



NEED

TEAM :

Note-taker: _____

Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

NEED

There is much to know about energy issues.

Reconsider some of the things you know and have learned about energy: environmental issues, scarcity, climate change, and economic potential.

Then, focus these ideas specifically on your community. What matters most to the people and places of your community?

As a group, discuss and respond to the following questions:

- What are the most important things we have learned about energy issues and opportunities?
- What really matters here in our community?
- How can we find out from our community(ies) what they want and need, so our project can meet real needs? What current issues or “hot topics” in our community are related to energy?



NEED

*How do important energy issues and opportunities **relate** to real needs in our community?*



VISION & MISSION

TEAM :

Note-taker: _____

Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

VISION

What vision do we have for the community we want to be a part of, now and in the future?

Share and brainstorm ideas:

- List some words that describe the community (and world!) you **want** to live in.
- How does the future community you envision connect with the community you live in now? What is different? What is the same?
- How do the actions we take now—this school year—affect the future of our community?

MISSION

If your group has already written a mission statement, write it in a visible place and review it. Does it capture what you as a group would like to **BECOME** (rather than what you want to **DO**)? Revise it until it matches your group's vision. When it does, move on.

If your group has **NOT** already written a mission statement, use some of your brainstormed words to begin writing one. A mission statement is a concise statement of **who** you are, **what** you do, **how** you do it, and who you do it **for**. Generally, it will be broader than your group's specific project-based goals.



VISION & MISSION

What vision do we have for the community we want to be a part of, now and in the future?

Mission of our YES! team: _____



PRINCIPLES

T E A M :

Note-taker: _____

Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

PRINCIPLES

Principles are commitments we make about how we will conduct ourselves.

1. What agreements do we need to work together successfully?
 - Be sure you've covered the basics. . . these might be "Be nice" or "Have fun!"
 - How will roles like Discussion Leader and Note-taker rotate at meetings?
 - How will we make decisions? Consensus? Majority vote?

2. How will we be accountable to each other to get things done?
 - How often does the team need to meet to stay connected? When? Where?
 - How will we divide responsibility? Who wants to do what kind of work?
 - What is the best way to encourage each other to do the tasks we commit to do?

3. As we work with and for the community, what principles guide our behavior?

Brainstorm a list of principles. As a group, decide which ideas are essential, then review them to make sure they are reasonable. Is everyone willing to make a real effort to act according to these principles? In addition, does everyone agree to help others follow them? Finally, what is the best way to keep these principles in mind as we do our work over the upcoming months?

Congratulations: these ground rules are keys to success!



PRINCIPLES

What are our commitments about how we will do our work together?



COMMUNITY ASSETS

TEAM :

Note-taker: _____

“Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

COMMUNITY ASSETS

Discovering your community’s assets will help your team be successful in meeting the challenges of your project. “Assets” are strengths, allies, and positive features in your community that may eventually relate to your YES! project.

Mapping your Assets

Your community’s assets include...

- Human assets – individual skills and knowledge of members of your community
- Association assets – groups that have come together for a common purpose
- Institutions – (public or private) – schools, local government, businesses, nonprofits
- Built Assets – buildings, public spaces, other infrastructure
- Natural Assets – wind, soil, water
- Financial Assets – Funding potential, grants, investments, contributors

Brainstorm freely. List all assets—good things that your community has to offer—that you can think of. Keep in mind all of the areas listed above. Be sure to go around the circle in an organized way so everyone gets a chance to share.

Then, use your list and discuss these questions:

- 1) Are there patterns or clusters of community assets?
- 3) Where do common interests emerge?
- 4) Who and where are connections to these assets?



COMMUNITY ASSETS

What strengths, allies, and positive features exist in our community that may relate to our team?



ACTION IDEAS

T E A M :

Note-taker: _____

Discussion Leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

Now the FUN stuff: ACTION IDEAS

First, **BRAINSTORM**: Bring together NEED, VISION, and ASSETS: what can your YES! group do to take action on energy issues? Be **creative**. Do not judge ideas—just get them out there. FOR NOW: All ideas count!

Then, **SORT**: After generating plenty of creative ideas, cluster your group’s ideas into **short-term/quick-start** projects (roughly 1-4 months of preparation and action) and **long-term/in-depth** projects (5-6 months and beyond). Projects that are a good fit for your group will start to stand out based on group interest, feasibility, and match with community assets.

Finally, **SELECT**: Based on your team’s numbers, capacity, and interests, choose 1-3 quick-start projects, including at least one that will show results early in the group’s efforts. Choose 1 or 2 in-depth projects as well, and plan to get the first steps underway.

Criteria for the YES! program: Energy Action Projects will be judged based on the following:

Community Involvement	Local community members and/or businesses play an integral role in the team’s work, whether as partners, participants or audience members.
Energy Conservation	Energy conservation was an essential part of the team’s work. The team linked their efforts to energy conservation and worked to attain measurable outcomes.
Creativity & Innovation	The team demonstrated a new way of addressing challenges by utilizing innovative technologies and ideas and /or using existing resources in creative ways.
Economic Impact	The team’s project(s) helped local businesses save money and/or has the potential to be a business model.
Skills & Career Awareness	Team-members had a good understanding of workforce skills, emerging careers and/or entrepreneurship.
Teamwork & Goal-setting	The team’s goals were clearly defined and attainable. The team worked together to reach their goals and address challenges in a respectful and engaging way.



ACTION IDEAS

What ideas do you have to act on your team's vision & mission while meeting real community needs?



SETTING GOALS

TEAM :

Note-taker: _____

Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

S-M-A-R-T Goals

After your group has selected at least one quick-start and one in-depth project, you can set some reasonable goals for what you want to have accomplished at the end of the YES! season.

1. Jot down reasonable goals based on the projects you have selected.
2. If it makes sense to do so, break down into smaller groups to focus on particular goals.
3. In small groups, revise and polish your goals so that they are Specific, Measureable, Achievable, Relevant, and Time-bound.
 - **S: Specific:** Not too broad or too general. Tackles one particular outcome.
 - **M: Measureable:** Uses something that can be counted, tracked from before your project to after your project, and reported back.
 - **A: Achievable:** Practical and reasonable. Achievable goals build on each other. . . if a goal seems to big to be achievable, start with a set of smaller goals that will get you to the larger goal eventually.
 - **R: Relevant:** Meets a need in your time and place. Something you are able to communicate about and get excited about.
 - **T: Time-bound:** Makes a direct reference to when something will be accomplished.



SETTING GOALS

Goal: _____

By when? _____

How will we measure this? _____
.....

Goal: _____

By when? _____

How will we measure this? _____
.....

Goal: _____

By when? _____

How will we measure this? _____
.....

Goal: _____

By when? _____

How will we measure this? _____



ACTION PLANNING

TEAM :

Note-taker: _____

Discussion leader: _____

Discussion leader responsibilities: Make the purpose and direction of the discussion clear to the group. Keep discussion on-track. Make sure everyone has a chance to speak.

Note-taker responsibilities: Take accurate and complete notes about the discussion. Summarize key points at the end of the discussion.

Groups need a whiteboard OR flip-charts and markers, AND scratch paper and pens/pencils.

Action Planning

Consider breaking into smaller interest groups based on what group members are most excited about.

This part of the planning process does not happen in any particular order, so be flexible about moving freely among all these pieces of the process.

Timeline

What are the major stepping-stones or phases of each of our goals? Outline them on the Timeline. What steps need adequate “lead-time” or advance planning?

Action Plan

A focus on manageable “bite-sized” steps is key to significant accomplishments. On the Action Plan, write clear and specific steps to be taken in the next 6 weeks. Future steps should be outlined in general, with space left to make them clear and specific when the time comes.

Allies

Who, outside our group, needs to be involved? Who should we make contact with first, and who will take responsibility for this? What is the message we are taking to them?

Take action!

Which group members will take responsibility for which actions? When will those actions need to be completed? Remember, group members should take on responsibilities that use their strengths, skills, and passions!

Finally, think ahead to consider how your team will respond to challenges you discover along the way. Make sure this is addressed in your team’s “Principles.”



TIME LINE

List tasks that need to be accomplished during this timeframe.

Goal: _____

October
November
December
January
February
March
April



ACTION PLANNING
List tasks, who will do it, and when.

Goal: _____

Action	Who	When	Follow-up



ACTION PLANNING
List tasks, who will do it, and when.

Goal: _____

Action	Who	When	Follow-up



YES! PROJECT NOTES

Week of:
Activities
Funds received
Funds expended
Community connections
Volunteer time
Measureable outcomes (energy saved, waste reduced, numbers of people reached)
Other notes