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Prior to August 2016, Idle-Free California was Idle-Free Vermont.

## **Vermont Idle-Free Schools project teacher commendations**

### **Essex Middle School, Essex, VT 9/14 – 5/15**

“The Idle-Free campaign fit perfectly with our project-based learning approach on the Edge Academy Team at Essex Middle School. The students had identified car idling as a problem two years ago, and with the support of Wayne Michaud, began to research the impact of car idling on the health of our community. Once they developed their driving questions, the process guided the students to become leaders in the effort to create change in our community. Through data collection, sharing of results and presentations, the students gained many new skills, as well as created change in our community - a 25% reduction in idling! We hope to continue these efforts during the 2015-2016 school year.”

*Lindsey Slan Halman, Facilitator, Essex Middle School - The Edge Academy*

### **St. Albans City School, St. Albans, VT 9/14 – 5/15**

“The Vermont Idle Free Schools program is an amazing learning activity for middle grades. Its project-based approach was extremely effective for our students. I watched Team USA members light up as they exercised their creativity, enthusiasm, as well as organizational, analytical and communication skills around the topic of idling. They received instruction, but also ran an experiment and public advocacy campaign. Team USA students walked away from the Idle Free Vermont project with memorable learning about a topic important to their lives, new real-world skills, as well as experience and pride in executing a job, and making a positive difference in their community. I highly recommend the project to other middle school teams!”

*Josie Weldon, 7-8 Grade Teacher, St. Albans City School - Team USA*

### **South Royalton School, South Royalton, VT 9/14 – 5/15**

“The Vermont Idle-Free project was incorporated into my STEM class for freshman and sophomores. The following are brief comments about the campaign:

- Taught students practical application of mathematics and science.
- Taught students public speaking and presentation skills.
- Taught students how to analyze meaningful data and to make predictions.
- Taught students technology skills (spreadsheet use, Powerpoint skills, and CO2 collection skills using a TI-84 CBL system)
- Engaged students in discussion of global issues relating to ozone, pollution, and conservation of resources.

- Gave students practice in working with groups of other students, community members, faculty, and others involved with the project.

My students gained a great deal of confidence working on this project. Students took it seriously and had generated many ideas that would allow them to show their work. Unfortunately time did not allow us to implement many of their ideas. Students were highly engaged and took on the project as their “job”.

I believe this was a very beneficial project not only for the students, but for the school and community as well.”

*Bill Goldsworthy, STEM teacher, South Royalton School*