
Fall | 2015

SUSTAINABILITY PLANS

Instructor Training Manual

Table of Contents

ROLE OF INSTRUCTORS	5
PART 1 – INTRODUCTION, BACKGROUND, BEC APPROACH, SUSTAINABILITY PLANS, PROJECT SCHEDULE	6
INTRODUCTION	6
BACKGROUND	6
THE BIOSPHERE ECO-CITY APPROACH	6
SUSTAINABILITY PLAN	7
IMPLEMENTATION STRATEGY	7
PARTNERS	7
PROJECT SCHEDULE	7
Pre-training Session	7
First training session (prepare for workshop).....	7
Post training session (workshop)	8
Second training session (data organization and sustainability plan)	8
Third training session (implementation strategy, wrap-up, evaluation)	8
Project wrap-up and implementation	8
PART 2 - PROCESS TO DEVELOP AND IMPLEMENT SUSTAINABILITY PLAN	9
1. ORGANIZE PARTICIPATION	9
2. PREPARE FOR WORKSHOP (a training session)	9
2.1 Finalize a PowerPoint Presentation for an Assembly of Participating Students	10
2.2 Practice Leading Discussion Groups.....	12
3. CONDUCT THE WORKSHOP	13
3.1 Present Your PowerPoint	13
3.2 Lead Your Discussion Sessions	14
3.3 Wrap-up	15
4. DATA ASSEMBLY (a training session)	15
5. CREATE THE SUSTAINABILITY PLAN (a training session)	16
5.1 Writing the Plan	17
5.2 Editing the Plan	18
6. CREATE AN IMPLEMENTATION STRATEGY (a training session)	18
7. CREATE A CALENDAR FOR ACTION (a training session)	20
8. PRESENT THE SUSTAINABILITY PLAN TO THE SCHOOL	20
9. EVALUATION	21
Evaluation of Project.....	21
Personal Lessons.....	22
10. IMPLEMENT THE SUSTAINABILITY PLAN	22
10.1 Agree on School Projects	22
10.2 Assign Sustainability Plan to All Students	22
10.3 Initiate A Fundraising Strategy.....	22
11. FOLLOW-UP	22

RESOURCES	23
COURSE ON PUBLIC SPEAKING	23
REFERENCES ON MAKING PRESENTATIONS	23
LIST OF APPENDICES	23

ROLE OF INSTRUCTORS

Your role is to help student leaders use their manual and other training material to create a Sustainability Plan for their school, and to support its implementation. In each training session, you provide a quick overview of relevant sections of the student manual, answer questions and help motivate the student leaders. To do this you will have to be familiar with the Student Training Manual and the School Sustainability Planning & Implementation (SSPI) Initiative.

The Student Training Manual is divided into three parts. Part 1 is preliminary reading material for the student leaders. Part 2 is the process to develop and implement the school Sustainability Plan. Part 3 contains a short list of resources and the appendices. You may get a few questions from student leaders on Parts 1 and 3. But the focus of your instructing will be Part 2.

Training within Part 2 (Process) is divided into several coherent task areas. For example, in the first training session the student leaders prepare for a workshop with the classes that will participate in development of the Sustainability Plan. There, the leaders will personalize a pre-prepared Power Point presentation and then practice it. All instructions for that are in the Student Training Manual. But you can help them follow the instructions. In the same training session, student leaders will also practice leading a discussion group. Similarly you can help them follow the instructions. In this way, you will help them prepare for their upcoming workshop.

The student manual and accompanying CD of templates etc. are all that the student leaders should need to do the tasks. But you can lead them through the process. You could start each training session with a summary of what the students are about to do and then answer questions.

At the end of each training session you could take a few minutes to summarize what is coming up next. This should cover activities before and in preparation for the next training session.

We have told the student leaders that after they complete the Implementation Strategy, they have a choice on whether to continue with other activities described in the manual. But let's encourage them to do those other activities. The Calendar for Action, Fundraising etc. can increase the success of the Sustainability Plan. Also those activities give the student leaders additional training. If you can help them maintain their enthusiasm, they are likely to continue.

The SSPI initiative is quite flexible in how it may be carried out. For example, the workshop for participating classes might take place in one session, two sessions or in individual classes. This flexibility is something you will want to point out to student leaders and any involved teachers.

You have a copy of the student manual in the same binder as the instructor manual. The most effective way to be a good trainer for this initiative is simple knowing the Students Training Manual better than the students do. So please read it carefully.

PART 1 – INTRODUCTION, BACKGROUND, BEC APPROACH, SUSTAINABILITY PLANS, PROJECT SCHEDULE

Student leaders need no prior knowledge of sustainability to take part in this initiative. All they need to do before starting is read Part 1 of the manual (Introduction, Background, Project Schedule) and do some research on a particular Theme of Sustainability.

School administrators (Principal etc.) will need to approve undertaking the initiative in their school, select classes to participate in a workshop, and when it is completed distribute the Sustainability Plan to all students. But they do not need to put any resources into this initiative.

A teacher, school department (or even students themselves) will recruit student leaders for training. A teacher should be present at each training session, but does not need to have an environmental background and does not even need to do any training (OBEC and SYC volunteers do this). Teachers of participating classes will hand out the short description of Themes of Sustainability (Appendix 1) to their students, and bring their students to the workshop and discussion groups. Other teachers may assign projects from the Sustainability Plan to their classes. Beyond this, teachers do not need to participate unless they want to do more.

This minimal involvement of school administration and teachers is outlined in the last section of Part 1 (Project Schedule) and the first section of Part 2 (Organize Participation).

There is no training session on Part 1 of the student manual. It is all just reading. But in case questions on that material come up in the first training session (Prepare for Workshop), some possible responses are given below. But you should limit the time spent on these general questions, to allow enough time for the tasks of the first training session.

INTRODUCTION

If the student leaders want to know more about a Theme of Sustainability, you can give them a discussion paper on that Theme (get copies from Jim).

BACKGROUND

This is fairly general and the student leaders should have understood it. If the student leaders want to discuss the ideas of environment and people, or sustainability of the Biosphere, you could encourage them to bring up those questions in their classes.

THE BIOSPHERE ECO-CITY APPROACH

If the student leaders ask about the Biosphere Eco-City approach, you might note that: i) uses Themes to help people focus on what interests them in sustainability, and ii) it uses tools, such as the Sustainability Plan, to engage people. If they have further questions, refer them to the OBEC website (obec-evbo.ca).

SUSTAINABILITY PLAN

If there are questions on this section, you may point out that the Sustainability Plan is a tool, which a group of people develop together, to agree on what they can do to address sustainability. It is easy to develop and use. There is a training session on this.

IMPLEMENTATION STRATEGY

If student leaders wonder about the Implementation Strategy, you may tell them that after creating the Sustainability Plan, they can analyse it and suggest how to carry it out. There is a training session on this.

PARTNERS

If they want to know more about the Ottawa Biosphere Eco-City Initiative or Sustainable Youth Canada, you may refer them to the websites (obec-evbo.ca) or (sustainableyouthcanada.com).

PROJECT SCHEDULE

This schedule is posted in the Student Training Manual to allow student leaders to see what is coming up and where they are in the process. You may note that completing the Sustainability Plan is essential. But you could note that the Implementation Strategy is quite important too. Activities after that are optional. But you can encourage the student leaders to do them as well, because they enhance the success of the Sustainability Plan and are interesting to do.

The project schedule is flexible. Training sessions can be combined or divided, as needed.

Here is the project schedule in the student manual:

Pre-training Session

- Project partners get permission from school
- School recruits up to 20 students for training group
- Recruited students read Training Manual
- School selects classes (mixed years or full year) to develop Sustainability Plan
- School divides those students among 10 Themes and provides handout on the Themes

First training session (prepare for workshop)

Trainers at the school (60-90 minutes, depending on depth):

- Customise a presentation for an assembly of students involved in the workshop
- Prepare to lead break-out sessions of the workshop

Post training session (workshop)

- Student leaders make presentation and lead discussions in workshop (1 period)

Second training session (data organization and sustainability plan)

- Student leaders collate information from workshop
- Student leaders use information to create the school Sustainability Plan

Third training session (implementation strategy, wrap-up, evaluation)

- Student leaders create an Implementation Strategy
- Student leaders create a short presentation to present results to the school (optional)
- Student leaders evaluate the project and their personal lessons

Project wrap-up and implementation

- Student leaders present Sustainability Plan and Implementation Strategy to the school (optional)
- Trainers, student leaders and school follow up on implementation of Sustainability Plan

PART 2 - PROCESS TO DEVELOP AND IMPLEMENT SUSTAINABILITY PLAN

To start this training session, one instructor should introduce himself/herself and all the others. Then thank the student leaders for volunteering to create and implement a sustainability plan. It will be important for the school, their community and for the world.

You may note that this initiative will be good leadership training. You may also note that they will receive a volunteer certificate from OBEC and should be credited by the school for volunteer time.

Because this is the first time student leaders come together for training, they may have some questions related to the introductory readings in the first part of the manual. Some suggested responses are provided under Part 1, above. But the training session should move on to the process (Part 2) as soon as possible, because time is limited.

1. ORGANIZE PARTICIPATION

This sub-section is mainly for the school, which is responsible for all 5 steps. But the student leaders should be aware of it, so they will understand the process and where they fit.

Here are the steps described in the students training manual:

Steps to start this are simple but essential

1. INVOLVE TEACHERS
2. ENGAGE STUDENT LEADERS
3. SELECT STUDENTS FOR THE WORKSHOP
4. ASSIGN STUDENTS TO THEMES AHEAD OF TIME
5. RESERVE LOCATIONS FOR TRAINING SESSIONS AND THE WORKSHOP

What you may say to the student leaders is that this section describes tasks carried out by the school. But you want them to be aware of them, to understand the whole initiative.

2. PREPARE FOR WORKSHOP (a training session)

(Estimated time 90 - 120 minutes)

The start of this first training session is a good time to put the student leaders at ease about the work they are about to undertake. You may tell them that something like this:

“Creating a Sustainability Plan is simple. You just a) make a presentation to participating classes to tell them what they are doing, b) hold discussion groups on ten Themes in which students discuss and choose key issues and projects for their Themes, c) Bring that information together in a pre-selected format to create the Sustainability Plan. The presentation and discussions take one school period.

The reason you are leading this is because your involvement will make your school's plan better. You know your school and its students much better than we do. As well, more minds provide more ideas.

Don't feel intimidated by the amount of material in the manual. It is less work than you may think. You'll notice that a short statement in italics precedes almost every paragraph. That statement is the task. The paragraph after it is a description and explanation of the task. After you have read the description, you will probably only need to read the part in italics to remember what to do.

This and other parts of the manual are called Training Sessions. They are really work sessions. The manual tells you everything you need to do. We are here to help, if you get stuck. Yes it is training. But you are picking up new skills, and you are learning by doing."

After those general statements, you can focus on this training session. You might say:

"This training session is straightforward. You take an already-developed Power Point, modify it and practice it. Then you each practice leading a small discussion group. With that done, you will be ready for the workshop with participating classes. So let's get into it."

2.1 Finalize a PowerPoint Presentation for an Assembly of Participating Students

The student trainers will be making a PowerPoint presentation to all the classes that will be participating in the workshop to create a Sustainability Plan. If all the classes are doing this at the same time, the presentation will take place once in an assembly of all of them. If half the classes do the workshop at a time, there will be two presentations. If the workshops take place class by class, there will be a presentation to each class. This will depend on how the school organizes the participation.

You might introduce this task to the student leaders this way:

"One or two of you will make a PowerPoint presentation to those classes that will help create the Sustainability Plan. This is so they will understand what they are doing. But the PowerPoint presentation is already exists as Appendix 5. All you have to do is make a few changes to personalize it for your school. That may be as little as changing the title on the first slide, putting a picture of your school there, and changing the name of the school on the last slide.

In the next 15 minutes, you may modify any of the text or pictures you wish. But I suggest you keep most of it the same to save time. You need time in this training session to practice the presentation and then practice leading a discussion group. So everyone please spend the next 6 or 7 minutes looking at Appendix 5 and give your ideas to your group leader."

One of the instructors can let everyone know when 6 minutes is up. Then they can ask for someone to volunteer to use their computer to modify the presentation. Ask what photo they would like on the title slide. A photo of their school might be good. Then get them to choose the

wording for the title page. Ask if they are OK with the PowerPoint, that part is done. If not, have them spend three or four minutes modifying any of the slides.

Next we need one or two volunteers, who will make the presentation to participating classes. If the presentations will take place before individual classes, then you might need five or six pairs of volunteers. If that is the case, all of those student leaders will need to practice the presentation now. They should also practice on their own before the workshop.

Assuming there will be only one presentation in an assembly, you could say:

“Now we would like two volunteers to make this presentation to participating classes in the workshop. We suggest two, because it divides up the work and it is more interesting for the audience to hear two voices. This will not be difficult, because you can see the text on the laptop as you make the presentation. Even if you are shy and want to do it anyway, go for it. Can we have two volunteers?”

When you have two volunteers (or one) have them rehearse it before the team:

“Thank you for volunteering. Please transfer the final Power Point to your computer or smart phone right now. You are going to present it now to the rest of us, using a laptop. Decide who goes first. There are some natural breaks in the presentation, so please write down the following: Slides 1 - 11, Slides 12 – 18, Slides 19 – 29, Slides 30 – 33. That’s where you switch between speakers. Now one of you can start and the other one will alternate until you have presented those four sections. Make sure you have the PowerPoint on normal setting so you can see words you will speak at the bottom of the screen. All the rest of us will look at the presentation on our own computers or phones, crowd around behind you to see the screen, or just sit and listen. Read through it in a normal speaking pace, not too fast, without worrying about mistakes.”

When everyone is ready, have the presenters start while everyone else listens. Encourage only general feedback such as “You could slow down a little bit” or “your voice sounded good.” This is mainly a confidence building exercise for the speakers.

Now have them practice answering three questions. You might say:

“At the end of your presentation, you can take three short questions. Let’s try that now. The rest of us will still pretend to be the audience. After each question say, ‘thank you for your question’ then answer it briefly. If you don’t know the answer, you can ask one of your team to answer it. If the question is complicated or unfriendly, suggest the questioner bring it up in a future class.”

You can close this off with:

“That was great. Thanks everyone. Now let’s make sure the teacher and the two presenters have the final version of the PowerPoint. The school will arrange to have a laptop and screen in the assembly at the start of the workshop. But two people should bring it on memory sticks, as backup. Tonight, the presenters should read through the whole presentation out loud once, and

then do their own part at least two or three times. If you read it out loud to a family member or friend, it is even better. You might want to re-read Appendix 6 – Tips on Creating Good Presentations – but that is not essential. Tip 10 is relevant though – be enthusiastic. Now let’s move on to the next section of this session.”

Here are the summaries (in italics) of each task. The details are in the students training manual.

Prepare for an assembly of all participating students or two assemblies of half the students

Your team creates a presentation to explain sustainability and the workshop to the students

Use and modify the presentation in Appendix 5 and on the CD

Be positive. Success motivates people more than failure

See Appendix for tips on making good presentations

You are a team. Choose a coordinator. Divide up the work

Present the PowerPoint to the team. Practice. Edit. Make the presentation simple

When finished make backup copies

2.2 Practice Leading Discussion Groups

Now the student leaders are each going to practice leading a discussion group. They all need to have chosen a Theme that they will lead. Make a list of the ten Themes and the students doing them. If there are 20 students, there will be two for each Theme. You may say the following:

“At this point each of you must specialize in one of the Ten Themes of Sustainability. We’re going to make a list right now and have you tell us which Theme you are doing.

Now you will practice leading a discussion on each of your Themes. Please break into groups of five and to go to opposite corners of the room? Take turns leading a discussion. For your Theme, ask the rest of your group to suggest key issues, projects and ideas for starting projects. Don’t write anything down, there is no time right now. Just imagine you are recording the information. Take one minute to ask for suggestions on issues, two minutes for projects, and one minute for ideas on implementing projects (e.g. who, what, how). Then let another person do the same thing until all five of you have done it for your Themes.

You need a timer to tell you when to switch. Remember it is one minute for issues, two minutes for projects, one minute for implementation ideas. Any questions? All right, let’s do it.”

Here are the summaries (in italics) of each task. The details are in the students training manual.

Remember that you will facilitate discussion by Themes after the presentation

Identify tools – blackboard/flip chart and notebook/laptop, worksheets to hand out

Student leaders each choose which of 10 Themes to facilitate. Find out if teachers will help.

Practice brainstorming as a team a few days before the school workshop

In the last five minutes of the training session, one of the instructors should give a brief summary of what will happen before the next training session (see #3 – Conduct the Workshop).

“The manual describes the workshop. It also mentions an assembly at the end of the workshop, but that will probably not happen. Just put all your notes in a safe place and go on to class.

After the workshop, in the next training session, you will be assembling all the data from the workshop. The instructions are in your manual, so please read this ahead of time. Good luck!”

3. CONDUCT THE WORKSHOP

(Estimated time 45 – 50 minutes)

Student leaders may still have some final questions about the workshop. The main point to get across is that all the student leaders need to do in the workshop is make a short presentation and gather ideas in discussion groups, and they are now ready to do this.

3.1 Present Your PowerPoint

If you want to summarize the presentation, you could say the following:

“Apart from everyone reviewing the PowerPoint tonight, to be familiar with it, your next piece of work will be the workshop with participating classes. This begins with a short assembly (unless it is done in individual classrooms). Two of you will deliver the PowerPoint presentation and the rest of you will be behind them at the front to show you are a team and to help answer questions if needed. You should keep the presentation to 10 minutes and the questions at the end to five minutes.”

Here are the summaries (in italics) of each task. The details are in the students training manual.

Arrive early for the presentation and check the equipment. Practice.

Have the whole team of student leaders sit at the front for the assembly

When presenting, use a confident posture, smile, speak clearly and show enthusiasm

Allow just a couple of minutes at the end for questions

Answer questions in order, politely and speak to the whole audience

Don't get sidetracked by someone who wants to argue or debate

Use your team members to answer questions if you need them

3.2 Lead Your Discussion Sessions

If you want to summarize the discussions, you could say the following:

“After the presentations, go with the teachers to the discussion areas for your Themes. At the start of the discussion, hand out the worksheets to your group them to write down their ideas. Collect the worksheets after the discussion. They may contain additional ideas you can use later.

In the discussion, do the same steps as you did in practice, with one addition. One of you asks students for ideas and the other one takes notes of what is discussed. You can use a blackboard, whiteboard or flip chart to help the discussion, but remember to take away all ideas with you.

Encourage your students to think of issues and projects from their point of view – things that students can address. Spend 5 minutes on key issues, 10 minutes on projects and 5 minutes on ideas for implementing projects. With the extra time at the end go back and review suggestions.

Some of the projects in the Sustainability Plan will be proposed to do with community projects. If you have a list of projects from Sustain Beaverbrook (for Earl of March) or Sustain West Carleton, you could hand them out to student leaders as ideas.

Here are the summaries (in italics) of each task. The details are in the students training manual.

Help students brainstorm, discuss and agree on recommendations

If there are two of you, one leads the discussion and one takes notes

Explain that brainstorming is getting out lots of ideas quickly and building on them

If your group starts slowly, put out a crazy idea. Spend 10 minutes on brainstorming

Students write ideas on worksheets, which you collect. Also record ideas you discussed.

Ideas may be all over the place. Do your best to organize them

Tell students to keep recording their ideas to add to for their own Sustainability Plan

After brainstorming, help the students choose what to recommend from the group

Get consensus on key issues first

Cut column 1 down to three or four key issues. Students can make a note of their favourite issues.

Pare Column 2 down to two to four projects per issue at most. Think quickly

Don't worry about making mistakes. You'll have the information to review later

For column 3, ask questions to get students to suggest implementation ideas

Accept most implementation ideas. Don't waste time. You can review them later.

Keep track of time and keep the discussion moving along. Try to finish early

Collect worksheet from all students at the end of the breakout session

3.3 Wrap-up

If a student asks about a wrap-up discussion after the workshop, you could say again:

“The manual talks about getting together in an assembly at the end of the workshop, but that will probably not happen. Just put all your notes in a safe place and go on to your next class.”

4. DATA ASSEMBLY (a training session)

(Estimated time 45 - 60 minutes)

Student leaders (probably in teams of two) will synthesize the information gathered in the workshop for their individual Themes. This is an exercise in judgement, but can be done quickly. Tell student leaders that they should decide what is most important and keep the main points. They should not worry too much about missing something. What comes easily to mind is probably what should be kept.

To summarize what is in the manual, for the student leaders, you may say the following:

“To start, copy the ‘Template – Table for Input Assembly’ from your CD to your computer and call it ‘Table for Input Assembly – Theme of (name of your Theme).’ Then take all the information you gathered from the workshop – your notes and the student worksheets – and decide which key issues you are going to keep for your Theme. Put these in the column for issues in your table. You should end up with three to four issues. But you might have a couple more if all of them are important and are the types of issues that students could address. Don’t be afraid to delete issues that seem weak. Don’t include an issue that has no project to address it.

Now do the same thing for projects to address those issues. You’ll need at least one project for each issue, but may have two or three. If you end up with a list of 20 projects for one issue, you probably have too many. Take out any that seem less important or would be difficult to do. A plan that has too much information is hard to read and does not provide clear direction. This might take you half an hour. When you are finished that step let us know.”

When they are finished putting issues and projects in their tables, you could continue:

“Now you’ll move on to the last step, which is to add implementation ideas for projects to the last column. Again use notes from your discussions as well as ideas from student worksheets. You have more freedom here. If you want to put in your own ideas, go ahead and do it.

A few of you will probably finish this before others – some Themes may be more challenging. If you finish earlier, you have two options: a) help people working on other Themes (if they want help) or b) begin putting together the Sustainability Plan. As soon as there are input tables for all the Themes put them all together on someone’s computer, in one table called “Table for Input Assembly – All Themes). Then save it on several memory sticks or on everyone’s computer.”

Here are the summaries (in italics) of each task. The details are in the students training manual.
”Put the ideas from your notes and student worksheets in a table for your Theme

Projects may address more than one issue. List them in whatever order you like.

Based on input, you can change the priority issues you listed in the breakout session

Too many issues make the Sustainability Plan unworkable. Decide on what to include.

Based on input, you can change the projects you listed in the breakout session

You may have more projects than issues, or the same number. That’s all right.

Keep only the best suggestions to keep the Sustainability Plan clear and focused.

Change the wording to keep the meaning clear, if needed

Divide projects into three types, using colour and font type to differentiate

The column of implementation ideas will be used later for the Implementation Plan.

Save your work at regular intervals and back it up on memory sticks

5. CREATE THE SUSTAINABILITY PLAN (a training session)

(Estimated time for writing and editing 75 minutes. May combine with Session 4, above)

This is the main product of the initiative, but it is also the easiest thing to do. The team of student leaders will simply transfer information from the Data Assembly template to the Sustainability Plan template. Then they will do a bit of editing of the text and formatting of the layout, and it will be done. If the team wants to it can have a few people work on the Sustainability Plan and have the rest work on the Implementation Strategy at the same time.

What you may tell the student leaders:

“You are developing a Sustainability Plan for the whole school. A few classes provided input in your discussion groups. At the end of the process, all students in the school will be asked to read the plan and pick a project to do. This may be a project listed in the Sustainability Plan or something else, but the plan will give them lots of options. Do you have any general questions before we get into how we do it?”

You may take a couple of minutes to answer questions then continue:

“You’ll come out of this session with Sustainability Plan for your school and this will be a good accomplishment. Yet it is probably easier than anything you have done so far in this initiative. All you have to do is transfer the list of issues and projects from the ‘Table for Input Assembly – All Themes’ and do a bit of re-writing. There is a lot of detail in this section, but most of it is explanation.

Because filling out the Sustainability Plan is simple, most of you can begin the Implementation Strategy. Here’s how you can do those two tasks together. Choose two team members who have the same Theme, to write and format the Sustainability Plan. The writers will input issues and projects from the “Table for Input Assembly – All Themes” into the table of the Sustainability

Plan, and then write a few sections according to the manual. At that time, the rest of the team can start working on the Implementation Strategy (Section 6 of the manual) for their Themes. Your manual suggests two editors in addition to the writers. They will not be needed because everyone reviews the draft Sustainability Plan.

One writer may focus more on the words and the other may focus more on overall format. In formatting, you may add photos as fillers, including a photo or two from the discussion groups. Remember to avoid high-resolution photos that make the file too big.

When the writers have a draft of the sustainability plan, they give a copy of it to all the other members of the team. Those people will then read the draft Sustainability Plan while the writers work on their Theme in the Implementation Strategy.

In reviewing the draft plan the other team members will make sure, in particular, that issues or projects are not missing from their Themes and that their names are spelled correctly in the list of team members.”

Below are the summaries (in italics) of each task. The details are in the students training manual.

5.1 Writing the Plan

(Estimated time 45 minutes)

Chose two to four team members to write and edit the Sustainability Plan. Others may begin the Implementation Strategy.

Copy issues and projects into the Sustainability Plan table. Then write, edit and format to complete the plan.

Copy the Sustainability Plan template. Make changes to the copy and keep a duplicate.

Fill in columns for issues and projects by Theme.

Write or edit text sections of the Sustainability Plan. It is easy.

Make sure the title reflects your school

TITLE –

Keep or change description of “What is Sustainability”

WHAT IS SUSTAINABILITY? –

Keep or change description of “What is this Sustainability Plan”

WHAT IS THIS SUSTAINABILITY PLAN? -.

Keep or change description of “Biosphere Eco-City”

BIOSPHERE ECO-CITY –

Keep or change description of “Themes of Sustainability”

THEMES OF SUSTAINABILITY –

Keep or change description of “Ottawa Biosphere Eco-City Tools”

OTTAWA BIOSPHERE ECO-CITY TOOLS –

Add the name of and a short description of your high school

(NAME OF YOUR SCHOOL) HIGH SCHOOL –

Make sure the title reflects your school. Keep or change wording.

(NAME OF YOUR SCHOOL), OBEC AND SYC PARTNERSHIP –

Add your school's name and a short description of its sustainability vision

SUSTAINABILITY VISION FOR (NAME OF YOUR SCHOOL) STUDENTS –

Add the name of and a description of your school's neighbourhood

OTTAWA AND (NAME OF YOUR SCHOOL'S NEIGHBOURHOOD) -

Use a map of Ottawa. If you can, identify the school's neighbourhood on it.

MAP –

Show Themes, issues, projects. Add pictures to columns if there is space.

PRIORITIES & STRATEGIES FOR ACTION –

Encourage students to choose issues and projects for themselves.

GET INVOLVED – YOUR PLAN FOR ACTION –

Ask students to make a commitment and keep the Sustainability Plan for future ideas.

Keep or change the wording of this section

Try to find room to list members of your team

Show the logos of the partners, including your school, who helped develop the Sustainability Plan

Divide the writing among team members to save time

5.2 Editing the Plan

(Estimated time 30 minutes)

Two people can edit the Sustainability Plan and show the draft to the team before finalizing

The Sustainability Plan has been completed

(As described above, this will not be needed because the whole team will review the draft)

6. CREATE AN IMPLEMENTATION STRATEGY (a training session)

(Estimated time 45 - 60 minutes)

The first part of this is simple and quick – transfer information from the Data Assembly template to the Implementation Strategy template. The next part requires more thinking – list some implementation ideas for each of the projects, using information from the workshop discussion groups and any other ideas from the student leaders. The third part is analytical – rank all projects with a simple rating system and estimate of costs. This is another exercise in judgement

and student leaders should not worry too much about making mistakes. Their best guesses will be perfectly all right.

Instructions you may give:

“The Implementation Strategy will help students and the school decide how to pick projects and start them. You create it by analysing the projects and putting them in an order that makes sense. You can do this quite quickly, but it will still be useful. For example, you will indicate whether a project is: already underway, easy to do or leads to another project. Do you have any questions?”

When you created the Sustainability Plan, you used “synthesis” which is the combining of different ideas. Now you will use “analysis” which involves breaking something down to understand it. So you will break analyse the proposed projects to understand how easy or hard they will be to do, how expensive etc. This will be easy to do. We just want you to guess.

Yes guessing is all right here for two reasons: a) You know the issues and projects for your Themes quite, so you are making informed guesses, and b) You are giving suggestions, not direction. Later when anyone picks a project to undertake, they develop a project plan. They will do probably do research and get details for that. So details are not your concern here. Just develop the Implementation Plan quickly and have fun.

The rating system described in the manual is a quick way to arrange projects in an order in which they might be undertaken. You will quickly consider whether a project is Already Underway (A), Easy to do (E), or Leads to other projects (L). That shouldn't be too complicated. If it is, we'll need to think of something else. But all team members need to use the same system.

The second thing you do for each project is estimate the cost. Is it free, under \$100, under \$500 or over \$500? Don't spend much time at this. Just make a quick guess.

Here are the summaries (in italics) of each task. The details are in the students training manual. *There is a rating system for the projects. Try it and decide if you want to change it.*

Suggests ways to implement projects described in a Sustainability Plan

Includes other factors that support implementation of projects

Implementation ideas came out of the workshop to create the Sustainability Plan

All the information you need is in the last three columns of the Input Assembly table

One person can coordinate. The others can be divided among the Themes

Copy the Implementation Plan template. Make changes to the copy and keep a duplicate.

Transfer issues, projects and implementation ideas to the Implementation Strategy

People who facilitated Themes in the school workshop will set priorities for those Themes

Rate each project as: (A) already underway, (E) easy or (L) leads to other activities

Reorganize projects within each Theme by the ratings you gave them

Work quickly. This is not an exact science. Your best guess is good enough.

Quickly estimate the cost for each project: under \$100, under \$500, over \$500.

Expand on implementation ideas, adding your own ideas

Make two more documents to complement the Implementation Strategy

7. CREATE A CALENDAR FOR ACTION (a training session)

(Estimated time 30 minutes)

This is not essential. But organizing projects by season does add value and is easy to do.

What you may tell the student leaders:

“This is a very simple process, organizing the projects into the time of year it would be best to do them. For example, planting a garden would take place in the spring, raking and composting leaves would take place in the fall, and repairing bicycles could take place anytime.

If you give students from your school a calendar for action, it can help them choose a project for the season in which they want to do it.

As it says in your manual, make a copy of the ‘Template – Implementation by Season’ and call it Calendar for Action. Take the projects out of the Implementation Strategy and put them into this. They will then be in five categories: Summer, Fall, Winter, Spring, and Any Time. Questions?”

Here is the summary (in italics) of this task. The details are in the students training manual.

Organize projects by time or year to suggest when to start them

8. PRESENT THE SUSTAINABILITY PLAN TO THE SCHOOL

This is not essential. It is more of a public relations exercise, to get the school interested in the Sustainability Plan and to thank those who helped. But it is easy to do and could increase the success of implementation.

WHAT YOU MAY TELL THE STUDENT LEADERS

“This is a very short presentation you can do to formally give the Sustainability Plan to everyone in the school. Essentially it is a product launch. You do not have to do it. The school can just distribute the Sustainability Plan to all students electronically. But a hand-off presentation is a good public relations exercise and will increase awareness of the plan.

In the appendix is a presentation you can use. One of you can read it in a school assembly. This takes about five minutes. Or if you want to develop your own presentation, you can follow the steps in the manual for this. It would be good to have the whole team at the front when the presentation is made.

Also you have been leading this process up to now and know a lot about Sustainability Plans. So you could stay involved as advisors on your individual themes. This would mostly involve letting other students discuss with you their ideas for projects. Do you have any questions?"

Here are the summaries (in italics) of each task. The details are in the students training manual.

Ask school to distribute the Sustainability Plan to all students and put on school website

Make a short presentation of the completed Sustainability Plan in a school assembly

1. Create a short talk of about 5 minutes.
2. Choose one or two of your team to make the presentation to the school.
3. Ask school staff to arrange a time to do this.
4. Have the whole leadership team on stage when the presentation is made.

Find a group to implement the Sustainability Plan, in cooperation with school staff

Continue as an advisor to other students on your Theme of Sustainability if school supports

9. EVALUATION

This is a very quick easy exercise. But it is important to help OBEC, SYC and the school evaluate results of the initiative. It gathers opinions of the student leaders on the effectiveness of the initiative and how it benefited them (leadership training).

What you may say to student leaders:

“Now we would like your opinions of the Sustainability Planning and Implementation Initiative. This is important for the school, OBEC and SYC to understand the success of this initiative. You will find two questionnaires in the appendices as the back of your manual. These are Appendix 11 “Questionnaire – Project” and Appendix 12 “Questionnaire – Personal V2.” There are also electronic versions on your CD.

Please fill it out a paper of electronic version of each questionnaire and give it to the leader of your team. They can give these to school administration to give copies to OBEC and SYC.”

Here are the summaries (in italics) of each task. The details are in the students training manual.

Evaluation of Project

Complete a short questionnaire, to go to project partners, on how well the project worked

Personal Lessons

Complete a short questionnaire, to go to project partners, on what the project taught you

10. IMPLEMENT THE SUSTAINABILITY PLAN

The school makes the decisions on assigning the Sustainability Plan to students and undertaking projects proposed for the school. But student leaders can provide advice. We should remember that the purpose of any plan is action, not just creating a nice plan. Implementation is the goal.

What you may tell the student leaders:

“How the Sustainability Plan is implemented is up to school administration. It can choose projects for the school to do, it can ask every student to select a project, and it may suggest that each homeroom develop a project.

But you may stay involved. You can suggest school projects to school administration. Then you can help develop a strategy to raise funds for those projects. You can provide ideas to school administrators on how to keep track of projects carried out by all the students in the school. Also if you are willing, you can agree to be experts on your individual Themes, so that other students can ask your advice when considering projects on those Themes.”

Below are the summaries (in italics) of each task. The details are in the students training manual.

10.1 Agree on School Projects

Discuss proposed school projects with school staff and send their choices to all students

10.2 Assign Sustainability Plan to All Students

Ask school to put PDF of Sustainability Plan on school website and assign to all students

10.3 Initiate A Fundraising Strategy

Develop a fundraising strategy for projects in cooperation with school staff

11. FOLLOW-UP

The school needs to develop a plan to follow up on what projects are implemented from the Sustainability Plan. But student leaders team may provide input to that process. What you may say to student leaders:

“Every plan should have a follow-up to see what was produced. School administration is interested, and so are the Ottawa Biosphere Eco-City Initiative and Sustainable Youth Canada. You might ask to meet with school administration on how you might contribute to this.”

Here are the summaries (in italics) of each task. The details are in the students training manual.

Suggest to partners ways to follow up and participate if interested

RESOURCES

These resources are not necessary in order to carryout this initiative – the training manual and training sessions are enough. But some resources are listed for students who may have an interest in learning more about presentations.

COURSE ON PUBLIC SPEAKING

Christopher Leadership Course in Effective Speaking (www.clcottawa.com)

REFERENCES ON MAKING PRESENTATIONS

Duarte, Nancy, *slide:ology: The Art and Science of Creating Great Presentations*

Reynolds, Garr, *Presentation Zen: Simple Ideas on Presentation Design and Delivery*

Roam, Dan, *Back of the Napkin: Solving Problems and Selling Ideas with Pictures*

LIST OF APPENDICES

Student leaders will need all of the appendices to do a good job on this initiative. Some of them are just for reference and can be looked at quickly (e.g. examples of sustainability plans or tips on creating good presentations). Others are essential (e.g. the various templates). Several of them have been put on a CD in the student manual, because they are large files.

1. Ten Themes of Sustainability (In manual, PDF on CD)
2. All Saints Sustainability Plan (PDF on CD)
3. Woodroffe Sustainability Plan (PDF on CD)
4. Woodroffe Calendar for Action (In Manual)
5. Presentation Colonel By V2 (text in Manual, Power Point on CD)
6. Tips on Creating Good Presentations (In Manual)
7. Worksheet for Breakout Sessions (Word on CD)
8. Template – Table for Input Assembly (Word on CD)
9. Template – Sustainability Plan (Word on CD)
10. Template – Implementation Strategy (Word on CD)
11. Template – Implementation Ideas by Season (Word on CD)
12. Template – Handoff Presentation (In Manual, Word on CD)
13. Questionnaire – Project (In Manual, Word on CD)
14. Questionnaire – Personal V2 (In Manual, Word on CD)