

What Makes Footprinting Work in a School?



School Profile

Kilcreggan PS is in a rural setting with a roll of 80 pupils (2009). Helen Cairns, the teacher leading on footprinting, is a part-time science and art teacher and is the Eco-Schools coordinator. She works two days a week; one day with a P5/6 class and one with a P7 class. Each class gets 1-2 hours of science a week.

Approach to Footprinting

Footprinting is taught as an integral part of the P5 - 7 Science curriculum and is seen as a way to deliver the Curriculum for Excellence (CfE) outcomes. Helen is using the *Schools Global Footprint teachers' handbook* as the basis for her teaching. The pupils are currently working on the energy component of the school's Ecological Footprint. The pupils take the meter readings with the janitor and use them in class for Maths and ICT as well as for Science.

Key Points Ensuring Success

1. Motivation comes from a desire to progress in the Eco-Schools programme
2. The lead teacher has a personal commitment to the work and confidence in the topic
3. Footprinting is well integrated into P5 - 7 teaching
4. The lead teacher is well supported by other staff and non-teaching staff

Download [Schools Global Footprint Resources](#)

Use the [Schools Footprint Calculator](#)

For more information and support contact:

Amie Fulton, Local Footprints Officer
Sustainable Scotland Network
Keep Scotland Beautiful
Wallace House
Stirling FK8 1JU
t: 01786 471333
e: amie.fulton@ksbscotland.org.uk
w: localfootprints.org





Detail on the Key Points

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

The school has had a bronze Eco-Schools award for some time and is very keen to apply for their first Green Flag this year. Several staff members have attended the Introduction to Footprinting and Follow On courses and they see footprinting as an important way of monitoring and evaluating progress for Eco-Schools.

2. The lead teacher has a personal commitment to the work and confidence in the topic

Helen took on the Eco-Schools work voluntarily as she is very keen to see the school do well in this area. She has a background as a Scottish Wildlife Trust ranger and studied environmental studies as part of her degree. She therefore has a lot of knowledge and resources to draw upon.

3. Footprinting is well integrated into P5 - 7 teaching

Before Helen had become aware of *Schools Global Footprint* the pupils had started taking the school's energy readings for an Environmental Studies topic on electricity and renewables. The readings are useful for delivering Maths' outcomes such as data handling and the size of a hectare has been shown by actually measuring it out. The concept of Ecological Footprinting is also being used as the basis for a research project about the impact of the consumables the pupils buy.

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

Helen's classroom assistant is very supportive, as is the Janitor. The Head teacher is happy to give Helen freedom so long as the outcomes are being delivered and the worth of the work is clearly demonstrated.