

QUALI-QUANTITATIVE CRITERIA TO SELECT JUNIOR ENERGY GUARDIANS IN EACH SCHOOL

GUIDELINES

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1. THE AIM OF JUNIOR ENERGY GUARDIANS

Student interest through the energy team could be raised with projects like ENERGY GAME. The opportunity for students to run an energy game would be an added incentive to focus their work. For participating at the energy game, the students have to carry out further energetic audits by which they can observe that improvements to reduce consumptions could be made through behavioural change. Saving energy sometimes costs nothing, yet derives benefits that may be environmental as well as financial.

To plan for reduce energy consumption; the students have to find out first what kind of pattern of use were for the devices.

The following approach should be use:

- a. Gauging the equipment energy use in the school;
- b. Meeting with the Senior Energy Guardians;
- c. Development of a junior action plan;
- d. A student campaign.

This work would develop a junior cultural action plan to be continuously implemented across the school and focused to save energy.

The student time taken in this work is estimated to be about 100 hours and has been undertaken by four students as a voluntary exercise. These four students will be selected by a test and they will constitute the team of Junior Energy Guardians in the school.

Students can carry out this work in future as part of the curriculum.

2. GAUGING THE EQUIPMENT ENERGY USE IN THE SCHOOL

Equipment and appliances typically account for approximately 20% of a school's energy use. Much of this energy use occurs when the equipment is not in use (in standby mode).

Standby loads look small but because they are running continuously they can amount a large energy use. To become more energy efficient, it is important to know how energy is currently being use. The students, coordinated by the Junior Energy Guardians, will have to note where energy is being used filling out the template of the energy consumptions in each classroom. The JEGs will collect all the templates and will determine the energy consumptions in the common area and in the classrooms led by busy teachers filling out the template of the total energy consumption. The template will be supplied in the Junior Culture Action Plan Guidelines. While the Senior Energy Guardians could delegate or share



responsibility for reducing inefficient energy use, this objective need to become part of a school strategy. In this way, students can start the change independently.

3. MEETING WITH THE SENIOR ENERGY GUARDIANS

Junior Energy Guardians will meet with the Senior Energy Guardians to discuss their energy audit and the data of the total energy consumption collected with the template. They have to define a strategy in order to reduce the energy consumption revealing a number of items left on unnecessarily.

4. DEVELOPMENT OF A JUNIOR ACTION PLAN

JEGs have to meet the students in each classroom in order to share and discuss a strategy. They have to plan how raise awareness about energy use among their peers.

JEGs have their focus on the development of a shared Junior Action Plan for improving energy efficiency with a gradual process. Once JEGs have identified and shared what energy the school use and where, the Junior Action Plan should choose two or three priority areas to be changed.

5. A STUDENT CAMPAIGN

The challenge of the JEGs is to tell students that they are wasting energy and encourage them to change.

JEGs should be able to do this:

- a. Present initial findings to the students in each class at a meeting without any judgment and suggestions;
- b. Canvass students for their opinions through survey
- c. Invite students to a follow-up meeting for detailed presentation of an Action Plan.

There is much more to energy efficiency than measuring usage and setting policies. The team of JEGs is essential. For maximum impact, Senior Energy Guardians have to involve periodically JEGs providing them with information and seeking their ideas.

Energy saving is primarily about behaviour change. Discuss this with staff and encourage them to support each other to change the culture of energy use.

SEGs and JEGs should be a *joint team* discussing progress regularly for encouraging themselves to support the program.



On the basis, ENERGY@SCHOOL will develop an *energy game* in order to stimulate the students by the JEGs to make a competition with the European schools for the reduction of the energy consumptions.

6. CRITERIA TO SELECT JUNIOR ENERGY GUARDIANS IN EACH SCHOOL

The team of the Junior Energy Guardians will be selected by the Senior Energy Guardians.

The aim is to select competent and highly motivated young people to create culture of energy in their peers.

JEGs will work together with SEGs for the development of the Junior Culture Energy Plan in order to remove the wasting energy in school as well as to support the general energy plan of the school.

Criteria for the selection is a process to identify four students eligible to fill the role of JEGs based on knowledge and skills but also personal qualities and psychosocial resources.

The selectors are the SEGs who must take into account that does not exist, in general terms, students "right" or "wrong" students to fill the role of JEGs: the selection process should not be aimed at assessing outright student but must identify those candidates that best meet the characteristics of the role to be filled. SEGs and JEGs team must do experience aimed to change and personal growth.

The selection process is necessary to distinguish in four phases:

- **Recruitment** - the SEGs collect voluntary nominations among students after they have explained to them the purpose of the ENERGY@SCHOOL project and the role / responsibilities of JEGs.
- **Screening** - the SEGs perform an initial screening of candidates on the basis of knowledge of the subject and the knowledge of English. The selection can be done through the development of a specific test developed by the school's teachers.
- **Group Interview** - the group selected by screening undergoes a group interview to assess the social "behaviour" of the candidates.
- **Individual interview** - the decisive phase of the selection is for an individual interview with a small group of candidates selected by the group interview. On this occasion, the candidate must adopt the attitude and language typical of a persuasive communication, trying to prove to be adequate to hold the position of JEGs.



6.1 Group Interview

The group interview is to take place between a group of 5-10 candidates of the students selected in the screening phase who should be mixed for different types of age because of the activity of JEGs will cross over all classrooms. The group interview has to be managed by one or more teachers in accordance with the SEGs.

The collegial assessment exercises to allow free role to simulate the activities of the team and to achieve a goal through the participation of a group that should select 4 students as representative of the same group of students.

The aim of this phase will be to select a number of representative teams, which will have to participate at the final individual interview.

The purpose of this phase is to observe the way in which the candidates to become JEGs move within a heterogeneous group.

The SEGs will provide a theme that runs from track to begin a discussion with the other members of the group; arguments can be different, such as news stories, fantasy stories and school problems. The topic should not deal with the energy problem.

The selectors observe the candidates in carrying out the task and do not intervene in any way: this allows detecting the interpersonal dynamics and attitudes of individuals. Each group it naturally tends to stratify and to give someone the role of leader.

The methodology used is that of a simplified assessment centre to identify the set of behavioural and individual quality characteristics required the student to enter the JEGs team.

The ability to evaluate is many including:

- Communication skills;
- Power of influence;
- Ability in working group;
- Relational capacity;
- Negotiation and organizational skills;
- Leadership and the power of influence;
- Trend towards collaboration or competition;
- Adaptability;



- Degree of autonomy and independence of thought.

The advantages offered by the assessment centre consist especially in decreasing the incidence of subjectivity of the evaluators. In addition, the exercise must have limited time and offers the possibility of obtaining various information about the candidate that otherwise might not always be evaluated. Such method must represent both the assessor for the candidate genuine moments of learning and growth.

BASIC CRITERIA FOR THE SELECTION

There are no right solutions, there are simply responses that can be considered more appropriate than others: this is precisely the reason that stimulates discussion.

Candidates must not lose sight of the goal, they must find a solution to the problem required, expressing their opinions in a logical and organized.

Make a choice and motivate you when you make a choice you need to make realistic arguments, also useful to explain why other alternatives were discarded.

Speak clearly; we must stay focused on the topic, without getting involved in futile discussions, if you encounter people in very oppositional and aggressive.

Show cooperative attitude, it is advisable to accommodate the views of others, without imposing their own. Urging, if proof were needed, the thought of those people who tend not to express their idea, it can be shown to have positive attitudes and oriented to the group.

Making targeted interventions, incisors and synthetic, which turn out to be one of the best modes of communication in group tests. As the communication is mediated, it can be important to adopt behaviour and a form of communication that are able to capture the attention of both the selector and the other members of the group.

Not always talk a lot is advantageous, in several selections, evaluating different skills, such as listening skills and understanding of others' opinions. Therefore it is useless to force themselves and behave in one way rather than another, for example trying to be leaders at all costs. Candidates must be aware of the role they tried to enter the JEGs team to be able to deal successfully with the selection.

EXAMPLE OF GROUP INTERVIEW

The test involves a group organization being assessed, which are asked to read and then discuss a case that, at the same time, is a simulated situation. At this stage the interviewer is interested in analysing the attitude with which the candidate expresses his opinions (weak, assertive, insecure) and the way in which this occurs (authoritarian, aggressive, collaborative), without the need to understand the degree of mastery of the subjects by the candidate himself. During the exercise session, graders will have the sole task of observing



and recording behaviour of a special form, after which the different evaluations will determine the final comparative nature.

In order to make as clear as possible the modalities of this exercise is proposed a typical case of very widespread in the context of selective processes that will have to be readjusted by the selectors according to the type of school to which they refer (primary, secondary,. ..).



EASY EXERCISE SESSION

ANALYSIS AND DISCUSSION: “ABOARD A SHIP”

Instruction for candidates

Your group should have to do an exercise in which decisions must be made trying to reach consensus among all members of the group. This means that each of them will have to agree with others on the value to give to each thing before it becomes a group decision. The consensus is difficult to achieve, but you have groped to facilitate the achievement.

Insights

Try not to blindly defend your way of seeing things. Present your opinion as clearly as possible. Justify your opinion by invoking the ground that supports your thesis. Listen to the reactions and the contributions of others and consider them carefully before you repeat your position.

Avoid change their minds just to still reach an agreement or to avoid a conflict. Show your attention and your support for any solution with which you can find at least something with which to disagree. Yielding only to positions that demonstrate objective foundations and logically secure.

Avoid procedures that reduce the conflict by voting or draw lots.

Singling differences of opinion, which are natural and inevitable. Try to involve everyone in the decision-making process. The disagreement may improve group decisions because they present a wide range of information and opinions, thus creating an ideal situation to find the appropriate solution.

Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, strive to find the most acceptable alternative for all members.

Discuss emphasizing recruitment, listening to others and encouraging the participation of all members.

Context

You are on board a ship with serious damage. It was not possible to launch the signal for help because the ship's radio is damaged. Is needed to abandon the ship as soon as possible; There is next to an unknown island; the lifeboat can accommodate barely the group, for which it is not possible to bring along other loads.

The group, but having to face problems of survival, bring with him only one option from the following:

- 1 first aid box;



- 1 box of liquors;
- 1 suitcase containing blankets;
- 1 crate of weapon;
- 1 crate of food;
- Some life buoys;
- 1 small field kitchen;
- A dog that is the mascot of the group;
- 1 radio board in the hope of being able to repair it;
- 1 box of tools.

You have to decide what to take with you on the island.



COMPLEX EXERCISE SESSION

ANALYSIS AND DISCUSSION: “IN THE DESERT OF NEW MEXICO”

Instruction for candidates

Your group should have to do an exercise in which decisions must be made trying to reach consensus among all members of the group. This means that each of them will have to agree with others on the value to give to each thing before it becomes a group decision. The consensus is difficult to achieve, but you have groped to facilitate the achievement.

Insights

Try not to blindly defend your way of seeing things. Present your opinion as clearly as possible. Justify your opinion by invoking the ground that supports your thesis. Listen to the reactions and the contributions of others and consider them carefully before you repeat your position.

Avoid change their minds just to still reach an agreement or to avoid a conflict. Show your attention and your support for any solution with which you can find at least something with which to disagree. Yielding only to positions that demonstrate objective foundations and logically secure.

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Discuss emphasizing recruitment, listening to others and encouraging the participation of all members.

Context

You are a member of a group of geologists engaged in a research study tour in the desert of New Mexico. It's the last week of July and you have travelled on a track far from any road, in order to observe the formation of the land. At 10.30 am on your special minibus overturns and rolls into a hole ten meters, catching fire. The driver and an experienced member die while you survive, albeit with some wound. You know that the nearest farm is located about 70 km to the east of you and there is no nearer home. At the motel they know that when the evening turned out absent is because you are in a camp set up, so that, at least for that night, no one will trigger the alarm. The place is particularly rough and dry. Not far away, there is a pool of water not very deep, but it was contaminated by the presence of decaying



animals. Before leaving, the control of the weather report, it emerged that the temperature would reach 45-55 degrees centigrade. You have wear light clothing, hats and sunglasses. Cell phones do not record any cover. While you were dating from minibuses, each of you managed to save two things: a total of twelve. Your group must now classify these things in order of importance for their own salvation.

Finally, you must consider that the survivors are you and your group who has agreed to remain united.

The available objects are as follows:

- 1 compass;
- 1 robust canvas piece of 6 meters by 6;
- 1 rear view mirror;
- 1 large knife;
- 1 flashlight with four batteries;
- 1 jacket per person;
- 1 transparent plastic sheet of 2 square meter per person;
- 1 gun;
- 1 water bottle with 2 litres of water per person;
- 1 very accurate map of the area;
- 1 very large box of matches;
- 1 book entitled: "The desert plants".

Strategies explained by the selectors

The group is in shock about what happened:

- The first problem - is dehydration, due to sun exposure and the normal of the body sweating. To deal with the group must remain calm, wear as many clothes, reduce the loss of moisture, keep the shade as much as possible, to minimize movement during the day and drink as much water as you can. According calm and shade, the group can survive without water for three days. The jacket is important for the need to dress up, the canvas for the need shade, the water to stay hydrated.



- A second vital problem - it can signal their presence to who was the group's research. Are important for this: mirror, the canvas, the stack, the gun and the matches.
- A third issue to be addressed - is to drink as much drinking water as possible. The water in the bottles is insufficient, but you could get distilled water from the pond contaminated building a distiller with the plastic sheeting. It should be lying on the water holding it a few centimetres above the surface and tilted to one side, so as to be able to collect the drops in the water bottle.
- The fourth problem to survive - is to have to find food, if the group is not saved within a few days. To this end it is important to not eat protein, as these require a lot of water; also it could be useful book on the desert plants.
- Finally, the fifth issue to resist - is given by the anxiety of waiting for someone might decide to go walking at night, the risk of dying within two days as it would not be able to travel more than 60 km. Worse would decide to walk during the day because of the heat. Bear in mind, also, that if the group goes on the road probably could make it much more difficult their discovery by rescue teams.

Classification of objects in order of priority in the opinion of the selectors:

- 1 rear view mirror;
- 1 jacket per person;
- 1 water bottle with 2 litres of water per person;
- 1 transparent plastic sheet of 2 square meter per person;
- 1 large knife;
- 1 very large box of matches;
- 1 robust canvas piece of 6 meters by 6;
- 1 flashlight with four batteries;
- 1 gun;
- 1 book entitled: "The desert plants";
- 1 very accurate map of the area;
- 1 compass.



INDIVIDUAL REPORT CARD

Each selector has to fill a report card for each candidate based on the following standard

INDIVIDUAL REPORT CARD					
Name of selector.....					
Name of candidate.....					
Classroom.....					
Name of group.....					
AREA PERFORMANCE					
CONTRIBUTION	--	-	=	+	++
Quantity					
Quality					
ROLE	--	-	=	+	++
Collaborative					
Influent					
PERSONALITY TRAITS					
	--	-	=	+	++
Assertiveness (convincing, independent)					
Sociability (outgoing, socially secure)					
Empathy (reserved, selfless)					
Control anxiety (laid back, worried)					
Energy (active, competitive, determined)					
NOTE					
SUMMARY ASSESSMENT					
Excellent Good Normal Scarce Off profile					



6.2 Individual Interview

The Group Interview has selected different group of four students. Each group could be a possible candidate to become the JEGs team.

The Individual Interview is the decisive moment of the selection, one in which selected groups must demonstrate through their educational history, with their skills, but above all by their attitude, to be the "right" group for a certain location. The aspects covered by the assessment, concern, therefore, not only cognitive skills but also personal qualities, motivation, expectations, the availability of the group.