



Presentation originally developed by Taylor Cremo and C. Brad Sewell, UF Design, Construction and Planning students, Fall 2012. Barbara Haldeman, PREC, added and substituted materials as needed.

Reviewed and supplemented by UF IFAS Extension Faculty Alicia Betancourt and Eleanor Foerste. Additional materials from the original module were developed by Kathryn Ziewitz and Wes MacLeod, and reviewed by Kathleen Ruppert, Jennison Kipp, and Barbra Larson.

CONGRATULATIONS!

You have taken the initiative and the time to increase your knowledge in the field of sustainability to reduce your eco-footprint.

What's next?

MORE HANDPRINTS!

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Alright, are you ready to jump into this? We will cover a lot of material and I hope have lots of participation.

While we work to reduce our own eco-footprint, *handprints* are a way we describe community involvement to help communities accomplish larger goals.



Outline for trainer:

This is the plan for today’s session:

- We will respond to the Circle Question for participant input around the room.
- We will review the characteristics of Sustainable Communities.
- We will review and summarize Key Points from other modules. This can be a quick review of the highlights of the modules covered so far. A review of past topics (brief) will instill participants’ confidence in their roles as Advocates and Ambassadors.

Discuss readings for this week’s module:

1. “Free Your (Eco)Mind” by Frances Moore Lappé (NWEI p. 121-123)
2. “On Gratitude” by Alex Stark (NWEI p. 124-125)
3. “To Live or Not to Live: The danger of the tragic hero mindset” by Derrick Jensen (NWEI p. 125-126)
4. “Boulder Votes to Free Its Electric Company” by Valerie Schloredt (NWEI p. 127-128)
5. Excerpt From *The Great Disruption* by Paul Gilding (NWEI p. 128-130)
6. “Living Green Isn’t A Sacrifice, It’s An Adventure” by Donella Meadows (NWEI p. 131-132)

7. Quick Reference: “Community-Based Social Marketing” (<http://www.uwex.edu/erc/pdf/QuickCBSM.pdf>) based on the *book Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing* by Doug McKenzie-Mohr and William Smith

Leadership and Change

Understand how change happens and barriers to change

Sharing Ideas for Action

Discuss and develop personal and community actions with SMART goals

This can be a brainstorming session based on the groups review of other modules

Engaging Others

Empower participants to be agents of change in their homes, workplaces and communities through discussion of moving from individual action to community action and leadership

Discuss and develop an awareness of existing community efforts (refer to the handout: Final Sustainability Action Plans)

Collect Post-test

Recognize participants accomplishments with certificates!

CIRCLE QUESTION

Based on what you have learned so far, what community action do you think would have the greatest impact in moving your community toward sustainability?



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This should be a circle, round robin quick sharing not a discussion of ideas. A statement from each participant. No questions or comments from others.

MODULE GOALS

- Learning Goals
 - To consider viewpoints on social changes necessary to attain a sustainable future.
 - To acquire ideas about how other people are engaging in making their communities more sustainable.
- Action Goals
 - Implement personal sustainability action plan.
 - Continue logging your monthly data for energy, water, and vehicle miles traveled.
 - Revisit your sustainability action plans periodically to see how you are doing.
 - Identify ways to contribute to community sustainability efforts.




Photos: UF/IFAS



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Summarize module goals.

Leadership requires two distinct goal areas, learning and action. It is important for leaders to be knowledgeable on the subject matter but equally important that leaders be able to consider the barriers and benefits of a change toward sustainability.

Learning Goals:

1. To consider viewpoints on social change necessary to attain a sustainable future.
2. To acquire ideas about how other people are engaging in making their communities more sustainable.

Sustainability Action Goals:

1. Select priorities for individual action on sustainability action plans and begin acting on them.
2. Continue logging your monthly data for energy, water, and vehicle miles traveled.
3. Revisit your sustainability action plans periodically to see how you are doing.
4. Identify ways to contribute to community sustainability efforts.

KEY CHARACTERISTICS OF SUSTAINABLE COMMUNITIES

Flourishing

Resilient

Healthy

Photos: K. Ziewitz

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SUSTAINABLE FLORIDIANS

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These three adjectives, describing sustainability, offer qualities that are goals for our communities. These characteristics may be easier to picture than the overall, abstract quality of sustainability.

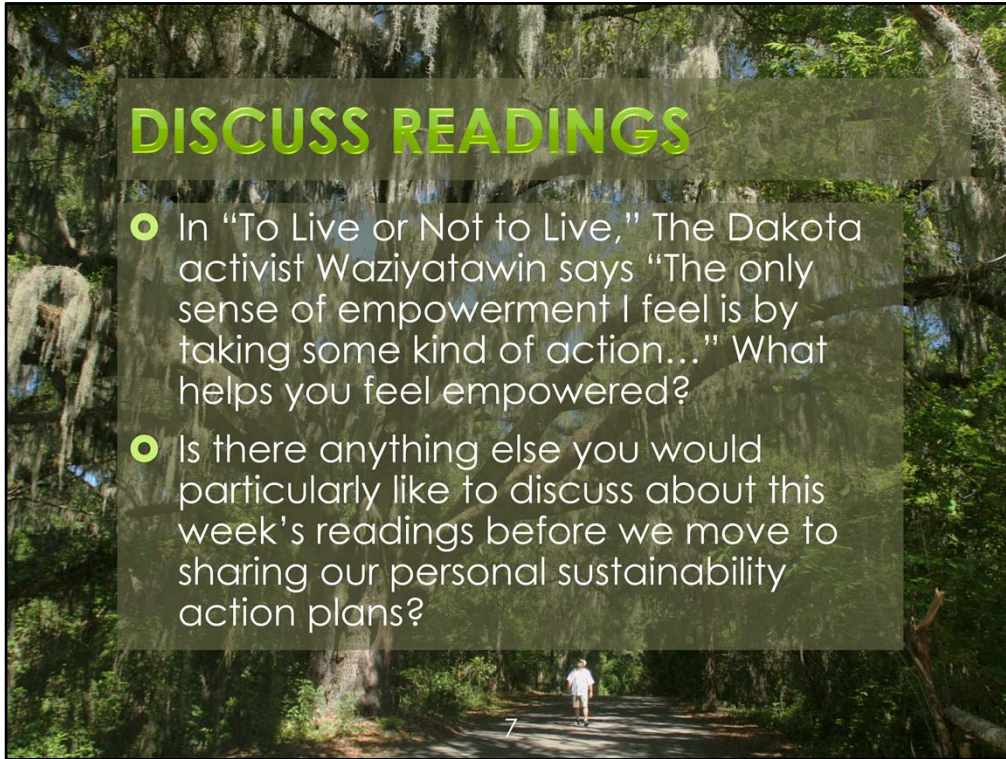
Flourishing Sustainability is an emergent property of healthy, enduring living systems. Achieved by shifting human satisfaction from “having” to “being.”

Resilient Application of ecological concept to communities. Ability to withstand disturbances by strengthening social, natural, and economic capital at community scale.

Healthy Recognition that human and environmental health are linked. Cities and communities with best “green infrastructure” have the healthiest inhabitants.

How do we get From Sustainable Development to Sustainable Communities: “It is at the community level where the consequences of environmental degradation are most keenly felt and where successful intervention is most noticeable. There also often tends to be greater confidence in government and other local action at this level. The combination of these factors creates a climate that is conducive to the kind of long-term local coordination implicit in the term, “sustainable development.” Equally important, sustainable development rooted in local communities has the advantage of flexibility. Communities differ in terms of environmental problems, natural and human resource endowments, physical and climatic conditions, and levels of economic and social development. Adopting a “one-size-fits-all” approach is simply not possible in achieving sustainability. A community-level approach allows for the design of policies and practices that are sensitive to the opportunities, constraints, and uniqueness inherent to particular places. In more specific terms, the ideal sustainable community can be achieved along five dimensions: “ (local economic diversity, self-reliance, efficiency, stewardship, and social justice).”

– From EDIS Publication #FCS7237 “Understanding Sustainability: The Importance of Sustainable Development and Comprehensive Planning.” Authors: J.P. Gellermann, M.A. Brennan, Devesh Nirmul, and Karla Lenfesty. Available online at <http://edis.ifas.ufl.edu/pdffiles/FY/FY110400.pdf>



DISCUSS READINGS

- In “To Live or Not to Live,” The Dakota activist Waziyatawin says “The only sense of empowerment I feel is by taking some kind of action...” What helps you feel empowered?
- Is there anything else you would particularly like to discuss about this week’s readings before we move to sharing our personal sustainability action plans?

In “To Live or Not to Live,” the Dakota activist Waziyatawin says, “The only sense of empowerment I feel is by taking some kind of action...” What helps you feel empowered?

Is there anything else you would particularly like to discuss about this week’s readings before we move to sharing our personal sustainability action plans?

In discussing the readings, there are additional sample questions on page 120 (NWEI) related to community involvement and action.

Note: List of the readings for the week is on the next slide.

READINGS

1. "Free Your (Eco)Mind" by Frances Moore Lappé (NWEI p. 121-123)
2. "On Gratitude" by Alex Stark (NWEI p. 124-125)
3. "To Live or Not to Live: The danger of the tragic hero mindset" by Derrick Jensen (NWEI p. 125-126)
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Do you have anything else you would like to discuss about this week's readings?

BECOME PART OF THE SOLUTION

Leaders move from individual to community action

What are qualities of **Effective Leaders**?

- Understand mission and vision
- Commitment
- Desire to make a difference
- Capacity to inspire others
- Ability to model desired behaviors - lead by example
- Good listener
- Ability to understand people's wants and needs



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Community leaders are advocates and ambassadors. Leaders move from awareness to action.

WHAT IS COMMUNITY LEADERSHIP?

- What do you gain from community leadership?
- How many community leaders do we need?
- Examples of community leaders and ways to lead.
- Who do you know that is a leader in sustainability?

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Ask the group to discuss community leaders and give examples.

What is a community leader? Are you one?

Community leaders take responsibility for the well-being and improvement of their communities. Are you a community leader? Are you interested in becoming one? Try answering the questions in this leadership quiz. Are you someone who:

- Wants to improve your community?
- Has something to contribute?
- Doesn't wait around for someone else to get the job done?

If you have answered "yes" to any of the above questions, you are most likely a community leader already, or on your way to becoming one. You don't have to run for office or be given a title to be a leader. All you need to do is decide to take responsibility for some corner of your community.

Community leaders are often self-appointed. Even people who run for office first make a decision that they want to be a leader. You can probably take as much responsibility for your community as you are willing to handle.

Many community leaders learn by trial and error. That's not a bad way to go; people mostly learn from experience. Nonetheless, flying by the seat of your pants can be a bumpy ride. So why not get some help along the way?

Why should you be a community leader? Leadership can be good for you. In fact, many people enjoy leading. You don't have to lead out of obligation. You can choose to lead and participate in ways that energize you and help you grow, instead of leading in ways that drain you. You can choose to work on issues that you care about. You can take on challenges that are fun, rewarding, or interesting. It's up to you.

Let's take a closer look at what you can gain from being a leader:

You can make a difference.

Do you ever daydream that you are the one to save the day? It is human to want to make a significant difference in the world. And you can.

The day-to-day acts of community leadership usually don't inspire a chorus of recognition. Still, as a community leader, you can make a profound contribution. Establishing a day care center, increasing job opportunities in your community, getting rid of a toxic waste dump, or empowering others to lead are all activities that are heroic in their own way.

Often, people lead because it helps them grow and expand their lives. There is almost nothing as challenging as leading groups of people. As a leader, you may need to communicate to large numbers of people, negotiate, and handle dicey situations. You will become more confident in yourself and in your world if you take action to lead others around you.

Leadership skills are built step-by-step. No matter what your skills are right now, you can become a better leader if you work at it. You may find yourself doing things you never imagined you would!

We need many community leaders

There is room in this world for more community leaders. The model of one leader at the top with everyone else at the bottom just doesn't work for communities. One or two leaders can't possibly solve all the complex problems that our communities face. With more community leaders, our communities will do better.

The more people become leaders, the more problems we will solve. We need community leaders to think about and organize around many issues: youth development, economic growth, substance abuse, crime, the environment, health care—the list goes on and on. Each issue will require a troop of skilled leaders to handle them. We need leaders who are women, young people (we were all young once), people of color, low-income people, immigrants, people with disabilities and many others that have been told that they should follow others, not lead. We need leadership from all walks of life in order for ours to be a truly democratic society.

How will all those leaders work together? That is a skill that community leaders need to learn. We all have to learn to cooperate. We all need to put aside longings for turf, status,

and power in order to achieve goals that benefit everyone.

Here are some community leadership examples:

- A citizen speaks up at the city council open meeting. Her words reveal the key issue regarding a local problem; the resulting discussion leads to a workable solution.
- A few people in the neighborhood successfully organize to protest the cutting down of trees by the city.
- A family member generates a plan to help a loved one to stop smoking, enlisting the support of other family members.
- A young person organizes a kick-the-can game after dinner on the block.

When do I lead?

You can always lead. As we've said earlier, you can "lead" whether you are the designated leader or not. You can always think and act like a leader.

For example, while you are sitting in a committee meeting you can think about what will help move the group forward. Does the designated leader need some encouragement? Do people need a nudge to follow through? Do you need to take an unpopular stand on an issue?

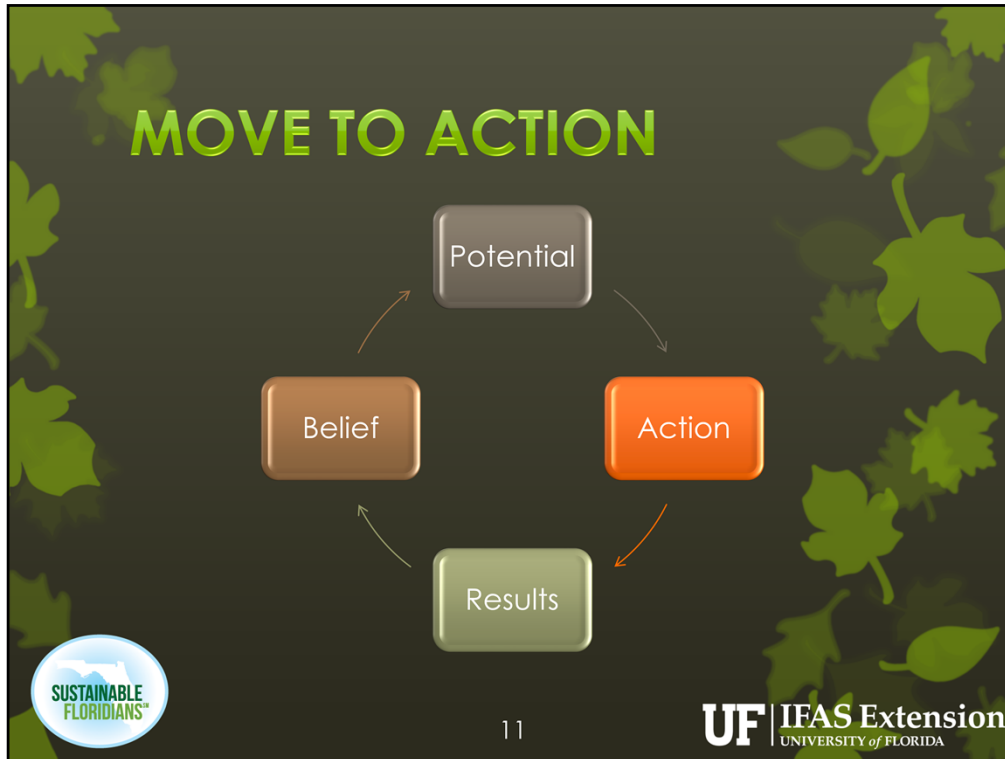
If you take initiative to improve a situation, you will almost always delight, relieve, and surprise people.

You don't have to take over someone's leadership role in order to help things go well. In fact, one way of helping a group function better is by supporting the official leader. You can do this by organizing others to help with the work, by listening to the leader, and by encouraging the leader when she or he feels discouraged.

You can become a leader by:

- Jumping in and practicing
- Observing others lead
- Finding a mentor
- Taking a class or workshop
- Reading books about leaders and leadership

Ask the group to discuss community leaders and give examples.



Source: Marty Baker, *The Power of the Mind*. Basically states that if you believe you have great potential to do something, you will take great actions, that yield great results, that increase/reinforce your beliefs, that then increases your potential...etc., etc.

A person must first realize their potential for change.

**COMMUNITY-BASED
SOCIAL MARKETING**

- What gets us to change?
- Barriers and Benefits

Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing by Doug McKenzie-Mohr and William Smith, published by New Society Publishers, 1999.
Read the book online
<http://www.cbsm.com/pages/guide/preface/>

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Community-Based Social Marketing

An innovative tool to effectively foster sustainable behavior

Numerous studies document that education alone does not alter behavior. Conventional marketing, which often relies heavily on media advertising, can be effective in creating public awareness and understanding of issues, but is limited in its ability to foster behavioral change.

Community-based social marketing is based upon research in the social sciences that demonstrates behavioral change is most effectively achieved through initiatives delivered at the community level that focus on removing barriers to an activity while simultaneously enhancing the activity's benefits. To be effective, programs must be carried out at the community level and involve direct contact with people.

Community-based social marketing involves four steps:

1. Identifying the barriers and benefits to an activity,
2. Developing a strategy that utilizes "tools" that have been shown to be effective in changing behavior,
3. Piloting the strategy, and
4. Evaluating the strategy once it has been implemented across a community.

This section is designed to introduce you to community-based social marketing tools that will foster sustainable behavior. The information has been summarized from the work of Doug McKenzie-Mohr, Ph.D., Environmental Psychologist, and is intended only to provide a brief introduction.

Why do some people adopt sustainable practices, while others do not?

- People may not know about sustainable practices
- People may perceive significant barriers associated with becoming more sustainable
- It may simply be easier to carry on as they are

To influence what people do, we must understand what they perceive as the barriers and benefits of implementing the new behavior being considered.

- People will naturally gravitate to actions that have high benefits and for which there are few barriers
- Perceived barriers and benefits vary dramatically among individuals
 - a benefit to one person may be a barrier to another
- People need to make choices and prioritize actions each day - adopting one behavior means rejecting another

Uncovering barriers and benefits

1. Research and review relevant articles and reports
2. Obtain qualitative information through focus groups and observation to explore attitudes and behavior of residents
3. Conduct a survey with a random sample of residents

Tools of Behavioral Change

Commitment

Generally, people who have initially agreed to a small request, such as to sign a pledge have subsequently been found to be far more likely to agree to a larger request, such as actually changing their purchasing habits. Whenever possible, ask permission to make a commitment public, e.g. publish the names of residents, who promised to be more sustainable, in the local newspaper. Group commitments can also be effective, like asking the local Rotary or Lion's Club membership to commit to becoming more sustainable. Or, asking a community "block leader" who already employs sustainable practices to speak to their neighbors and get them started.

Prompts

Many sustainable practices are susceptible to the most human of traits such as forgetting. Prompts can be very effective in reminding us to perform these activities. A sign, magnets, book marks or door hangers can also be used to prompt sustainable behaviors.

Norms

Social norms guide how we should behave. If we observe others acting in a sustainable manner we are more likely to act in a similar manner—look how it's

become socially unacceptable to litter or to drive while drunk.

Communication

- Use captivating information by ensuring it is vivid, personal and concrete
- Know your audience by having a firm sense of their attitudes, beliefs and behavior
- Use a credible source that is seen to have expertise and be trustworthy, e.g., biologists and educators.
- Frame your message by emphasizing what the individual is losing by not acting, e.g., stress the threat to human safety and property damage
- Make your message (especially instructions) easy to remember, clear and specific
- Provide goals or targets for the community to meet, as a whole or an individuals, e.g., install a sign at the entrance to each subdivision that is an ongoing tally of the number of energy smart residences.
- Emphasize personal contact by creating opportunities for people to talk to one another, e.g., presentations, home visits.
- Model the behaviors you want people to engage in. This can be accomplished through TV (community programming channel), video or PowerPoint presentation. You could also put on a live demonstration.
- Make sure that your program enhances social diffusion by increasing the likelihood that people will discuss their new activity with others, e.g., publish in the paper the names of people who have initiated a practice, providing an opportunity for those who recognize someone's name to approach that person and ask about it.
- Providing feedback about the effectiveness of both an individual resident's actions as well as the community as a whole. This will impact the adoption and maintenance of the new behaviors.

Incentives

Incentives whether financial or otherwise (e.g., social approval), can provide the motivation for individuals to perform more effectively an activity they are already engaged in, or to begin an activity that they otherwise would not perform, e.g., rebates, a competition, public recognition of an individual or organization's activities.

Removing External Barriers

Many of the behavioral change strategies presented above can have a significant influence upon the adoption and maintenance of behavior. However, they will be ineffectual if significant external barriers exist to the behavior you wish to promote.

Smart practices must be convenient and inexpensive to implement. It is important to identify barriers and plan for how you will overcome them. The first step is identifying barriers through a literature search, focus groups or phone survey.

Evaluation

Evaluate the community-wide implementation by obtaining information on baseline involvement in the activity prior to implementation, and at several points afterward.

NOTE: *This section is designed to introduce you to community-based social marketing tools. The information has been summarized from the work of Doug McKenzie-Mohr, Ph.D., environmental psychologist, and is intended only to provide a brief introduction.

Quick Reference: Community-Based Social Marketing

http://www.csc.noaa.gov/digitalcoast/_pdf/social_marketing.pdf

FOUR STEPS OF SOCIAL MARKETING

Select behavior to change:

1. Identify the **barriers and benefits** to an activity.
2. Develop a strategy that utilizes **tools** that have been shown to be effective in changing behavior.
3. **Pilot** the strategy.
4. **Evaluate** the strategy once it has been implemented across a community.

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Community-Based Social Marketing

Community-based social marketing is an attractive alternative to information-intensive campaigns. In contrast to conventional approaches, community-based social marketing has been shown to be very effective at bringing about behavioral change. Its effectiveness is due to its pragmatic approach. This approach involves: carefully selecting the behavior to be promoted; identifying the barriers and benefits associated with the selected behavior; designing a strategy that utilizes behavior-change tools to address these barriers and benefits; piloting the strategy with a small segment of a community; and finally, evaluating the impact of the program once it has been implemented broadly.

Frequently programs are not pilot-tested prior to being implemented broadly. Without conducting a pilot, we cannot be confident that the program will change behavior, or do so cost-effectively.

Step 1: Selecting Behaviors

Whether the purpose of a campaign is to reduce waste, enhance energy or water efficiency, alter transportation choices, protect a watershed or reduce CO₂ emissions, there are nearly always a wide array of behaviors that may be promoted. For example, if the purpose was to reduce residential energy use, this goal might be achieved by encouraging the installation of insulation in an attic, installing and setting a programmable thermostat or taking shorter showers. Similarly, there are numerous behaviors that could be encouraged related to water use, transportation, waste reduction, etc. The first step of community-based social marketing is to determine which of these behaviors should be promoted.

Step 2: Identifying Barriers and Benefits

If any form of sustainable behavior is to be widely adopted, barriers that impede people from engaging in the activity must first be identified, along with what would motivate them to act. Community-based social marketers begin by identifying these barriers and benefits using a combination of literature reviews, observations, focus groups, and survey research. The barriers they identify may be internal to the individual, such as lack of knowledge regarding how to carry out an activity (e.g., composting), or external, as in structural changes that need to be made in order for the behavior to be more convenient (e.g., organizing carpooling amongst employees). Community-based social marketers recognize that there may be multiple internal and external barriers to widespread participation in any form of sustainable behavior and that these barriers will vary for different individuals. For example, personal safety is more likely to be a concern to women as they consider using mass transit than it is for men. In contrast to the Attitude-Behavior and Economic Self-Interest perspectives just discussed, community-based social marketers attempt to remove as many of these barriers as possible. Social science research indicates that the barriers that prevent individuals from engaging in one form of sustainable behavior, such as adding insulation to an attic, often have little in common with the barriers that keep individuals from engaging in other forms of sustainable behavior, such as carpooling. Further, this research demonstrates that even within a class of sustainable activities, such as waste reduction, very different barriers emerge as being important. For example, different barriers exist for recycling, composting, or source reduction. Since the barriers that prevent individuals from engaging in sustainable behavior are activity-specific, community-based social marketers begin to develop a strategy only after they have identified a particular activity's barriers and benefits. Once these barriers and benefits have been identified, they develop a social marketing strategy to remove the barriers and enhance the benefits.

Step 3: Developing Strategies

Social science research has identified a variety of “tools” that are effective in changing behavior. These tools include approaches such as gaining a commitment from an individual that they will try a new activity, such as biking to work, or developing community norms that encourage people to behave more sustainably. The techniques that are used by community-based social marketers are carried out at the community level and frequently involve direct personal contact. Personal contact is emphasized because social science research indicates that we are most likely to change our behavior in response to direct appeals from others.

Step 4: Piloting

Prior to implementing a community-based social marketing strategy, it is piloted in a small portion of a community. Given the high cost of implementing many programs, it is essential to know that a strategy will work before it is implemented on a large scale. Conducting a pilot allows a program to be refined until it is effective. Further, a pilot allows other possible methods for carrying out a project to be tested against one another

and the most cost-effective method to be determined. Finally, conducting a pilot can be a crucial step in demonstrating to funders the worthiness of implementing a program on a broad scale.

Step 5: Broad-scale Implementation and Evaluation

The final step of community-based social marketing involves ongoing evaluation of a program once it has been implemented in a community. In conducting an evaluation, community-based social marketers emphasize the direct measurement of behavior-change over less direct measures such as self-reports or increases in awareness. The information gleaned from evaluation can be used to refine the marketing strategy further as well as provide evidence that a project should receive further funding.

<http://www.cbsm.com/pages/guide/fostering-sustainable-behavior/>

IDENTIFY BARRIERS AND BENEFITS

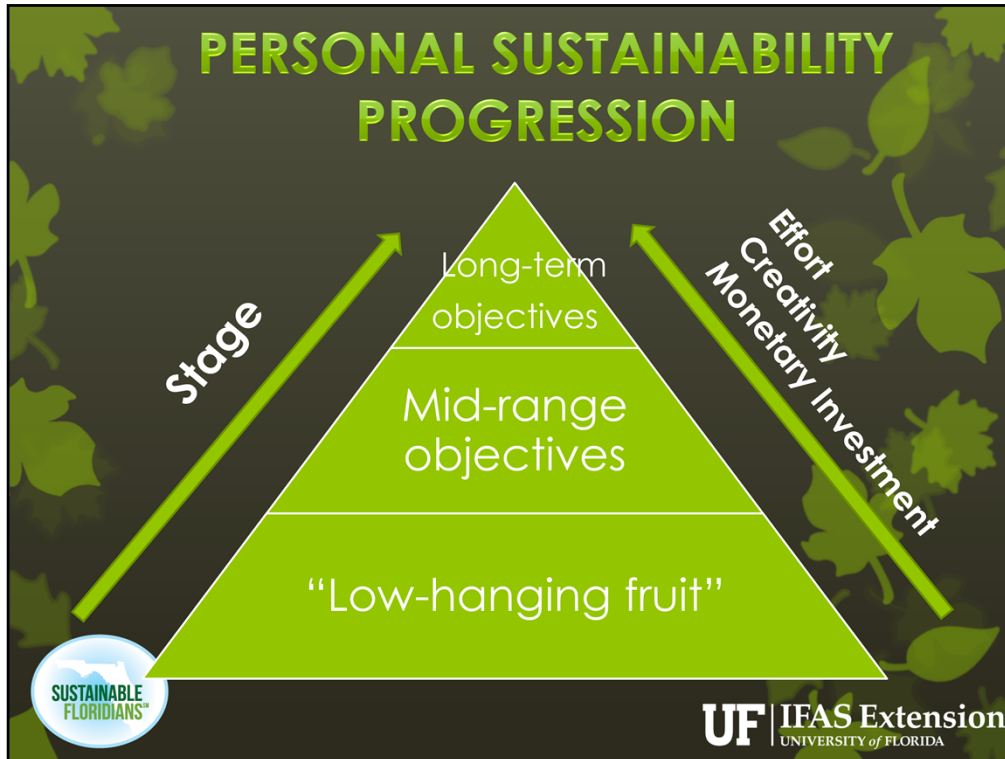
	New Behavior	Competing Behavior 1	Competing Behavior 2
Perceived Barriers			
Perceived Benefits			



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When identifying potential new behaviors, evaluate the barriers and benefits and select actions with the most benefits and easiest barriers to overcome.



The low-hanging fruit generally has low barriers and high benefits.

As a reminder from the early weeks of this class, it is important to remember that reaching a large goal such as sustainability is only attained through a series of steps by individuals and larger organizations.

This diagram shows how the steps can be broken down into easier but progressively more difficult steps.

Continuing to work toward shrinking one's eco-footprint requires a larger investment of time, effort, creativity, and money, and, as we have seen this week, the support of others.

You have developed sustainability action plans that fit your own personal stage for the various topics. In the guided discussion to follow, you have a chance to share your best ideas with the class.



Whether individual or community actions, SMART goals are more likely to get accomplished.
S-M-A-R-T:

Specific – A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Example: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.” (Use sustainability examples.)

Measurable – Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

- How much? How many?
- How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic – To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for **Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

REVIEW PERSONAL AND COMMUNITY GOALS

- Share an individual goal you have accomplished since the series began.
- What are some possible community goals?
 - Neighborhood
 - Work
 - City



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Allow a few individuals to share ideas on some personal actions that they have implemented from the handout “Florida Sustainability Action Master Checklist” since the series began. What were some benefits and barriers? If participants have not implemented actions yet, what are some suggestions for creating a SMART goal that increases the likelihood of implementing a behavioral change?

While the handout includes a list of many individual actions, ask participants to use a flip chart and sticky notes to brainstorm possible community goals for their neighborhood, work or city. Review the items that are identified (group them by similar outcomes) such as reducing waste, water conservation, energy saved, healthier lifestyle, etc.

This session encourages participants to identify SMART goals with community level impacts.

COMMUNITY ACTION PLAN DISCUSSION

- Share your community action plan ideas and get feedback from the group.
- Refine the action plan



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A Sustainability Action Plan provides a framework by identifying key goals and actions that must be taken when moving towards sustainability. It is about influencing performance, behaviors, attitudes and actions—at a Council, community, household and personal level—by encouraging local action on global issues. Utilize the handout “Final Sustainability Action Plans” to provide more detail on how the plan could be successfully implemented. Write on the flip chart some of the community ideas shared by participants.

FINAL SUSTAINABILITY ACTION PLANS

- Actions/Goals
- Barriers
- Solutions
- Benefits
- Timeline
- Individual and Community Considerations
- Success stories




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For the following discussion, which brings the course to a culmination, the course leader should facilitate discussion and a participant should record the main ideas put forth.

During the discussion, use the handout “Final Sustainability Action Plans” to capture ideas for action.

Be sure to record the ideas that are offered, breaking them down into the categories shown. At the end of discussing each topic (energy, water, etc.), we will look over ideas for community-scale actions and consider ways to go about working together on some of these.

Class members can contribute as they wish in sharing:

1. What goals they have
2. What the biggest barriers are to achieving those goals
3. What ideas they have for overcoming barriers (solutions)
4. What ideas fit at the individual level
5. What ideas fit at the community level

AND any success stories that they have already experienced.

Record the ideas on large sheets of paper.

OPPORTUNITIES FOR COMMUNITY INVOLVEMENT

- List ongoing sustainability efforts
- Discuss local opportunities



Photo: Microsoft clipart



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Take time to brainstorm local opportunities and sustainability efforts. Create list for class to take home. Use examples from IFAS Extension.

ENGAGING OTHERS

- Modeling behavior
- Conversations
- Challenge others/
competition
- Rewards
- Networking



Photo: Microsoft clipart



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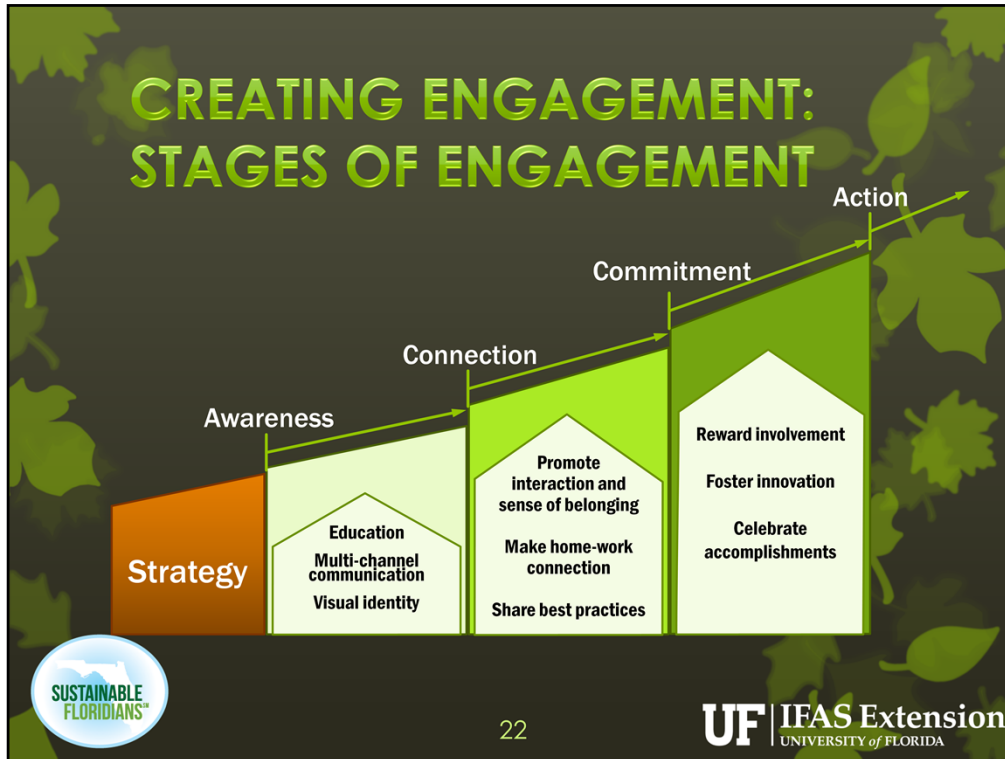
To start, you need a solid sustainability vision and strategy so people have a clear understanding of what the issue is and why sustainability is important to their own futures. This foundational step is key and will be the glue that ties together all the other elements as the stages progress.

Building on that clear vision and strategy, think next about how you can best “meet your audience where they are” to increase awareness and understanding of sustainability—not only what it means to you, but also what it means to them.

Once you’ve connected on a personal level and they feel a closer connection to the vision and strategy, you are well positioned to move them toward individual commitments, both at work and at home. This requires ongoing interaction, idea sharing and reinforcement of their value in the sustainability journey.

Finally, as you progress along the engagement continuum, they will achieve action-oriented results built upon a healthy level of competition, recognition and rewards.

Through inspired leadership, effective communication, and openness to new ideas, you can deliver positive impact in your community.



You will see that engagement begins with education and communication and ends with action. You can practice leadership by educating others in your community on issues that are important to you and inspire others to take action with you.

Source: "The four stages of engaging employees on sustainability" by Margie Flynn. September 5, 2012. Available online at <http://www.greenbiz.com/blog/2012/08/30/four-stages-employee-engagement-sustainability>

TAKE HOME MESSAGES

- What would be a key concept from the **Sustainable FloridiansSM Program** that you could share with others?
- How do you want the momentum to keep going?

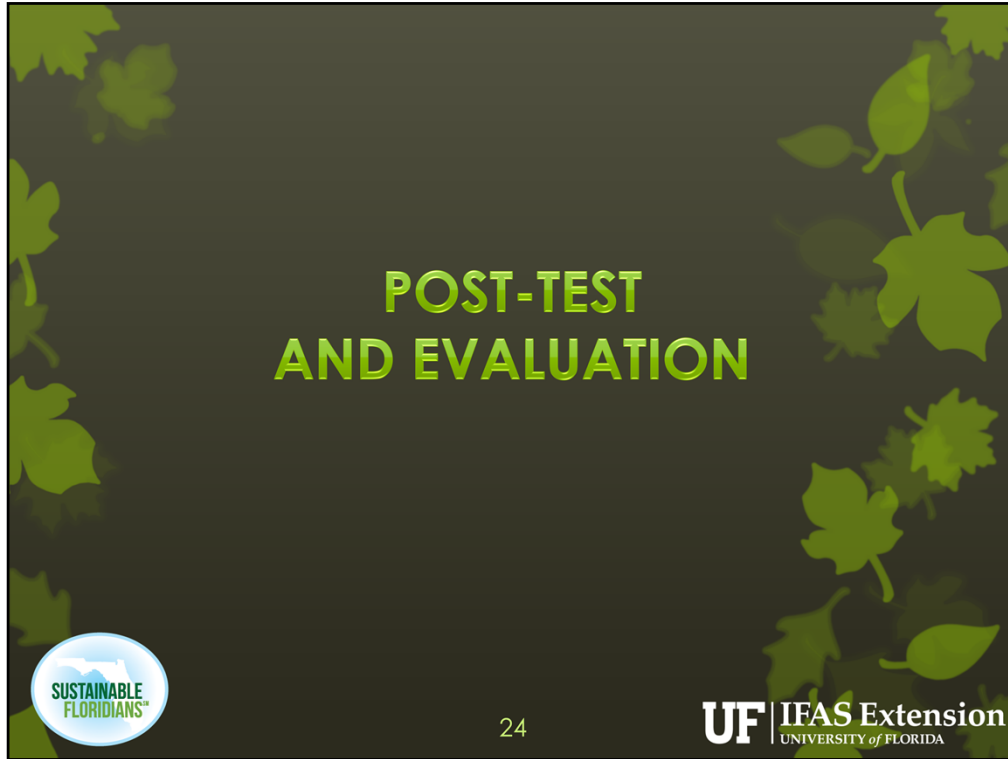


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Write down and turn in to the facilitator.

Group discussion of two to three key 'take home' messages.



Administer Post-test and Evaluation.

What are the key points we need to be sure we get covered from other modules?

The evaluation includes evaluating the readings and take-home messages that participants have felt were of particular importance. This is a way of sharing the impact the program has had on participants.

CONGRATULATIONS!

“The character of a whole society is the cumulative result of countless small actions, day in and day out, of millions of persons.”

– *Duane Elgin*



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Present Certificates of Completion if this is your last module in the series.