# Action plan

**Slide 1**  
**Slide 2**

**Explanation :**

Now that we have understood why we should reduce our GHG emissions and what are the main sources of emissions within our school, we should think about how to actually reduce them. This whole ppt is here to help prioritize your actions and draw an efficient action plan.

**Slide 3**

You, me, him, her, everyone at his or her level can take action!

Becoming an actor of change is within everyone's power: all you have to do is activate different levers of action.

We can make a change:

* individually, within our homes, through our lifestyle and our daily lives.
* collectively through our projects and the initiatives in which we participate

**Slide 4**

The study "Faire sa part" (Doing your part) published in 2019 by the consulting firm Carbone 4, which specializes in energy transition, indicates that individual commitment would reduce the carbon footprint by 25 to 45%.

Significant changes in individual behavior related to transportation, food and individual consumption would reduce the carbon footprint by 25%.

To reach a 45% reduction it would be necessary to carry out investment actions such as a thermal renovation, a change of boiler or the purchase of an electric vehicle.

Individual actions should therefore not be neglected!

**Slide 5**  
In September 2019, the UN announced that 66 states have now joined the goal of carbon neutrality by 2050, among them the European Union’s countries.

For the European Union, it means a reduction of four times the per capita emissions of 1990. This would be equivalent to an average "carbon budget" per citizen of about 2 tons CO2 eq per year. As our emissions have not really decreased since 1990, this would still be equivalent to divide them by 3.5 compared to our current emissions. Such a huge reduction implies a lot for our lifestyles and forces us to shape a whole new kind of society.  
  
Moreover, there are big differences between the countries of the European Union. For France, Italy and Spain for example, the emissions should be divided by 5.

**Slide 6**  
We saw that everyone can act at their own level, and the impact is not negligible.

Globally we have to remember that we should first “Use less energy”, which also means buy less products and repair what can be repaired, then “Use energy efficiently”, which means using the right tool and finally “Use renewable energy”.

**Slide 7**

Of course it really depends on your habits. The question refers to an average value.

**Slide 8**

**Slide 9**

**Correction of the quizz**(reminder of the human activities module)  
  
  
In Europe, a person is emitting 8.4 tonnes of CO2eq per year on average, but huge differences exist between european people. If the mean values are important, we have to keep in mind that there are also huge differences between individuals, the highest emitters emitting, in some countries, 20 times more GHG than lowest emitters.  
  
Food takes an important part in our GHG emissions, mostly because of the consumption of meat and because we eat several times a day.   
Clothes and electronic goods comes next on average.

Then transport, due to plane and car travels.   
Services regroups all the public or private services we all benefit from : road maintenance, schools, hospitals, and so on.  
Finally, the energy consumed in our habitation is also an important part of our emissions, especially if we heat our home with heating oil.

**Slide 10**

We saw that it is essential to question our individual impact, but to achieve our objective it is also essential to take collective action. It is high time we organise together or participate in events that can have a significant impact on the ecological transition.

**Slide 11**

Here are some ideas for action for the students:

Within the **school** you can:

- Organise **awareness-raising** actions with the content of the Clicks On or by creating adapted content. To raise awareness, you can also organise activities such as the ones suggested in the Clicks On Kit.

- Participate in the election of **eco-delegates** who will be in charge of defining concrete objectives, organising actions and contributing to their deployment within the establishment and outside.

- The carbon assessment you have done is very important to have an idea of the actual emissions. If you want to know if your actions have a real impact, you will have to do a carbon assessment in some years, so you will have to convince other students to do it !

- Organise **challenges**: photo competitions, drawing, sports challenges, eloquence competitions. Be creative to raise awareness while calling on everyone's talents!

Outside the school, you can also join associations that provide training in the challenges and take concrete action on a daily basis:

- With **Little citizen for climate** you can become an ambassador for this association which mobilises young people from all over the world who care about the preservation of our planet and have decided to take action to raise awareness of the climate emergency. They are accompanied by scientists who accompany them to better understand the stakes of the climate emergency.

- **We are Ready now** offers on its website many concrete ideas and solutions to solve the social problems we are facing.

There are a lot of different groups and organizations whose objectives are to reduce greenhouse gas emissions and fight climate change. Look on the Internet, ask your family and friends ans you will surely find one for you !

But for the moment, you still have to draw an action plan for the school !

**Slide 12**Students share their ideas with justification.

**Slide 13**Of course, it is clear that some people do not want to reduce their greenhouse gas emissions nor ours, as this necessarily leads to a reduction in our consumption and thus potentially a loss of income or privileges in the short term. However, even well-meaning people who would have a vested interest in reducing our greenhouse gas emissions experience many obstacles to change.

The first obstacle is very specific to climate change. It is a global problem that results from the sum of greenhouse gas emissions from all of our human activities, and it is difficult to grasp the full extent of the problem, both spatially and temporally, so there is no simple answer. Moreover, the complexity of this problem makes us think that we are powerless to solve it and if we can't do anything about it, there is no point in changing anything. To fight this psychological reflex, we must keep in mind what the IPCC teaches us: each degree counts because each additional degree of warming increases the negative consequences of climate disruption.

Secondly, for thousands of years, we learnt to react to immediate and well identified threats which is the opposite of climate change. Greenhouse gases remain in the atmosphere and accumulate, for example the lifetime of methane in the atmosphere is 25 years and that of carbon dioxide is 100 years. This means that all the gases we emit today will warm the Earth for several decades. We must be able to anticipate future disasters caused by our current emissions and this is not at all obvious, it is called the distance bias.

With climate change, we are all more or less victims of what is called the optimism bias, we tend to underestimate the consequences that climate change will have on us.

Finally, there are many other factors, such as the socio-cultural context in which you live, but also the lack of responsibility of individuals in front of a global problem, the impression of being the only person to make efforts, the fear of change and of relearning how to live differently, etc.

All of those psychological or socio-technical obstacles are slowing us down in reducing our emissions just as we were jammed in the traffic.

**Slide 14**

As we said, the socio-cultural context may be an obstacle to change. The socio-cultural context includes every aspect related to the culture of a community but also to the stakeholders personal needs and constraints and to the local and national legislation. Clearly, today a lot of necessary actions cannot be taken because of it and we have to accept that some changes take some time. Sometimes it will force us to make compromises but we should never lose sight of our objective of reduction.

The socio-cultural context is also important because the implementation of our actions depends on it. We may have a very efficient solution to tackle climate change, but if it is not accepted by the population, it will be very hard to implement it and to get positive results. As the majority of our human activities are emitting greenhouse gases, reducing our emissions forces us to reconsider our entire society, from our personal habits to a global scale. Because all communities are different, one solution may be appropriate for one community and not for another.

**Slide 15**

It is not easy to take action to reduce greenhouse gas emissions and it is even more difficult to take efficient ones. Let’s keep in mind what stands as an appropriate solution. An appropriate solution is one that :

* addresses the issue at hand
* is adapted to the context
* has no negative side effects and does not replace one impact with another.

There are multiple factors to take into account when evaluating a solution and two are particularly important : the level of technology they require and as we saw the socio-cultural context in which they will be implemented.  
The level of technology is important because if a solution requires a very high level of technology, or even some technologies that are not usable yet, it might not be an appropriate solution because it cannot be implemented. We have to take action now and cannot wait for future technology.

Slide 16

Slide 17

Slide 18

Slide 19

Slide 20  
Slide 21