

## What Makes Footprinting Work in a School?



### School Profile

Inverkeithing High is a secondary school located in a small town with a roll of 1500 pupils (2009). Elaine Reid, the teacher leading on footprinting, is a Biology teacher. She took footprinting on during her probationary year and has continued with it. The staff member who leads on Eco-Schools is also in the Biology department.

### Approach to Footprinting

A group of pupils (numbers vary from 6 - 12) work on footprinting as a complement to the work of the Eco-Schools sub committees. They all volunteered to be on the group. The Eco-Schools sub committees are responsible for collecting the data and the footprinting group enters it into the [\*Schools Global Footprint online footprint calculator\*](#). The food and waste components of the school's Ecological Footprint are not currently being worked on.

### Key Points Ensuring Success

1. Eco-Schools work has high status in the school
2. The lead teacher is well supported by other staff and non-teaching staff
3. The lead teacher has a personal commitment to the work
4. Responsibility for footprinting is given over to the pupils
5. Footprinting is well integrated into the Science curriculum

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. Eco-Schools work has high status in the school

The school was working towards its second Green Flag when footprinting was introduced. Eco-Schools is very established, well structured and popular; lots of pupils are involved in sub committees which are all led by different teachers from departments ranging from RE and Social Studies to English and Biology.

### 2. The lead teacher is well supported by other staff and non-teaching staff

The Eco-Schools coordinator (also in the Biology department) is very organized and competent and is always there with support and advice for Elaine. The teachers who support the Eco-Schools sub committees are very helpful and supportive of footprinting and supply information very readily. The janitorial staff help with meter readings.

### 3. The lead teacher has a personal commitment to the work

Elaine volunteered to take the footprinting work on as she has a personal commitment to sustainability. She makes time for the work, including giving one lunch hour a week, as a result of this commitment.

### 4. Responsibility for footprinting is given over to the pupils

Elaine introduces the concept of footprinting to pupils who join the group but once they have grasped it she leaves it to them to decide the approach they want to take. Their first approach of inviting members of the Eco-Schools sub committees to come to them with data didn't work so they changed it and now they visit the sub committees. They see the idea of 'getting our footprint down' as a real and enjoyable challenge.

### 5. Footprinting is well integrated into the Science curriculum

Elaine and the Eco-Schools coordinator make regular reference to Ecological Footprints as part of their Science teaching so it becomes something that the pupils are more and more familiar with as a concept. The focus is now on getting the teachers supporting the Eco-Schools sub committees to incorporate the concept into their subject areas.