ECO2school Program Manual

A Guide to Greenhouse Gas Emissions Reduction Activities on Campus
Dear Reader,

Thank you for your interest in ECO2school. This manual represents over a decade of shared experience and wisdom from program providers, teachers, student leaders, mentors, and activists. It is intended for high school students and the adults that work with them to take on the challenge of climate change through a transportation lens.

Humanity has come to a fork in the road. We must reduce the amount of carbon dioxide emissions currently being released into our atmosphere if we are to avoid the worst impacts of climate change. Perhaps the most complicated sector is transportation, which accounts for 14 percent of global emissions, 29 percent of U.S. emissions, and over 40 percent of California’s emissions. The Environmental Protection Agency (EPA) estimates that for most Americans, driving our cars is probably the most polluting thing we do.

Despite the fact that California has become a global climate leader in terms of policies, we still have a long way to go when it comes to transportation emissions. Simply put, we must drive less. The problem is compounded by the fact that transportation choices are deeply intertwined with our land-use patterns, zoning codes, and a strong cultural milieu that glorifies the automobile as the predominant form of transportation.

This manual offers usable materials, tools, tips, and tricks based on years of high school-based activities, events, communication campaigns, educational presentations, and data collection. It offers the nuts and bolts of how to build a leadership team centered around transportation sustainability. High school is a pivotal time for young adults in terms of transportation choices: while most still live at home, they crave independence and the ability to make choices on their own. Can bicycles be used for local transportation, walking be a viable mode for students living close to campus, and public transit supplant some car trips? We believe the answer is yes! Transportation has to be addressed if we are going to transition to a sustainable planet, now and into the foreseeable future.

The students we have worked with over the past decade have shown that there are legitimate ways to tackle the problem. We hope this manual will help you build leadership around transportation and sustainability at your high school. Please use, share, and adapt the materials here to meet your program’s needs. We can choose the road that leads to environmental sustainability, more efficient land-use, and transportation equity. We can be the change we wish to see in the world.

ECO2school staff and student leaders on a community ride.
ECO2school Program Manual developed by:
The Climate Center
P.O. Box 3785
Santa Rosa CA 95402
www.theclimatecenter.org

Authors: Amy Jolly, ECO2school Program Manager
Kevin Anderson, ECO2school Senior Program Coordinator

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

Please acknowledge ECO2school if you use this manual to implement a project.

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This collaborative seeks to find effective ways to reduce greenhouse gas emissions related to transportation and air quality while providing regional resources for students, parents, teachers and program providers. STAY also supports Bay Area Safe Routes to School outreach and encouragement efforts. Additional curricula and resources can be found at eco2school.org.
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This manual is primarily developed as a tool for students and program providers. For providers, it includes a number of suggested strategies for helping students get started in climate activism and sustainable transportation projects. Teachers, informal educators, and mentors are uniquely positioned to provide students with guidance in connecting the dots about climate change and to provide support for their actions and solutions.

I. Building Relationships

Building a relationship of mutual respect with students is no different than with anyone else in your professional network. An informal educator has a different role than a teacher. Our job is not to impart knowledge but to engage the students in a process for mutual learning and benefit.

- **Acknowledgement of their skills**: By the time a student is in high school they have at least 10 years of classroom education behind them. They have tools, resources, and knowledge. They also have individual interests and passions. It is our job as providers to help grow their capacity and help them apply those skills in a real-world application.

- **Positive attitude**: When you project optimism, you are more fun to be around. The public is worried about climate change but that doesn’t mean we need people in panic mode. We need short, medium, and long-term sustainability solutions and we do our best thinking when we feel hopeful.

- **Good communication**: The ability to listen well and clearly articulate your ideas is a life skill no matter what the job. Find out from students what social media and communications platforms they like and use them. Even highly enthusiastic teenagers need frequent check-ins if you are going to stay connected and achieve your common goal. Set up your next meeting at the end of the last meeting.

- **Share knowledge**: You are an expert in your field. A collaborative model does not mean that you give up your intelligence, experience, and expertise. ECO2school has developed a number of materials to help communicate program objectives and connect the dots between climate, sustainability, and transportation. (*See the Supplemental Materials at the end of each chapter.*)

- **Be open**: Sincere leaders are far more effective at motivating people because they inspire trust and admiration not just through their words but also with their actions. This requires vulnerability, transparency, and integrity. Students know pretty quickly if you are genuine in your interactions with them. If you don't care, neither will they.

“Working with ECO2school has greatly impacted my ability to take leadership in my climate community. Everyone on the team supports me in leading at my school; helping me plan and organize, but [they] know when to step back and let students take charge.”

— Anonymous student evaluation
II. Leadership Development

With the United Nations Intergovernmental Panel on Climate Change’s recent 2019 report estimating a mere ten years until the world reaches a handful of climate tipping points, there is increasing awareness of the need for climate action. Young people have a right to be nurtured, protected, and treated with respect and they need to be involved, consulted, and listened to. As leaders and mentors, we face choices about how we choose to direct our influence. Traditional programs often offer a predetermined “box” of resources and activities, and implement a project without consulting youth in both the development and the process. Leadership is more than just helping students understand the root causes and effects of climate change and telling them what they should do to solve those problems; nor is it about simply providing support without sharing expertise and experience. Authentic leadership is about finding the balance between predetermined program activities and youth-led activities; furthermore, leadership requires a partnership in which all views and interests are articulated and represented. (See Hart’s Ladder of Participation handout.) Genuine leadership is about being a resource for students that allows them to grow as individuals in a way that benefits civil society and the communities we live in, and to work towards a positive future for the planet. Simply put, it’s about providing the minimum of support needed to maximize their voice, action, and ultimately their own power and agency. Authentic engagement, social inclusion, and targeted assistance for disadvantaged communities rightfully remain at the core.

The social discipline window provides a model of support that enables authentic engagement.

III. Building Your Program

You’ve seen the Power of Collective Action infographic (below). Being in 10 schools gives you a greater reach and impact than being in one school. How do we bring our amazing program and expertise to the next school (and then the next one, and the next one)? There is no one, magic way to build a program, but being thoughtful, nimble, and creative with the resources you have is a start.

Plan where you want to be. Spend some time doing a needs assessment. Are there schools or communities in the area that are underserved? Are there schools with great walk and bike potential but little activity? Set a goal or target for yourself in the program.

Build momentum. A strong network will not just happen. It takes work. Are there like-minded organizations or collaborative groups that meet regularly? Finding common
ground will allow you to be a resource for each other and maximize your reach and overall impact.

**Utilize your network.** An ally can help you get a foot in the door and anyone can be an ally. A favorite student from your middle or elementary program or a former Safe Routes parent whose students aged out of the K-8 program. Do students have a community service or senior project requirement? Find out if there is an environmental or cycling club on campus and who their teacher advisor is. Who is the school’s leadership teacher? You could work with them to promote a green or bike-spirit week. Climate change is now a core concept in the Next Generation Science Standards. *(See our website for NGSS-connected climate, transportation, and sustainability curricula.)* Who is the teacher responsible for addressing those standards? Offer yourself and the program as a resource. One person can be all you need to start a successful service-learning project.

**Share your program.** How you tell the story of what you do is important. Once you have identified your point of contact, set up an introductory meeting. In high schools, we work primarily with clubs and classes. Even though administration is not as involved as in elementary schools, it is still important to share what you are doing. Meeting administrators will help set the tone for your relationship with the school and can provide an invaluable perspective about the school you will be working with. Bringing some basic information about your program’s mission, history, and successes is vital, along with any graphics or basic statistics that show the specific need for your program. *(Use the Supplemental Materials to help make the case for your program. See the Evaluation chapter for information on how to develop school-specific materials.)* Bring this information in paper copy; there is something about being able to hand someone a packet of information that adds to your legitimacy. Following up within 24 hours with electronic copies as well as a summary of the main meeting points will go a long way towards solidifying that relationship. When you finish that first meeting, set a goal together for what you are going to do next. Example: “Check out these materials and I will come back next week to meet with the rest of your club and we can decide together what we want to do.”

**Give as much as you get.** It is important that your allies feel they are getting as much from the situation as they are giving. Make yourself and your program indispensable. For teachers, this could mean curricular support; for administrators, it could mean connecting to school foundations or contributing to school newsletters or bringing resources to the school that build community and reputation. For clubs, it can be training, expertise, materials, or information. This creates a win-win scenario for you and the people you work with.

**Be flexible.** Each club, teacher, and school you work with will have an individual set of needs. Maintain the core of your program but be flexible on the details to customize the program, activities, and presentations.

“We have reached a point where we need to make big changes fast, for if we don’t, we risk losing this wonderful world we are so lucky to call home. I want to change the fear and anger of my generation and turn it into hope and action. I believe we can make a difference.”

- Solana Jolly
IV. Youth Boards

As your program grows and develops, so will the students you work with. They need somewhere to go as they expand the reach and scope of what they believe is possible. Students have a number of reasons why they want to join a board: they are trying to build their college resume, they feel isolated, they want to be with other active, engaged young people, they want to be part of bigger and more impactful actions. Whatever their reasons for wanting to engage in the larger community of activists, a board is a great landing spot. Just like setting up club meetings (see the Clubs chapter) make sure you have a clear timeframe, agenda, and goals. Kids are busy. Here are a few board benefits that keep them coming back:

- **Training.** This is a great time to focus on skill building and giving students more focused attention than they get in short lunch-hour meetings.
- **Connection to the greater community.** Having a guest speaker (e.g., a board member, local activist, or politician) is exciting and helps student deepen their connections to the greater community.
- **Community building.** Plan an action, presentation, or community workshop together.
- **Make it fun.** Kids have already spent a full day in school. Make sure the time you have together is collaborative and enjoyable.
- **Food.** If you feed them, they will come. Cookies and popcorn are delicious but so many students come to meetings after a full day (including sports) and healthy, hearty, and homemade is always a plus.

V. Supplemental Materials

- Why Transportation?
- Connect the Dots
- The Power of Collective Action
- Make Your Actions Count
- Consumption-Based Greenhouse Gas Footprint
- Roger Hart’s Ladder of Participation

The Climate Center’s youth board members meet with Carl Mears, climate scientist and IPCC contributor.
Why Transportation?

If we're going to do what we have always done, we are going to get what we've always gotten.

- $762,000,000 for highway expansion
- 5 new gas station proposals in Sonoma County
- $61,000,000 for an overpass
- Transportation: the biggest GHG contributor in the Bay Area

It's all about me


What we invest in matters. Educate, Encourage, and Advocate for positive solutions.
Connect the Dots

Rampant CO2

Over Consumption

Fossil Fuels

Food Insecurity

Severe Weather

Wild Fires

Human Migration

Ocean Acidification

Extinctions

Solutions

Connected compact cities

Go Local

Innovation

Sustainable Transport

Clean Energy

Reduce consumption

Refuse

Reduce

Reuse

Air quality

Drought

Daily acts

We don't have time to waste, but we still have time to act!
How much CO₂ can you save by walking or riding your bike to school one day a week?

- One Student: 100 lbs
- The students in one high school: 3,000 lbs (1.5 tons)
- All the students in Sonoma County: 60 tons
- All the high school students in Sonoma County: 1,078.5 tons
- All the students in California: 3,532 tons
- All the students in the USA: 311,834 tons
- All the students in California: 2,743,800 tons

The Power of Collective Action
Make Your Actions Count

Get the most out of your club’s green-tivities by looking at the CO₂-reducing impacts

**Walk and Bike to School**
Save 100 pounds of CO₂ per year for every student who walks or bikes to school just 1 day per week.

**School Gardens**
Save 2 pounds of CO₂ for every pound of fruit or vegetables grown in a garden.

**Composting**
Save 1 pound of CO₂ for every pound of compostable trash that you keep from rotting in a landfill.

**Lighting**
Save 94 pounds of CO₂ per year for every regular light bulb that’s replaced with a compact fluorescent.

**Energy Conservation**
Save 40 pounds of CO₂ per year by cutting down on overall energy use by 20% for the school year.

**Tree Plantings**
Mature trees can absorb roughly 48 pounds of CO₂ a year.

**Reduce, Reuse, Recycle**
Keep trash out of landfills and oceans – and reduce emissions from product manufacturing and shipping.

Join ECO2school to reduce your school’s carbon footprint!

Contact our team for more information at eco2school@theclimatecenter.org or 707-525-1665
Consumption Based Average Household GHG Footprint SF Bay Area
44.3 metric tons CO₂ per household

- Direct Emissions: 33%
- Transportation: 33%
- Goods: 18%
- Services: 17%
- Food: 19%
- Housing: 11%
- Other Goods: 19%
- Meat: 5%
- Dairy: 1%
- Fruit/Veggies: 5%
- Cereals: 4%
- Construction: 4%
- Energy Production: 4%
- Electricity: 3%
- Natural Gas: 3%
- Vehicle Fuel: 2%
- Waste: 2%
- Airtravel: 1%
- Vehicle Fuel Production: 1%
- Motor Vehicle Manufacturing and Repair: 1%
- Entertainment, Medicine, Hospitality, Logistics, Education: 1%
- Small Appliances: 1%
- Clothing: 1%
- Home Furnishings and Large Appliances: 1%

Recycling offset 2.5 tons

Bay Area Air Quality Management District: Clean Air Report 2017
ROGER HART’S LADDER OF PARTICIPATION

**RUNG 8 - Youth initiated shared decisions with adults:** Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

**RUNG 7 - Youth initiated and directed:** Youth-led activities with little input from adults.

**RUNG 6 - Adult initiated shared decisions with youth:** Adult-led activities, in which decision making is shared with youth.

**RUNG 5 - Consulted and informed:** Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

**RUNG 4 - Assigned, but informed:** Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

**RUNG 3 - Tokenism:** Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

**RUNG 2 - Decoration:** Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

**RUNG 1 - Manipulation:** Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

I. Overview

Campus-based clubs offer chances to hang out with friends, make connections with students from unique backgrounds and in different grades, and to take action on issues you all care about. While there are usually a handful of established clubs that meet regularly on campus each school year, starting a club offers a customizable experience based on the passions, interests, and intentions of the group. Official campus clubs come with the added benefits of: a teacher advisor, sanctioned space(s) to meet, rights to tables during club days, and potentially other school resources such as help from administration or the janitorial staff.

II. Starting a Club

Before starting a club, get a current list of existing clubs. Sometimes there is already a group doing something similar to what you are envisioning. Having more than one environmental club might make it difficult for both clubs to maintain consistent attendance, while combining forces could make it more fun for everyone while amplifying the influence and people power of the group.

If you’ve determined there is no group doing what you want to do, then go for it. Share your basic idea of what you want to accomplish with a couple friends or classmates to find people with a common vision. Equally as important is to find a like-minded teacher to provide support or at least provide a space for meetings. The teacher can act as an advisor when you fill out the club application with Administration or student government. Once you have a couple friends on board, have found an advisor, and filled out the proper paperwork, you are ready to build membership. Club Rush happens in the fall and is a great way to get the word out about your new club. See the Outreach chapter for additional tips on how to maximize your promotion efforts.

III. Vision

While you may have a basic idea of what you would like to accomplish over the course of the year, bringing the entire club into the visioning process gives participants agency and the feeling that their voices matter. Growing your club’s support base will take some effort but the process
can be very rewarding! Work together to define your direction for what you would like to achieve. This will give your club purpose and build investment with your team. Do this right after Club Rush, when enrollment and enthusiasm are high.

IV. Setting Goals

Come up with some specific steps or actions to work toward your vision. Setting a handful of smaller goals will help your club stay on track throughout the school year, increase confidence with each success, and build momentum towards your big vision. (See the Smart Goals Template for help with goal setting and the visioning process.)

V. Holding Effective Meetings

People’s time is valuable, and we all want to feel like our time is being well spent. Leading an effective meeting takes planning, effort, and attention to details. Dividing the work makes it easier for everyone and builds ownership for both you and the group.

Possible roles for meeting attendees include:

- Facilitator
- Note Taker
- Time Keeper
- Participants
- Guest Speaker (from an outside organization)

**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, s/he does not have to be. As facilitator, your job is to keep the conversation going, not to dominate it. See the Facilitator Guidelines for more details.

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

**Agendas**

Have a clear idea of what you want to cover and who is going to cover it. Communicating that information clearly makes people feel included and that their time is being well spent. Putting thought and planning into a meeting ahead of time helps the meeting run smoothly. See the Agenda Generator for more details.
• 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

Momentum
Once your club is going, it still takes effort to keep people engaged.
• Send out text reminders. Many students check their phones as soon as lunch begins. A text reminder makes people feel invited.
• When people arrive, say hello and greet them by name. It makes people feel welcome and included.
• Start a Facebook/Instagram page (or any other form of social media that will provide a visible platform) for your club. This is a great way to stay connected, share information and send out reminders.
• Share ownership of the club. Delegating tasks will lighten your load. By sharing ideas and responsibilities, more people will feel invested and will be more likely to stay involved.
• Ask everyone to bring a friend to a meeting.
• Bring snacks to meetings—this will almost guarantee that people will show up!

VI. Supplemental Club Materials

• Smart Goals handout
• Facilitator Guidelines
• Agenda Generator
**GOAL:**
(A description of what you would like to accomplish)

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| **Specific** | • What observable result will the goal achieve?  
• Are there particular requirements? |   |   |   |
| **Measurable** | • How will progress be evaluated?  
• How will I know when the goal is accomplished?  
• What is the intended result? |   |   |   |
| **Attainable** | • What are the steps I should take?  
• Who is going to help?  
• Who is going to do what? |   |   |   |
| **Resources** | • What resources do I need to accomplish my goal?  
• What resources do I already have in place? |   |   |   |
| **Timely** | • How long will it take?  
• When do I need to be finished?  
• What needs to be done when? |   |   |   |
Facilitator Guidelines

The facilitator is a guide or discussion leader for the group. The process of facilitation is a way of providing leadership without taking the reins. A facilitative leader focuses on both content and process and provides tips for other facilitators, note takers, and time keepers.

Content: What is the issue, question or task that is being looked at?

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: who talks, who isn’t, taking turns
- 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, ideas, and life in general
- Has a good understanding of the topic being discussed
- Is more like a coach than a sergeant

Participant Pitfalls
- Confusion about the topic
- Dislike for the topic or averse to the nature of the discussion
- Feelings of insecurity based on ability of others in the room
- Feelings of superiority over others in the room or over the facilitator
- Fear of speaking or sharing ideas in front of others

Facilitator Best Practices
- Listen actively
- Ask questions
- Check for common understanding of terms and definitions
- Track discussions
- Summarize
- Use appropriate language
- Take some notes

Communication between Facilitators (if more than one)
- Ask for help if you need it
- Clearly establish the division of labor between you and your partner
- Check in with each other often
Agenda Generator

Ice Breaker:
Ask people their name and your ice breaker question; go around the table and listen to answers.

Ice Breaker Question:

Agenda Items:
Don’t forget to ask participants if they have any additional agenda items.

Conversation Starter:
A conversation starter creates dialogue between you and the participants. Starters can be elusive and hard to think of and without them you can be left with awkward silence. A good starter is not a yes or no question but encourages participants to think and engage in the answer.

1. What do you already know about ________________________________?
2. What do you want to know more about ________________________________
3. What interested you about this club? ________________________________
4. What is already happening at school around ________________________________?
5. Brainstorm related to an agenda item. ________________________________

End:
Share an interesting thing that you heard in the conversation and give everyone a take away.
Set the next meeting.
Acknowledge to your team what has been accomplished in the meeting and thank them for their participation.

Follow Up: The note taker should send a follow-up email or text with the task list of what individuals have committed to and when, and a reminder of the next meeting date, time, and location.
I. Overview

For this manual, we make a distinction between activities and events. Activities require less time and energy to organize, reach a smaller number of people, and often fit into a lunch period. Events demand more time and energy to organize, will take place over an entire day or even weeks, and reach a large percentage of the school population. (See the next chapter for information on Events.) Activities can be a wonderful way to build awareness about a particular issue on campus or in your community. They encourage participation and allow club members to gain confidence speaking and presenting in front of others. They are often done in conjunction with events to build awareness and momentum. Some of the strategies for organizing activities and events are similar. There is a lot of cross-over in the organization of permission, supplies, and location. Choose activities you want to organize for your school or community based on your goals, your timeline, and your volunteer power.

II. ECO2school Sponsored Activities

- **Bike Blender**: Just like it sounds, a blender attached to a bicycle. Everyone loves smoothies and when they are people powered, they taste even better. This activity can be a good way to get students to sign up for your club or participate in a larger event.

- **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.

- **Chalk Tagging**: Beautify your school with chalk art and interesting facts about climate change, your school’s carbon footprint, or transportation stats from your county. Any activity can be enhanced by some chalk art and messaging or this can be a stand-alone to encourage students to get creative and open communication lines.

- **Question Wheel**: A colorful, interactive, energy quiz game to grab attention and break the ice

- **Button Maker**: Who doesn’t love buttons? Use our templates or design your own!

Check with ECO2school staff to see what equipment and consumable supplies are provided. Checklists for organizing these activities are included in the supplemental materials at the end of this chapter.

III. General Guidelines

While the specifics of different activities may change in terms of goals or incentives offered, there are some commonalities to organizing them. This section will cover general logistics. For the specifics of an activity, see the checklist. It will detail the materials and supplies needed, as well as how to set up and run the activity. For communication and messaging guidelines refer to the Outreach chapter in this manual. These are
general recommendations based on working with dozens of high school clubs to put on hundreds of activities and events over the past decade:

At least 2 weeks before:
1. Check in with school administrators. Schools have policies regarding activities; make sure you know the rules. Often, there is a form to fill out prior to the activity. 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 leadership teacher should know the answer to these questions.
2. Agree on the location of your activity.
3. Decide who is going to be there to help set up, clean up, and run the activity. Make sure that the people who agree to leave class early for set-up or arrive at class late for clean-up have a pass from your advisor (and that they don't have a test that day).
4. Make sure you know what you need in terms of supplies. Who is going to provide it? Where will you find it on the day of your event? Do you need the janitor to provide a table? Who is going to pick up donations and supplies? A little planning goes a long way.

At the Activity:
1. Give yourself 15-30 minutes to set up. It is better to have extra time than not enough. Refer to your checklist to see how labor-intensive set-up is. For example, setting up for slow races takes more time than for chalk tagging.
2. Set up a table if you have one. Make sure you have information about your club and what you are doing and why you are doing it. The activity will bring students to your table. It's your job to make the most of their curiosity.
3. Take pictures and video!
4. Clean up. Leave the space ready for the next people to use it. Make sure waste is disposed of thoughtfully, extra supplies are put away, and the table is clean.

After the Activity:
1. Thank all staff, administrators, teachers, and other clubs who helped you.
2. Have a discussion in your club about what worked well and what you want to do differently next time. The closer to the end of the event the better, since it will be fresher in everyone’s mind.
3. Ask for feedback from staff, administrators, and teachers as well. It can be very helpful to learn how you can improve from anyone outside the club.

IV. Supplemental Materials: Activity Checklists
Print a copy of the checklist prior to the activity to use it as a reference.

- Bike Blender Checklist
- Slow Races Checklist
- Chalk Tag Checklist
- Button Maker Checklist
- Question Wheel Checklist
- Question Wheel Questions
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 activity with banners, posters, and announcements

On Site:
• Allow at least 30 minutes 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 and its lid
• 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

Smoothie Ingredients
- 30 cups
- 1 gallon of apple 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
- 1 cup juice (add water to the juice if needed)
- Scoop of ice

Materials Checklist
- Table
- Banner
- Table cloth
- Sponsor List
- Clipboard with paper and pens
- Rags / wash clothes
- Gloves
- Cutting board
- Bowls
- Knife
- Scoops
- Cups
- Cooler
- Bike
- Blender
- Bike stand
Slow Races 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 measure the distance between lanes, and use chalk to mark the lanes
• Mark the corners and beginning and end of each lane with cones
• Clearly mark the start and finish lines with chalk

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 leader 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 Checklist
- Table
- Banner
- Table cloth
- Sponsor List
- Clip board with paper and pens
- Bikes
- Chalk
- Cones (1/2 tennis balls)
- Measuring tape
- Helmets
- Prizes (?)
- 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:
- Choose 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, Sonoma County transportation statistics, or succinct stats and facts about climate change, and write them in big bold letters and colors all over the quad.

Examples:
“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 activities like the bike blender, slow races, or question wheel

Materials Checklist
- Survey Narrative and additional facts and stats
- Sidewalk chalk
Button Maker Checklist

The button making activity goes well as part of a tabling event, with the question wheel.

Before:
• Design your button. ECO2school has several templates and designs as well.
• Send a circular graphic (jpeg or png) to ECO2school. We can adjust size to fit.
• Check button maker availability with ECO2school staff
• Work with the teacher advisor and administrative staff for event approval
• Advertise your event with banners, posters, and announcements

During:
• Allow 15 minutes of set-up time
• Make sure you have all your button making materials
• Set up the rest of your table with information signs and a sign-up sheet
• Follow the instructions to set up the button maker. Make a few practice buttons.

After:
• Clean up the table
• Pack up the button maker, circular punch and any leftover materials; return materials

Materials Checklist:
- Table
- Banner
- Club or event information
- Sign-up sheet and pens
- Camera
- Button Maker
- Circular punch
- Button materials (set of 30)
  - Mylar covers
  - Graphics
  - Shells
  - Pins

Button Machine Instructions:
1. Use the circular punch to cut out your graphic design
2. Load the shell, graphic and mylar into the green side of the button maker.
3. Load the pin, pin side down, into the yellow side of the button maker.
4. Make sure that the direction of the pin aligns with the direction of the button.
5. Turn until the green is directly under the red. Pull the handle all the way down until you feel it engage.
6. Pull the handle up and turn the button maker until the yellow is directly under the red. Pull the handle all the way down until you feel it engage.
7. Pull the handle up. Your button should appear.
Question Wheel Checklist

The question wheel activity goes well as part of a tabling event, with the button maker.

Before:
- Check question wheel availability with ECO2school staff
- Work with the teacher advisor and administrative staff for event approval
- Advertise your event with banners, posters, and announcements
- Have a small prize or incentive for people who answer a question correctly

During:
- Allow 15 minutes of set-up time
- Make sure you have the wheel set up and ready to go
- Set up the rest of your table with information signs and a sign-up sheet
- Familiarize yourself with the questions (or create your own ahead of time)

*Note: Questions are color coded to align with the color segments on the wheel.

After:
- Clean up the table
- Pack up the wheel, question sheet, and any leftover incentives
- Make sure the wing nut is screwed onto the bolt
- Return materials to ECO2school

Materials Checklist
- Table
- Banner
- Club or event information
- Sign-up sheet and pens
- Camera
- Wheel
- Questions sheet
- Prizes

Wheel Set-Up Instructions:
Usually the wheel is in two separate pieces for easy transportation, the tri-stand and the wheel. It is helpful (but not necessary) to have a second person on hand when setting up.
1. Set up the tri-stand.
2. Unscrew the wing nut from the bolt on the back of the wheel.
3. Slide the bolt onto the tri-stand.
4. Attach the wing nut. Don't forget to return the wing nut to the bolt when you take it down.
5. Give the wheel a spin. It should move smoothly.
Question Wheel Questions

Transportation
Transportation is a critical piece of the puzzle we need to solve to get to speed-and-scale climate solutions.

1. What is the fastest growing transportation solution?
   a. Electric vehicles

2. How much CO₂ per mile does the average internal combustion engine vehicle emit?
   a. 0.9 lbs./mile

3. What percentage of Sonoma County’s carbon footprint is from vehicles?
   a. 65% and 2/3 of this is personal transport (you and me getting from here to there)

4. What percentage of the Bay Area’s carbon footprint is from vehicles?
   a. 40% (another 24% comes from industry, primarily refineries, also related to fossil fuels)

5. Norway leads the world in electric vehicle sales. What is the percentage of electric vehicle sales there?
   a. over 50% (Norway hit the 50% mark on EV sales in 2019)

6. How many electric vehicles are there in California?
   a. Half a million

7. What can you do to reduce your transportation carbon footprint?
   a. 2/3s of the trips you take are within 2 miles of your home. Walking or biking those trips one day a week can save an average of 100 pounds of CO₂ a year.

Energy

What is Sonoma Clean Power?
   a. It is a not-for-profit, public agency operated by local governments in Sonoma County, that generates electricity from clean renewable energy sources for Sonoma County customers at about the same price as PG&E.

2. What percentage of energy produced in California comes from renewable sources? What percentage of Sonoma County's energy comes from clean sources?
   a. 29% = Renewable means they will not be depleted when used
   b. 87% - Clean sources such as, large hydroelectric dams, do not produce CO₂ but we do not have the ability to restore them easily

3. Approximately how many buildings in Santa Rosa have solar power?
   a. 1,500
4. What town in Sonoma County ranked first in solar installations for cities with fewer than 10,000 residents in California?
   a. Sebastopol

5. How much did Sonoma County lower its emissions from 2007 to 2016?
   a. 20%. With the help of the Climate Center, Sonoma County set a precedent by getting all nine cities and the County to sign on to emissions reduction goals. We have been working to create the policy, capacity, and community to meet those goals.

6. What can you do to reduce your energy carbon footprint?
   a. Switch to energy efficient appliances, install rooftop solar, or convert to Sonoma Clean Power’s Evergreen program. There are many correct answers to this question.

Waste

1. What percentage of the things we put into the recycle bin actually get recycled?
   a. According to the EPA only 30 percent of residential and commercial garbage collection is recycled. 15% is incinerated and 55% ends up in landfills.

2. How much of the 66 million tons of solid waste produced in California each year is from packaging?
   a. 1/3, 22 million tons

3. Are businesses in California required to compost their organic waste?
   a. Yes, if they produce more than 4 cubic yards of organic waste per week

4. Are pizza boxes compostable?
   a. Yes, they are contaminated with food so you cannot recycle them, but you can throw away the plastic lining and compost the cardboard.

5. What can you do to reduce your waste carbon footprint?
   a. Refuse, reduce, reuse. Americans make up less than 5% of the world population and use 25% of the world's resources. Cut back on your consumption, buy used goods, don't use single-serving or single-use (disposable) plastics, bring your own bag, reusable fork and straw. There are many correct answers to this question.

Food

1. What percentage of food in the United States in never eaten (i.e., wasted)?
   a. 40%
2. How much money is lost from the amount of food that is never eaten every year in the United States?
   a. $165 billion

3. What can you do to reduce your food carbon footprint?
   a. Eat a plant-based diet. Being vegetarian can reduce your food waste emissions by 63%, vegan by 70%. Not everyone is ready to give up animal products. However, the less meat you eat, the more you save. *There are many correct answers to this question.*

### Water

1. How much water does the average American use in one day?
   a. 80-100 gallons (In Cape Town, South Africa residents are fined for using more than 13 gallons of water in a day.)

2. Which city in Sonoma County had the lowest residential water use per person and third lowest in the State?
   a. Rohnert Park at 45 gallons per person in 2017

3. What percentage of California's energy use comes from getting water from its source to the tap?
   a. 20%. Water is heavy and moving it long distances takes a lot of energy. Sonoma County has the first carbon-neutral water agency in the state.

### Other

1. How many endangered or threatened species live in the Bay Area?
   a. 97 species. In Sonoma County, the Western Pond Turtle and Redwood trees are two threatened species. Loss of habitat due to development and poor farming practices, changing weather patterns due to climate change, and human overpopulation are the primary culprits.

2. What endangered species of fish live in the Russian River?
   a. The Coho Salmon is endangered. Chinook Salmon and Steelhead Trout are threatened. Over-fishing, pesticide runoff, and damage to streambanks and watersheds are leading causes.

3. What is the average American's carbon footprint?
   a. For a typical household of four, the carbon footprint is 48 tons of CO2 per year.
I. Overview

Events are the gold standard for clubs wanting to make a big impact on campus and in their communities. Events can be held over one day, a few days, or even multiple weeks or months. They can be time and energy intensive to organize, delegate, implement, and follow up on, so the more people power you have the better. Before taking on an event with your club, we recommend implementing a few activities with lower stakes; that will help you build a track record of success. With so many moving parts in planning an event, your club will have to be somewhat familiar with one another and have a good leadership team in place. While events demand a lot of work, the payoff can often be huge for your club, campus, and community.

II. ECO2school Sponsored Events

- **Cut Your Carbon**: Any event that celebrates reducing carbon emissions from transportation-related sources. This can be Cocoa 4 Carpool, Walki for Guayaki, or any activity that rewards students for walking, rolling, carpooling, or taking public transit to/from campus.
- **International Walk and Roll to School Day**: Internationally recognized event that usually falls in early October, focused on walking and biking to/from school.
- **National Bike and Walk to School Day**: A nationally recognized event in May.
- **Weekly or Monthly Walk and Roll to School Days**: Similar to Cut Your Carbon, the more regularly your club implements these events, the easier it will be for people to connect the dots on our transportation issues. It can be any time in any month!
- **Drive Less Challenge**: This is a multi-day, usually 1-2 week challenge in which classes compete to see who can use the most active transportation method resulting in the greatest reduction of their carbon footprint. This is sometimes called Golden Sneaker or Green Week.
- **Earth Day**: Usually falling in mid-to-late April, Earth Day is a great opportunity to bring awareness to environmental issues, and events can be implemented with a Green Week campaign.

Cocoa for Carpools at Maria Carrillo High School
III. General Guidelines

While the specifics of different events may change in terms of goals or incentives offered, there are some commonalities to organizing them. This section will cover logistics that stay more or less the same regardless of the event. It is a good idea to plan one (or more) activities in conjunction with your event to help build awareness and generate enthusiasm. The more you get the word out about your event the better. For communication and messaging strategies refer to the Outreach chapter in this manual. These are general recommendations based on working with dozens of high school clubs to put on hundreds of activities and events over the past decade.

At least 2 weeks before:
1. Check in with school administrators. Schools have policies regarding activities and events, so make sure you know the rules. Often, there is a form to fill out prior to the activity. 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 leadership teacher should know the answer to these questions.
2. Agree on the location of your activity or event: when and where the table(s) will be and who is going to be there to work at each location.
3. Make sure you know what you need in terms of supplies. Who is going to provide them? Where will you find them 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 and supplies? A little planning goes a long way.
4. Contact local businesses and ask for donations: snacks for the table, small incentives, and gift cards are always popular. See the Donation Letter Template.
5. Reach out to other clubs that might want to help. For example, the mountain biking club might support a ride to school, or key club could help staff outreach tables.
6. Make posters and banners. ECO2school provides posters for some events. Ask other club members to assist with poster making. Leadership classes can be a big help in getting the word out about your event.
7. Advertise. Decide which promotions you will do, such as bulletins, videos, PA announcements—and do it.
8. Share on social media. The more you let people know what you're doing the more likely they will participate.
9. 3-5 days before the event, put up posters around campus in high visibility spots.
10. Communicate with teachers. Teachers can really help with promotion, 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. See the Teacher Tally Template, which you can use to ask teachers to help collect participation information.
11. 2-3 days before the event, distribute any materials that teachers or students might need, such as teacher tally sheets.

Day of the event:
1. Arrive early to set up. Give yourself plenty of time. It is better to have extra time than not enough. Ask your teacher advisor for a pass. Check with your teacher ahead of time to make sure it is OK to leave early.
2. Hang up the banner. Set up the sign-up list, snacks, and prizes.
3. Have two or more students stationed at each table.
4. Take pictures and video!
5. Clean up the table. Make sure your tabling area is at least as clean as when you started.
6. If you are late to class, ask for a pass from the club advisor or vice principal. Check with your teacher ahead of time to make sure you won't miss something important.

After the event:
1. Collect tally sheets from teachers, count the number of participants, and calculate the impact of your action. Ask ECO2school staff for help with this step if you need it.
2. Announce the events results and prize winners. Share the results with your school, teachers, and local business sponsors. This is super important. If you don't share results, people won't know they are making a difference.
3. Thank all staff, administrators, teachers, and other clubs who helped you. See the Thank You Letter Template.
4. Have a discussion with your club about what worked well and what you want to do differently next time. The closer to the end of the event the better, since it will be fresher on everyone’s mind.
5. Ask for feedback from staff, administrators, and teachers as well. It can be very helpful to learn how you can improve from anyone outside the club.
6. Celebrate your success.

IV. Supplemental Events Materials
- Who Is Driving the Bus: Event Planner
- Donation Template
- Teacher Tally Template
- Thank You Letter Template
**Vision:** An aspirational description of what you would like to accomplish.


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**Goal(s):** An observable or measurable result you are trying to achieve.


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**Tasks and Time Frame:** The work steps to be taken to help you achieve your goal and a timeline for accomplishing those tasks.


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**Volunteers:** The people available to help you complete tasks.


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**Resources:** The assets you have at hand to help you achieve your vision/goal.


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**Outside Influences:** External elements that are necessary for you to achieve your vision/goal.


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**Pothole:** Things that might block your way or hinder progress.
Donation Letter Template
(remove this heading and fill in all bolded information)

Date
Business Address

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 ECO2school (eco2school.org) to educate our peers on climate change and encourage them to 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.

We need to start living more sustainably, and transportation is critical to achieving lasting solutions to the climate crisis. Transportation accounts for over 40 percent of the Bay Area's total greenhouse gas emissions and two-thirds of that are from personal vehicles, i.e., you and me going here and there. In the ECO2school program, students track the number of trips they walk, bike, carpool, or take public transportation to and from school for two weeks. Students can see how easy it is to change their transportation habits for the better. 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 percent-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

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

Warmly,

Signature

Printed Name
Club or class name, (School Name) High School
Teacher Tally Template  
(remove this heading and fill in all bolded information)

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

Can you please take two minutes to ask the students in your _________________ class how many of them walked, rolled, bussed or carpooled 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: ______
# of students who bussed to school: ______
# of students who carpooled to school: ______

Your name: ___________________________

[Read and remove this section:

Hints for Teacher Tallies:
1. Two tallies fit on one piece of paper. Delete these hints and copy the tally text above to fit in the bottom and cut in two when you print, to save paper.
2. Put the tally in the teachers' box 3-4 days ahead. (Not every teacher checks their box every day)
3. Add a Hershey kiss or another treat to the tally. That will make the teacher notice it.
4. Ask your teacher advisor to send out an email blast with the tally information to all the teachers. More ways to collect information means more teachers will respond.
5. Ask your teacher to participate.
6. Say thank you. ]
Thank You Letter Template
(remove this heading and fill in all bolded information)

Date

Contact name
Business name
Street address
City, state, zip

Dear (name of contact),

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

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)’s donation. No goods or services were provided in exchange for this contribution. (Name of school) has a non-profit foundation. Its tax ID number is (ask school administrator for the tax ID number).

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

If you have any questions, please feel free to contact me at (insert contact information).

Sincerely,

Name
Title
I. Overview
Your club has decided to put on an event, activity, or campaign. You’ve planned what you’re going to do but now you must figure out how to get the word out. Advertising is critical to a campaign’s success. Students, teachers, administration, parents, and the community need to know what you’re planning, why you’re doing it, and how they can participate. In your messages to the many groups of people you will be reaching out to, your language choice, tone, and clarity are paramount. Promotion is a multi-faceted endeavor, so, it is definitely a job for the entire group.

Outreach is broad and overarching. It can include in-person interactions such as face-to-face conversations, in-class presentations, and speeches. It can also include posters, social media, newsletters, video or bulletin announcements and more. Everything you do to get the word out is outreach. This chapter is divided into two sections: messaging and public speaking. Messaging focuses primarily on different strategies for reaching different people. Public speaking focuses on the many conversations we have, large and small, to help share our message and story. (Use the Outreach Toolkit in the Supplemental Materials as a jumping off point for developing your print and social media messages.)

II. Messaging
The success of your endeavor requires both skillfully-crafted and properly-distributed messaging. We will review the types of audiences and outlets you may be reaching out to and offer advice on how to make your campaign a smashing success.

Before publicizing your event or campaign, there are three important questions to consider:

1. Who are you trying to reach?
   This one is fairly straightforward but important to establish first. It depends on what your group is actually planning and what your intentions for the project are.

   Your target audience might include any of these groups:
   - students on campus
   - other high school students in the area
   - elementary/middle school students
   - teachers
   - parents
   - administrators
   - alumni

   Green week promotions at Santa Rosa High School
2. Where do they go for information?

Once you’ve figured out who you are trying to reach, brainstorm the communication avenues available to each sector of the audience you want to target. This will be different for every school and based on how each community gets their news and information.

Possible communication outlets include but are not limited to:

- daily announcements
- video bulletins
- campus newspaper
- parent newsletter (paper and digital)
- email
- social media
- local radio

3. What is your message?

You’ve determined who your audience is and the places where you will reach them; now it’s time to figure out what you are going to say! It is vital to spend some time crafting your message. The basics include the date, time, and location; but it is also very important to include why you are putting this function on and how this will benefit the people participating.

(To flesh out and organize your message, use the Messaging Handout in the Supplemental Materials.)

III. Public Speaking

While school announcements, emails, and social media allow you to cast a bigger net, there is no replacing the power of face-to-face communication. The more your club can personally talk to people about what the group is planning, the more people will both participate and care about the issues. Public speaking can feel daunting; however, it is a skill that can be improved with time, practice, and feedback. To look someone in the eyes, observe how their facial expressions and body language align with their words, hear the tone in their voice, and feel the overall energy of the interaction, helps us realize our own humanity. (See the Stage Presence Handout in Supplemental Materials.)

Committing some time to working on your public speaking is a valuable way to grow your confidence in both one-on-one conversations and communicating in front of groups. Learning the basics will not only increase your confidence within your club and social circles but extend to other areas of your life. During a club meeting, work together to develop an elevator pitch. An elevator pitch is a quick version of the What, When, and Why of what you are doing. It should be no longer than 60 seconds. Working together is a wonderful way to get feedback and hone your message before talking to other students, teachers, and the greater school community. (For more details, see the Public Speaking Template in the Supplemental Materials.)
The most authentic way to connect with others is through your personal story. Storytelling is a
universal form of communication and how humans have passed down information for
generations. You don’t have to be a scientist or a policy expert to care or to have something to
say. Your story helps give others a better sense of what you are doing and why, and it can inspire
action. Your voice matters. Now spend some time thinking about your story, crafting it, and
practicing it! (See the Telling Your Climate Story Handout in the Supplemental Materials that
follow.)

IV. Supplemental Outreach Materials

- Outreach Toolkit
- Messaging Handout
- Public Speaking Template
- Stage Presence Handout
- Telling Your Climate Story Handout

Youth Advisory Board Member Annabelle Lampson speaking at Climate Action Night
Outreach Toolkit

Note about social media: Check out ECO2school on FB or Instagram for sharable content and photos. Please like, follow and share. Go to the Actions and Events page on the ECO2school website for downloadable materials.

Sample Facebook post
Join students from around Sonoma County on (insert date) for Cut your Carbon. Pick a Green Way to school with friends, have fun, reduce your carbon footprint, and win prizes.

Sample Twitter post
Want to help your community while having fun? Carpool to school on (insert date). Take a picture with your pals & get treats and prizes at participating schools! #ECO2school

Sample Instagram post
Follow eco2school on Instagram #cutyourcarbon, #eco2school

Sample School Announcement
Cut your Carbon is scheduled for (insert date). It’s as easy as 1,2,3! 1) Choose a green way to get to school. A green way is walking biking skating carpooling or bus. Any way that reduces the number of vehicles on the road. Every mile you don't drive saves 1 pound of carbon 2) Take a group photo on your route #eco2school. 3) Stop by our table for treats and prizes.

Sample Newsletter Announcement
Note about photographs: Check out ECO2school of FB or Instagram for fun photos
Pick a “Green Way” to get to school on [insert date] for Cut Your Carbon
Join students across Sonoma County and participate in Cut your Carbon on [insert date] by choosing a green way to get to school. A green way is any way to commute to school that reduces traffic in our community. Walking, biking, skateboarding, carpooling or taking the bus all cut back on the amount of carbon being released into the atmosphere and make traveling to school more fun. You save 1 pound of carbon for every mile you don't drive.
- Take a picture along your route and share it with us at our energizer table for treats and prizes. - Upload your picture on Instagram, #eco2school and let the world know you care.

In Sonoma County about 65% of our greenhouse gas emissions come from transportation, and 43% come directly from passenger vehicles. Just you and me getting from here to there. This is significantly higher than the regional average. About 20,500 of Sonoma County’s residents are public high school students. 78% of these students drive themselves or are driven to school although 70% of students live within walking/biking distance to school. As a result, 15-20% of morning traffic is made up of cars transporting students to school.

ECO2school encourages life-long healthy habits by teaching the positive impacts of green commutes. As a program of The Climate Center, it affects the way students are thinking about climate change and then supports students to take positive action. It has a nine-year track record of reducing emissions associated with student commutes in Sonoma County high schools. The program promotes youth leadership, climate literacy, and active transportation.
Sample E-mail Blast Invitation

Subject: You Are Invited to Join Cut your Carbon on (insert date).

Do you walk, bike, bus or carpool to school? Are you interested in improving the environment? Do you want to make a difference in your community? If your answer is YES, join Cut your Carbon (insert date). Walking, biking, carpooling and taking the bus all cut back on the amount of carbon being released into the atmosphere and make traveling to school a fun, social experience.

It’s easy
1. Choose a green way to get to school
2. Take a group photo along your route
   (if you are the carpool driver, let a passenger take the picture)
3. Share your photo at our energizer table for treats and prizes

Important Links

Web Page: eco2school.org
Facebook Page: http://www.facebook.com/eco2school
Instagram Page: http://instagram.com/eco2school/
Hashtag: #eco2school, #cocoa4carpools, #cutyourcarbon
Messing

Adapt your message to each group in your audience

Who are you trying to reach?

Where do they go for information?

What is the message?

What is your message?

What is the event? ______________________________________________________

____________________________________________________________________

When and where is the event? ___________________________________________

____________________________________________________________________

What is the purpose of the event?________________________________________

____________________________________________________________________

What are you asking for? ________________________________________________

____________________________________________________________________

How will this benefit the person you are asking? __________________________

____________________________________________________________________
### Public Speaking Template

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong> - explain it clearly &amp; simply</td>
<td></td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>• Who will be there?</td>
<td></td>
</tr>
<tr>
<td>• Why should they care about this?</td>
<td></td>
</tr>
<tr>
<td><strong>YOU</strong></td>
<td></td>
</tr>
<tr>
<td>• How are you presenting in a way that is unique?</td>
<td></td>
</tr>
<tr>
<td><strong>THEME</strong></td>
<td></td>
</tr>
<tr>
<td>• One-phrase summary</td>
<td></td>
</tr>
<tr>
<td><strong>VISUAL AIDS</strong></td>
<td></td>
</tr>
<tr>
<td>• What will help communicate your message?</td>
<td></td>
</tr>
<tr>
<td>• What equipment is available for you to use?</td>
<td></td>
</tr>
<tr>
<td>• What do you need to bring?</td>
<td></td>
</tr>
<tr>
<td><strong>OPENING</strong></td>
<td></td>
</tr>
<tr>
<td>• How—engage the audience</td>
<td></td>
</tr>
<tr>
<td>• Tell them what you are going to say (topic or theme)</td>
<td></td>
</tr>
<tr>
<td><strong>BODY</strong></td>
<td></td>
</tr>
<tr>
<td>• Establish your credibility - why they should listen to you</td>
<td></td>
</tr>
<tr>
<td>• Share three convincing points about why this is important</td>
<td></td>
</tr>
<tr>
<td>• What are the benefits for the listener?</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
</tr>
<tr>
<td>• Tell them what you told them, briefly</td>
<td></td>
</tr>
<tr>
<td><strong>CLOSING</strong></td>
<td></td>
</tr>
<tr>
<td>• Call to action</td>
<td></td>
</tr>
<tr>
<td>• Next steps</td>
<td></td>
</tr>
<tr>
<td><strong>FOLLOW UP</strong></td>
<td></td>
</tr>
<tr>
<td>• What will happen next?</td>
<td></td>
</tr>
<tr>
<td>• What is your next step?</td>
<td></td>
</tr>
</tbody>
</table>
Public Speaking: Stage Presence

More than half of all human communication takes place nonverbally. You are constantly sending nonverbal messages, even as you read these words. When you speak in public, your listeners judge you and your message based on what they see as well as on what they hear; public speaking is amplified conversation. Here’s how to use your body language to effectively enhance your message.

5 Tips for Speaking Effectively

1. Eliminate Distracting Mannerisms: Mannerisms are the nervous expressions a speaker might not be aware of, such as putting their hands in their pockets, or using filler words like *um* and *ah* too often.
2. Be Natural, Spontaneous, and Conversational: Be yourself, natural, and genuine, like when you talk with friends or family.
3. Let Your Body Mirror Your Feelings: A speaker who is interested will usually be interesting. Involve yourself in your message!
4. Build Self-Confidence through Preparation: Practice and rehearse your material but don’t try to memorize your speech verbatim. Instead, memorize the flow of ideas; the specific words will spring forth spontaneously.
5. Find Support: To improve, you must practice. Welcome feedback relating to your body language.

Your Speaking Posture: (ask someone to read this paragraph aloud as you follow the instructions)

Stand straight but not rigid, feet 6 to 12 inches apart. Balance your weight evenly on the balls of your feet. Lean forward just a little. Your knees should be straight but not locked. Relax your shoulders, but don’t let them droop. Keep your chest up and your stomach in. Your head should be erect and your chin up, but not uncomfortably so. Let your arms hang naturally at your sides, with your fingers slightly curled. Now, take a few deep, full breaths. Do you feel comfortable? Your stance should be alert but not stiff, relaxed but not sloppy. If this position doesn’t feel natural for you, try repositioning your feet slightly until your body feels in balance. When you move across the stage, be sure to balance your body once your movement is concluded.

Gestures/Body Movement/Facial Expressions:

- Gestures may be made with head/shoulders/legs/feet but most are made with hands and arms; they clarify and support your words, dramatize your ideas, lend emphasis and vitality to the spoken word, help dissipate nervous tension, function as visual aids, and stimulate audience participation.
- Move around the stage as topics change and move toward the audience when asking questions, making critical connections, or offering a revelation.
- Your face communicates your attitudes, feelings, and emotions more clearly than any other part of your body: your listeners will watch your face for clues about your sincerity, your attitude toward your message, and your earnestness in sharing your ideas with them.

Eye Contact:

Making eye contact establishes a bond and allows for visual feedback, especially when a speaker focuses in on individual listeners rather than just gazing over the audience as a whole.
**Make a Good First Impression:**

You can make a good first impression by taking care of your appearance (professionally dressed, groomed, being a healthy human being w/ exercise and good diet) and nailing the first minute of your presentation. Shoot for “The 3 C’s”: Confidant, Comfortable, Charismatic.
Telling Your Climate Story

Everyone has a climate story. Climate change is and will continue to affect every community on Earth. You do not need to be a scientist or policy expert in order to share your climate story. You just need to care about the place you live and share your observations of the changes around you, how they are affecting you and your community, and how you are responding to them. Your stories will help give others a better understanding of how climate change is happening right here, right now, and will inspire action.

There is no right way to tell your climate story. The most successful stories weave personal experiences into the larger issue of our changing climate. Humor can lighten up the mood and it’s always a good idea to try and include some given the heaviness of the topic. Finishing with hope is a must. And most importantly, speak from your heart. Keep it simple and to the point.

Think about the following questions to help you craft your story:

• Who are you and where do you live? What in your local environment or community is special to you?

• Describe the moment when you realized that climate change was affecting your life. How did you feel?

• What specific climate-related changes have you seen or experienced in the places you care about?

• Describe your emotional response to climate change as you think about yourself, your family, and your community.

• How do you imagine the future? What advice would you give to the world about climate change?

• What changes are you making in your own life and/or in your community to respond to climate change?
I. Overview
Evaluation is a valuable part of running a successful campaign and telling the story of an event. It is the process of critical examination of your campaign, project, or event and involves collecting and analyzing information about your activities. Evaluation falls into two broad categories: formative and summative. Formative evaluations are about process and implementation. They can help you think flexibly and be nimble about the strategies to best achieve your goal. A formative evaluation starts with a question about something you want to know; it is designed to build knowledge that will lead to bigger, more impactful actions. A summative evaluation helps you to look at what you have done and the impact of your campaign. It provides a window into your success and answers the question: Did we achieve our goal? Summative evaluation provides a framework for seeing results and helping you make the best decision for what to do next. The last, and maybe most important, benefit of evaluation is that it offers validation for participants on what they have done as well as why and how it made a difference. This is an important part of your outreach strategy.

II. Formative Evaluation
Most of us use some form of formative evaluation. There are a number of tips and tricks for getting people in your club thinking before, during and after, about how to make your events successful.

- **Think Pair Share:** Get people together into groups of two or three to talk about how your activity is working. Then share out as a large group. Notice commonalities and outliers. Use the information to plan your next step.
- **Planned Reflection:** Start your meeting with a reflective question, then discuss:
  - What would I do differently?
  - What worked?
  - What did I find interesting?
  - What was hard/easy?
  - What are you curious about?
- **Feedback Cards:** Not everyone wants to speak out. This gives non-verbal thinkers a chance to share.
- **Thumbs Up/Down:** This is a good way to take the temperature on how your club is doing. Ask a couple questions and let participants give a thumbs up or thumbs down as an answer.

III. Summative Evaluation
Can you say what a 10 percent reduction in vehicle miles traveled looks like? It’s difficult. You can do a school or creek clean up and the results are visible but how do you see the results of a transportation campaign? A good data collection, analysis, and extrapolation strategy can make your results visible and help you communicate them to club members, participants, and the community at large. Data collection takes time and effort. ECO2school has developed a number
of data collection tools that optimize your time and help you communicate what you have done and its benefit to the community.

IV. Surveys
In an ideal situation, baseline and follow-up/endpoint surveys should both be conducted. If you are part of an ongoing program, baseline information may already exist. It is up to you to decide if information is accurate or outdated and if new baseline information is necessary. Use the High School Transportation Survey and the ECO2school Transportation Data Template for assistance with collection, aggregation, and extrapolation.

Survey Strategy
See the Strategy page on the ECO2school Transportation Data Template.

![Overall CO2 Savings by Mode](image)

- **Carpool savings 45%**
- **Bus savings 14%**
- **Active savings 41%**

Work with the teacher champion to identify the survey strategy that best fits the capacity of your group. Decide on the number of students and classes to be surveyed. The larger your sample, the more accurate it will be. Factors to consider in choosing your sample size are: time, number of people helping collect data, and the level of administrative/teacher support. The survey should also be designed to reach a broad cross section of students with relatively equal numbers across grade bands and academic levels. Decide on the classes to survey, ask teacher champions to help with outreach to identified teachers, and make the request to survey at a particular date and time. Data collection does not just take organization; it takes people power. There are several different ways to find help collecting data:

- **In-class, applied-statistics project:** Work with a statistics teacher on an applied lesson. This is an opportunity for students to apply the skills they are learning to a real-life lesson. Share raw data with the class so they can practice interpretation and aggregation, as well.

- **A club or leadership class:** There might be other clubs you can team up with. Key clubs like defined projects to work on. Leadership classes have class time and can be helpful if you decide to survey in a specific period.

- **Program staff:** Is there an outside program, like ECO2school, providing technical assistance and support? It might be easier for outside support to come help than trying to get permission to leave class and conduct surveys.

- **Teacher administered:** Drop off the survey with the teacher and ask them to administer it. This is not preferred. Teachers get many requests and have limited time. It is better to administer the survey yourself to ensure consistent and timely results.

Baseline Surveys:
Conduct baseline surveys as close to the beginning of the school year as possible. Ask the program provider or teacher champion for help with printing the surveys. Organize surveys into class sets of about 25 and distribute to the data collection team. Read through the survey as
students take it to answer any questions and make sure everyone is comfortable with the formate. There are a few things it is important to let everyone know:

- There are no right or wrong answers in the survey. It is important that people be honest.
- The data is being used to calculate the school’s transportation carbon-footprint. It is part of a larger campaign to increase sustainability and live in ways that are healthier for themselves and the planet. (Refer to the Outreach chapter’s section on Public Speaking to craft your elevator pitch.) Hint: If you have administrative support, ask for student address data. If you can, work with a group that provides GIS (Geographic Information System) support to upload address information. This is more accurate and will save you time.
- Their data will not be shared. Some students are nervous about sharing address data. This is only used to calculate the distance from school.

After collecting the data, enter it into the ECO2school Transportation Data Template. Use the data entry Fall page to input most of the data and the Distance from School page for address data. The CO2 and VMT Fall page will automatically populate as will the infographic page. Use the infographic page to share the results of your baseline survey. This will help provide context for the events and activities you choose. Share the results with the classes and teachers who supported you in the collection process, so they can see the results of their labor.

**Endpoint Surveys:**
Conduct endpoint surveys after your last planned event or activity for the school year. Use the same strategy for data collection in the spring as you did in the fall. If possible, use the same teachers, classes, and surveyors. Follow the same protocol for inputting data onto the ECO2school Transportation Data Template, only this time use the data entry Spring page. The CO2 and VMT Spring page should then auto-populate. The page labeled Final Data adjusts fall and spring data so you can see what behavior changes have resulted from the action campaign.

**V. Share your Results**
The data is useful if you share it. Data that sits in a folder gathering dust does not help advance your mission. You now have a tool for communicating what a reduction in vehicle miles traveled looks like. Let the people who participated in your events know that they are making a difference. Let them know how many fewer miles they traveled by motor vehicle and the amount of CO2 they prevented from being emitted into the atmosphere. This is what will keep them coming back and doing it again (and then again and again). Incorporate your results into your outreach strategy and into your climate story.

**VI. Supplemental Evaluation Materials**
- High School Transportation Survey
- Transportation Data Template (interactive document, only available online at [www.eco2school.org/tools–templates.html](http://www.eco2school.org/tools–templates.html))
- Evaluation Narrative Sample
High School Transportation Survey

Thank you for taking the time to respond to this survey. It should take less than 10 minutes to complete. The information is used to calculate your school's carbon footprint and will help inform program for the upcoming year.

1. How old are you? _______________ What grade are you in? _______________

2. For your five trips TO school last week, how many times did you get to school in the following ways?

<table>
<thead>
<tr>
<th>Number of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Bicycle</td>
</tr>
<tr>
<td>Skateboard</td>
</tr>
<tr>
<td>Drive Alone</td>
</tr>
<tr>
<td>Bus</td>
</tr>
<tr>
<td>Carpool in a vehicle that stayed parked at school all day</td>
</tr>
<tr>
<td># of students in carpool including you</td>
</tr>
<tr>
<td>Picked up by a vehicle that didn’t stay at school</td>
</tr>
<tr>
<td># of students picked up including you</td>
</tr>
</tbody>
</table>

   Total should equal 5

For your five trips home FROM school last week, how many times did you get home in the following ways?

<table>
<thead>
<tr>
<th>Number of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Bicycle</td>
</tr>
<tr>
<td>Skateboard</td>
</tr>
<tr>
<td>Drive Alone</td>
</tr>
<tr>
<td>Bus</td>
</tr>
<tr>
<td>Carpool in a vehicle that stayed parked at school all day</td>
</tr>
<tr>
<td># of students in carpool including you</td>
</tr>
<tr>
<td>Picked up by a vehicle that didn’t stay at school</td>
</tr>
<tr>
<td># of students picked up including you</td>
</tr>
</tbody>
</table>

   Total should equal 5

3. We use address data to calculate the distance you travel to and from school? This information will not be shared. Please write your address below.

   __________________________________________________________

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

   __________________________________________________________

5. Are you interested in joining the ECO2school High School Leadership Program? If so, please write your name and email address below and we will contact you.

   Name: __________________ email: ___________________________ text #: ____________________

This project is supported by Spare the Air Youth
A program of the Metropolitan Transportation Commission and the Bay Area Air Quality Management District
High School Transportation Survey Narrative

Overall
571 number of students
195 Sample size
5.3 Average miles traveled to school
72% of the time students drive to school
61% of those students drive 100% of the time.
6% of the time, students walk or bike to school
23% students take the bus to school
21% of driving trips are carpools
2.4 average # of students in the carpool.

Gas, Cost and CO$_2$ breakdown

Average for one student for one week
Gallons of gas 2.5
Cost of gas $9.05
Total cost $29.94
Lbs. of CO$_2$ 49.8

Average for all students for one week
Gallons of gas 1455
Cost of gas $5,165.83
Total cost $17,097.59
Lbs. of CO$_2$ 28434 Tons CO$_2$ 14

Average for one student per year (175 days-35 weeks a year)
Gallons of gas 89.2
Cost of gas $316.64
Total cost $1,048.01
Lbs. of CO$_2$ 1742.9

Average for all students for one year
Gallons of gas 50931
Cost of gas $180,804.16
Total cost $598,415.70
Lbs. of CO$_2$ 995205 Tons CO$_2$ 498

Average savings over the course of the school year by walking or biking one day a week
One Student
Gallons of gas 17.8
Cost of gas $63.33
Total cost $209.60
Lbs. of CO$_2$ 348.6

All students
Gallons of gas 10186
Cost of gas $36,160.83
Total cost $119,683.14
Lbs. of CO$_2$ 199041 Tons CO$_2$ 100

Assumptions for Calculations
22.0 Average mpg for all vehicles
$3.55 Cost of gas at the time the survey was taken
$0.57 Cost to own and operate a vehicle per mile

Pounds of CO$_2$ burned per mile equals 0.9 for cars, 2.68 for bus.
2000 pounds per ton