

Looking  
for  
Likely Alternatives

# LOLA



LOLA IRELAND

**Sustainable Living and Stewardship**

**A Civic, Social and Political Education  
Action Project Resource**

**LOLA (original version) designed and written by:**

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Consumer Citizenship Network (CCN) <http://www.perlprojects.org/>

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# LOLA OVERVIEW

## Background to LOLA

Looking for Likely Alternatives (LOLA) is an international pedagogical tool for teachers and students hosted by the Sustainable Everyday Project (<http://sustainable-everyday.net/lolaprocess/>). LOLA was first launched in 2005 by the Consumer Citizenship Network (CCN). The CCN network of partners continues today under the Partnership for Education and Research about Responsible Living (PERL) (<http://www.perlprojects.org/>).

## LOLA Ireland

The CDVEC Curriculum Development Unit, Dublin and the Professional Development Service for Teachers explored the idea of adapting LOLA for the Irish post-primary curriculum. It was recognised that with some adaptation the LOLA process could be used to support an ACTION PROJECT for the Civic, Social and Political Education (CSPE) concept of STEWARDSHIP. An advisory group inclusive of CSPE teachers was formed and the LOLA Ireland resource is the outcome of the work of this group.

## Overview of the LOLA Ireland resource

The LOLA process requires that students engage in a series of steps to locate, critique and raise awareness of good local case studies about sustainable living and stewardship of the environment. Good sustainable living and stewardship case studies provide examples of how people can live in a way that meets present day needs, while caring for the environment and without compromising the ability of future generations to meet their own needs.

In terms of the *Junior Cycle Framework*, operational from 2014 onwards, this resource offers specific support to the achievement of the following statements of learning:

- values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- learns how to think and act sustainably
- develops moral, ethical and responsible decision making and a sense of personal values

The LOLA resource encourages and supports literacy skills. Literacy strategies such as Writing Frames etc are employed throughout. A Word Bank template is included at the end of the resource for students to record any new words or phrases they encounter during the LOLA process (p.54).



STEP 1: IDENTIFY

# STEP 1 IDENTIFY

## Overview:

Step 1 of **LOLA** is designed to help students to:

- understand the meaning of Sustainable Living and Stewardship
- examine sample case studies of Sustainable Living and Stewardship initiatives
- assess the case studies using Sustainable Living and Stewardship Criteria
- reflect on and document their learning

**Time required:** Approximately two single classes or one double class.

## Student Handout: Step 1 (IDENTIFY)

Provide each student with Student Handout 1 (p.7).

Explain briefly what is going to happen during Step 1 and that the handout can be used to guide students through the various activities.

## Discussion: Introduction to Sustainable Living and Stewardship

Invite the students to discuss the following statements as a whole class or in groups:

*"People can live in a way that meets present day needs without compromising the ability of future generations to meet their own needs".*

*"Every person is a temporary owner or steward entrusted and empowered with care and maintenance of the planet".*

To support the discussion teachers might like to interject with a number of prompt questions, for example:

- Are we good stewards of the planet (in terms of conservation, pollution, over-consumption, waste disposal, use of natural resources etc)? What are we doing right/wrong? How can we improve?
- Is Sustainable Living and Stewardship about making conscious and better decisions about what we do in relation to the environment, society and economy?
- Is there a difference between human needs and wants? Does Sustainable Living and Stewardship mean sacrificing what we need or sacrificing what we want?

## Activity: Case Study

Sample case studies are available on pp.8 -11. Teachers can use these and /or source or write their own.

Divide students into groups of approximately four. Roles within the group are either assigned by the teacher or agreed by group members e.g. reader, note taker, reporter, time keeper etc.

Each group receives a copy of one case study. The reader in each group reads the case study. The teacher then checks that students understand what the case study is about, terminology used etc. Then the group discusses and answers the questions on Student Handout Step 1 (p.7):

- What are the good things about this case study for people, the community, the environment ?
- Is an activity like this already happening in your community?
- Is an activity like this needed in your neighbourhood? Why?

Discussion points are recorded by the note takers in each group. At the end of the discussion the teacher invites feedback.



# STEP 1 IDENTIFY

## Activity: Sustainable Living and Stewardship Criteria

After students have given feedback on their case study, introduce them to the Sustainable Living and Stewardship Criteria (Student Worksheet 1.1, p. 18). The Criteria provide a framework to evaluate the case studies. In other words the Criteria help students to identify whether their particular case study is a good example of Sustainable Living and Stewardship.

Distribute the 'Sustainable Living and Stewardship Criteria Worksheet' (Student Worksheet 1.1, p.12) and invite students to read each of the criteria and indicate whether their case study meets each of the criteria listed.

In some instances students may find that they cannot tick any of the boxes for their case study but they may still feel that it is a good example of Sustainable Living and Stewardship. If this happens there are two blank criteria boxes where students can add their own criteria.

The Criteria on Student Worksheet 1.1 (p. 12) includes the following:

							
<b>Makes people aware of how to live sustainable lives</b>	<b>Builds or improves community relations</b>	<b>Creates or improves green spaces</b>	<b>Involves the sharing of skills, tools or equipment</b>	<b>Encourages local, organic or Fair Trade food production</b>	<b>Uses things that already exist</b>	<b>Is a creative/innovative idea</b>	<b>Reduces dependence on fossil fuels</b>

## Activity: Exit Report

Distribute 'Step 1 Exit Report' (Student Worksheet 1.2, p.13) to each student. This worksheet will help students to reflect on Step 1 (IDENTIFY) of the LOLA process. The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each LOLA step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the LOLA process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students are now ready to move on to Step 2 (SEARCH).**

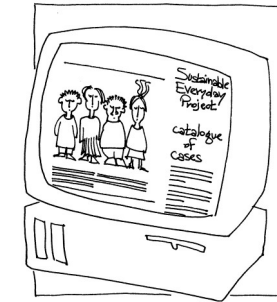


**DISCUSSION: INTRODUCTION TO SUSTAINABLE LIVING AND STEWARDSHIP**

**ACTIVITY: CASE STUDY**

**STEP 1  
IDENTIFY**

**INTRODUCTION**  
Let's find out what 'sustainable living and stewardship' means and check out some examples...



Discuss:



*"People can live in a way that meets present day needs without compromising the ability of future generations to meet their own needs".*



Read the case study and answer the following questions:  
What are the good things about this case study for people, the community, the environment?  
Is an activity like this already happening in your community?  
Is an activity like this needed in your neighbourhood? Why?

*Every person is a temporary owner or steward entrusted and empowered with care and maintenance of the planet".*

**Time to move onto the next step.**

**ACTIVITY: SUSTAINABLE LIVING & STEWARDSHIP CRITERIA**



Use the 'STEP 1 EXIT REPORT WORKSHEET' to write down your thoughts about the work that you have done in Step 1.

**ACTIVITY: EXIT REPORT**



Use the 'Sustainable Living Criteria Worksheet' to evaluate your case study.

# CASE STUDY: Time Banks



## Introduction and Background

In big cities people can often feel isolated in the community because they do not have family nearby and do not know many of their neighbours. They sometimes need different kinds of help and assistance with everyday tasks. Barter solutions like the Time Bank are emerging to help out and are active in approximately twenty-six countries around the world.

## Solution

Time Banks manage the exchange of people's spare time and skills. Every activity, product or service offered has a price in hours. People can ask somebody for help with a particular job and pay back with their own time instead of money. Members complete a form saying what they need and what they could offer in exchange. The request is put in the Time Banks list of announcements and communicated to all the members through a website, a weekly e-mail and a notice posted in the main community centre.

## Benefits

### *Society*

People can receive help with a particular job but, more importantly, everyone can find something to give to others in return. Everyone's time and skills are equally recognised and valued. Time Banks help to build relationships within communities.

### *Environment*

Tools, like lawnmowers, drills etc. get more use and fewer need to be purchased.

### *Economy*

Time Banks can save people money because they do not have to pay for specific services.

## Challenges

The co-ordination of a Time Bank is time consuming and requires management.

In some cases the range of services on offer can be limited, depending on the time available and skill set of those taking part.





# CASE STUDY: Book Exchanges



## Introduction and Background

Most books are read only once. Afterwards they are stored unused on a shelf. The idea of a Book Exchange is that people have free access to books which are left in a public space like community centres, cafes or recycling centres.

## Solution

There are a few different types of Book Exchanges, some more formal and organised than others. Sometimes people are required to 'leave one' when they 'take one'. In other cases the arrangements are less formal and no swap is required; people donate or take a book (or books) whenever they want to. There are also examples of web-based Book Exchanges which provide a free service offering thousands of books for exchange. Users have to become members and a virtual coupon called a book ticket enables them to choose a book. One ticket is worth one book. To get more tickets, members have to contribute books of their own. If somebody is interested in a member's book, Book Exchange sends the book-owner an e-mail and they send the book in the post.



## Benefits

### *Society*

Society benefits when people share and communicate with one another in this way. Book Exchanges help to build relationships within communities.

### *Environment*

Fewer books need to be produced and environmental sustainability is promoted.

### *Economy*

Book Exchange saves users money, giving them new books to read without having to buy them.

## Challenges

Book Exchanges are based on a system of trust and there is a danger that some people might take books and then offer them for sale. Some people prefer to own their books because they are very personal to them.

# CASE STUDY: Lodge a student at home



## Introduction and Background



This house-sharing idea helps university students find cheap, family-style accommodation, while giving older people help, companionship and financial support. Large cities tend to have a huge demand for student accommodation. Room prices are often very expensive, forcing students to live far away and have to commute to college. At the same time, an increasing number of older people live alone and need a little help with everyday activities.

## Solution

These initiatives mean that older people can provide students with low-cost accommodation in exchange for a little household help.

## Benefits

### *Society*

The service gives an immediate solution to two big problems common to cities: the lack of accommodation for students and the need for company and assistance for older people living alone. It also helps to bridge the generation gap and build relations within communities.

### *Environment*

Reducing the number of student commuters has the potential to reduce traffic, pollution and overcrowding on public transport. Sharing of buildings, rooms and facilities reduces the need for heating per person and allows for more efficient use of buildings.

### *Economy*

There are clear economic benefits for both older people and the students. The older people get financial and practical help; while students get access to low-cost rooms. Students can afford to live and study in the city and enjoy the cultural life that is on offer.

## Challenges

Some older people use the students as nurses, which was never the aim of the initiative. There is also a tendency for older people to look for female students, and for students to look for female elderly people. This reduces the opportunities for males, both older males and male students.

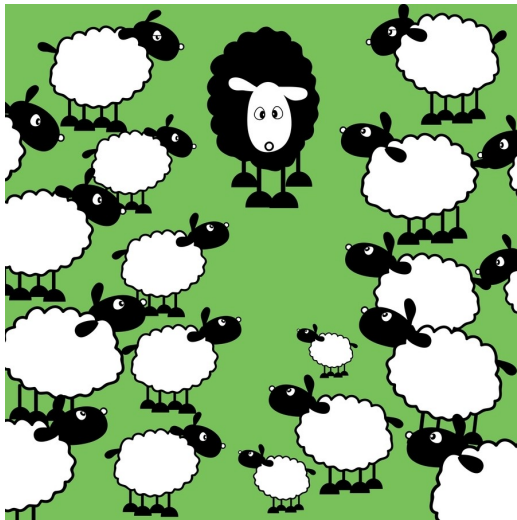
# CASE STUDY: Sheep in Turin's Parks



## Introduction and Background

Sheep are used to trim the lawns of Turin's parks for two months each spring. The sheep are herded into Meisino park, a vast area of land along the Po River on the city's eastern outskirts, and the Sangone park.

This is not a new idea; sheep were originally used to keep parks mowed when Europeans invented country parks in the 18th Century.



## Benefits

### *Society*

The public come into contact with and learn about animals.

### *Environment*

The parks are kept clean and greenhouse gas emissions are eliminated since the grass is maintained without the use of fossil-fuel powered lawn mowers

### *Economy*

City officials say the initiative saves a lot of money in gardeners' fees. The shepherds who take part in the scheme save money too as they do not have to rent spring pastures to graze their sheep.

## Challenges

In the first year of this initiative cattle were also used but cattle produce significantly more manure than sheep so it was decided not to continue them again.

# Sustainable Living Criteria

Name of Case Study: \_\_\_\_\_


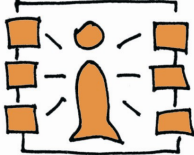



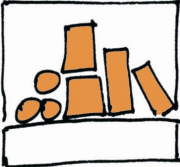


Below you will find a set of **8 sustainable living criteria** that are numbered 1 - 8.

Think about the case study that you have just read...

Do any of these 8 criteria apply to your case study? Tick ✓ if YES and X if NO in each of the boxes.

If you think that there are any criteria missing there are two spaces left for you to make up your own criteria.



<p>1</p>  <p>Makes people aware of how to live sustainable lives</p> <p><input type="checkbox"/></p>	<p>2</p>  <p>Builds or improves community relations</p> <p><input type="checkbox"/></p>	<p>3</p>  <p>Creates or improves green spaces</p> <p><input type="checkbox"/></p>	<p>4</p>  <p>Involves the sharing of skills, tools or equipment</p> <p><input type="checkbox"/></p>	<p>5</p>  <p>Encourages local, organic or Fair Trade food production</p> <p><input type="checkbox"/></p>
<p>6</p>  <p>Uses things that already exist</p> <p><input type="checkbox"/></p>	<p>7</p>  <p>Is a creative/innovative idea</p> <p><input type="checkbox"/></p>	<p>8</p>  <p>Reduces dependence on fossil fuels</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

**LOLA  
STEP 1**

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Name:

The main TOPICS in Step 1 were...


Here is a short DESCRIPTION of what took place in Step 1...


ONE important thing I LEARNED was...


What I found particularly INTERESTING was...






STEP 2: SEARCH

## STEP 2 SEARCH

### Overview:

Step 2 of **LOLA** is designed to help students to:

- identify where to find local Sustainable Living and Stewardship case studies
- carry out preliminary research about the local case studies
- use the criteria (from Step 1) to assess their local case study
- reflect on and document their learning

**Time required:** Approximately two single classes or one double class.

### Student Handout Step 2 (SEARCH)

Provide each student with Student Handout 2 (p.16).

Explain briefly what is going to happen during Step 2 and that the handout can be used to guide students through the various activities.

### Discussion: Possible sources of information about local case studies

Ask students if they know of any local examples of Sustainable Living and Stewardship. Briefly explore how they might find out additional examples /case studies, e.g., local newspaper, internet, family/friends etc.

### Activity: Preliminary Research

Divide students into small groups and invite them to locate one interesting local case study. If they find this challenging encourage them to use/combine the following words in a google search: sustainable, living, sustainability, stewardship, ethical,

ecological, eco etc. You might also find it useful to provide them with one or more of the following examples to get them started:

- Cul Green Croke Park (Dublin)
- Dublin Bikes (Dublin)
- ESB E-Car charging points (Dublin)
- The Rediscovery Centre (Dublin)
- CloghJordan EcoVillage (Co Tipperary)
- The Organic Centre (Co Leitrim)
- Future Proof Kilkenny (Co Kilkenny)
- Sonairte Centre (Co Meath)

### Activity: Case Study Evaluation

Once each group has located their local case study invite them to complete a 'Local Case Study Worksheet' (Student Worksheet 2.1, p.17). This worksheet will facilitate students to record some basic information about their local case study and to evaluate it using the Sustainable Living & Stewardship Criteria.

### Activity: Exit Report

Distribute 'Step 2 Exit Report' (Student Worksheet 2.2, p.18) to each student. This worksheet will help students to reflect on Step 2 (SEARCH) of the **LOLA** process. The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each **LOLA** step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the **LOLA** process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students are now ready to move on to Step 3 (SHARE AND SELECT).**



**DISCUSSION: POSSIBLE SOURCES OF INFORMATION ABOUT LOCAL CASE STUDIES**



**STEP 2  
SEARCH**

**INTRODUCTION**  
Let's work in small groups to find our own examples of Sustainable Living and Stewardship...

Audit local newspapers



Where can we find examples of local Sustainable Living and Stewardship case studies?

Internet searches



← [Some ideas...] →

Ask teachers, parents, friends, neighbours or local groups



**ACTIVITY: PRELIMINARY RESEARCH**



**ACTIVITY: CASE STUDY EVALUATION**



Working as part of a small group find an interesting local Sustainable Living and Stewardship case study.

Time to move onto the next step.

**ACTIVITY: EXIT REPORT**



Use 'STEP 2 EXIT REPORT' to write down your thoughts about the work that you have done in Step 2.

Once you have found a local case study complete the 'Local Case Study Worksheet' to check if it meets any of the Sustainable Living & Stewardship Criteria.













**LOLA**  
**STEP 2**

Local  
Case Study

Name of the local case study:	
Location:	
How did you find out about it?	
Describe in two sentences what it is trying to achieve:	

Does the case study address any of the following Criteria? Tick ✓ or X in each of the boxes provided.

							
<b>Makes people aware of how to live sustainable lives</b>	<b>Builds or improves community relations</b>	<b>Creates or improves green spaces</b>	<b>Involves the sharing of skills, tools or equipment</b>	<b>Encourages local, organic or Fair Trade food production</b>	<b>Uses things that already exist</b>	<b>Is a creative/innovative idea</b>	<b>Reduces dependence on fossil fuels</b>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

What is the most interesting thing that you learned? Why?

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**LOLA**  
**STEP 2**

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Name:

The main TOPICS in Step 2 were...


Here is a short DESCRIPTION of what took place in Step 2...


ONE important thing I LEARNED was...


What I found particularly INTERESTING was...






STEP 3: SHARE & SELECT

## STEP 3 SHARE & SELECT

### Overview:

Step 3 of **LOLA** is designed to help students to:

- share key points of information about a range of local Sustainable Living and Stewardship case studies
- incorporate some of the Sustainable Living & Stewardship Criteria terminology when sharing local case study information
- agree on a local Sustainable Living and Stewardship case study that the class would like to learn more about
- reflect on and document their learning

**Time required:** Approximately two single classes or one double class.

### Student Handout Step 3 (SHARE & SELECT)

Provide each student with Student Handout 3 (p.21).

Explain briefly what is going to happen during Step 3 and that the handout can be used to guide students through the various activities.

### Activity: Small Group Summing Up

In the same groups as STEP 2 (SEARCH), invite the groups to review the Local Case Study Worksheets (Student Worksheet 2.1) that were completed in Step 2.

Using the worksheets as an aide memoire invite the groups to prepare a short summary (approx. 1 min) of their local case study. If possible they should include some of the language from the Sustainable Living & Stewardship Criteria when describing their case study.

### Activity: Large Group Sharing

Invite representatives from each group to give a short summary of their local case studies.

When all groups have shared their summary, offer the opportunity for a short Q & A session.

### Activity: Pair and decide

Divide students into pairs to briefly discuss / review the case studies.

Invite each pair to decide which of the cases sound most interesting and the one that they would most like to learn more about.

List the names of the case studies on a board or flip chart. Invite each pair to place a tick ✓ beside one case study. The case study with the highest number of ticks ✓ will then be the focus of STEP 4 (ACT) of the **LOLA** process.

### Activity: Exit Report

Distribute 'Step 3 Exit Report' (Student Worksheet 3, p.22) to each student. This worksheet will help students to reflect on Step 3 (SHARE & SELECT) of the **LOLA** process. The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each **LOLA** step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the **LOLA** process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students are now ready to move on to Step 4 (ACT).**





# STEP 3 SHARE & SELECT

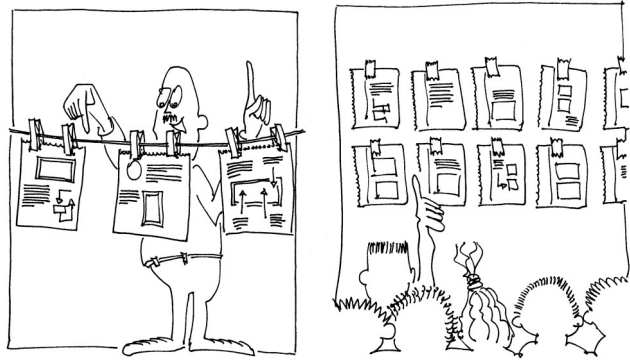
**INTRODUCTION**  
Each small group will now share what they have found and decide which case study the class would like to find out more about...

## Activity: Small Group Summing Up / Large Group Sharing



Each small group of students prepares and presents a short summary of their local case study.

## Activity: Pair and Decide



After the presentations the class divides into pairs to select one case study they would like to learn more about.



## ACTIVITY: EXIT REPORT



Use 'STEP 3 EXIT REPORT' to write down your thoughts about the work that you have done in Step 3.

Time to move onto the next step.



**LOLA  
STEP 3**

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Name:

The main TOPICS in Step 3 were...


Here is a short DESCRIPTION of what took place in Step 3 ...


ONE important thing I LEARNED was...


What I found particularly INTERESTING was...




A large, stylized white number '4' is centered on an orange background. The number is composed of thick, hand-drawn white lines. The top bar of the '4' is a single horizontal line. The vertical stem is formed by two lines that meet at the top and bottom, with a slight gap in the middle. The bottom bar is a single horizontal line. The overall appearance is that of a hand-drawn or chalk-drawn number.

STEP 4: ACT

## STEP 4 ACT

### Overview:

Step 4 of **LOLA** is designed to help students to:

- find out more about the local case study that the class has decided to focus on
- actively engage in raising their own awareness and that of others about the local case study
- work as part of a team to engage in an action(s) to raise awareness about the case study
- reflect on and document their learning

**Time required:** Approximately four single classes or two double classes.

### Student Handout Step 4 (ACT)

Provide each student with Student Handout 4.1 (p.26).

Explain briefly what is going to happen during Step 4 and that the handout can be used to guide students through the various activities.

### Activity: Decide Action

Having decided which local case study the class would like to find out more about/ create awareness about, the class must now decide what type of action(s) will take place to facilitate this.

Actions might include:

- producing an awareness raising booklet or information leaflet about the local case study.
- inviting a guest speaker from the local case study initiative to class.

- raising awareness about the local case study by presenting findings to: another class, students at a school assembly, parents evening etc.
- field trip to a local case study initiative.

In small groups invite students to discuss what type of action they would like to take and why?

Take feedback from the small groups and decide on the action(s).

### Activity: Brainstorm Committees

Brainstorm with the students the range of possible committees that might be formed to support the carrying out of the action(s). These will vary depending on the action(s) selected and might include some of the following:

QUESTION/PRESENTATION Committee, IMAGES Committee, RESEARCH Committee, PERMISSION Committee, INVITATIONS Committee, PUBLICITY Committee, ROOM Committee, REFRESHMENTS Committee, RECORDING Committee, WELCOME/HOSTING Committee, THANK YOU Committee, FINANCE Committee, and so on.

### Activity: Form Committees

Divide students into committees appropriate to their chosen action. Ensure all students are part of a committee and have an individual task within that committee. Keep a few jobs for students who may be absent on the day committees are formed (e.g., someone to interview students and write an article/report on the action).

Invite each committee to meet to clarify the distinct role they will play in the organisation of the agreed action(s). It is also a good idea to allocate each student within the committee a role to ensure that





## STEP 4 ACT

their job is successfully undertaken (e.g., leader, recorder, timekeeper, observer, question person etc). Distribute Student Worksheet 4.1 (p.27) and invite students to complete it. Once the roles have been clarified each committee should plan and carry out their work.

### **Activity: Carry out the Action**

#### *Poster, Booklet or Information Leaflet*

If the action involves the design and production of an awareness raising poster, booklet or information leaflet about the local Sustainable Living and Stewardship case study invite students to complete Student Worksheet 4.2 (p.28).

#### *Interviews:*

If the action involves inviting a speaker to class or interviewing someone during a field trip to a local case study, the sample interview questions, provided in Teacher Resource Sheet - Step 4 (p.29), might be useful.

#### *Presentation:*

Student Handout 4.2 (p.30) provides a few tips for students on how to prepare and carry out effective presentations.

#### *Exhibition:*

If wished students can organise and host an exhibition as their action. Resources to support this action can be found in the next (OPTIONAL) STEP.

### **Activity: Exit Report**

Distribute 'Step 4 Exit Report' (Student Worksheet 4.3, p.31) to each student. This worksheet will help students to reflect on Step 4 (ACT) of the LOLA process. The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each LOLA step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the LOLA process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students are now ready to move on to Step 5 (DISCUSS & REFLECT) or if they have not already done so they can organise and host an exhibition (OPTIONAL STEP) before moving on to Step 5.**

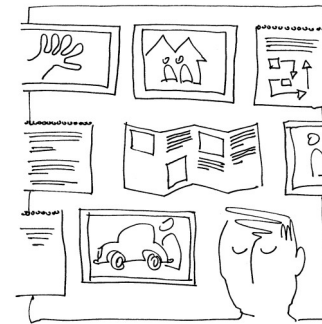


# STEP 4 ACT

**INTRODUCTION**  
Now it's time to carry out one or more actions...

## ACTIVITY: DECIDE ACTION

Having decided which local case study your class would like to find out more about/ create awareness about, the class must now decide to take one or more of these action(s).



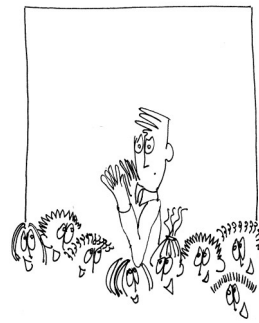
or



Produce an awareness raising poster, booklet or information leaflet about the local case study

Invite a guest speaker from the local case study

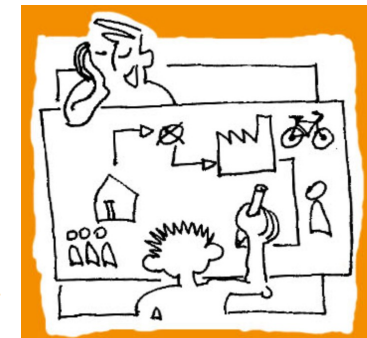
## ACTIVITY: BRAINSTORM / FORM COMMITTEES



or



or



Brainstorm what committees might be formed to help carry out your class action(s). Divide into committees and complete the 'Committees Worksheet'.

Visit a local case study initiative

Raise awareness about the local case study by presenting your findings to another class or at a school assembly

Time to move onto the next step.

## ACTIVITY: EXIT REPORT



Carry out your Action

Use 'STEP 4 EXIT REPORT' to write down your thoughts about the work that you have done in Step 4.



C  
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M  
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I  
T  
T  
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S  
  
W  
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R  
K  
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H  
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E  
T

Name:

I belong to the Committee

My Committee is responsible for:

The title of my role within the Committee is:

Use the table below to think about the various jobs/tasks that you need to undertake in your role.

Date	My job(s)	What do I need?	How do I get it?	Who can help me?

A  
W  
A  
R  
E  
N  
E  
S  
S  
  
R  
A  
I  
S  
I  
N  
G

Design an image to help to promote awareness of your case study. Include a slogan to highlight how people can get involved and encourage them to take action in their community.

A large, empty rectangular box with a thick orange border, intended for students to draw and create a slogan for their case study.

## LOLA STEP 4

### Examples of Interview Questions

- Who started the case study initiative? Why?
- How many people (volunteers or employees) are involved?
- Who and how many people access or use this initiative?
- Why do people get involved?
- Can you describe a typical user?
- How can people get involved?
- How does the initiative work?
- What works well and why?
- What could be improved and how?
- Are there similar initiatives either locally or at an international level?
- How do you think your initiative will develop in the next 3-5 years?
- What effect does this initiative have on the economy, environment and/or society?
- Does the initiative address any of the Sustainable Living & Stewardship Criteria?



## LOLA STEP 4

# TIPS for making a presentation



## Here are TIPS to help you make a memorable presentation

**1 SORRY BUT IT'S NOT ALL ABOUT YOU!!!** You might be the one speaking but your audience is more important. So you need to consider the following:

**Content**—what is your message? Get this clear in your mind before you start planning the detail of your presentation.

**Consideration**—who is your audience? What is important for them to hear in the time that you have?

**Confidence**—be confident in your Stride, Stand, Smile and Speak...

**Projection**—make sure people can hear you but don't deafen the people at the front!

**Pace**—Sometimes people talk really fast when they are nervous. Try to keep a steady pace throughout otherwise your audience will be exhausted trying to keep up with you!

**Pitch**—vary your pitch to keep your voice interesting to listen to.

**Pronunciation**—make sure all your words are clear (and that you know what they all mean in case you're asked to explain something)

**Pause**—don't be afraid of silence. Pausing gives you time to catch your breath and also gives your audience time to take in what you have been saying.

**2 Tell a Story.** People love to hear personal tales. Why not share something from your life that shows why the subject of your presentation matters to you. If you're looking for some inspiration check out Malcolm Gladwell's talk about spaghetti sauce on [http://www.ted.com/talks/malcolm\\_gladwell\\_on\\_spaghetti\\_sauce.html](http://www.ted.com/talks/malcolm_gladwell_on_spaghetti_sauce.html). He uses lots of personal anecdotes which makes the talk more interesting for his listeners.

**3 Use a prop.** Anything will do. Think about what it is that you want to say about your local case study and find an object that helps you make your points. (It also gives your hands something to do other than fiddle with themselves!)

**4 Get your audience involved.** Get them doing something. Ask them a question, get them involved in a game, a quiz, a test...

**5 Learn some fantastic facts.** These help back up your story. Use some of the information you already know about your case study.

**6. Give your audience a challenge.** At the end of your presentation, after you've built them up and got them interested, encourage them to find out more or give them a couple of suggestions for how they can get involved.



**LOLA**  
**STEP 4**

**E**  
**X**  
**I**  
**T**  
**R**  
**E**  
**P**  
**O**  
**R**  
**T**

Name:

The main TOPICS in Step 4 were...


Here is a short DESCRIPTION of what took place in Step 4 ...


ONE important thing I LEARNED was...


What I found particularly INTERESTING was...




An abstract graphic consisting of several thick, white, hand-drawn style lines on a solid orange background. The lines are curved and intersect, creating a sense of movement and flow. One line starts from the top left and curves downwards towards the center. Another line starts from the top center and curves downwards towards the right. A third line starts from the top right and curves downwards towards the center. A fourth line starts from the top right and curves downwards towards the bottom right. The lines are thick and have a slightly irregular, hand-drawn appearance.

OPTIONAL STEP: MORE ACTION



## OPTIONAL STEP MORE ACTION

### Overview:

The Optional Step of **LOLA** is designed to help students to:

- actively engage in raising awareness about their local Sustainable Living and Stewardship case study
- work as part of a team to plan and host an exhibition to raise awareness about the local case study
- reflect on and document their learning

**Time required:** Approximately two single classes or one double class.

### Student Handout Optional Step (MORE ACTION)

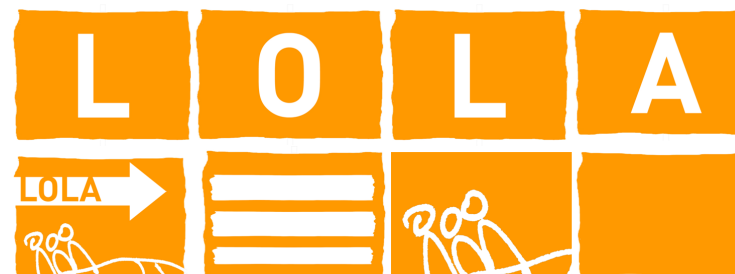
Provide each student with Student Handout 1: Optional Step (p.34). Explain briefly what is going to happen during this step and that the handout can be used to guide students through the various activities.

### Activity: Plan and host exhibition

Invite students to organise an exhibition in the school, local library or community centre, to raise awareness about their local Sustainable Living and Stewardship case study.

During the exhibition planning stage teachers may wish to provide students with copies of the '6 TIPS to help you organise a brilliant exhibition' (Student Handout 2: Optional Step p.35) and the '**LOLA** Exhibition Guide' (pp.36-47). There is also a set of 28 '**LOLA** Exhibition Templates' to help students design display material for their awareness raising exhibition (available upon request from [info@cdu.cdvec.ie](mailto:info@cdu.cdvec.ie)).

Examples of templates include the following:



Students can use the templates to create their own A4 exhibition display sheets. They simply add their own text, photos, drawings, collages etc, then print, mount and display.

### Activity: Exit Report

Distribute 'Optional Step Exit Report' (Student Worksheet 1: Optional Step, p.48) to each student.

This worksheet will help students to reflect on the Optional Step (MORE ACTION) of the **LOLA** process.

The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each **LOLA** step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the **LOLA** process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students are now ready to move on to Step 5 (DISCUSS AND REFLECT).**





# OPTIONAL STEP MORE ACTION

**INTRODUCTION**  
The class may decide that they want to now raise awareness by organising and hosting an exhibition.

## ACTIVITY: PLAN THE EXHIBITION



Plan an exhibition to be held in the school, local library or community centre, to raise awareness about your local case study.

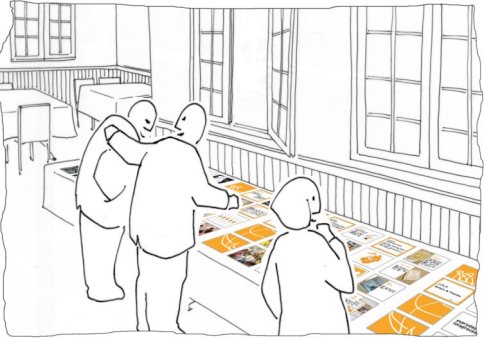


## ACTIVITY: DESIGN THE EXHIBITION



Read the '6 TIPS to help you organise a brilliant exhibition' and the '**LOLA** Exhibition Guide'. These will help you plan, design, and mount your awareness raising exhibition.

## ACTIVITY: HOST THE EXHIBITION



## ACTIVITY: EXIT REPORT

Use the 'EXIT REPORT' to write down your thoughts about the work that you have done in this Step.



Time to move onto the next step.



**LOLA**  
**OPTIONAL**  
**STEP**

**6 TIPS for  
organising  
exhibitions**

**6 TIPS to help you organise a brilliant exhibition**



- 1. Use the LOLA Exhibition Guide.**  
These resources will help you to mount a really effective, eye-catching display.
- 2. Think about how you can make the event as sustainable as possible.**  
For example, email your invitations rather than printing them; use recycled paper for your displays; hold the exhibition during the spring/summer in a room with plenty of natural light to avoid heating/lighting; offer Fair Trade tea/coffee; use washable cups and plates (no plastic thank you!) etc
- 3. Publicise the event.** Make some posters or flyers with all the crucial details.
- 4. Create some atmosphere.** Is there going to be music, decoration, special lighting? It needs to look like people are having a fabulous time even when it first starts and there's just three of you standing in an empty room.
- 5. Get a teacher to help out.** They can sort out the boring stuff like first aid, fire, and risk assessment. You'll be too busy blowing up balloons.
- 6. Record the success.** Count how many people take part, take photos, make videos then share your success with others in the school, friends and family...



# LOLA

## Exhibition Guide



## How to mount a **LOLA** Exhibition

This little guide should give you some quick, easy and very cheap ideas about how to mount an expo.

The first thing to do is gather all of the information about the local Sustainable Living and Stewardship case study that you want to display at the expo.

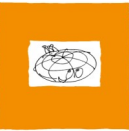
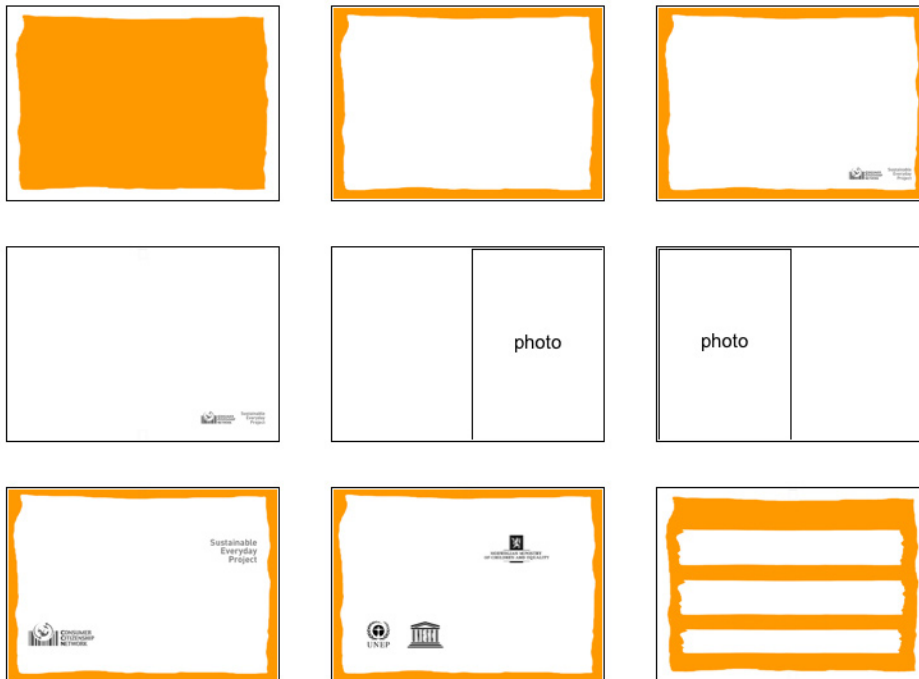
Ask your teacher to source the **LOLA** Expo Templates so that you can display your information in a way that will be visually appealing.

Once you have printed off your exhibition material you need to consider the space you plan on using for the exhibition. Think about the length, height, width and general characteristics of the space together with the time you can dedicate to mounting, and how long the exhibition will go on for. You also need to consider the resources you have available.

Let's look at some ideas that might help you make these decisions...

## Templates

A set of template pages is available. You can use these to create your own A4 exhibition display sheets. Just add your own text, photos, drawings, collages etc.





## Exhibition Settings

### Example 1

Material:

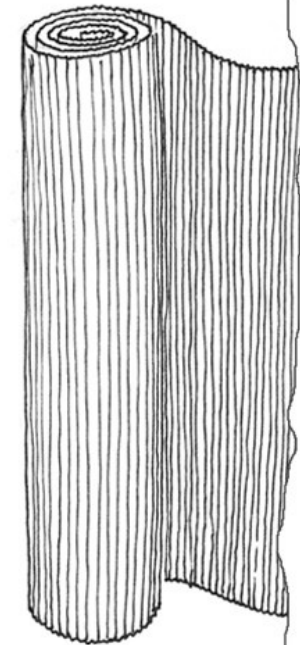
- one corrugated cardboard roll (2 m high / 6 m long minimum)
- Blue Tac

Total price: approx. €5

Unroll the cardboard roll and lay it right up against a wall.

Stick on your A4 prints.

Place the roll vertically along the available space.









## Exhibition Settings

### Example 2

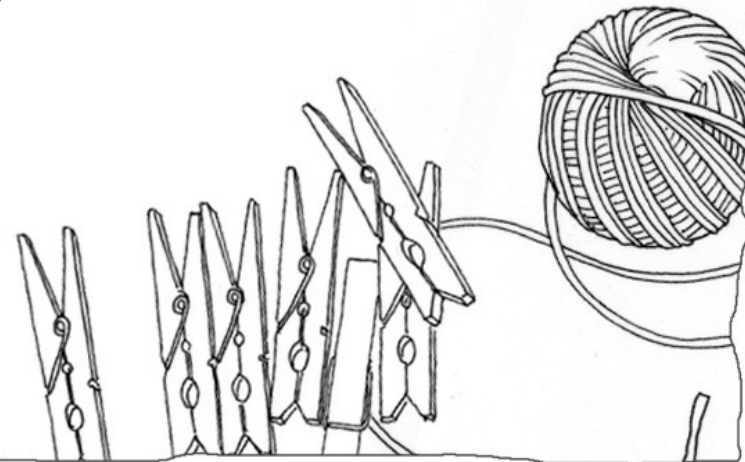
Material:

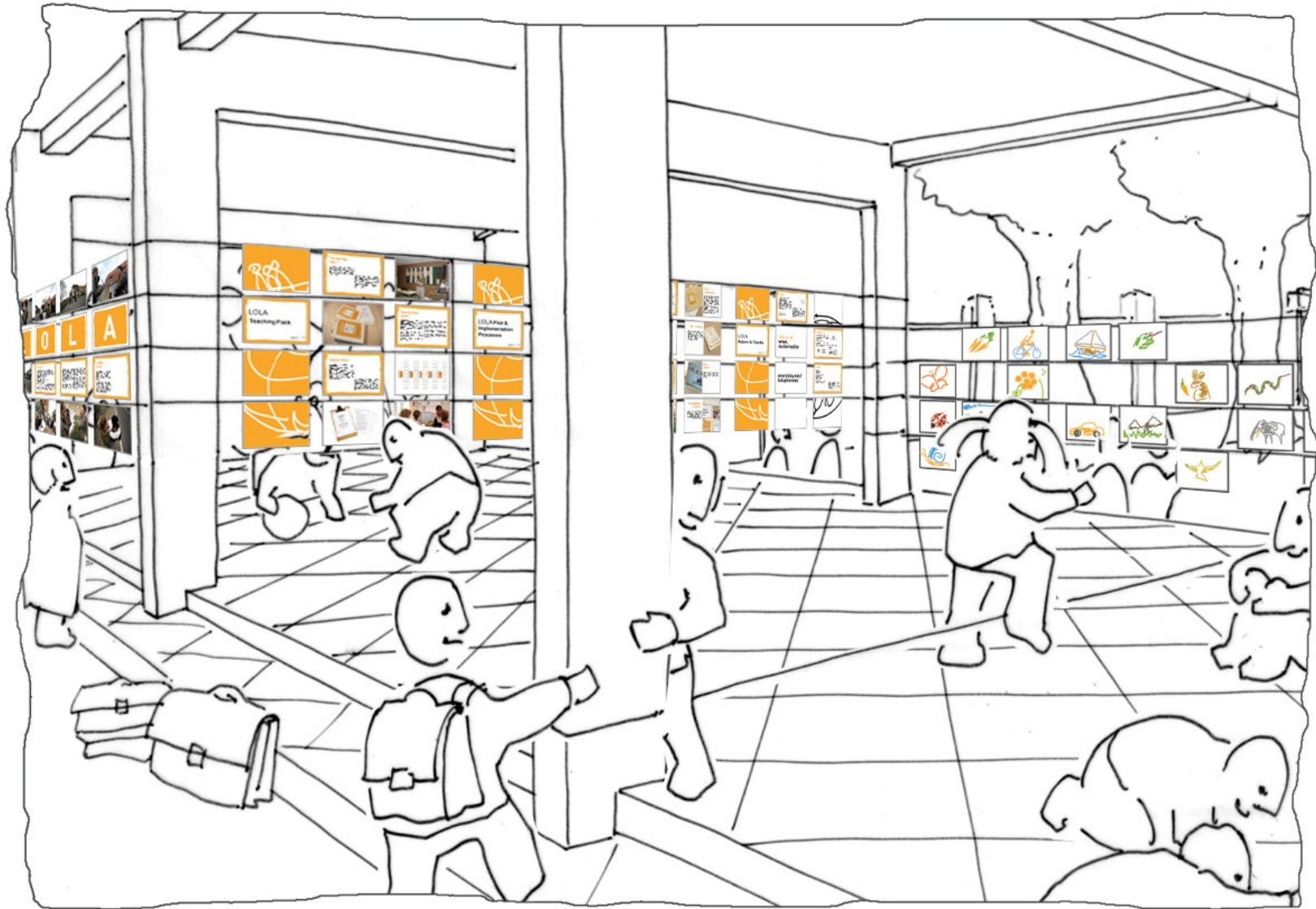
- Clothes pegs (quantity dependent on number of A4 printed pages to be exhibited)
- Twine/string

Total price: approx. €5

Tie four lengths of string between two posts approx. 27 cm apart.

Hang your A4 prints on the string with the clothes pegs.







## Exhibition Settings

### Example 3

Material:

- 16 planks of wood (about 4 x 2 x 210 cm)
- Pins/tacks (128 minimum)

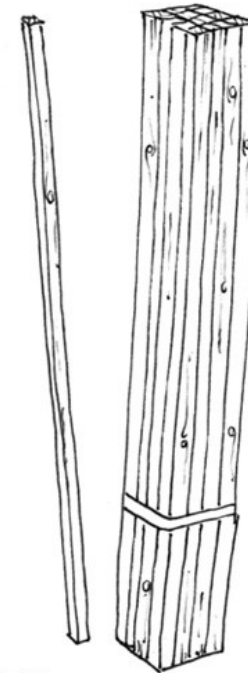
Total price: approx. €20

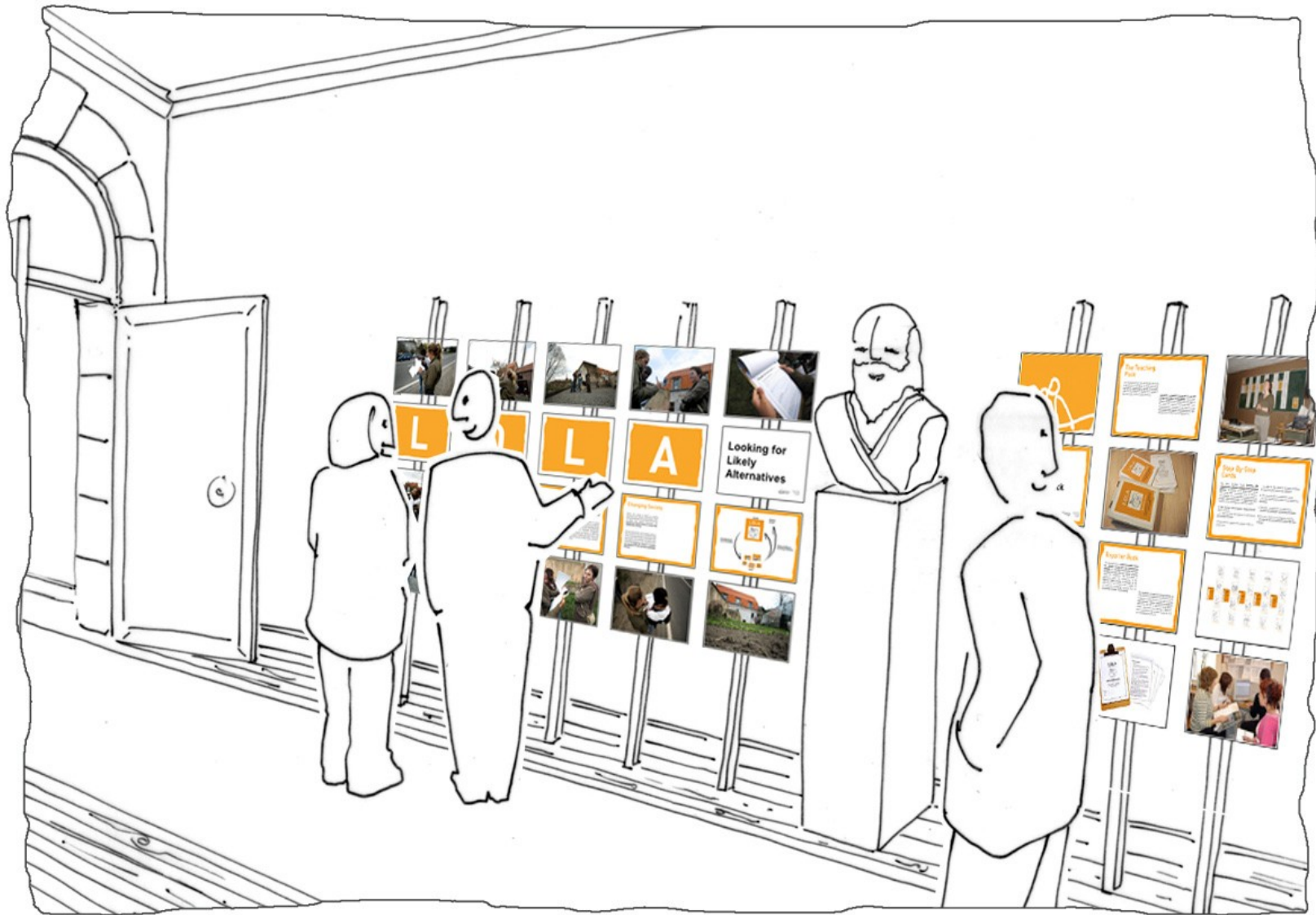
Four A4 prints should be displayed on each plank.

Attach each print with two pins.

Take care to attach prints at the same level on each plank.

Lean the planks against a wall.







## Exhibition Settings

### Example 4

Material:

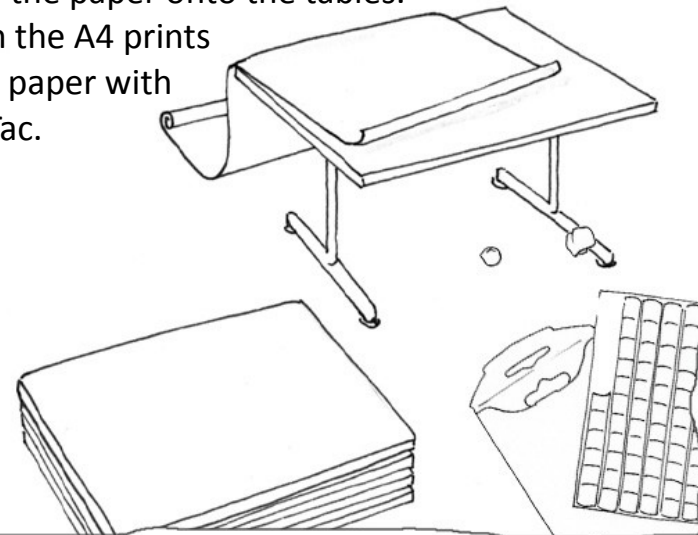
- a roll of thick white paper (1.2 m width / 6 m length minimum)
- Blue Tac
- some tables

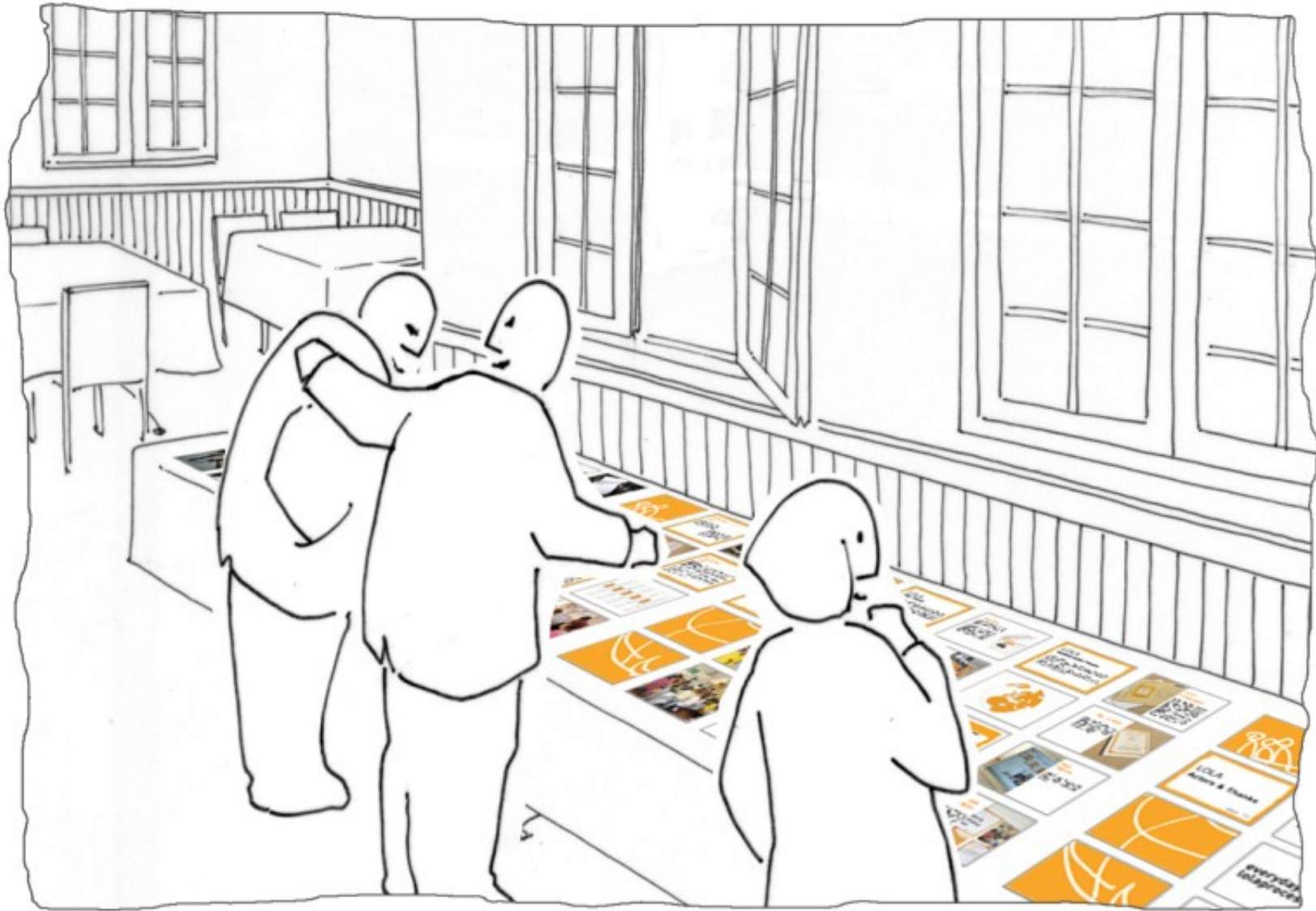
Total price: approx. €10

Set up the tables.

Unroll the paper onto the tables.

Attach the A4 prints to the paper with Blue Tac.





The background is a solid orange color with a white, torn-paper-like border. A white crosshair is centered on the page, with its arms extending towards the corners. The text is positioned in the upper-left quadrant of the orange area.

**Good luck with your  
LOLA exhibition!**

**LOLA**  
**OPTIONAL**  
**STEP**

**E**  
**X**  
**I**  
**T**  
**R**  
**E**  
**P**  
**O**  
**R**  
**T**

Name:

The main TOPICS in this Step were...


Here is a short DESCRIPTION of what took place...


ONE important thing I LEARNED was...


What I found particularly INTERESTING was...








STEP 5: DISCUSS & REFLECT

## STEP 5 DISCUSS & REFLECT

### Overview:

Step 5 of **LOLA** is designed to help students to:

- reflect on and document what they learned from carrying out their action(s)

**Time required:** Approximately two single classes or one double class.

### Activity: Small group discussion

Divide students into small groups.

Provide each group with Student Handout 5 (p.51).

Invite the group to discuss their action using the following questions to guide their discussion:

1. What was your action about?
2. How was the action organised?
3. What did you do?
4. What did you learn about Sustainable Living and Stewardship
5. What skills did you use?
6. What went well?
7. What would you do differently?
8. What did you enjoy?

### Activity: Large group discussion

Focusing on questions 4-8 above invite the small groups to give feedback from their discussion.

Take one item of feedback from each group, working around the groups in carousel fashion. Each time you revisit a group invite a different person to speak. Continue around the room

until everyone has shared at least once. Record key information on a the board or a flipchart sheet as it is shared.

At the end of the discussion summarise the key learning that has taken place.

### Activity: Exit Report

Distribute 'Step 5 Exit Report' (Student Worksheet 5.1, pp.52-53) to each student. This worksheet will help students to reflect on the entire **LOLA** process. The questions on the worksheet are based on those given in the CSPE Course Work Assessment Booklet (CWAB). The process of reflecting on each **LOLA** step will also help students who may complete the CSPE Report on Action Project (RAP) at the conclusion of the **LOLA** process. Students should keep their Exit Reports as an aid for later report writing etc.

**Students have now completed the LOLA process.**





?  
1. What was your action about?

?  
2. How was the action organised?

?  
3. What did you do?

?  
4. What did you learn about sustainable living & stewardship?

**STEP 5**  
**DISCUSS & REFLECT**

?  
8. What did you enjoy?

?  
7. What would you do differently?

?  
6. What went well?

?  
5. What skills did you use?

LOLA

E  
X  
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T

Name:

The **LOLA** project was about...


One reason I/we did the **LOLA** project was because...


One activity I/we took part in during the **LOLA** project was...


Two important things I learned from doing the **LOLA** project are...

1.
2.



LOLA

E  
X  
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T  
R  
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R  
T

One skill I used when doing the LOLA project was...


Here is a description of how I used this skill...


One issue I feel strongly about or found interesting from the LOLA project is...


I feel strongly or found this issue interesting because...


What I can do about this issue or what I think can be done about it...




LOLA

W  
O  
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D  
B  
A  
N  
K

Record new words or phrases in the boxes below: