



1. VISIONING

TEAM:

Note-taker: _____

Spokesperson: _____

Everyone needs scratch paper and pen or pencil.

Team members will take turns reading.

VISIONING (ONE TEAM MEMBER READS THIS ALOUD. . .)

Before diving into planning a project, first we step back. Before we focus on a specific project, let's check if we're heading in the right direction.

This is OUR team. . . these is OUR project. . . so the BIG PICTURE should be OURS too.

Our first activity this morning is VISIONING.

We're going to rocket forward. Suddenly it's the year 2050. What's happened in the world in the meantime? Petroleum—gasoline, diesel fuel—is hard to come by. The climate has adjusted by a few degrees because of changes in the atmosphere. What else?

We are. . . how old? Imagine that we live in the same town where we went to high school. We consider our lives successful, and our community is a great place to live.

- ◆ What's different about our community? What is the same?
- ◆ Who are the people who live there? How do they make a living?
- ◆ What kinds of businesses and stores do we have? Where do we buy stuff? Where do we get food?
- ◆ What about some of our community assets? Schools? Parks? Roads? How does transportation work?
- ◆ How are our natural resources doing? The soil? Air? Water?

And, of course, where does our energy come from? How much do we use?

TAKE 3 MINUTES OF QUIET TIME. Write, draw, or just think, as you sketch out your ideas for our community, 2050.



VISIONING

Visioning: It's 2050. You love the community that you call home. What is your community like?



2. ENERGY ISSUES & CHALLENGES

OUR CHALLENGES (ONE TEAM MEMBER READS THIS ALOUD. . .)

Back to the present. Our next step is to focus on present energy issues in our communities.

Together we will brainstorm ENERGY ISSUES facing our community.

It can be tempting to jump right to solutions, but let's focus on the issues. We want to really consider what the problems are, to make sure our actions—when we get there—are taking us in the right direction. Some of these might be shared challenges, like climate change. . . you can't get much bigger than that. Some of them might be very unique challenges, like a company has closed in our town, and 20 or 30 people are looking for new jobs.

- ◆ What is important now?
- ◆ What directions are we heading in that need to change?
- ◆ What are we investing in that is right on track?

TAKE 5 MINUTES TO BRAINSTORM TOGETHER. Issues can be large or small: any relevant idea is acceptable. List ideas where everyone can see them.



ENERGY ISSUES & CHALLENGES

Brainstorming Energy Issues: What energy challenges are facing your community?



3. ADDRESSING CHALLENGES

ADDRESSING CHALLENGES (ONE TEAM MEMBER READS ALOUD. . .)

We'll use our list of energy issues for two steps: First, as a group, we will confer and decide on 2 or 3 that are the most important. Does one stand out already? Are there strong themes and connections among all our ideas?

Second, we'll write these two issues where everyone can see them, and brainstorm how we can address these challenges. This time, we're looking for specific actions.

Be creative! Are there new solutions no one has thought of before? Or is it possible to eliminate the cause of some problems altogether?

TAKE 10 MINUTES TO BRAINSTORM TOGETHER. As usual with brainstorming, the sky is the limit. List action ideas where everyone can see them.



ADDRESSING CHALLENGES

Action Ideas: Which energy issues are most important? How can we tackle them?



4. SETTING GOALS

SETTING GOALS (ANOTHER TEAM MEMBER READS ALOUD. . .)

Look at our list of possible projects, large and small. Our next task is to select one action project that seems important, relevant, feasible, practical, fun. . . A GOOD IDEA. This does not have to be our final selection for the YES Co-opetition—we might decide on a different project later. Or maybe this one will be it, and we'll stick with it until April.

TAKE 5 MINUTES TO CHOOSE AN ACTION.

One more step: after we've selected an action, we need to write a goal. Be specific. Make a goal-statement that says what is going on and what we intend to do about it. What will our result be? Who will we affect with our project? How will we measure results? How will we know if we've achieved our goal?

A couple examples:

Our goal is. . . *TO REDUCE CONSUMPTION OF GASOLINE BY 20% AMONG HIGH SCHOOL STUDENTS WHEN DRIVING TO SCHOOL BY IMPLEMENTING A CAR POOL. . . .*

Or, our goal is. . . *TO MAKE THE HEATING AND COOLING OF THE HIGH SCHOOL CARBON NEUTRAL THROUGH REDUCING ENERGY CONSUMPTION BY 20% AND PLANTING TREES TO OFFSET EMISSIONS.*

TAKE 5 MINUTES TO DRAFT A GOAL-STATEMENT.



SETTING GOALS

Drafting a Goal Statement:

What are you going to do? _____

How will you know you have achieved it? _____

Who will you affect? _____

GOAL STATEMENT _____



5. ACTION PLANNING

THE PLAN (ONE TEAM MEMBER READS THIS ALOUD. . .)

When we have a project to take on. . . it's a good idea to have an Action Plan.

Consider what steps we will need to take to make this happen. When do these steps need to be done? Who will do them? What materials or resources do we need?

We began recognizing strengths among team members yesterday at our team-building activity. As we complete the Action Plan, think about who is best suited to what tasks. What tasks need everyone involved?

Don't forget about sideline things like having one team member be a photographer and note-taker to record your progress.

READ YOUR GOAL STATEMENT FOR THE TEAM TO HEAR. THEN TAKE 10 MINUTES TO BEGIN WORKING THROUGH THE ACTION PLAN.



TIME LINE

List tasks that need to be accomplished during this timeframe.

September 2007
October 2007
November 2007
December 2007
January 2008
February 2008
March 2008
April 2008



6. ENERGY ALLIES

ENERGY ALLIES (ANOTHER TEAM MEMBER READS THIS ALOUD. . .)

We have heard the term “SOCIAL CAPITAL.” The more connections we have in our community as we take on this project—the stronger our network—the better our result will be. With more connections, our project might grow beyond our group. If we decide to work within our school, other schools might adopt the same actions. If we make change in one congregation, other churches might decide to do the same.

An example: A small group of students in Michigan took a stretch of lakeshore on Lake Michigan and coordinated for it to be cleaned up regularly throughout the year. They could have just gone out there themselves and cleaned it up once. Instead, they decided to put their time into motivating and coordinating others. They recruited volunteers in groups, and scheduled the groups to clean up the lake shore. . . they made connections, and they magnified their efforts.

Include the media. Do we know someone at our local newspaper? A local radio station? Consider how they can magnify our efforts.

TAKE 10 MINUTES TO LIST “SOCIAL CAPITAL” AND “ENERGY ALLIES.” Who MUST we work with? Who will be helpful to work with? And finally, how can we connect with them?

