Project Planning Worksheets

Step 1: Identification

Identify Sustainability Challenges

Is the mission statement of ‘a force for sustainability and peace’ really being met within the school from both staff and students.

Why is this important to you?

I think if a school has a bold mission statement that they pride themselves on that proposes to be a 'force for sustainability and peace...' both the staff and the students need to understand what is really meant by this, what attracted them to work/study in a school with such a mission statement, what is already being done in the school to really live this mission statement and what else could be done in the school through curriculum or to live this mission statement.

What other issues is your central challenge connected to?

That the staff and students are currently unaware of systems thinking as a tool to address sustainability within the school and in the extended curriculum. It is a new school with teachers that may not be familiar with this way of teaching or how to really live the mission. They may perceive me as someone new who is trying to change things too quickly and may be resistant to collaborate or explore this new idea. I will need to find a way to leverage that with a smaller group first and build up trusting relationships with both students and staff before attempting to implement systems thinking.
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**

- **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?

<table>
<thead>
<tr>
<th>Goal Statement:</th>
<th>Example project Goal:</th>
</tr>
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<tbody>
<tr>
<td>1) To ascertain if the staff and students are really living the mission of the school through their understanding of sustainability.</td>
<td>‘To build a framework for CAS that really focuses on engagements for sustainable growth for all stakeholders using the systems thinking tools’</td>
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<tr>
<td>2) Create a program that helps the students to evaluate their work so they can actually have the impact they want to see.</td>
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<tr>
<td>3) Make a guide for project evaluation and planning/tracking. Using the Compass and pyramid to guide their work. And use all of the games and strategies to help them build their own confidence as systems thinkers.</td>
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<tr>
<td>4) A way to bring action, service, and personal growth together. Build a framework for CAS that really focuses on engagements for sustainable growth for all stakeholders.</td>
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### What would be some possible outcomes if your project is successful in achieving your goals?

1) That a culture of systems thinking to address sustainability becomes part of the curriculum at different levels- with certain subjects but particularly with service projects, CAS, sustainability and peace conference and Project week.

2) Students and staff have a shared language that they are using when working with this.

3) New initiatives are born as a result of the deeper thinking- particularly in the area of CAS- I would like the Grade 12 students to eventually run student led workshops for the Grade 11s and 10s
**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.)**

**Idea:** to implement the culture of systems thinking into the school curriculum- particularly in CAS and service programmes and eventually through the curriculum too.

**How?**

1) Take an invitational approach, firstly with the students- having spoken to the CAS co-ordinator at the school, it seems the students are more invested in the CAS programme than some of the teachers currently. By having the voice of the students to make effective change, the teachers and management are more likely to see the benefits of this change. According to Malcolm Knowles, adults are ‘motivated when they experience a need.’ If the students emphasise the need for focus on living the mission through the use of systems thinking and the associated tools and the need for the adults to be part of this change process, they may be more likely to be part of the change. I have talked about this more fully in my next point.

- Did the mission statement of the school draw you to apply initially?
- Why do you believe this mission is important?
- How are you currently living the mission?
- What have been the successes of these?
- What would you like to see happening around campus that could further help you to really live the mission?
- How could you as a student body help to live this mission more fully?

I would introduce the compass tool into this initial session to get the level of thinking to become significantly deeper as an initial leverage point into using systems thinking.

2) Run a series of workshops with the students and base it on a specific CAS activity- service orientated- and invite staff members to attend if they wish. In his characteristics of adult learning, Knowles points out that; ‘past experiences may bias or change how the participant perceives education will or should work. Especially in the context of facilitating learning for educators, it is important to acknowledge the wealth of experiences participants bring.’

As a new member of staff to the school, I do not want to be perceived as someone who thinks they have the answer and is dictating how they should be teaching or learning. It is more important that they see what the students are gaining from it in order to motivate them to be a part of the change if/once they see the need for it.

3) Following the workshop, I would take an invitational approach towards the staff and ask similar questions that I asked the students.

- ‘Why did you choose this mission statement for your school?’
- ‘Why did you choose to work in a school with this mission statement?’
- ‘How are you feel you are currently living the mission?’
- ‘What more can we do to fully live the mission?’

I would like to offer the tools of systems thinking to help define what sustainability really means in the school, not just what they are already doing but the real understanding of it- particularly as a framework for CAS (the process of the projects and the evaluative outcome of it)

4) I would pull sections from the sustainability audit without making it seem as if it’s a judgment on the school to see which areas could be improved- before doing this, I would want to ascertain which staff members feel strongly about the mission statement and the case for a more sustainable school.

If I successfully reach this stage I would then:

4) Run a staff training or encourage staff to take the Compass Level 1 online course

5) Ask them to try something out in their curriculum area and feedback to the staff body on successes and what else they would like to know/try
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?

<table>
<thead>
<tr>
<th>POSSIBLE BARRIERS / CHALLENGE</th>
<th>HOW CAN I OVERCOME THIS?</th>
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<tbody>
<tr>
<td>I am more confident the students will be willing to at least try this new approach but the principle or staff members may feel as if they are too busy or disinterested in taking on a new concept or idea</td>
<td>Look for my spheres of influence and work on gaining their support so that it will be easier to work as a team. I could use the Aoemba exercise in a staff meeting to work out who are the change agents, transformers, early adopters</td>
</tr>
<tr>
<td>Resistance to learning something new, or thinking that as a new member of staff, I am coming in and changing things without them being a part of it.</td>
<td>Look for my spheres of influence and work on gaining their support so that it will be easier to work as a team.</td>
</tr>
<tr>
<td>Finding ‘the time’ to implement systems thinking into the curriculum- the IB curriculum is content driven and can become very intense so it is possible teachers won’t see the value in this if they are too concerned with fulfilling the curriculum.</td>
<td>Ensure that I have a team of like-minded teachers or preferably the whole staff on board to make this a part of the curriculum with an introductory ‘course’ with the students then the teachers before beginning to implement it into the curriculum.</td>
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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. Inviting staff to observe/take part in the student workshops

2. Lead sessions with willing students who can then also lead training sessions

3. Show them examples of work I have already done or other compass educators have done successfully

4. Offering a training session for interested staff so they can gage a deeper understanding of the concept- back up with examples and invite students to speak or present at the meeting

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 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.

<table>
<thead>
<tr>
<th>Description of Skill, Strength or other Competency</th>
<th>Names of people that you know who can fill this role</th>
<th>Email and Phone contact</th>
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<tbody>
<tr>
<td><strong>Open minded</strong> person to listen and understand the concept initially.</td>
<td>CAS Co-ordinator is very keen to improve and develop the CAS programme and work on living the mission of the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborator</strong>- someone who is willing to be part of the initial team to support the ideas and put them into motion effectively.</td>
<td>Unsure until I start working there!</td>
<td></td>
</tr>
<tr>
<td><strong>Motivator</strong>- someone who is willing to keep the staff and students motivated and inspired to try out the tools in the classroom and beyond.</td>
<td>Unsure until I start working there!</td>
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**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:
- 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

### Example:
- **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.

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>How will you collect the data</th>
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<tbody>
<tr>
<td>The number of students who actively use the systems thinking tools to frame their CAS projects and use it as a reflection tool to gage success of the projects.</td>
<td>Overall goal: To empower grade 12’s to run student-led sustainability workshops for other students that gives them a framework for approaching meaningful CAS.</td>
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</tbody>
</table>
| The number of students who are willing to become student leaders for the younger grades and run workshops for them on a certain issue to do with Sustainability (using the SDGs to frame the service orientated CAS projects such as project week) | **First Steps:**  
**Date:** unknown yet- I would like to gear this towards a certain CAS activity such a project week or a regular service that takes place as part of the CAS programme.  
**Activity:** student lead workshop  
**Indicator of success:** students actively engaged in co-creating and leading the workshop for other students and the comments from the students taking the workshop |
| The number of people who said, in an evaluation form, that they learned from your systems thinking workshops and see the value of it in the project | Forum discussions amongst the staff  
Surveys for the staff members and/or students  
Evidence of the tools being used in the curriculum and in external projects such as CAS or Service. |

**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).

The idea behind giving the students a framework for CAS using systems thinking tools is so that they can gain a deeper understanding of the purpose of the project and the ways they can approach it to make it more meaningful in terms of sustainability. It is also to empower them to use the systems thinking tools to teach other students about how to create a more meaningful, long term project that is both sustainable and focuses on sustainability.

Nature: through the guided framework, students will look at the affect the project can have on the environment (both positive and/or negative) and where they can begin to make a more positive change

Economy: does the CAS project help to fundraise or build the economy of the service project they are working towards, i.e is it a case of needing to find ways to fundraise or ways to empower the people involved in the service project to create goods that are a) environmentally sustainable and b) generate income for those involved making it.

Society: how does the CAS project impact the school society, the wider society and perhaps even the society in the long term. Does it bring people closer together, will it divide people and is this positive or negative, can it empower a society?

Wellbeing: Evaluate whose wellbeing this is affecting in a positive way- the students”? The people who we are helping through the service? The teachers? If it is not being affected in a positive way, how can they change that?
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity Description (Action)</th>
<th>What actually do you need to do? (Your Objective)</th>
<th>What help will you need? (People, resources, financial)</th>
<th>How will you know you are successful? (what is your success indicator?)</th>
<th>Time frame (when?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify current service based CAS activities in the school</td>
<td>Speak with the students and CAS coordinator</td>
<td>The grade 12 students, the CAS Coordinator and the teachers who assist in the running of the CAS activities</td>
<td>A comprehensive list of service orientated CAS activities already taking place on campus</td>
<td>August-September 2016</td>
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<tr>
<td>2</td>
<td>Identify the successes of these activities</td>
<td>Speak with the students and CAS coordinator</td>
<td>The grade 12 students, the CAS Coordinator and the teachers who assist in the running of the CAS activities</td>
<td>Results of the tailored audit. Workshop using the compass tool to explore how the CAS in meaningful or connected to sustainability and links back to the mission statement: ‘To make education a force for peace and sustainability in the middle east.’ The tailored audit form</td>
<td>September-October 2016</td>
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<tr>
<td>3</td>
<td>Run a workshop on a systems thinking approach to the CAS</td>
<td>Create an engaging workshop or series of</td>
<td>I will need the Grade 12 students to be willing to</td>
<td>Feedback from the</td>
<td>September-December 2016</td>
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<td></td>
<td>activities (focus on service) for students with an invitation to teachers to observe, take part.</td>
<td>workshops for students that uses the systems thinking tools- The compass, pyramid, ladder of inference and other relevant games and exercises to make the service based CAS activities more meaningful and sustainability focused.</td>
<td>participate in the workshops. I will also need to have worked out who my change agents are from the staff members in the school who will participate or observe these workshops to further motivate the students and other members of staff to use these tools.</td>
<td>students and any teachers who attended the workshops via discussion and evaluation forms</td>
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<tr>
<td>4</td>
<td>Grade 12’s to lead workshops on CAS frameworks using the systems thinking tools for Grade 10 and 11 students</td>
<td>I need to get the students to a place where they understand the notion of systems thinking, the associated language and feel confident to lead the workshops effectively</td>
<td>Willing teachers to observe the students leading the workshops to see the impact it has on changing the level of thinking surrounding the meaning of CAS in terms of sustainability and whether it is helping to really live the mission of the school.</td>
<td>Feedback from both the Grade 11 and 12 students, and the teachers involved in the observations. If other teachers then want to get involved in learning about the systems thinking tools and using them themselves in their CAS or curriculum lead events</td>
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<td></td>
<td>December-January 2016/17</td>
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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.