

# **Climate Change Red Rover (Full Version)**

## Purpose:

To explore how the greenhouse effect moderates the Earth's temperature.

To understand how adding or subtracting carbon dioxide and methane from the Earth's atmosphere changes the greenhouse effect.

To explore the human element of climate change, specifically different actions that contribute to and can prevent the emission of gases that cause climate change.

## Objective:

To have students play one or more rounds of Climate Change Red Rover. During the game students will explore how the greenhouse effect works, and what role humans play in increasing or helping to avoid emissions that impact the greenhouse effect and lead to climate change.

## Time: 20+ minutes

## Materials:

- Instruction Sheet
- Poster of the Sun
- Poster of the Earth
- Four small cones
- 40 x Climate Change Cards (Energy, Water, Transportation and Everything Else categories.)

### Preparation:

Note: adjust the size of the space for this activity relative to the size of group playing the game.

- 1. Read through the game instructions in preparation for playing the game.
- 2. In a large empty room (gym or other) place the Sun poster on one wall and the Earth poster on the other.
- 3. In between, slightly closer to the Earth, place the cones in two lines, about 1.5 metres apart to represent the Earth's atmosphere. Make the "atmosphere" just large enough so all the participants in the group could stand between the lines with their arms out and just barely touch each other.

Procedure:

See the Instructions Sheet.



#### Extension:

- 1. Try playing this game at your school. If you have more time, draw one card at a time and play out the game. This way you get to run more!
- 2. Have the students write their own Climate Change Game cards from things that either emit greenhouse gases, avoid producing these gases, or help to store the gases. You may want to have different groups investigate different parts of the Climate Change issue as background information.
- 3. Have the students write down one thing they can do to reduce their greenhouse gas emissions. Encourage them to set a realistic goal that they will try to achieve. Put these up somewhere in your school (perhaps as leaves on a green tree display) and check back a few weeks later to see how each of the students is doing with their commitment.
- 4. Read through the Carbon Cycle Story with your group to better understand how Carbon cycles through the environment and the important role it plays for all living things on the Earth.

## **Climate Change Red Rover Instruction Sheet**

## Game 1: A Healthy Climate and the Greenhouse Effect

- 1. Ask the group if they have ever heard about global warming or climate change and to share what they know.
- 2. Explain that the concept of global warming/climate change can be difficult to understand, so we will be exploring it using a game similar to "Red Rover".
- 3. One end of the room is the Sun, the other the Earth's surface. The cones in the centre represent the Earth's atmosphere. The lines on either side mean you've fallen off the edge of our Earth.
- 4. There are **four main roles**, ask for volunteers as you describe them:
  - The Sun (1 person)
  - Methane gas (1 person)
  - Carbon Dioxide (2 people)
  - Solar energy (remaining people)

If you have a large area, you can add additional methane and CO<sub>2</sub> at a 1:2 ratio.

Aim of game: For the solar energy (students) released by the Sun to touch the Earth and warm it up and then bounce back out into space. If we do this right, we get the perfect amount of energy to keep the Earth warm, but not overheat.

**The Sun** - releases solar energy (students). They will release one 'solar ray' every few seconds. *Tip: the sun controls the speed of the game, choose an adult or older student.* 

**Carbon Dioxide (CO<sub>2</sub>)** - is a very common gas we breathe out. Trees absorb CO<sub>2</sub> from the atmosphere and use it to grow. In this game,  $CO_2$  **kneel facing the Earth** in the atmosphere. Solar rays (students) will run to the Earth to warm it up. If the solar rays touch a  $CO_2$  on the way out they have to bounce back to the Earth and then try to leave again.  $CO_2$  wants to block sunlight from escaping, they can bend and twist, but they CANNOT move their legs!

Show the CO<sub>2</sub> and methane where you want them in the atmosphere. have adults help

**Methane gas** - is a much less common gas than  $CO_2$ . Methane is 4 times more reactive as a greenhouse gas than  $CO_2$ . This means they are 4 times better at catching solar rays. Methane gases **stand facing the Earth** and can lean out, bend, twist - anything but move their feet.

**Solar energy** - Remaining students should line up single file along the wall by the Sun. When the Sun taps a solar ray on the shoulder, they are released! At first they have a LOT of energy so they can't be stopped by  $CO_2$  or methane. When they touch the Earth they give away a lot of energy so they can no longer run - **have to walk.** The longer

they are stuck, the more energy they lose and the slower they move. If they make it out of the atmosphere without getting touched, they can get back in line to be a new solar ray.

Demonstrate to the group how a solar ray should act.



- 5. **Play one round.** When you hear "freeze" the game is stopped and you need to freeze where you are. We are going to play several rounds of the game.
- 6. Debrief: You have just demonstrated how the Greenhouse effect works! The Earth needs solar energy to be warm. The students bouncing around between the Earth and the atmosphere represent heat energy. If Earth didn't have an atmosphere, like the moon, there would be no way to trap heat from the Sun and the Earth would be as cold as outer space. If the Earth had too thick of an atmosphere, like Venus, it would be too hot and nothing would be able to live. You have just demonstrated how a healthy atmosphere works to heat the Earth and keep it not too hot and not too cold.

## Game 2 - Climate Change

- 1. Ask everyone to gather around. There are natural processes that can affect the atmosphere, forest fires release carbon dioxide, volcanoes send up ash that can block out sunlight. These are normal events that the Earth can adapt to.
- 2. Hand out 5 climate change cards. Huge amounts of energy is stored in coal, oil and natural gas. By burning them, we are releasing carbon that has been stored underground for millions of years into the atmosphere these are called carbon sources. By cutting down trees or polluting the oceans we are also affecting the Earth's ability to clean carbon out of the atmosphere the things that collect carbon dioxide and store it are called carbon sinks. These climate change cards represent some of the things humans are doing to change the atmosphere and by doing so, changing the temperature of the Earth.

If you have more time, you can select more cards, or play multiple games.

You want to add enough cards to make it difficult for the Solar energy to escape the atmosphere.

- 3. **Reset the game.** Have each person that has drawn a climate change card read it out and add or subtract CO<sub>2</sub> and methane as indicated.
- Play a second round of the game. When all the "Sun energy" has been released, ask the students if they noticed anything different about the game that time.

Most if not all the solar energy will be trapped in the atmosphere showing that the Earth is hotter on AVERAGE.

5. **Debrief:** This version of the game is similar to what is happening to the Earth right now, humans are changing the atmosphere and causing the Earth to become warmer. This is called climate change sometimes, incorrectly, called global warming.

The changes in the atmosphere are causing the average temperature on Earth to increase, which causes weather patterns to change. Some places will be colder and cloudier, others will get more rain, still others may get hotter and experience drought. This is why it is called climate change. The Earth's overall temperature only needs to increase 1 or 2 degrees before we will experience climate change. In the short term, climate change means more extreme weather events. In the long term a hotter planet means melting glaciers, sea level rise and flooding. The hotter the Earth gets, the more extreme these changes will be.

## Game 3 - Stopping Climate Change (Time permitting)

- 1. Expalin that the good news is, there is a **lot we can do to reduce the CO<sub>2</sub> and methane** we are producing.
- 2. Ask the students for **suggestions** to reduce the amount of energy, water or transportation we use or to change our habits to buy less stuff and produce less waste. Some examples:
  - a) Planting a tree will reduce the CO<sub>2</sub>, but only until it is harvested or decomposes.
  - b) Walking to school instead of driving reduces CO<sub>2</sub> emissions.
  - c) Eating one less meat meal (esp. beef or lamb) reduces methane emissions.
  - d) Installing solar hot water when building a new house instead of natural gas heaters.
  - e) Turning off lights, computers and video games when they aren't being used.

For every suggestion, remove some of the "gases" from the atmosphere.

- f) Preventing water pollution protects Phytoplankton in the ocean one of the largest "carbon sinks".
- g) Buying local and only what you need.
- 2. On your own, **think of one thing you can do** this week to reduce  $CO_2$  or methane emissions. When your ready, share your idea with another person in the group.
- 3. Time permitting, play a new round of the game, with the improved atmosphere.









#### **Totally Bananas!** Near or Far? **Falling Flat** Your family is moving You stop at the gas Your at the grocery store and has to decide on station and the attendant and your mom asks if a house. One is small. tells you your tire close to school and has you would like an apple a lot of buses. The other pressure is low and you or a banana for a snack. house is HUGE! Your should add some air. You chose bananas even bedroom would be big, Your mom wants to do it though you know the but you would have to but you insist you are in apples are grown locally drive to school (it is too too much of a hurry and but the Bananas were far to bike and there are leave with out filling them flown in from Ecuador! no buses). You convince up. your parents the big house is better. Add 2 CO<sub>2</sub> Add 2 CO<sub>2</sub> Add 4 CO<sub>2</sub> Climate ∆ Card Climate ∆ Card Climate $\triangle$ Card DC DC DC **Planning Problem** Share More Too Idle Your friend's birthday is Your family has an old You are waiting to pick car that they will have coming up and you want up your friend to go to see a movie and your to get them a present to get rid of soon. They from a store across town. older sister wants to turn are thinking of joining a You know you have to car co-op, where they the car off while you are ao over there on the can share a car with waiting for your friends weekend for your tuba to come out of the house others and only use it lesson, but you really but you ask her to leave when they need it, but want to pick up the you convince them to the car running so the get the new SUV you gift today. You decide back seat doesn't get to make a special trip like instead. chilled. She agrees. instead of waiting a few days. Add 2 CO<sub>2</sub> Add 4 CO<sub>2</sub> Add 2 CO Climate ∆ Card Climate ∆ Card Climate $\triangle$ Card DC $\mathbf{D}\mathbf{C}$ DC: Climate Change Card Climate Change Card **TRANSPORTATION** TRANSPORTATION **Climate Change Card** Climate Change Card TRANSPORTATION TRANSPORTATION **Climate Change Card Climate Change Card** TRANSPORTATION TRANSPORTATION





Background Information - Climate Change Red Rover - Under Development