

# #1 METHODOLOGY PROJECT

## CLIMATHON

### MAIN SUBJECTS

Any climate change related local challenge

### AGE GROUP

8 - 18 years

### STAKEHOLDERS

Teachers, communities, local experts



A “climathon” (climate+hackathon) is an initiative that has been brought to life by the Climate-KIC organisation (<https://www.climate-kic.org/>). Using a project-based pedagogy over several months, students go through two major steps: **one “climathon” day**, which is used to **think about solutions to a local climate change related challenge**, and **one day dedicated to general feedback**.

In the city of Strasbourg, France, three climathons were setup in 2021—and one across the border, in the town of Fribourg, Germany—thanks to the collaboration between a local science structure, the MPLS Alsace, the OCE, and some really motivated teachers. Each school chose to focus on a particular topic and involved around thirty students:

- **Mobility:** how to develop alternative ways to go to school in order to reduce the carbon footprint associated with existing methods of transport.
- **Urban heat island effect:** how to reduce the urban heat island effect in the school’s neighbourhood.
- **Climate change awareness:** how to make school students care about climate change.
- **Collective catering:** how to reduce the ecological footprint of the school canteen.

During the climathon day, students were able to approach experts from different areas of expertise (climate science, urban planning, mobility, etc.) in order to familiarize themselves with their specific challenge.

The second part of the day was focused on team work, and thinking about various solutions and their implementation (*who will be involved? how much will it cost? what steps might follow?*).

At the end of the climathon day, some schools asked a jury to vote for the most relevant solution: for ex-

### TESTIMONY

**PAUL KOPP, BIOLOGY TEACHER**

*We are used to initiating a number of actions within the framework of sustainable development and have also received a French label for schools involved in sustainable development. In this context, we have already invited one or two partners for a particular activity several times, but never so many partners at the same time on the same day [as at the climathon].*



ample, to tackle the urban heat island effect, the award went to a balcony greening contest, encouraging residents to put plants on their balconies.

The next step is for both students and teachers to ensure that the project actually happens, with or without the involvement of external stakeholders, and the results can be presented on the feedback day at the end of the school year.



A group of students working on an experiment demonstrating greenhouse effect.



**TESTIMONY**  
**OLIVIER DORVAUX, PHYSICIST**

*We held a rather interactive question-and-answer session with the students; they really played the game well and it was very pleasant. In the afternoon, I worked with them on the theme of carbon balance: Are there ways to reduce CO<sub>2</sub> and ways of sequestration? If we manage to trap all the greenhouse gases emitted by energy production, does that solve the problem? The answer is yes; now we need to know how to trap them, how it works and see if it is effective. It's an idealistic answer, but nevertheless there are different ways to capture CO<sub>2</sub>. In any case, I felt I was being useful as a scientist!*

**TIMELINE**

