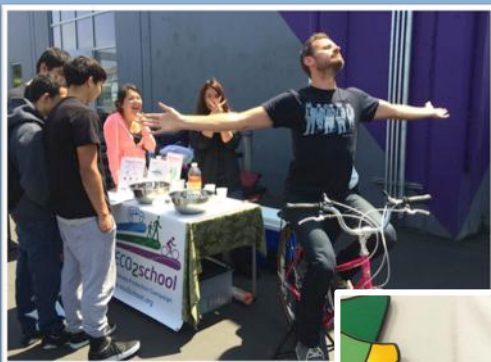




center for
climate
protection

ECO₂school Program Manual: 2015

A Guide to Greenhouse Gas Emission Reduction
Activities on Campus



center for climate protection

Our mission

To inspire, align, and mobilize action in response to the climate crisis. We work with business, government, youth and the broader community to advance practical, science-based solutions for significant greenhouse gas emission reductions.

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Contact

www.climateprotection.org
P.O. Box 3785, Santa Rosa, CA 95402
707-525-1665

July 2015

Dear Reader,

Thank you for your interest in ECO₂school and this manual. It is a resource for students and the adults who work with them to take on the transportation challenge. All materials in this manual were created by student leaders in their own voice, and are available at eco2school.org. The manual represents eight years of collective intelligence from program providers, teachers, and student leaders as well as my twenty years as a teacher, mentor, and activist.

Climate change is the number one challenge of our time. As Seattle Mayor Michael P. McGinn said, "We are the first generation to see the effects of climate change and the last generation that has the power to do something about it."

The United States has been slow to respond to this crisis, but that is changing. As the consequences of climate change become apparent, millions of Americans are seeking solutions and ways to reduce their carbon footprint. Solutions exist but implementation requires dedication, organizing, and advocacy. Center for Climate Protection finds the best solutions and then tests, improves, and shares them.

Young people are integral to implementing climate solutions. They, like adults, want a future with access to opportunities, a meaningful career, clean air and water, and a life-sustaining climate.

Youth are ready to take leadership in tackling the climate crisis, but they need support and training. With a large share of emissions coming from transportation, changing transportation habits is one of the most important actions young people can take to reduce their carbon footprint.

I hope you will use, share, and adapt the materials in this manual to meet your program's needs. I also hope you will share your experience, modifications, challenges, and successes with me so this manual continues to develop as an agile, best practice tool.

I look forward to hearing from you.

Sincerely,
Amy Jolly, ECO₂school Program Manager



ECO₂school Project Manual developed by:

Center for Climate Protection

P.O. Box 3785

Santa Rosa CA 95402

www.climateprotection.org

Author: Amy Jolly, ECO₂school Program Manager (amy@climateprotection.org)

This manual is a living best practices document. To download editable templates, curriculum and support materials, visit our website climateprotection.org/our-work/eco2school

Please acknowledge ECO₂school and the Center for Climate Protection if you use this manual to implement a project.

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This manual was prepared as a result of work sponsored or paid for, in whole or in part, by the Bay Area Air Quality Management District (The District). The opinions, findings, conclusions, and recommendations are those of the author and do not necessarily represent the views of the District. The District, its officers, employees, contractors, and subcontractors make no warranty, expressed or implied, and assume no legal liability for the information in this report. The District has not approved or disapproved this report, nor has the District passed upon the accuracy or adequacy of the information contained herein.

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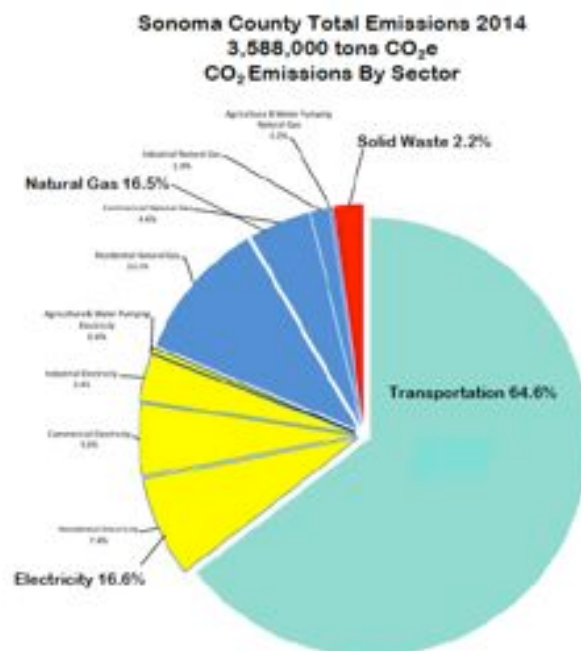
Program Overview

In 2006, California's Global Warming Solutions Act, AB 32, established the goal of reducing greenhouse gas (GHG) emissions to 1990 levels by the year 2020. Beginning in 2002, Sonoma County local governments set a series of national precedents:

- All nine Sonoma cities, the County, and the Sonoma County Water Agency pledged to reduce GHG emissions
- All cities and the County completed inventories of the emissions produced by their internal municipal operations, and all set GHG emission reduction targets for those operations
- All passed resolutions adopting the boldest emission reduction targets in the nation – 25% below 1990 levels by 2015
- All Sonoma County mayors signed the U.S. Climate Protection Agreement



At the same time, the AP Statistics class at Analy High School in Sebastopol, CA embarked on a math inquiry project. They decided to look at the impact of school commutes. Students were shocked by the results, which showed that an average of 870 cars arrive at Analy High School every day, using 2,100 gallons of gas and producing more than 40,000 pounds of GHG emissions every week. With the Center for Climate Protection's (CCP's) support, students took action. In 2011, CCP recognized the need to turn this inquiry-based project into a replicable program that could be spread countywide.

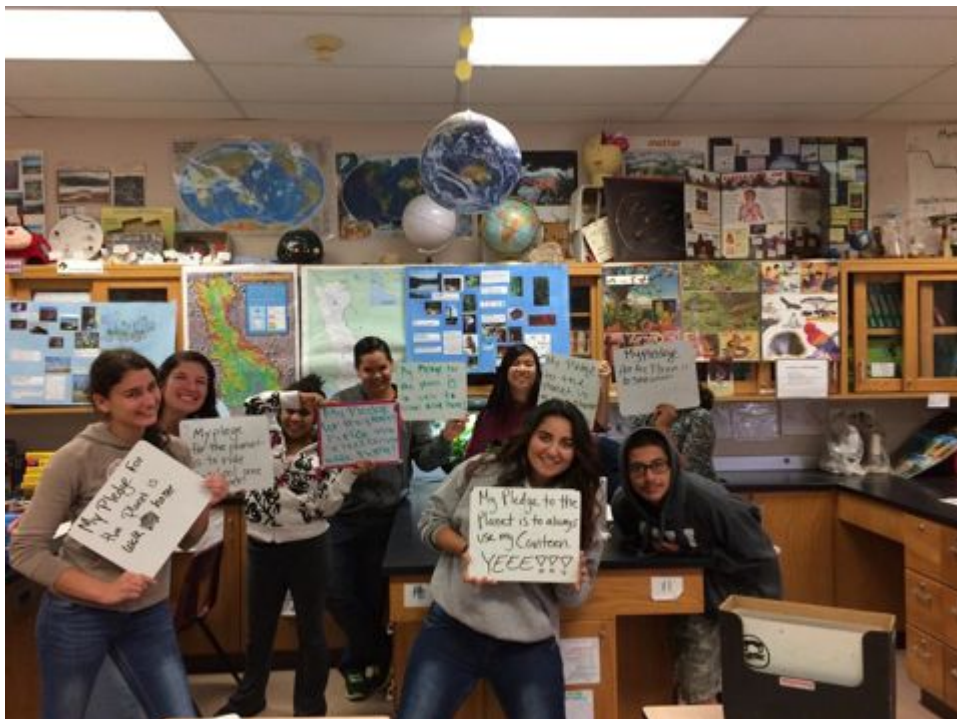


In Sonoma County, about 60% of greenhouse gas emissions come from transportation; nationally, the average is 27%. About 15% of Sonoma County's 478,400 residents are K-12 students – about 20,500 are public high school students. 78% of high school students drive themselves or are driven to school, even though 70% of them live within walking/biking distance to school. An estimated 25% of morning traffic is related to transporting students to school. Changing transportation habits is both an accessible and effective way young people can address climate change and contribute to Sonoma County's bold greenhouse gas reduction goals.

The ECO₂school program resonates throughout our community. Young children look at teens as role models, while adults look to teens for hope.

ECO₂school affects the way students are thinking about climate and then supports students to take action to create lifelong habits of health for themselves and our planet. We use a service-learning model, working in high schools across the county to train students to organize projects that support safe and healthy commutes. Students can bike, walk, organize carpools, or take public transit.

The ECO₂school program resonates throughout our community. Young children look at teens as role models, while adults look to teens for hope. More walkers and bikers result in more eyes on the street, which makes our communities safer. In addition to greenhouse gas reductions, results include cleaner air, less money going into gas tanks, reduced congestion, and less road rage. These benefits build on each other, as climate-literate teens become adults who make informed decisions about careers, politics, and the communities in which they live. However, there is still a lot of work to be done to encourage habits that are healthier for individuals, the community, and the planet.



Center for Climate Protection

Our mission is to inspire, align, and mobilize action in response to the climate crisis. We work with business, government, youth, and the broader community to advance practical, science-based solutions for significant greenhouse gas emission reductions.

In the clean energy revolution, where Sonoma County leads the way for California and the United States, the Center for Climate Protection (CCP) is recognized as the champion organization for climate protection initiatives and results. Founded in 2001 by Ann Hancock and Mike Sandler, CCP is a community-based nonprofit organization that inspires action to proactively change the course of the climate crisis. Creating model, replicable community-wide programs to reduce greenhouse gas emissions, CCP has initiated and successfully garnered support from public, private, and independent sectors to advance climate solutions and make the transition toward a clean energy economy.

CCP's accomplishments through its leadership networks across Northern California include a series of national precedents to reduce greenhouse gas emissions, from identification of inventories and reduction targets for Sonoma County's cities, to successful resolutions and consensus among leaders for the US Climate Protection Agreement. Sonoma County, the first of many model communities to come, has committed to changing its policies, building new behaviors, and putting in place best practices for its residents and its future well-being.

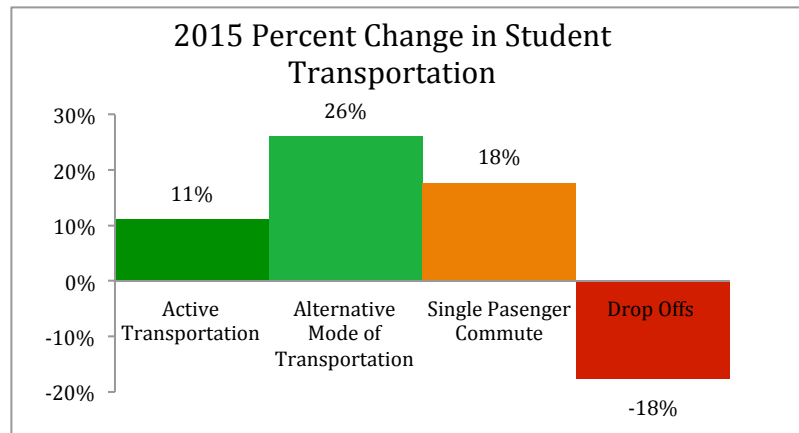
Grounded by quantitative analysis, CCP's charge is to educate and inspire all communities to advance practical, science-based solutions for achieving significant greenhouse gas reductions. Areas of focus for significant impact include: promoting renewable energy choices through Sonoma Clean Power, stimulating smart transportation options for commuters by supporting the transition to electric vehicles, increased ridesharing, and the ECO₂school student commute programs, and widespread energy efficiency programs for homes and businesses.



Results

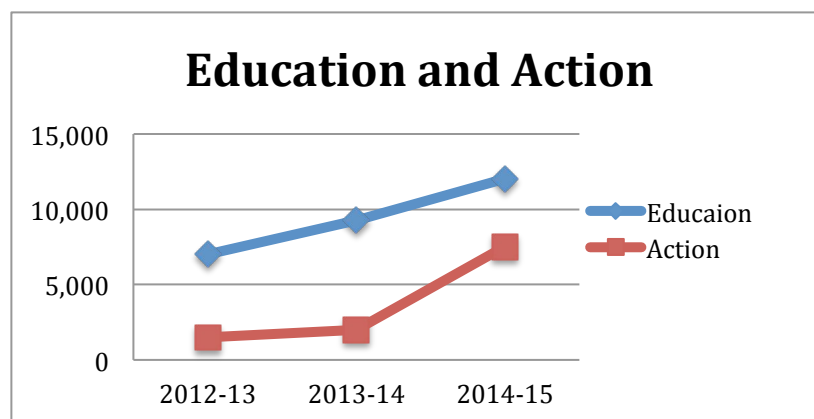
Since the Center for Climate Protection began tracking results in 2012, the ECO₂school program continues to grow and thrive. ECO₂school reaches students and their families through in-class education and guest speakers, biking field trips, leadership summits, and ongoing incentive programs which are integrated with existing curriculum and culture. They put their learning into practice during the April challenge when students are able to measure both the impact of their individual actions and the exponential impact of collective action.

- In 2011-12, students saved 1.5 tons of CO₂
- In 2012-13, students saved 11 tons of CO₂
- In 2013-14, students saved 15 tons of CO₂
- In 2014-15, students saved 20 tons of CO₂



During the 2014-15 school year, ECO₂school students made transportation choices that reduced CO₂ emissions by **40,763 pounds**. Six tons can be attributed to single-day events like *International Walk and Roll to School Day* and other ECO₂school programs like *Cocoa 4 Carpools*. The other 12 tons of emission savings is a result of the ECO₂school Spring Challenge. During the challenge, students reduced their vehicle miles traveled (VMT) by 33,577, saving 1,520 gallons of gas, with an economic savings of \$3,771.

Student leaders learned that seemingly small actions, executed on a broad scale, can make a big difference in addressing a big issue like climate change.



Recognition

ECO₂school is recognized around the Bay Area for its positive community impact and the effectiveness of the program as a model for empowering young people to proactively address the climate crisis. Acknowledgments include:

- ❖ Winner, Clean Air Award from Breathe CA 2015
- ❖ US House of Representatives Certificate of Special Congressional Recognition 2015
- ❖ State of California Senate Certificate of Recognition 2015
- ❖ Sonoma County Board of Supervisors Gold Resolution 2014

Student leaders learned that seemingly small actions, executed on a broad scale, can make a big difference in addressing a big issue like climate change.

Our student leaders are winning awards and scholarships for their work and embarking on educational and professional careers with an environmental focus. Some of those student accolades include:

- ❖ Winner, Santa Rosa Press Democrat Youth Service Award 2015, 2013
- ❖ US State Department Bureau of Educational and Cultural Affairs Youth Leadership China Exchange 2015
- ❖ Youth Keynote Speaker, Youth Environment and Sustainability Conference 2015, 2013
- ❖ Presenters, Youth Environment and Sustainability Conference 2015, 2013
- ❖ Cool California Cool/Not Cool Photo Contest, Second Place 2014
- ❖ Green Living Student Film Project Winner, 2014
<https://vimeo.com/album/2919991/video/98382649>
- ❖ Youth Presenters at the National Safe Routes Conference 2013
- ❖ Sonoma County Strategies for Sustainability Video Contest First Place 2012
<https://www.youtube.com/watch?v=KoLr7YvXii0&feature=share>



Pathway to Success

Form a team

Climate change is too big a problem for one person and it is more fun when there is a group of people working and thinking together. A good team has people with mixed skills and abilities who all come together around a common goal.

- Student Leaders: A team of 3-5 (or more) student leaders willing to commit time and energy to making the program a success.
- Teacher champions: 1-2 teachers, who are willing to sponsor a club, help navigate administrative details, and be a resource.
- Community Support: CCP staff, local business owners and other members of the community make the program more effective and stronger.
- Administrative Support: Let the administration know what you are doing and simple ways they can support the program without adding to an already busy schedule.

Know your timeline

ECO₂school runs events all year long. Here are some things to think about as you plan your year:

- How are you going to continue to keep attention on the issue throughout the school year?
- What activities will have the greatest impact?
- What are the most effective, least time-consuming things that you can do?
- What is a realistic time commitment for your club?
- Plan the timing of your events so they do not conflict with testing, spring break or other school events
- What are the times of year you have the most time available?

Every club is going to have different answers to these questions. You are doing the work so make sure it works for you.

Collect data

Building awareness and impactful action is important, but it is also important to be able to evaluate the success of your actions. Data gives you a tool to:

- See what activities have the greatest impact
- Communicate the need for action participants
- Share your success with others

ECO₂school provides two surveys you can use to collect information. A fall survey helps determine your school's baseline greenhouse gas [GHG] emissions, how much gasoline students are using and the cost. Survey activity can be integrated with the statistics/math curriculum. The results of the spring survey show the number of students participating and the GHG reduction you are able to achieve. You can find the surveys in the toolkit.

Set a Goal

It is important to have bold and clear GHG reduction targets. It helps leaders stay focused and helps motivate participants. The Online Trip Tracking tool can help track the impact of your behavior as well as being able to track your friends, your team, your school, and your rival school. This makes it possible to see the ripple effect of collective action. In the online program you can see the GHG reduction, the Green miles or Vehicle Miles Traveled (VMT) reduction as well as the calories you are burning using active transportation.

Promotion

Even the most efficiently planned action will not be successful if no one knows about it. Utilize as many forums as possible to spread the message about your project. Check out the section on promoting your event for ideas, templates, and advice on how to get the word out. If more people know about your project, you will have better participation and results.

Incentives

Incentives provide added encouragement to students who might otherwise be indifferent or undecided about participating. Incentives support higher participation and higher quality outcomes. Popular incentives include:

- Food
- Class Parties
- Raffles (larger high visibility items such as a bicycle)
- Giveaways (smaller items for everyone such as buttons or bumper stickers)

Community

Center for Climate Protection offers year-round trainings, site support and resources that can improve the impact of your action. There is also a wealth of resources in your community that offer skills, knowledge, and connections. Look to:

- Local businesses
- Law enforcement
- Local elected officials
- Community groups

Community support is critical to a successful challenge. Local sponsorships can provide prizes, parties and more to help encourage participation.

Sample School Calendar of Activities

August:

- Create your club

September-October:

- “Share the Road” bike and pedestrian safety presentations (P.E. classes)
- “International Walk & Roll to School Day”
- Fall Carbon Footprint Surveys (Math and Leadership Classes)

November-December:

- Green Teen Conference
- “Climate Literacy” presentations (Science classes)
- Ongoing walk and bike activities

January-February:

- Host a Climate Change debate (club or class)
- Student leadership training; Public Speaking
- Cocoa for Carpools Day

March-April:

- Student leadership training; Putting on a successful challenge
- Alliance for Climate Education assemblies
- Biking field trips (PE classes)
- Community rides.
- ECO₂school Challenge: bike blender rallies, slow races, tabling and other on-campus events.

May:

- International Bike to School Day
- Spring Carbon Footprint Surveys (Math and Leadership Classes)
- Celebrate your success

June:

- School is out for summer
- Contact the Center for Climate Protection about potential summer internships

Making the Most of Your Club

You can do less and accomplish more as a group, but finding people who share your interests and passions can be a challenge. Here are some helpful tips on building a team. Ask for in-person support and use the Program Outline will help you organize your year. Check out the “Leadership Training” PowerPoint attached to get your club moving.

- Support materials provided:
 - ✓ Leadership Training PowerPoint
 - ✓ Program Outline
 - ✓ Facilitator Guidelines

Vision

Don't be afraid to dream big. **SMART** goals can help make this happen.

- **Specific:** *Starting a climate club on campus*
- **Measureable:** *10 members*
- **Achievable:** *Find a teacher advisor, decide on a time and location to meet*
- **Realistic:** *Work with friends to make this happen*
- **Timeline:** *Club Day*

Once you have achieved your first **SMART** goal, work with your club to set another. Setting small and achievable micro goals allows you to notice your successes as you work towards your big vision.

Building Membership

Once you have your vision, you need to get the word out. The more the merrier. It's your first follower who makes you a leader so outreach and recruitment are critical.

- **Club Day:** Find out from the ASB class when Club Day takes place and be a positive presence. Some schools hold club days in both the fall and the spring. Get names and contact information for people who are interested. Don't just tell them where and when you are meeting. They might need a little extra encouragement.
- **In-school advertising.** Does your school have a paper, video bulletin, or morning announcements? These are all media outlets you can use to advertise your club.
- **Put up posters around campus** and use social media to let people know who you are, what you are doing and where you are meeting.
- **Tell your friends.** Everybody likes to be invited – this is a great way to start.

Messaging

What makes you want to join a club? What makes you want to put in the extra effort? Your answers to these questions are the same as the people you hope will attend.

- **Keep it positive.** Looking at the future and climate change can be difficult. Focus on action and solutions.
- **Make it FUN!**

Momentum

Once your club is going, it still takes effort to keep people engaged. You cannot expect everyone to be as passionate as you are until they get more involved.

- Send out text reminders. Many students check their phones as soon as lunch begins. A text reminder makes people feel invited. Remember that list with contact information from Club Day? Now is when it will come in handy.
- When people arrive, say hello and greet them by name. It makes people feel welcome and included.
- Start a Facebook page for your club. This is a great way to stay connected, share information and send out reminders.
- Share ownership of the club. Remember to delegate tasks, this will lighten your load and keep other members engaged. By sharing ideas and responsibilities, more people are invested and stay involved.
- Ask everyone to bring a friend to a meeting.

Holding Effective Meetings

People's time is valuable. They want to feel like it is well spent. No one wants to see you eat your lunch, cram for a test or talk to your friends. Leading an effective meeting takes planning and effort. Dividing the work makes it easier for everyone and builds ownership. Possible roles for meeting attendees include:

- Facilitator
- Note Taker
- Time Keeper
- Participants
- Guest Speaker. It is great to bring in people from the outside but it is also great to have a participant share a passion or activity related to the topic.

Facilitation

The facilitator's role is to set the tone, provide the agenda, keep the meeting on track and wrap it up at the end. Often the facilitator is the club president but does not have to be. As facilitator your job is to keep the conversation going not dominate it. Review the facilitator guidelines for more detail.

- Be organized and on time
- Be positive
- Start with thank yous or a success story
- Encourage different viewpoints and discussion
- Share the floor with others

Agendas

Having a clear idea of what you want to cover, who is going to cover it, and communicating that information clearly makes people feel included and that their time is well spent. Putting thought and planning into a meeting ahead of time helps the meeting run smoothly.

- Make a list of the items you want to discuss
- Have the list clearly displayed on the board or overhead projector
- Ask at the beginning of the meeting if anyone has anything to add
- Leave time for discussion and questions

Planning a Single Day Event

Single day events are a great way to build awareness for your campaign and are an easy way for students to participate and try something new. School leadership teams can choose activities you want to organize for your school based on your goals, your timeline, and your volunteer power. These are the single day events that ECO₂school sponsors throughout the year:

- International Walk and Roll to School Day
- Cocoa 4 Carpools
- Earth Day
- National Bike to School Day
- Weekly or Monthly Walk and Roll Days

While the specifics of different events may change in terms of goals or incentives offered there are some commonalities to organizing these single day events.

- Support materials provided:
 - ✓ Teacher Tally Sheet
 - ✓ Soliciting Support from Local Businesses
 - ✓ Donation Request Template
 - ✓ Thank You Letter Template

Before the event

- Check in with school administration. Schools have event policies, so make sure you know the rules. Often, there is a form to fill out prior to the event. Know how much advance notice the administration wants. Learn who you should coordinate with on your campus (often it is a vice principal). A club advisor or ASB teacher will often know the answer to these questions.
- Read the section on promoting your event. Decide which promotions you will do, such as bulletins, videos, PA announcements.
- Communicate with teachers. Teachers are great at advertising, but if they don't know about your event, they can't help you. Put a note in their box, ask your teacher advisor to send out an email, or ask teachers if you can make announcements at the beginning or end of classes.
- 2-3 days before the event, distribute any materials that teachers or students might need, such as teacher tally sheets.
- Make posters. Asking an art or design class to assist with poster making is a great way to engage more students and let them know about your event. ECO₂school provides posters for some events.
- 3-5 days before the event, put up posters around campus in high visibility spots.
- Contact local businesses and ask for donations: snacks for an energizer table, small incentives, and gift cards are always popular. Asking can be difficult at first. See the handout on working with businesses to maximize your success.
- Make sure you know what you need, who is going to provide it, and where to find it on the day of your event. Do you need the janitor to provide a table? The cafeteria to

help with hot water? Who is going to pick up donations? A little planning goes a long way.

- Make a banner for the Event Day table.
- Agree on when and where the table will be and who is going to be there to work.
- If you think you will be late to class let your teacher know ahead of time. Tell them what you are doing and why.
- Keep a sign-in sheet or tally list. This will help you keep track of the number of participants and can help you build your volunteer base.

Day of the event

- Arrive early to set up. Give yourself plenty of time. It is better to have extra time than not enough.
- Set up a table in a high traffic, high visibility area.
- Hang up the banner. Set up the sign-up list, snacks, and prizes.
- Have two or more leadership students stationed at the table.
- Take pictures and video!
- Clean up the table. Make sure your tabling area is at least as clean as when you started. If you are late to class ask for a pass from the club advisor.

After event

- Collect tally sheets from teachers, count the number of participants, and calculate the impact of your action. Share it with CCP staff, teachers, and local business sponsors.
- Announce the events results and prizewinners.
- Have a group discussion about what worked well and what you want to do differently next time.
- Say thank you to the staff, administrators and teachers who helped you.
- Congratulate yourselves on a job well done!

Planning a Multi-week Event

Multi-day or multi-week events make it easy to track and evaluate the impact of your campaign. Single day events, and in-class education can be used to build awareness and momentum for larger events. Many of the organizing details are the same as for a single day event. Visibility, momentum, and awareness are the three things you need for success. The better you are at getting the word out about your event the more successful it will be. In addition to promotions it is good to plan highly visible, fun activities that keep your challenge in the limelight. Use the attached checklist to help you get organized and plan the What, When and Who of your multi-week challenge. Use the information in the sections on Single Day Event planning and promotions to increase your impact.

- Support materials provided:
 - ✓ Checklist
 - ✓ Bike Blender
 - ✓ Bike Generator
 - ✓ Slow Races
 - ✓ Chalk Tagging
 - ✓ Bike Gear Fashion Show

What is your Goal?

For your event to be successful you need to know what you want to accomplish, have a plan for sharing your goal, inspire others to join you, and have a way to measure your success.

Communicate

Make sure you are communicating with the administration and have informed them of the beginning and end dates of your event as well as all the rallies, energizer stations, and activities you have planned.

Educate your Peers

Knowledge is power.

- The Alliance for Climate Education (ACE) presents free multi-media climate science education assemblies.
- Create your own assembly to educate your peers about climate change.
- Center for Climate Protection's guest speaker program on Climate Literacy is linked to the Next Generation Science Standards and Common Core. This is important to teachers. These programs are also free.
- Chalk Tagging: Beautify your school with interesting facts about climate change and your school's carbon footprint. Make sure you check with administration before writing on anything. Use your pre-survey results to personalize the information.

Make it Fun

ECO₂school has materials you can use, with our support, to help make your event a success. Check with us for availability. See the attached support materials for details on how to plan, set-up and execute these activities to maximize fun and safety.

- **Bike Blender:** Kids love smoothies and when they are people powered they taste even better. A useful tool to encourage students to sign up for your club or participate in your event.
- **Light Bulb Bike:** This is a great way to draw attention to a table or otherwise engage people to have a conversation about energy, how we use it and what it takes to create it.
- **Slow Races:** Test people's bike handling skills by seeing who can be the last person to cross the finish line in this lunchtime rally activity.
- **Encourage students design a poster as a class assignment.** The winning poster can be printed and used to promote the challenge all over school.
- **Bike Gear Fashion Show:** Be playful and a little dramatic while bringing attention to your event. Who doesn't like walking the red carpet?
- **Plan breakfast or energizer tables.** (See the information on planning a single day event.)

Event Participation Incentives

We all know that a healthy planet is the best incentive of all but a little added encouragement never hurts for those students who are unsure about participating.

- **Participation prizes:**
 - ✓ The class with the greatest participation
 - ✓ The class with the largest GHG reduction
 - ✓ The student with the highest GHG reduction
 - ✓ The student who travels the greatest number of green miles
- **Raffle prizes:** Every trip is a raffle ticket. Raffles can be done daily, weekly at the end of your event or at any agreed schedule. Some teams prefer to set up the incentive program so students receive prizes as they hit GHG reduction and participation benchmarks. It is up to you to decide what will work best at your school.
 - ✓ **Grand prize bicycle.** This is typically raffled off at the end of the challenge at a lunch rally. Some schools set a minimum participation level for entering the bike raffle.
 - ✓ T-shirts
 - ✓ Water bottles
 - ✓ Bike gear (patch kits, LED lights, tool kits)
 - ✓ Food coupons/certificates
 - ✓ Add to the list by contacting local businesses and soliciting donations. See [Planning Your One Day Event](#) for additional information on how to contact businesses.

Promoting Events

This is a job for the whole team! Getting the word out is the most important thing you can do to have a successful event. Students and teachers need to hear the information multiple ways and multiple times for it to stick. Support materials provided:

- ✓ Outreach Tool Kit
- ✓ Working with the Press
- ✓ Sample Press Release (2)
- ✓ Poster templates (2, online only)

Outreach Tool Kit

- This is a resource to use and share. It has sample announcements for
 - Facebook and other social media outlets
 - PA announcements
 - School newsletters
 - School email blasts
 - Links to useful websites and photos
- There is no reason to reinvent the wheel and this makes it easy.

Assembly – Guest Speakers and Presentations

- Work with the school administration, ECO₂school leaders and teachers to bring an assembly or guest speakers to your school
- Work with teacher champions and administration to follow the school's procedures for scheduling
- The Center For Climate Protection has several guest speaker presentations. Talk to PE or science teachers about scheduling.
- Bring an ACE assembly to your campus for a Climate Change assembly
- Hold an environmental film festival and share some of the great actions and activities happening around climate change
- Create your own rally or assembly to share survey results and inform the student body on the issue of climate change and upcoming actions

Printed Press

- Create banners for your school community. Engage ASB. They usually have banner-making supplies and may even have time to help make them.
- Contact your local paper about coverage for events and opportunities. Ask ECO₂school staff about local press contacts and opportunities. Use the Working With the Press handout to maximize your impact.

Demonstrations and Activities

- Ask a local bike shop to do a flat changing workshop
- Symbolize estimated sea-level rise in the next 100 years by placing caution tape 1 meter from the ground around your school
- Hold an open mic at lunch to let students discuss climate change
- See Multi-Week events for more demonstration activities

Word of mouth:

- Never underestimate the power of personal connection. Talking to peers is one of the best methods of advertisement.

Students and teachers need to hear the information multiple ways and multiple times for it to stick.

Collecting Data

Education and action are important, but it is also necessary to communicate both what you have done and the impact of your actions. Data collection, analysis, and extrapolation is not a job for one person. You definitely want to engage friends, classmates, and teachers in the process. A math or ASB teacher is a great resource. Follow the steps below on how to conduct the baseline and follow-up surveys. Use this information to decide on the appropriate GHG reduction target for your school

- Support materials provided:
 - ✓ Sample teacher letter
 - ✓ Fall survey
 - ✓ Fall survey script
 - ✓ Fall data entry Excel document (*online only*)
 - ✓ Fall survey narrative template
 - ✓ Spring survey
 - ✓ Spring survey script
 - ✓ Spring data entry Excel document (*online only*)
 - ✓ Spring survey narrative template

Survey Size and Composition

- Determine the total number of students in your school
- A good sample size is 10-20% of the population
- Plan to survey classes that represent a wide variety of students with equal representation from each grade
 - For schools with a population of 500-1,000 students, survey one class from each grade level with two honors classes and two regular classes
 - For schools with 1,000-1,500 students, survey two classes from each grade level with one honors and one regular class for each grade level
 - For schools with 1,500-2,000 students, survey three classes from each grade level with a total of six honors and six regular classes with at least one of each in each grade level
- Work with the teacher champion to arrange a time to conduct your survey. Pick a time that is convenient to teachers, as to cause minimal disruption to their teaching schedule. The regularly scheduled homeroom time and the beginning or end of class is usually the best times to survey.
- Coordinate with the teachers of the classes you want to survey.
 - See the sample survey letter. You can put this in the teacher's box, send an email or ask your teacher champion to help send out an email.
 - In-person requests always do well. Use the letter as a follow up so the teachers have a reminder with the date and time.

Conduct the Survey

- Familiarize yourself with the survey and script and review the survey with ECO₂school staff.
- Take the survey yourself. What questions come up for you? The questions you ask are the same questions people will ask you when you are administering the survey. Refer to the FAQ (Frequently Asked Questions) attached to the survey script.
- Visit the chosen classrooms and collect your data. It should take 5-10 minutes a class.
- Thank the teachers for donating class time to the project. A little appreciation goes a long way.

Data moves mountains. Take a baseline survey. Set a goal. SHARE your results to engage participants, promote the challenge, and achieve your goals.

Compile Data

- Work with the ECO₂school staff to enter data onto the Excel spread sheet.
- Convert your data into cool or interesting facts using the narrative template.

Share your Information

- Set a target to give the school and individual students a goal.
- Use your data results to help promote the challenge.
- Return to the classes you surveyed and share the results.
 - Note: A 20% reduction in VMT (vehicle miles traveled) means that each student will walk or bike one day or carpool two days a week more than they do now.

Spring Survey

- Follow the same process for the spring survey.
- Conduct your survey as close to the end of the challenge as possible.
- Work with your teacher champion to pick a survey time that does not interfere with testing or other end of the year activities.
- See if you have met your goals, and share your results!

Speak Up and Speak Out

Being a leader creates opportunity for you to talk about what you are doing and why you are passionate. It can mean talking with peers at a lunchtime table, addressing a class or the entire school to tell them about the challenge, or taking it to another level and sharing what you have done with a School Board or City Council. Talking to people is something we do every day, but there is a lot more to public speaking if you want to do it well. No matter who your audience is, or how experienced you are, there are simple steps to follow that will help you make the most of your speaking opportunity.

- Support Materials Provided:
 - ✓ Public Speaking Template
 - ✓ Creating a Successful PowerPoint

Preparation

Whether you are speaking for one minute or ten minutes, a good public speaker knows their audience and has thought in advance about the best ways to reach them. You want to communicate that you are confident and well informed. Preparing will help you succeed.

- Appearance: This is your first impression so how you look makes a difference. You might want a different look when addressing your peers than addressing the City Council or a room full of adults at a conference.
 - If you are unsure about dress code ask a mentor or organizer
- Topic:
 - What are you going to speak about?
 - Why is it important to you?
- Your Audience:
 - What type of people will be there? Community members? Students? Both?
 - How many people will you be addressing?
 - How much time will you have?
- Location:
 - What is the venue?
 - Where will you be located?
- Theme:
 - What is your elevator speech? If you had one minute in an elevator how could you communicate your idea and encourage change?
 - What is one phrase that summarizes your big idea?
- Visual aids
 - Check with the organizer or mentor on what tools and technology will be available to you and what technical requirements there might be.

Talking to people is something we do every day, but there is a lot more to public speaking if you want to do it well.

- What are you bringing with you? Posters, pictures, Power Points and other digital media tools can be helpful but also might be a distraction. How can you use them to your advantage? See tips for creating a successful PowerPoint.
- Bring back-up: a thumb drive, extra cords etc. You never know when technical difficulties will occur.

As you answer these questions, your presentation will start to take form.

Practice

After you have thought carefully about the audience, yourself, and your presentation, practice:

- In front of the mirror
- In front of your friends, parents, mentor or all of the above
- Record yourself on your phone, watch it, then do it again
- Practice without your notes
- Practice without your visual aids

As you become comfortable with your presentation make adjustments to timing and visual aids. Practice in front of people and evaluate their responses to different elements of your presentation, then adjust the presentation to play to your strengths. You should be comfortable enough with your presentation that you can do it no matter what curveballs come your way.

Delivery

Now it's time to make your presentation. The depth with which you answer questions depends on the amount of time you have to present. Leave yourself extra time to answer questions.

- Opening
 - What is the hook? What story, fact or incident will engage your audience right away and make them sit up and pay attention?
 - Tell them what you are going to say. Refer back to your elevator speech.
- Body
 - Establish your credibility. Why should they listen to you? Why are you the expert?
 - A few convincing points. Why is this important?
 - What is in it for them? How is this going to improve or benefit the audience?
 - What do you need them to know?
- Summary
 - Rephrase your opening
- Closing
 - What are the next steps?
 - What is the plan of action?
 - What do you need them to do now?
 - Leave time for questions.
 - Let the audience know how to reach you.

Follow Up

What do you hope will happen as a result of this presentation? What will be your role in making it happen?

- Send a thank you to the organizer
- Respond to participants whom you have engaged
- If you have told the audience you are going to do something, do it!

Supplemental Materials

ECO₂school Program Outline

Use this checklist as a guide to prepare you and your team for the school year.

School Name: _____

Name two student leaders on the on site leadership team

1. _____ Contact Information _____

2. _____ Contact Information _____

Name the teacher champion and administrative support person on the on site leadership team

1. _____ Contact Information _____

2. _____ Contact Information _____

Evaluation: *Evaluation is beneficial for tracking the impact of your actions*

Surveys

How do you want to organize administering the ECO₂school program transportation surveys (e.g. English, History, Advocacy Classes)? _____

List the classes you will survey below.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

When will you administer surveys?

Fall: Date: _____ Alternate: _____

Spring: Date: _____ Alternate: _____

Pickup Drop-off Observations

Date: _____ Alternate: _____ Alternate: _____

Parent Surveys

Date: _____ Alternate: _____ Alternate: _____

Events

What events will your group be participating in during the school year?

Fall

International Walk and Roll to School Day (October 7th 2015) Yes/No

The Green Teen Gathering in Santa Rosa CA (TBD) Yes/No

On going walk and bike activities Yes/No

Frequency _____ Day of the Week ☐M ☐T ☐W ☐Th ☐F

Spring

Cocoa 4 Carpools (last week in February) Yes/No

Youth for the Environment and Sustainability (YES) Conference (TBD) Yes/No

ECO₂school Challenge (two weeks in April) Yes/No

Earth Day Walk & Bike Event (last week in April) Yes/No

Education

List two education events you want to support or encourage during the school year.

1. _____

2. _____

Infrastructure Improvements

Traffic Safety and Calming Observations

Date: _____ Alternate: _____ Alternate: _____

SRTS High School Policy Assessment

Date: _____ Alternate: _____ Alternate: _____

We are interested in participating in a Walking Audit and receiving a recommended routes map as part of our SRTS program. Yes/No

For additional tools and information on leading a successful challenge visit our website at climateprotection.org

Facilitator Guidelines

The facilitator is a "guide" or "discussion leader" for the group. Facilitating is a way of providing leadership without dominating the discussion. A good facilitator focuses on both content and process.

Content: What is the issue, question or task that the group will address?

Process: What is the group dynamic? What are the methods or procedures that will be most useful to keep the discussion moving forward?

What does a facilitator do?

- Pays attention to the time and the space
- Evokes participation and creativity
- Pays attention to the group dynamic, taking turns, who talks and who doesn't
- Maintains ground rules of respect and tolerance for varying opinions
- Maintains personal integrity

Facilitator Characteristics

- Initiates conversation
- Asks for other's opinions rather than always having to offer their own
- Listens without interrupting
- Looks people in the eye when talking to them
- Keeps the big picture in mind
- Is naturally curious about people, things, and life in general
- Has a good understanding of the topic being discussed
- Is more like a coach than a boss

Participant Pitfalls

- Confusion about the topic
- Dislike for the topic or the nature of the discussion
- Feelings of insecurity based on ability or others in the room
- Feelings of superiority to others in the room or towards the facilitator
- Fear of speaking or sharing of ideas in front of others
- Dominating the conversation

Facilitator Best Practices

- Listen actively
- Ask questions
- Check for common understanding of terms and definitions
- Track discussions
- Summarize
- Use appropriate language
- Take notes (or ask someone else to)

Communication between facilitators (sometimes you get to work in a team)

- Ask for help if you need it
- Know the job division between you and your partner
- Check in with each other often

Thank you for participating in (name of your event) Day! (Date), students all over Sonoma County are doing their part to lower their carbon emissions and improve their health by walking, biking, or otherwise “rolling” to school.

Can you please take 2 minutes to ask the students in your _____ class how many of them walked or rolled to school today, and return this form to _____ by the end of the day?

Thank you so much for your time and your commitment to our planet!

of students present today: _____
of students who walked to school: _____
of students who rolled to school: _____
Your name: _____



Thank you for participating in (name of your event) Day! (Date), students all over Sonoma County are doing their part to lower their carbon emissions and improve their health by walking, biking, or otherwise “rolling” to school.

Can you please take 2 minutes to ask the students in your _____ class how many of them walked or rolled to school today, and return this form to _____ by the end of the day?

Thank you so much for your time and your commitment to our planet!

of students present today: _____
of students who walked to school: _____
of students who rolled to school: _____
Your name: _____



Soliciting Support

Some ECO₂school events already have prizes and incentives built into them. There is, however, always room for more. The leadership team can decide how much effort you want to put into acquiring additional items as incentives. It is always nice to have a local touch and no one knows better than you what the local hot spots are.

Don't be afraid to ask. Some businesses will say no, in fact only about one in five say yes. It is not personal, its business. That is ok. Your job is to ask.

Simple Steps:

As daunting as asking for help may seem there is a simple formula for getting all the free support you need.

- **Be on the lookout:** Think about who you know and how they might help you. Classmates or parents may have jobs at local businesses.
- **Be Prepared:** Before you go into a business know what you are asking for, how much, when and especially why. Anticipate any questions an owner or manager might have and prepare your answer. Have a letter that you can leave that includes the best way to contact you. Have a tax ID number ready.
- **Be Respectful:** How you present yourself is very important. When you call on a business ask to speak to the manager. Wait for them to finish with paying customers. Make sure it is a good time to talk. Working in a team of two is ok but larger groups are distracting.
- **Dress professionally:** What is appropriate for school or hanging out with friends it not appropriate for approaching businesses. For boys this means no sagging or hats, and please wears a clean shirt. Wear pants or shorts without rips or stains. For girls, no bra straps showing, no spaghetti or strapless tops or belly shirts. Shorts or skirts should be longer than the tips of your fingers if you let your arm hang down.
- **Follow Process:** Businesses often have protocol to follow when you ask for a donation. If you need to fill out a form, return it quickly. Find out what the next steps are and follow through.
- **Follow up:** This is **SUPER** important. Owners and managers are busy people. After you make initial contact, wait a day or two, and then call back. Leave a message with your phone number. Every time you call leave your phone number even if you think they already have it. Find out if an appointment is recommended and make one.
- **Make it Easy:** Whether you are coordinating to pick up items or making an appointment remember they are busy and helping you out. Being flexible and independent makes it easy to say yes.
- **Say THANK YOU;** most businesses will want a letter verifying their donation for their tax purposes but adding a hand written thank you note addressed to the owner or manager is a personal touch that is not soon forgotten.
- **Acknowledge your sponsors** at your table or event. This can be a paper with their logo or including it on your posters. A quick shout out at the beginning or end of the event goes a long way. Let your donor know what you are going to do to and do it.



Dear **(Business Owner Name)**,

Please help (school name) students drive less and save more!

We, the students in the **(Club or class name)** at **(School Name)** High School, are working with the Center for Climate Protection ECO₂school program to educate our peers on climate change and encourage them take positive action by getting out of their cars to bike, walk, skate, or carpool to school. Incentives are critical to our campaign; they support higher participation and higher quality outcomes. We need your support to provide incentives for participation.

Transportation is the fastest growing source of greenhouse gas emissions. Transportation accounted for 65% of Sonoma County's total greenhouse gas emissions in 2014, while nation-wide it only makes up 27%. In the ECO₂school program, students can track the number of trips they walk, bike, carpool, or take public transportation to and from school for two weeks. In years past, students countywide were able to reduce emissions by 10 tons of CO₂ per week. We want to match or meet that goal this year. Participating students' names will be entered into raffles and with your support could receive additional prizes.

Making a donation will familiarize the **(X number)** of students at **(School Name)** with your business. Being a part of this important effort by offering a free or discounted product or service such as % off coupons, gift cards, buy one get one free coupons or green prizes like reusable water bottles is helpful to us and great advertising for your business. Your business name and your gift will be used as part of our promotion to students and recognized in **(the following ways)**.

If you have questions or comments please contact:

Name of student leader and contact information

Name of teacher advisor and contact information

Amy Jolly, ECO₂school Program Manager: 525-1665x 119

eco2school@climateprotection.org

Thank you for your time and consideration. A **(Club or class name)** team member will contact you in **(X)**.

Warmly,

Signature

Printed Name

Club or class name, (School Name High School



Thank You Letter Template

Contact name
Business name
Street address
City, state, zip

Date

Dear **(name of contact)**,

I am writing to thank you for your generous donation of **(name gift)** for our ECO₂school program.

A project of the Center for Climate Protection, ECO₂school works with Sonoma County High School students to engage them in active transportation, climate protection, and leadership projects. We reach thousands of students in Sonoma County each year, including hundreds of **(school name)** High School students. We will use the **(name gift)** as an incentive to encourage Sonoma County students to participate in our programs.

This letter serves as a receipt for **(Company name)** donation. No goods or services were provided in exchange for this contribution. Center for Climate Protection is a 501(c)(3) non-profit organization: EIN No. 45-0485495.

We truly appreciate your support of our cause, and your commitment to our community. Thank you!

If you have any questions, please feel free to contact me at amy@climateprotection.org or (707) 525-1665 x119

Sincerely,

Amy Jolly
ECO₂school Program Manager



Challenge Checklist



Use this Check List to prepare for the ECO₂school Challenge. Use the Outreach Tool Kit to help promote your event.

School Name: _____

When will the ECO₂school Challenge take place at your school?

Start Date _____ End Date _____

How do you want to organize group competitions (e.g. 1st Period, Tutorial, Homeroom)?

When will posters be distributed?

1. Promotional banner(s), Date: _____

2. Classroom tracking posters, Date: _____

Do you want to host any of the following events at your school during the ECO₂school Challenge? If yes, indicate the top three dates you would like to host the events.

Bike blender

1. Date: _____ 2. Date: _____ 3. Date: _____

Bicycle slow races

1. Date: _____ 2. Date: _____ 3. Date: _____

Bicycle gear fashion show

1. Date: _____ 2. Date: _____ 3. Date: _____

Energizer stations

1. Date: _____ 2. Date: _____ 3. Date: _____

Chalk tagging your campus with climate information

1. Date: _____ 2. Date: _____ 3. Date: _____

List 5 interesting facts about transportation that you would like to share with your peers via chalk tagging.

1. _____
2. _____
3. _____
4. _____

5. _____

Will the Alliance for Climate Education (ACE) be visiting your school? Yes/No

If Yes, when? Date: _____

What other special events would you like to have to promote the ECO₂school Challenge?

1. _____

2. _____

3. _____

Do you need to fill out any forms to get these events approved by your school administration? Yes/No

If yes, which forms?

1. _____

2. _____

3. _____

When do you want to administer the Post Challenge ECO₂school Transportation Surveys?

1. Date: _____

Now that you know what you're doing, list who is in charge of what below.

3. _____

4. _____

5. _____

6. _____

7. _____

For additional tools and information on leading a successful challenge visit our website at
Climateprotection.org

Bike Blender Checklist

Before

- Check in with ECO₂school staff for blender availability.
- Buy your supplies
- Work with the teacher advisor and administrative staff for event approval.
- Advertise your event with banners, posters and announcements.

On Site

- Allow at least half an hour set up time on site
- Set the bike up on the stand
- Set up the table. Info at one end, smoothie materials at the other
- Cooler on the ground next to the bike
- Cut bananas in half but don't peel them until the event starts

During

- One person should handle the food.
- A second person should stay with the bike overseeing the riders.
- Make sure they do not stand while riding!
- Keep a hand on the blender
- If you are doing an event with young children, have a parent keep a hand on the child while they are on the bike.
- Wipe down the table as needed to keep the space clean

After

- Wipe down the table cover
- Wipe down the mounted blender parts
- Clean bowls, blender, cutting board and knife
- Store unused smoothie materials
- Return blender to ECO₂school staff

Smoothie Materials

- ☐ 30 cups
- ☐ 1 gallon of juice
- ☐ 15 bananas
- ☐ 3 lbs. frozen strawberries
- ☐ Ice (for the cooler and the smoothies)

6-8 oz. Smoothie Recipe

- ½ a banana
- 3-5 strawberries
- 1c juice. (add water to the juice if needed)
- Scoop of ice

Materials Check List

- ☐ Table
- ☐ Banner
- ☐ Table cloth
- ☐ Sponsor List
- ☐ Clip board with paper and pens
- ☐ Spray Bottle
- ☐ Rags/ wash clothes
- ☐ Cutting board
- ☐ Bowls
- ☐ Knife
- ☐ Scoops
- ☐ Cups
- ☐ Cooler
- ☐ Bike
- ☐ Blender
- ☐ Bike stand

Bike Generator Checklist

Before

- Check in with ECO₂school staff for bike availability.
- Work with the teacher advisor and administrative staff for event approval.
- Advertise your event with banners, posters and announcements.

On Site

- Allow half an hour set up time on site
- Set up the information table.

During

- This highly visible activity is a great way to attract people to your table at an event. When people come to check out the bike you have the opportunity to sign people up, share information and share the climate quiz or other tabling materials.
- Use the bike to its full advantage by asking questions like "What if you had to do this every time you made a phone call or wanted to watch TV. How much energy would that take? Where do you think the energy in your home comes from?"
- Small give aways are helpful, pencils, stickers or buttons

After

- Pack up the tabling materials.
- Note any used up or needed materials
- Return bike to ECO₂school staff

Materials Check List

- ☐ Table
- ☐ Banner
- ☐ Table cloth
- ☐ Sponsor List
- ☐ Clip board with paper and pens
- ☐ Climate Quiz
- ☐ Other tabling handouts and information
- ☐ Give aways (?)
- ☐ Bike

Slow Race Checklist

Before:

- Coordinate availability with ECO₂school staff
- Make sure you have all your supplies
- Work with the teacher advisor and administrative staff for event approval.
- Advertise your event with banners, posters and announcements.

On Site:

- Allow at least 45 minutes set up time on site
- Find a flat space on the quad
- The course should be about 50 feet long with 4 lanes
- Each lane should be 4 feet wide
- Use the measuring tape to make the distance between lanes
- Use the snap line to outline the lanes and then go over it with chalk
- Mark the corners and beginning and end of each lane with cones
- Clearly mark the start and finish lines

During:

- Participants line up behind the start line
- All participants should wear helmets
- The muscles of the rider must provide forward motion
- No part of the competitor's body may touch the ground
- The bicycle must remain within the boundaries of the lane
- Forward motion must begin when the leaders says start not before or after a significant delay
- The last person to cross the finish line wins
- Don't forget to take pictures and video

After:

- Pack up materials
- Count the cones to make sure you have them all.

Materials Check List

- ☐ Table
- ☐ Banner
- ☐ Table cloth
- ☐ Sponsor List
- ☐ Clip board with paper and pens
- ☐ Bikes
- ☐ Chalk
- ☐ Cones (1/2 tennis balls)
- ☐ Snap line
- ☐ Measuring tape
- ☐ Helmets
- ☐ Prizes (?)
- ☐ Camera
- ☐ Video camera



Chalk Tag Checklist

Before:

- Complete your pre-event survey.
- Work with ECO₂school staff to compile results.
- Work with the teacher advisor and administrative staff for event approval.
- Research additional interesting facts about active transportation and climate change

On site:

- Chose a time when the quad is not populated with students. This can be before or after school or during class time (with approval).
- Pick interesting and dramatic facts about student commutes and write them in big bold letters and colors all over the quad.
- *Example "The average student spends \$132.54 a year on gas just getting to and from school."*
"We're the first generation to feel the impact of climate change and the last generation that can do something about it." Jay Inslee Governor Washington State

After:

- Follow up chalk tagging with other events like the bike generator, slow race or bike blender.

Materials Check List

- ☐ Fall Survey Narrative
- ☐ Sidewalk Chalk

Bike Gear Fashion Show Checklist

Before

- Check in with ECO₂school staff for support availability
- Work with the teacher advisor and administrative staff for event approval
- Collect bike fashion gear
- Check with the ASB class to see what red carpet materials they already have and on use of the PA system
- Download music. *Queen's 'Bicycle Race' or Black Uhuru "Fit You Haffe Fit"*
- Advertise your event with banners, posters and announcements

On Site

- Give yourself at least half an hour set up time
- Set up an information table
- Have your models gear up ahead of time
- They can model more than one accessory at a time

During

- One person should stay at the table to share information
- MC – know the order of models and the safety or fashion reason for the different pieces of gear – share information as models walk the red carpet
- Models – ham it up, be silly and strut your bikey stuff

After:

- If people are not modeling their own gear make sure gear is returned to the owner
- Clean and return any materials borrowed from ASB

Materials Check List

- ☐ Table
- ☐ Banner
- ☐ Table cloth
- ☐ Sponsor List
- ☐ Clip board with paper and pens

Fashion Accessories *(these will change based on availability)*

- **Bike shorts** *Provide comfort on long rides and are padded in all the right places*
- **Cycling Jersey** *Wick sweat away from your skin keeping you cooler and more comfortable. Many have groovy pockets in the back for small items*
- **Reflective vest or coat** *Light and bright colors make you visible. A driver who can see you will try to avoid hitting you*
- **Bike Helmet** *your number one piece of safety equipment. Brain injuries are just not cool*
- **Multi-use Helmet** *Just like a bike helmet but can be used for skateboards*
- **Ankle straps** *Keep pant legs out of the chain*
- **Sunglasses** *In addition to filtering the sun, keeps dust and bugs out of your eyes*
- **Water Bottle** *Dehydration can ruin a fun ride. Drink before you are thirsty*
- **Headlight and taillight** *It helps keep you visible on foggy mornings*
- **Backpack** *A handy tool for carrying your school gear*
- **Cleats** *cycling cleats have a stiff sole that allows your leg power to go directly to the pedals*
- **Rain Pants** *Any day is a great day to ride if you have the right gear*
- **Gloves** *protect your hands, help you wipe sweat from your brow and provide padding*
- **Bike** *you might want one of these on hand as a prop for your models*

ECO₂school Challenge

April 2015

Outreach Toolkit

Visit **(Enter Link)** for an electronic version of the toolkit that includes fliers, graphics, photos, memes and videos.

ECO₂school is the Youth Leadership program for the Center for Climate Protection. The program inspires young people to take action for immediate greenhouse gas emissions reductions while promoting long-term personal and community environmental action.

climateprotection.org

Sample Facebook Post

Don't miss out on an opportunity to save the world! The ECO₂school Challenge is **(Insert Date)**. Follow these easy steps to reduce your carbon footprint!

1. Use a green way to get to school. Walk, bike, skate, bus or carpool!
2. Record your green way to school in **(Enter Competing Class Info)** class every day during the ECO₂school Challenge.
3. Win prizes for personal and class participation! The more you participate, the higher your chances are of winning a Brand New Trek Bicycle for yourself and a Pizza or Ice Cream Party for your class!

For promotional image go to: (Enter Link)

Do you want to keep your community free of pollution? Help fight climate change? Reduce traffic congestion? And win prizes? Then participate in the ECO₂school Challenge on **(Insert Date)**! Log your green way to school and mileage in your **(Enter Competing Class Info)** class and win prizes for yourself and your class!

For promotional image go to: (Enter Link)

Sample School Announcements

Want to reduce the harmful effects of climate change? Participate in the ECO₂school Challenge starting on **(Insert Date)** and use green ways to get to school. This means walking, biking, busing or carpooling. Make sure to log your green way to school in your **(Enter Competing Class Info)** class to be entered to win prizes for yourself and your class, such as a brand new Trek Bicycle and a Pizza or Ice Cream Party for your class!

Leave the car at home next week! Choose to walk, bike, bus or carpool to school during the ECO₂school Challenge. When you record your green way to school in your **(Enter Competing Class Info)** class, you'll be entered to win a brand new Trek Bicycle. The class with the most participation will win a Pizza or Ice Cream Party for your class! Help our planet by reducing your carbon footprint.

Sample Newsletter Announcement

Title: Use a catchy title

Did you know that for every mile you walk, bike, or skate you save 0.8 lbs. of carbon dioxide from entering our atmosphere? In other words, if you were to walk to school one day a week for an entire school year you would save 100lbs! Together we can create a better, more sustainable future. The **(Name school club)** has partnered with The Center for Climate Protection's ECO₂school program to bring you the ECO₂school Challenge from **(Enter challenge dates Ex. April x-x)**!

Here is how it works!

1. Use a green way to get to school. Walk, bike, skate, bus or carpool!
2. Record your green way to school in **(Enter Competing Class Info)** class everyday during the ECO₂school Challenge.

3. Win prizes for personal and class participation! The more you participate, the higher your chances are of winning a brand new Trek Bicycle for yourself and a Pizza or Ice Cream Party for your class!

Sample E-mail Blast

Subject: Support **(Enter you school name)** students in spreading the word about the ECO₂school Challenge!

Did you know that 60% of all carbon emissions in Sonoma County are from cars? Let's change that statistic!

Join **(Enter your school name & name of club)** in reducing our schools' carbon footprint by helping spread the word and participating in the ECO₂school Challenge **(insert competition dates)**. This event gets students involved in a friendly competition that challenges them to use alternative modes of transportation such as walking, biking, skateboarding, busing and carpooling to get to school. The goal is to reduce CO₂ pollution, but the added benefit is that more students are active. Here is how it works!

1. Use a green way to get to school. Walk, bike, skate, bus or carpool!
2. Record your green way to school in **(Enter Competing Class Info)** class every day during the ECO₂school Challenge.
3. Win prizes for personal and class participation! The more you participate, the higher your chances are of winning a brand new Trek Bicycle for yourself and a Pizza or Ice Cream Party for your class!

Thank you for your support in advance!

Working With The Press

Positive press can add a lot to your program, and who doesn't like seeing their picture in the paper? News outlets love feel good stories about students taking action. The trick is letting the local press know what you are doing and when. To do this you need to send out press releases and media advisories. If you get an interview, make sure to get a copy. It looks great as part of a college or scholarship application.

Media Advisory vs. Press Release

- Media Advisories can be sent before the event happens. Minimum once a week every week, one month before the event.
- Press Releases can be sent the day before, the morning of the event and after the event has happened.

Media Advisory/ Invitation to Cover

Invites media to attend your event

Answers five W's for the media

Based on key messages of release

Bulleted format

Limit to one page

Written in the future tense

Press Release

Tells media what happened

Answers five W's in first paragraph

Key messages woven throughout

Inverted pyramid format

Limit to one or two pages (if possible)

Written in the present tense

Key Details

Use the templates provided. Revising is easier than writing.

Title

- When writing to the media, use a catchy title that positively depicts your story or event.

Content

- What is the event?
- What are they going to see? Will this be a good photo opportunity for them?
- Provide a quote or quotes
- Let them know if spokespeople are going to be available for comments

Contact

- Provide: Name, job title, email, phone #, website

How to Send an Email to the Media

- Your subject line should be catchy and clear with the event date, if appropriate.
- If you are reaching out to multiple media outlets through a single email, send the email using BCC (blind carbon copy)
- Copy and paste the Media Advisory or Press Release in the body of the email
- Attach a PDF of the Media Advisory or Press Release (Otherwise it might reformat on someone else's computer)

When the Media Contacts You

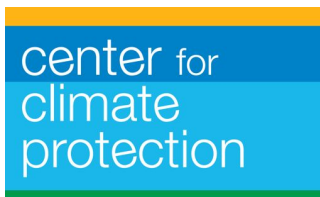
- This is your time to pitch your story!
 - Your story is your message.
- End the conversation with an invitation to attend.

When the press attends your event:

1. Meet them at the office. Make sure there is an escort for them while they are on campus. The escort can help introduce the Press to key leaders and school officials. They can also answer questions about the program and lead them to good photo opportunities.
2. Be friendly and respectful.
3. Dress appropriately; wear your ECO₂school T-shirt.

If you are asked to do a radio interview:

1. Think about the questions an interviewer might ask and prepare answers. It is ok to have a cheat sheet (it's radio - no one can see you).
 - a. Why is climate change an important issue for you?
 - b. How did you get involved with ECO₂school?
 - c. Do you bicycle to school? How often? Why?
2. Don't worry if your answers are not perfect. They will edit the interview. However, don't use slang or swear words and don't chew gum.
3. Ask for the airtime schedule. Most interviews are not done live. Find out when you will be on the radio and let everyone know, including ECO₂school.



Our mission

To inspire, align, and mobilize action in response to the climate crisis. We work with business, government, youth and the broader community to advance practical, science-based solutions for significant greenhouse gas emission reductions.

Contact www.climateprotection.org P.O. Box 3785, Santa Rosa, CA 95402 707-525-1665

***** Media Advisory *****

Contact: Amy Jolly
ECO₂school Program Manager
707-525-1665, x119
707-696-2129
eco2school@climateprotection.org

Students to Kick Off ECO₂school Program at (Name) High School

When:
Day, Date, Time

Where:
(Name) High School auditorium
address
city, CA zip code

What:
The Green Club of **(name)** High School will kick off its ECO₂school program with an all school assembly.

The goal of the program is to get students to look at the greenhouse gas emissions created by their school commutes, then support students in taking positive actions to reduce their carbon footprints by traveling to school in more environmentally friendly ways – walking, biking or carpooling. Student leaders are taking charge to educate and empower each other in taking action to preserve the world we live in.

To reach these goals student leaders **(name)** and **(name)**, the Green Club president and secretary, along with **(name)**, their teacher advisor, have built a campus coalition of teachers, students and community members to educate and inspire their fellow students. The AP statistics class will be surveying students before and after the campaign to figure out the school's carbon footprint and the reductions resulting from the campaign. Students can earn prizes and medals by tracking their green miles online. The grand prize is a Trek 820 mountain bike.

In addition to the assembly, there will be a rally on **(date)** featuring the bike blender and on **(date)** there will be slow races during lunch from **(time-time)**.

Background

ECO₂school is a program sponsored by the Center for Climate Protection to develop student leadership and encourage positive action in response to the climate crisis. This award-winning program is in high schools across Sonoma County. What makes this program unique is that ECO₂school makes the connection between global issues and individual behavior and works with classes, clubs and student leaders to develop a comprehensive climate literacy program that focuses on student leadership and empowerment.



Our mission

To inspire, align, and mobilize action in response to the climate crisis. We work with business, government, youth and the broader community to advance practical, science-based solutions for significant greenhouse gas emission reductions.

Contact www.climateprotection.org P.O. Box 3785, Santa Rosa, CA 95402 707-525-1665

For Immediate Release ***

Date: **mm/dd/yyyy**

Contact: Amy Jolly
ECO₂school Program Manager
707-525-1665, x119
707-696-2129
amy@climateprotection.org

High School Students Reduce Greenhouse Gas Emissions *Project at (name) High School Combines Education and Action to reduce their carbon footprint*

Santa Rosa — **(name)** High School students have completed a greenhouse gas reduction program known as ECO₂school. The **(name)** Green Club sought to get students to take a look at the greenhouse gas emissions created by their school commute, then supported students in taking positive action to reduce the carbon footprint by traveling to school in more environmentally friendly ways – walking, biking or carpooling. Student leaders **(name)** and **(name)** took charge to educate and empower other students in taking action to preserve the world we live in.

Quote from student leader “I am so proud to have been a part of this movement on campus because I believe that a club’s main responsibility should be bettering its school,” said **(student leader name)**. “ECO₂school inspired a change for the better.”

As a result of the campaign, **(name)** High School students took **X** green trips to and from school. They had a reduction of **X** vehicle miles traveled, resulting in **X** pounds of greenhouse gas emission reductions.

Top student efforts included the following.

- **Student name** was the top participant at the school, traveling over **X** green miles over the course of the two week challenge and reducing his emissions by **X** pounds.
- **Student name** was another student who took the challenge to heart. She did not just change her habits going to and from school but logged **X** green trips over the two week period.

(Teacher name's) (subject) class had the greatest participation with a total greenhouse gas reduction of **X** pounds.

- **Student name** was the big winner of the grand prize. **S/He** traveled a total of **X** green miles and saved **X** pounds of carbon dioxide (CO₂) from being emitted into the atmosphere. **S/He** won a Trek 850 donated by Trek Bicycles in Santa Rosa.

The campaign was not just prizes and fun. The Green Club also set and achieved a goal to educate their fellow students about climate change. Along with the ASB class they sponsored an all school assembly on climate change. The Center for Climate Protection came in with their fleet of specialty bikes, and students had the opportunity to use pedal power to make healthy smoothies and learn how much energy it takes to light up a light bulb. ASB sponsored a lunchtime slow race rally to bring awareness to the skill and fun of riding a bike.

About ECO₂school

ECO₂school is the youth leadership program for the Center for Climate Protection . The program develops student leadership and encourages positive action in response to the climate crisis. This award-winning program was piloted at Montgomery and is expanding into high schools across Sonoma County for the **year** school year. What makes this program unique is that ECO₂school makes the connection between global issues and individual behavior and works with classes, clubs and student leaders to develop a comprehensive climate change education program that focuses on student leadership and empowerment.

Sample Survey letter to teachers

Sample Survey letter to teachers

Teachers,

I don't know if you have heard yet but The Green Team with the help of ASB is doing a program to reduce the carbon footprint of students' commute to school called ECO₂school. For two weeks **(date)** we will track how students get to school, carpool, walk, ride bike etc. There will be prizes for those who participate. A big part of the program is a pre and post survey to see how much CO₂ was saved during the challenge period. Can we take a few minutes of class time on **(day)** at **(time)** to have your students take the pre-survey and in the spring take a post-survey. It should take 5-10 minutes. We have tried to choose a range of classes that vary in grade and academic level. Thank you for your support. We appreciate your taking class time to allow us to do this.

The results of the survey will be presented at **Name, date and time of Assembly or rally where results will be announced.** The ECO₂school program will assist you in running the challenge.

Any questions or concerns feel free to let me know.

Survey Coordinator

Contact information

Teacher Champion

Contact Information

ECO₂school Transportation Survey

NOTE: If you live in 2 households, please ask for a double-sided survey.

1. In a typical week of 10 one-way trips you make to and from school, identify the **number of times** that you use each method of transportation.

Number	Mode	Number	Mode
	Walk		Bus (school or public)
	Bicycle		Skateboard
	Motor Vehicle (car, truck, motorcycle) Go to #3 if you enter 0 times here.		
	Other: (please explain) _____		

2. In your trips by motor vehicle, note how many of them are each of the following:

_____ **Drop off** by a vehicle that does not stay parked at school for the day. Mark the typical number of people dropped off from the car.

☐ 1 (just myself) ☐ 2 (myself and one other person) ☐ 3 ☐ 4

_____ **Carpool** in a vehicle that stays parked at school all day. Mark the number of people typically in the car with you. ☐ 2 (myself and one other person) ☐ 3 ☐ 4 ☐ 5

_____ **You drive** by yourself.

3. Can we use your address to calculate the distance you travel to school? If so please write it here.

This information will not be shared.

4. If you cannot provide your address, what are the **two** nearest cross streets to your house?

5. Are you interested in being more involved with the ECO₂school student leadership program to reduce greenhouse gas emissions and save money on transportation costs?

If yes please write your name and email address:

Survey Script

Surveyors:

Thank you for helping conduct the survey. Italic print is information or directions for surveyors. The regular print is what you say to the students. It is important that you follow the script. We are trying to be as consistent as possible so we get the most accurate information. If you have any questions or comments please let us know.

Hi everyone, and thank you for participating in this survey. It is part of a program called ECO₂school. This survey will help us figure out our carbon footprint of commuting to and from school. Your carbon footprint is how much CO₂ you create in your activities (such as exhaling, burning fossil fuels in cars/vehicles, etc.) CO₂ is the primary gas contributing to climate change.

There are no right or wrong answers to these questions. The most important thing is that you are honest so we get accurate data. If you have any questions, raise your hand and I will try to answer them. If you live in two different homes, raise your hand. There is a double-sided survey for you.

Pass out the survey

For Question #1, please tell us the NUMBER of times you travel using those forms of transportation, not an X or a check mark. In a five-day school week, you make 10 one-way trips to school, five to school in the morning and five returning home in the afternoon. Motor vehicles include: cars, motorcycles and trucks.

For Question #2, if you do not travel to school by motor vehicle you can skip this question. For this survey a carpool means traveling to or from school in a car that stays parked at school for the day. Drop off is a vehicle that continues on to another destination. You can mark the number of people who are dropped off but do not include the driver. You should only mark "drive yourself" if you have a driver's license and you are alone in the car.

Question #3 is used to determine the distance of your commute. This information is exclusively for our statistical data. If you don't want to include your address, please answer #4 and write the two nearest cross-streets to your house. This information is confidential and will not be shared.

Fill in question #5 if you are interested in being more involved in the ECO₂school leadership program. We will contact you. If you do not want us to contact you, leave # 5 blank.

Conduct the survey. This should take 5 minutes or less.

Thanks everyone for taking the time to fill this out. In the spring, we are going to do the ECO₂school challenge and you'll be able to track your trips to and from school and earn raffle prizes for using alternative modes of travel. Then we'll survey you again and see how much we reduced our carbon footprint. Our goal is to reduce our schools' commute footprint by 20%. Be on the lookout for more information.

Thank the teacher for allowing you into their class.

Frequently Asked Questions:

Even though we try to be clear, students have a lot of questions. Here are some of the most common questions we hear. Please let us know if there are any questions we do not answer that should be listed here.

Q: What does one-way mean?

A: One way means the travelling you do from home to school or from school to home. Round trip would be from home, to school, and back home, a total of 2 one-way trips.

Q: Why do I need to fill out the double-sided survey if I live in more than one home?

A: We assume that the distance is different from each home to school. Please let us know how frequently you stay at one location, and finish the side of the survey for that particular location. The number of trips you make each week should be adjusted according to how much time you spend at the different locations. 25%= 3 trips, 50%= 5 trips and 75%=7 trips. Then turn the page over and complete the other side for the other location.

Q: I come to school on a motorcycle. Is that still considered a motor vehicle? ?

A: Yes, a motorcycle is a motor vehicle

Q: I walk to the bus stop. Should I write walk or bus?

A: List the one that is your primary mode of transportation, the one that carries you the greatest distance.

Q: My mom drives me to school. Why isn't that a carpool? There is more than one person in the car.

A: It is not considered a carpool because your mom has no reason to travel to school other than drop you off, however, if your mom (or parent) works at school and parks for the day, that would be considered a carpool.

Q: I drive to school with my brother. Is that a carpool?

A: For the purpose of this survey, yes, you would fill in #2 as a carpool and include the number of students in the carpool as 2.

Q: I would like to carpool but the law says I am not allowed. If we are part of the challenge, are we allowed to carpool?

A: NO. Even though we think carpooling is a great thing to do, we cannot change the law or encourage you to break it.

Q: Where do I put my name?

A: The surveys are anonymous. We need the information about you but we don't need to know exactly who said what. If you want to be more involved in the ECO₂school leadership program, leave us your name and contact information.

School Name

Assumptions for Calculations

Average mpg for all vehicles **21.1 mpg**

Cost of gas at the time the survey was taken: **\$3.74**

Pounds of CO₂ burned per mile 0.89 cars, 1.03 bus

Overall

number of students

Sample size # students

Average distance per school: x miles

x% of students live within a 3-mile radius of school

Students drive to school x% of the time, x% of those students drive x% of the time.

Students walk or bike to school x% of the time

Students take the bus to school x% of the time.

x% of driving trips are carpools with x students in the carpool.

Gas, Cost and CO₂ breakdown

Per single passenger student for one week

Gallons of gas: x

Cost: x

Lbs. of CO₂ in a week: x

Cost per year for a single passenger driver

(175 days-35 weeks a year)

Gallons of gas: x

Cost: x

Lbs. of CO₂ in a year x

Per average Student per week

Gallons of gas: x

Cost: x

Lbs. of CO₂ in a week: x

Per average student per year

Gallons of gas: x

Cost: x

Lbs. of CO₂ in a year: x

Average week for all students

Gallons of gas: x

Cost: x

Lbs. of CO₂ in a week: x

Cost per year for all students

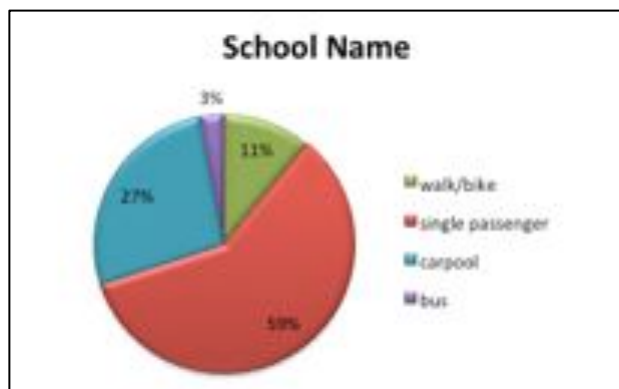
Gallons of gas: x

Cost: x

Lbs. of CO₂ in a year: x

Students generate their own weight in CO₂ approximately every x weeks.

The average backpack weighs 20lbs. In one week you make x backpacks worth of CO₂



ECO₂school Transportation Survey

1. In a typical week of 10 one-way trips you make to and from school, identify the **number of times** that you use each mode of transportation.

Number	Mode	Number	Mode
	Walk		Bus (school or public)
	Bicycle		Skateboard
	Motor Vehicle (car, truck, motorcycle) If you enter 0 here skip #2		
	Other: (please explain) _____		

2. In your trips by motor vehicle, note how many of them are each of the following:

_____ **Drop off** by a vehicle that does not stay parked at school for the day. Mark the typical number of people dropped off from the car.

☐ 1 (just myself) ☐ 2 (myself and one other person) ☐ 3 ☐ 4

_____ **Carpool** in a vehicle that stays parked at school all day. Mark the number of people typically in the car with you. ☐ 2 (myself and one other person) ☐ 3 ☐ 4 ☐ 5

_____ **You drive** by yourself.

3. Can we use your address to calculate the distance you travel to school? If so, please write it here.

This information will not be shared.

4. If you cannot provide your address, what are the **two** nearest cross streets to your house?

_____ & _____

5. Have you reduced the number of times you drive to school over the course of the school year?

- ☐ Yes, I tried a greenway to school
- ☐ No, I already use a greenway to get to school
- ☐ No, I still drive alone or am driven to school

6. If yes, will you continue to use alternative modes of transportation?

☐ yes ☐ no

For the following questions please rate each component individually using a 1-4 scale, 4 being most effective and 1 being the least effective

7. Did you participate in any of these activities during the current school year? If yes please rate its effectiveness.

Yes/No		1-4 Rating
	ECO ₂ school Guest Speaker	
	Cocoa 4 Carpools	
	Walk and Roll Days or Go Green Fridays	
	ECO ₂ school Challenge	
	Bike Blender	
	Slow Race	

8. If you reduced the number of times you drove to school over the course of the year please rate the effectiveness of the following influences.

	1-4 Rating
More aware of climate change and making greener choices	
More aware of the health benefits of walking and biking	
More confident about walking and biking safely	
Wanting to compete in contests for prizes	

9. Please rate the effectiveness of the following incentives.

	1-4 Rating
Win a bicycle or individual prize	
Win a class ice-cream or pizza party	
The poster was visible in my classroom	
The teacher encouraged participation	

10. Are you interested in being involved in the ECO₂school program? Check all that apply to you.

Yes		Yes	
	As a senior project		As an intern
	As a "Climate" club member		Youth Advisory Board Member

11. If you are interested, please give us your name and email. We will contact you soon. Thank you for your time and interest

Spring Survey Script

Surveyors:

Thank you for helping conduct the survey. Italic print is information or directions for surveyors. The regular print is what you say to the students. It is important that you follow the script. We are trying to be as consistent as possible so we get the most accurate information. If you have any questions or comments please let us know.

Hi everyone, and thank you for participating in this ECO₂school survey. You might remember doing this survey in the fall. This survey is going to help us learn if your commute has changed at all this school year and why or why not.

There are no right or wrong answers to these questions. The most important thing is that you are honest so we get accurate data. If you have any questions, raise your hand and I will try to answer them. If you live in two different homes, raise your hand. Please fill out both sides of the paper. If you live in two households fill out two surveys and staple them together.

Pass out the survey

For Question #1, please tell us the NUMBER of times you travel using those forms of transportation, not an X or a check mark. In a five-day school week, you make 10 one-way trips to school, five to school in the morning and five returning home in the afternoon. Motor vehicles include: cars, motorcycles and trucks.

For Question #2, if you do not travel to school by motor vehicle you can skip this question. For this survey a carpool means traveling to or from school in a car that stays parked at school for the day. Drop off is a vehicle that continues on to another destination. You can mark the number of people who are dropped off but do not include the driver. You should only mark "drive yourself" if you have a driver's license and you are alone in the car.

Question #3 is used to determine the distance of your commute. This information is exclusively for our statistical data. If you don't want to include your address, please answer #4 and write the two nearest cross-streets to your house. This information is confidential and will not be shared.

Questions #5-9 are to gauge the effectiveness of the program. Please let us know what works and what does not so ECO₂school can bring a better and more effective program to your school next year. Rate each program component individually. It is not a comparison. On question #7 please rate only the programs you answer "yes" to. You can respond "yes" to as many as apply.

Questions #10-11: ECO₂school is always looking for dynamic student interns and volunteers to help with this program. Please indicate if you are interested.

Conduct the survey. This should take 5-10 minutes

Thanks everyone for taking the time to fill this out. Our goal was to reduce our school's commute footprint by 20%. We will let you know if we were successful.

Thank the teacher for allowing you into their class.

Frequently Asked Questions:

Even though we try to be clear students have a lot of questions. Here are some of the most common questions we hear. Please let us know if there are any questions we do not answer that should be listed here.

Q: What does one-way mean?

A: One way means the travelling you do from home to school or from school to home. Round trip would be from home, to school, and back home, a total of 2 one-way trips.

Q: What if I live in more than one home?

A: Ask for a separate survey and fill out the transportation information twice. Staple the two surveys together.

Q: I come to school in a truck. Is that other?

A: A truck is considered a motor vehicle just like a car or a motorcycle.

Q: I walk to the bus stop. Should I write walk or bus?

A: List the one that is your primary mode of transportation. Probably the bus carries you the greatest distance.

Q: My mom drives me to school. Why isn't that a carpool? There is more than one person in the car.

A: It is not considered a carpool because your mom has no reason to travel to school other than drop you off. However, if your parent works at school and parks for the day that is different and would be considered a carpool.

Q: I drive to school with my brother. Is that a carpool?

A: For the purpose of this survey yes, you would fill in #2 as a carpool.

Q: I would like to carpool but the law says I am not allowed. If we are part of the challenge are we allowed to carpool?

A: NO. Even though we think carpooling is a great thing to do we cannot change the law or encourage you to break it.

Q: Where do I put my name?

A: The surveys are confidential. We need the information about you but we don't need to know exactly who said what. If you are interested in working on the ECO2school challenge next year let us know your name and how to get in touch with you, otherwise we do not need that information.

(School Name) Program Impact

The Center for Climate Protection's Youth Leadership program inspires young people to take action for immediate greenhouse gas emissions reductions while promoting long-term personal and community environmental action.

Program

Throughout the school year, ECO₂school leaders encourage peers to use active and alternative modes of transportation for their school commutes.

Single day events and the multi-week ECO₂school Challenge are designed to provide students with multiple incentives to try active and alternative modes of transportation. The following data depicts the success of these events.

Results

ECO₂school Program Overall Impact

- (Insert #) fewer pounds of CO₂ were emitted

Single Day Events

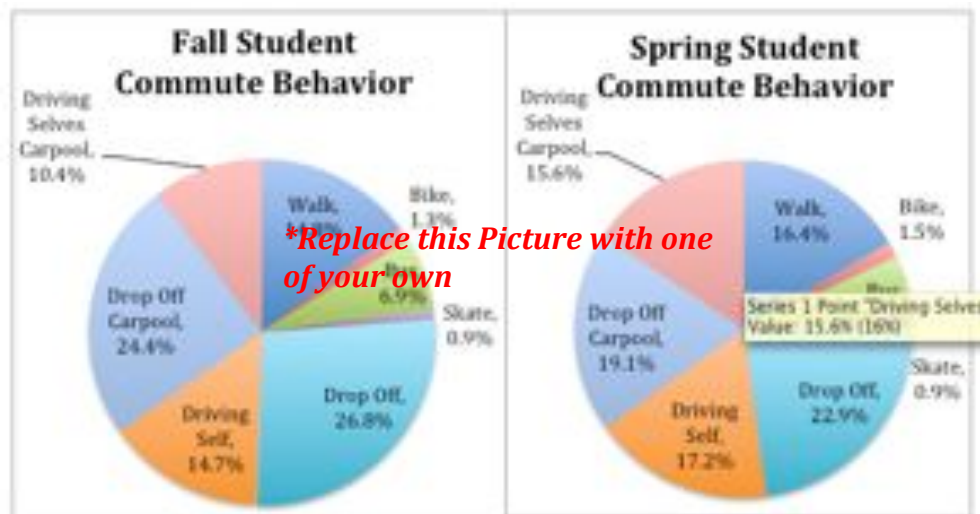
- (Insert #) fewer pounds of CO₂ were emitted

The ECO₂school Challenge

- (Insert #) fewer pounds of CO₂ were emitted
- (Insert #) fewer miles were driven
- (Insert #) fewer gallons of gas were consumed, thus saving (Insert #)

Program Results

The graphs below compares student commutes before and after the ECO₂school program.



Student Behavior Change

When adjusted data from the fall and spring are compared, it shows students increased their use of active and alternative modes of transportation, resulting in a 7 percent reduction in vehicles miles traveled (VMT), carbon dioxide emissions, and gas consumption.

Public Speaking Template

Item	Notes Shaded boxes for preparation White boxes for presentation
TOPIC - explain it clearly & simply	
AUDIENCE <ul style="list-style-type: none"> • Who will be there? • Why should they care about this? 	
YOU <ul style="list-style-type: none"> • How are you presenting in a way that is unique? 	
THEME <ul style="list-style-type: none"> • One phrase summary 	
VISUAL AIDS <ul style="list-style-type: none"> • What will help communicate your message? • What equipment is available for you to use? • What do you need to bring? 	
OPENING <ul style="list-style-type: none"> • Hook- engage the audience • Tell them what you are going to say (topic or theme) 	
BODY <ul style="list-style-type: none"> • Establish your credibility - why they should listen to you, • Share three convincing points about why this is important • What is the benefits for the listener 	
SUMMARY <ul style="list-style-type: none"> • Tell them what you told them 	
CLOSING <ul style="list-style-type: none"> • Call to action • Next steps 	
FOLLOW UP <ul style="list-style-type: none"> • What will happen next? • What is your next step? 	

Creating a Successful Power Point

Power point presentations and other form of digital media can help you organize the flow of your presentation. People like visuals during presentations and, when used correctly these visual cues can add depth and meaning. However they can also be a distraction. If you want to use this tool it is important that you use it well.

Pitfalls



1. Too much text. People can read faster than you speak so your voice becomes a distraction to sharing the information. The audience is finished reading before you are and they lose interest in what you are saying.

2. Not being familiar with the content or the order of your slides.

3. Images are not easily related to the topic at hand.

4. Animated transitions can be distracting for you and your audience.

5. Different fonts on different slides, spelling and punctuation errors.

Remedies



1. Use bullet points, remove all of the text except the key concepts. Move the remainder down to notes and add a visual cue that reinforces your message. When the text is removed you and the audience have an outline of key concepts but they have to listen to you to get the information.

2. Practice, practice, practice. The more you rehearse the better you know the content and your presentation will be smooth and professional.

3. Personal images are more impactful than ones pulled off the Internet. Make sure the image reinforces to your message.

4. Unless animation is critical to demonstrating a concept turn it off. Use a pointer to help focus people's attention on key slide details.

5. Spell check is a helpful tool but it doesn't replace the need to edit carefully. Attention to detail pays off.