



## Plant-For-The-Plant

Felix Finkbeiner, Plant-For-The-Planet  
Germany

### ☀ Call to Action

**Help save the world, one tree at a time. Download the Plant-for-the-Planet app and share your stories! Follow Felix's advice: Stop talking. Start planting! Follow Felix on Twitter @FelixFinkbeiner and [www.plant-for-the-planet.org](http://www.plant-for-the-planet.org)**

### ☀ Values

- Determination
- Internationalism
- Leadership
- Optimism
- Environmentalism

### ☀ Lessons Learned

**No matter how young or old we are, we can always learn from each other.**

**In helping the planet heal, we help ourselves grow.**

**Dream big and you will achieve great things!**

**When Felix was five years old, he got a present: it was a stuffed polar bear, almost as big as himself.**

Four years later, when he prepared a presentation about the climate crisis for his classmates, he realized that his beloved polar bears were in danger. He came up with a simple but effective solution for the problem: planting trees. He started working on this project with just his classmates, but soon other schools joined in. That was the beginning of Plant-for-the-Planet, an organization that today has over 75,000 members and has planted more than 14 billion trees. But Felix has more ambitious plans: he wants to plant one trillion (that is, one thousand billion) trees all over the world. "Planting trees is the easiest thing we can do to alleviate the climate crisis, and everyone can contribute," he says.

### ☀ Language Arts

**Choose one species that is currently endangered due to climate change.** Write and deliver a three-minute speech to your class about this species: why it is endangered, what efforts are being made to preserve it, and how people can get involved in conservation issues to help this particular species. After you are done presenting, give your classmates a copy of your speech.

**After everyone in your class has delivered their speeches, break up into groups of three or four people.** Select three of the speeches that were given (not yours or anyone else's in the group). Discuss among yourselves how the speech affected you, if it changed your opinion on this matter (and why or why not), and what were the most effective strategies the speaker used in the speech. Write down your answers as a group and then discuss them with the class.

**Working with your group, create a 20-minute lesson about the importance of reforestation in one area of the world**

(each group will be assigned a different area). Your lesson must include handouts, an oral presentation, a video, and a short quiz to be administered at the end. You will teach your lesson to your class and grade their quizzes at the end. After you grade their quizzes, write a one-paragraph reflection essay about which parts of your presentation seemed to work better than others, and how you can hone your education skills in the future.

**Germany has been one of the world's pioneers in sustainable living.** How and when did this shift begin? How has it changed the country? Using a poster board, create a timeline of the sustainability movement in Germany over the past 50 years.

## STEM Activities

In this [activity from NASA.gov](#)<sup>1</sup>, students use satellite data to study changes in temperature and snow-ice coverage in the South Beaufort Sea, Alaska. They will then correlate the data with the United States Geological Survey(USGS) ground tracking of polar bears and relate their findings to global change, sea ice changes, and polar bear migration and survival.

Using this [lesson guide from Calacademy.org](#)<sup>2</sup>, students will learn about and model the carbon cycle, and explore ways in which human actions play a role in this cycle.

In this [lesson plan from Cumberland River Impact](#)<sup>3</sup>, students will measure their carbon footprints using online tools. Then they explore how much carbon dioxide is stored in a tree and calculate how many trees they would need to plant to cover their own personal carbon footprint.

**A nuclear power phase-out is the discontinuation of usage of nuclear power for energy production.** Since the March 2011 Fukushima nuclear disaster, Germany has permanently shut down eight of its 17 reactors and plans to complete the nuclear phase-out by 2030. What alternative energy sources is Germany using to replace nuclear energy? Are they sustainable and environmentally friendly? If not, what are some other sustainable sources they could use?

## Sustainability Innovations

**In addition to the work of Plant-for-the-Planet, there are many apps that are focused on tree planting:**

- **Forest App:** This app is a productivity app that plants trees while you focus on other tasks. If you turn on your phone, your tree dies, and you have to start over. As you plant trees, you gain credits towards planting trees in real life. Take a look at the [Forest App](#)<sup>4</sup> and the description of its new features.
- **Ant Forest App:** This China-based app allows users to gain points based on making eco- friendly decisions like bringing plastic bags into stores or paying bills online. These activities allow the points to be converted into virtual trees representing trees planted. Result: over 120 million trees planted from users. This [article](#)<sup>5</sup> highlights the Ant Forest app and how it is making positive changes to our carbon footprint.

**View the global map on [Plant-for-the-Planet](#)**<sup>6</sup>, and identify the restoration program closest to your location. How can you donate to or otherwise assist this project?

**Research the tree planting projects that [The Nature Conservancy](#)**<sup>7</sup> is leading in Brazil and the U.S. How do they differ, and what can students do to participate?

## Sustainability Career Pathways

**Tree Planter.** It may not be the most lucrative career path, but tree planters get to spend their days outdoors; travel; and do something good for the Earth--planting trees! Here is a [look at what a day in the life of a tree planter<sup>8</sup>](#) is like, and here is a look at [qualifications, expected earnings, and an opportunity<sup>9</sup>](#) to apply to plant trees (for Canadians).

**Agroforester.** Although forests are increasingly being cut down and replaced with unsustainable forest plantations of lumber or palm oil, the field of [agroforestry<sup>10</sup>](#) is rapidly developing. Agroforestry is the sustainable farming of forest crops--from coffee and cocoa to maple syrup and mushrooms. Want to learn more about this field? [Visit here<sup>11</sup>](#).

**App Designer.** Increasingly, people aren't just exploring the world through the internet, but also through numerous smartphone apps. This is another potential way to use [technology to help educate and encourage more sustainable living<sup>12</sup>](#), designing anything from a tree planting counter or a carbon calculator to apps that help you borrow or buy used instead of new stuff .Want to get into app design? [Here's a good starting point<sup>13</sup>](#).

- 1 <https://myasadata.larc.nasa.gov/sites/default/files/2018-12/March%20of%20the%20Polar%20Bears-%20Global%20Change%20Sea%20Ice%20and%20Wildlife%20Migration.pdf>
- 2 <https://www.calacademy.org/educators/lesson-plans/carbon-cycle-role-play>
- 3 <https://docs.google.com/document/d/1q1YcuulxR3npQTum4QSL1WD0cQN2y6bGXp36QjR1eNQ/edit>
- 4 <https://www.forestapp.cc/>
- 5 <https://www.ecowatch.com/tree-planting-app-china-ant-forest-2646446781.html>
- 6 <https://www1.plant-for-the-planet.org/>
- 7 <https://www.nature.org/en-us/get-involved/how-to-help/plant-a-billion/south-america/>
- 8 <https://onetreepanted.org/blogs/stories/tree-planters-video>
- 9 <https://www.agroforestation.ca/tree-planting.html>
- 10 <https://newcropsorganics.ces.ncsu.edu/herb/medicinal-herbs-and-non-timber-forest-products/forest-farming-in-north-america/>
- 11 <https://www.environmentalscience.org/career/agroforester>
- 12 <https://www.cnet.com/news/10-apps-that-help-you-be-more-sustainable-in-every-area-of-life/>
- 13 <https://learnappmaking.com/how-to-make-an-app/>

