a friend in northern France



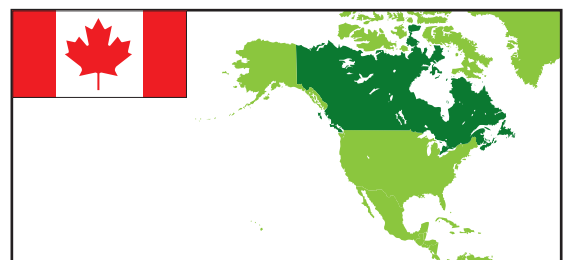
A trip to the supermarket



Visiting a grandparent in Scotland



Getting to school



Visiting family in Canada



Buying milk from the local shop



A holiday in Australia



GETTING AROUND

Travel trumps



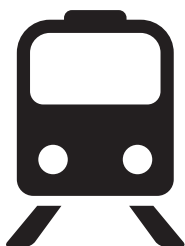
Car



Bike



Bus



Train



Aeroplane



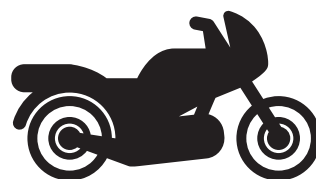
Walking



Ferry



Speedboat



Motorbike



Scooter



Skate board



Roller blades



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GETTING AROUND

How do we travel?

Time:

20 minutes

Who it's for:

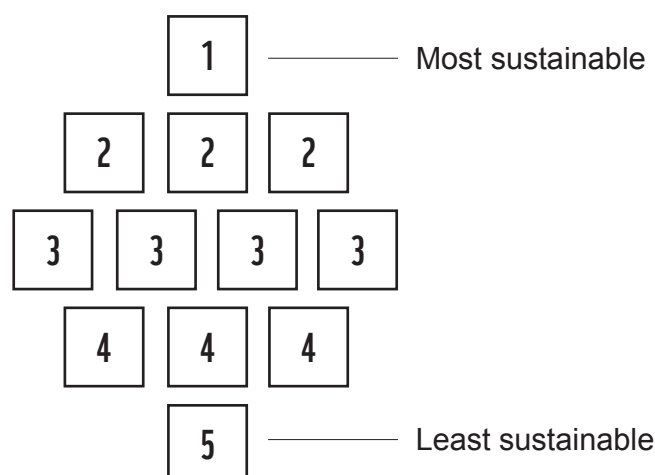
10+

You'll need:

- Pens
- Paper
- 'Journeys' and 'Travel trumps' cards made by photocopying and cutting up the resource sheets

What to do:

1. Sit in a circle and hand out pens and paper to everyone and ask them to draw a quick picture showing their favourite way of travelling.
2. In turn, ask members to hold up their drawing and explain why they like travelling in that way.
3. Make a list of all the different methods of transport named. Can the group come up with any others?
4. Set up the 'Travel trumps' cards on the floor. Ask the group to match each journey to the most suitable method of transport. Ask members to explain their choices.
5. Now place the modes of transport in order of sustainability, with the most sustainable first and the least sustainable last. Alternatively use a diamond ranking – see below. Discuss what the impact of using less sustainable methods of transport could have on the environment.



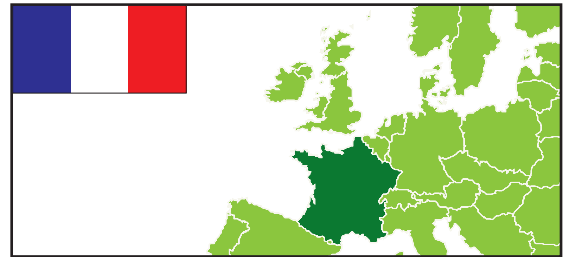


GETTING AROUND

Journeys



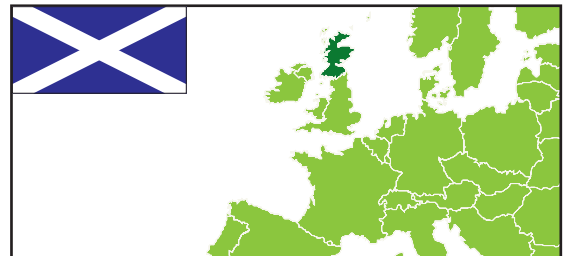
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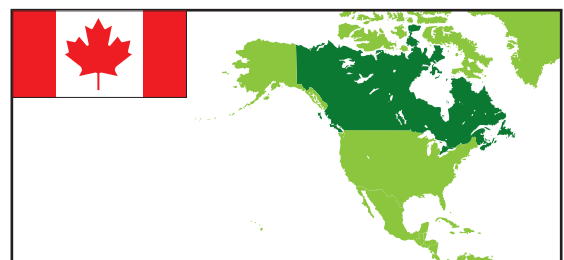
A trip to the supermarket



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GETTING AROUND

Travel trumps



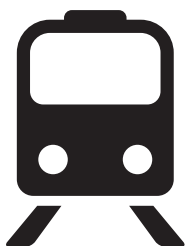
Car



Bike



Bus



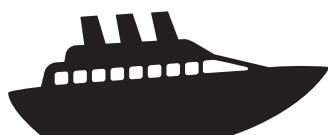
Train



Aeroplane



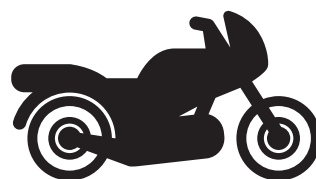
Walking



Ferry



Speedboat



Motorbike



Scooter



Skate board



Roller blades



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GETTING AROUND

Climate change film

Time:

30 minutes

Who it's for:

10+

You'll need:

'Climate change' cards

What to do:

1. Discuss with the group how transport contributes to climate change. Do different ways of travelling contribute to varying degrees?
2. What impact do members think climate change will have on our planet? How will this affect the people who live in it?
3. Split the group into smaller teams and give each team a 'Climate change' card which outlines some of the possible consequences of climate change on people around the world.
4. Ask each team to create a short sketch which could be filmed on why making positive choices for transport is important. After the teams have had five minutes to practise, get them to display their ideas in front of the rest of the group.
5. Recap that different parts of the world will be affected in different ways by climate change. Discuss what transport choices they could make to reduce their contribution to climate change.
6. Share your filmed sketches with other units and groups by sending them to **GreenAmbassadors4Youth@wwf.org.uk**



GETTING AROUND

Climate change

© Global Warming Images / WWF-Canon



Drought

Climate change is set to make extreme weather events more common. This could mean extended periods of drought which can destroy crops and kill livestock. China has experienced severe droughts that resulted in dust storms in several provinces.

© Global Warming Images / WWF-Canon



Increase in sea temperature

Climate change is causing the temperature of the sea to rise. When water is too warm, corals expel the algae living in their tissues, causing the coral to bleach. When a coral bleaches it's more likely to die – bad news for the millions of fish that call the coral reefs home. This may eventually mean that the people who currently survive by fishing around the reef will no longer be able to feed their families or earn a living.

© Albrecht G. Schaefer / WWF



Hurricanes and typhoons

Rising sea levels as a result of climate change mean that tropical cyclones and other extreme storms could cause much greater storm surges. These storm surges can destroy coastal communities and ecosystems, as was seen in New Orleans after Hurricane Katrina in 2005.

© Global Warming Images / WWF-Canon



Flooding

Climate change is set to make extreme weather events more common. This could mean serious flooding such as the floods experienced in Mumbai, India, during July 2005 which led to over 1,000 deaths.

© Wim van Passel / WWF-Canon



A change to the gulf stream

An increase in global temperatures could lead to an increase in water joining the North Atlantic from melting glaciers. Similar to events after the last ice age (10,000 years ago) this could stop the Gulf Stream (a warm oceanic current) and lead to a drop of around 5 degrees C in temperatures in Europe. Amongst other effects, this would be a disaster for farmers who grow crops which are intended for a certain climate.

© Wim van Passel / WWF-Canon



Rising sea levels

It is thought that climate change leading to melting ice in the Arctic could cause sea levels to rise by 5mm over the next 100 years. This could be a disaster for people who live in low lying countries such as Kiribati in the South Pacific as it would mean their homes would end up underwater.

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Transport debate

Time:

25 minutes

Who it's for:

10+

You'll need:

n/a

What to do:

1. Split the group into smaller teams. Explain that in order to try and reduce the extent of climate change, significant changes in our behaviour may need to be made.
2. However, explain that it is always difficult making changes as there will be a range of different opinions on the pros and cons of each change.
3. Put the teams in pairs and explain that they will be debating some contentious issues, one team for and one against.
4. This is a good opportunity to develop reasoning and persuasive skills so they should concentrate on putting their side of the argument forward as strongly as possible. Remind members not to speak over each other when debating.
5. They could debate the following issues:
 - Short flights should be made more expensive (if group members need help with this, explain that a significant proportion of the carbon emissions of any flight happen during take-off)
 - The government should spend money on building cycle lanes
 - Everyone should have to swap their petrol car for an electric car
 - School should be done via webcam to cut down on the journeys to school.



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GETTING AROUND

Transport orienteering

Time:

Dependent on the route and distance travelled – leader choice

Who it's for:

10+

You'll need:

- Orienteering sheets 1 and 2
- Maps
- Compasses
- GPS enabled phones (geocaching games only)

What to do:

1. Organise an orienteering game for your group in the local area. Be sure to consult your organisation's guidelines for managing these types of games.
2. First you will need to cut up the cards on 'Orienteering sheet 1', put them in containers and hide them, making sure to mark down the coordinates. Each card has a letter on it.
3. Split the group into pairs and hand each pair a copy of 'Orienteering sheet 2'. Each group will need to find all of the checkpoints and make a note of the letters they find on their sheets. Once they have found all of the letters they should rearrange them to see if they can spell out a particularly sustainable mode of transport. The answer is: Bicycle.
4. Give each pair a map and compass and the coordinates of the questions and let them set off in 5 minute intervals to complete the course. Mark down each pair's starting time and finishing time and award a prize for the fastest pair to find all the answers.
5. Alternatively you could add a hi-tech element to the game using geocache points. Find out how to set up geocaches at www.geocaching.com. Remember that members will need GPS devices to play the game (many smartphones are now GPS enabled).



GETTING AROUND

Orienteering sheet 1

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GETTING AROUND

Orienteering sheet 2

Navigate from point to point using your map, compass and the coordinates you have been given. At each point you should find a letter – once you have found it make a note of it below:

1.	2.	3.	4.	5.	6.	7.
----	----	----	----	----	----	----

Once you have found all the letters rearrange them to come up with the name of a particularly sustainable mode of transport. Write your answer here:

--	--	--	--	--	--	--



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Coin toss mystery tour

Time:

1 hour

Who it's for:

All ages

You'll need:

- A coin
- Hi vis jackets
- You may need to enlist the help of some parents for this activity.

What to do:

1. As a group set out from your meeting space on foot.
2. Make sure that you have enough adults to supervise the group effectively.
3. Each time the group reaches a corner or junction, flip a coin to decide whether to take a right or a left turn.
4. Do members see things which they normally wouldn't notice from the car?
Can they think of any other benefits to walking instead of driving (e.g. health, less effect on the environment)?
5. Leave enough time to return to your meeting place!



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Giant's house

Time:

20-30 minutes

Who it's for:

All ages

You'll need:

Nothing

What to do:

This is a fun game that can be adapted for different ages to get them thinking about different types of carbon-free, human-powered transport.

1. The basic game is that groups are given a limited time – eg 2-3 minutes – to create a moving model of a given object with their bodies. They must use everyone in the group, and the leader should judge in each round which is the best model.
2. For younger children, you can simply use ideas from the list below:
 - bicycle
 - rowing boat
 - toboggan
 - roller skates
 - scooter
 - walking

And for older children, you can ask the groups to come up with their own ideas of energy saving, human-powered transport and then demonstrate them in the Giant's House style.

Afterwards: ask members to decide which was their favourite mode of transport from the ones they performed. Would they like to use this to travel to school everyday? Or maybe they do already!