

Tasks for Berlin

1. Students will be assigned a group before coming to Berlin (see below).
→ make sure that at least one student from each country has to work on one group topic
2. The content/answers of it have to be brought to Berlin (digital, newsletters etc.)
→ be aware that topics need to be completed
→ each student has to answer all given tasks
3. We'd recommend you to assign good students a more difficult topic than to weaker students or assign a difficult topic to two students.

Group 1

Explain the greenhouse effect – visualize it.
Rank the top ten greenhouse gases.
Name factors that influence climate change (mankind, substitutes etc.).
What produces these greenhouse gases? (cars, airplanes, hairspray, meat etc.)

Group 2

Name and explain policies of government in the past 30 years to reduce greenhouse gases / to protect environment for your own country.
Name technologies invented to help reduce climate change/greenhouse gases.

Group 3

Define the carbon footprint.
Define the ecological footprint.
What can I personally do to reduce greenhouse gases? (List things)
Hence, what is the effect on the carbon footprint? (WWF website will help)
How high was CO₂ emission per capita for your country and EU in 1900, 1950, 1980, 2013?

Group 4

Explain the difference between climate, weather and temperature.
Name and shortly describe the climate zones of the earth.
Find out about changes of temperature in your country (Germany, Turkey, Italy or Czech) in the past 100 years
→ hottest and coldest day of every decade (temperatures)
→ average temperature of every year 1900 – 2010 (visualize it in a line graph)
(Wikipedia will help)

Group 5

Define the terminology of environmental protection. Who coined the term?
Environmental protection and its history (e.g. in a timeline) for the following:
Czechs find out about environmental protection in Ancient Greece and Ancient Rome.
Italians find out about environmental protection during the Middle Ages.
Turkish find out about environmental protection during the Industrial Revolution.
Germans find out about environmental protection in Modern History.

Group 6

Artists display climate change and environmental protection in movies and songs.
Find movies and songs and explain about what they are, what problems, disasters, catastrophes are discussed in them. (Each nation has to find 10)
(At least one song or movie has to be from an artist of your nation)

Working Plan

As an introduction to the topic we'll watch the movie: Al Gore's An Inconvenient Truth

In Berlin students will work according to the following plan

Stage 1

The groups will now work together (multicultural groups).
They will put together all their information in a brochure, songs, timeline etc.
Also they have to form questions about their own topic → later used for a quiz.

Stage 2

We will then work on stations.

→ each group will go to the table of the other groups and learn all about the other topics independently

Meanwhile students from the OSZ IMT will program a quiz with the questions that were formed earlier.

Stage 3

Students will now play the quiz and test their knowledge (Who wants to protect the environment).

A winning group will be determined.

(Suggestion: One group will be formed to work on T-Shirt)