

EcoSchools Breakout Sessions

This resource gives detailed description and facilitation tips for the Breakout Sessions suggested in the outline of the *Workshop – EcoSchools Focus* and *Workshop – Communication Strategies*.

Introduction for all Breakout Sessions

Group arrangement: in school groups and then move to join their pre-assigned group. Students will cycle through all three Breakout Sessions throughout the day before getting time to plan with their EcoTeams.

Facilitation tips: Introduce the Breakout Sessions as the time to build skills and expertise to bring back to the students individual schools and improve on their existing environmental initiatives. The Breakout Sessions will focus on communication strategies in the first breakout session.

Groups to choose from:

Workshop – EcoSchools Focus:

1. *Energy Conservation*: Conduct an EcoReview, test different appliances for energy consumption, learn about stand-by power.
2. *Waste Minimization*: Conduct a waste audit, find ways to motivate students to reduce waste.
3. *Environmental Stewardship*: brainstorm stewardship ideas, learn how to plan an effective campaign, start planning the school year.

Workshop – Communication Strategies:

1. *Verbal communication*: how to make an effective campaign and learn how to get your message across at assemblies and over announcements.
2. *Visual communication*: how to make an effective poster with catchy slogans, hooks and marketing techniques.
3. *Viral marketing campaign*: hooks, tricks, campaigns, and viral strategies.

Activity	Description/Facilitation	Materials needed
Breakout Session: Energy Conservation	<p><u>Energy Conservation suggestions</u> (include all or certain activities and arrange in order best suited to workshop goals)</p> <ol style="list-style-type: none"> 1. Ask students to identify what their school is already doing to conserve energy. Brainstorm in a group what they might do in the coming year to deepen their conservation practices. 2. Introduce the EcoReview and ask students to work in pairs to assess their current practices at their school. Emphasize that the EcoReview is an active document and should be completed with the EcoTeam using true assessment by actively walking around the school and quantifying practices using the Energy Conservation Walkabout Worksheet. 3. Energy cards: 	<ul style="list-style-type: none"> • Flip chat paper and markers • EcoReviews printed • Energy Cards and answers • Kilowatt meters • Trivia game questions and answers

	<p>http://www.ontarioecoschools.org/forms&resources/misc_resources.html</p> <ol style="list-style-type: none"> a. Hand out cards and ask students to match up the appliance with the watt meter b. Discuss power use and the amount of time students use these appliances <p>4. Kilowatt meter: http://reviews.canadiantire.ca/9045/0528851P/reviews.htm</p> <ol style="list-style-type: none"> a. Using kilowatt meters have students investigate different appliances and their energy consumption (ex: hair dryer, computer/ computer on standby, lights – LED vs. incandescent) <p>5. Trivia game: organize a game which tests students’ knowledge about energy conservation. Options: spin the wheel, jeopardy, deal or no deal, who wants to be a millionaire.</p>	
<p>Breakout Session: Waste Minimization</p>	<p><u>Waste minimization suggestions</u> (include all or certain activities and arrange in order best suited to workshop goals)</p> <ol style="list-style-type: none"> 1. Chris Jordan – waste art: As a group, watch the powerpoint presentation of Chris Jordan’s waste art on a laptop computer. Discuss reactions and ideas generated from the viewing. 2. Conduct a waste audit: have a mock waste audit set up to allow students to practice conducting a waste audit. Use clear garbage bags, EcoSchools waste audit protocol, spring weigh scales, waste audit report sheets. 3. Brainstorm waste minimization strategies: identify key issues in students’ schools, areas for improvement and ways of engaging student body in waste minimization efforts. 4. Planning: give students time to identify one goal (e.g., reducing the amount of single use water bottles) and develop a strategy to reach this waste minimization goal to present to their EcoTeam. 	<ul style="list-style-type: none"> • Chris Jordan waste art • Waste audit protocol: http://www.ontarioecoschools.org/certification/cert_forms.html • Weigh scale and garbage sample • Flip chart paper and markers for planning
<p>Breakout Session: Environmental Stewardship</p>	<p><u>Environmental Stewardship suggestions</u> (include all or certain activities and arrange in order best suited to workshop goals needs)</p> <ol style="list-style-type: none"> 1. Present the TMO (Turn Me Off) campaign: ask students to guess what the campaign is about after showing some of the posters created for the TMO campaign. Generate a dynamic way students find clues for the campaign to demonstrate how intrigue 	<ul style="list-style-type: none"> • Turn Me Off video and website: http://www.youtube.com/watch?v=1BfydtFn3PM • http://youthenergy.ca/ • Flip Chart paper and markers

	<p>was created around the campaign. Ask students how it feels to be curious about the answer. Share the reason behind the Turn Me Off campaign and ask students how that campaign might work in their school.</p> <ol style="list-style-type: none"> 2. Define Environmental Stewardship and brainstorm why people participate in environmental actions: Broad definition - Every person has a responsibility to look after the planet both for themselves and for the future generations. Guiding question: How does your school foster environmental stewardship through broad student and community engagement? 3. Focus on a local issue: connect to a local organization that is focusing on a local issue and demonstrate how they run a campaign and spread awareness resulting in action. 	<p>for brainstorming</p> <ul style="list-style-type: none"> • Information about a local issue
<p>Breakout Session: Verbal communication</p>	<p><u>Announcements and assemblies</u></p> <ol style="list-style-type: none"> 1. If possible either make or tape some effective announcements (best if created by students) to share with the group and discuss highlighting effective hooks and closers as well as general tips. 2. As a group, choose a campaign (e.g., energy conservation, waste minimization) that you wish to launch with announcements for your school. 3. Use the tips below to make an announcement campaign that will get your fellow students involved and active. 4. Write a detailed announcement that you can perform for the larger group. <p><u>Tips for creating a great school announcement</u></p> <ul style="list-style-type: none"> • Morning announcements are a proven way to set the tone for the day and build morale and a sense of school "community." • HOOK: The hook is the way you get people immediately interested in your announcement. Something catchy, unexpected, and interesting or something that creates intrigue is great ways to get people listening. Some examples include: using music - start off with a popular song that everyone knows; using mystery – start with a question; using popular culture – impersonate someone famous, reshape a tag line from a commercial to suit your needs. • CLOSER: The closer is where you reemphasize your message. What do you want people to remember above everything else? This can also be where you place a hook to listeners to tune into the next installment in a series of announcements. Some examples 	<ul style="list-style-type: none"> • Flip chart paper and markers • Tips for announcements written on posters • Materials for students to utilize while planning their announcement

	<p>include: use a fun fact or some random bit of trivia to get everyone to talking; play the end of the song; ask a question to be answered next announcement; introduce a contest.</p> <ul style="list-style-type: none"> • GENERAL: Keep the announcements short, friendly, amusing but not controversial. • THEME: it is great to use a theme to link multiple announcements. You could use a popular TV show, have a theme song, make a mystery scenario with clues, use celebrities and popular media to hook listeners. 	
<p>Breakout Session: Visual Communication</p>	<p><u>Posters and displays</u></p> <ol style="list-style-type: none"> 1. Have a bunch of effective posters (best if they are student made) available for students to look at. Using the tips below go through the design elements of the poster and ask students why they think this design is effective in conveying its message. 2. Give two posters to students in pairs and ask them to identify which they find is most effective and why. Have each pair present their findings. 3. As a group, choose a campaign (e.g., energy conservation, waste minimization) that will be the focus for your posters. 4. Individually, use the tips below to make a sketch of some posters that will get fellow students involved and active. 5. Ask students to share with the group why they chose their design and approach to the poster. <p><u>Tips for creating a great poster</u></p> <p>F: Fonts: choose large print fonts, legible from a distance</p> <p>O: Overall message: make sure your overall message is simple, clear</p> <p>C: Comprehensive: includes all the important information for participation</p> <p>U: Understandable: clear language, no typos</p> <p>S: Succinct: keep it simple, hook students with the poster and give instructions to get more information</p> <ul style="list-style-type: none"> • Mention achievements • Pick a great location - Hang your posters in places with high foot traffic 	<ul style="list-style-type: none"> • Poster examples • on a large sheet, write the tips for creating a great poster

	<ul style="list-style-type: none"> • Timeline and follow up: it is important to be continually updating/providing feedback to the student body around their progress. Use the Initial and Follow up EcoReviews for Energy Conservation and Waste Minimization as sources for this information. Doing a Waste Audit? Communicate results in a creative way using a display or poster. If you are using the Waste Minimization Tally charts then summarize the data collected and tell people how they are doing. Everyone likes a little feedback from time to time and this helps people stay motivated. Make sure your designers/EcoTeam members are committed to giving updates/feedback and use creative ideas to catch people's eye by using quirky slogans like: "Check this space next week/month to see how we're doing!" (generates interest). 	
<p>Breakout Session: Viral marketing campaign</p>	<p><u>Group arrangement:</u> in a circle</p> <p><u>Facilitation:</u> Using the information provided below, start with a hook. Get students interested in a viral campaign of your choice. Go through the steps of viral campaigning and ask students to brainstorm topics for campaigns that are related to EcoSchools that would be appropriate for their school. Give students time and materials to develop their ideas in small teams (2-3 students) in order to present the ideas to the group. Collect the brainstorm ideas and developed campaigns to send out to the group via email after the Breakout Session.</p> <p>How To Start A Viral Marketing Campaign (modified from www.danzarella.com)</p> <p>Viral marketing is another term for word-of-mouth marketing that spreads like a virus. If people talk about you to their friends, or pass along your newsletter or marketing campaign to their email list, and they in turn send it to others, you've successfully spread your message. If it happens too slowly, your message fizzles and the virus dies.</p> <p>The story should have the following elements:</p> <ol style="list-style-type: none"> 1. Start with a hook – something mysterious, an acronym (like: TMO), a piece of a picture, part of a sentence, something funny (diamond Shreddies), only putting a date on a poster, (with permission) borrow the school mascot and take pictures of it in various locations around town (like a garden gnome), share some interesting facts (Will it blend? campaign), compare two things and ask people to weigh in on the debate (have website or facebook link so people can share opinions), do a hangman and have students guess the message. 2. Promote intrigue: Trail of clues: create a sense of questioning in the student body by 	<ul style="list-style-type: none"> • Elements of the viral campaign you wish to use as an example (posters, announcements, pictures) • Materials for students to utilize while planning their campaign

offering solutions to the hook that promote intrigue, often this is done by offering solutions that are obviously not correct. For example:

- a. TMO = Turn me off campaign: students put up posters with suggestions as to what TMO stood for – Taste My Omelet, Talk More Openly, The Musical Octopus, etc.
 - b. Piece of a picture: students put up poster with only a part of a picture showing and challenged the student body to guess what the picture was. Students were encouraged to guess what it was because each poster said ‘What’s this picture really about?’
 - c. Part of a sentence: students put up posters with a sentence fragment and then a week later put up posters with incorrect solutions to the phrase to create a buzz. The following week they revealed the solution at an all school assembly.
 - d. Something funny: taking something old and making it new again. Example: new and improved diamond Shreddies.
 - e. Date on a poster: creates a buzz around what might happen on this day. As the day approaches students put up other posters with instructions: lug a mug, wear green, are you ready?
3. Create a buzz: often viral campaigns involve a contest or prize for someone to figure it out. Give a prize and reveal the real meaning of your campaign; be sure to post the answer around the school. If possible, connect it to an event.

Tips

- Use multiple forms of media to hook your audience and leave them clues to find and chase after. Options: Create announcements that offer clues, leave notes in prominent locations that give information, have teacher’s participate by giving clues, could use YouTube and websites to draw people to clues.
- Keep the momentum: have a new clue every day and give the answer to your viral campaign at the end of a week or at a large school event (assembly, sports event, or dance).
- Reward participants: try to find creative ways to reward participants in the campaign, don’t tell them what they might get, let it be leaked out.

Examples of viral campaigns:

- Turn Me Off: <http://www.youtube.com/watch?v=1BfYdtFn3PM>
 - <http://youthenergy.ca/>
- Bottled water taste test: <http://www.youtube.com/watch?v=u1eHkacayQY>

	<ul style="list-style-type: none">• Blendtec – Will it blend? http://www.dailymotion.com/video/x32a0s_will-it-blendy-chuck-norris_fun• Vitamin water – The great debate<ul style="list-style-type: none">○ Analysis: http://mashable.com/2009/05/25/vitamin-water-kobe-vs-lebron/• Sea world – photo adventure<ul style="list-style-type: none">○ Analysis: http://mashable.com/2009/06/02/seaworld-social-media/• Viral marketing general info: http://danzarrella.com/viral-marketing-campaign-checklist.html	
--	--	--