

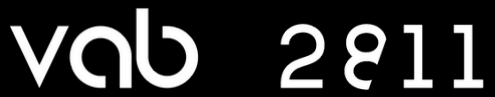
**CLIMATE
JUSTICE
CAMP
Berlin!**

5. - 6. JULI 2023

**Schule am Tierpark
Friedrichsfelde
10319 Berlin**



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During the **5th and 6th of July 2023**, **8th-grade students** participated in an enriching **Climate Justice Camp** at **Schule am Tierpark in Berlin (Lichtenberg)**. This camp focused on *Citizen Science*, an approach in which **scientific knowledge** is obtained from individuals not working full-time in the discipline's associated science. This **innovative approach** allowed youth to explore **critical aspects of their urban environment**.

They eagerly delved into **hands-on activities**, measuring **fine particles** in the air, **surface temperature variations** across different city areas, and mapping out **green spaces**. Through these exercises, they gained valuable insights into their neighbourhood's environmental challenges.

By understanding the impact of **air pollution** and the **urban heat island (UHI) effect**, the students recognised how these issues disproportionately affect vulnerable communities, highlighting the importance of **environmental and climate justice**. This awareness fueled their desire to advocate for positive change and promote more equitable living conditions for all residents.

The camp fostered **collaboration** and **discussions** among the students, encouraging them to brainstorm **innovative solutions** to address the identified environmental disparities. With newfound **knowledge** and a **passion** for climate justice, they left the camp **empowered** and **motivated** to make a difference in their community.

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1. KICKSTART

During our Kickstart event, our **facilitators** and the **guests experts** warmly introduced themselves to the students, setting the tone for an **engaging** and **insightful session**. We started with fun games and warm-up activities to create a relaxed and enjoyable atmosphere.

Following the warm-up, we proceeded with a quiz round carefully crafted to gauge the students' **knowledge of climate change and justice**. The quiz questions covered crucial topics such as greenhouse gases, the impact of human activities on climate change, the role of industrialised countries, and identifying the most affected and vulnerable populations.

After the quiz, we presented the students with **news articles** addressing climate justice on a global, regional, and local scale. **Working in groups**, they analysed the situations presented in the articles and shared their insights with their classmates. During these discussions, they delved into the problems, identified the underlying causes, and brainstormed possible solutions.

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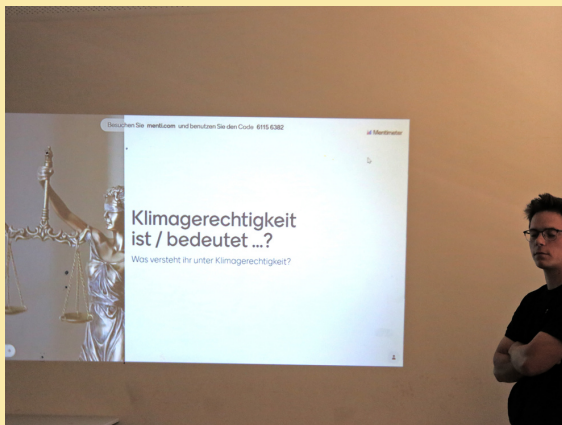
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1. WARMING UP



2. CLIMATE JUSTICE - QUIZ



3. CLIMATE JUSTICE - FUTURE NEWS



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2. EXPERT INPUTS

Following the initial round of introductory activities, our experts from the **Berlin Ministry of Environment (SenUMVK)** took the stage to deepen the student's understanding. They shared valuable knowledge about **air pollution** and **fine particle measurements**, explaining the distinctions between **particulate matter (PM) 2.5** and **PM10** and their **impact** on living organisms. Additionally, they provided essential information about the **measuring instruments** and how to operate them effectively for the upcoming fieldwork.

Subsequently, our expert from **Grünberlin** presented how the city is proactively tackling climate change through its **park and public space projects**. He elaborated on these initiatives' primary objectives and challenges while emphasizing the pivotal role these green spaces play in **addressing environmental and social concerns**.

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EXPERT GUESTS: SEN-UMVK - GRÜNBERLIN



Dr. Andreas Kerschbaumer – SenUMVK Berlin



Ulrich Nowikow – Grünberlin

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3. FIELDWORK ACTIVITIES

With newfound knowledge, the participants eagerly stepped into the shoes of environmental experts, embarking on an important mission to measure and analyse various aspects of their urban environment. Armed with **measuring instruments**, they ventured into their neighbourhood, gathering crucial data on **air pollution, surface temperature**, and **the quality of green areas**. These valuable findings would later serve as the foundation for their project ideas.

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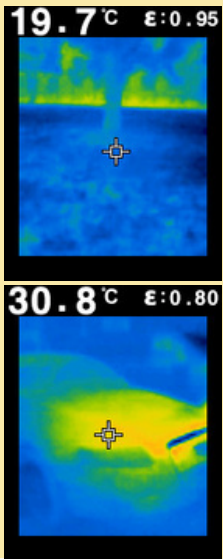


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1. MEASURING SURFACE TEMPERATURE

The students participated in an activity to measure the **surface temperature** of their school's surroundings. To observe **temperature variations**, they used infrared thermometers to explore different areas in their neighbourhood, including shaded spots and sunlit areas, pavement, buildings, cars, and plants. They recorded their findings and learned about **microclimates** and their impact on the local environment.



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2. MEASURING FINE PARTICLES

The students, accompanied by experts from the Ministry of Environment Berlin, measured the **air quality** in the surroundings of their school. Armed with specialized **particle monitors**, they set out to explore various locations in its vicinity. They carefully observed and recorded **particulate matter** (PM2.5 and PM10) and **coarse dust** (>PM10) levels in different environments, including areas near busy roads with heavy car and bus traffic and construction sites.



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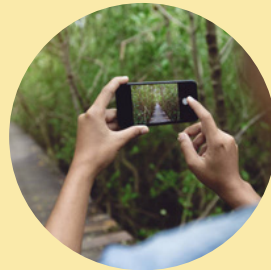


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3. GREEN AREAS ASSESSMENT

The students engaged in an activity to evaluate the **quality of green areas** surrounding their school. Using their cellphones, they captured photographs of various green spaces, including parks, gardens, street trees, etc. During their exploration, the students observed and documented the condition of the green areas, paying attention to factors such as **vegetation health, cleanliness, and overall maintenance**, as well as what value they give to such sites.



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4. DATA ANALYSIS

According to the **information** they gathered during the field trip and using coloured **stickers** and **post-its**, the students marked on the map the places where they noticed more or less air pollution, green spaces, higher temperatures, etc. They also reviewed their photos and discussed their findings.

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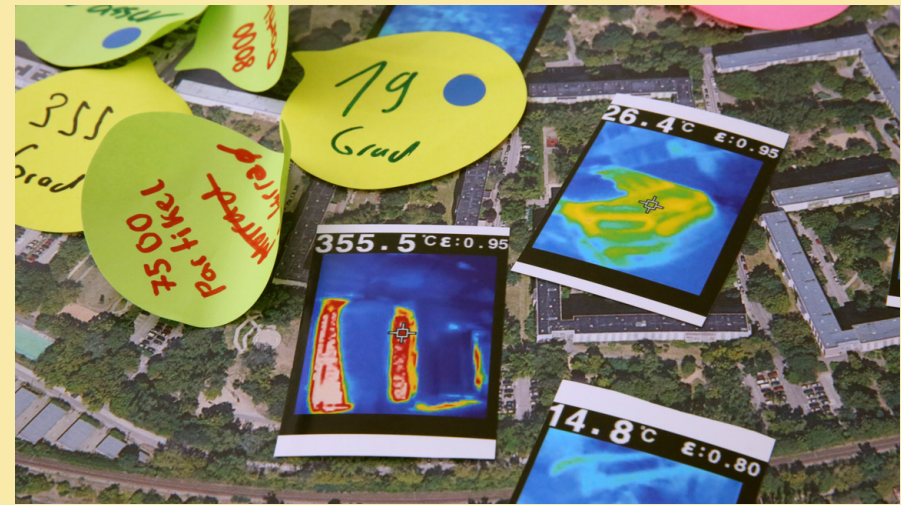


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MAP YOUR NEIGHBOURHOOD

The students gathered all the information on day one, including their notes, infrared pictures, and images captured with their mobile phones. They arranged these **materials** around the map and started **identifying** the locations they had visited and where they had taken **specific measurements**. After analysing the data, they marked the map to indicate varying levels of air pollution, green spaces, higher temperatures, and other factors based on their findings. To represent different intensities of **well-being**, they creatively used colour stickers and **sticky notes**, effectively illustrating where conditions were more or less favourable.



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5. PROJECT DEVELOPMENT

In collaborative teams, the students embarked on a **systematic process of conceiving and planning their project**, starting from the initial brainstormed ideas and culminating in its final implementation. This comprehensive journey involved several stages and activities geared towards transforming their **concepts** or **proposals** into **tangible** and **successful projects**. Throughout the process, they examined the project's feasibility, scope, objectives, needed resources, and potential risks, crafting a step-by-step **implementation plan**.

Finally, they confidently presented their project ideas to their classmates, opening the floor for discussions and constructive feedback, with a particular emphasis on climate justice. Encouraged to engage in **critical** and **systemic thinking**, they actively discussed and analyzed each other's proposals, considering how their projects could promote climate justice in their communities.

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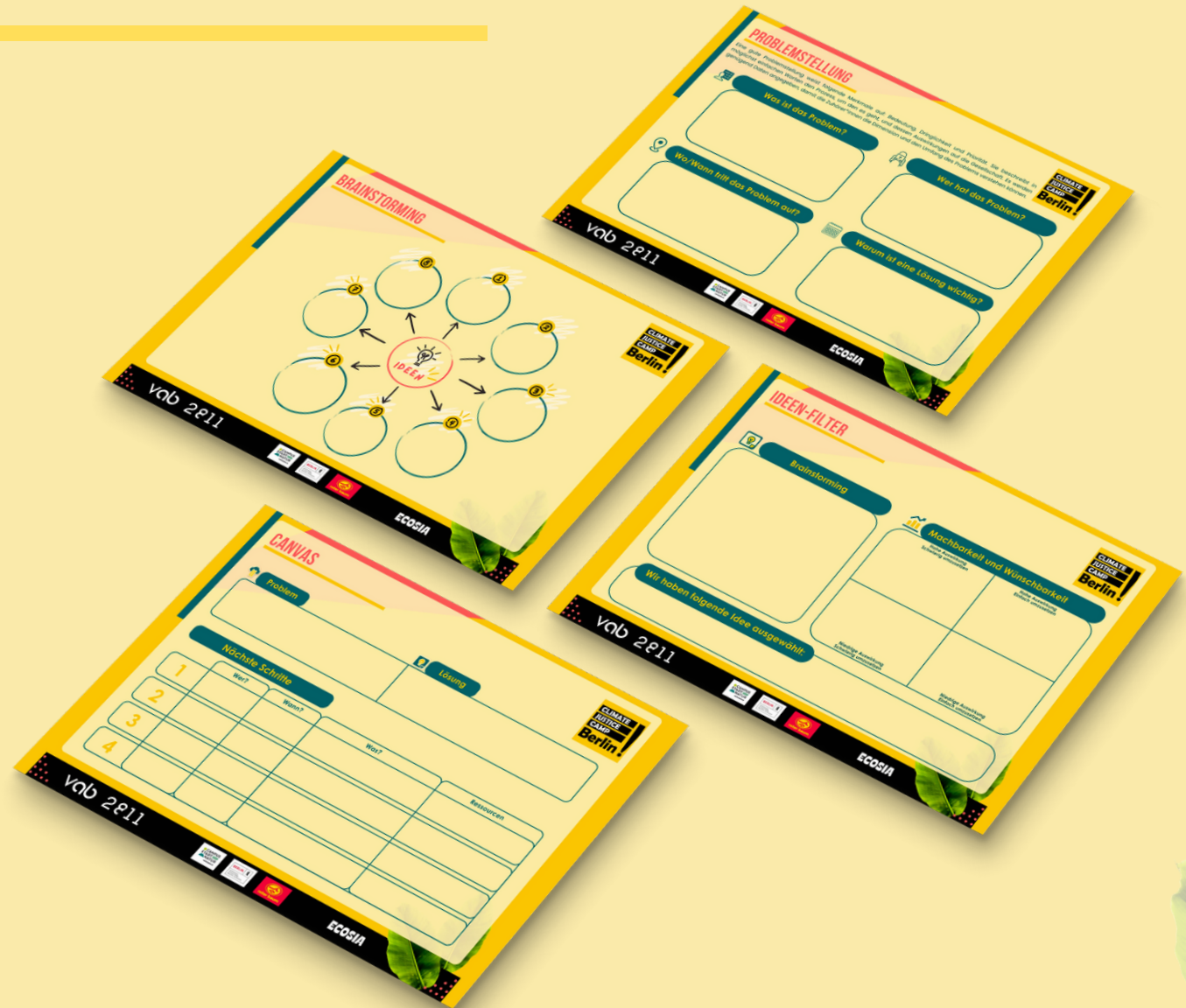
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CANVAS TEMPLATES

The students diligently engaged with the camp templates specially tailored for them to conceive and plan their project, progressing from the **initial brainstormed ideas** to the **final step-by-step implementation plan**.

These four templates encompassed various stages and activities aimed at transforming their conceptual ideas into **concrete and tangible projects**. During this comprehensive process, they thoroughly examined the feasibility, scope, objectives, required resources, and potential risks, resulting in a simple yet robust implementation plan.



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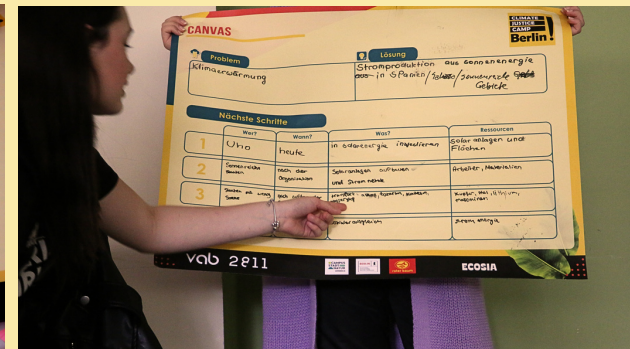
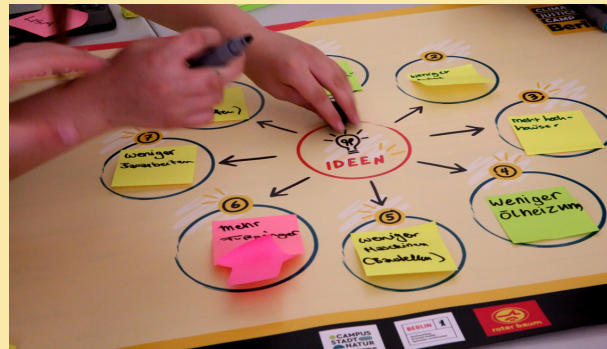
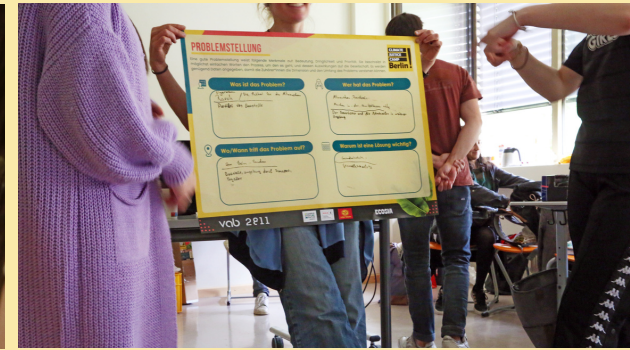
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TEAMWORK AND PRESENTATIONS

In groups, with the **guidance** of facilitators or experts from day one, the students immersed themselves in the templates, learning how to transform their conceptual ideas into projects that addressed specific issues and promoted climate justice. They engaged in **discussions** and **iterative refinements**, considering each step of the process through a climate justice lens. Collaborating closely, they learned the art of **active listening**, **supporting** and **empowering** one another while making the most of the **feedback** they received.

Ultimately, they presented their projects and ideas to the rest of the class, explaining the **significance of their initiatives** and highlighting how their endeavours aimed to benefit the most vulnerable communities impacted by environmental challenges.



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CLIMATE JUSTICE CAMP Berlin!

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This event was co-organised by Via Austroboreal e.V. and 2811 Social Enterprise UG,
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For further information, please contact us by e-mail at: info@via-austroboreal.de

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