

o6 — Community

OVERVIEW:

Expand the Carbon-free Campus project to include the local community and businesses. Students and the local community will become more aware of the environmental issues related to climate change and encourage them to implement different solutions.

GOALS AND OBJECTIVES

- **Consolidate:** the lessons learned in Modules 1 - 5
- **Apply:** these lessons in a different broader context
- **Inspire:** the local community to join in and make changes
- **Validate:** the full project success by conducting a second Climate footprint and What-if audit

SKILLS AND KNOWLEDGE

- **Research:** what are the local issues with climate change
- **Assess:** where improvements and changes can be made
- **Brainstorming:** with others to decide what the next priorities
- **Organisation:** of a new project: team, tasks, timeline, deliverables
- **Communicate:** to a broader audience the project results

ACTIVITY

6.1 COMMUNITY PROJECT

6.2 SHARING YOUR PROJECT

6.3 CLIMATE FOOTPRINT AND WHAT-IF AUDIT

6.4 MEASURING IMPACT AND LESSONS LEARNED

RESOURCES

6A Climate Footprint & What-if Audit 2

6.1 COMMUNITY PROJECT

The final step in the Carbon free Campus programme is to apply the lessons learned in school to the greater local community. This means taking the communication, organisation and negotiation skills already learned and applying them in a new context. Expect to run into new problems, objections and barriers to success. Overcoming these is the masterclass phase of the CC project.

There are many ways to help the community on climate-related issues. However, it's worth noting the ideal approach will be different depending on the local context, timeframe and the availability of resources. Here are some tips on how to make sure the project makes the biggest impact possible.

TOP TIP: Remember that a community project could be adopted as a CAS activity in the International Baccalaureate programme!

A. Be informed

It's important to understand the context and to know how to best apply resources and time.

- Are there any existing carbon-free & climate events or initiatives already? If so, is collaboration possible?
- Have these events or initiatives been successful? Why or why not?
- Research the history of local climate-related issues: are there already bans (such as access to city centres by most polluting cars) or legislation (carbon tax, energy standards, environmental protection, pollution standards) that regulates consumption or waste management (taxes on waste management and disposal, producer take back requirements) or is one being proposed? What is the proposal and where does it stand right now?
- Have local communities adopted a climate action plan?
- Are there stores and restaurants that cater to vegans and vegetarian diets?
- Is there already a store that is plastic free or a local community that is plastic free?
- What are the current local concerns about climate change?
- Mortality (both human and nature) due to forest fires, flooding, droughts, heatwaves and infectious diseases? Increasing levels of poverty and hunger?

LINK TO MODULE ONE

What lessons were learned from the sustainability survey and climate footprint & what if analysis? Is there something that can be done locally to make improvements?

LINK TO MODULE TWO

Think about the issues highlighted in the awareness campaign – could some of these be tackled in the local community?

Surveys and Interviews

Conduct a survey or interviews to identify the number of people who are conscious of climate change and are changing behaviours:

- a) eating a plant-rich diet
- b) walking cycling, taking public transport to work or have switched to tele-commuting?
- c) reducing consumption
- d) switching to renewable energy.

The results will help understand the issues in the community and to set targets. For example: currently 10% of people have plant-rich diets, how can this number be increased to 20% and by when?

Ask consumers and businesses how they are affected by climate change. Could they explore changes to their diet, how they commute, their consumption patterns and the waste they produce? How can they save energy and money and switch to renewable energy sources?

Find out what people are thinking. Interview ten (or more) people. How many are aware of what the solutions to global warming are? Talk to friends, neighbours and family members to find out what they know and are thinking.

What do community officials (local government), or local non-profit groups know and think about global warming. Do they think there is a problem? If so, what do they think can be done?

Note: When carrying out interviews, consider researching and learning [interview techniques](#).

Gathering resources

Research may reveal there is a lot that could be improved in the community. Although it's important to aim high and try to bring about significant change, it's as important to know what is attainable. Consider the following points:

		NOTES:
People	How many volunteers are available?	
	What skills or talents does everyone have? Research Communications Interviewing Negotiations Organisation Reporting and Metrics	

	Does anyone have contacts that may help in this project?	
Time	How much time can everyone dedicate (hours per week)?	
	Can you invest in this project long term? If so, could you hand over the responsibility if the project is not complete before you leave?	
	When could you start?	
Resources	What materials do you have at hand that might be helpful?	
	What is your budget? Remember that fundraising is always a possibility.	

TOP TIP: Consider what scale to tackle... local, regional, national or international community?

C. Brainstorm ideas

Understanding the community needs and resources available, gather the team and start [brainstorming](#) project ideas. Be creative!

Here are some ideas to get started:

- Campaign for policy changes:
 - Call local government representatives and /or start a petition to request a [climate emergency declaration](#), sign existing petitions such as [planetary emergency](#),
 - Require communities to enact a climate action plan, decarbonization or net zero plan, 100% clean renewable energy
 - Push for legislation that promotes sustainable healthy climate solutions (see [Project Drawdown](#), [Exponential Road Map Initiative](#), [52 Solutions](#), [One Earth Climate Model](#) and [Rare.org](#) for lists of solutions)
 - If local government has enacted any of these, what is the next layer down?
 - Join or show your support for Climate Strike movements and join local demonstrations.
- Inspire changes in the community
 - Start a local petition such as for a car ban, cycle lane, biodiversity protection, rooftop solar on public buildings, vegetarian options in restaurants
 - Run a Climate-friendly living workshop and give advice on how to reduce climate footprints. Use the workshop techniques from Module 3.
 - Ask local restaurants for more plant-based options and to allow refillable containers and to put a notice outside to let customers know.
- Inspire changes to businesses
 - Create a letter writing kit or template letter to encourage people to send letters to brands asking them to adopt a Climate Action Plan using [1.5°C Business](#)

[Playbook](#), [We Mean Business](#)'s 11 climate commitments or [Project Drawdown as a framework for climate action](#)

- Campaign to increase shelf space for plant-based options and alternatives to meat, provide climate footprint information on products, make an aisle at your local supermarket plastic-free
- Consider [eco-labels](#) for local hospitality ([hotels](#) and restaurants) and other local businesses & venues and support them in pursuing their certification.

D. Preparation

Now plan the roles and responsibilities and draw up an action timeline for the community project. Consider the following:

- What are the main objectives?
 - Set measurable targets with approximate timelines – to be able to measure value so others can implement similar strategies.
- Map out the resources needed and how to get them.
- Start to oversee project roles: consider how many people are needed and what relevant skills and interests they have. This can be used as a basis to decide what responsibilities the volunteers will take on.
- Create an estimated timeline for action and include regular progress meetings.
- Consider the possible challenges to be faced and what is needed to overcome them. These might be financial or administrative challenges, for example.
- Who might be able to help? Consider getting in contact with school alumni, local NGOs or government officials.

6.2 SHARING THE PROJECT

Congratulations on the completion of the project!

After the project is finished, or after significant progress has been made (if this is a long-term project) take time to reflect on the successes and failures. Consider, for example:

- What succeeded and what did not?
- What was learned?
- How could the project be improved if it were repeated?

TOP TIP: Reflect on how this project could link to the academic curriculum. How can the project help gain a deeper understanding of subjects at school?

- Share the outcomes and experiences of the project with the CC community. Think of all that has been learned.
- Make a short one-minute video for each topic. For example, how was procurement changed at your school? How was resistance overcome to make changes in your local community? Upload this on YouTube and send the link to: admin@carbonfreecampus.org. The best videos will be shared on the CC YouTube Channel for others to learn from.

- Share online using the hashtag #CarbonfreeCampus in order to connect with other schools and students implementing the program. Sharing these experiences will generate more support and awareness for action against global warming in your community, and it will help other students across the world learn how to create a successful project of their own. You could, for example:
 - Write or video a **blog post** to share with your school community to post on Facebook or Instagram
 - Create a **video** to share with other schools on the Carbon-free Campus YouTube channel. Keep it short – a minute or two just to cover one topic is best.
 - Write an **article** for your school newspaper or local town/city newsletter
 - Create a temporary **exhibition** in a busy place at school with the pictures you took throughout the planning and implementation of the project
 - Seek out **other schools** around the world that are involved in the fight against global warming and get in contact with them: you could both learn from each other's experiences!

6.3 CLIMATE FOOTPRINT AND WHAT-IF AUDIT 2

- How long has it been since the Climate footprint and What-If Audit was done in Module 1?
- What changes have been made?
- Now is the time to conduct a second Climate footprint and What-If Audit and learn just how effective the Carbon-free Campus project has been.

Climate footprint and What-If Audit 2

6.4 MEASURING IMPACT AND LESSONS LEARNED

Metrics – What was accomplished? What changes were made? How big was the impact? Metrics are the numbers that help define these answers. Upload the Audit 2 results in the Checklist.

Lessons Learned – Summarise the lessons learned in 6.2 SHARING THE PROJECT above. Upload the results in the Checklist.