

Journey from Grey to Green

(A self assessment manual for NGC
Eco Clubs)



About The Manual

National Green Corps (NGC) programme initiated in 2001, popularly known as school eco-club programme of Ministry of Environment, Forests and Climate Change aims at promoting actions for positive change. Present manual focuses on guiding and helping teachers in assisting the eco-club students to assess outcome of activities taken up by the eco clubs. The outcome can be seen at 3 levels; i.e. at the level of individual students, the school and in the neighbourhood.

The assessment is to be carried out by the eco club students. The role of the teachers will be to act as facilitator, assisting the eco club students to see how far they have gone on the journey from “grey to green”. The assessment is not so much about comparison across students, eco clubs or schools, but a tool to gauge progress on the journey. While it will need practice to perfect the art of facilitation, the manual also suggests a few attributes for the teachers to become effective facilitator, and help the children to build leadership on development, that is environmentally sustainable and socially just

(Facilitators' attributes...)

The teachers engaged in eco clubs have great potential to develop themselves into effective facilitators. The attributes listed here have actually been shared by the teachers/facilitators themselves.

- A facilitator has great faith in the potential of the learners that they can do
- Is a good listener
- Has good understanding of the subject
- Uses simple language to convey the concepts, uses local examples
- Is frank, honest and
- Has ability to pay individual attentions
- Respects learners views Restrains giving direct answers, but puts questions that leads to answers by learners.
- Appreciates/recognises learners' contribution and add value where ever is possible.
- Respects disagreement or other point of view
- Creates platform where joyful learning happens
- Is friend, philosopher and guide

Exercise- 1.

Aao apne Hastchap/ Hast Chinh Ko pahchane aur bada karein (let's increase our handprints

- **Purpose:** To help Eco-club students assess the impact of their environmental actions at the individual and family level, and devise ways to increase their Hand Print.
- **Time:** 2 hours exercise and should be repeated every 2 months to help reassess the action and increase Hand Print
- **Resources:** Hand Print of different sizes (3 sizes)

(Methodology):

1. Use the attached handout and explain to the Eco club members about the hand print and discuss various indicators that can be used to assess a individual's Hand Print in 4/5 thematic areas. Divide the eco- club members in 4-5 groups (each group to have not more than 8 members).
2. Ask each of the members in a group to pick up the handprint size that they feel best describes their actions.
3. Once each one has picked up the size that best describes his/her environmental actions ask the group to discuss why the appropriateness of choosing a size. The discussion at times may also lead to debates, as to why, a particular size is chosen by the member. The idea is to get the group members engaged in identifying environmental actions that each of them may have taken at the individual level and rank them.
4. The group members can then discuss ways to increase the handprint size. Each of the group members can share how he/she plans to improve upon his /her handprint. This can become an individual log for each of the child, which can be revisited in later meetings).
5. Ask the groups to meet and compare their findings and put the Hand Prints actions under the 3 categories of relative sizes.
6. Repeat this exercise every 6 months and record how Hand Print is changing of an individual student.

Extension/Variations

The exercise can be taken up by the eco-club members with their parents/family members to validate the results. Record the findings from the interaction.

Attachment –I

(for exercise 1)

Hand Print – Choosing lifestyles for wellbeing of life on Earth.

A lot is being discussed around the world for the need to conserve environment and a lot of awareness has been generated on the actions that we need to take for wellbeing of all life forms on Earth.

What is Footprint?

To make it simple to assess

- 1) how we are living
- 2) what are our limits to consumption

an measure was developed in form of Footprint. Ecological footprint is a means of comparing consumption and lifestyles, and checking this against nature's ability to provide for this consumption. The tool tells us to what extent we

as an individual, city, state or country are using natural resources (limits of consumption under which the ecosystem can regenerate). The same principle is also being used to measure carbon emission and the tool is called carbon footprint.



What is Hand Print?

- ❖ Hand Print is the symbol of positive actions of individuals/groups on environment Ecological foot print is a measure of human demand on earth's resources.
- ❖ Hand Print¹ is the measure, symbol and commitment of what we are doing or what we can do to reduce our footprints.
- ❖ Hand Print is a measure of our positive actions towards environment and sustainable development. It is individual and collective actions to solve the environmental problems with a belief that we can make a difference.

¹ CEE;2007

- ❖ Hand Print is a simple way to communicate to children participating in various environmental education programmes/activities and help them assess what they are doing for the environment.
- ❖ It is a symbol that stands for the promise for action. It can be a measure of the positive action you have taken – how much of a positive handprint are you leaving on earth?

Exercise- 2 - Journey from Grey to Green

(Purpose): The purpose of the exercise is to help the eco club to assess impact of their environmental actions on the school, and to devise ways to improve it.

Purpose: To help Eco-club students assess the impact of their environmental actions at the individual and family level, and devise ways to increase their Hand Print.

Time: 2 hours and repeated on monthly basis

Material Required: Circles cut out, from colour papers (grey, brown, and green).

Explain that the idea of the exercise is to help the eco-club students /school assess how “green” is their school. Also explain that the “Green” here is to be seen not in just the plantation but in overall environmental context i.e. water, energy, waste, land, sanitation etc.

Ask the eco-club members as to what is “green school” to them, the listing can probably be clubbed in 4/5 thematic area /criteria.

Some indicators for a Green School

- Water quality –
- Waste Management
- Tree Cover
- Various sources of energy being used activities/actions
- Awareness of surrounding
- Learning resources on environment

For each criterion, ask them what is the indicator? give example of indicator.

- Like temperature is the indicator of sickness/infection. Similarly get them to talk of many other indicators from their daily life. (For ex. colour of water is indicator of its purity). List all the suggested indicators by the eco club members against the criteria.

Now divide the eco club members in 4/5 groups, each group handles one/two criteria. Ask them to score the indicators based on the outcome of their action against that indicator using low/medium/high score values. Also get the reasons for the score given. The student can relate to the efforts/actions they have taken to reach to the indicator of the outcome and accordingly score against the indicator.

Total the score values against each of the criterion. Share the significance of allocating colour to the scores

Low score	Medium Score	High Score
GREY	BROWN	GREEN

Develop with the eco-club members strategy and actions that they will undertake to make grey to green journey. Present the report and strategy to SMC/Administration.

Variation:

- The variation of the exercise may be tried in taking up the exercise with the eco-club members, along with the school management/principal and teachers. This will help in getting greater engagement of school teachers and the management.

Suggestive format for self-assessment of the school

Criteria *	(Indicator) /s**	(Score value L / M /H)	(Reasons for the score value)	(Remark (colour assigned))
A: Enhanced greenery/biodiversity			
Average score value				
B: Waste management			
Average score value:				
C: Water conservation)			
Average score value:				
D: Energy conservation			
Average score value:				
E: Sanitation			
Average score value:				
				TOTAL SCORE VALUE

* The criteria is suggestive and can be changed by the school..

** The indicator is to be listed by the eco club students with the assistance of teacher and the manual. They are free to list any indicators that they feel is important in their area/context, and could also include indicators that have bearing on social values.

Some of the suggested indicators could include

- Species richness i.e. Number of plant species, number of birds species in the school campus.
- Waste Management: Collection and segregation of waste; waste recycling and disposal – composting.
- Water Conservation: Functional rain water harvesting; no water wastage, no leaking tape, conservation messages displayed and followed.
- Energy: Use of solar energy; no energy wastage (e.g. all lights /fans switched off when not in use), Use of CFL, fuel conservation practices adopted, bus/car pool practice followed.
- Sanitation: Functional toilet facilities, safe drinking water storage, hand wash promotion and followed, waste water channelization etc.

Exercise 3: Greening the neighbourhood

Purpose: The exercise is meant to assess outcome of actions, taken up by the eco-club students on the neighbourhood

Time: 2 hours

Process:

Explain that the idea of the exercise is to help the eco-club members/ neighbourhood assess how “green” is their surroundings. Also explain that the “Green” here is to be seen not in just the plantation but in overall environmental context i.e. water, energy etc.

Ask the eco-club members, as to what is “green neighbourhood” to them, the listing can probably be clubbed in 4/5 thematic area /criteria.

For each criterion, ask them what is the indicator? give example of indicator. Like temperature is the indicator of sickness/infection. Similarly get them to talk of many other indicators from their daily life. (colour of water is indicator of its purity). List all the suggested indicators by the eco club members against the criteria.

Divide the eco-club members into groups. Ask them to score the indicators based on the outcome of their action against that indicator using a score value of Low/ Medium/ High and also get the reasons for the score value given. The eco-club members can relate to the efforts/actions they have taken against the indicator and accordingly assign score value against the indicator

Some indicators for a Green Neighbourhood –

- Water quality
- Waste Management
- Tree Cover
- Various sources of energy being used .

Total the score values against each of the criterion. Share the significance of allocating colour to the scores.

Low score	Medium Score	High Score
GREY	BROWN	GREEN

Develop with the parents/ community members, students of neighbourhood schools , strategy and actions that they will undertake to make grey to green journey.

Variation:

The variation of the exercise may be tried in taking up the exercise with the parents/ community members, students of neighbourhood schools. This will help in getting greater engagement parents/ community members, students of neighbourhood.

Suggestive format for self-assessment of neighbourhood .

Criteria *	Indicator /s**	Score value L / M /H	Reasons for the score	Remark (colour assigned)
A:Enhanced greenery/biodiversity			
Average score value:				
B: Waste management			
Average score value:				
C: Water conservation			
Average score value:				
D: Energy conservation			
Average score value:				
E: Sanitation			
Average score value:				
				TOTAL SCORE VALUE

* The criteria is suggestive and can be changed .

**The indicator is to be listed by the eco club students with the assistance of teacher and the manual. They are free to list any indicators that they feel is important in their area/context, and could also include indicators that have bearing on social values.