



PEEL

People for Energy and
Environmental Literacy
www.teachpeel.ca



Executing the Action Plan

Campaign Time

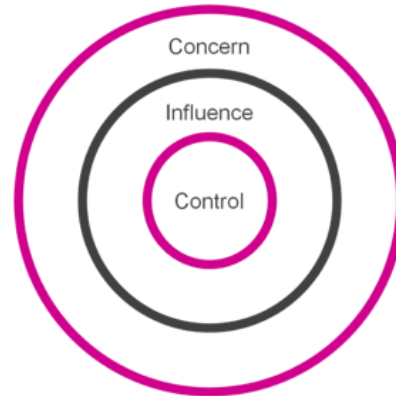
2018

Lesson 11 – Advanced Level

Alberta

Circle of Concern, Control and Influence

- **Circle of concern** - things we may not have direct control over.
- **Circle of influence** - things that I can influence and others can do something.
- **Circle of control** - things I can actually do



25-04-20

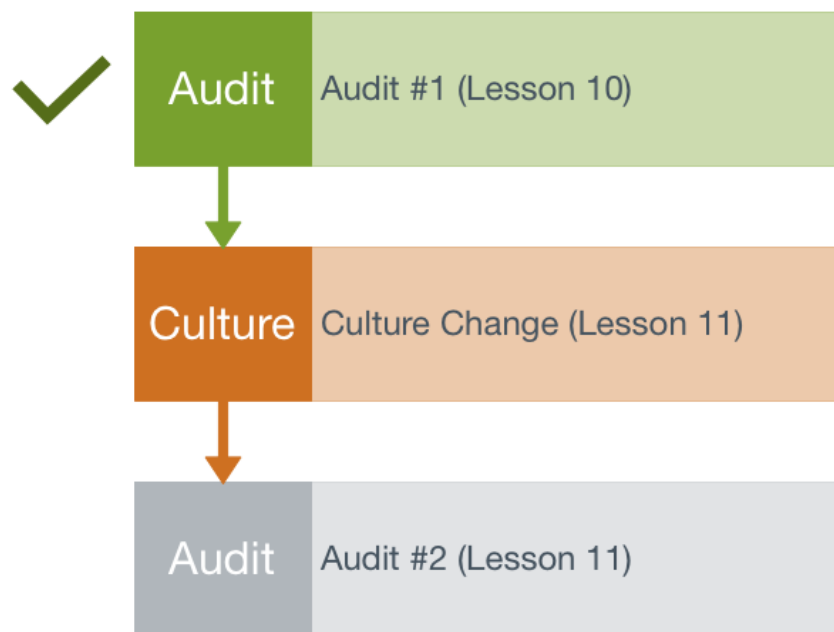
2

Alberta

It can be easy for kids to become overwhelmed by the issue of climate change. Using the circle of control, influence and concern helps students to discern what they can affect.

We are now moving into the circle of influence/control by implementing our learnings into the everyday lives of ourselves and those around us. This lesson entails developing and executing an action plan to encourage others to participate in the movement.

Next Steps: An Overview



Alberta

Audit #1 is intended to create a baseline to see where the school's current energy usage sits at. From these results, students will brainstorm ideas on how they can make improvements and implement them around the school. After a pre-determined amount of time, students will run a second audit (same as the first) to assess the changes and their effect.



Post Audit

What did you learn?



25-04-20

4

Alberta

Understanding your audit findings

- **Let's talk about what behaviors you saw**
- What were some of the common observations?
- What things could be easily changed?
- Why are we leaving things on?



Alberta

Write their observations and comments on the board

What's a stakeholder?

- Someone who has an interest, concern, or influence on what you are trying to do
- Who are your stakeholder?



25-04-20

6

Alberta

Stakeholders are an integral part of implementing a plan. They have the ability to make or break your project. If a stakeholder has a lot of support against your project, they could put it to a halt entirely. They could also make your project a success if they are supportive.

Our action plan has stakeholders. Who do you think they are?
Classmates, teachers, the community, parents, etc.

When dealing with stakeholders, it is important to maintain a professional interaction and to treat them fairly. This is called stakeholder relations

Managing Change



25-04-20

7

Alberta

This is the process that occurs when change is to be implemented. First, there needs to be a vision to start the process. Next, an incentive to encourage other to participate. Following, comes the necessary skills to achieve the goal. Resources are then required so that the goal is feasible. Finally an action plan must be put into place so that there is a direct path in sight that will lead to the change.

What is Our Vision for Our School?



- **Example:**

- Reduce our electricity and heat usage by 10% compared to last year by including all the students and teachers at our school

- Other ideas?



25-04-20

8

Alberta

Here is where we want to set our goals. What message do we want to send to our peers?

Here is your opportunity to come up with a campaign to spread awareness.

What Skills and Knowledge are Needed?

- How to turn off an appliance
 - We all know how to turn off a light switch, turn off a monitor, a computer, and a projector. But do we do this?
 - Can we reach the switch? Can we see where the shut off switch is?
 - Do we know why it is important to shut off the switch?
 - Is it part of our culture to ensure that all technology is off when we leave the room?
- Why is this important?

- Skills ✓
- Ability ✓
- Knowledge ✓



25-04-20

9

Alberta

Ask the students if they can think of any other skills and knowledge.

Campaign Time

- Your campaign is to follow the completion of your 1st Audit
- Come up with a campaign for changing people's behaviors
- Potential positive reinforcement for good behaviors?
- Perhaps tickets for things that are not going so well?
- Perhaps report cards for each classroom?



25-04-20

10

Alberta

Brainstorm in groups how to do this.

Thought Questions to Focus Your Campaign

- What are the potential big wins that we can achieve with small changes?
- What changes can we make that can achieve two goals at once?
- What changes can be implemented quickly at a low cost?
- What should our key area of focus be for energy efficiency?



25-04-20

11

Incentive: Carrot or Stick?



25-04-20

12

Alberta

This is an analogy for how the goals will be implemented throughout the school and how to encourage other to participate in the efforts.

Which Incentive Will We Use?



- STICK:

- Tickets issued for not meeting expectations

- CARROT:

- Rewards for meeting or exceeding expectations

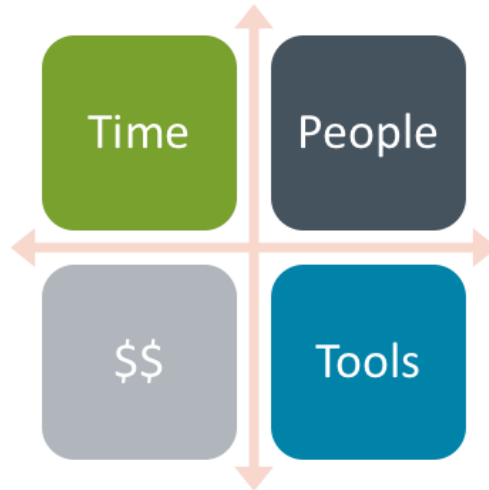


25-04-20

13

Alberta

Resources Needed for Change



25-04-20

14

Alberta

These are all important parts of implementing change. If one lacks, the change might not go through, or might not play out as planned. Can you answer these questions:

- Do we have the time to effectively implement change
- Do we have the people needed?
- What tools do we need?
- Do we have a budget? Is this feasible?

Create an Action Plan!

ACTION PLAN			
Who?	What?	When?	How?



25-04-20

15

Alberta

Fill out this table to develop your plan

Who do you want to target?

What do you want to do?

When will you do this?

How will you do this?

What is Our Action Plan Going to Be?

- Come up with a campaign for changing people's behaviors
- Carrot or stick?
 - Potential positive reinforcement for good behaviors?
 - A competition? A prize?
 - Perhaps tickets for things that are not going so well?
 - Perhaps report cards for each classroom?



25-04-20

16

Alberta

Ideas

- **TEACHING:**
 - Teach students in younger grades
 - Teach other students in your grade
 - Teach the teachers
 - Teach the administrators
 - Teach the maintenance team, or janitorial staff
- **Raise Awareness**
 - Posters
 - Something to attract attention and inspire change
- **Positive reinforcement for positive change**
 - Congratulate others when change has been made



25-04-20

17

Alberta

What about an EcoFair?



Make a change! What will you do?

Campaign Timeline



How long do you want your campaign to run for?



Do you want to be completed before a specific day, or to occur over a specific day? (i.e. Earth Day)



The second audit will commence after the campaign to assess how far you came



25-04-20

Alberta

Energy Audit II

- When you finish your campaign, conduct a second energy audit to see your improvement
- Look back at your notes from your first audit and complete your second audit the same way
- Set a timeline for when you want your campaign to end and your audit to start



25-04-20

20

Alberta

Energy Audit II Questions

- What worked and what didn't work in your campaign?
 - Lights
 - Monitors
 - Computers
 - Projectors
 - Taps
 - Windows/doors
 - Printers
- What changed?
- How can we make the change last?
- How will you continue in the future?



25-04-20

21

Alberta

Assess each of the areas listed and answer the questions.



THANK YOU!

PEEL is supported by the Community Environment Action Program. This project is offered in partnership with GreenLearning Canada Foundation, provider of free online education programs about energy, climate change and green economy.

