

01 — Getting Started

OVERVIEW:

Get started by identifying and assembling the core EcoCrew team. Collect the information required and complete the *climate footprint and what if* analysis.

GOALS AND OBJECTIVES

- **Form** an EcoCrew (students and faculty responsible for the project)
- **Collect** the metrics and data required and complete the *climate footprint and what if* analysis.

SKILLS AND KNOWLEDGE

- **Organisation:** required to select a team with a cross-section of skills
- **Persuasion:** to get the support of Administration, Faculty and students
- **Leadership:** required to launch and lead the project
- **Analysis and Methodology:** to collect the data and complete the *climate footprint and what if* analysis

ACTIVITY

- 1.1. FORMING AN ECO CREW
- 1.2. MANAGING THE ECO CREW
- 1.3. CLIMATE FOOTPRINT & WHAT IF ANALYSIS
- 1.4. MEASURING IMPACT AND LESSONS LEARNED

RESOURCES

- 1A Laying the Groundwork
- 1B CLIMATE FOOTPRINT & WHAT IF-AUDIT
- 1C NEED TO KNOW Climate Problem & Solutions
- 1D NEED TO KNOW Climate Footprint Measurement
- 1E NEED TO KNOW Climate Hand-Print and What-If

1.1 FORMING AN ECO CREW

It is important to find a group of hard-working and motivated people to be part of the EcoCrew for Carbon-free Campus to be effective. This group will carry out most of the duties to get data for the Climate Footprint, the What-If analysis.

They will analyse and share information on the climate problem, possible solutions, set objectives and help organize carbon-free events, campaigns and raise awareness within the community and at home with families.

ten tips for every leader

- 1 **Set a Timeline:** In order to keep things moving you must set deadlines and determine what you will need to reach them. Discuss to get the group consensus and allow everyone to feel that this project belongs to the team. Remember, it is your group and not you yourself who will complete the project!
- 2 **Share Information:** A common mistake made by new leaders is to hold on to all the information and responsibilities themselves. Sharing the lead can be tough, but is necessary if other groups members are to invest in the project and ultimately get more done. If you are unable to attend a meeting, your group should have enough information to be independent and continue as usual.
- 3 **Facilitate and Delegate:** Just like with information regarding your project, share the workload with your team in order to instill leadership in others and avoid exhausting yourself. Once the group comes up with big picture goals use weekly meetings to discuss next steps. Encourage others to take charge of various tasks and use this as a way to learn about each person's strengths and what they can bring to the decision-making table.
- 4 **Build Friendships:** When student activists click with one another they become much more effective. Group members should always feel comfortable working together and asking for help when needed. Team-building activities or check-in questions at the beginning of every meeting can set the tone for a safe space. Encourage the group to bond in settings outside of the project environment, such as hanging out on a Friday night or going for a hike on a Saturday afternoon.
- 5 **Find Your Passion:** Everyone has got something different they enjoy doing. Find out what it is and how you can incorporate it to increase the likelihood of your project's success. Often people can surprise you with their skills and the unique ways in which they can apply them.
- 6 **Make it Fun!** As activists we are confronting the serious problems of the world. A sense of humor and making the most fun out of what we need to do is imperative. Make games out of dumpster diving, have silly contests involving trash bins, and make communication light-hearted. Being a goofball will make everything a little more fun and make you more approachable as a leader.

How to recruit and motivate EcoCrew members

The EcoCrew are essential to the programme as they are more than volunteers: they will be fellow leaders and organizers who will get Carbon-free Campus (CC) going.

Here are important resources that your EcoCrew should review together and understand before starting:

[1A Laying the Groundwork](#) – complete this survey first

[NEED TO KNOW 1C Climate Problem & Solutions](#)

[NEED TO KNOW 1D Climate Footprint Measurement](#)

[NEED TO KNOW 1E Climate Hand-Print and What-If](#)

The EcoCrew should include at least one representative from each sector of the school:

- **Teachers:** can act as a guide and mentor for the EcoCrew and support necessary changes within the administration
- **School administration:** for example, the headmaster or principal. It is unlikely they can attend all meetings, but keep them informed so they can champion the project – also to identify what solutions are feasible.
- **Technical Services:** can help navigate procurement and apply recommended changes.
- **Parent or PTA member:** can help support changes in homes and encourage other parents
- **Students from different age groups:** to get support across the school and encourage change at all levels

When assembling your EcoCrew, consider:

- Building leadership, responsibility, and accountability
- Make sure all members have a defined role in the crew
- Members should feel as if their involvement is necessary for CC success
- Different skills; great speakers, good researchers, video makers, artists for posters, writers for social media, debaters, slam poets, singer/song writers, school radio presenters, languages
- Consider holding informal recruitment meetings to present the CC challenge to potential EcoCrew volunteers and answer questions
- These positions may include:
 1. **Captain ***
 2. **Monitor ***
 3. **Communicator ***
 4. Volunteer coordinator
 5. Class Representative
 6. Faculty Liaison
 7. Others – design the group you need

* = Key Roles - Required

Key EcoCrew Roles

EcoCrew Captain to:

- organise EcoCrew meetings
- be the “face” of the project when only one person can be
- keep track of the EcoCrew and progress of modules
- ensure task assignments are allocated and completed

EcoCrew Monitor to:

- gather information and data
- measure impact
- track lessons learned
- make sure the Checklist for each Module is completed

EcoCrew Communicator to:

- be the key communications leader
- coordinate responses from the school community
- be the contact point for the EcoCrew
- to prepare videos and other media to showcase progress

Other EcoCrew positions:

- define these roles and responsibilities

Launching the EcoCrew

Get all the volunteers together to:

- ensure there is a good mix of skill sets and diversity
- where is the EcoCrew strong and weak and are new recruits needed?
- agree roles
- agree initial assignments
- agree next steps

Motivation

Have some fun! Nothing helps team spirit more than recognising when everyone has been working hard and taking time together to appreciate progress.

Consider getting together at lunch, after school, or on weekends to hang out and celebrate!

Top Tip: Engage with the global Carbon-free Campus community by publishing your aims as an EcoCrew and uploading them to social media with the tag #CarbonfreeCampus

1.2 MANAGING THE ECO CREW

Plan how to keep the EcoCrew coordinated and committed:

- see Pages 3 to 10 in the [PLAN Manual](#) for inspiration.

PLAN = Post-Landfill Action Network <https://www.postlandfill.org/> is a University project about reducing plastic waste. Many of the tips here apply to Carbon-free Campus as well.

- How to keep the team motivated, aligned and on track
- Weekly check-ins (tips for success)
- Quarterly reviews
- End of year finale

Decide how to identify and celebrate achievements

Decide how to capture lessons learned, measuring impact and how to communicate these.

- Within the EcoCrew
- With the broader school community
- With other schools via the CC Academy and social media

Reducing your climate footprint is not always quick and easy and not everything may be accomplished in one school year. This programme is designed to be run by different

EcoCrews year to year. Therefore, it may make sense to plan how to hand-over to the next EcoCrew.

- Conduct exit interviews and testimonials and capture ideas for how to do this better
- Ask people what they got out of the experience individually
- Remind individuals what they stated as their personal development objectives and ask how they feel they progressed with them
- Write hand-over notes for the next EcoCrew
- Publicly celebrate the success and the contributions of the EcoCrew
- Review who is leaving and see what skills need to be brought in and what is needed to ensure diverse representation
- Recruit new members
- Integrate members into team

1.3 CLIMATE FOOTPRINT AND WHAT IF ANALYSIS

A *Climate Footprint* and *What If* analysis is effective at determining where the most impact can be made and therefore setting priorities. By identifying what the drivers are of the climate footprint of the school it is then possible to isolate where to start. A *What If* analysis can also identify opportunities for both carbon and cost savings.

It is important to conduct this analysis at the very start of the CC project to have a good baseline of data for the awareness campaign.

Conduct two analyses: one at the start and one at the end of the Carbon-free Campus project, to help measure the impact. It is important to quantify the changes being made, for example, on the amount of food waste generated on campus, or the amount fossil fuels used by the school community.

Before starting the *What If* analysis first complete **1A Laying the Groundwork** which gives a high level view on what is already being done on campus to reduce the climate footprint.

Next complete the *What If* analysis. Use the online *What If* tool, save the results to a file then return and upload it when you complete the Checklist.

What If Analysis 1

Top Tips: Zero-carbon is difficult to achieve, aim for a low-carbon campus within reasonable limits. Consider the impact before removing or reducing something: For example, changing the heating or air conditioning system may not be practical.

1.4 MEASURING IMPACT AND LESSONS LEARNED

The most significant impact of this module is the *What If* analysis. There are two key figures that will make it easier to recognise the progress made when the second analysis is done at the end of the project.

1. Food – meat versus plant rich – and waste –
2. Transporation – daily commuting to school

What were the challenges putting together the EcoCrew?

- Students?
- Faculty?
- Administration?

Top Tip: Here are some points to consider when measuring impact:

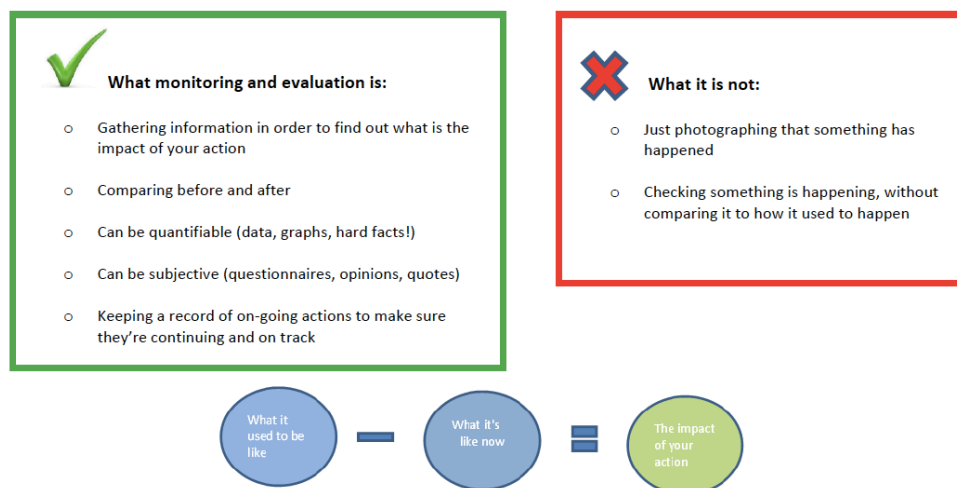


Figure 1. [Eco Schools Northern Ireland](#)