

# Project Planning Worksheets

## Step 1: Identification

### Identify Sustainability Challenges

Sustainability action by primary student leadership teams occurs as a response to events without an understanding of the underlying mental models and systems that drive these events.

*Why is this important to you?*

*Students need to lead in meaningful ways that make an impact to develop into leaders that make a positive difference in the world around them. Understanding systems, their relationships and leverage points for actions develops higher order thinking in student leaders to broaden their focus when looking at any issue or problem. Using a lens of sustainability to examine the issues, impacts and actions assists students to understand the importance of sustainability as well as the need for balance between different aspects of the Compass.*

*What other issues is your central challenge connected to?*

*School leadership organization and development, developing the language of systems thinking at a primary school level, shifting existing mental models about leadership development, time allocated for student leaders to work with teachers.*

## 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 measurable and easier to attain

**What is your specific goal do you want to achieve?**

<p><b>Goal Statement:</b></p> <p><b>To implement systems thinking in the Primary student leadership teams at our school.</b></p>	<p><b>Example project Goal:</b></p> <p>"To implement systems thinking in the curriculum K-12."</p>
----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

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

**Students would take action on issues of importance in their leadership roles using the framework of systems thinking tools. A connection would be made in using systems thinking tools for other areas of learning and inquiry in our school at a primary level. An understanding of systems thinking would allow leadership teams to work more effectively together to achieve school goals as they would understand the connections between the actions of individual leadership teams and initiatives. Students would make connections between the use of systems thinking in their roles as student leaders and both academic and personal situations where the tools could be used to understand something to a deeper level.**

### **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.)***

***I will lead the 2017 Make a Difference Primary leaders within our school in becoming more familiar with systems thinking and the tools associated with it. The team will identify an issue of importance they wish to make a difference on in the school community, local community or world. I will guide them to use the COMPASS in better understanding the impacts this issue has in relation to sustainability. We will together systems map their chosen issue by identifying drivers and responses allowing us to look at the systems within the nodes we have identified. We will target leverage points within the systems we identify in order to plan our actions at a school based level. Students should develop a deeper understanding of the Compass tool, systems mapping, nodes, drivers and responses and leverage points.***

***A consequence of this action is taking the first step in training school leaders to be familiar with systems thinking tools that they can use in their inquiries to guide action which is a defining goal of the IB's PYP program. Student leaders may start to disseminate information to class groups and other leadership groups about the tools and their use depending on their confidence with using them independently and leading others to use them. Further outcomes of this action include visualizing the action to the broader school community through the use of a range of media already in place in the school to share information. This should serve to give an awareness of the tools and their purpose as well as generate interest in becoming involved. Also, we should clearly be able to identify an issue of importance, the systems around it and an action that will be defensible as being seen to have the greatest impact.***

#### **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?

<b>POSSIBLE BARRIERS / CHALLENGE</b>	<b>HOW CAN I OVERCOME THIS?</b>
<b>The complexity of systems thinking language for primary students</b>	<b>Create a key vocabulary list as a reference for students using systems thinking language, use visual reminders of word meaning</b>
<b>Difficulty identifying mental models due to limited prior knowledge and experiences</b>	<b>Partnership with secondary school MAD leaders and other staff to gain various perspectives when determining mental models</b>
<b>Lack of communication between different student leadership teams</b>	<b>Timetable student leadership team feedback sessions between teams, have teachers working with leadership teams meet with higher frequency</b>
<b>A limited amount of time to develop systems thinking knowledge and implement change in an effective way</b>	<b>Increase the frequency of meeting if possible, plan school based actions that consider the amount of organization needed, encourage students to reapply for MAD leaders in successive years</b>
<b>Students lacking the confidence to become an advocate for systems thinking and sustainability tools</b>	<b>Support students in team teaching concepts to classes or small groups, teach through visualizing the products of the MAD leaders and the process rather than speaking as an expert, pair students of higher confidence with systems thinking tools with those of less confidence in sharing them</b>

## 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?

**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. Have Primary MAD leaders invite student friends into our group.
2. Make visual and promote the use of thinking tools in our actions through school displays and parent media information
3. Invite other interested staff and leadership groups to MAD leader planning sessions.
4. Involve other staff who have done the COMPASS level 1 and 2 workshops to MAD leadership planning.
5. Offer to run staff and parent workshops on systems thinking tools.
6. Offer to teach lessons for other teachers on systems thinking tools.
7. Build relationships with other schools and students to foster the development of systems thinking networks
8. Develop links between other community and school groups that identify a similar issue for action as the MAD leaders.

## **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 act with 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.

<b>Description of Skill, Strength or other Competency</b>	<b>Names of people that you know who can could fill this role</b>	<b>Email and Phone contact</b>
Organisation	Teacher leaders of student leadership teams	Various Cornish College teachers Darren.thresher@cornishcollege.vic.edu.au
Creativity	Student leaders	Not appropriate to disclose
School leadership models	School leadership team	Head of Primary Sue.Riley@cornishcollege.vic.edu.au
Timetabling and booking of venues	School organisation manager	Organisational manager Micheal.davis@cornishcollege.vic.edu.au
Communication	All involved parties listed above	All above listed parties including student leaders

## **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.

<p><b>Possible Indicators Of Success:</b></p> <ul style="list-style-type: none"><li>• The number of people who said, in an evaluation form, that they learned from your project</li><li>• The amount of waste being composted instead of land filled</li><li>• The number of people involved with your project (team members and participants)</li><li>• The amount of greenhouse gases reduced</li><li>• How many projects have been inspired by your work</li></ul>	<p><b>Example:</b></p> <p>Overall goal: Run a student-led composting campaign at our school</p> <p><b>First Steps:</b></p> <p><b>Date:</b> May 08</p> <p><b>Activity:</b> Fundraising</p> <p><b>Indicator of success:</b> Enough money raised to install composter</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **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
<b>The six primary MAD leaders will be able to explain the language of systems thinking.</b>	<b>Students will be observed to successfully use it during group discussion.</b>
<b>Primary MAD leaders will map a system related to their identified issue and justify leverage points for action.</b>	<b>A visual representation of the system as well as oral and written justification of leverage points.</b>
<b>The number of people involved with our leadership group will grow by 10% or greater each school term of 2017.</b>	<b>Track group membership data.</b>
<b>Communication will increase between primary student leadership teams from 0 times in 2016 to a minimum of 4 times in 2017.</b>	<b>Track meetings involving various primary student leadership teams.</b>
<b>The use of systems thinking tools will be visualized 4 or more times throughout the year.</b>	<b>Track data on the use of school media services as well as visual displays around the school.</b>
<b>Students will facilitate student/teacher workshops on the use of systems thinking tools.</b>	<b>Monitor successful implementation of workshops to both classes and other student leadership teams.</b>
<b>Increased use of systems thinking tools will occur in classroom learning inquires.</b>	<b>Use survey monkey to determine teacher feedback on student use of systems thinking tools.</b>

## ***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).**

This projects goal is to give a systems thinking lens to examining real world issues that students feel require action. Deepening their understanding of systems thinking through a focus on sustainability allows them to consider the different domains of sustainability, their interconnectedness and the balance needed between them.

Some of the impacts of implementing systems thinking within the Primary students leadership teams at our school are:

Environmental impacts- school generated waste and resources could be focused on and reduced, deepen understanding of current school environmental impacts, identify links between societal issues and the environment

Economic impacts- reduce cost in use of resources, target fundraising to leverage points for highest impact of action

Societal impacts- develops student leadership abilities, allows for succession planning of systems thinking knowledge, builds sustainable thinking and frameworks in the school community

Wellbeing impacts- develop a sense of personal accomplishment through targeted actions, involvement in a group, a sense of purpose through making a difference

## 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.

Step	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	Facilitate understanding of systems thinking tools within Primary make a difference students leadership team for 2017.	Teach 6 Primary students the importance, language and tools of systems thinking.	People- other COMPASS level 1 and 2 participants Resources- Atkisson group provided	Students successful use of COMPASS tools to examine issue with the lens of sustainability.	Before March 2017.
2	Identify an issue students wish to make a difference on and apply tools to identify leverage points for action	Identify an issue worth making a difference about, examine it with the COMPASS and systems map it.	People- primary MAD leaders Resources- Atkisson group provided	Students will identify drivers and responses, create a systems map and identify leverage points.	By first term break on March 31 <sup>st</sup> , 2017.
3	Understand events, systems and mental models that are reinforcing chosen issue to target effective, lasting action.	Use the systems iceberg to develop a deeper understanding of our issue and identify mental models driving action.	People- primary MAD leaders, secondary MAD leaders Resources- Atkisson group provided	We will successfully use the iceberg tool to identify mental models.	Before June 2017.
4	Disseminate information about the process of using systems thinking tools to others in the	Create displays and use existing school community	People- communications officer at the school, Primary MAD leaders	The successful creation of displays, and successful use of school newsletters,	By second term break Friday 30 <sup>th</sup> .

	<b>school community.</b>	<b>communication systems to visualize our thinking and process.</b>		<b>websites and social media.</b>	
<b>5</b>	<b>Have teacher/student run workshops for other leadership teams and interested classes within the school.</b>	<b>Run teacher/student led workshops to other leadership teams and classes in the school.</b>	<b>People- organizational manager for timetabling, teachers to release students from classrooms</b>  <b>Resources- Atkinsson group provided, visual support of key words and phrases</b>  <b>Financial- release coverage from normal teaching duties to facilitate workshops</b>	<b>Successful delivery of teacher/student workshops. Survey teachers and students to determine use and understanding of sustainable thinking tools.</b>	<b>By third term break Friday September 1</b>
<b>6</b>	<b>Reflect on success of actions and set goals for future sustainable thinking development.</b>	<b>Review evidence of success in previous steps.</b>	<b>People- Primary MAD leaders, Head of Primary for goal setting</b>	<b>Goals successfully generated to continue development of sustainable thinking.</b>	<b>Before November 1</b>