

What Makes Footprinting Work in a School?



School Profile

Carnock PS is in a small village in a rural setting with a roll of 86 children (2009). Angela Logue, the teacher who is leading on footprinting, is the Head teacher.

Approach to Footprinting

The School's Eco-Committee gave each class responsibility for a different component of the school's Ecological Footprint, (i.e. energy, transport, buildings and waste - food and water were not included due to food being a more

complicated topic and the water meter being hard to find). Each class conducted a baseline study using the *Schools Global Footprint* [online footprint calculator](#) and presented the results in assembly. The whole school acts to reduce consumption but each class remains responsible for monitoring their area on an ongoing basis.

Key Points Ensuring Success

1. Motivation comes from a desire to progress in the Eco-Schools programme
2. Responsibility for footprinting is shared by all staff, pupils and non-teaching staff
3. Monitoring and evaluation are recognised as essential
4. The school has a strong commitment to Sustainable Development Education
5. Footprinting was introduced to pupils and staff in a very focused, well structured and creative way
6. Links have been made to external sources of data and external uses of data have been identified

Download [Schools Global Footprint Resources](#)

Use the [Schools Footprint Calculator](#)

For more information and support contact:

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Detail on the Key Points

- 1. Motivation comes from a desire to progress in the Eco-Schools programme**

The school has spent a long time trying to make Eco-Schools successful, with just one teacher leading, and progress had been slow. A desire for increased momentum and an ambition to go for a first green flag have prompted the use of footprinting.
- 2. Responsibility for footprinting is shared by all staff, pupils and non-teaching staff**

Different classes take responsibility for taking the readings for their allocated component of the calculator. Each class teacher is responsible for ensuring that the pupils have these readings ready for the Eco-Schools committee meetings. The janitor and cook are also supportive.
- 3. Monitoring and evaluation are recognised as essential**

Having attended the Introduction to Footprinting and Follow On courses the Head teacher recognised strong monitoring and evaluation as very important in achieving a green flag and saw the *Schools Global Footprint* [online footprint calculator](#) as the ideal tool to do this.
- 4. The school has a strong commitment to Sustainable Development Education**

The school has created an interdisciplinary programme of work that has a number of threads running through it, one of them being sustainability. This programme requires that each class gets a topic from each of the threads once during the year; therefore all classes have one sustainability topic per year.
- 5. Footprinting was introduced to pupils and staff in a very focused, well structured and creative way**

The concept of footprinting and the allocation of areas for calculation were introduced to the pupils through eight assemblies and an Eco-Schools week. Visual and creative means were used such as mapping and coloured post-its showing larger and smaller footprints in different countries. Footprinting was introduced to staff with training from the Head teacher at two twilight sessions and as part of an in-service day.
- 6. Links have been made to external sources of data and external uses of data have been identified**

Fife Council's energy data and floor plans from the recent refurbishment were accessed to help inform the baseline audit. Carnock Community Council is currently working on a travel plan for Carnock and is very keen to make use of the travel data gathered by the pupils.