LEAF - At home activities

CLIMATE CHANGE

Compiled by: Learning about Forests (LEAF)

COVID-19 Response - Activities for LEAF schools

Introduction

The following contains LEAF related activities that can be done from home. We recommend that you use the sustainability audit as an introduction before going further into the activities. Please feel free to make changes to accommodate the the guidelines where you are located. The activities below are from Center for Environmental Education in India. We hope you like them!

Theme: Climate Change

Climate change is a wicked problem that can be hard to address. Acquiring knowledge about the basic concepts of climate change and inspiring children to see and make changes to their lifestyles could have a positive impact on the way they respond to news about climate change; and at the same time have a positive impact on their sense of responsibility for the environment.

LEAF - CLIMATE CHANGE AUDIT

The Climate change audit deals with issues related to climate change.

To help you get started on researching climate change here is a list of guiding background questions:

- What are the main reasons for climate change?
    - Which factors contribute to climate change?
- What has changed in our lifestyles to cause climate change?
- What consequences are there related to climate change?
- What impact does climate change have on our nature?
    - What does it mean for our forests?

To help avoid the increasing rise in temperature related to climate change we can all do something. Research what can be done to prevent climate change and reflect on the different actors that need to be involved, such as:

- What can you do?
- What can your school do?
- What can your government do?
- What role can trees, plants and forests play in this?

LEAF ACTIVITY: ENERGY REPORT CARD

Objective : To enable students to understand good and bad habits in relation to energy conservation.

Teaching Method : Audit

Teaching Aids : Large paper, pencil

Group Size : Individual

Duration : One week for audit and 30 minutes for discussion

Keeping computer, monitor and other home appliances on stand-by mode adds to the electricity bill and generates greenhouse gases. Switch these off when not in use.

CEE
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LEAF ACTIVITY: ENERGY REPORT CARD

Introduction

Energy conservation is not optional, but essential. At an individual level energy can be saved in some simple ways—by changing energy wasting habits and lifestyles. Such changes in habits do not cost any money but the savings are manifold.

How to Do?

Together with the students, compile a list of good habits with regard to energy conservation. Ask each student to make a list of these good habits and tell them to monitor their energy habits with the help of this. A sample is given below:

Energy Habit	Always Do	Sometimes Do	Never Do
• Turn off the light when I leave the room • Turn off the fan when I leave the room • Walk to School • Close refrigerator door quickly • Cover vessel with a lid while cooking • Use mains rather than batteries			

Recap and Discussion

Discuss how in Electricity bulbs, the per unit rate is linked to consumption slabs. The more you conserve, the more you pay per unit.

Discuss good habits for saving energy in the neighbourhood.

Evaluation

Observe whether students follow good energy habits in the class and school (ensuring that fans and lights are switched off when they leave the room)

Home Assignment

Ask students that they should get every member of the family to fill in the table above and give each member a "Energy Wise" star rating on a scale of 1-5 with 5 stars being the best energy saver.

Kilowatt - 1000 watts. A unit of measure for an amount of power. Light bulbs usually specify how many watts they use. The standard tubelight bulb is 34 watts.

LEAF ACTIVITY: WHERE DOES WATER COME FROM?

Objective : To identify the source of the water used in our homes.
To understand that provision of water is an important service provided by the government.

To understand that water is becoming a commercial product

Teaching Method : Observation/interview/research

Teaching Aids : Writing material

Group Size : Individual

Duration : One day for survey, 30 minutes in class

For many of us, water simply flows from a tap, and we think little about it beyond this point of contact. We have lost a sense of respect for the wild river, for the complex workings of a wetland, for the intricate web of life that water supports.

Sandra Postel

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LEAF ACTIVITY: WHERE DOES WATER COME FROM?

Introduction

Rivers are the source of water to many cities, though they are not situated along side a river. In case of some cities water from the ground is used. Water from distant sources are pumped and transported in larger pipes over great distances.

For many people in towns and cities water is easily available in the sinks and bathrooms of their homes. But, not so long ago people fetched water from a common source like ponds, wells, streams, hand pumps and public taps in pitchers and pails. With technology, access to water has been easy and there has been a manifold increase in water use.

How to Do?

Ask each student to find out from parents and others in the neighbourhood from where they get their drinking water and water for other domestic uses.

- Is there a direct connection of water supply to the house?
- Is there running water at all times of the day or does it come only at fixed times?
- What is the source—borewell, river, lakes etc
- How far is the source?
- How is it supplied?
- Is it treated before the supply?

Do you have to buy drinking water in bottles? Find out the source of the bottled water, procedures to purify and market it, the price of the water, etc.

Many of us also get water sources like open wells and bore wells. Ask them to find out who got the wells dug, who maintains them, how many people use water from the source, etc.

Also help students find out the amount of water tax and other taxes paid to the municipal authorities. Water tax is for supplying drinking water to homes. Municipalities also collect some amount for maintaining sewage drains and treatment of sewage.

Recap and Discussion

Based on the information obtained by the students and you, discuss the different aspects of water availability and supply. The points below will help you to guide the discussion.

Water is available in our home because someone fetches it for us, is provided by the municipality or the panchayat. The role of local authority in providing water to the residents—includes supply costs, maintenance costs, etc.

How is the water stored at home—in overhead tanks, in water drums and pots, buckets, etc.

Why do you think, people now a days need to buy drinking water in big bottles and pouches?

Evaluation

Imagine that you are going to meet the person from society/panchayat/municipality who is the in-charge of the water supply. What are the questions the students will ask this person?

Home Assignment

Is there a well or bore well where you live? Was it made by the municipality/panchayat, housing society or by your own family? Is the water pumped from the well to a common tank? Who pays for the electricity charges for pumping up the water to your society or colony?

Find out if your family any charges for water supply to the municipality/panchayat/society. What are the charges for and how much is it?