Project Planning Worksheets

Step 1: Identification

Identify Sustainability Challenges

To embed Ben Brown's Watershed Program into grades 1-12

Why is this important to you?
The Ayung River runs through our campus, giving us a place-based opportunity to connect to the island's biggest and most important river. The Ayung is in danger due to pollution and over-use stresses. Bali is poised for a serious water crisis in the coming years and this project is perfect for Green School's missions of educating for sustainability, connecting to community, and experiential education.

What other issues is your central challenge connected to?
The need for explicit environmental curriculum that creates a scope through our grades and takes root to last through the years.

Step 2: Setting Your Project System Change Goals & Outcomes!

Now that you are inspired, informed, and have developed a clear focus for what you want to achieve, you can decide how to take action.

First, define your project by setting goals. Next, come up with an effective action plan to make your goals materialize.

Setting Smart Goals

Good goals are the key to great projects

S   pecific - Answers the six "W"s: "Who," "What," "Where," "When," "Which," "Why"

M   easurable - Concrete criteria to measure progress helps you stay on track

A   ttainable - Visualize yourself achieving your goals. As you grow and develop, your goals become more attainable.

R   ealistic - You must be both able and willing to work towards your goals. Your goal is probably realistic if you really   believe it can be accomplished.

T   angible - If you can see or feel the end product, it becomes more measureable and easier to attain

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What is your specific goal do you want to achieve?

Goal Statement:	Example project Goal:
To implement curriculum that connects students to the Ayung Watershed though grades k-12 - by August 2018.	"To implement systems thinking in the curriculum K-12." .

What would be some possible outcomes if your project is successful in achieving your goals?

- Students create a coalition with NGO's and individuals outside our school community to work toward restoring and maintain the health of the Ayung Watershed
- Students see a tangible improvement in the of the health of the Ayung watershed over the course of their years of study at Green School.
- Green School becomes a community leader in watershed protection on Bali.
- Early years students create art about the river
- Primary students know the eco-systems along the river

Step 3: Defining Your Project Ideas

"Every project, however individual, has a universal value."

Jean-Paul Sartre, philosopher and activist

Strategic Idea Brainstorming

Description (including what your project idea is, how it will work, and what will be the expected impact in your school, community or organization?

Project Idea Description (how it will work, what should happen, etc.)

Each grade (K-12) will have specific projects and curriculum that connect them to the Ayung through Math, Science, Humanities, and Arts. This will be developed by a team of teachers (and students?)

Early years will begin with an introduction
Green School students will initiate connections to local businesses along the Ayung to enlist them in adopting more sustainable practices along the river. i.e. waste reduction, plant/tree restoration, water use reduction.

Step 4: Identifying Possible Barriers and/or Challenges to my Project Idea

Think about possible barriers and challenges that you will have to overcome to get your project launched and successfully implemented.

Overcoming Challenges

You may encounter challenges, or unexpected outcomes, as you carry out your action plan. This is normal! If you are working in a group, bring your entire team together to review the project and reflect on the situation.

To deal with a challenging situation, you must first **understand** the problem. After you have gathered enough information to understand your problem, you can try and **brainstorm** solutions. Once you **choose** the best problem solving strategy, and give it a try, you can **evaluate** the outcome. Did your strategy work?

POSSIBLE BARRIERS / CHALLENGE	HOW CAN I OVERCOME THIS?
Time needed to create curriculum	Enlist teachers to do this is smaller blocks. i.e. one teacher responsible for 2 grade levels.
A 'Champion' to own the project	Noan becomes the champion of the broad scope of the project and works with teachers to create units focused on the Ayung Find a teacher to own it and relieve them of other duties/responsibilities.
Connection to the outside community	Kul Kul Connection – SMP3 – Made Bayak

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TIP: Each situation is unique, and "cookie cutter" solutions are not always available. While you carry out your action plan, try to surround yourself with positive influences and connect with helpful resources. Stay focused, enthusiastic and determined!

Step 5: Convincing Others to Join Up!

Every winning campaign, initiative, and group have one thing in common: a dedicated team. Though great leaders like Gandhi and Nelson Mandela might have been household names, it required great teamwork and coordination to get the job done.

While one person can, and does, make a difference, you'll have more support, power – and not to mention fun! – acting as a team.

Tips on forming a group

If there are not enough people around you to form a group about a specific aspect of climate change (like one championing energy efficiency), try starting out with a broader approach, like acting on climate change in general. Then, as a group, you can brainstorm to pick something specific.

A few tried and true ways of attracting people:

Ask your friends

Poster in School and in your communities

Set up a public meeting

Call or email relevant organizations

Use Twitter, Hi 5, Facebook, or other social networks

Brainstorm: What are some ways that you could find others who are interested in acting on the environmental sustainability issues that you want to address?

Some strategies for attracting other people to work with me…

1. Stress the importance of placed based projects that take root over the life of the school. Highlight the stresses on the Ayung.

2. Use relationship with Made Bayak/Kul Kul to enlist community support

3. Create time in a teacher(s) schedule to take the role of project 'champion'

4. Find a team to create the units/lessons that create the connections through the grades

5. _____

6. _____

Step 6: Identifying the Type of Team knowledge and skills that you need for your Project

What Makes a Great Team?
- There   is effective and on-going communication
- Everyone is treated as an equal, and feels like they belong
- A sense of fun and openness can be developed through shared events to know each other
- There   is a common   understanding of project goals
- Each team member is motivated to achieve the desired goals, and takes problem-solve together
- Roles and tasks are well-defined and equally distributed
- The leader consults with team-members and wants them to share in important
- Creativity is encouraged, and mistakes are seen as a learning experience
- Team   members respect each other, are patient and tolerant, and   a c t   w i t h emotional intelligence and understanding
- Team   members are able to express concerns in a constructive manner

You will certainly need to have an array of diverse skills and strengths on your team to help you to cover all your bases and to better ensure success of your project.

In the table below, identify the skills and strengths that you need and who that you know could fill that role to work with you on your project team.

Description of Skill, Strength or other Competency	Names of people that you know who can could fill this role	Email and Phone contact
Curriculum writing	Noan, Jade, Sally, Toni, Russlee, Jade, Kyle	
Community connectors	Tim, Gove, Made Bayak	
Business connections	Gentry, Lara and Chicco, Putu Eka	
Science knowledge	Noan, Sal, Jade, Danile, Jaclyn	

Step 7: Evaluating and Monitoring Your Progress

Along the Way:

At the end of your project, you will want to be able to know how much of a difference you really made, so that you can see if you achieved your objectives. This process is called "Evaluation." You should also check in at different stages of your project to monitor your progress along the way.

Monitoring your project can help you make sure that everything is on track by choosing indicators of success for each of your objectives. The more specific your "indicator", the easier it will be to evaluate your achievements. Carrying on from before, the example below uses "enough money raised to install composter" as an indicator of success.

Possible Indicators Of Success:	Example:
• The number of people who said, in an evaluation form, that they learned from your project • The amount of waste being composted instead of land filled • The number of people involved with your project (team members and participants) • The amount of greenhouse gases reduced • How many projects have been inspired by your work	Overall goal: Run a student-led composting campaign at our school **First Steps:** **Date:** May 08 **Activity:** Fundraising **Indicator of success:** Enough money raised to install composter

Tips for Evaluation:

- Keep your evaluation simple and relevant. Measurable outcomes are great.

- To avoid bias, try to gain inputs from a lot of different sources. Ask your participants, your partners and your team members what they thought.

- You will probably learn that the project has unexpected outcomes, both positive and negative. Think about how the project has influenced and affected the participants, your community, your organization, and even yourself.

- Include details on factors that negatively impacted your project (were these truly outside your control, or were they risks that could have been avoided?)

- Spend some time highlighting commendations for the future, so that when similar projects are launched, they are more likely to have a greater impact.

Success Indicators

Brainstorm a few indicators that you can use to measure, assess, monitor and track various aspects of your project to help you know that you are on the right track with your strategy and that you are making some impact

Key Indicators	How will you collect the data
Each class/grade level has a unit specifically connecting them to the Ayung	Teacher and student reports/artifacts
Early primary creates art focused on the Ayung	Teacher and student reports/artifacts
Late primary > Middle School focuses on the interaction of human systems and the ecosystems connected to the Ayung	Teacher and student reports/artifacts
High School focuses on stewardship of the Ayung watershed	Teacher and student reports/artifacts Connections with local NGO's/businesses

Sustain Your Action

Make Your Mark Last Longer

Sustaining a project for a long time can be a major challenge. Even if you decide not to continue your project, think about the ways that people involved in your project can sustain their interest in taking action against Climate Change.

Sustainability is about:

- **Having a Clear Time line**

- **Collaborating With Other Organizations:** By spreading responsibility for your project across several different groups, you're building a stronger support structure for the future. If one group discontinues their support, at least there are others who can take on more responsibility.

- **Building Strong Alliances with Adults & Mentors**: Adults & mentors can be a vital source of wisdom, financial resources, and technical expertise that is often required to take a onetime project to a more long-term venture.

- **Plan for Leadership Transition:**   You may not   always be the person in charge of your project! Leaving the right information so that a new leader can take over is essential. Put together a package of useful information for the next project leader.

- **Keep   Good Records and Manage Knowledge**: Keeping good records of your contacts, how you do things, and your achievements will help you to sustain the effect of your project in the future. This includes documenting what you have learned through the process of evaluation.

Describe the Sustainability Aspect of your project idea – i.e. how does it link to and affect the different domains of Sustainability (Environment, Economics, Society and Human Wellbeing).

Nature - The project will look at the riparian ecosystems, as well as the ecosystems in the watershed, identify areas of concern and create action plans to help restore the health of the ecosystems

Economy - This project will look at the ways in which economic activities on the island effect and are affected by the river and identify business and organizational partnerships to work toward the restoration of the river's health.

Society - This project will examine the river's role in Balinese culture and its importance to the societies that rely on its water. It will examine ways in which the river is impacting the societies and vice versa, looking for ways to create sustainable relationships.

Well Being - This project will examine the quality of the water in the river and its effect on the health of those who swim, wash, and drink from it. The project will provide ample opportunities for students to explore the rive artistically and make intra-personal connections.

Sustainability Action Plan

Take some time to go over the steps that need to be taken in order for you to achieve your project goals. The following charts will help you to create your "Action Plan" and prepare for any challenges that might arise.

St ep	Activity Description (Action)	What actually do you need to do? (Your Objective)	What help will you need? (People, resources, financial)	How will you know you are successful? (what is your success indicator?)	Time frame (when?)
1	Create curriculum for classes that are yet to have units connecting the to Ayung	Write and implement units of study focused on the Ayung	Teachers	Each class will have at least one unit of study connecting to the Ayung river	By June 2017
2	Create awareness campaigns about the river's health	Write articles for submission to the GS newsletter as well as island-wide newspapers. Partner with local media	Communications staff. Teachers. Local Media	At least one article in GS Newsletter.\n\nAt least one article in Island-wide newspaper.\n\nRadio announcements	By June 2017
3	Connect with local NGOs to partner	Form action plans to collaborate	Communications staff. Teachers. Local Media	At least one MOU signed with local NGO	Aug. 2017
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Systainability Asia / AtKisson Group 2014