

Envirothon Challenge 2006 (Oral Presentation)

1. Review the **12 Steps to a Sustainable High School** with your group. Have each member of the group complete the **Step 1: 12 Steps to Sustainability at Your High School**. Compare your answers.

2. Using the **Step 2: High School Sustainability Checklist “Where are we NOW?”** complete the assessment of sustainability at your school. This exercise should be done first by your group. After completing this, invite a group of 'stakeholders' from your school to a meeting. As you work with stakeholders, consider whom you would invite. Stakeholders include everyone who uses or has a say in your school: Administrators and teachers, facilities staff, Board of Education members, town government, community members, students, parents/family. Who you invite will determine the kinds of answers you will get. A diverse group will give you more and different information than a small/similar views group. If you want to make changes in your school, it is easier if your administration understands your views and supports your project!

3. Review the input of your group and your stakeholders. Write a **Summary** of your checklist exercise experience—What worked and what didn't? Who did you invite and who else should you have invited? What did you find out? What might you have done differently?

4. With your group, write a list of 10-15 possible **Sustainable Actions** your school could take to become more sustainable.

5. Prioritize your **Sustainable Actions** list and pick one as your focus. Your focus could be a part of one of the 12 Steps, or even a project that combines elements of several Steps. Be prepared to explain why your group chose a particular action as your focus.

6. Create an **Action Plan** for your focus activity and put that plan to work. The Action Plan for the Oral Presentation should include:

- A. Explain your focus and a brief explanation of the problem you are addressing at your school
- B. Provide background information including from the steps above: #3-- Summary, #4—Your 10-15 Possible Actions, and #5—Your prioritized list
- C. Show the steps and timeline for addressing the problem
- D. Describe highlights of your actions taken--pictures, graphs, explanations, etc.
- E. Evaluate actions taken and explain how those results and changes you may have made to your original plan have helped your group to succeed
- F. Explain the future steps for the focus activity to maintain success or to continue on the path to success
- G. Describe how your Action Plan affects the CO₂ produced by students at your school and quantify emissions savings if possible

Possible Stakeholder Scenario:

Group "A" reviewed their **12 Steps to a Sustainable High School**. After they completed the **Step One** sheet, they were already eager to try some of the ideas they shared. They talked together about "stakeholders" --who in their school would have information to share about some of the areas covered by the 12 Steps? They knew they should get Principal Smith on board, because she was always talking about how the school needed to save energy and be a "greener" school. They decided it would be good to invite one or two of the School Board members, the lead Janitor, student members of each grade in the school and the Biology Club students. Bio Club had done some landscaping projects last year and made a school garden. Maybe Envirothon could do something that worked with Bio Club?

When they reviewed the 12 Steps, they decided they should also ask the Science Department Chair, and the district transportation manager, both people who would know answers to areas on the 12 Steps that they couldn't complete. Some of the people they invited couldn't attend the afternoon meeting they planned, but were able to send someone else in their place when the Envirothon team explained how important it was to have that department's input.

On the day of the meeting, the group gave the Stakeholders copies of the **Step 2** form after sharing an overview of the **12 Steps to a Sustainable High School**. They broke up the group into 3 teams, making sure there were students, teachers, and other adults on each team to mix everyone up. Envirothon students were assigned to each team as note-takers and listeners.

Each team was assigned one of the first 3 worksheets of **Step 2** and had 30 minutes to read and answer the questions. They were asked to brainstorm ideas about who they could ask to do possible actions. At the end of the 30 minutes, each group reported on what they found and their brainstorming ideas.

The groups were then asked to spend 15 minutes writing down the answers to Worksheet 4 and then report back their "next steps" ideas. As each they reported, each idea was written on the blackboard. After each group was done reporting, each Stakeholder was asked to put a check mark next to his or her 6 favorite or most important ideas on the board. "A" group collected each team's notes and copied down all the information from the board to take back to their Envirothon meeting. As the Stakeholders left the meeting, several told the Envirothon students that they might be interested in working with the group on the project they chose!