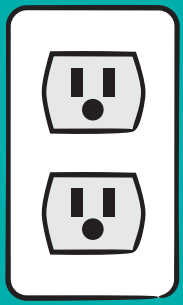
# Drive Less! Challenge

Driving is responsible for almost half of the average Canadian's personal greenhouse gas (GHG) emissions. For every 4 km you don't drive, but walk, bike, bus and/or car-pool instead, you reduce the amount of GHG you emit to the atmosphere by 1 kg. Survey and record your class's mode of transportation, e.g., how does everyone get to and from school each day? Determine viable alternatives. Take the Drive Less! Challenge and try reducing your driving over a one month period and calculate the GHG saved as individuals and as a class.

# Energy Trackers

Complete a personal and class energy use inventory over 24 hours. Each person in your class monitors their energy use at home - everything from the toaster in the morning to the bedside lamp at night. Record the item used, the length of time used, whether or not it was necessary, and possible less energy demanding alternatives, especially those that don't rely on burning fossil fuels. As a class, monitor your energy use while as school, including things such as lights, heat, and transportation. Graph and organize the data collected. Follow up the inventory with personal and class action plans with commitments to use less energy.



# Eat Local, Eat Organic

Students at a Vancouver school worked to analyze where the food they ate in the school cafeteria originated. They then drew up a plan to find some local and/or organic sources of some foods, including fruit, vegetables, bread and milk. Students approached the school administration and cafeteria staff with their findings. By switching to some local suppliers, the school was able to reduce their energy use and GHG emissions while supporting local farmers without paying more for their lunches.

# Anti-Idling Zone

Students at a middle school in Prince George worked to monitor the number of seconds cars idled outside their school pick-up and drop-off zone. Many people think idling is good for car engines, but it isn't: according to car makers, 10 seconds of idling time is all most vehicles need to warm up (30 seconds on a cold winter day). If one person reduced car idling by 10 minutes per day, they save 125kg per person of GHG emissions per year. After advertising idling facts in the school newsletter and posting "Please No Idling" signs, students noted a significant reduction in car idling, and better air quality around the school.

# Lights Out!

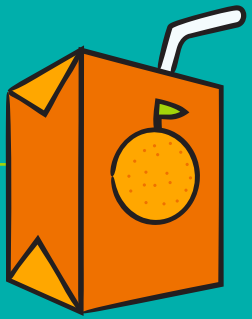
Students calculate the amount of energy used in their classroom by counting light bulbs and the hours they are on each day, and work to turn those lights off when not needed. Check all light bulb labels and identify their type (incandescent, compact fluorescent, halogen, fluorescent) and wattage (e.g. 23 watts, 100 watts). Count the bulbs in the class to estimate the total amount of wattage when all the lights are on, then figure out how long the lights are on each day. Multiply the hours by the watts to get watt-hours per day / week / month. By turning off lights on bright days or when no one is using the classroom, figure out your energy savings.

# Community Recycling

Host a school wide Trade Day or Community Swap by asking students and staff to contribute items from home they are no long using such as books, clothes, household items, etc. Some schools have even hosted "renewed" clothing fashion shows! This is a great way to promote re-use, recycle, reduce energy and resource consumption– and it's fun. Anything left over at the end of the day can be donated to a local charity group.

# Juice Box Power

Students at Westridge Elementary started up a recycling program for juice box/pop can/plastic bottles at their school. A system was established where every Friday afternoon the grade 6 class would collect and sort containers for recycling. The school has expanded their waste reduction efforts to include a weekly litter-less lunch program, and the money raised through the recycling program goes into a student field trip fund. Recycling keeps valuable resources out of the landfill and saves energy. For example, using recycled aluminum scrap to make new cans uses 95 percent less energy than making them from bauxite ore, the raw material.



# Energy Conservation Olympics

Spark the competitive spirit! Organize Energy Conservation Olympics between different classes with the main goal of reducing resource and energy use to limit the amount of greenhouse gas emissions. Determine who recycled/reused/reduced the most, biked or bussed to school the most, shut off classroom lights the longest, developed the most creative announcements and posters regarding climate change actions, etc. Create the challenges, the form of recognition, and celebrate your success!

# Spread the News!

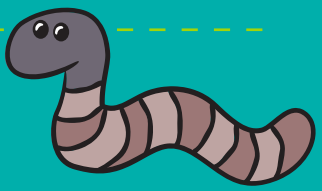
Set up and maintain a notice board or e-newsletter that lists upcoming local environmental events and action projects in the local community, city, and/or region that address the issue of climate change. Include a resource section, feature article, etc. Organize class or school participation in some of these events or projects.

# Waste Audits

Conduct a waste audit of classroom garbage. For a week, garbage cans in the classroom, cafeteria or hall are dumped out, and the garbage sorted and identified. Students analyze data and identify what types of garbage are key issues. Brainstorm alternatives to the big garbage generators (e.g., recycling, composting, refusing excess packaging, public education through posters, garbage-free lunch events) and put one or more into action! Less packaging and garbage equals less greenhouse gases.

# Get Squirmin'

High school students in Fort St James learned about worms, composting and reduced their garbage at the same time by composting. The students adopted a red wiggler worm compost bin and learned how to maintain, harvest and use the compost. Worm composting is a method for recycling food waste into compost - a rich, dark, earthsmelling soil conditioner. The great advantage of worm composting is that it can be done indoors and outdoors, thus allowing year round composting. Check out www.cityfarmer. org/wormcomp61.
html for how to get started.

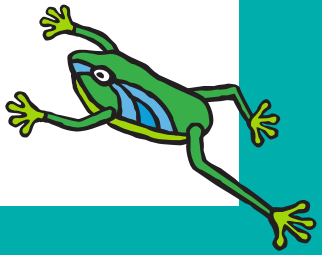


# Alternative Energy

Research possible alternative sources of energy, including wind or solar power, and determine if any could be used at your school or in the community. Raise awareness at an assembly, through newsletters, or posters in the school hallways. Start raising funds and/or a letter writing campaign to the school district to consider implementing your suggestions.

# Climate Change Action Project

**Your idea here!**



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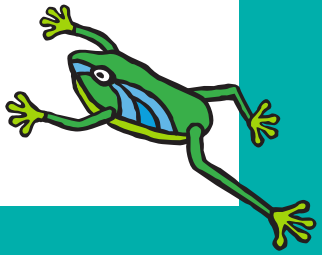

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