



Project planning documents

Instructions: Complete each of the 4 steps below to plan your project and encourage your school/association/community to make a commitment to the climate.

Group members :

Step 1	Step 2	Step 3	Step 4
Choose an action	Create an action plan	Take action!	Reflecting on your work
SCHEDULE :	SCHEDULE :	SCHEDULE :	SCHEDULE :

STEP 1: Choose an action

Answer each of the questions below on your own. Then share your answers with the members of your group to discuss and agree on a project idea for your group.

1. **What actions could your community take to make a positive impact on climate change? (Try to name at least 5). Note: if you get stuck, look at the examples of climate action projects on page 3 for ideas.**



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2. Which action are you most interested in and why?

3. Share your list and your first choice with your group. After listening to everyone's choices, decide together what action you are going to take. Write it in the box below.

We are taking action against climate change by encouraging our community to :

We chose this action because :

4. As a group, think of ways to encourage members of your community (shopkeepers, families, school or local authority officials, etc.) to take this action. Discuss these ideas with your teacher/facilitator. Write down your ideas and questions below.



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5. Discuss your plan with your teacher/facilitator. If they approve, go on to step 2. If they don't, follow their instructions to make any necessary changes before moving on to the next stage.

TEACHER/FACILITATOR AGREEMENT	
Yes! Go to step 2.	Not yet. Make the following changes and represent your proposal:
Initials of teacher / facilitator :	Initials of teacher / facilitator :
Date :	Date :

Examples of climate protection projects:

In your school/association :

- Encourage your school/association to turn off lights in rooms that are not being used.
- Donate leftover food from the cafeteria to local food banks.
- Offer one vegetarian meal a week for everyone.
- Start a composting programme at your school/association.
- Ensure that recycling bins are available on site and encourage users to use them.
- Ask management teams to start using low-energy light bulbs in buildings.
- Ensure that the thermostat in your school/association buildings is set to the most energy-efficient setting for each season.



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- Encourage other users to walk or cycle to school or other locations whenever possible.
- Set up an eco-club to focus on environmental issues in your school/association.
- Provide green areas such as melliferous plant beds to protect bees, and/or vegetable gardens around your school/association. This measure can be combined with the installation of a compost bin.

In your community:

- Ask local retailers to reduce their use of plastic by, for example, charging for bags, giving discounts to people who use reusable bags, getting rid of polystyrene packaging or single-use utensils, etc.
- Organise a local waste collection event.
- Publicise local farmers' markets so that people buy local produce and reduce the carbon emissions caused by transporting food.
- Create a campaign to encourage more people to use public transport.
- Advocate for green spaces in your local community and organise a tree planting event.

Suggestions for completing step 2: Complete your action plan :

- 1. Define the problem:** Clearly describe the action you want your community to take and why.
- 2. Research:** Gather data, facts and evidence to support your case for action.
- 3. Formulate a strong message:** Develop a memorable message that explains the problem and the positive impacts of your proposed action.



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4. Raise awareness: Create eye-catching visuals or messages on social networks so that your message can be conveyed effectively. (Note: if you use social networks, pay attention to the 'Important communication tips' section).

5. Talk to community leaders: Ask to meet with your school headmaster, student council, school board, elected officials, association leaders or other influential people in your community, and tell them about your plan. Ask for their support and help.

6. Educate: Share your knowledge with your community! Let them know why they should take the action you propose.

7. Use social networks... with care! Share information and updates, and encourage your community to join you in making this important change.

8. Gather signatures or support: Create a petition or collect signatures from community members who support your cause and want to take action. Share this petition/list with decision-makers who can help you take action (e.g. businesses, city council members, your school principal/association, etc.).

9. Create partnerships: Work with local businesses, schools, associations and other organisations to get your message across.

10. Set a deadline: Action campaigns can't last forever. Set a date by which you want your action to be implemented.

STEP 2: Create an action plan

Fill in the action plan table below to help you organise your project. Once completed, discuss your plan with your teacher/facilitator.

Instructions: As a group, discuss the tasks you will need to complete throughout the action plan. Make a list of the tasks, indicating who is responsible for completing them, what is needed for each task and when the tasks need to be completed.



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Tasks to be carried out	Who will be in charge of this task	The necessary resources	Task completion date
1.			
2.			
3.			
4.			
5.			

What difficulties might your group encounter in carrying out this project? List them below and discuss how you might tackle them.



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Important communication tips

As well as talking to your peers, you'll probably also be communicating with adults, through petitions, letters, phone calls, emails or face-to-face meetings. It's important to keep a few key tips in mind when talking to these people.

- **Be polite.** This means expressing gratitude, using appropriate titles (Mrs, Dr, etc.) and saying 'please'.
- **Don't be too familiar.** These are adult managers, not friends. Use 'Dear' and not 'Hi'. Avoid slang. Your language shouldn't be artificial, but it shouldn't sound like a text message either.
- **Explain who you are and why you want to meet them.** They need to know why you're asking for their time.
- **Once you've introduced yourself, explain clearly and concisely what you want your community to do.** You want them to understand the importance of this issue with solid data to support your point of view.
- **Then indicate what you would like them to do.** What action do you hope they will take to implement solutions or influence the problem? Can you offer any practical help to facilitate their action?
- **Finish by thanking them** for their time and letting them know how they can contact you if they have any questions.
- **If you want to start a conversation (by phone, Zoom or in person), you should first send a brief introductory email.** This should give the recipient some general information about who you are and why you want to meet them. Indicate how much time you need and make sure you honour your commitment if they agree to a meeting by arriving on time and well prepared to discuss your idea.



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TEACHER/FACILITATOR AGREEMENT	
Yes! Go to step 3.	Not yet. Make the following changes and represent your proposal:
Initials of teacher / facilitator :	Initials of teacher / facilitator :
Date :	Date :

STEP 3: Take action!

This stage may take a few days, or even a few weeks. Fill in the table below according to your progress as you meet with your group throughout this stage. Your teacher/facilitator can join you at these milestones and make suggestions to help you progress.

Group :

Check task progress :

Date :

What we've achieved so far :

Next steps:



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Teacher/facilitator additions:

At this stage, you should have almost completed your action plan. As a group, arrange to complete the final actions and get ready to move on to step 4!

Group :

Check task progress :

Date :

What we've achieved so far:

Next steps:

Teacher/facilitator additions:



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Group :

Check task progress :

Date :

What we've achieved so far:

Next steps:

Teacher/facilitator additions:



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STEP 4: Reflecting on your work

Answer the questions below by reflecting on the work you have done on this project.

What we achieved:

What we learned:

How did I help my group?

My thoughts and feelings at the end of this project were as follows:

If we had to do this project again, we would:



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At the end of this project, we have achieved:

Next year, other young people could continue the work we've done so far by:

We achieved the best results in the following areas:

Now that we've finished this project, here's what I'd like to do to continue taking action for the climate:

Share your thoughts with your teacher/facilitator.