

THREE
PERCENT
PROJECT

Lessons Learned Report

from 3% Project



ACKNOWLEDGEMENTS

Produced by 3% Project,
Foundation for Environmental Stewardship

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granting us permission to use the design format of its report, "The
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Front cover: Julia Thain, a student from Lord Byng Secondary School,
Vancouver, BC.

Note on maps: All maps included in this publication are stylized and
not to scale. They do not reflect a position by FES on the legal status
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This report and additional online content are available at
www.3percentproject.com

We would also like to thank RBC Foundation for its gift specifically
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Lessons Learned Report

from 3% Project



**THREE
PERCENT
PROJECT**

Empowering
Canadian Youth

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Pictured right: Aerial view of smokestacks in Alberta. Smokestacks are tall pipes located in power plants and factories that release steam and heat into the atmosphere. Its height disperses pollutants over a wide area in an attempt to minimize their impact on air quality.



Letter from the Chair



Education is empowerment. This is one of the simple and powerful messages that inspire the Foundation for Environmental Stewardship, and our flagship SDG Youth Training and 3% Project programs.

We are delighted to present the Final Report of 3% Project in these pages. As you can see, our team has been travelling thousands and thousands of miles, from coast to coast to coast in Canada, visiting schools and delivering our sustainable development programming. We are determined to provide the youth of Canada with skills and resources that they can use today, and also carry into the future. We're all about education.

We're also all about learning as an organisation. For example, our 3% Project for high school students was initially developed based on feedback from university students. Following our SDG Youth Training events in 2017, many university students told us that they wished we had found them sooner, at a younger age, and before they had made some education and life choices.

As ever, our founder and fearless leader Steve Lee swiftly turned that lesson into action. 3% Project was born at the beginning of 2018 in order to provide a modified program to high school students across the country.

We've also learned a lot from our wonderful donors. A number of them helped us to better understand that our Action Project workshops provide transferrable and employable skills to students. This in addition to helping them make strong, considered choices in launching action projects in their communities.

And we've learned a huge amount from the students who have attended our programs. Please pay special attention to the sections of this report which reveal their priorities, levels of preparedness, feelings of hope, and the projects that they have chosen to undertake with guidance and mentorship from our team.

We look forward to seeing you at our *Skill Up Summit* in Toronto from May 11 to 14, and being inspired by students from across Canada as they showcase their local action projects.

A handwritten signature in black ink, appearing to read 'T. Ross'.

Tim Ross
Chair, Board of Directors

Letter from the Executive Director



3% of Canada. 1,000,000 students. 400 high schools. 300 towns. 100 Action Projects. 4 National Tours.

I have obsessed over these numbers for the last three and a half years. 1,371 days later, these numbers became a reality on December 19, 2019.

3% Project is only possible because of the visionary support of George and Martha Butterfield. I am eternally grateful for their trust, risk-taking, and visionary support in starting off this initiative. I am deeply grateful to many more who made 3% Project possible. I am proud of assembling supporters whose purpose and integrity align with the values of 3% Project. Please take the time to review our supporters on page 13. I am further indebted to dozens of organizations and thousands of volunteers, supporters, advisors, teachers, students, Board members, friends, and family.

2019 was the year of climate. 2020 will be the decade of climate. We must collectively imagine of an inclusive, fair, prosperous, and sustainable future that is fully decarbonized and electrified from

clean, sustainable sources of energy. We must make it a reality.

Lasting visions, however, do not go against the will of the people. Abraham Lincoln said, "... public sentiment is everything. With public sentiment, nothing can fail; without it nothing can succeed. Consequently he who moulds public sentiment, goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed."

That is exactly what 3% Project is designed to do. 3% Project is a campaign that shakes the entire nation as waves upon waves in a short time span. We engage the entire nation's young people in a civic action of what future we want. We go to the most difficult places to depoliticize climate action. We go to the most left-behind places to weave their voices into the Canadian narrative. We build the skills of the next generation to not just have the passion, but also the ability to get stuff done. We mould long-term public sentiment that will last a generation.

Our *Lessons Learned Report* serves as a repository of what we tried, what worked, what didn't work, the mistakes we made, and lessons learned. I hope this is useful to your work in creating a more inclusive, fair, prosperous, and sustainable future.

Steve SJ Lee
Executive Director

Board of Directors



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Director

- Technology Entrepreneur and Financial Services Executive
- Former President and Founder, InvestorCOM Inc.



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Director

- Former Leo Lion Board Liaison, Lions Clubs International
- Global Economics Student, Western University



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 Richard Corley
 Shoptrophies.com
 Sidney Robinson
 Sobek Investments
 William C. Graham
 York Heritage Properties
 And many other individuals from the
 green financing and the green energy
 sectors!

3% Project Report

Key Lessons Learned

01. Credibility is paramount to get into public schools.

Generating enough credibility to hold school-wide assemblies takes a long time. Once established, schools are more eager and willing to book due to lessened suspicion and increased expectation of a quality program.

In the beginning of the project when we had no credibility, Steve's personal relationships with teachers and principals was all that we could rely on to get him into public schools.

Booking became a lot easier once three milestones were achieved: 1) Visited over 100 schools; 2) Launched a professionally-designed website; 3) Produced a 7-minute video which previewed our in-school presentation.

Commission-based work and outsourcing booking responsibilities to outside sales companies did not work. In fact, it negatively impacted our project success and reputation.

02. Booking schools is painful.

Booking schools is a mentally draining task in which you are disproportionately met with rejections over approvals. Having a partner is necessary to keep each other accountable, compare ideas, and provide solidarity.

The painful process is necessary; there is no way around it. Cold calling repeatedly is the only way, notably for small organizations, to secure access to presenting in schools.

Principals should be the targeted person of contact right from the beginning since they are often the ones making the final booking decision.

Calling outside class hours, notably before school, will increase the chances of calls being picked up. Either way, luck plays a huge role in catching principals at the right time.

03. It is difficult to understand precisely why schools booked.

It can be assumed that most schools book based on their support for the message or interest in the content of the presentation. However, reasons are most often not explicitly expressed and numerous factors can come into play.

Contact urban schools in September to book assemblies. Larger schools have a set number of assemblies they can hold per year and these spots fill up fast.

Québec and British Columbia were low priority provinces since their climate education is more advanced compared to the rest of Canada.

Plan for a 15% cancellation rate. It is expected that a number of schools will cancel after booking, either out of necessity or human error. Extreme weather is the biggest reason for cancellations.

04. You can't travel like this, but we had no choice.

Rural communities are disengaged from climate conversation and action. Since virtual assemblies backfire in rural areas, we must be there physically.

Do not call and book schools while travelling. Schools always call back during the day, during which the speaker will either be delivering an assembly or driving to their next destination.

Ensure you are well-connected by bringing a phone range extender and renting a satellite phone in advance. This is a necessity when travelling to rural and remote communities across Canada.

Practise defensive driving. It will save "lives, time, and money" since you will most definitely encounter dangerous weather and road conditions.

05. 3% Project's unusual narrative worked.

Spend more time discussing solutions than problems. Those who would be motivated by concern for the impact of the climate crisis have already been mobilized. A profoundly different approach is needed to tackle the remaining audience.

Hero's Journey, a classic story structure, shows us that most people are not yet heroes ready to cross into the unknown. Climate crisis needs to be a challenge before getting to the Dragon and the Princess needs to be worth the risk.

Framing the climate crisis as the means, not the end, to the number of global, systemic challenges that we will ultimately face in the future helped to communicate it to skeptical audiences.

Young people do not need inspiration; they need agency. Those who have the capacity to take action do not, not

because they are uninspired. Instead, they feel as though they lack the power to exercise agency, most particularly the capacity to exercise agency well.

06. Effective communication to youth is excellent communication to adults.

Young people do not need a special approach to effective communication. Communicate with youth as if you are to adults, for both demographics can appreciate excellent communication.

Keep the train moving, fast. Since this is the first time most high school students are exposed to such topics at this level, their brains will work primarily to process and store the information presented, rather than analyze.

Address misconceptions about climate activists to build trust. Listening with the intent to learn and understand is effective. In a presentation setting, showing that you understand them is the next best thing.

The speaker should resemble the audience. Since people trust those with shared experiences, the speaker must be a young person who gives an impression of a trusted older sibling rather than a buddy or a figure of authority.

07. Workshops are essential to successful projects.

The workshop is the natural bridge between the assembly and the mentorship process. 94% of mentorship schools participated in a workshop.

Limiting attendance to active and motivated student leaders is most effective in fostering meaningful and engaging discussions.

Address the specific, real life concerns students have about climate change. Start by listening instead of talking.

08. VAs work for classrooms not full-school assemblies.

Full-school VAs are ineffective from an educational standpoint and logistically difficult for large, urban schools.

To boost interest and participation, divide content into shorter 10-minute videos that directly tie to subject curriculums. Activity sheets and discussion questions should be provided to teachers.

Providing video access to teachers for multiple days increased viewership. It gave teachers the option to view it before class to ensure content is relevant to curriculum goals and recommend us to their colleagues.

09. French tour must be separate.

French schools outside Québec are concentrated between Northern Ontario and Nova Scotia. Thus, it is a waste of time for the English and French speakers to travel together.

Language nativity is important. The speaker must be able to interpret content while considering necessary changes based on cultural differences.

Presentation content for French schools must be 100% in French due to strong regional sentiments in preserving language and culture. All English words must be removed.

French schools are mostly located in communities that are supportive of climate action.

10. Paralyzing Illusion of Overwhelmedness.

The majority of action projects are low-impact, easy to implement, and thematically similar. Students shy away from executing big idea projects that seem costly or difficult.

Students' lack of confidence, empowerment, and perceived lack of skill hinder every stage of mentorship. They need constant guidance and support from mentors and their teachers.

Impact analysis is the biggest roadblock in the mentorship process. Students find it difficult to come up with measurements beyond simple numbers and metrics in evaluating impact.

The supposed "lack" of funding for student project is largely a psychological barrier. Despite the availability of grant and loan opportunities, students are hesitant to apply.

11. Teachers can heavily impact the mentorship process.

Teachers can be a great source of support, by helping students secure funding or establish partnerships with community organizations.

In contrast, some teachers dominate the Action Project or overpower the voices and opinions of students.

Some schools refused to approve projects due to lack of funding or because it was "unnecessary".

12. Virtual mentorship works; teachers can do it better, but they can't.

Beyond project guidance, advice-giving and occasional skills development, mentors can be a key source of emotional support for students.

The time constraint is a major setback to virtual mentorship. Mentorship should start in September to maximize time available to complete action projects.

One mentor can effectively work across time zones and cover numerous provinces and territories, since most

mentorship calls happen during lunchtime.

Teachers can do it better, but not in the current education system. Most teachers do not have the entrepreneurial knowledge or skills to help students run projects. But even if they do, the education system either prohibits or does not reward them for taking such risks.

13. Social media is not necessary.

Having social media does not equate to legitimacy in the youth space. Youth organizations do not need to be active on social media to ensure program success.

Social media engages people in one's own echo-chamber. But since our target audience is completely outside of that, social media algorithms worked against us and further distanced our online presence from them.

Either go all in or not at all. The former involves creating original content and posting regularly in order to spark thoughtful conversation and a loyal following. Otherwise, avoid it altogether.

The best way to secure student followers was asking students to pull out their phones during the assembly to follow 3% Project's Instagram and tagging students in Boomerangs.

14. Having a professional website was a game-changer.

3% Project's website was an incredible investment that boosted our credibility and contributed to increasing our number of schools booked.

All organizations should have a professional website created by a reputable design company to ensure it is of high quality, aesthetically pleasing, and easy to navigate.

Online chat functions are a blessing and a curse. It was effective in answering quick questions from interested schools but also provided a platform for the submission of hate messages.

Do not use special characters in a brand or organization's name. They are not searchable. The '%' sign of 3% Project could not be read by search engines.

15. Funders have yet to adapt to address climate crisis.

Seed funding is too small and too slow to fund large-scale ideas that match the risk, speed, and scale required by climate crisis. Instead, philanthropists tend to fund well-established impact-makers.

Charitable funding for environmental causes in Canada represents less than 2% of the total funding pool. There is simply not enough capital dedicated to the environment.

The philanthropic ecosystem is moving towards integrated solutions way too slowly. It was difficult for 3% Project to secure funding from traditional sources as our program did not fit nicely into their "streams".

For integrated programs like 3% Project, appeal to donors by exclusively discussing targeted areas of interest.

16. Funders want clarity.

Clear, quantifiable, measurable, verifiable targets with timelines need to be established. Not only do donors like them, clear numbers drive organizational culture and decision-making.

Donors want reliable, responsive, and meaningful updates. Small gifts that have a story and are well thought-out are appreciated.

Dorothy, Alberta





About 3% Project

About 3% Project

3% Project mobilizes 1,000,000 Canadian youth - that's 3% of Canada - through 4 national tours across 400 high schools. 70% of our tour route is in Indigenous and rural communities with a population of less than 100,000. It provides youth-friendly education on climate solutions in the holistic context of the Sustainable Development Goals and the Fourth Industrial Revolution themed: "The Future We Want."

Students identify, analyze, and develop solutions to their community's Biggest Sustainability Challenge, exercising the muscle for sustainability problem-solving skills to make it a core competency of our generation. Our full-time mentors across Canada provide 30 hours of mentorship for every school to empower the students to take climate action in their local communities today. By doing so, we hope to achieve more consensus across Canada that climate change is happening, mainly caused by human activities.

In essence, 3% Project aims to empower the final generation who can solve climate change.

3% Project is a flagship project of **FES** (Foundation for Environmental Stewardship), a registered charity founded in 2012 by Executive Director Steve Lee, a then-19-year-old climate change activist and a policy advocate to the United Nations. Steve has represented Canadian youth on the issues of Climate Change, Sustainable Development, and Youth Empowerment.

Steve is a voice to the voiceless youth globally in policymaking and is currently serving as the Capacity Building Officer in the Secretariat of the United Nations Major Group for Children and Youth (UNMGCY), the UN General Assembly-mandated space for young people.

FES has already engaged thousands of youth in the Greater Toronto Area since 2012. We have brought this across Canada with 3% Project.

To learn more about 3% Project's original project proposal, you can refer to our handbook [on the website](#).

Step 1: The Assembly

Vision

What future do we want for ourselves and future generations? We explore the United Nations' Sustainable Development Goals (SDGs) to create a more inclusive, fair, prosperous, sustainable future with no poverty, reduced inequality, and environmental sustainability. But there are two main sets of challenges: Climate Change and the Fourth Industrial Revolution.

Climate Change

We explore the science of how climate change happens, focusing on Earth's energy and carbon cycles, and the human cost of climate change. We also explore what kind of economy we want for ourselves and future generations.

Fourth Industrial Revolution

The history of the first three industrial revolutions are explored to learn the technological opportunities and challenges the Fourth Industrial Revolution poses. As our generation solves climate change – humanity’s first truly global challenge – we must leverage new technologies to shape them to work for all of humanity.

Solutions

Through the continued practice of solving the Biggest Sustainability Challenges, young people can integrate sustainability into every young person’s personal and professional decision-making framework: our solution to climate change. We provide various examples of youth climate solutions that leverage the Fourth Industrial Revolution in 5 areas: Energy Efficiency, Renewable energy, Sustainable Lifestyle, Policy advocacy, and Awareness.

Steve presenting at Manitoulin Secondary School (M’Chigeeng, ON).



Step 2: Action Projects

Energy Efficiency

Youth leaders can spearhead ways to use energy more effectively in their schools, homes, and community. Energy efficiency includes reducing energy use in buildings, transportation and industry. Examples of this include installing automatic light switch sensors, or pursuing LEED or EcoSchool certifications. Youth leaders can engage and educate peers on the benefits of alternative fuels, active transportation, and reducing energy use – all of which contribute to lowering greenhouse gas emission impacts per Canadian.

Renewable Energy

Youth leaders can make their schools more sustainable by transitioning to renewable energy. For example, they can work to install solar panels. Youth

leaders can apply pressure to the school administration or school board through local newspapers, fundraising, social media, and advocacy.

Sustainable Lifestyle

Youth leaders can launch campaigns that raise awareness to mobilize their peers in their school to pursue more sustainable lifestyles. For example, they can encourage their peers to recycle through posters or by installing recycling and composting bins. They can encourage eating less meat, waste reduction, eating local produce, composting, reducing plastic bottled water, and more.

Awareness

Climate education material delivered by 3% Project will be available to youth leaders so they can bring holistic climate education to local elementary schools, community centres, families, places of worship, and more. Each community has a unique set of challenges at different times that presents an opportunity to most effectively address climate change. For example, unclean water due to fracking, local coal plant pollution, pipeline installation on Indigenous land, climate denying politicians, upcoming elections, and more. Through Awareness Action Projects, youth leaders can create a network of youth leaders to bring youth-led climate education to all youth in their community in the local context.

Policy Advocacy

High-impact strategies require two things: direct services at community levels and policy advocacy at systematic levels. Youth leaders can form policy advocacy campaigns to address specific issues across the levels of governance: school, school board, municipality, provincial, federal, and international. FES intends to share our years of experience in training youth for policy advocacy.

5 Thematic areas for Action Project development: These areas allow youth to brainstorm actions to follow the commitment they make.



Step 3: Mentorship

Virtual Mentorship

Mentorship is available to all student leaders on average of 12 weeks or 30 hours after the 3% Assembly to further develop and deliver their Action Project to their school. After the 12 week process, the 3% Team schedules emails and video calls with youth leaders in each of the schools to follow-up on the progress they have made.

The learning experience is important to both communities and the 3% Project. We assess the road-blocks Action Projects may come across to allow youth leaders to re-design Action Projects to truly fit the local context. In this continued engagement, student leaders have the opportunity to explore deeper themes to develop a project that is holistic, inclusive, equitable, prosperous, and sustainable to their community.

The Five Stages

01. Research: This stage focuses on brainstorming ideas. Mentors will facilitate the discussion by asking questions such as:

What are some problems you see in your school or community? What do you want to help solve? What projects are you interested in or passionate about? How do we approach these situations and ideas?

02. Consensus-building: To build consensus, students create and distribute surveys in their school and/or community to better understand their targeted market:

What do you think are the biggest problems in the community? In your opinion, how important or impactful would the students' desired projects be to addressing such problems? Would you support these projects? Do you care? Would you rather see something else?

03. Impact Analysis: This is the biggest chunk of mentorship. It involves creating a cost-benefit analysis that looks at the impact the project will make in the community if properly implemented:

How much greenhouse gases will be saved? How many jobs were provided to the community? How much electricity will be saved? How much food is being provided to the community?

04. Implementation: During this stage, students carry out their action projects from start to finish.

05. Guidebook: This a manual written by students with a step-to-step guide on how they have implemented their project with advice and recommendations for other schools that want to replicate this project in their own communities. This is the knowledge-sharing component of the action project.

Canmore, Alberta

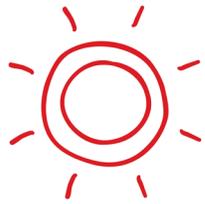


A wide-angle landscape photograph of a mountain valley. In the foreground, a rocky slope is covered with patches of snow. The middle ground features a dense forest of evergreen trees covering the valley floor and lower slopes. A winding road or path is visible through the forest. In the background, rugged mountain peaks are partially obscured by soft, grey clouds. A small, turquoise lake is visible in the bottom left corner. The overall scene is majestic and natural.

Our Impact

Our Impact

THROUGH 4 NATIONAL TOURS IN 2 YEARS



87,924

STUDENTS ATTENDED

81% English Tour
12% French Tour
6% Virtual Assembly
1% Change Your World



421

SCHOOLS REACHED

400 PUBLIC
27 Catholic
21 Indigenous on-reserve
17 Indigenous majority
8 Alternative

21 PRIVATE

4 Christian
1 Catholic
1 Muslim
1 Sikh

QUEBEC



NEW BRUNSWICK



ACROSS ALL 13 PROVINCES & TERRITORIES



299

TOWNS VISITED

83% Rural*
11% Indigenous

38 in Tour 1
17 in Tour 2
96 in Tour 3
123 in Tour 4



108

ACTION PROJECTS

16 for Tour 1
6 for Tour 2
47 for Tour 3
39 for Tour 4

*Town with a population of less than 100,000.

NOVA
SCOTIA

PRINCE EDWARD
ISLAND



NEWFOUNDLAND
& LABRADOR



Which schools did we visit?

There are 13,077 schools in Canada.¹

How do we determine which schools to target?

- 01.** The school must have 1 or more Grade 12 students.
- 02.** The school must have 10 or more Grade 10-12 students, except for First Nations schools.
- 03.** The school must not be a "special school," unless the school approached us. (Special schools are: online school, virtual school, distance learning centres, correctional institute, adult school, alternative school, treatment centre, hospital learning centre, Hutterite school, colony school, etc.)
- 04.** We do not target Québec schools unless invited.

There are 2,390 target schools in Canada.

Note on priority targets.

- 01.** Tour 1 and 2 targeted city schools and climate friendly schools to build credibility.
- 02.** Tour 3 and 4 did not target city schools and climate friendly schools, unless they approached us and we could not book another school in that time slot.

"Didn't contact"

- 01.** So isolated that we could only do one school that day.
- 02.** Not accessible by road; fly-in community.
- 03.** Island; could only do one school that day.
- 04.** Outside of possible route.
- 05.** Ran out of time to contact schools.
- 06.** Finished booking and no slots were available. BC, MB, and Territories experienced this.

"No response"

- 01.** Never responded back to us.
- 02.** Interested, but never booked.
- 03.** Interested, but we could not accommodate them because they were outside of possible route or we were booked up

"Said no"

- 01.** Rejection.
- 02.** Cancellation.

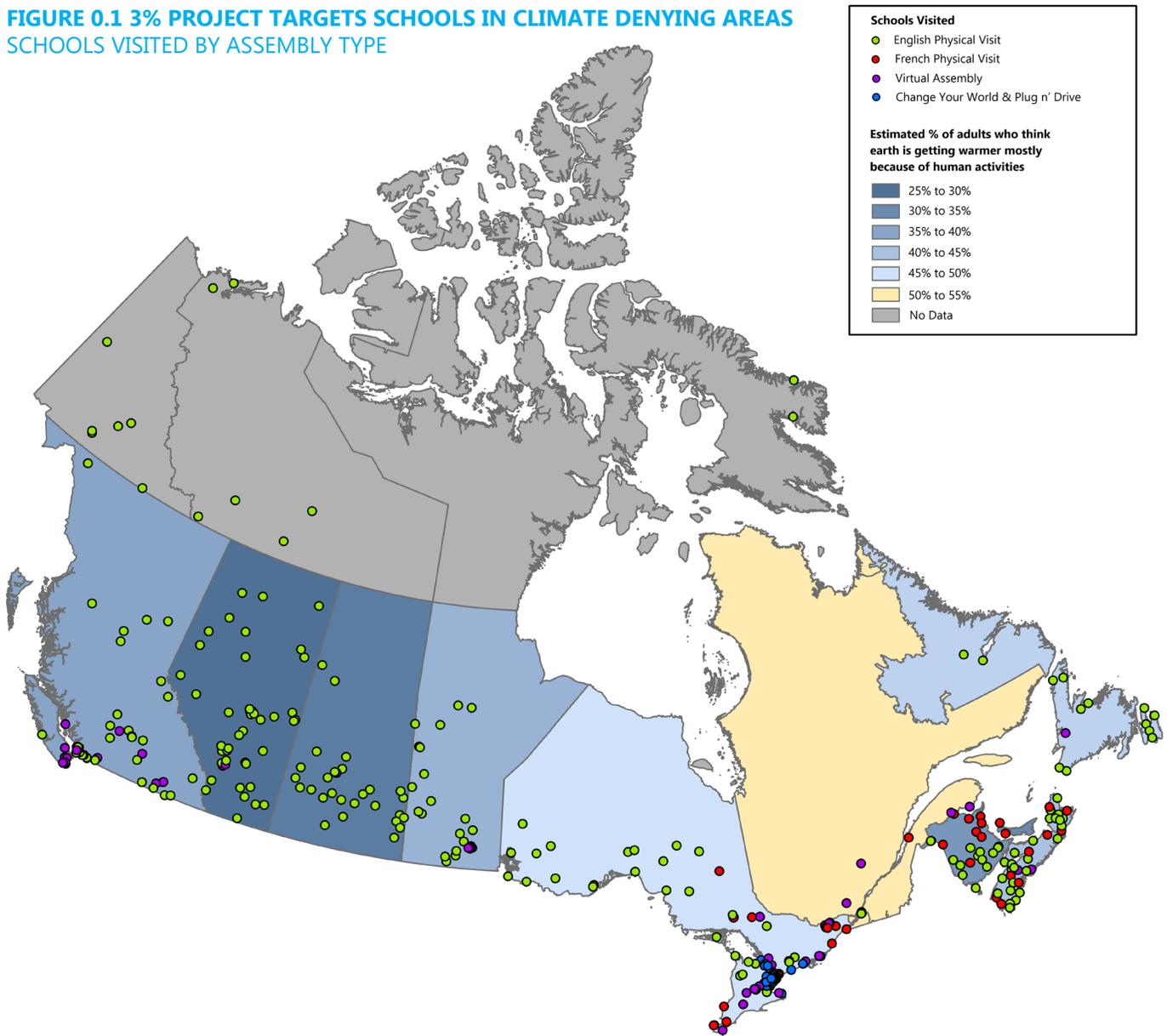
"Visited"

We visited these schools through our English and French Physical Visits, Change Your World, Virtual Assembly, and Plug n' Drive.

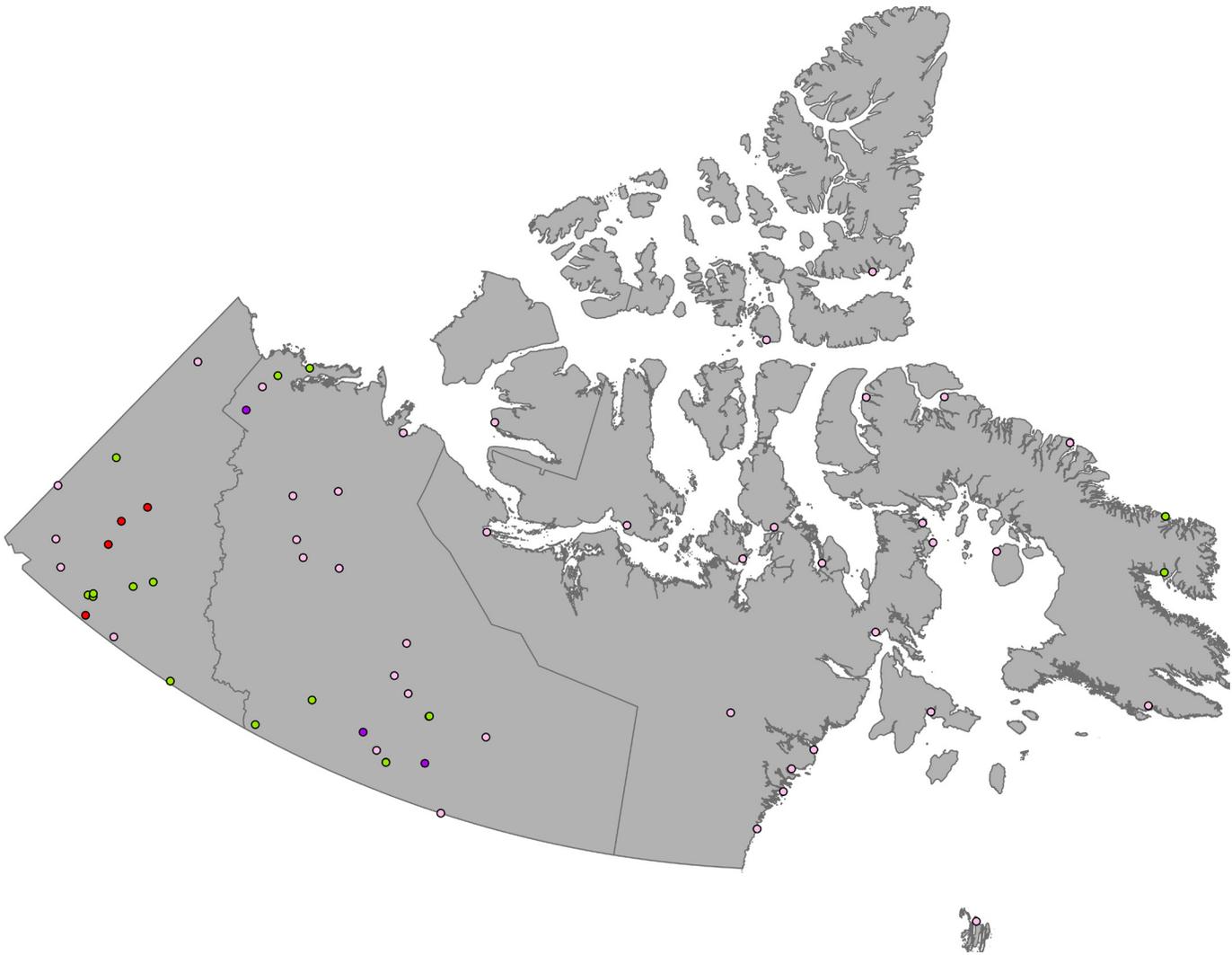
3% Project targets schools in Climate Denying areas. In the next five spreads, we will show the total number of target schools per province and territory across Canada. Our data will be broken down into schools we visited, said no to booking with us, never responded to our calls, and never contacted.

These maps are all overlaid on Yale Climate Opinion Maps' data concerning the "Estimated % of adults who think Earth is getting warmer mostly because of human activities",² aggregated by federal ridings. Since the national average for the 2016 survey is 44%, ridings above this threshold are considered "climate friendly" while those below are considered "climate denying".

FIGURE 0.1 3% PROJECT TARGETS SCHOOLS IN CLIMATE DENYING AREAS
SCHOOLS VISITED BY ASSEMBLY TYPE



The Territories



Yukon Schools



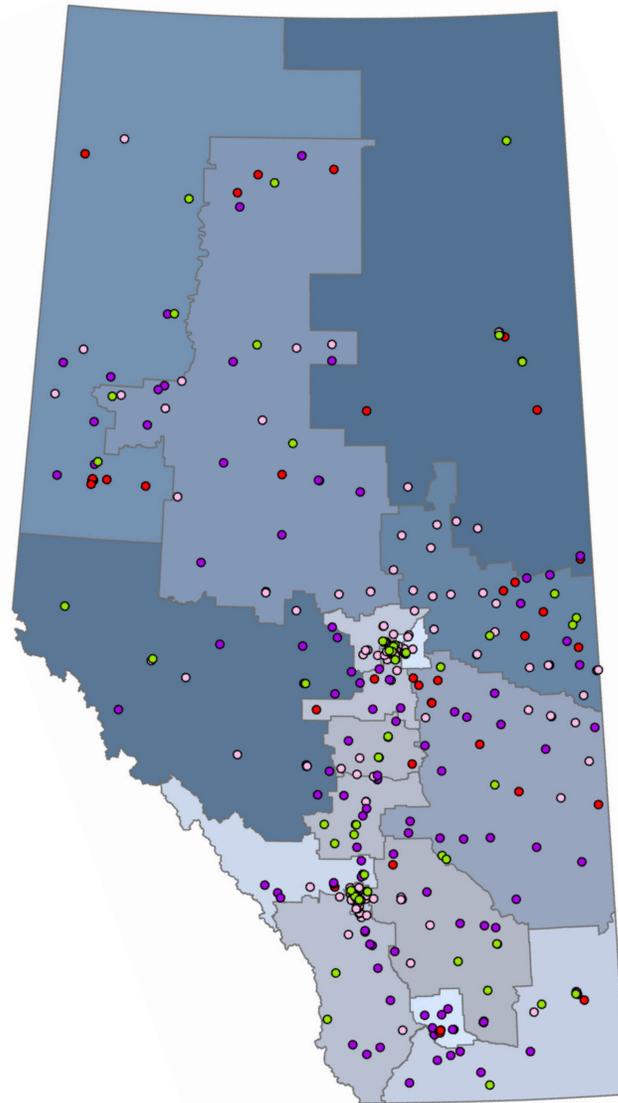
Northwest Territories Schools



Nunavut Schools



Alberta



- Schools Visited
- Didn't Contact
- No response
- Said no

Estimated % of adults who think Earth is getting warmer mostly because of human activities

- 25% to 30%
- 30% to 35%
- 35% to 40%
- 40% to 45%
- 45% to 50%
- 50% to 55%
- No Data

- Visited
- Said no
- No response
- Didn't contact
- Climate-friendly

50

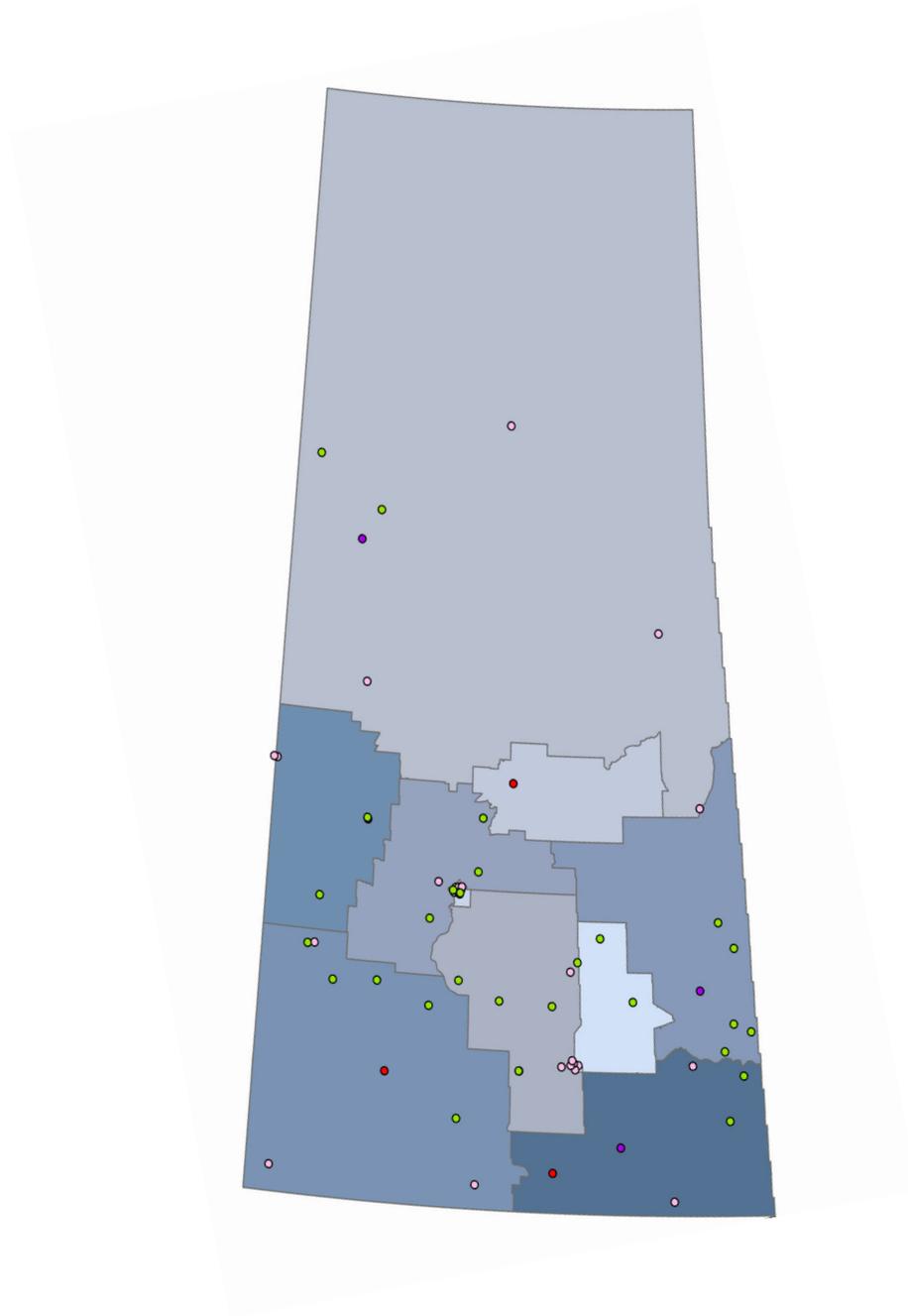
42

112

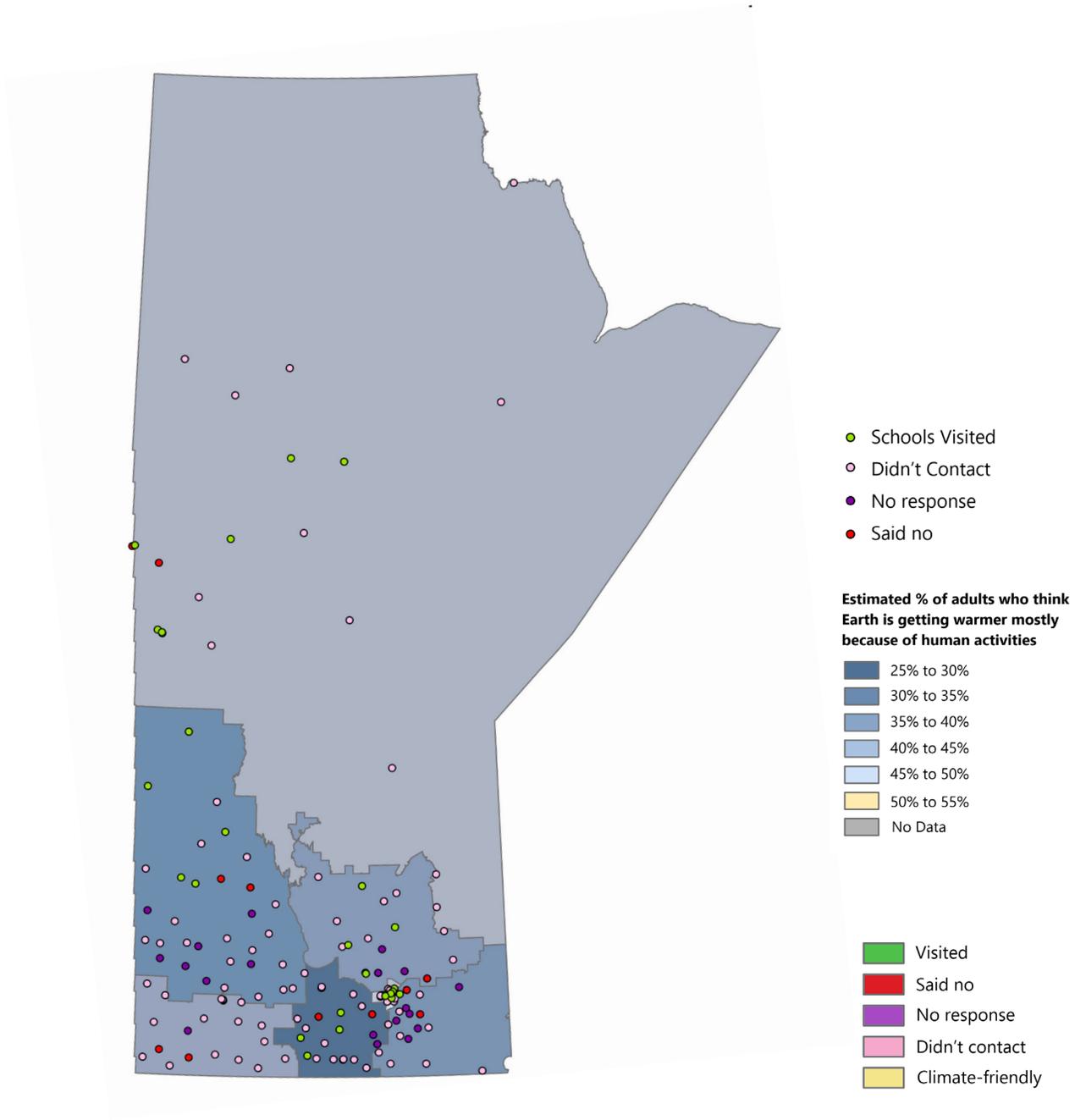
121

74

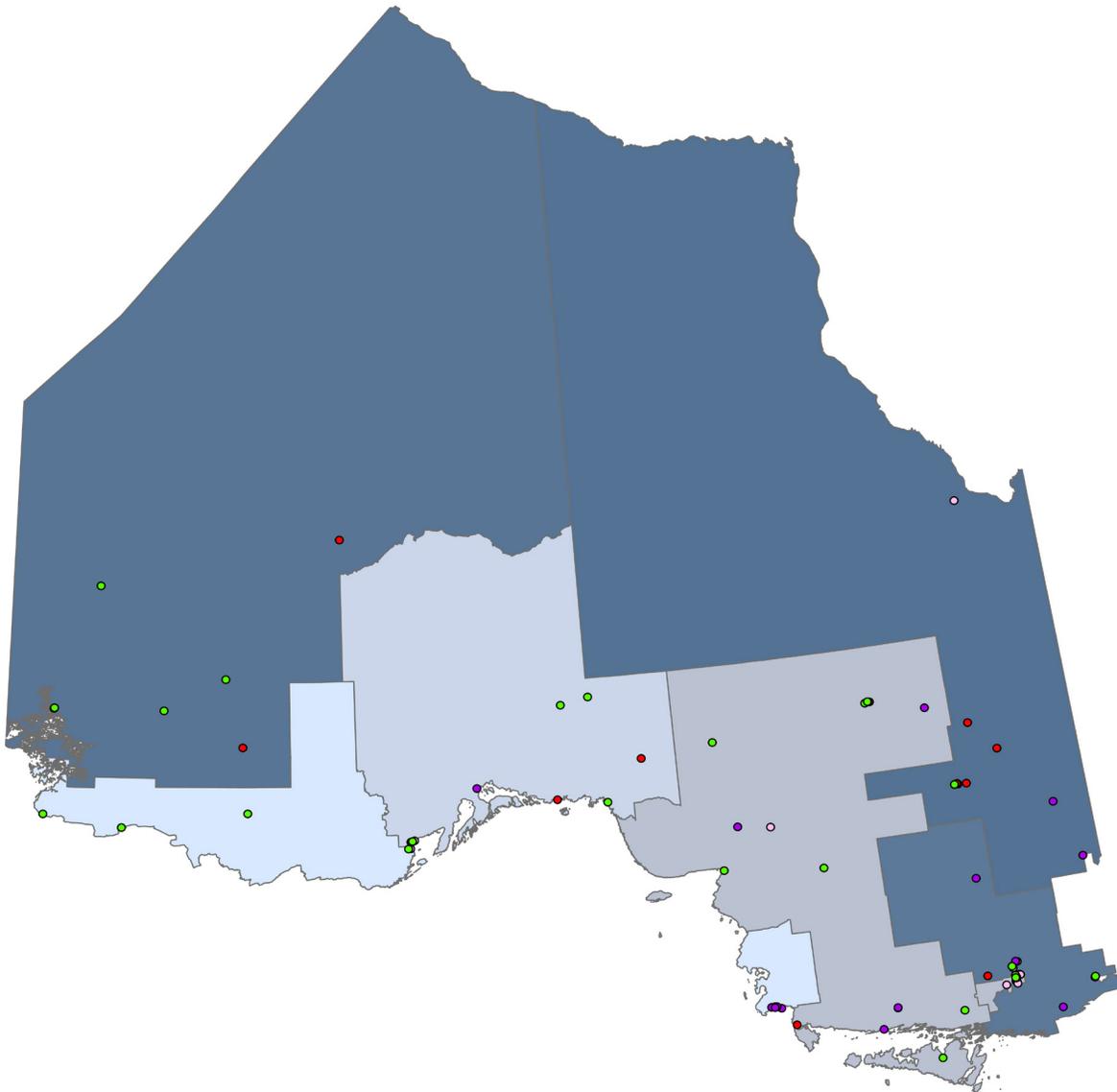
Saskatchewan



Manitoba



Northern Ontario



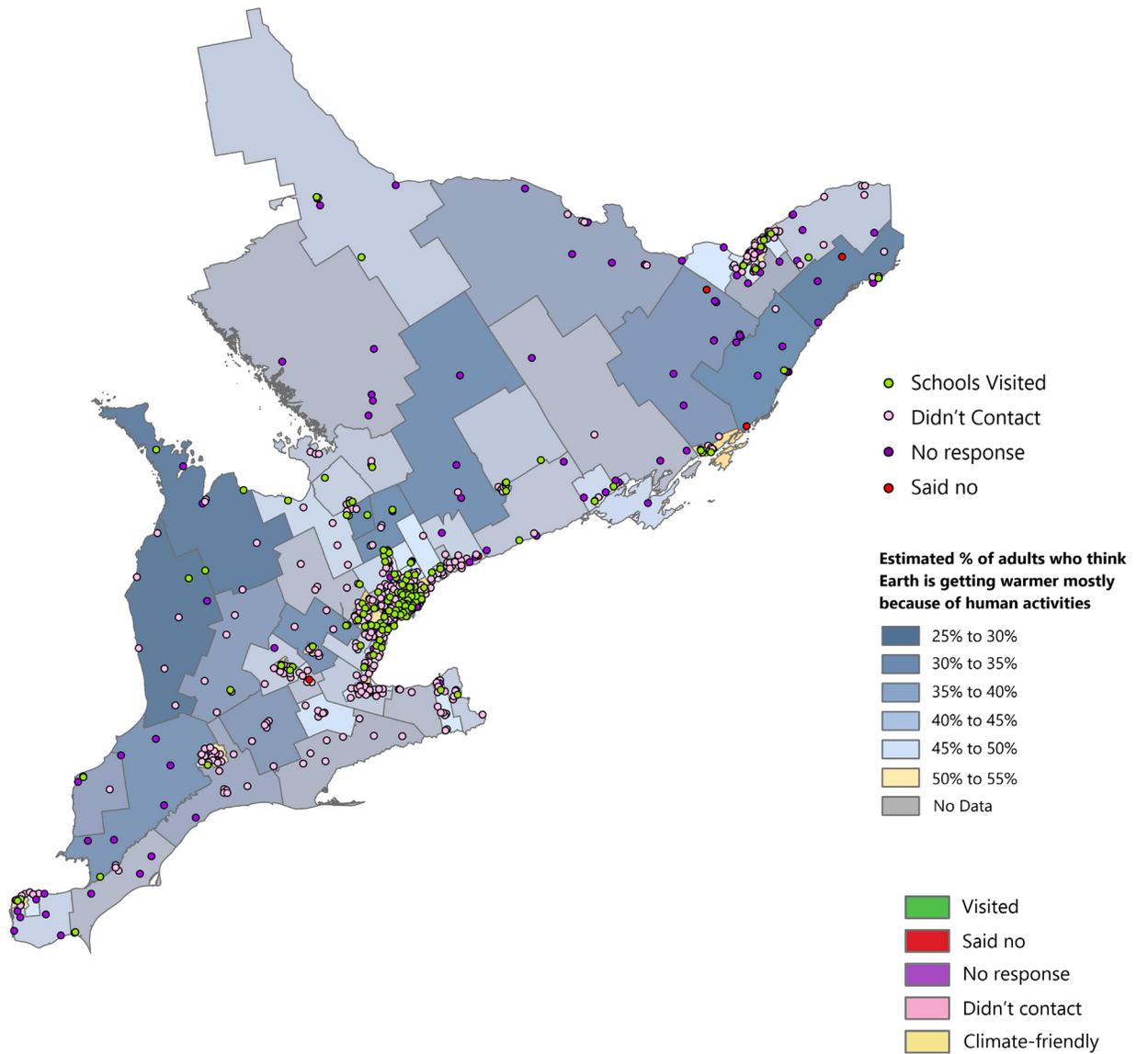
English Schools



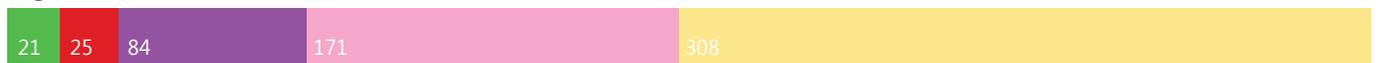
French Schools



Southern Ontario



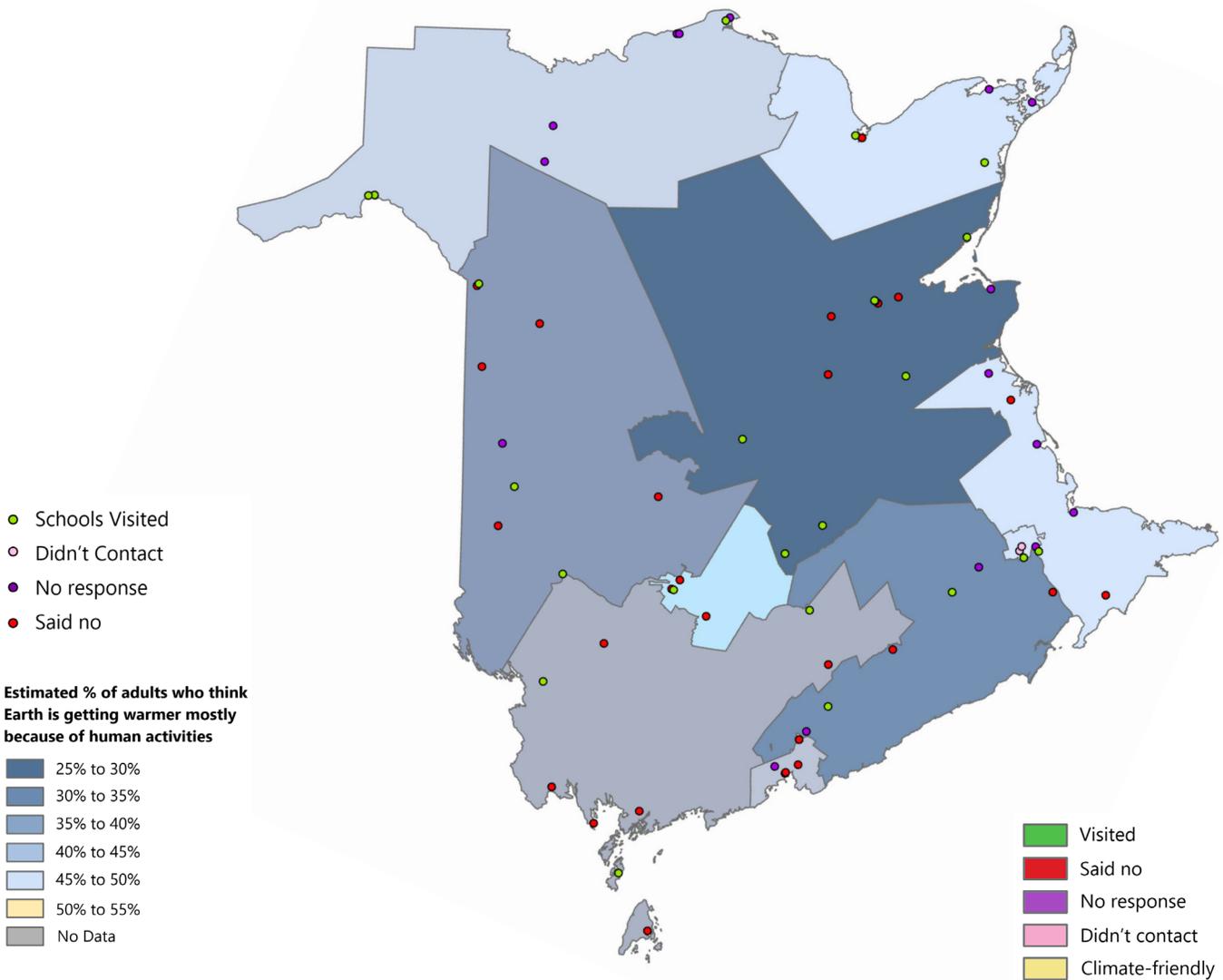
English Schools



French Schools



New Brunswick



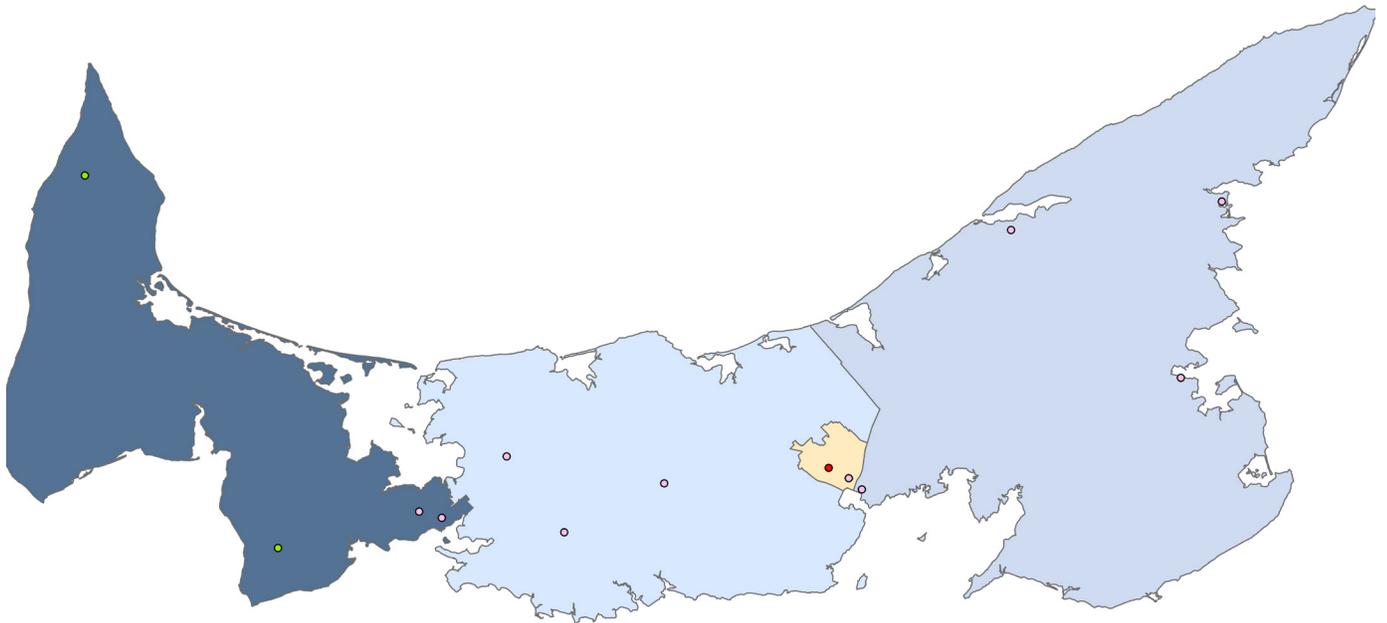
English Schools



French Schools



Prince Edward Island



English Schools

18

French Schools

1

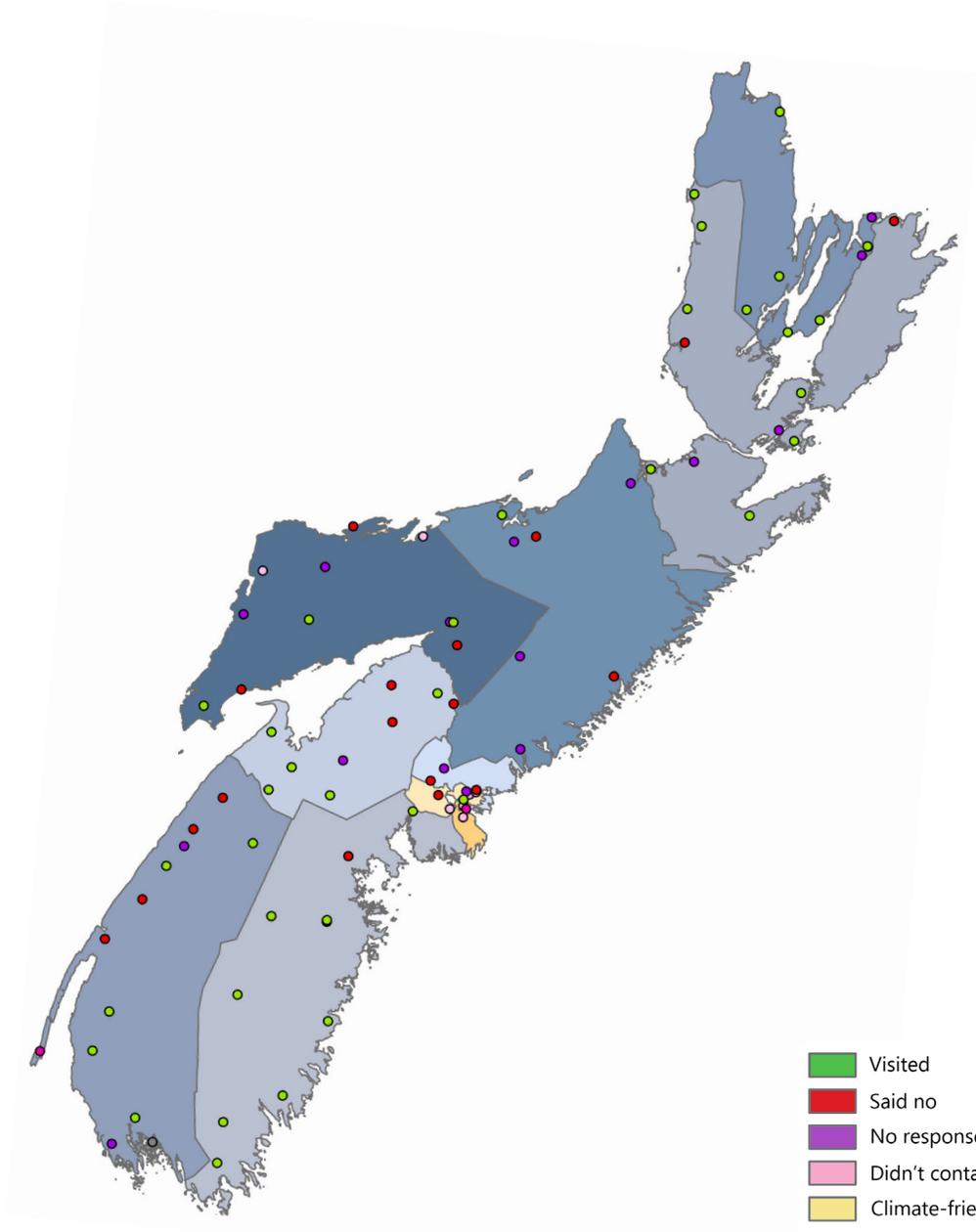
4

Nova Scotia

- Schools Visited
- Didn't Contact
- No response
- Said no

Estimated % of adults who think Earth is getting warmer mostly because of human activities

- 25 to 30%
- 30 to 35%
- 35 to 40%
- 40 to 45%
- 45 to 50%
- 50 to 55%
- No Data



- Visited
- Said no
- No response
- Didn't contact
- Climate-friendly

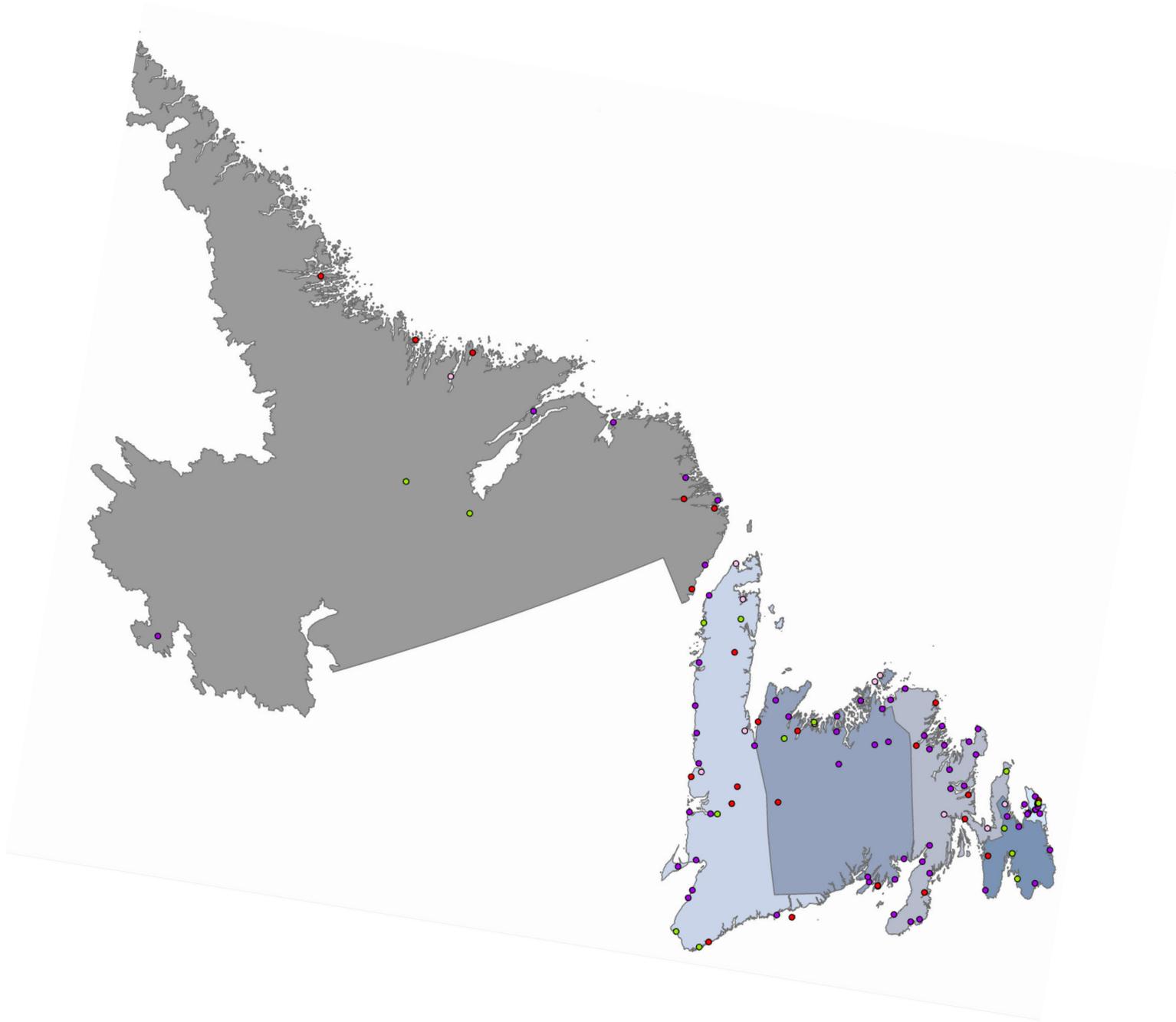
English Schools



French Schools



Newfoundland and Labrador



When and where did we visit schools?

FIGURE 0.2 NUMBER OF PHYSICAL SCHOOL VISITS PER PROVINCE, BY TOUR

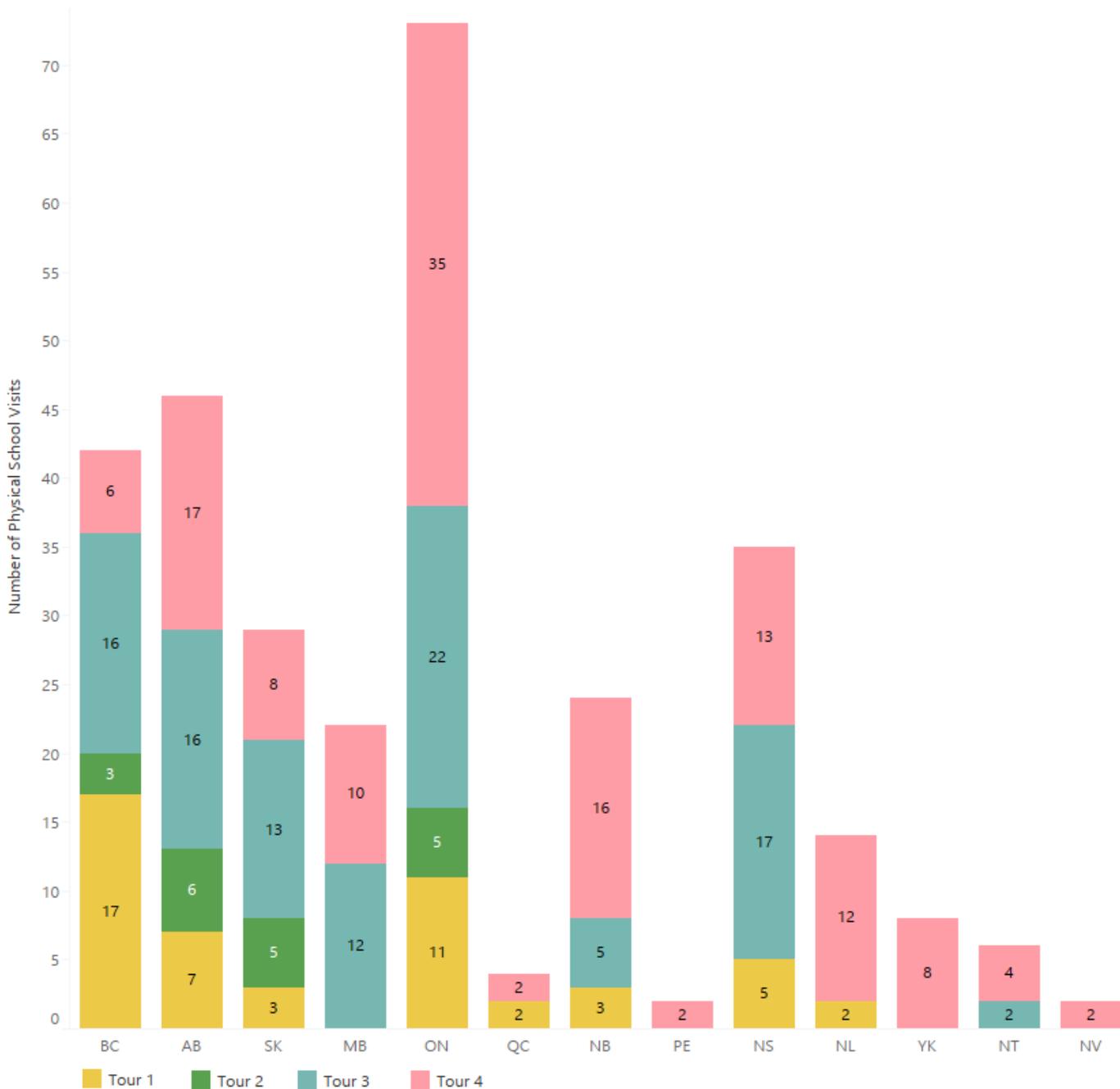


FIGURE 0.3 71% OF PHYSICAL VISITS WERE IN CLIMATE DENYING TOWNS

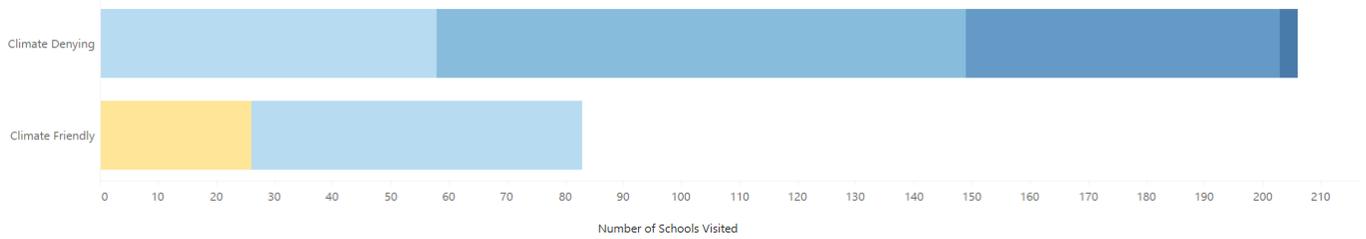


FIGURE 0.4 56% OF PHYSICAL VISITS' ATTENDANCE WERE IN CLIMATE DENYING TOWNS

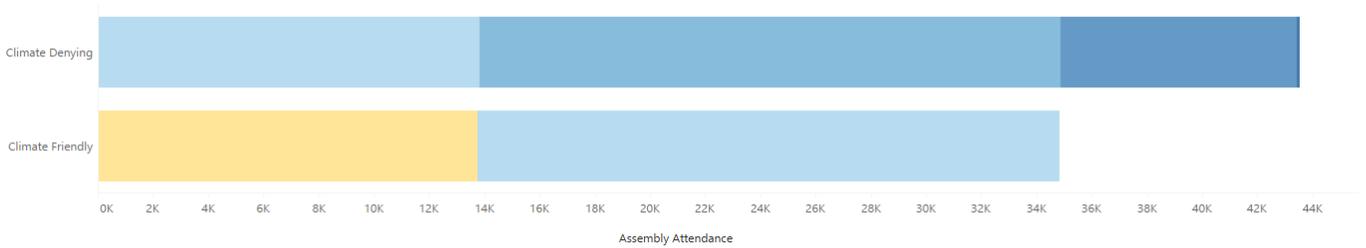
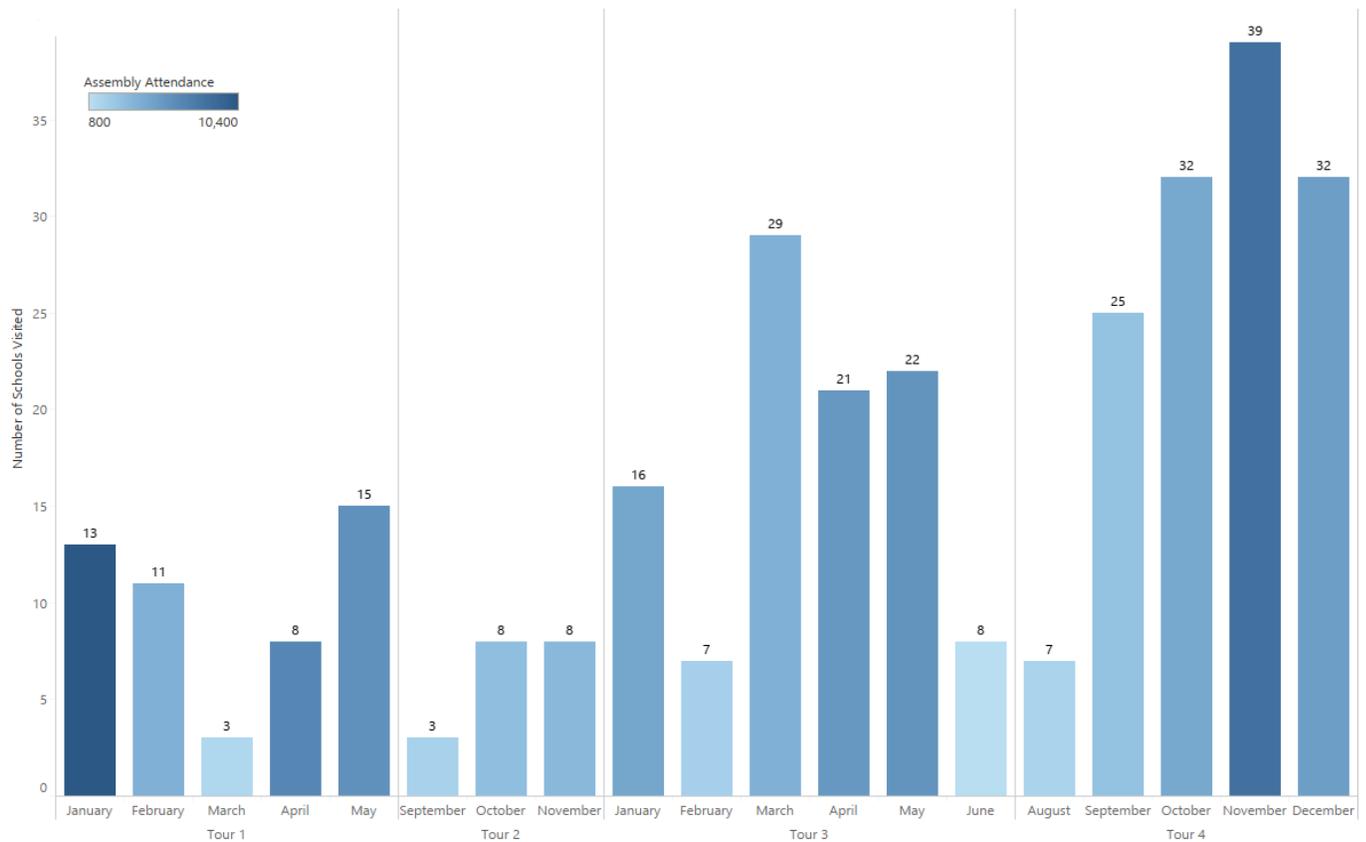


FIGURE 0.5 NUMBER OF PHYSICAL SCHOOL VISITS PER MONTH, BY TOUR



Where did we reach the most students?



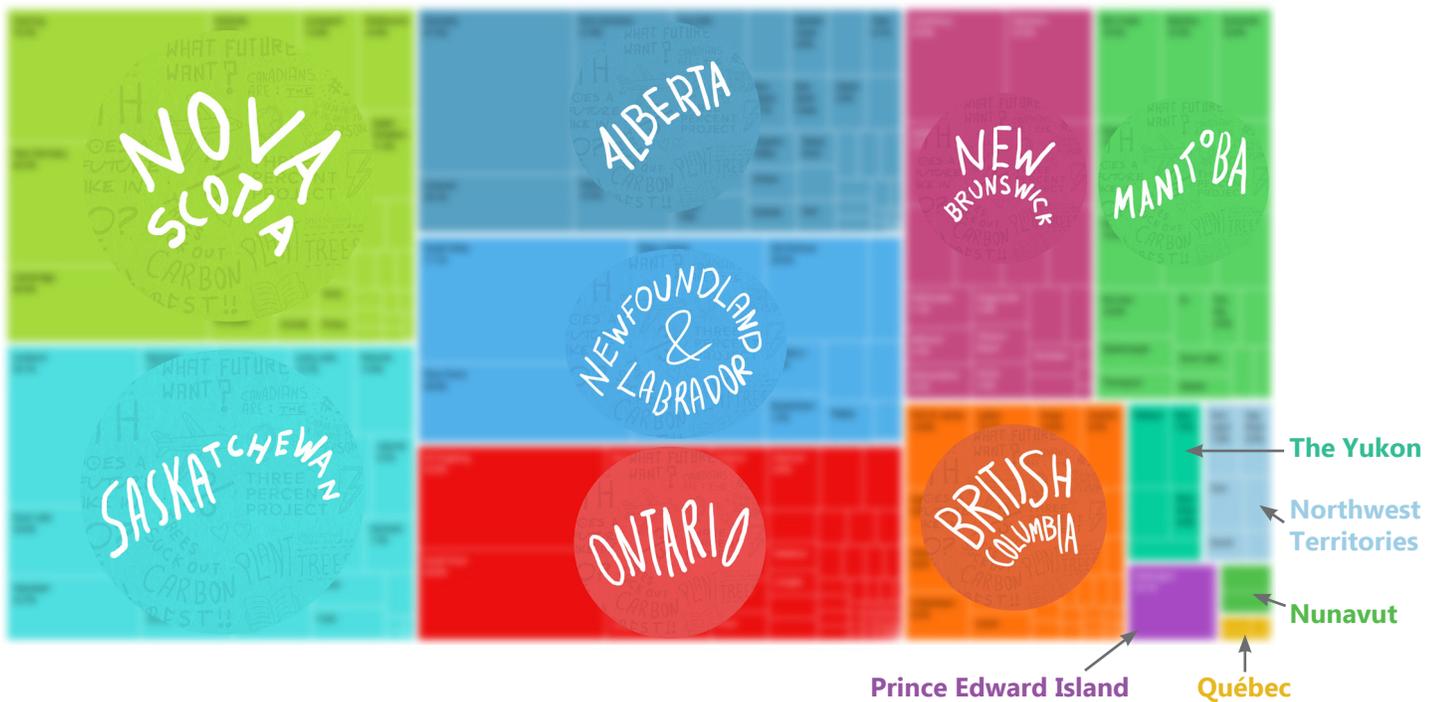
This chart shows the number of students in attendance of the assemblies for each province.

Even though we spent the most amount of time in Alberta and the number of visited schools is similar to that of British Columbia, it had more students reached because the number of students per school is higher in British Columbia. Otherwise, the number of students reached and the number of schools visited are nicely correlated.

Ontario and British Columbia are high mainly because the number of students per school is higher. We also visited more city schools in Tour 1 who had over a thousand students per school, which further drove up the numbers.

To see a more detailed, close-up version of this tree map, refer to Figure 0.6 on pages 44 and 45.

Where did we reach the largest % of the town population?



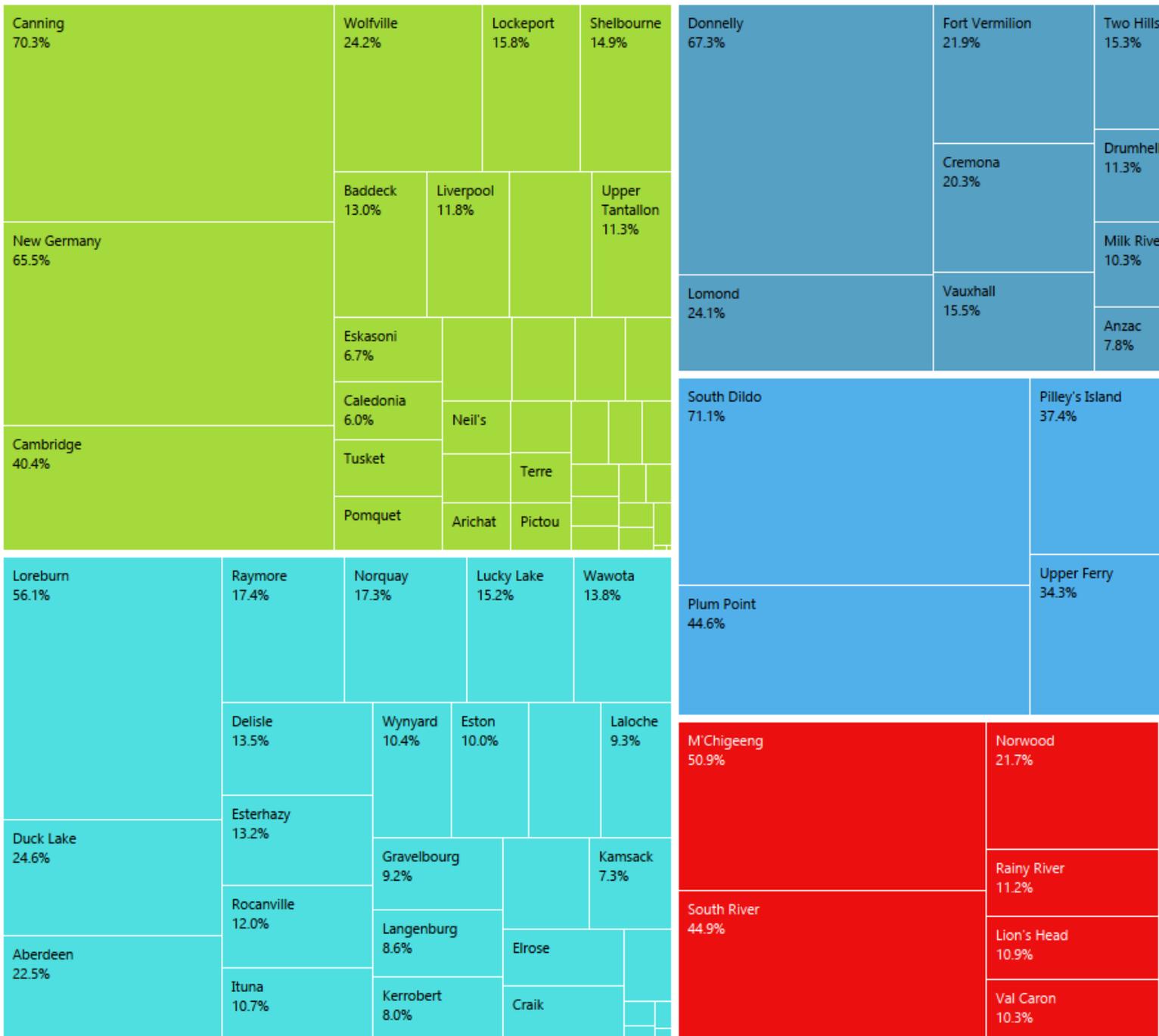
The great majority of schools that undertook enduring Action Projects with ripple effects throughout the community are the ones prominently featured in this chart. We cannot draw a causation that high percentage of total town population engaged causes high chance of enduring, influential Action Projects. However, we can certainly see the correlation.

To see a more detailed, close-up version of this tree map, refer to Figure 0.7 on pages 46 and 47.

FIGURE 0.6 NUMBER OF STUDENTS ENGAGED IS HIGHER IN MORE POPULATED TOWNS AND PROVINCES
 ASSEMBLY ATTENDANCE AGGREGATED BY TOWN AND PROVINCE



FIGURE 0.7 IN RURAL COMMUNITIES, WE REACHED A GREATER % OF TOWN RESIDENTS
 ASSEMBLY ATTENDANCE AS A % OF TOTAL TOWN POPULATION, AGGREGATED BY TOWN AND PROVINCE



8 Action Projects

This spread features only eight of the many extraordinary Action Projects students across Canada are working on. Throughout the report, another 7 action projects will be showcased (for a total of 15) through case studies and photos to shine a light on the diverse issues students seek to face and solve both in their schools and local communities.



**F.H. COLLINS
SECONDARY SCHOOL
WHITEHORSE, YK**

This team has created a **prototype to catch and clean up fishing lines** that end up in lakes and bodies of water. In the process, the team has raised awareness to the community on the environmental impacts of fishing lines in their lakes. They have been featured on CBC's article "It's unreeled: Students tackle fishing line pollution in Whitehorse lakes". Link [here](#).



**MACKENZIE
SECONDARY SCHOOL
MACKENZIE, BC**

Mackenzie Secondary School found that the greatest challenge to their community was the lack of resources for people that lost their jobs due to recent mill closures. Students are developing community programs to support community members such as **lunch programs and mental health support** sessions.



**GEORGES P. VANIER
SECONDARY SCHOOL
DONNELLY, AB**

Local and sustainable food is important to this community as produce can be expensive and package-heavy. This has led one student working to implement a school **aquaponics system**, which produces food through the symbiotic relationship between fish and plants. This system is meant to provide nutritious greens to support the cafeteria, food and nutrition program, and to be integrated into the science curriculum.



**CARMAN
COLLEGIATE
CARMAN, MB**

The team is working with a hydroponics business to start an all year round **community garden** that could supply food and learning opportunities in agriculture for the students. The team is working with the Horticulture teacher to plan and create a **certification program** that supports horticultural and agricultural education and practices.



**NEWTONBROOK
SECONDARY SCHOOL
TORONTO, ON**

Students at Newtonbrook are working on **banning single-use plastics** in the cafeteria and advocating to the TDSB to include more eco-friendly companies in their supplier list. They have **written several letters** to the school board and are building awareness pieces around the school to support their cause. The team is working in partnership with other clubs to **reduce waste** through a variety of school events.



**CHIPMAN FOREST
AVENUE SCHOOL
CHIPMAN, NB**

This team of students is partnering with New Brunswick Power to conduct an **energy and water audit** to determine the school's baseline. Students will then explore the opportunities in technologies and solutions to reduce the school's energy and water use.



**HORTON HIGH
SCHOOL
WOLFFVILLE, NS**

The Horton team is working on **installing solar panels** on their school's rooftop. School building ownership is being transferred to another owner, and the students want to be a part of the discussion to make the building more **energy efficient**. They've partnered with Solar Schools Canada to evaluate the school's capacity for solar and are working on proposals to pitch to the new building owners.



**BACCALIEU
COLLEGIATE
OLD PERLICAN, NL**

The students are working with a local business owner who runs all the cafeterias across the Newfoundland District School Board to integrate **sustainable practices into its food operations**. They are also looking into opportunities of starting a **hydroponics garden** to supply local produce into the business and school cafeterias.



Testimonials

These testimonials were compiled from several sources, most notably via the Feedback Form distributed among students, teachers, and principals during Tour 3 and Tour 4. Others include those collected physically at schools at the beginning of Tour 1 and those sent directly to Steve via email.

Consent was given by individuals to publish their feedback and names.

“Steve was awesome! He made us think deeply about this whole world problem, but gave us hope that we can help save our planet.”

Cal Johnson, Teacher
Bill Woodward School, Anzac, AB

“Thank you Steve for such a fantastic presentation to our grade 7-12 students. I was absolutely spellbound during the presentation and noticed many students were too. I would highly recommend the presentation for grades 9-12. Absolutely loved how you presented the global warming issue as something solvable within students lifetime so that they can get busy with other problems that will make the world a better place.”

Kathy McTaggart, Principal
Ponoka Secondary Campus, Ponoka, AB

“The most succinct, educational presentation on climate change and future world challenges I have ever heard.”

Paula Chapman, Teacher
Ponoka Secondary Campus, Ponoka, AB

“I liked the presentation. It helps us know what is wrong and what is right. It also helps us to know what we need to do to create a better future.”

KC Abayon, Student
St. Anthony's School, Drumheller, AB

“My students were fully engaged in the content of the presentation and were excited to learn more about this topic. The presenter made the content easier to understand for any student to understand. He also had excellent answers to all the questions that were asked.”

Melanie Shade, Teacher
Chief Jacob Memorial School, Stoney
Education Authority, AB

“The 3% Project is incredibly inspiring! Steve, the presenter at our school, was so genuine and his passions for what he does is contagious. The presentation at my school motivated me in my community projects!”

Hannah Billings, Student
Brookwood Secondary, Langley, BC

“The 3% Project presentation inspired my Social Justice 12 class, and the SKSS Global Awareness Society, to action on climate change. The UN Sustainable Development Goals interconnect nicely with the curriculum, and I'll definitely use them going forward.”

Don Wilson, Teacher
South Kamloops Secondary School,
Kamloops, BC

“Excellent and captivating presentation with engaging visuals. This got our school really thinking about our community and the impact even small rural towns can make.”

Danielle House, Teacher
Mackenzie Secondary School, Mackenzie, BC

“The 3% Project presentation was effective and engaging for students and staff. Afterwards the hallways were buzzing with discussion: What future do we want and how can we make it happen?”

Melissa Anderson, Teacher
Gimli High School, Gimli, MB

“I loved the presentation and thought it was really well done! I'm in a class called Environmental Systems and Societies and it was really interesting being able to connect what we were learning in the classroom and seeing how that it being applied in the real world. Thank you for bringing awareness to the issues that we are facing right now and how we can change for the better!”

Maggie Kliewer, Student
Miles Macdonell Collegiate, Winnipeg, MB



The most intriguing part of the presentation for me was definitely the emphasis on what youth in Canada can do to help reduce the effects of climate change on a global scale.

My past experiences with climate change related presentations have been largely based on what climate change is and why it is occurring not on the initiatives our generation must take in order to combat the issue. Nationally I would like to see Canadians have the opportunity to be further educated on the issue, I think people's ignorance on the issue is largely based on their lack of knowledge regarding climate change. The majority of Canadians, unlike many people around the world, have the ability to change their lifestyle in order to limit our society's consumer mentalities.

Marie Le Biham, Student
Lord Byng Secondary School, Vancouver, BC



The 3 Percent Project's school presentation and other supports are the most realistic and helpful of any school assembly subjects in my 20 years of teaching.

In April this year, our high school of 1600 students had the pleasure of receiving Steve Lee and the 3 Percent team's presentation to empower them about climate change, the biggest environmental challenge of the century. Almost every student and staff comment was very positive and felt it very worthwhile. In four presentations, one for each grade, students were very attentive and obviously captivated by the verbal and visual content. Steve Lee is a very talented speaker who has the ability to connect with young people. Any support for the 3 Percent Project would be an excellent investment in education to empower this generation to deal with one of the most challenging issues of today and the future.

Syd Lucas, Teacher
Bear Creek Secondary School, Barrie, ON

"It was really interesting and refreshing compared to the usual "Doom and gloom" from most information we get about climate change and our inability to act."

Jakob Gamblin, Student

Miles Macdonell Collegiate, Winnipeg, MB

"The 3% Project is going to do great things as more and more schools get involved. Not only is it raising awareness about climate change and other issues, but it is giving youth the tools they need to believe they can make a change. They can make a change and a stand today to help save our planet and our home."

Hannah Fenner, Student

Margaret Barbour Collegiate, The Pas, MB

"What a fantastic presentation. Such a knowledgeable, dynamic speaker and so, so relevant. Thank you so very much. We thoroughly enjoyed your presentation and wish you the absolute best."

Mark Warren, Teacher

Dorset Collegiate, Pilley's Island, NL

"I really liked it and it brought forth the intensity and seriousness of the problem we need to deal with. I was really interested in the new technological improvements some of which I've never seen before."

Elizabeth He, Student

Sudbury Secondary School, Sudbury, ON

"Steve Lee is a masterful provocateur. His presentation is authentic, inspiring and rekindles hope for humanity by providing the audience with insight into new ways of living and doing business! All students, administrators, and teachers should see this presentation. Truly inspiring!"

Beth Fairfield, Teacher

Atikokan High School, Atikokan, ON

"Very engaging presentation of important issues facing all humans. We are the change. No one else. Us. Me."

Heather Shaw, Teacher

RH King Academy, Toronto, ON

"I believe that addressing the schools and getting the community involved is so amazing due to the fact that schools all over Canada could do so much by doing so little. This presentation gave us that real-world perspective and gave us that motivation to do something about it."

Evan James, Student

Red Lake District High, Red Lake, ON

"The presentation was incredibly informative! I learned a lot and the presentation was very interesting, engaging and encouraging for me as a student leader in my community!"

Faryn Gysen, Student

Westgate Collegiate & Vocational Institute, Thunder Bay, ON

"The 3% Project really opened my eyes to the challenges our world is facing, and the possible solutions that individual people can take part in!"

Deidra Gerrard, Teacher

Geraldton Composite High School, Greenstone, ON

"Steve Lee and the 3% project brought a great presentation to our school and sparked great discussion and action in our students. The balance between the facts and the solutions was well done."

Adam Kasper, Teacher

Eastwood Collegiate Institute, Kitchener, ON

"This was eye-opening. Everyone needs to hear this. As we understand our society and our planet more, we should take action to solve issues in our world and make it a better place."

Titus Castillon, Student

FH Collins Secondary School, Whitehorse, YK

"The 3% project made us more aware of this ever changing world. We must work together to make the world better."

Kiana Maningas, Student

FH Collins Secondary School, Whitehorse, YK

Are students ready and excited to face future challenges?

As part of 3% Project's evaluation process, students and teachers were requested to complete a Feedback Form following Steve's presentation where they responded to a series of Yes/No questions and were given the opportunity to provide recommendations and testimonials for the project. Distributed during Tours 3 and 4, this survey garnered a total of 231 responses. Data highlighted here reflect the responses of students and teachers from 10 Canadian provinces and territories.

Are you excited to practice solving global, systematic challenges by solving climate change to be better prepared for future systematic challenges?

| | |
|------------|-----------|
| Yes | No |
| 83.5% | 16.5% |



Having seen so many solutions to climate change, are you more hopeful that climate change will be solved?

| | |
|------------|-----------|
| Yes | No |
| 82.3% | 17.7% |



Are you more hopeful about our future?

| | |
|------------|-----------|
| Yes | No |
| 77.5% | 22.5% |



Are you now more likely to take action in your community to create the future we want?

| | |
|------------|-----------|
| Yes | No |
| 81.4% | 18.6% |



Do you now better understand both the potential opportunities and challenges that the Fourth Industrial Revolution technologies can bring?

| | |
|------------|-----------|
| Yes | No |
| 80.5% | 19.5% |



Do you now better understand that it's up to you and me to make the Fourth Industrial Revolution technologies work for all of humanity to create the future we want?

| | |
|------------|-----------|
| Yes | No |
| 88.3% | 11.7% |



Do you understand that you and I are the final generation who can solve climate change?

| | |
|------------|-----------|
| Yes | No |
| 86.1% | 13.9% |



As discussed in the presentation, what are **three skills** you would need to develop or practice to create the future we want?*



* Data was taken from 194 short-answer responses from students and teachers. 37 responses were filtered out because they were either completely irrelevant to the question asked or blank. Responses were standardized and grouped together where appropriate. For example, 'talking to people' and 'be able to communicate better' went under 'communication'.

Pelly Crossing, The Yukon



An aerial photograph of a scenic landscape. In the foreground, a dense forest of trees with vibrant yellow and orange autumn foliage is visible. In the middle ground, a cluster of buildings, including a prominent red barn, is situated among the trees. To the left, a large, calm lake reflects the sky. The background shows rolling hills and mountains under a heavy, overcast sky with dark, grey clouds. The overall scene is a mix of natural beauty and human habitation.

Section A.

Booking

01

Credibility is paramount to get into public schools

CHAPTER 1: KEY POINTS

▶ Generating enough credibility to present a school-wide assembly in public schools takes a long time. However, once credibility is established, schools are more eager and willing to book due to lessened suspicion and increased expectation of a quality program.

▶ In the beginning of the project when we had no credibility, Steve's personal relationships with teachers and principals was all that we could rely on to get him into public schools.

▶ Based on our experience, booking became a lot easier once three milestones were achieved: 1) Visited over 100 schools, 2) Launched a professionally-designed website; and 3) Produced a 7-minute video which previewed our in-school presentation for principals and teachers.

▶ Commission-based work and outsourcing booking responsibilities to outside sales companies did not work. In fact, it negatively impacted our project success and reputation.

3% Project's school booking history is one of trial and error, experimenting with different methods to better understand what worked and what didn't, while slowly building our credibility. This chapter will break down the booking history of 3% Project into five sections, outlining the management decisions that were made based on our preconceived expectations of booking. More often than not, challenges and roadblocks arose due to our inexperience as an outside organization attempting to secure access to public schools. In the beginning, it seemed like nothing worked. Calls were left answered and even those who listened were hesitant to book. In hindsight, we learned that establishing credibility is crucial in legitimizing the effectiveness and demand of a program. Booking became easier when we achieved credibility at the beginning of Tour 3.

1. First public school (January 2016)

In the beginning of the project when we had no credibility, Steve's personal relationships with teachers and principals was all that we could rely on to get him into public schools. It took roughly three and a half years to get into the first public school, which was only a classroom presentation at James Cardinal McGuigan High School in Toronto.

2. First pilot assembly (April 2016)

3% Project's first full pilot program, a full-school assembly followed by a mentorship session, was conducted at St. Theresa of Lisieux Catholic High School in Richmond Hill, Ontario. Following this, Steve delivered over a dozen pilot assemblies across the Greater Toronto Area (GTA) and Canada. During the early stages of our project prior to creating our own patented presentation content and materials, Steve used Al Gore's Climate Reality slide-deck for his school assemblies.

3. Tour 1 (January to May 2018)

Upon securing a \$500,000 matching gift from our visionary supporter, Butterfield Family Foundation, we had two months to prepare before the official launch of 3% Project's Tour 1. With roughly a dozen staff hired and a poorly designed website (which was essentially our project proposal in digital form), Tour 1 officially started.

Despite the need to set up an online booking system to manage and streamline incoming school booking requests, this was never completed due to time constraints. As a result, all requests had to be answered personally by email, leading to frequent miscommunication and ineffective use of staff time. Combined with the immense pressure to book schools fast, staff were compelled to book whatever came along the way, many of which were classroom presentations, not school-wide assemblies.

New booking arrangement

Half-way into Tour 1, our online booking form was launched. Five Regional Coordinators were hired part-time as mentors, each representing one region:

British Columbia, Alberta, the Prairies, the GTA, and the Atlantic. This was done because a person would better understand people from their province, thereby enhancing communication and hopefully boosting the numbers of schools booked.

Responsibilities stretched thin

Although Regional Coordinators were hired primarily as mentors, they were also trained based on standardized phone scripts to book schools. They spent, on average, 30 hours per person over the course two months on booking, which included calling, emailing, and following-up with schools. In addition, the French speaker and Communications Specialist travelling with Steve on tour dedicated approximately half their time calling schools while on the road.

Looking back, it is understandable how despite the added staff time, we saw little increased success in booking assemblies. Working 30 hours/week for \$18/hour, all five Regional Coordinators had part-time jobs and other 3% Project responsibilities outside calling, which heavily diluted their focus from what is already a demanding and stressful role.

Lacking reputation

Moreover, 3% Project's reputation at its conception was not significant enough to ward off suspicion and entice schools to book. Frustrated that booking proved much more difficult than anticipated, an external sales firm was hired at the end of Tour 1 to help with the booking process for Tour 2.

4. Tour 2 (September to November 2018)

In an attempt to centralize management and solve existing communication problems related to booking, we completely outsourced our booking efforts to a Waterloo-based sales firm in May 2018. They did a horrific job. For every metric promised, they would deliver half that number with a list of excuses in hand as an attempt to justify their less-than-stellar performance. They wrongfully conveyed the mission and intent behind 3% Project to compel schools to book assemblies.

Furthermore, their complete lack of organization negatively impacted the project's reputation and Steve's integrity as a speaker. For instance, the firm did not inform the 3% Project team of some upcoming schools booked, resulting in scheduled assemblies missed. In the end, Tour 2 was cut short due to finances and the sales firm was fired.

Despite months dedicated to booking on part of the sales firm, the majority of schools who booked in Tours 1 and 2 had previous connections to FES' university and college SDGs trainings, or were the result of 3% Project staff's leads generated through persistent follow-up.

Horrorific booking experience with Waterloo sales firm

Alleviating pressure

During the first few months, 3% Project’s staff were immensely glad to have outsourced our booking responsibilities to an external firm. This greatly alleviated the overwhelming pressure and workload from their shoulders, and gave them the opportunity to focus their efforts on other program responsibilities. Overall, our staff were happy to have that extra support. Sadly, no one saw or even anticipated the web of lies and deception that was about to be uncovered.

Forecasted plan

In October, the sales firm produced a plan which forecasted the number of schools they will book by month, from November 2018 to June 2019. This amounted to a total of 118 full-school assemblies booked, with two additional high schools sending classes of students to attend per assembly. Essentially, this would have resulted in 118 full and 236 partial schools booked for Tour 2 and 3.

Growing concerns

In December, Steve was becoming increasingly concerned that the sales firm would be unable to reach the benchmarks they sent for November and December. Up to this point, only 14 assemblies were booked with zero additional schools in attendance. Moreover, most of the schools booked were leads from our own staff’s efforts.

In an email to the sales firm, Steve faked the fact that the Board of Directors were anxious and called for a greater degree of accountability and reporting from the company upon seeing their woefully vague report for September (pictured below). The information reported revealed nothing and raised more questions than answered:

Were 1034 calls made to 1034 different schools? If 1034 calls were made, why were only 430 emails sent? Did only 98 schools get back from 1034 calls and 430 emails? Why does sending emails take so long if Salesforce is being used?

| Statistics for the month | | | | |
|----------------------------|--------------|----------------|--------------|-------------|
| Prospects | | | | |
| Activities by the Numbers: | | | | |
| | Calls | E-mails | Interactions | Sales Hours |
| Totals: | 1034 | 430 | 98 | 152 |
| Connect Rate | 9.477756286 | | | |
| Note: | | | | |
| Interactions | Booked = 14 | Confirmed = 31 | NI = 22 | |
| | Deciding= 31 | | | |

This is a screenshot of the sale firm’s September report. It was extremely vague, with no explanations to how these numbers were generated and what they referred to. This is just the beginning of what would later be a build up of lacking transparency and fabricated results.

Further questions arose with their November report, which reported "...our data reflecting 2833 connections with schools: 1) 70% love the concept...".

Does this mean they had received responses from 2833 schools and roughly 1983 expressed interest when there are only 3400 high schools in Canada? Despite the exceedingly large number of conversations started and high level of interest, why did only 14 schools book?

Project misrepresentation

Subsequently, it was discovered that the firm repeatedly misrepresented 3% Project in their communications. Almost everything in their email script was either untrue or inaccurate. For instance, they incorrectly stated that FES is a "UN-sponsored non-profit organization" and 3% Project is "funded by government grants and corporate donations" when in reality we are "UN-accredited" and, at that time, were only funded by individual philanthropists and charitable foundations. Even when they were told to make the appropriate changes, they never did and continued in their old ways.

In addition, their email communications made it seem as though members from the firm were the speakers. As a result, schools were often confused when Steve showed up for assemblies.

2nd, 3rd, 4th chances

Well into November, Steve was still lenient and intended to give the sales firm a chance since they only started fully booking in September. Not only does it take time for schools to make decisions and confirm their participation, it was hardly fair to judge their performance over the span of two months when our own staff had little success booking schools over three.

Nevertheless, issues arising from their unprofessionalism and disorganization kept on piling up. Unlike with 3% Project's staff, it was extremely difficult to track the sales firms' progress and communications with schools. They kept no record of the schools they communicated with, only the names of individual teachers. Since the sales firm was paid commission for every school booked, 3% Project had a list of criteria of what counted as a 'school booked'. Even so, they sometimes billed us for schools that cancelled or twice for the same school.

Discoveries made, lies unveiled

With mounting questions left unanswered, apparent lack of transparency, and growing confusion over the logical inconsistencies between the firm's reports and the actual number of schools booked, we were getting anxious.

In mid-December, Steve requested the firm to export all their raw Salesforce data and took over their FES email accounts. What he discovered from that was simply devastating. The emails being sent to schools were illegible: paragraphs were duplicated, sentences were merged into one another, paragraphs

were cut off abruptly in the middle of sentences. It was an evidently terrible copy-and-paste job that was unprofessional and negatively portrayed 3% Project to school administrators who received these emails.

Communications from interested schools were left unanswered despite numerous follow-up emails from

teachers. The sales firm also failed to inform us of 2-3 booked assemblies from emails left unanswered in their inbox. The extent of their lies and deception was completely baffling.

They were immediately fired. Steve had to call all the disappointed schools to apologize and hope these grave oversights did not severely damage 3% Project's reputation.

5. Tour 3 and 4

(January to June 2019;
August to December 2019)

Our booking process for Tours 3 and 4 was the same as that of Tours 1 and 2: Cold calling schools one after another, following a standardized script, and following-up repeatedly several times a week so long as no outright rejection was received.

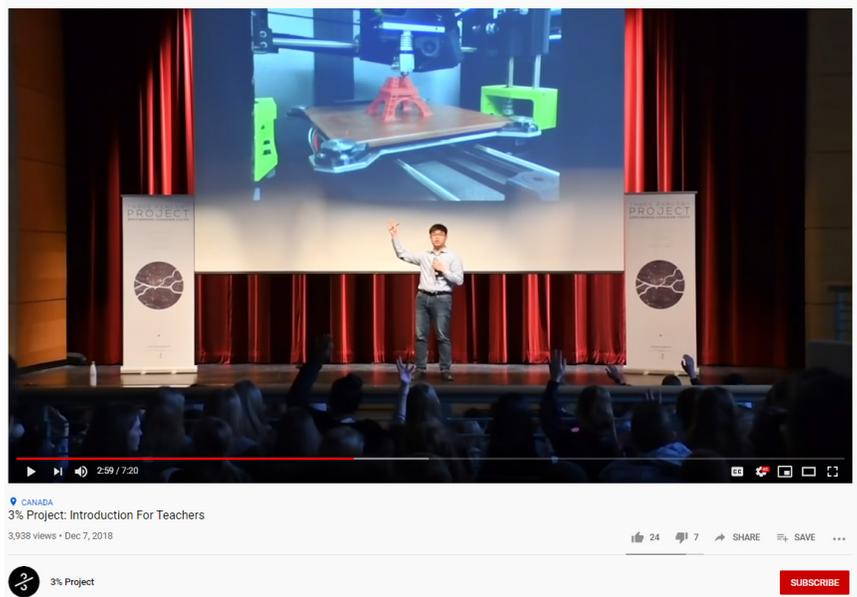
However, our booking efforts translated to increased success following **three major milestones** which considerably boosted the credibility of the program:

01. Visited 100+ schools. After we achieved this landmark, schools became less skeptical of our legitimacy and more willing to engage in conversations. They stopped asking questions such as: "Who are you?", "Who started this organization?", "What do you do?", and "Where are you based out of?"

02. Professional Website. Created by design company Kftwrk, this further increased our credibility and successes in securing school bookings. For more information about our website, refer to Chapter 14.

03. Video. This 7-minute custom video gave a brief introduction to our presentation and helped teachers situate our content into class curriculum.

A screenshot of the 7-minute video for teachers, as seen on Youtube.



02

Booking schools is painful

CHAPTER 2: KEY POINTS

▶ Booking schools is a mentally draining task in which you are disproportionately met with rejections over approvals. Having a partner is necessary to keep each other accountable, compare ideas, and provide solidarity.

▶ The painful process is necessary, and there is no way around it. Cold calling repeatedly is the only way, notably for small organizations, to secure access to presenting in schools.

▶ Principals should be the targeted person of contact right from the first introductory call as they are often the ones making the final booking decision. Only 1 out of 10 schools had other staff members call the shots: guidance counselors, teachers, and Vice Principals (VPs).

▶ Calling outside class hours, notably before school, will increase the chances of calls being picked up. Either way, luck plays a huge role in catching principals and teachers at the right time.

Nobody likes being faced with rejection, least of all verbally. Repeatedly, one after another. Over 40 to 50 times per day. Day after day for months. But this is your job, so either you learn to overcome it or find coping mechanisms to make this ordeal slightly less painful. And such is the booking schools experience with 3% Project. It was worse since our staff would call continuously from 7AM to 7PM everyday to accommodate time zones from BC to NL. Nevertheless, it is a critical part of the program as cold calling is the only way, especially for a small organizations without reputation, to secure access to hosting assemblies in public schools. Should you follow in our footsteps, this chapter will offer our recommendations to lessen the mental and emotional strain on your staff.

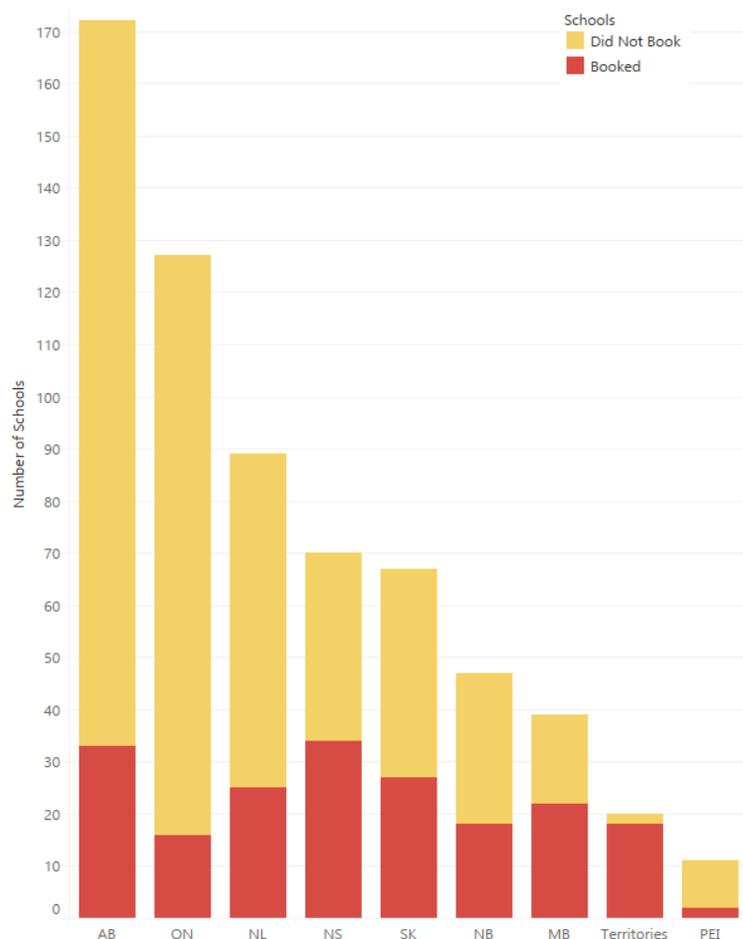
Staffing Requirements

There needs to be **at least two people** responsible for booking to keep each other accountable, trade ideas, and provide solidarity through mutual suffering. This is highly recommended due to the tremendous amount of pressure inflicted should only one person be burdened with this responsibility. For organizations with a size and scale comparable to that of 3% Project, we suggest having one staff member fully dedicated to booking and another staff (such as a Mentor) whose workload is divided between the two: 50% booking; 50% mentorship.

A minimum of two full-time staff is recommended at the beginning of the school year when first introduction calls are made. Following the initial rounds of rejection, staff members tasked with booking can be decreased to one person for follow-up calls.

Ontario and Alberta: The most important provinces in which help is needed, both logistically and emotionally. Not only do they have the most number of schools, but they are also the most challenging to get into, thus making it very difficult for staff morale.

FIGURE 2.1 BOOKING REJECTIONS ARE PREVALENT
RESPONSES FROM SCHOOLS CONTACTED BY PROVINCES
AND TERRITORIES FOR TOUR 3 AND TOUR 4



14%
of schools contacted ended up booking

Regional divisions: Staff members should divide up assigned schools by region. In essence, each person will have a list of schools they are responsible for, from the introduction call to all corresponding follow-up communications. This way, there is a clear delineation of responsibility and a decreased likelihood of miscommunication.

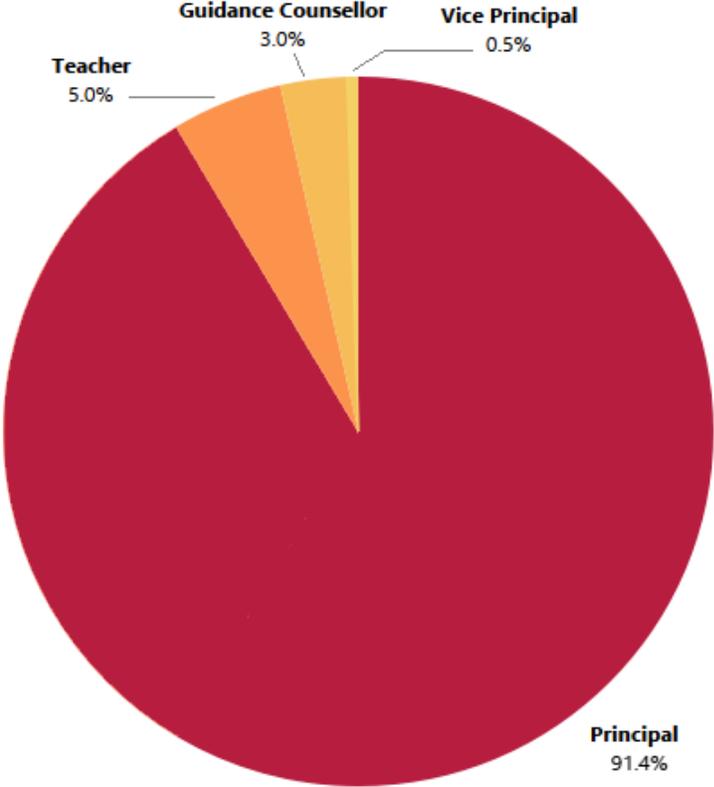
Furthermore, the two staff members hired should be working in different time zones to allow for greater coverage throughout the day and to ensure staff are working reasonable hours (8AM to 4PM instead of 7AM to 7PM).

Who to speak to

Principals: The targeted person of contact. Since they are often the person in charge of making the final call for school-wide assemblies, avoid wasting time being transferred from one person to the next by requesting to speak to the principal from the get-go.

If they are very enthusiastic about the project, principals will book immediately with the first call. In many rural schools, principals also teach. Keep this in mind when contacting schools as it will be more difficult to reach them during class hours. Instead, call in the morning before school. Calling after school does not work as well because principals often have meetings scheduled in the afternoon.

FIGURE 2.2 PRINCIPALS ARE OVERWHELMINGLY THE PERSON OF CONTACT THE PRIMARY CONTACT PERSON WHEN COMMUNICATING WITH SCHOOLS



Teacher helped advocate to school in support of project

Getting schools booked in Alberta is notoriously difficult because of the complicated political climate. Many Albertans look at 3% Project's message as a challenge to their oil and gas economy and chose not to book an assembly because of a perceived misalignment in message. For this reason, we were unable to book any schools in Northern Alberta.

This changed when we found out that one of our employees was connected to a person that used to live in Northern Alberta. This contact had a personal connection to one of our targeted schools. In fact, that individual's high school teacher was still teaching in Northern Alberta. To get our foot in the door, we asked this contact to reach out to their old science teacher to introduce the program in a positive light and talk about the content in a more relaxed format. This provided an avenue for our Booking Coordinator to open

a discussion about bringing 3% Project to the school when they were eventually introduced.

This natural way of introducing the program was successful. In using this connection, we were then able to get in touch with the school principal. When we got in touch with the principal, like most Albertan schools, the principal was still hesitant about bringing 3% Project to their school. The principal said they needed to discuss it with their teachers and staff before booking with us. However, the teacher we connected to first was already well-informed about the program and acted as an advocate for the program as a result of our ongoing discussions.

Leveraging an "insider" in the school was incredibly useful in proving legitimacy, communicating the program, and eventually booking the school.

To ensure that you are communicating with the school principal from the get-go, read our following tips to help you quickly navigate through the school bureaucracy to the top of the administrative hierarchy.

Secretaries: Before picking up that phone, make sure you know the principal's full name. When calling larger schools, especially those in cities, it is likely that a receptionist or secretary will answer calls directed to the principal. This person is the gatekeeper, tasked with intercepting phone calls by filtering out sales pitches and all

communications deemed unnecessary for the principal's personal attention. As a result, ensure your calling list is updated, with the contact information of current principals, not those who have moved schools or retired. To get through the gatekeeper, ask to speak directly to the principal, addressing them by name as if you know them personally.

This tactic lowers their suspicions considerably and creates the presumption that this is an expected call, rather than a cold marketing sales call.

Thus, it is crucial to ensure you remain friendly and courteous when conversing with the secretary to avoid any reason for them to block your access to the principal.

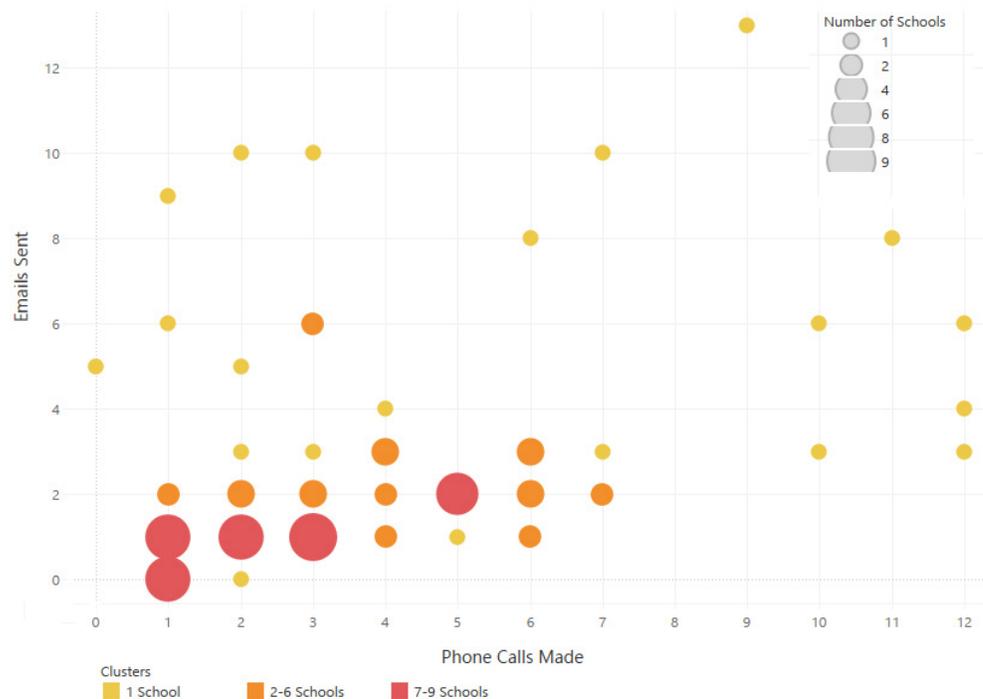
Furthermore, CC-ing secretaries in all follow-up emails to the principal is extremely helpful. If a good relationship is established with the secretary from the get-go, they will help remind principals to check their emails, resulting in smoother communication and faster execution of follow-up tasks.

Teachers: In general, teachers were not uniquely influential when booking, but can be the tipping point for final decision-making if they are personally invested in the presentation content or overall program goals. In which case, their passion and excitement may persuade their principal to book.

Sometimes, principals may direct you to a teacher if they want a specific person (such as a social science or science teacher) to champion the project. However, final approval is still required by the principal so it is still essential to familiarize yourself with them.

Guidance Counsellors: In some schools, we were directed to speak to the guidance counsellor, who was in charge of arranging assemblies and skills development. This is the one exception to the rule of targeting principals as the primary person of contact, and does not occur often.

FIGURE 2.3 SCHOOLS ARE UNLIKELY TO BOOK AFTER 7 PHONE CALLS
NUMBER OF EMAILS SENT AND CALLS MADE BEFORE SCHOOLS BOOKED



Patterns in the Booking Process

Schools who end up booking fall into two categories: 1) Those who immediately book with the first or second call; and 2) Those who would need repeated follow-up calls (sometimes over the course of two or more tours). There is no in between.

Schools who book within the first two calls typically have principals who are personally enthusiastic or supportive of the program content and messaging. Principals that responded with “let me get back to you” or “let me check it out” required multiple follow-up calls and a lot more convincing before they say ‘yes’. Unsurprisingly, longer wait times usually translate to less interest.

In addition, most schools said ‘yes’ on the phone while very few gave an affirmative through email. In general, the schools whose main method of communication was through email were considerably more disorganized when arranging for the assembly.

Recommendations for emails

After initial introduction calls, emails were sent to principals or another person of contact with links to more information, such as our website, video, and mentorship pamphlets. However, our emails were constantly flagged as spam which either landed in the recipient’s junk folder or were completely blocked from entering their mailbox. To mitigate this issue, here are our recommendations:

➤ **Address the recipient by name in the title of the email.** Most spam filters trash emails based on its title. Avoid generic email titles such as ‘Introduction Email’ or ‘Introducing 3% Project’ and anything that sounds like a marketing campaign.

➤ **Ask principals to check their email before hanging up the phone.** This ensures that they have received your email and provides the opportunity to send it again through a personal email account if the first one was blocked by spam filters. If the email needs time to be composed and therefore cannot be sent immediately during the phone call, remind them to check their inbox and spam folders before hanging up.

Note: All schools that were sent information through our Booking Coordinator’s personal email all booked. However, since these schools already got to this stage, it is expected that they are fairly committed to booking.

➤ **Send physical mail through post rather than emails.** Many schools have indicated that they would have responded better to mailed letters rather than follow-up calls and emails, especially if the program is first being introduced or being reconnected after a long period of no contact.

What Worked

➤ **Call schools outside class hours.** Most notably, calling before school will increase the chance of principals and teachers being present to pick up calls. Across the Atlantic and in rural communities, principals regularly taught classes and would often have hall duty during lunch time. While it is often easier to book outside busy class times, luck also plays a big role in calls getting answered.

➤ **Say “We are already going to (insert school) in your area”.** This helped tremendously for schools on the fence and/or still questioning the credibility of the program. From the school’s perspective, it seems less like a cold call and more desire on part of the

project to fill in their afternoon schedule with another assembly since we are already visiting a school nearby in the morning.

➤ **Saying “We will be in your area for a week in (insert month)” sometimes worked.** Framing our message this way suggested that 3% Project would only be in the region for a limited number of days with only XX spots left to book assemblies. This implied that 3% Project was a program of high demand, giving schools an additional incentive to make a final decision. However, this only worked for a very limited number of schools.

➤ **Acquiring school board approval is a game of ‘high-risk high-return’.** That is, if you can get them to respond in the first place. Some districts required school board approval to book assemblies in schools while others did not. Below are four case studies that will illustrate the varying results that come out of involving school boards in the booking process.

01. School board approval is necessary in PEI, however, it was not granted to us. To obtain approval we repeatedly called and e-mailed the school board two months in advance of booking schools in PEI. Despite the “promise” of looking into our program early, we received minimal responses. The school board only got back to us 2 weeks before our scheduled tour in PEI with the message that they did not have enough time to review our program and therefore, could not grant us school board approval. As a result, we were completely shut out of holding assemblies in PEI.

02. Newfoundland and Labrador’s English District School Board said “it is up to the principals” to book assemblies. In this case, school board approval was not necessary.

03. Conseil scolaire acadien provincial, Nova Scotia’s only francophone school board, helped us book all the schools in the district after we contacted them directly.

04. One teacher mentioned that staff do not like receiving emails from the school board. While this will differ from district to district, keep in mind that some principals or teachers may ignore communications and notices from the board. In which case, speaking directly to the school would be more effective.

05. Several Alberta and Saskatchewan school boards banned us from presenting at their schools.

➤ **Develop region-specific ‘scripts’ for introduction and follow-up calls.** This standardized our messaging and ensured that the information all schools received was the exact same and comprehensive.

➤ **Direct principals to the introductory video to learn more about the project and assembly presentation.** This gave us time to focus our call on the free mentorship program we provide, for schools expressed great interest in skills development initiatives.

➤ **Communicate all important information on the phone.** Emails are great for sending information packages and establishing a line of contact outside phone calls, but make sure all essential information is communicated on the phone. Never assume that principals and teachers will read emails thoroughly; they often do not.

What Failed

➤ **Referrals between school principals did not work and wasted more time.**

There are very few cases in which referrals between schools helped. Principals would sometimes refer us to neighbouring schools or offer to send emails to fellow principals in the same school board. Referrals made between colleagues never amounted to any bookings. However, there is one exception where a Manitoba principal directed us to a friend teaching in a nearby school. They immediately booked.

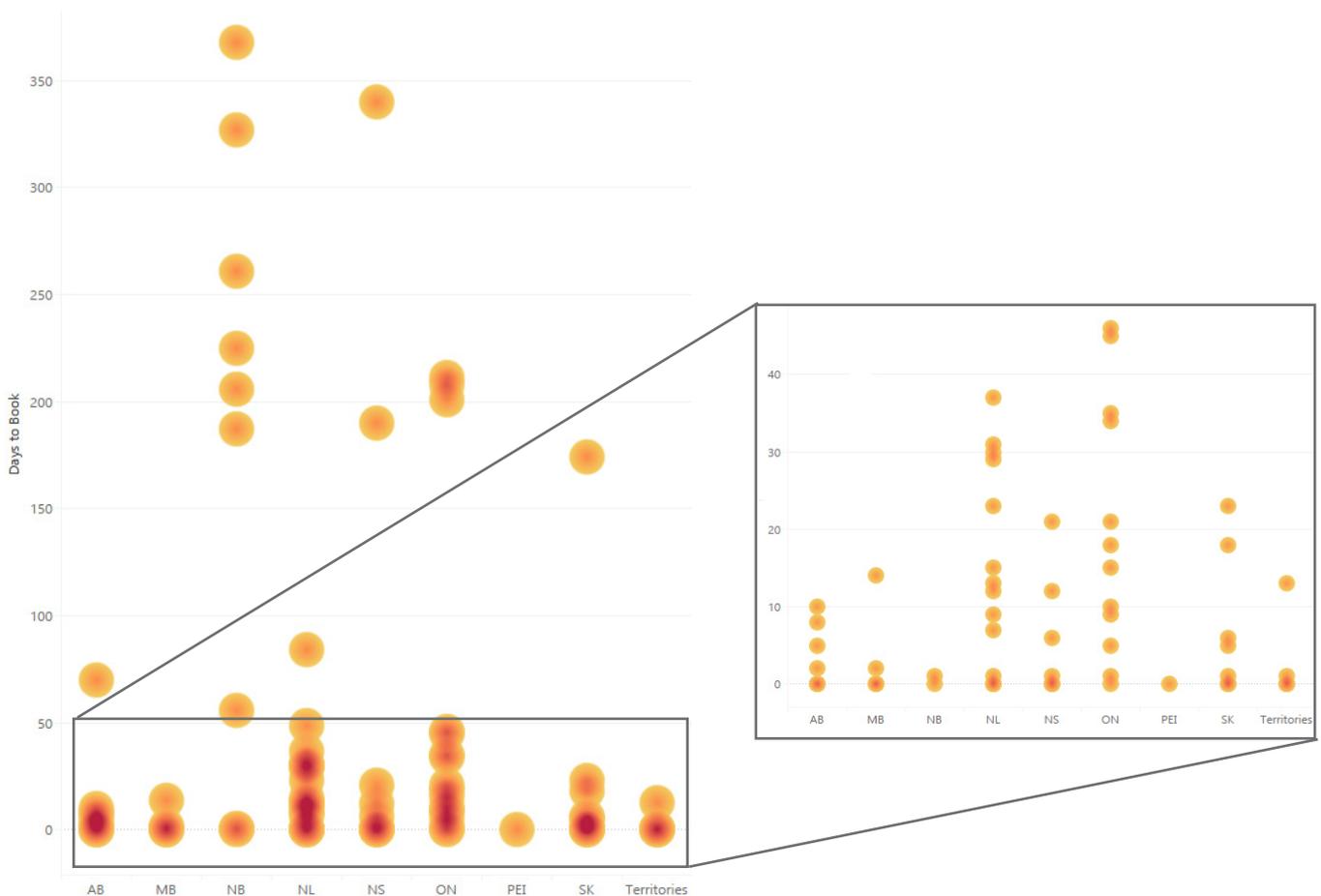
➤ **Outsourcing booking responsibilities to sales companies is ineffective.**

Based on our experience, this resulted in more harm than good (as discussed in Chapter 1). If your organization is considering this, conduct thorough research to ensure that the sales firm you intend to hire is trustworthy, specialized in the specific brand of marketing you are looking for, and has an excellent track record.

➤ **Working without a unified strategy caused confusion and miscommunication.**

Ensure there is a limited number of staff designated to calling and booking schools, with clear delineated areas or regions of responsibility to avoid overlap.

FIGURE 2.3 SCHOOLS NEED NUMEROUS FOLLOW-UP CALLS TO CONFIRM BOOKINGS
 NUMBER OF DAYS (SINCE DATE OF FIRST CONTACT), FOR SCHOOLS TO BOOK



What counts as a 'school'?

Our definition of a "school" is if more than half of the grade 9-12 students in the building attended the assembly.

If the school is grade 7-12 and grades 7-9 are participating, but not grades 10-12, then even if grades 7-9 account for more than half the school, it is not counted as the criterion specifies for more than half of the *grade 9-12 population*. Thus, that specific school would not be counted as a part of our 400. However, the number of students in attendance will be counted.

Similarly, if the majority of a grade 9-12 school was unable to attend the assembly, the school would not be a part of 400, but the number of students in attendance will be counted.

If the school commits but the majority does not show up, the school is not counted but the number of students are.

We obsessed over these numbers. We did everything theoretically possible to reach them.

We drove overnight to make the numbers. We drove through snowstorms to make the numbers. We extended tours to make the numbers. We cried over arguing whether a school counted. We lamented over teachers who lied to us about the number of participating students to get a free program. We became inconsolable when schools cancelled one after another due to snowstorms, polar vortexes, strikes, or deaths.

It worked.

Students at Allan Lafford High School (Potlotek First Nation, NS) watching a video during the assembly.



03

It is difficult to understand precisely why schools book

CHAPTER 3: KEY POINTS

► It can be reasonably assumed that most schools book based on their support for the message or interest in the content of the presentation. However, reasons are most often not explicitly expressed and numerous factors can come into play.

► Contact urban schools in September to book assemblies. Larger schools have a set number of assemblies they can hold per year and these spots fill up fast.

► Québec and British Columbia were low priority provinces since their climate education is considerably more advanced compared to the rest of Canada. On the same note, numerous schools in Québec turned down booking 3% Project because they already had several environmental presentations scheduled.

► Plan for a 15% cancellation rate. It is expected that a number of schools will cancel after booking, either out of necessity or human error. Extreme weather is the biggest reason for cancellations.

We can divide schools contacted for physical visits into three categories: those that booked, those that did not book, and those that cancelled after booking. In the first two cases, it is very difficult to determine and evaluate exactly why schools decide to book or not book. These reasons are most often not explicitly expressed or even alluded to in communications during the booking process. Moreover, numerous factors can come into play when making the final decision, including ones immeasurable. For instance, catching the principal during a slow day and/or in a good mood can influence the quality of conversation and subsequent decision-making. Despite our data limitations, this chapter will list the reasons why schools booked, did not book, or cancelled from those who explicitly made their rationale known.

Why schools booked

The majority of schools that booked never pointedly revealed the rationale behind their decision-making. Although we will never fully know why schools booked, we can reasonably assume that the main reasons schools booked are similar to those explicitly expressed. They are:

01. Interest in Content: Either in support for the overall message or interest in the content of the presentation. Accepting our presentation request was a tactic for some principals to talk about certain issues (especially climate change) in communities in which it is very taboo. This way, they can shift the blame to an 'outside organization' if parents complain.

02. Interest in Skills Development: Many principals in Newfoundland and schools outside major urban centres explicitly expressed their interest in the mentorship component of our program. Since they are farther away from the bigger cities, they do not receive many opportunities for skills development workshops. We assume this is also the case for many rural and isolated communities across Canada.

03. No cost: For some rural and/or Indigenous communities, schools booked because the program was free. Due to their remoteness, it is uncommon for them to receive requests for outside organizations to hold assemblies and were therefore eager to take on this opportunity.

Why schools didn't book

The majority of schools that did not book stated that they were simply "not interested" or never answered a single call. However, of those schools who gave us their reasons, the following are those most prevalent.

01. Fully booked: Some schools, mostly those in urban cities, have a set number of assemblies they can hold per year since provinces have a designated number of mandated in-class hours. Therefore, we suggest that schools be contacted in the first semester (preferably in September) before they are fully booked for assemblies.

02. School-wide assemblies not possible: For many large urban schools, school-wide assemblies cannot be arranged due to the sheer number of

students. The entire school population (or specific grades) is physically unable to fit into one auditorium and/or it would be too challenging to arrange for several assemblies.

03. Clash with themed weeks: Based on our predetermined tour routes, some schools had themed weeks (ie. bullying prevention) during the dates in which Steve would be in that area. Thus, schools did not book if our presentation did not fit with their designated theme of the week.

04. Clash with exams: Exam times differ by province and territory. 3% Project's tours always start on the west coast in January. However, this coincided with exams in BC. Thus, we never had great success in booking BC schools for that month.

05. Too many environmental projects: Some schools had too many environmental projects and presentations going on or already scheduled, and did not want to add

another one to the list. This was especially the case in Québec, a province that is known to be considerably more advanced in their environmental education.

06. Too short notice: Schools did not have enough time to prepare.

07. Recent tragedies: Several Indigenous schools had recent suicides or deaths in the community. Thus, it was not a good time to arrange an assembly.

08. Suspicion: Most prevalent during Tours 1 and 2 when credibility was not yet established. Schools in the Prairies would also be skeptical on how climate change content would be framed and delivered.

09. Personal reasons: This includes principals who were not supportive of the overall messages being delivered in the assembly presentation, most notably on climate change and the environment.

10 Snow Days in Alberta and the Atlantic

In Tour 3, Alberta experienced a series of intense snowstorms and a polar vortex in February. It caused a number of schools to close because their water heater, heater, or windows were broken, or the diesel school buses could not run.

Several schools in Northern Alberta cancelled on us either because the school was closed or because they could not afford to miss more classes to host 3% Project's assembly after losing so many school days to the snowstorms.

The Atlantic also experienced the same polar vortex in February. Although we were in the Atlantic in May and June, a number of schools cancelled on us and some school boards no longer allowed outside presentations because too many school days were lost to the polar vortex earlier in the semester.

In contrast to Alberta, the Atlantic cancellations happened far enough in advance for us to identify and book other schools.

Why schools cancelled after booking

Cancellations happen, whether out of necessity or due to human error. In Tours 3 and 4, 15% or 20 schools of 198 who booked our English and French physical assemblies cancelled. As a result, it is necessary to plan for school cancellations in the program budget and booking number targets. If there are clear program goals set in place, such as the number of schools visited per year, ensure that at least an additional 15% of that number is booked to accommodate for expected cancellations.

01. Extreme weather: This is the biggest reason why schools or 3% Project cancelled assemblies that were already booked. For an example of this in action, refer to our '10 Snow Days in Alberta and the Atlantic' case study on the left.

02. Concern about the messaging of the project: Some Alberta and Saskatchewan schools were worried about the tone and stance on climate change of the presentation. Principals were concerned that this may trigger the audience and the school would receive significant backlash from parents and the community.

For example, a high school in northern Alberta cancelled after booking. Even though the principal had no personal misgivings against the project, they were worried that its stance on climate change would anger parents and amount to protest.

03. Forgot they booked: This was most prevalent in rural schools where principals forgot to include the assembly in their school schedule. Therefore, these schools did not have enough time to prepare when they were reminded a few days prior to their assembly date.

To mitigate this issue, we recommend sending the pre-assembly package at least two weeks before the assembly to give schools a reminder and ample time to prepare.

Regional Insights

BRITISH COLUMBIA

- 01.** Had a high number of schools. Success was hard to evaluate as southern BC, a climate friendly region, was low priority.
- 02.** Sparsely populated areas were difficult to book as we aimed for two schools a day. We were also restricted by our pre-planned routes for Tours 3 and 4.

ALBERTA

- 01.** Very difficult to book due to the poor overall provincial outlook on climate change. It became even more difficult close to the provincial and federal elections when "Is this part of a partisan agenda?" was often asked.

SASKATCHEWAN

- 01.** Booking became easier when we referred to other booked schools in the area.
Southeast: As bad as Fort McMurray for climate opinion. But once one school booked, many others followed.

MANITOBA

- 01.** The easiest province to book.
- 02.** Without prompting, schools offered to hold joint assemblies with nearby schools. They often suggested schools in the area that may also be interested in our program.

ONTARIO

- 01.** Completed the most booking forms but did not follow through.
- 02.** Contact must be made in September by booking staff. A lot more time is needed for schools to agree in comparison to those in other provinces.
North: School boards hold a lot of weight. Once one school booked, many other schools in the board followed.

THE TERRITORIES

- 01.** Very easy to book in general, even in major cities such as Yellowknife and Iqaluit. You just need to call them!



Harder to book as you move east and south in Ontario

GTHA: Very difficult to book schools

- 01.** A lot of leads were generated, but very few schools committed. Many expressed interest for the next tour, but never followed through.
- 02.** This region already gets many presentation requests. Having a professional website and well-made video mattered little since all other organizations had them.
- 03.** Very difficult to arrange school-wide assemblies due to the sheer number of students. Instead, there was greater interest for classroom presentations.



Nunavut's government was hacked in November 2019. All communications stopped, making it impossible to reach schools through traditional means. Instead, we acquired the personal phone number of a former school board worker who in turn provided us with the personal contacts of school staff.

NUNAVUT

- 01.** School board approval required, but easy to obtain.
- 02.** One school said no, only because they wanted more time to organize. It was very last minute, with one-week notice.

- 04.** Recommendations and personal relationships with school and board staff are crucial in this region.

Toronto District School Board (TDSB): Technically, assemblies can only be booked if you are on the school board's public speaker registry.

NEWFOUNDLAND AND LABRADOR

- 01.** Teachers left right after school, at 2pm. Best to call before school or at lunch.
- 02.** Despite Steve's initial introduction visits, many were still not interested in booking.
- 03.** Highly centralized: One English school board for the entire province. School referrals worked since principals were tasked with making booking decisions. We could not capitalize on this due to time constraints.
- 04.** Schools were willing to host a joint assembly with nearby schools.

PRINCE EDWARD ISLAND

- 01.** Very disorganized with strict rules at the English school board level. Despite many principals expressing their interest in the program, board approval was not granted in time. We only visited one French school.

NEW BRUNSWICK

- 01.** Fairly difficult to book as there were not many schools in our target area. Excluding French schools and Fredericton, we visited over half of our target schools.
- Northeast:** English schools never responded.

NOVA SCOTIA

- Central:** Most difficult to book due to greater prevalence of climate denial.
- Cape Breton:** Easier to book than other regions in Nova Scotia.

QUÉBEC

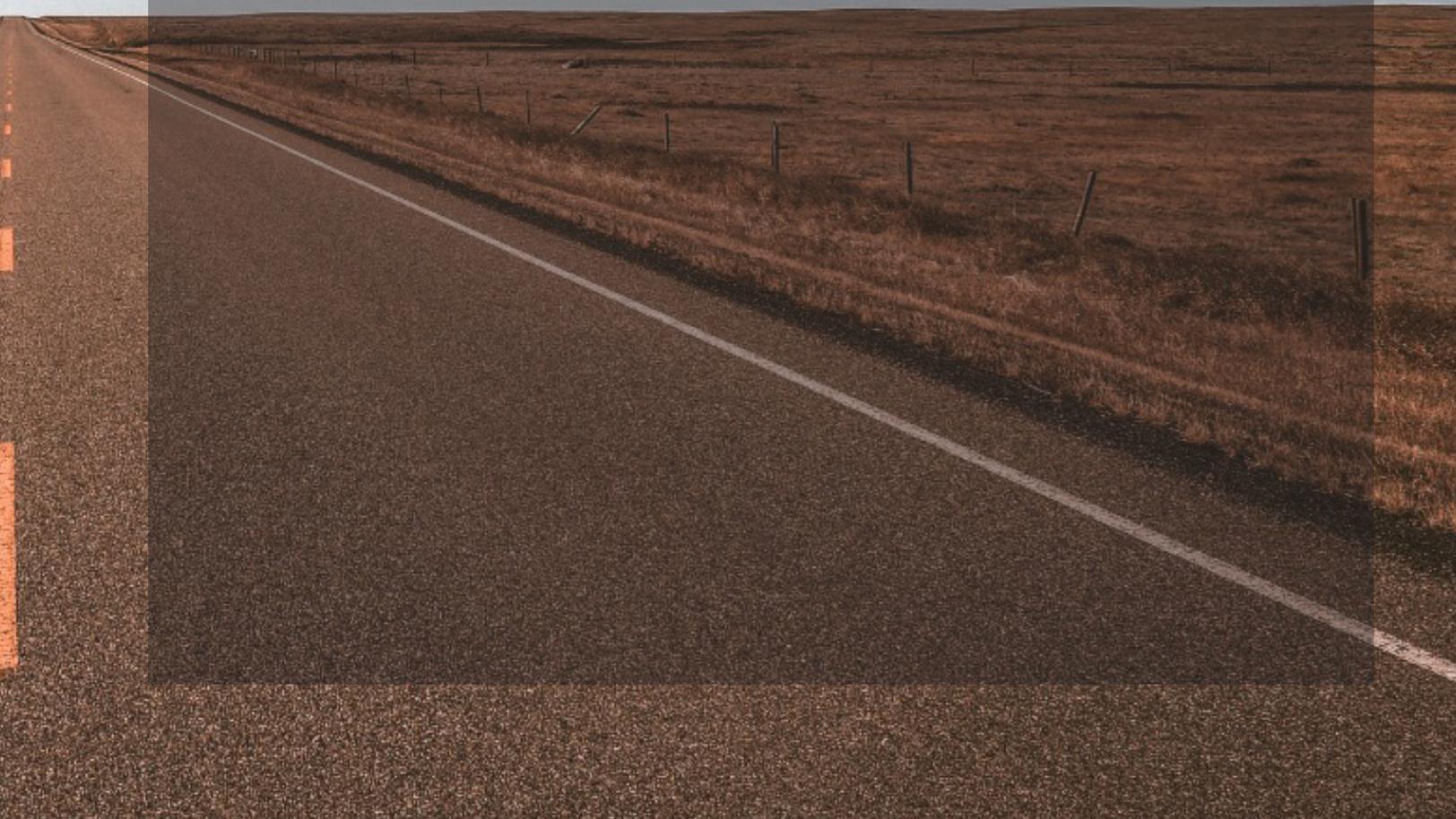
- 01.** To book assemblies for September onwards, call schools in June. Québec plans events far in advance, typically during the school year prior; spots fill up very quickly.
- 02.** Less likely to book climate-related assemblies due to the high number of environmental activities already planned.

Dorothy, Alberta



Section B.

Travel



04

You can't travel like this, but we had no other choice



Travelling to two schools every day is unsafe and often not feasible in rural and remote areas of the country. To do so would likely require driving all night to get to the next destination, an endeavour that Steve took upon himself on top of the physical and mental drain associated with being on the road for months on end. Furthermore, unexpected delays on the road may result in morning assemblies cut short or cancelled altogether. Despite the numerous compelling reasons why travelling this way is not recommended, this chapter will explain why it was the only choice we had. And should you decide take on this crazy endeavour, we offer our tips and recommendations to maximize safety and efficiency.

It's obvious that you cannot travel like this. So why did Steve?

1. Rural communities are disengaged from climate conversation and action.

In a democracy, Canada will never achieve transition to a fully decarbonized and electrified clean future without the full participation of all communities, including the rural communities that do not want to talk about climate change and are skeptical of climate solutions.

Thus, 3% Project primarily targets climate skeptical rural communities, that coincidentally, are also the hardest to get to.

Refer to Steve's letters on pages 90 to 93 for more information.

2. VA backfires in rural areas so we must be there physically.

The learning outcome, whether delivered in-person (physical assembly) or virtually (virtual assembly) is similar for the students in cities that already agree on climate crisis. However, virtual assemblies backfire for the students in rural communities that already disagree

on climate crisis. This is why we deliver presentations in-person to schools in rural communities and virtually to schools in cities. (Read Section E. Virtual Assembly on page 122 for more.)

Alliance for Climate Education (ACE), a US nonprofit, has published this insight in their peer-reviewed article and evaluation reports:

"While in-person climate education yields better outcomes for behaviour change and hope among both the rural and urban audiences, virtual climate education yields similar outcomes, particularly among the urban audiences, for climate science knowledge gained, shift in belief in and involvement in climate change, shift in attitudes about climate justice, and self-efficacy on climate action."^{3,4,5}

3. Rural communities have been left behind.

There just simply is not enough capital in environmental philanthropy in Canada to reach rural communities. (Read #2 on page 179 for more.)

Even at the high efficiency of Tour 3 and Tour 4, the program cost on average \$2000 per school. (Review 'Expenditure per Program' on page 193 for more

Pictured left: Steve's car stuck in a snowy ditch in the Northwest Territories

This case study is written by Steve. All first-person pronouns refers to him.

Oil spill in Eagle Plains

Between Dawson City, Yukon and Inuvik, Northwest Territories is a 740 km gravel road called the Dempster Highway that connects the two cities; there are no other roads. If the Dempster closes, you are stuck. This is a risk we knew going to Inuvik and Tuktoyaktuk. And unfortunately for us, it closed due to an oil tanker spill.

Inuvik to Watson Lake is a 23.5 hour drive. The plan was to finish the Inuvik school assembly by Friday afternoon and arrive in Watson Lake by Sunday night.

At 3:10 PM on Friday, I learned that the Dempster Highway is closed due to an oil tanker spill. The Arctic communities operate on diesel generators, so trucks need to transport oil tanks frequently. The fumes were so toxic that no humans were allowed to be near it.

Fort McPherson was the closest human settlement to the road closure, but all the rooms were occupied already by other truckers and travellers. I was stuck in Inuvik. It was speculated that the road will be closed until Monday or Tuesday.

3% Project has a very specific goal of 400 high schools and we could not afford to lose schools if we wanted to meet our targets. I had to do whatever it took to make it to Watson Lake by Monday morning. The next day morning, the Dempster highway opened up for an hour to let commercial trucks go through. However, another oil tanker truck went over, so it closed again.

The heavy rain made the gravel road of Dempster Highway dangerous to drive in. My tire blew coming up north as well on the Dempster. Clean up crew was coming from High Level, Alberta, which was 32 hours away from the oil spill scene.

As a result, I decided to sleep all day with alarm on every 2 hours to check the road, so if the Dempster opens up, I can immediately start driving.

At 9:22 PM on Saturday night, the Dempster highway opened up again for commercial trucks. I immediately started driving to test my luck. The road was indeed dangerous. I drove for 6 hours to Eagle Plains, Yukon and slept 4 hours. I then got up and started driving again, knowing that the Dempster is closing again in the morning to remove trucks and clean the roads. I drove 1,303km for 15 hours with no break and arrived in time for the school presentation in Watson Lake. I drove for 8.5 hours after Watson Lake and 9.5 hours the next day.

The more north we go, the further apart the schools are from each other. If I didn't drive like this, we couldn't even do one school a day, making northern schools too expensive. Driving like this was the only way to reach the northern communities while hitting our targets of 400 high schools and stay within budget.

details). If Steve visited one school per day, the program cost on average would double. Thus, the cost would be too high to attract funders for the program.

4. Travelling with someone does not reduce the risk unless the person is in another car.

Two people could rotate driving, but again, it doubles the cost. Moreover, travelling and living together with a stranger for months on end is difficult and stressful. From our experience, it causes more stress and is a greater risk to safety.

In addition, coordinating one person's schedule is much easier and more efficient than two or three. This includes bathroom breaks when driving, where and when to eat, and what music to listen to, just to name a few.

For instance, Steve particularly enjoyed listening to audiobooks, endless podcasts and TED talks at 2-3 times the speed when travelling alone during Tour 3 and Tour 4. He also enjoyed singing very loudly in the car while driving. Neither of this can be done when travelling with another person. However, these activities were crucial in relieving some of Steve's stress and increasing his overall enjoyment on the road, even if only by a little.

5. Seasonality of schools.

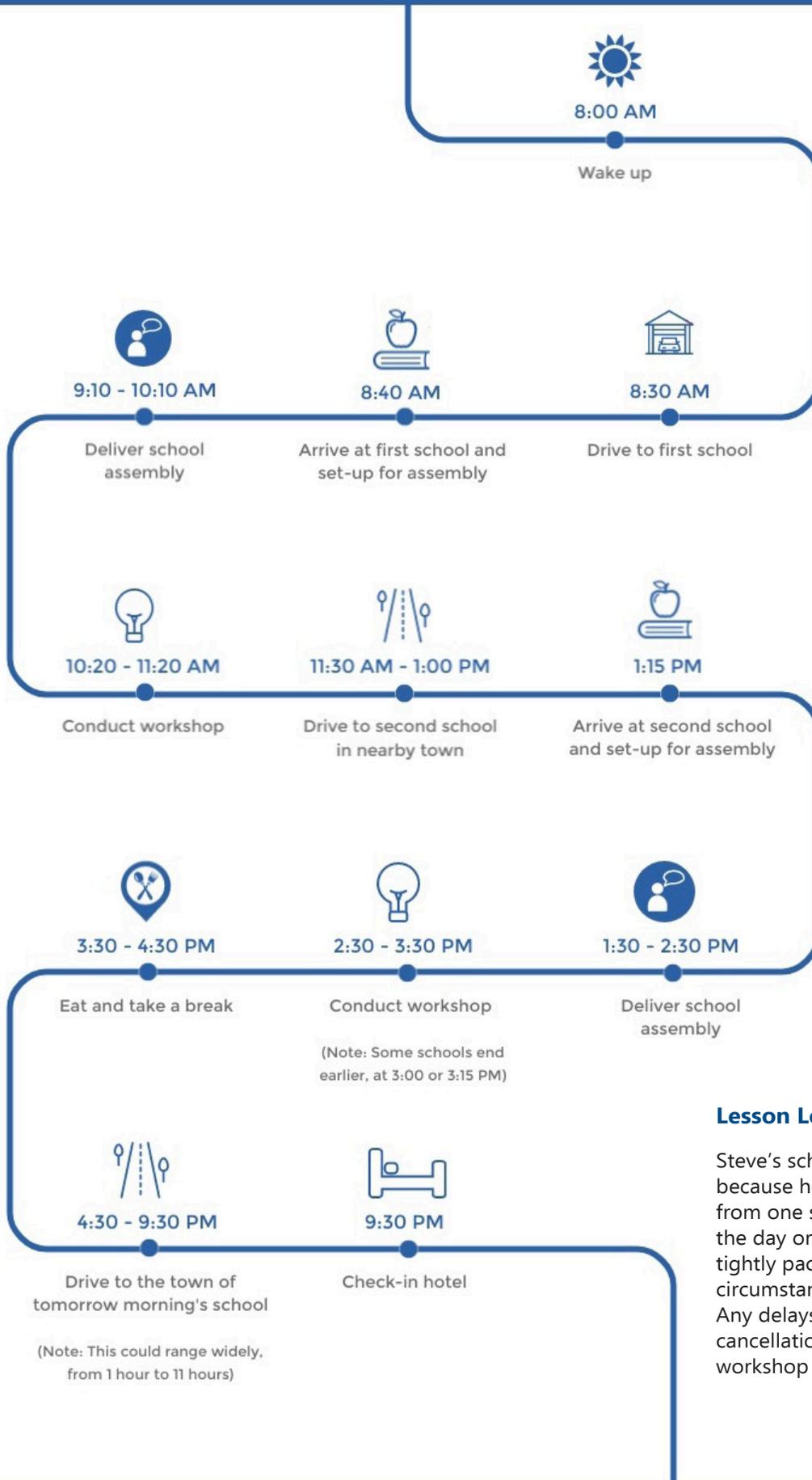
There are only so many days a school is open in a year when taking into consideration all the scheduled breaks (summer, winter, March break) and test periods (ie. exam season). Furthermore, attracting the right talent for this work is difficult. The speaker's salary, accommodation, food, and travel costs are fixed whether the speaker does one school in a week or ten schools in a week. So it is best to keep moving and go to as many schools as possible.

6. Why not visit one region at a time?

Lack of Scalability: Canada has a plethora of active environmentalists and climate change activists throughout the country. But they are very small groups of disconnected, disconcerted efforts, which lack the scalability to impact the general public's opinion. They cannot mainstream climate conviction. We urgently need a campaign that shakes the entire nation as waves upon waves in a short time span. 3% Project is designed to do exactly that.

A Day in the Life of Steve on Tour

English Physical Tour

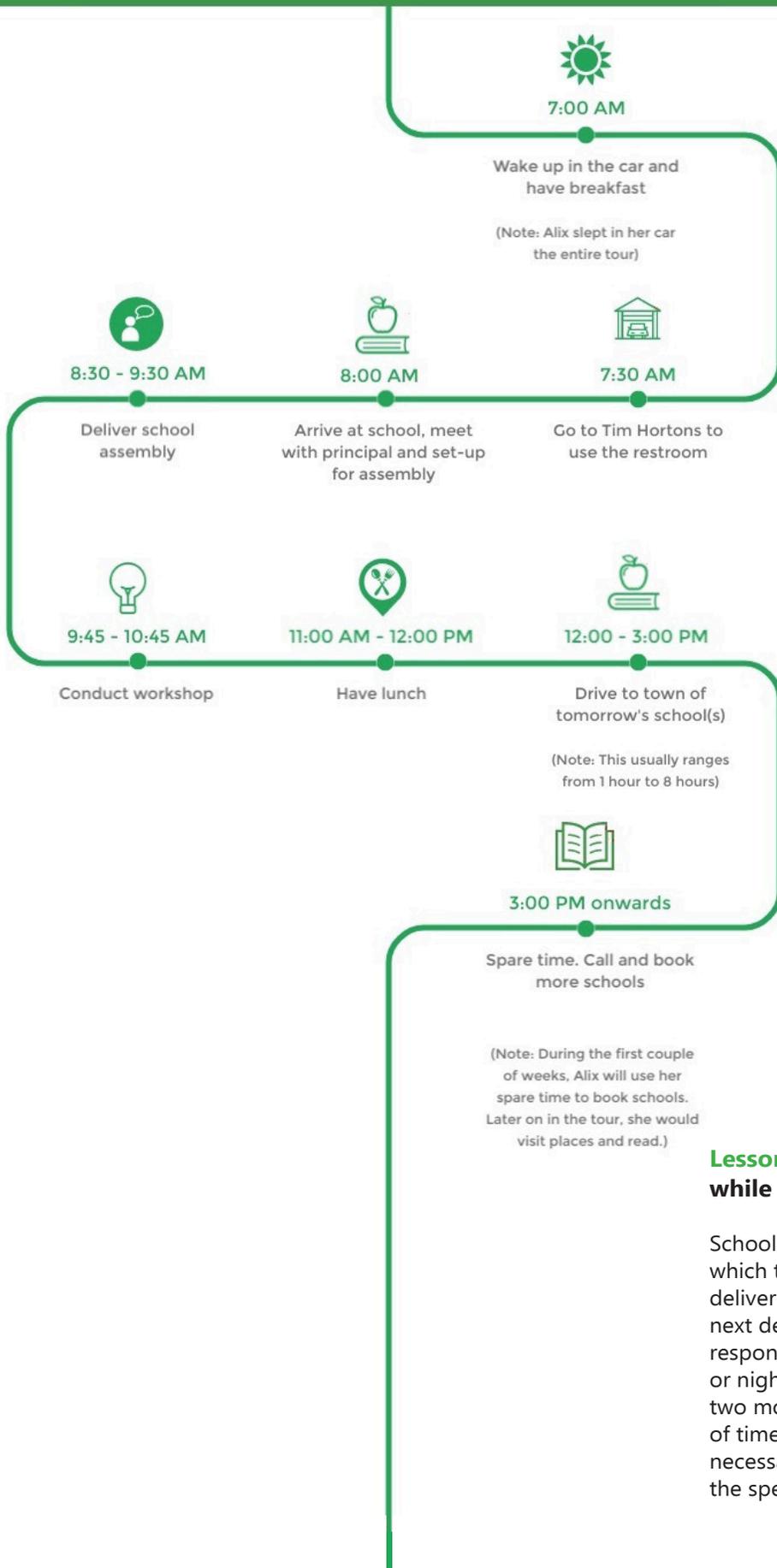


Lesson Learned: You can't travel like this.

Steve's schedule allowed for no break for lunch because he was constantly on the move, driving from one school to the next. There is no time during the day or between days to relax. Everything is tightly packed with no room to adapt to unexpected circumstances, such as road closures or bad weather. Any delays in the first school can result in possible cancellation or shortening of the assembly or workshop for the second school.

A Day in the Life of Alix on Tour

French Physical Tour



Lesson Learned: Do not call and book schools while travelling.

Schools always call back during the day, during which the speaker would be in the middle of delivering an assembly or in the car driving to their next destination. When Alix finally had free time to respond to calls, it was usually in the late afternoon or night. As a result, we recommend booking at least two months ahead to give schools ample amount of time to prepare, acquire school board approval if necessary, and avoid the inability to call back should the speaker already be on the road.

Recommendations for Travel

It is definitely not recommended to travel the way Steve did while on tour. However, should you try to take on this endeavour and replicate the logistics of 3% Project, here are Steve's tips for being on the road for months at a time.

1. Stay well-connected at all times.

The following two items are crucial for staying well connected to your colleagues. Remember to always keep them up-to-date on your travels and well-being.

➤ **Install a cell range extender to the vehicle.** This comes in handy when travelling between towns. Cell connection is superb in towns with a cell tower, but signal significantly weakens and calls drop frequently when driving outside of towns. A cell range extender will extend your phone's signal range, but is not the ultimate solution. To ensure you are always connected, refer to the next point.

➤ **Rent a satellite phone in advance.** This is a necessity when travelling to rural and remote communities in the northern territories. Satellite phones are not readily available to book on the spot depending on seasonal demand, so make sure to sort out all the details weeks before your arrival.

Towns have cell connections, but a satellite phone is necessary when travelling between the towns in case you get into an accident. When travelling on arctic and subarctic highways, hours would pass you by before another car is spotted.

2. Purchasing a vehicle is more cost-effective than renting.

➤ **Rental cars are expensive.** It is necessary to drive rental cars back to the original point of pick-up to avoid paying several thousand dollars extra to return the vehicle in a different province.

➤ **Do not buy or rent a campervan** in an attempt to save on accommodation fees. We have run the numbers in every single way. The gas costs are enormous and there are very few designated areas in cities and in rural communities where they can be parked.

3. Budgeting \$45 per day for food and \$120 per day for accommodation is sufficient.

➤ **The daily food budget averages out** in the long run since remote communities are more expensive while everywhere else is considerably cheaper. Also, carrying food in the car substantially reduces food costs.

➤ **Accommodation is much more expensive in rural and remote communities** due to limited room availability. But it averages out in the long run as touristy rural towns and cities will have Airbnbs available for rent.

4. Practise defensive driving.

➤ **Take a defensive driving course.** Steve totalled two cars, was caught in an avalanche, drove off a cliff and climbed back up, and fell into snowbanks and ditches. Defensive driving skill will "save lives, time, and money, in spite of the conditions around you and the actions of others," says the National Safety Council's Defensive Driving Course. We agree.

5. Other necessary items to have in the car.

➤ **Emergency kit and medical supplies.** Keep enough food and water in the car to keep you alive for 48 hours. An emergency heat blanket proves useful if you are trapped under an avalanche. Flashlights are handy at night if your car is stuck in a snowbank or a ditch. A first-aid kit, as expected, is also a necessity.

➤ **Snow brush, shovel, and tire traction aid.** A snow brush is an obvious addition for your car anywhere in snowy Canada. However, a shovel and tire traction aid are lifesavers if you are stuck in a snowbank or a ditch.

➤ **De-icer.** This comes in handy when you do not have the time in between schools to manually scrape ice off the car window. Simply spray the de-icer and start driving.

➤ **Gas in multiple jerry cans and charcoal filters.** Gas stations are sparse and located far apart from one another in rural areas. Furthermore, rural gas stations normally close around 5 or 6 PM. Thus, jerry cans are a necessity if you plan on driving long hours through the night. Charcoal filters reduce the smell of gasoline in the vehicle.

➤ **Microwavable food and kettle.** These items allow for greater freedom for driving and mealtimes. Most restaurants and cafes in small communities close well before 9 PM. If you must drive through the late afternoon and evening, and plan to

arrive at your hotel past 10 PM, you can eat the food you brought instead of starving until the next morning.

When travelling like this, fast food chains such as A&W and Subway quickly become luxury goods. Spotting a Tim Hortons signals your arrival in a "city." Otherwise, French fries, fried chicken, and burgers at gas stations are the norm. And remember, gas stations are located apart by an hour or more of driving.

Microwavable food and cup noodles are considered healthier options in remote communities whose diet consists largely of fried and frozen foods. Microwavable popcorn and rice, granola bars, canned soups, camping food, and bottled fruit smoothies were Steve's top picks during his travels.

➤ **Physical alarm clock.** Phones run out of battery fast with unstable electricity grids overnight and even faster when it is extremely cold. However, be aware of time zone changes, of which a phone comes in handy.

➤ **Portable heater.** Not all Airbnbs and hotels are warm enough during extreme cold conditions when heaters are prone to dying. Thus, it is worth carrying a small portable heater in the car.

➤ **Artificial sunlight.** Northern communities in the winter get very little sunlight. You see very little sun since you will be in school during the day and the sun will be down by the time school ends. It does impact your mood and therefore, your morale.

Steve's Letters:

Why 3% Project focuses on rural communities

This spread and the next features two letters personally written by Steve which explain why 3% Project was deliberately designed to visit rural communities in Canada. It is because of these reasons that Steve continued to endure, through 4 national tours in 2 years, the abysmal travel conditions associated with traversing Canada alone for months on end.

August 19, 2019

Dear 3% staff, Board, and supporters,

As I leave this morning from Toronto to Tuktoyaktuk at the Arctic Ocean for the fourth and the final tour, I'd like to share why I started 3% Project in the first place.

Humanity's extinction from climate crisis will be averted when the greenhouse gas emissions fall enough to keep the global temperature rise this century well below 2 degrees Celsius.⁶ This requires keeping fossil fuels in the ground. But why would any reasonable person keep such a profitable resource literally buried in the ground? That is until investors internalize the externalities, which will burst the carbon bubble.

The carbon bubble is a hypothesized bubble in the valuation of companies dependent on fossil-fuel-based energy production, because the true costs of carbon dioxide in intensifying global warming are not yet taken into account in a company's stock market valuation.⁷ Investments amounting to trillions of dollars in fossil fuels – coal mines, oil wells, power stations, conventional vehicles – will lose their value when the world moves decisively to a low-carbon economy. Fossil fuel reserves and production facilities will become stranded assets, having absorbed capital but are unable to be used to make a profit. This carbon bubble has been estimated at between \$1 trillion and \$4 trillion, a large chunk of the global economy's balance sheet.⁸

The carbon bubble is expected to burst before 2030, triggering a global financial crisis, which will create a vacuum for a new economic model that internalizes externalities within the planetary boundaries. Much of the fossil fuel capital will be reinvested in sustainable energy.

So, what will trigger the carbon bubble burst? Ending fossil fuel subsidies and divesting public funds away from fossil fuel companies. Globally, subsidies remained large at \$4.7 trillion (6.3% of global GDP) in 2015 and are projected at \$5.2 trillion (6.5% of GDP) in 2017.⁹ Public funds - sovereign wealth funds, pension funds, central banks - represent \$37.8 trillion, \$1.4 trillion of which is Canadian.¹⁰ Their divestments from fossil fuels are large enough to trigger the carbon bubble burst.

Political will, however, is paramount for the public funds to divest from fossil fuels. While dark money from fossil fuel companies is perversely undermining civic and democratic processes, the will of the people always prevails. When the public demands strongly enough, governments will act.

Elected officials largely understand this. In closed-door UN discussions, I've heard elected officials - Canadian elected officials - discuss and lament the lack of public support for the speed and scale of required action on climate. They're waiting for the public's voting pattern to change for climate action, echoed by the recent NYT's "Republican climate closet" op-ed.¹¹

Current Canadian voters, however, are not behind climate action at the required scale and speed. While 79% of Canadians believe the earth is warming, only 44% think it's mostly because of human activities.¹² While nearly two-thirds of Canadians see fighting climate change as a top priority, half of those surveyed would not shell out

more than \$100 per year in taxes to prevent climate change, the equivalent of less than \$9 a month.¹³ John Ibbitson at Globe and Mail says, "The Liberals and Conservatives know the grim truth: Most voters don't care enough about global warming to accept a major inconvenience, let alone real sacrifice, to combat it".¹⁴

Abraham Lincoln said, "... public sentiment is everything. With public sentiment, nothing can fail; without it nothing can succeed. Consequently, he who moulds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed."

That is exactly what 3% Project is designed to do. 3% Project is a campaign that shakes the entire nation as waves upon waves in a short time span. We engage the entire nation's young people in a civic action of what future we want. We go to the most difficult places to depoliticize climate action. We go to the most left-behind places to weave their voices into the Canadian narrative. We build the skills of the next generation to not just have the passion, but also the ability to get stuff done. We mould long-term public sentiment that will last a generation.

And we're doing work in some of the highest areas of return on investment for climate action. Nature Research¹⁵ finds teen girls aged 10 and 14 are the best at convincing parents that climate change is real and influencing their voting patterns.¹⁶ Dr. Rachel Cleetus, an economist and policy director at the Union of Concerned Scientists, says "the biggest stumbling block to bold action has been a lack of political will" and as a result would fund politicians who will take bold climate action. Dr. Cleetus would focus next on grassroots climate organizations, particularly those led by young people. Youth-led groups, she said, bring "moral clarity" to the issue of climate change, which means they could shift the needle on policy and public opinion.¹⁷

We have so far visited 157 communities, presented to 200 schools, mobilized 300,000+ students, and mentored student leaders to complete 27 Action Projects with 53 Action Projects underway. We have raised \$1.96M with \$226,500 more to go. We crescendo our impact to Tour 4 during which we will visit 110 English schools, 40 French schools, and 150 city schools through Virtual Assembly, totalling 300 schools from Tuktoyaktuk, NT to Happy Valley-Goose Bay, NL!

Your hard work, skills, and generosity have been a source of inspiration to me. I would like to especially thank George and Martha Butterfield for their trust, risk-taking, and unbelievable generosity to start 3% Project. Without you, 3% Project would not exist.

I will keep everyone updated on the road. Thank you for your continued commitment, support, and faithfulness.

Sincerely,
Steve.

October 25, 2019

Dear 3% staff, Board, and supporters,

This Monday, Canadians elected 338 members of the House of Commons to the 43rd Canadian Parliament. That day also marked the midpoint of the 15-week Tour 4 of 3% Project. I thought it would be appropriate to provide an update.

On March 18, 2016, the idea of 3% Project emerged in a conversation at a pizzeria. Since that day, I have invested the last 4 years of my youth in 3% Project. One of my personal evaluation metrics for whether 3% Project was well worth my youth was: is climate action the number one voting issue for the 2019 federal election?

In the email below I sent before I left for the tour in the summer, I wrote: "Current Canadian voters, however, are not behind climate action at the required scale and speed." That has now changed.

On October 21, 2019, 63.2% of Canadians voted for climate action.¹⁸ I cried in a Calgary hotel room alone when I heard: "This should be the last election that any party believes it can win without a serious climate change plan," said journalist Chantal Hébert on CBC Canada Votes 2019.¹⁹ My last four years were well worth it.

I went to a bar in Calgary to continue watching the election results. When CBC projected a Liberal government, the place fell silent. Some started weeping. The place emptied rather quickly after that. One woman said, "It's like terminal cancer news. We're doomed now."

I spent more time in Alberta and Saskatchewan than any other region in the last 3 years. I strategically scheduled the tour to be in Alberta during the Albertan election and the federal election. I have been feeling the palpable changes in the zeitgeist of Albertans and Saskatchewanians.

I have received death threats and nasty messages every time I went through Alberta and Saskatchewan since the first tour. But I have never received so many in such a few days this week. Also, climate disinformation and industry advocacy forces like Friends of Science and Oil Sands Action have taken 3% Project to radio and social media. Even the teachers who are usually neutral in the presentation started yelling or applauding. Many Albertan schools cancelled on us as well.

Before I left for the tour in the summer, I had shared with George Butterfield, the visionary supporter of 3% Project, that "Canada may leave some behind to avoid the worst impacts of the climate crisis as we profoundly run out of time. But if we do that, we will need to pay its price and bring them together after." The price will increase as we leave some behind longer.

Canadians need a series of frank, in-person dialogues. It is difficult, however, when the dialogues are based on two different sets of facts. Which is why Eastern Canadians all the more need to listen to Western Canadians and empathize with their sentiments and stories of frustration and suffering. Perhaps Eastern Canadians need to be encouraged to host conferences in rural Alberta and vacation in rural Alberta, which will promote dialogue, put cash into the hands of individual families, and help Alberta diversify.

3% Project continues on Monday in Kenora, Ontario and ends on December 14th in Happy Valley-Goose Bay, Labrador. We have visited 254 schools in 202 communities so far. I will be visiting 56 more schools, the French speaker will be visiting 40 schools, and the Virtual Assemblies are on target to reach 150 schools, totalling 500 schools. Well over 100 Action Projects have been completed and are underway as well.

In May 2020, we are bringing 30 best projects across Canada to York University for a week-long training and competition with scholarships awarded to the finalists. We will be undergoing evaluation, reporting, and transition in the new year. I look forward to meeting you in the new year to update you on the fruits of your gifts and trust and receiving advice on our next steps.

Thank you,
Steve.



Welcome to
TUKTOYAKTUK

LAND OF THE PINGOS

Vancouver Harbour, British Columbia





Section C.

Assembly

05

3% Project's unusual narrative worked

CHAPTER 5: KEY POINTS

▶ Spend more time discussing solutions than problems. Those who would be motivated by concern for the impact of the climate crisis have already been mobilized. A profoundly different approach is needed to tackle the remaining audience.

▶ Hero's Journey, a classic story structure, shows us that most people are not yet heroes ready to cross into the unknown. They cannot immediately fight the climate crisis. Climate crisis needs to be a challenge before getting to the Dragon and the Princess needs to be worth the risk.

▶ Placing the climate crisis in the holistic context of "the future we want" helped to communicate it to skeptical audiences. The same effect was seen when solving the climate crisis is framed as the means, not the end, to the number of global, systemic challenges that we will ultimately face in the future.

▶ Young people do not need inspiration; they need agency. Most young people who have the capacity to take action do not, not because they are uninspired. Instead, they feel as though they lack the power to exercise agency, most particularly the capacity to exercise agency well.

Steve experimented with several presentation narratives prior to settling on the final version in the middle of Tour 1 that would be used for all 3% Project's assemblies thereafter. To better understand its progression and the reasons behind the changes that were made, this chapter will detail the content of each of the three preliminary presentation narratives and why alterations were necessary. Our final product, version 4 of the presentation narrative, worked because solving the climate crisis is framed as the means, not the end, to the number of global, systemic challenges that we will ultimately face in the future. Thus, the last part of this section will look at exactly how this message was framed within the structure of the presentation and why it worked.

Version 1

(August 2012 to April 2015)

Content: Climate justice and the human cost of climate change.

What needed improvement?

This narrative reflected the style commonly used by other organizations who present in high schools. High schools have a strange culture of celebrating anything students do regardless of its results or impact. We fail to celebrate measuring results. Instead, we are celebrated for caring. Thus, discussing how to improve and solve problems was not taught.

This narrative focused exclusively on climate justice: how climate change is impacting the human condition negatively in poverty, global health, and food security, among others.

It is conveyed like a motivational speech, highlighting the world's many problems and declaring our need to solve them. However, it does not offer the solutions or skills to accomplish just that.

Version 2

(May 2015 to March 2016)

Content: Al Gore's Climate Reality Project slide deck. The science and the human cost of climate change.

What needed improvement?

This narrative was a game-changer for Steve in explaining the broad scope of the science and the human cost of climate change. It was meticulously researched, incredibly well put together, with thousands of slides with videos and photos.

The main problem was the audience's main take-away message: the feeling of "doom and gloom" that led to pessimism and paralysis. It did not matter how positively Steve tried to present it.

There are two suggested reasons for this: First, the amount of time spent in covering the subject matters. 90% of the presentation was spent explaining the scope of the problem. As a result, the audience will walk away with the problem in mind. Second, climate change awareness increased since Al Gore's 2006 presentation. Those who are motivated by concern are already mobilized.

Version 3 (April 2016 to February 2017)

Content: Version 2 with more solutions.

What needed improvement?

This version was still not holistic. Again, the feeling of “doom and gloom” prevailed and the narrative missed the mark. It failed to bring hope and propel the audience into action.

Version 4 (After February 2017)

3% Project’s assembly presentation narrative is entirely based on the Hero’s Journey framework.²⁰ Refer to Figure 5.1 on page 101 for the detailed framework.

What is the Hero’s Journey?

Steve consulted numerous English literature professors and several dozen books and papers on narratives. One of the classic story structures is the Hero’s Journey.

In the Hero’s Journey, you (the hero) learn that the princess is trapped in the castle. You leave your comfort zone to rescue the princess. You encounter an enemy or an obstacle on the way. You fight and struggle but defeat it in the end. You now feel like you are worthy and are a hero.

This is the moment you have crossed the “threshold” from the unknown to the known. Once you approach the castle and see the Dragon, your final challenge,

you fight and conquer it. You find the princess, come back home, and live happily ever after.

Hero’s Journey and Climate Crisis narratives

The key point is the hero does not start as a hero, but rather as an ordinary person. The hero then experiences obstacles, overcomes them, crosses into the unknown world, and becomes a hero worthy enough to tackle the Dragon.

Challenge: Common climate narratives ask ordinary people who are not yet heroes to cross into the unknown and immediately fight the big challenge – the dragon – the climate crisis. Very few people are up for that.

Dragon: Something else other than climate crisis needs to be the dragon. Climate crisis needs to be a challenge before getting to the dragon.

Princess: The princess needs to be clearly described so the journey is well worth it and motivates the person to enter the unknown. In common climate narratives, the princess is not even really a princess. The princess is avoiding an apocalypse and maintaining the status quo. As a result, the potential dangers and risks of climate crisis alone are highlighted.

How is 3% Project’s narrative different?

3% Project’s assembly presentation narrative goes like this: We want a more inclusive, fair, prosperous, and

Comparisons between the common climate narrative and 3% Project’s narrative within the Hero’s Journey story structure.

| | Common climate narrative | 3% Project narrative |
|-----------|-----------------------------------|---|
| Challenge | None, goes straight to the Dragon | Climate crisis |
| Dragon | Climate crisis | Fourth Industrial Revolution technologies and their social, ethical, philosophical implications |
| Princess | Avoid apocalypse | SDGs: inclusive, fair, prosperous, sustainable future |

12 major influences on 3% Project's presentation

01. Transforming our world: the 2030 Agenda for Sustainable Development (United Nations General Assembly, A/RES/70/1, 2015)

02. Climate Reality Project Slide Decks (2007 – 2018)

03. The Third Industrial Revolution: How Lateral Power is Transforming Energy, the Economy, and the World (Jeremy Rifkin, 2011)

04. The Fourth Industrial Revolution (Klaus Schwab, 2016)

05. The Future of the Professions: How Technology Will Transform the Work of Human Experts (Daniel Susskind and Richard Susskind, 2015)

06. The Industries of the Future (Alec Ross, 2016)

07. Canadian Environmental Sustainability Indicators: Greenhouse gas emissions (Environment and Climate Change Canada, 2017)

08. Drawdown Project: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming (Paul Hawken, 2014)

09. Kick The Fossil Fuel Habit: 10 Clean Technologies to Save Our World (Tom Rand, 2010)

10. The Greenpeace Green Living Guide (Greenpeace, 2007)

11. David Suzuki's Green Guide (David Suzuki and David R. Boyd, 2008)

12. Don't Even Think About It: Why Our Brains are Wired to Ignore Climate Change (George Marshall, 2014)

Resources used in making the assembly presentation.



Empowerment is about agency, not inspiration

“Every time in history when we have these big challenges, we got through them because we had a very clear imagination of what kind of future we want and people worked hard to create that kind of future.

If you think climate change is going to kill us all, and if not climate change, robots will kill us all, so you sit in your basement, give up on life, watch Netflix, eat popcorn, and wait for your death, that’s exactly what will happen TO you. But if you imagine what kind of future you want and work hard towards creating that kind of future, you have a much higher chance of living in that future and leaving it behind for the future generations. It is entirely up to you and me.

So how do you prepare? One practical way is to think about skills that you will need to develop to prepare for this kind of future. What are some skills you will need to practice? Not ideas or solutions, but skills. Skills like communication, listening, compassion, and empathy. How do you develop a sense of courage, integrity, honesty? Preparing for a specific solution or a specific job is going to be useless for our lifetime. We need to develop a core set of skills that are transferrable to all kinds of different situations.

What are skills that you want to practice at this point in your in the community that you live, right now? Not someone else in the future, not someone else around the world, not ideas or solutions, but skills that you can practice right here, right now. Take the next few minutes, talk to people around you, and come up with skills you want to practice, and I’ll come around and ask three people to share the skills you have discussed.”

This passage, taken from Steve’s presentation verbatim, functions as a transition from the section of problem identification to solutions. Most young people who have the capacity to take action do not, not because they are uninspired. Instead, they feel as though they lack the power to exercise agency, most particularly the capacity to exercise agency well. As a result, young people do not need more inspiration, but the agency to get stuff done.

FIGURE 5.1 3% PROJECT’S PRESENTATION NARRATIVE WAS BASED ENTIRELY ON THE HERO’S JOURNEY FRAMEWORK



Presentation Structure

INTRO

- Video collage of 3% Project
- Major donor recognition

01. SDGS VISION-CASTING

- SDGs chart and video

02. PROBLEM IDENTIFICATION

- 4th Industrial Revolution
- Climate Change
- Introduce thesis

03. CLIMATE CHANGE (PHYSICAL IMPACTS)

- Energy cycle
- Benefits of fossil fuels
- Impact of fossil fuels
- Warming climate and natural disasters

04. CLIMATE CHANGE (ECONOMIC IMPACTS)

- Canada uses 4.7 earths' worth of resources
- Canada is the largest polluter per person
- Canada deforests the most after Russia
- 46.06B USD fossil fuel subsidy

05. CLIMATE CHANGE (SOCIAL IMPACTS)

- Impact of typhoon Haiyan in the Philippines
- Climate Justice

06. TRANSITION

- A holistic, systemic problem
- SDGs

07. 4TH INDUSTRIAL REVOLUTION

- What is an industrial revolution?
- Artificial Intelligence (AI)
- Self driving car
- 3D, 4D, and bio-printing
- Robotics in military and household cooking
- Drones tree planting
- Implantable technology
- Neurotechnology

08. TRANSITION

- Reinforce thesis

09. QUESTION & DISCUSSION

- What are the three skills you would need to practise to create the future we want?

10. ADVERTISEMENTS

- UN Trip
- Follow Instagram account

Time spent per section in minutes (Total: 50 minutes)



Number of slides per section (Total: roughly 150 slides)



11. ENERGY EFFICIENCY

- District heating and cooling
- Smart thermostats and sensors
- IoT Connected Homes
- LED lights
- Electric vehicle
- Insulation
- Smart glass

12. RENEWABLE ENERGY

- Wind: Capacity up, efficiency up, price down; Canada stats and examples
- Solar: Capacity up, efficiency up, price down; global examples; Canada's economic competitiveness; lateral power, microgrids

13. SUSTAINABLE LIFESTYLE

- Plant-based diet
- Lab cultured 3D printed meat
- Eating insects
- Eating locally
- Less driving, cycling, public transit
- Landfill garbage, recycling, single-use plastics

14. POLICY ADVOCACY

- How young people can participate in policymaking and how Steve did it
- Food waste policy
- Afforestation and national, provincial, territorial parks
- Carbon pricing
- Marine Protected Areas
- Empowerment of women
- Education of girls

15. AWARENESS

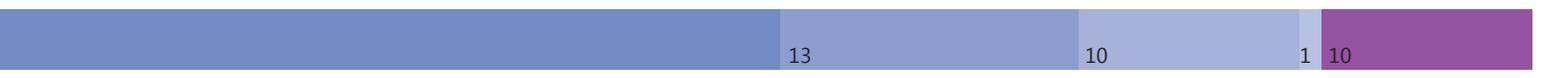
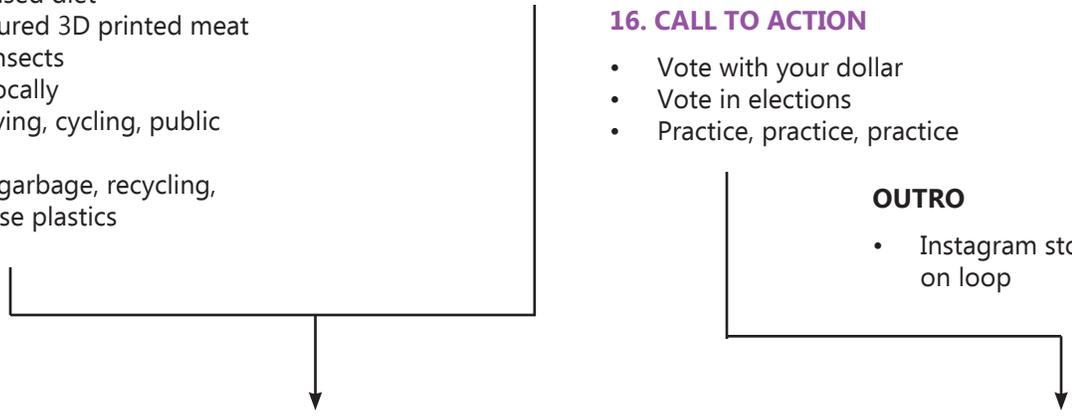
- Talk about what's important to you
- Spend just as much time or more listening to what's important to others

16. CALL TO ACTION

- Vote with your dollar
- Vote in elections
- Practice, practice, practice

OUTRO

- Instagram stories on loop



06

Effective communication to youth is excellent communication to adults

CHAPTER 6: KEY POINTS

▶ Young people do not need a special approach to effective communication. Communicate with youth as if you are communicating to adults, for both demographics can appreciate excellent communication.

▶ Keep the train moving, fast. Since this is the first time most high school students are exposed to such topics at this level, their brains will work primarily to process and store the information presented, rather than analyze.

▶ Address misconceptions about climate activists to build trust. Listening with the intent to learn and understand is the most effective, but in a presentation setting, showing that you understand them is the next best thing.

▶ The speaker should resemble the audience. Since people trust those with shared experiences, the speaker must be a young person who gives an impression of a trusted older sibling rather than a buddy or a figure of authority.

Communicating to youth is harder. People think communicating to youth require special techniques, references to pop culture, or the use of slang. They are categorically wrong. Over the years, adults have developed the skill of making sense of unclear and incoherent messages. Young people, however, have not. Youth need clear and coherent messages, which would be considered excellent communication to adults. Based on Steve's extensive experience delivering assembly presentations directed precisely at youth, this chapter will offer his recommendations on how best to exercise effective communication with young people. Furthermore, Steve's insights on how addressing misconceptions about climate activists will build trust with climate-denying youth and adults alike.

"The definition of genius is taking the complex and making it simple."

– Albert Einstein

Clear and coherent communication of complex and comprehensive subject like climate change is very difficult. Young people unfortunately do not normally get communicators of such quality.

Instead, youth typically get three types of speakers: motivational speakers who lack the substance, experts who make everyone fall asleep, or poor communicators who speak to kids to feel better about themselves because adults wouldn't listen to them.

You must profoundly understand the core concepts to communicate concisely and simply. Youth are not children. They think of themselves as adults and want to be treated respectfully as such. Thus, communicate with youth as if you are communicating to adults, for both demographics can appreciate excellent communication. For example, though TED talks and documentaries are primarily geared towards adults, youth can appreciate them just as well.

Keep the train moving, fast

Not a single student said that Steve went through the material too fast, even when asked. In contrast, teachers have complained of its speed. Since this is the first time most high school students are exposed to such topics at this level, their brains will work primarily to process and store the information presented, rather than analyze. Teachers who have already been exposed to these topics can analyze and make connections and inferences to related debates and pieces of information.

For example, Steve introduces the industrial revolution, artificial intelligence, machine learning, self-driving cars, 3D and 4D printing, bioprinting, military robots, household robots, drones, implantable technology, and neurotechnology in under 7 minutes. He then discusses its social, ethical, philosophical implications for an additional 9 minutes. (Refer to 'Presentation Structure' on page 102 for more information).

While introducing the different types of technologies, teachers are already thinking its implications, the technologies they knew growing up, how fast the world is changing, and a myriad of other thoughts. Students,

however, are only focusing on what is being said in that moment. Most are not yet used to systems thinking and are therefore less likely to be distracted.

However, it is fair to say that students would exercise systems thinking if given the time. Yet when Steve spoke slower; they got bored. Steve has tried mixing up introducing the technologies and explaining its potential implications, but students got so focused on discussing its implications that many stopped listening to think, the same phenomenon that slows down teachers.

As a result, Steve’s solution was to introduce the technologies all at once, discuss the implications all at once, then give the students 5 minutes to discuss with friends around them. Then, three students will be asked to share: *“What are three skills you would need to develop or practice to create the future we want?”*

Students at Bev Facey Community High School (Sherwood Park, AB) attending the assembly.



Address misconceptions about climate activists to build trust

It is all about trust. When you go into communities who do not trust you, trust must be built. Listening with the intent to learn and understand is the most effective, but in a presentation setting, showing that you understand them is the next best thing. The next seven examples will illustrate ways trust can be built, particularly with climate-denying audiences when addressing topics like climate change.

01. Praise the role of fossil fuels.

Oil and gas workers are proud of the hard work they do to provide the world with electricity, heating, internet, transportation, clothes – everything. Acknowledging and praising the role fossil fuels have had in improving the state of the world is important. All companies, including fossil fuel

companies, do some good. Many have a net negative impact, however, and that is the problem. By stating that Steve understood the value of their hard and good work, barriers started to come down. Thus, the audience is more likely to trust what you have to say.

02. Attack fossil fuel company executives and sympathize with the workers. Almost no one loves their multinational corporate executives. The workers too think that CEOs make an obscene amount of money and the workers are expendable for shareholder dividends. Workers, therefore, do not trust oil and gas company executives. Many do agree that fossil fuel companies at the highest level would deliberately destroy the environment and cover up climate science for personal monetary gain. Focus on the top executives who make the wrong decisions, not the workers.

03. Explicitly show that you are not dogmatic. Steve says the following after the climate change section in the presentation: *“Climate change is not the only thing that’s going on in this world. It’s not even the most important problem, but it is the most urgent problem.”*

04. Appeal to their values. Market-based solutions, technology-focused solutions, military solutions, Canada’s global economic competitiveness and global leadership are not what you expect from a climate speaker. But if you do, it signals that you are a part of their tribe or at least understand their values.

05. Appeal to even libertarian values. *“Did you know that in Saskatchewan, it is illegal to collect sunlight, because the government owns the right to collect sunlight? If you do, you must sell it to SaskPower, and buy it back at the government price. You know who else does that? Kenya, Uganda, other Middle*

Eastern countries, dictators. You should take back what’s yours, literally power back to the people. Why would you rely on big government and big companies if you can own your energy and control your energy? Affordable solar energy is taking control back for working families. It’s economic freedom with energy freedom.”

06. Don’t be emotional. Speaking with overt vigour and conviction can backfire as it confirms their bias that climate activists are fueled by misguided dogmatism and emotions instead of being grounded in facts and reality. Those who can be convinced by a passionate delivery have already been convinced; let your words speak for themselves for this crowd.

07. Fight fire with fire. Climate disinformation for decades have negatively put renewable energy in absolute terms and positively put fossil fuels in absolute terms. As a result, balancing the benefits of renewable energy with its “warnings” severely backfire.

For example, it is common and wise to present both energy efficiency and Jevons paradox together. When efficiency goes up, demand goes up, equalizing the net usage. Therefore, even with energy efficiency or renewable energy, it is best to conserve energy. Skeptics will hear this rejoice that energy efficiency and renewable energy have pitfalls, so they can stick to the status quo. Do not give them that opportunity. Renewable energy is cleaner by far than any type of fossil fuels. Period.

11 Tips for an Effective Presentation

➤ **Speaker should resemble the audience.** A level of seriousness is required when delivering the presentation, simply due to the importance and heaviness of the topics addressed. However, people trust those who have shared experiences: adults trust adults more and youth trust youth.

As a result, the speaker must be a young person who gives an impression of a trusted older sibling rather than a buddy or a figure of authority. This way, students would be more comfortable engaging with someone who seems to better understand them but also possesses the knowledge and life experience of those added years.

2019 Canadian climate communications research found that *“the trusted messengers are: Knowledgeable, truthful, ethical. Credible, in the sense that their message is consistent with their identity. Can be people like us (peers: friends, family, neighbours). Specific to target audiences and leaders*

*in their specific networks. Not the ‘usual suspects’. Not party affiliated”.*²¹

➤ **Use simple words.** *Thing Explainer*, a 2015 book written by Randall Munroe, attempts to explain various complex subjects using only the 1,000 most common English words. Not only does 3% Project’s assembly comprise only of these words, Steve would also use them to explain complicated concepts or jargon when introduced. ‘Sky’ is used instead of ‘atmosphere’, and ‘energy’ instead of ‘greenhouse gas emissions’.

“The earth is really big, but there is a tiny area on earth, and that is the sky or the atmosphere. It’s so thin that physicists say that it’s comparable to the thickness of the skin of an apple to the apple core as it is to the sky to the earth itself. It’s the weakest part of the earth. But when we look up into the sky, we think it goes on forever, but it’s thin and weak. We put up all this energy into the thin sky, and what goes up must come down. So 93% of that energy comes down into the ocean.”

On this presentation slide, six videos are playing simultaneously. Each introduces a different product that have been created to combat and reduce the use of single-use plastics.



➤ **Do your homework.** You should be a walking encyclopedia of all things related to climate change and renewable energy. Due to the comprehensive nature of content for the complex topics presented during the 3% Project's school assemblies, the speaker cannot merely be passionate about the issues at hand but rather a young expert knowledgeable on all relevant subjects from climate science to geography, economics to politics, and everything in between.

For example, Steve spent over ten hours over the weekends reading on all the towns he planned to visit the following week. He read every news article, government reports, main local employer's annual reports, investor reports, the town's Wikipedia page, and the town's website for demographics, jobs, energy mix, grid systems, emissions reports, proposed development and infrastructure projects, and local controversies. In addition, Steve made a point of reading local newspapers before conducting school assemblies.

Though you will later forget this overwhelming amount of knowledge, it is crucial and necessary to be able to provide your audience with information that is both relevant and specific to their local concerns related to climate change. By earning their trust, they will be more willing to engage in dialogue.

➤ **Use visuals.** 3% Project's PowerPoint slide deck mimics social media newsfeeds. It is filled with muted videos and photos. One slide even shows six videos playing simultaneously. Though adults have a hard time following this, youth do not. Students do not pick up everything on the slides but will pick up on general themes. To put it simply, consider the PowerPoint slide deck a film or movie in which you are the live dubbing voice.

Visualizations are extremely important in engaging a high school student

audience, to have a point on which their eyes can focus on and simultaneously learn from while the speaker is verbalizing and expanding on relevant information. Video clips are the most useful in delivering information in both visual and verbal mediums. While pictures are useful when the speaker is talking, it is not enough to capture the students' attention for the assembly's full duration.

➤ **Summarize main points.** It is very effective to summarize the presentation into three main points at the end. Our three main points were: "Vote with your dollar, vote in elections, and practice, practice, practice." This stimulates students' memories and allows them to easily categorize all information presented under those three points.

➤ **50-minutes is the ideal presentation time.** 50 minutes is the approximate standard for a single class period in high schools, giving 5 to 10 minutes of leeway for transitioning between classes, and accommodating for logistical or technical delays. Any more than this and principals will be less likely to book since it will drag on the assembly to two class periods. Too short and it may be difficult for teachers to come up with activities to occupy students in their classrooms for the remaining time.

Either way, it is recommended to look into the duration of a class period for each school visited so presentation content can be adjusted slightly to fit that time slot.

➤ **Carry whiteboards and markers for discussions.** Students may be shy to share their ideas, but if you put 2-4 students per group and give them a whiteboard and markers to write down their ideas, they magically blossom into discussions. It is incredibly effective at facilitating discussions.

➤ **Include subtitles.** All videos should include subtitles for individuals who are hard of hearing or deaf. Subtitles also increase learning outcomes.

➤ **Music should consider regional sensitivities.** Media played prior to the start of the presentation should consider regional and cultural sensitivities. Based on Steve's personal experiences, it is recommended to not play English songs in majority French-speaking regions and to avoid secular songs in communities that are more religious.

Because certain sensitivities do exist, Steve did research on most of these regions prior to his visits to better understand the context he should be expecting and whether certain aspects of the assembly required alterations.

➤ **Avoid letting students type onto the screen.** Kahoot, quizzes, word

cloud, surveys – any platform where students can submit their answers, which are then shown on the main screen – frequently results in disaster. Most students submitted very inappropriate or irrelevant answers that made little to no sense. To avoid this, we recommend having a pre-prepared list of answers to allow students to choose from.

➤ **Carry every AV cord possible and their backups.** Every school has different system. VGA, HDMI, 3.5mm audio jack, 6.35mm audio jack, RCA audio adaptors, various extension cables, power cords, and another version of each. If the school system does not work, the school staff will suggest that your device is faulty, not theirs. You do not have the time to argue. If you pull out another one and that also does not work, then they check their device. Thus, having backups is crucial.

'Vote with your dollar' is one of three main points of the 3% Project assembly presentation.





Students listening to Steve's presentation at Winnipegosis Collegiate (Winnipegosis, MB).

The Yukon



A scenic landscape featuring a range of mountains in the background, a valley with a lake in the middle ground, and a foreground of trees and shrubs. The sky is filled with dramatic, dark clouds, suggesting a sunset or sunrise. The overall color palette is muted, with earthy tones and soft lighting.

Section D.

Workshop

07

Workshops
are essential to
successful projects



The workshop is the natural bridge between the assembly and the mentorship process. The workshop is an optional class period-long discussion time between the speaker and students leaders who are likely to work on an Action Project in the school. It takes place after the school-wide assembly. The purpose of the workshop is two-fold: 1) To answer any questions students may have in a safe, open setting; and 2) To provide a taste of what the mentorship process and implementing local climate solutions through Action Projects could look like. It is interesting to note that workshops were most effective in inducing quality participation when attendance was limited to students who were already interested in the topics presented.

94% of schools signed up for mentorship participated in a workshop. The workshop is the natural pre-requisite of the mentorship program as it helps develop confidence and the preliminary skills necessary to launch community projects.

Not all schools book workshops

However, only 70% of schools who booked assemblies also booked workshops. The primary reason stems from uncertainty in the impact and effectiveness of 3% Project's program.

Based on Steve's conversations with principals and teachers after the assembly, many voiced their initial skepticism on the presentation quality when booking. Since most speakers are of low quality and make little impact on the student population, schools did not see the benefit of booking an additional workshop in case the assembly content was subpar.

Yet many principals and teachers have expressed their regret of not booking the workshop after listening first-hand to the presentation, impressed with its content quality and overall student impact. We assume the only way to mitigate this skepticism is reputation built over time.

Some schools did not book workshops because the principal or teacher thought their students were too "stupid". This happened primarily for rural or Indigenous-majority schools where the principal or teacher are not locals of the community. Thus, they believed their students would not be able to gain anything of value by participating in the workshop due to their lack of ability.

Limiting Attendance

The purpose of the workshop is to enter a long-term mentorship to implement local climate solutions through Action Projects. As a result, we strongly recommend to schools that a maximum of 10 students attend the workshop.

Focus on student leaders

These students are typically ones who are currently undertaking initiatives in the school, environmental or otherwise through leadership class, Student Council, Environment Club, or Social Justice Club, among others. If there are other students who are interested, they are also welcomed to join.

However, we prioritize focus on a core group of student leaders who actually

94%
*of mentorship
schools
participated
in a workshop*

Pictured left: Students attending the workshop at York House School in Vancouver, BC.

Answer directly to the specific, real life concerns students have about climate change

Steve believes the Q&A period is the most influential part of the physical school visit. We move forward together when citizens have open, genuine, difficult conversations.

There have been cases of students crying during the workshop because they were so worried about the climate crisis. In contrast, other students have yelled at Steve, accusing him of indoctrinating them with fake news, and labelling Steve a hypocrite for wearing clothes made with fossil fuels.

The urban vs. rural divide

The vast majority of the schools visited are rural, resource-based communities who do not talk about climate change. When asked the question: "How many of you have seen something about climate change on your social media this week?", all city students would raise their hand compared to almost no one in rural communities. This is because social media operates in echo chambers:

How would the students see messages on climate change if all their friends, relatives, and neighbours do not engage in such conversations?

Listening instead of talking

Steve spends most of the workshop in skeptical communities listening, instead of talking. Climate denial is not about climate change; it is about anti-globalism. It is the feeling that *someone is out there to get me and I have been had.*

There is a natural skepticism towards someone from Toronto – often dubbed 'the centre of the universe' by Canadians outside Toronto – coming to their town.

Listening genuinely and intensely is very effective at building trust fast. It is also effective at building empathy as the speaker, which goes very far. Once they have made themselves vulnerable by sharing their thoughts with you, you owe it to them to directly answer their questions on their terms.

Climate change is a global, systemic phenomenon that impacts everything in direct and indirect ways. As a result, it is the job of the speaker to study the connection between climate change and the very real and specific concerns your audience will have in their unique communities.

This means the speaker needs to study the connection between climate change and everything else, from resource extraction to agriculture, the future of jobs to national security. Only then can locally-relevant conversations be made and students can understand the impact of climate change on themselves and their communities, and vice versa.

Most speakers do not complete this homework and fail to provide direct answers, instead using the students' questions to talk about climate change on the speaker's terms. Such is the reason why rural communities hate when city dwellers come in to talk about big, lofty concepts that mean nothing and have little relevance to them. Rural Canadians feel like no one cares about them:

"We don't have a voice, we don't have agency in a Parliament that is supposed to represent us, we certainly don't have a voice in Ottawa, and we can't influence the rich and the powerful in big cities."

(Refer to 'Do your homework' under '11 Tips for an Effective Presentation' on page 109 for information on how to deliver region-specific content in the context of Assembly).

Q&A with a Saskatchewan farming student

“How is it fair that the new Trudeau carbon tax makes running tractors, seeders, and combines more expensive before we sell the crops? We’re running out of money faster and it’s a cash flow problem”, asked a Saskatchewan grain farmer student.

A speaker from Toronto generally would not know that the federal Climate Action Incentive program provides a pre-bate on agricultural equipment fuel, so the farmer gets the money before spending it. Yet, information on initiatives such as the Climate Action Incentive pre-bate is usually provided by the farmer’s bookkeeper.

How would the farmer know to get the pre-bate if the bookkeeper lives 200 kilometres away, who the farmer would generally visit two to four times a year, and everywhere from gas stations to community centre to newspapers all lament how the prices of everything will increase with the carbon tax?

A speaker from Toronto would probably respond by describing the merits of pricing signals in the market as the most effective way for the government to direct the market without being intrusive. And they may add that the carbon tax has been supported by the banks and insurance companies and Nobel prize winning experts. British Columbia, California, and several countries have benefited from putting the price on carbon. This means nothing to the student.

The speaker must be able to address their specific, real life concerns. If there are no tangible solutions, which is the case for most cases, sharing their frustrations and commiserating together go extremely far. They understand that you understand them. From there, you can now share your story. Walls have come down. You can now discuss solutions, together.

But in order to understand them, you must do your homework. Are you going to a potash mine community? If so, you must study about the life of a potash miner, the potash mining process, the terminology, the potash market, its history, and the town’s history. You should understand their culture and life routine, which shapes their worldview. Only then can you talk about their climate change experience in specific and real ways.

Are you going to an orchards community? You must study the life of a pomologist. Are you going to a coal mine town or a construction town, to a community whose economy relies on lobster fishing or ranching? A post-mining town whose economy is in depression and seeking new industries to tap into? A subarctic community or coastal village experiencing alarming sea-level rise? The list goes on.

Every town and province has different characters and unique histories. Climate change must be discussed in the complex context of life, specific and personal to the audience in front of you.



Students listening to Steve's presentation at Wawota Parkland School (Wawota, SK). Several students participated in the workshop after.

Atlin, British Columbia





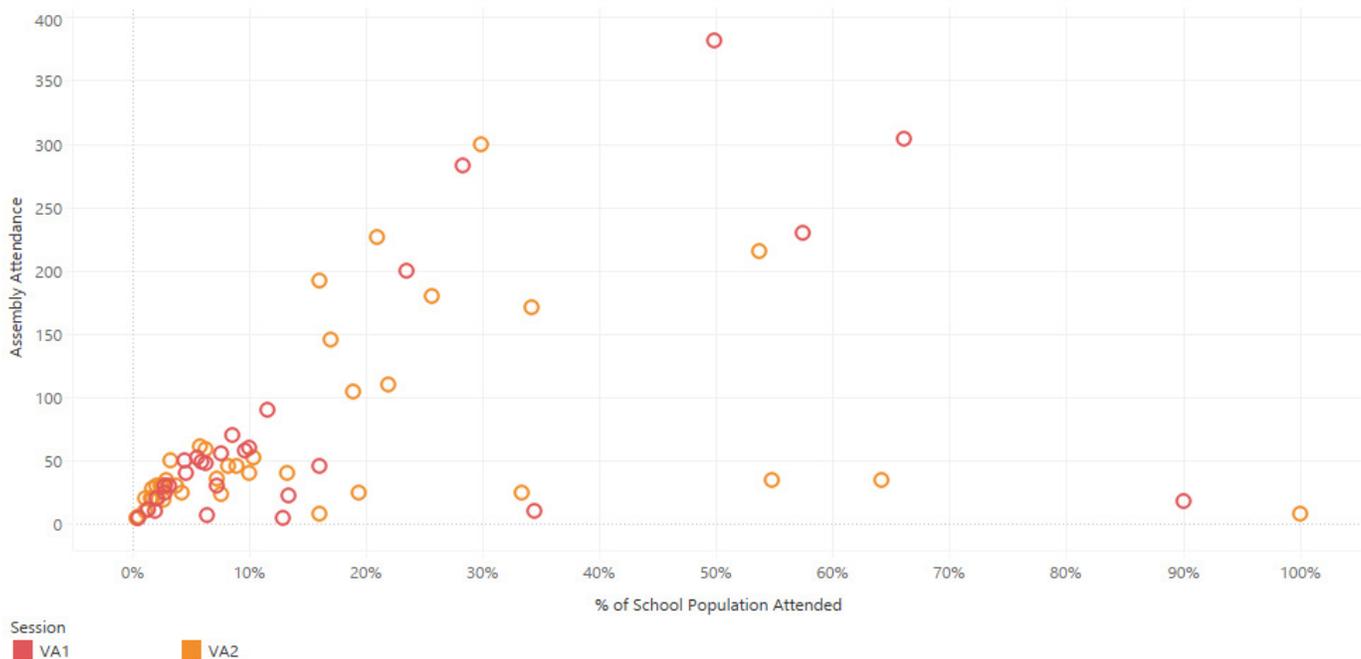
Section E.

Virtual Assembly

08

VA works for classrooms, not full-school assemblies

FIGURE 8.1 VIRTUAL ASSEMBLIES ARE LARGELY ATTENDED BY SINGLE CLASSES
NUMBER OF STUDENTS ATTENDED PER SCHOOL, % OF SCHOOL POPULATION ATTENDED



Source: 3% Schools List, Virtual Assemblies, aggregated by 3% Project

It is nearly impossible for principals to commit to hosting school-wide Virtual Assemblies (VAs). It is simply ineffective from an educational standpoint and logistically difficult. Since VAs were directed at urban schools, similar logistical issues arose as those experienced when booking physical visits. For large urban schools with a student population upwards of 1000, it is impossible to fit students into one auditorium. It made even less sense to do so when a speaker was not physically present. In other words, we cannot legitimize committing an entire school to watch a 50-minute video crammed into one room where students would be easily distracted and disengaged. As a result, school-wide VAs are essentially unachievable and instead turned into virtual classroom presentations. This chapter will outline the changes that should be made to adapt a physical school-wide presentation into a classroom-based virtual one.

Teachers are key to booking classrooms

Unlike physical school-wide assemblies where the final decision is made by the school principals, attendance for VAs depended on the interest of individual classroom teachers. While it was useful to direct introductory calls to principals to gauge overall school interest and to obtain permission, principals simply proposed the idea to teachers, putting the onus on them to decide whether to participate. In most cases, principals would forward information received from us to teachers through email or during a staff meeting. Most teachers who expressed interest and/or signed up taught subjects related to our presentation content, notably science, geography, and social studies.

Video length = 50 minutes

Virtual classroom presentations can be made more effective if the 50-minute video used for school-wide assembly visits were divided up into shorter 10-minute videos. In addition, video content should directly tie to subject curriculum expectations, themes, and objectives specific to the province or territory. For both our virtual assemblies, teachers requested previews to ensure

presentation content aligns with their curriculum. Though we referred them to our 7-minute introduction video, some still opted to view the full presentation before showing it in class. Furthermore, teachers should be provided a list of questions to accompany each video in the pre-assembly package to generate subsequent discussion among students in the class. This way, an entire lesson plan is provided to the teacher without substantial preparation needed on their part, thereby giving them a strong incentive to book a VA.

Ensure curriculum relevance to boost interest and participation

Both our VAs amassed very low turnout despite considerable expressed interest and efforts in calling schools. We have also come to the conclusion that attendance will rise only if the audience really wanted it and sought out for it. Specifically, charging a fee for video access may boost overall interest through assumption of greater content legitimacy and quality. The no-show count, schools that register but do not participate on the day of the event, is high because stakes are lower for a video recording.

Making VAs flexible and easy to set up

Unlike physical assemblies where the speaker is present to help deal with any technical difficulties that may arise, much of these responsibilities are placed on the teachers during virtual assemblies. Before the designated event dates, ensure the presentation is easy to be set up and viewed by classes without much needed effort on their part.

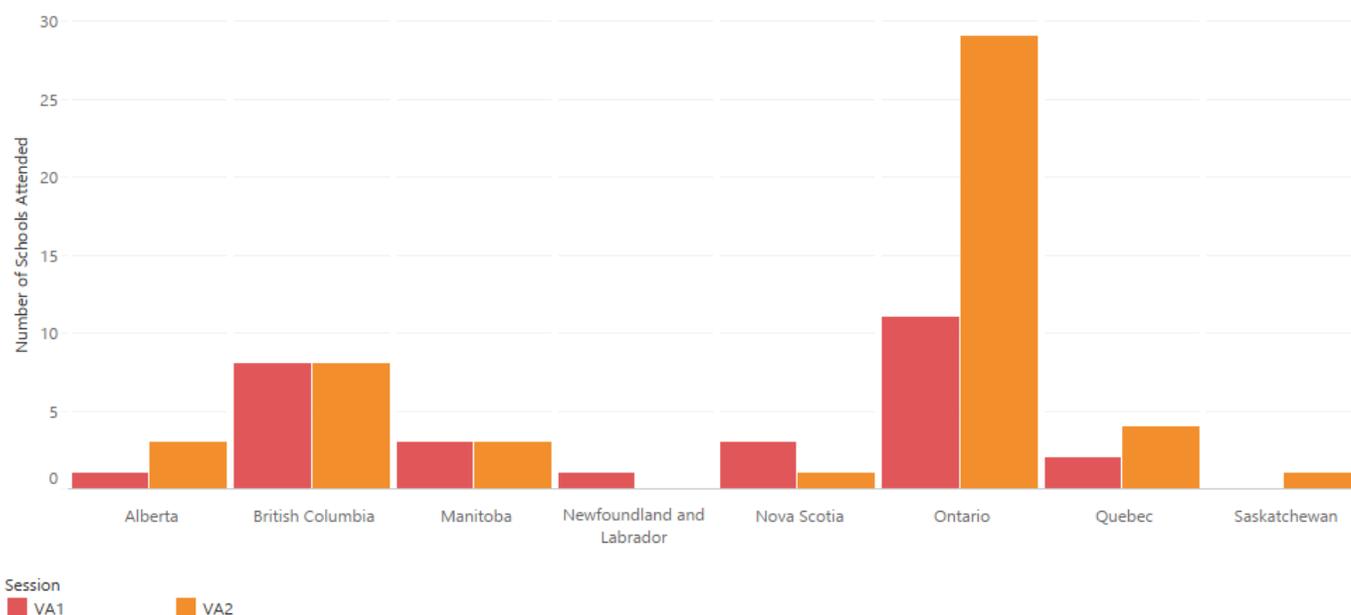
In addition, because virtual assemblies are mainly viewed as online classroom presentations, flexibility is key. Instead of restricting viewing times to 1-hour blocks, providing video access over a few days will allow teachers to accommodate for changes in the class schedule and thereby reduce last-minute cancellations.

Timing considerations

It is very difficult to host live, virtual assemblies that must be viewed within a specific time frame due. First, bell times that divide class periods differ from school to school. In our VA registration form, we asked teachers to specify the 1-hour periods during which they can access and view our VA. However, this led to confusion because some believed access was only granted at the start of each hour (e.g. 1:00, 2:00), instead of according to their school's bell times. This is a communication issue that needs to be clarified for future events.

Some teachers wanted to participate only when relevant to class curriculum, not necessarily when the VA will be taking place. Teachers would decline to participate or cancel if they were unable to arrange a time, something came up, or were uninterested in viewing live but wanted the recording after

FIGURE 8.2 INCREASED ATTENDANCE IN SESSION 2 DUE TO GREATER VIEWING FLEXIBILITY
NUMBER OF STUDENTS ATTENDED BY PROVINCE IN SESSION 1 AND 2



Source: 3% Schools List, Virtual Assemblies, aggregated by 3% Project

the event. As a result, providing video access to teachers for multiple days will significantly increase viewership as it gives teachers the flexibility to divide the video over several classes, view it before class to ensure content is relevant to curriculum goals, and recommend us to their colleagues. It also enables teachers to join with other classes over different days or arrange for more student participation along with other teachers.

Video stream considerations

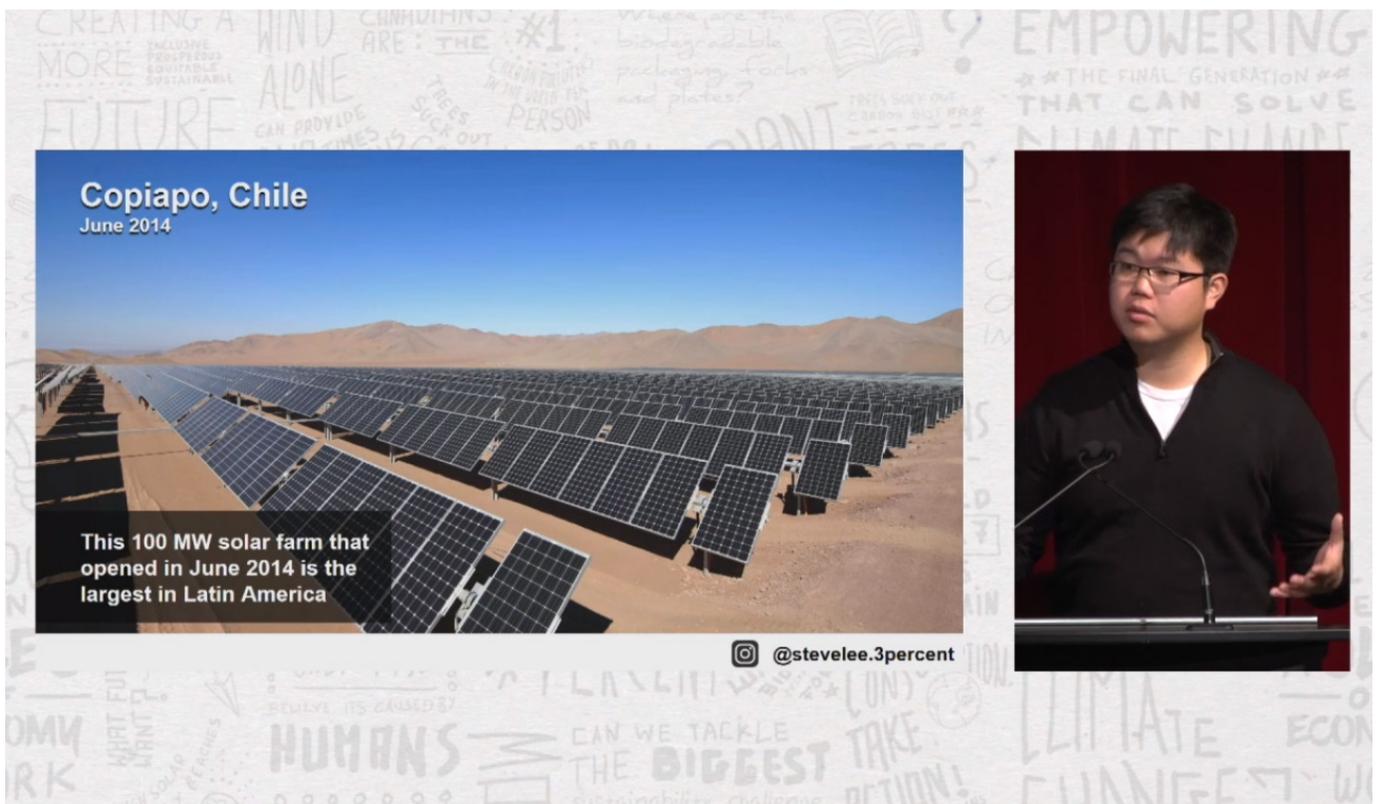
After learning from our experiences during VA1, we hosted VA2 on our own website. This way, we were able to control the branded registration portal with our own logo, graphics, colours and fonts, the video branding, the video speed and quality, captioning, as well as instant access to analytics in real-time.

Instead of using Vimeo's live chat which

required a login, thereby hindering audience participation, we had direct control over the Q&A the second time around through our website's Drift chat. Furthermore, teachers did not need to login with a username and password to view the video, which created major confusion and slow-down during VA1. All these changes reduced costs and overcame the technical difficulties that arose with live webcasting in VA1.

Since our VAs were directed to urban schools, geofencing was used to block rural school access in order to avoid confusion. Access to the VA page was only granted through a link provided in our outreach email, and the VA was not mentioned on our website nor social media. Although this meant we were unable to benefit from any inbound marketing, it was necessary to dispel any confusion for rural schools who assumed the VA would replace the physical visit.

Screenshot of the Virtual Assembly.



Rivière du Loup, Québec





Section F.

French

09

French tour must be separate

CHAPTER 10: KEY POINTS

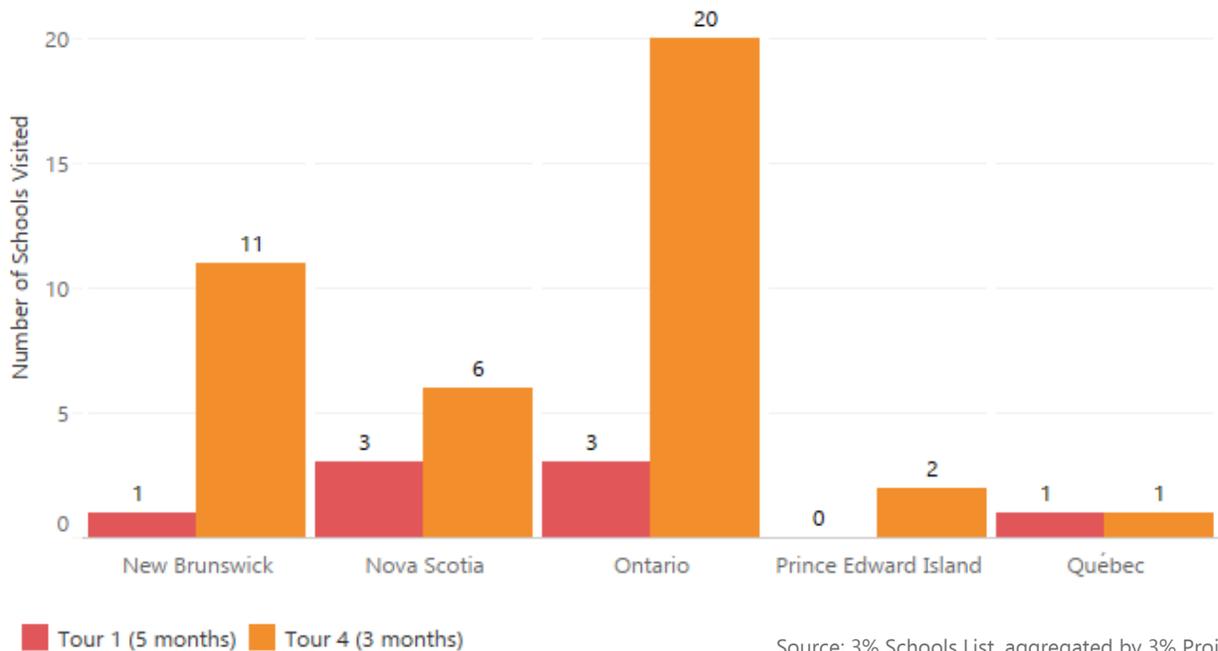
▶ French schools outside Québec are concentrated between Northern Ontario and Nova Scotia. Thus, it is simply a waste of time for the English and French speakers to travel together on a nation-wide tour. Instead, the French speaker should embark on their own tour across Eastern Canada.

▶ Language nativity is important. The French speaker must be able to interpret content while considering changes that need to be made based on cultural differences.

▶ Presentation content for French schools must be 100% in French due to strong regional sentiments in preserving language and culture. It is imperative that all English words be removed.

▶ French schools were largely located in communities that were more supportive of climate action. This amounted to overwhelmingly positive feedback from teachers and students, and an absence of backlash from parents and industry.

FIGURE 9.1 5X MORE SCHOOLS WERE VISITED WHEN THE FRENCH SPEAKER TRAVELLED SEPARATELY
NUMBER OF SCHOOLS VISITED BY PROVINCE, PER TOUR



Source: 3% Schools List, aggregated by 3% Project

School concentration

The French tour should be conducted separately from the English tour. During Tour 1, we had an English speaker and a French speaker travelling together across Canada for its entirety. We quickly discovered that this was a considerable misallocation of resources especially on the west coast where French schools were scarce. Since French schools outside Québec are concentrated between Northern Ontario and Nova Scotia, it is simply a waste of time for both speakers to travel together. Each school assembly is conducted in one language and therefore requires only one speaker present. Like with the English tour, the French speaker can also tour alone because the additional staff is not needed on the ground. We adopted this arrangement in Tour 4 to huge success.

During Tour 4, our French speaker Alix travelled alone from Northern Ontario to Nova Scotia. She was paid a lump-sum as a 3-month contractor; this shorter

time frame was sufficient in covering a majority of French schools in the region. In addition to presenting assemblies and conducting workshops, Alix was given the responsibility of calling and booking the schools she would later visit. This arrangement was adopted based on our lessons learned from Tour 1: French schools were more receptive with French-speaking individuals as opposed to those who spoke English.

Demand for French-only programs

It is imperative that the French speaker is native in the language. He or she must be able to adapt content from an English presentation into French while considering the impact of cultural differences and language nuances on certain concepts and overall delivery. English to French translations for our presentation topics were not difficult, but necessary.

Due to strong provincial sentiments to preserve the French language and culture, French schools in New

Brunswick were very strict and only accepted French-only presentations. When calling, principals asked numerous questions to ensure that the assembly will be delivered entirely in French by a native speaker as they were concerned by our English-only video. Prior to the assembly, all English words had to be removed from the presentation since they wanted it to be 100% in French.

Due to the limited availability of French programming in Canadian provinces outside Québec, it was considerably easier to book French schools in comparison to English ones. This is especially true for French schools in Ottawa and the Atlantic who receive frequent requests for English assemblies but are rarely approached with programming delivered exclusively in French.

It is also important to keep in mind that not all students enrolled in French schools, especially those in Northern Ontario, are francophone. Thus, the presenter must speak slowly during the assembly to ensure students are able to adequately follow along. In addition, francophones in New Brunswick have an accent different than their Québec counterparts. If the speaker is Québécois, he or she may want to minimize their own accent to enhance audience comprehension.

Classifying French schools

Most French schools in BC, AB, SK and MB allow English speakers. In contrast, French schools in ON, NB, PEI and NS would not allow English speakers. Thus, it was imperative to have Alix conduct her own tour on the east coast. Lastly, no French schools exist in NL, YK, NT, and NV.

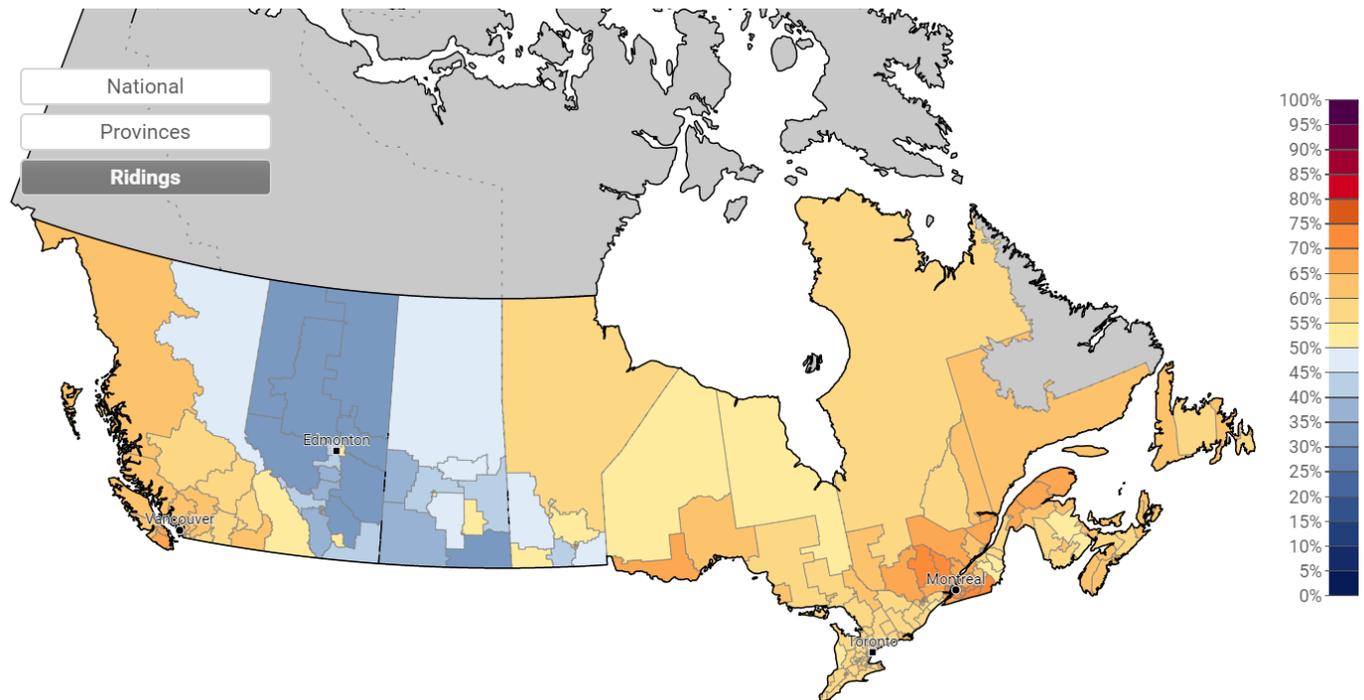
Regional support for climate action

While the English presentation was geared to more conservative audiences who either knew little of the climate crisis or were in denial of its human impact, French schools were largely located in communities that were more supportive of climate action. As a result, Alix received overwhelmingly positive responses from teachers and students following assemblies and workshops. Even though related topics on climate change have already been covered in class, teachers appreciated how assembly content reinforced class material and the willingness of an outside organization to offer their expertise in a school-wide assembly. Unlike the English tour which received backlash and complaints from parents and the oil industry when school visits were made in climate skeptic communities, this never occurred during the French tour.

Why did we not visit many Québec schools?

3% Project specializes in bringing education on climate change and environmental action to conservative communities who are opposed to or reluctant in talking about these issues. However, Québec has always been known as one of, if not the most, progressive provinces on climate change opinion. Due to their relatively advanced environmental education curriculum compared to the rest of Canada, 3% Project did not target Québec schools as we sought to concentrate our efforts elsewhere to maximize impact.

FIGURE 9.2 QUÉBEC IS MORE CLIMATE PROGRESSIVE COMPARED TO THE REST OF CANADA
ESTIMATED % OF ADULTS WHO THINK EARTH IS GETTING WARMER PARTLY OR MOSTLY BECAUSE OF HUMAN ACTIVITY



Source: Yale Project on Climate Change Communication, 2018. In the same study, 89% of respondents from Québec believed that the “Earth is getting warmer”, the highest percentage among all 10 Canadian provinces.

During Tour 4, Alix did try reaching out to some Québec schools to book assemblies. As mentioned in Chapter 1, she was met with little success as Québec schools were already heavily saturated with environmental education and climate change programming. Furthermore, Québec plans school events well in advance, with assemblies sometimes finalized the year before. Thus, they were unable to accommodate us when calling two weeks prior to our projected visit.

Whitewood, Saskatchewan



A large herd of black and brown cows is grazing in a lush green field. The sky is filled with dramatic, grey clouds, and a thin white contrail is visible in the upper left. The text 'Section G.' is overlaid in the upper right quadrant.

Section G.

Mentorship

10

Paralyzing Illusion of Overwhelmedness

CHAPTER 11: KEY POINTS

▶ The majority of action projects are low-impact, easy to implement, and thematically similar. Students shy away from executing big idea projects that seem costly or difficult.

▶ Students' lack of confidence, lack of empowerment, and perceived lack of skill severely hinder every stage of the mentorship process; they need constant guidance and support from mentors and their teachers.

▶ Impact analysis (Stage 3) is the biggest roadblock in the mentorship process. Students find it difficult to come up with measurements beyond simple numbers and metrics in evaluating impact.

▶ The supposed "lack" of funding for student projects is largely a psychological barrier. Despite the availability of grant and loan opportunities locally and provincially, students are hesitant to apply. Manitoba schools are the exception to the rule.

Through our experience providing mentorship to schools that want to implement action projects in their local communities, a common theme has emerged. We call this phenomenon the “Paralyzing Illusion of Overwhelmedness” or PIO. This phrase refers to the all-encompassing social, psychological, and systemic barriers faced by high school students which prevent them from tapping into and using the full extent of their abilities and potential, thus hindering every step of the mentorship process. These ‘barriers’ are born from the social environments in which students dwell: as a teenager transitioning from childhood into adulthood, a student in a failed education system, and an individual in a digitized world that amplifies the bad and glorifies the perfect.

What is PIO?

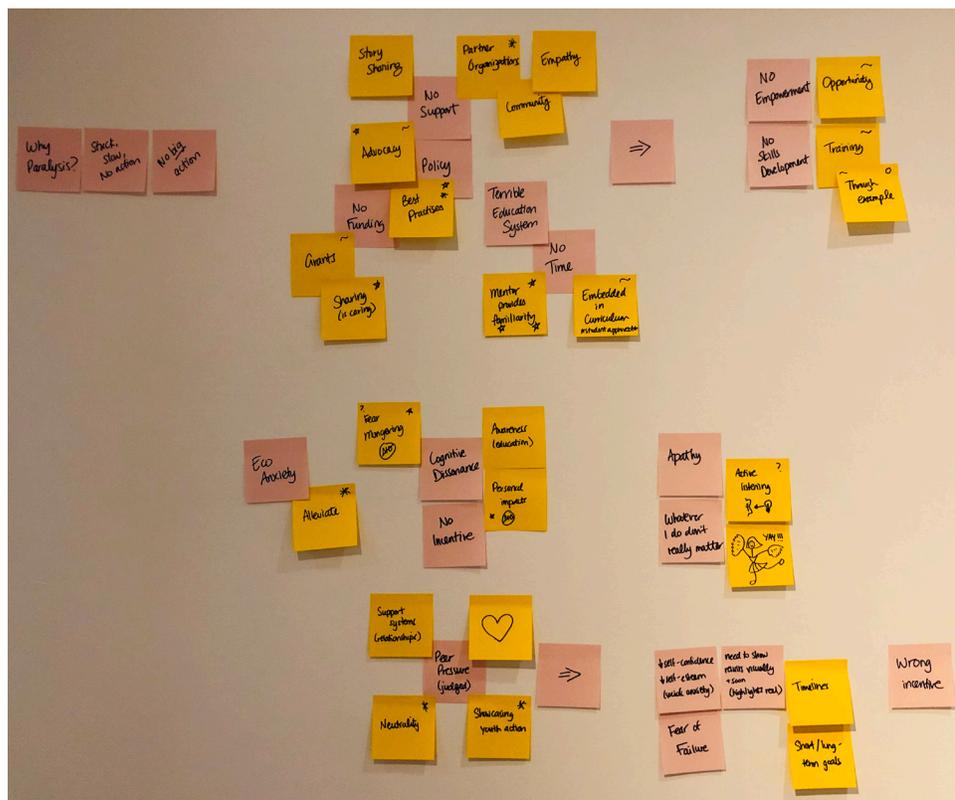
Paralysis: Students appear to be stuck and afraid to pursue big ideas and projects. This results from a combination of lacking support, skills development, empowerment, incentive, time, and an education system that does not prioritize organic student learning. This causes a lack of self-confidence in their abilities to do something impactful and a growing fear of failure due to the lack of tools necessary to succeed.

Illusion: This mental confinement is all an illusion. Students are very much capable of high-level thinking, acting, and doing, but, social, psychological, and systemic barriers are preventing them from doing so.

Overwhelmed: Eco-anxiety, puberty, peer pressure, and demanding school workload are just some of the major factors that overwhelm teenage students. This constant barrage of problems results in cognitive dissonance and apathy: “Whatever I do doesn’t really matter” and “All of society’s problems are so big and cannot be solved; least of all by me”.

Thus, the term “Paralyzing Illusion of Overwhelmedness” accurately embodies this psychological jail that students, particularly those in their high school years, have trapped themselves in. In the next section, we will explore what this means and how it impacted each stage of mentorship.

Our thought process/brainstorm that led to the development of the term PIO.



Stage 1: Research

This stage focused on brainstorming ideas. Mentors facilitate discussion by asking questions such as:

What are some problems you see in your school or community? What do you want to help solve? What projects are you interested in or passionate about? How do we approach these situations and ideas?

Expected Duration: One mentorship call. This is roughly 40 minutes where mentors do introductions and build rapport with the students, explain the mentorship process, share examples of potential action projects, and brainstorm ideas students are interested in pursuing based off of issues that they notice in their school/community.

Actual Duration: It usually takes only one call to do this. However, some teams need more time to brainstorm projects they want to bring to the community. In which case, they would often have a list of project ideas compiled for the next meeting.

Lack of Creativity

The majority of projects that students want to implement are small-impact and thematically similar. There is a worrying lack of creativity and motivation to discover possibilities for Action Projects that will make a bigger impact and seriously consider the top issues faced by the community.

Students, influenced by social media culture and peer pressure, desire instant gratification and results that they can easily visualize and show. As a result,



The team at Nellie McLung Collegiate, Manitou, MB, assembled by Ashley, conducted a highway clean-up in their community and are currently transforming printed t-shirts into reusable bags. Meanwhile, they are advocating for a city-wide ban on single-use plastic bags in grocery stores.



they do not envision themselves doing something bigger and are attracted to projects that are easy to implement, which unsurprisingly are all low-impact: Recycling and composting, fundraising for bake sales, community gardens, and general environmental education.

Lack of Motivation

While students are very interested in renewable energy projects, they are reluctant to put this into practice as they think it is too much work and costs a lot of money.

In addition, sometimes this step is teacher-driven as student shyness prevents them from speaking up and taking charge on a project idea. In which case, the resulting project is based on the teacher's personal interest.

Stage 2: Consensus-building

To build consensus, students create and distribute surveys in their school and/or community to better understand their targeted market:

What do you think are the biggest problems in the community? In your opinion, how important or impactful would the students' desired projects be to addressing such problems? Would you support these projects? Do you care? Would you rather see something else implemented?

Expected Duration: One mentorship call dedicated to developing questions.

Actual Duration: It varies. Some schools complete this step easily, others overthink and spend way too much time. Some schools will complete the survey



The students and supervisor at Kapuskasing High School are extremely passionate about reducing food waste in the community. They are partnering with a local food bank and grocery store to take good, unused food, and to prepare meals for the food bank. In the long term, the team hopes to start a community garden that would also provide healthy sources of nutrition for the for the community.



Without community consensus, projects fail

One school in Ontario was insistent on skipping the consensus-building and impact analysis stages, and moving straight into implementation. The students did not understand its importance and value.

During these two stages, we ask students to send out a data-driven survey to the public, and speak to key community members about their project ideas. This is meant to gauge community support and build a consensus around project implementation. This step is critical because Action Projects are exponentially more difficult to complete without community backing and informed research.

However, this school was convinced they had the right project idea and thereby refused to complete these steps, deeming it a waste of time and resources. From then on, it was an uphill battle trying to teach them the importance of community building. Due to the lack of direct oversight since mentors communicate with students remotely, they opted to not follow their mentor's advice.

After a few updates, our mentor was finally able to schedule a call with the students. Turns out, despite implementing a new recycling program, hosting a school-wide assembly about environmental education, and organizing a used clothing swap, none of their projects turned out successful.

From this experience, the students now recognize that there was some sort of disconnect between their Action Projects and the community. They finally conceded and sent out a community survey positioned around what the community wanted to see implemented.

The results provided them valuable insight into how the janitorial staff wanted students to take on a greater role in organizing recycling and waste because they were already working at full capacity, how students wanted more interesting speakers and "hands-on" events to learn about sustainability solutions instead of presentations, and how students were less interested in clothing swaps and more interested in bee-keeping.

within one call. In comparison, other teams may decide to spend time outside mentorship to brainstorm potential questions, as well as how and to whom surveys will be distributed, further delaying this step.

Research and consensus-building, the first two stages, which should only take a few days, often take over two months to

complete due to students overthinking and overcomplicating the process.

Therefore, we recommend completing these two steps during the in-person workshop, so students can start their impact analysis straight away with their first virtual mentorship call.

Reconciling personal interest and community consensus

The overlap between personal interest in the project (what students want to do) and community consensus (what the community would like to see based on what students want to do) must be made for a community action project to receive support.

However, students often do not fully understand its importance and are eager to start implementing this project without having done a survey to gauge community support.

Furthermore, there is a lack of commitment on the part of students to go outside their classrooms and into the community to distribute surveys and conduct consensus-building activities.

By overlooking this step, students miss out on critical information that can correct their assumptions about community participation and support. There are many moving parts within systematic problems, and these moving parts involve real people, real needs and real opinions.

Different survey methods

The method of surveying is also dependent on the size of the school and the market population.

For instance, sending electronic surveys through email will be more effective for schools with a large student population in comparison to conducting classroom visits in smaller schools.

Stage 3: Impact Analysis

This is the biggest chunk of mentorship. It involves creating a cost-benefit analysis that looks at the impact the project will make in the community if properly implemented:

By how much can the project reduce greenhouse gas emissions? How many jobs were provided to the community? How much electricity will be saved? How much food is being provided to the community?

Expected Duration: 2 mentorship calls (30 minutes to 1 hour each)

Actual Duration: Extends way beyond 2 mentorship calls. Students have a really difficult time thinking about what type of impact they are making on the community and how to quantify these impacts.

Impact analysis is the biggest roadblock in the mentorship process. Students despise this stage. 80% of teams need their hand held every step of the way. It takes a considerable amount of time, as many as 6 mentorship calls, if they do it at all. 20% of schools halt or completely drop their action projects at this stage.

Difficulties arise in measuring environmental impact

Even for students who require minimal mentorship support with the impact analysis, they are unable to come up with measurements beyond simple numbers and metrics in evaluating impact. It is difficult to motivate them to think outside the box.

Students cannot think in terms of "How much greenhouse gases will be saved?" or "What is the social value of this project?" which evaluates the social and environmental impacts of their Action Projects.

20%
*of Action
Projects are
dropped at
Stage 3*

Number of schools completed each stage of their Action Project

93

Stage 1

While students cannot naturally know how to evaluate such projects without being taught in school, this knowledge gap necessitates the teaching of these skills during mentorship calls when the focus should be on providing feedback and advice on what is supposed to be a student-led initiative.

Lacking initiative

Lack of motivation and lack of relevant skills are therefore the primary sources of hardship for this stage. Despite mentors directly sending students research articles and resources to guide them throughout the process, students do not take the initiative to conduct research even when prompted.

63

Stage 2

Lacking digital skills

We have also discovered that the majority of students are not digitally literate, or not sufficiently literate for the purposes of executing Action Projects. For instance, many students are not willing to use and are intimidated by Excel, a necessary platform used to measure impact and document costs and benefits.

32

Stage 3

Furthermore, research literacy is often not taught in schools. This includes conducting literature reviews, finding reputable academic research, and navigating websites such as Google with search engine optimization (SEO). While teaching digital skills can be incorporated as a component of mentorship, 30 minutes is insufficient and is less effective through a virtual platform.

16

Stage 4

To ensure that students are less overwhelmed when conducting research for impact analysis, we recommend minimizing the attention paid to Stage 1's research component to lessen their intimidation for this stage.

5

Stage 5

Stage 4: Implementation

This is the implementation stage of mentorship, where students start to carry out their action projects from start to finish.

Expected Duration: Dependent on the project. Should start after 12 weeks of mentorship.

Actual Duration: Dependent on project.

Students jump into project implementation too fast without a proper impact analysis. Without properly considering the costs and benefits associated with the students' Action Projects, they lose track of the impact that they are trying to create in their community. Ultimately, this ignores the root problem of the systemic issues they seek to solve. Similar to the previous three stages of the mentorship process, project implementation faces problems of inadequate motivation and hesitance, sometimes refusal, to follow through with pre-arranged plans.

"Lack" of outreach and engagement

Most student projects require collaborating with other school clubs, community organizations and/or foundations, such as food banks, local grocery stores, and businesses. However, we have found that students are reluctant to reach out to other stakeholders and potential partners largely due to fear of speaking to adults and other people in authority.

As a result, the onus often falls on the teachers to build these external and necessary relationships due to long periods of inactivity on the part of students.

To help alleviate this problem, we recommend mentors or the program organization (3% Project in our case), to



Students attending the workshop at Carman Collegiate, MB

Manitoba schools actively apply for grants

Students in Manitoba are notably more open to getting loans and applying for grants than their counterparts across Canada, partially attributing to the fact that they are directly taught proposal- and grant-writing in school.

For example, students from Carman Collegiate are taught how to write proposals in class while students from Many Faces Educational Centre are familiar with

their school process of applying for grants for their classrooms.

These precedences have given the students preparation on how to reach out to foundations, potential funding, grant opportunities, and have created existing networks and contacts that they can tap into for their Action Projects.

compile a list of partner organizations ready to speak to students after they have completed their impact analysis. This exchange of knowledge would significantly increase the students' perception of project feasibility and thereby their momentum and motivation to complete their projects.

Similarly, experts specialized in specific project themes should be available during the implementation stage to consult with and give advice to students.

"Lack" of funding

The supposed "lack" of funding is largely a psychological barrier. There are plenty of grant opportunities at the local, regional and provincial level designed to provide seed funding for community projects. Despite this availability, students rarely apply due to a perceived lack of ability to write convincing grant proposals and overall discouragement based on suspected competition.



Composting and a potato garden

KUMSHEEN
SECONDARY SCHOOL
LYTTON, BC



At Kumsheen Secondary School in Lytton, a town of 250 residents with a predominantly Indigenous population, students wanted to introduce composting, as the town did not recycle. They also wanted to change the exclusive use of frozen food in their school cafeteria due to the lack of access to fresh produce.

In partnership with two BC organizations, we helped students start a horticulture class that collected compost. The compost was used to nourish a potato garden, and students in the cafeteria enjoyed the fresh produce.

Our mentor taught and guided the students on writing letters to organizations to get seeds and for support on how to properly create and maintain a garden.

Students were also encouraged to research what kind of seeds would work the best for their project.

The students designed the banner for the “sharing and learning fair” and practiced how to present the garden. During lunch at the fair, they were even able to share the produce they grew. Throughout the whole process, they were able to practise project management skills with goals, targets, and a timeline.

This project was a big deal for everyone: the whole school and even the community was involved. Students were very proud of starting this garden, growing things, and enjoying the produce. After completing the garden, students wrote thank you letters to farms and groups who offered their support along the way.

Loans provide another challenge. Most individuals are afraid to apply for loans as it is difficult to decide who carries the burden of risk in a school setting. Should it be the students, their parents, the supervising teacher or the principal? These attitudes and perceptions are largely beyond our capacity to change.

Nevertheless, it can be reasonably concluded that there must be more education delivered on financial literacy and management in high schools to alleviate these fears and cultivate entrepreneurial attitudes in students.

Stage 5: Guidebook

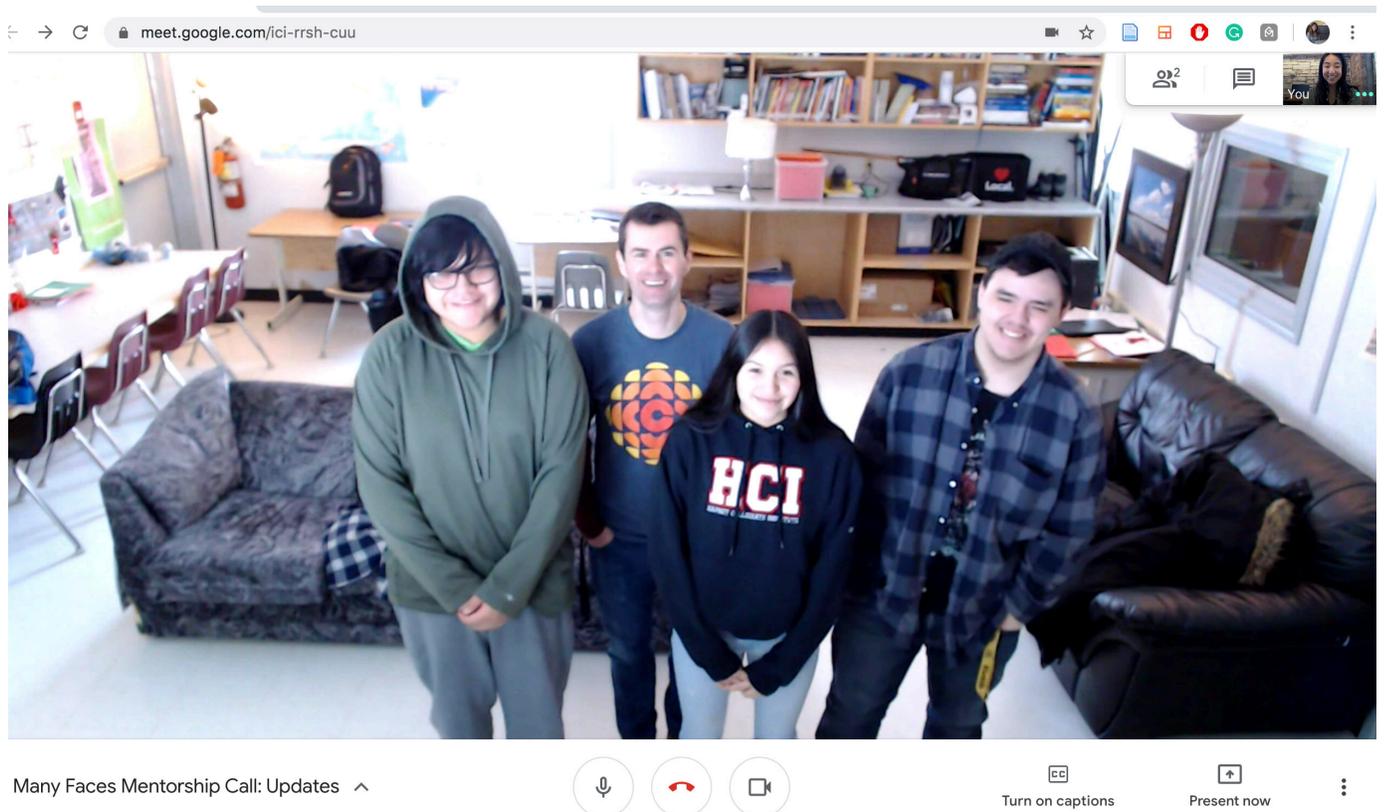
The guidebook is a written manual that describes, step-by-step, how students have implemented their project. It also includes recommendations for other students who would like to replicate this project in their own communities. This is the knowledge-sharing component of the action project.

Expected Duration: One week

Actual Duration: Depends on the team

Only 6% of students (5 out of 78 teams in Tours 3 & 4) reach this stage. Those who do so complete it really fast, thereby jeopardizing quality.

A typical virtual mentorship call on Google Meets. This particular call is hosted by our mentor, with the students from Many Faces Education Centre (Flin Flon, MB).



11

Teachers can heavily impact the mentorship process



Different personalities and varying levels of engagement on the part of teachers have impacted the mentorship process. In some cases, teachers are crucial to student engagement and the execution of Action Projects. On the other hand, teachers can also overshadow the ideas and opinions of students, in both positive or negative ways. This chapter will look at the five common Teacher Archetypes that mentors have encountered when working with students and outline how they affect overall student motivation and productivity.

Teachers as a source of support

While there are teams that are independent, self-disciplined, and driven throughout the mentorship process without much involvement from their supervising teacher, students who are not as passionate in their project idea or are more uncertain, depend on their teacher for support.

Unsurprisingly, these students are more likely to be afraid to reach out to partner organizations or come up with strategies to secure funding for Action Projects. As a result, teachers would need to take initiative on the ground to establish relationships with community partners and use resources given by mentors. By doing so, they set an example and motivate students to follow in their footsteps.

Teachers spearheading projects

The majority of student projects are low impact with a focus on recycling, community gardens, or environmental education. However, there are some teams who are pursuing more 'difficult' or niche ideas.

These mainly come from individual teachers who are very passionate about certain projects whose enthusiasm influences students and help convince them that such a feat is possible.

Teachers overpowering student voices and opinions

In contrast, teachers can be pushy and oblivious to the fact that this should be a student-led initiative.

They, especially those in the Greater Toronto Area (GTA), would insist on joining the call and dominate the conversation, overpowering the voices and opinions of students.

Administrative approval

Students pursuing large-scale projects, such as community gardens or renewable energy initiatives, require approval from their school administration. However, this proved to be a challenge for some schools.

In Tour 3, certain schools refused to approve projects due to lack of funding or because it was "unnecessary for the school" even though community consensus have already been conducted.

Pictured left: A teacher is helping students during the post-assembly workshop at Swan Valley Regional Secondary School (Swan River, MB)

PICTOU ACADEMY
PICTOU, NS



Action project spearheaded by a passionate teacher

At Pictou Academy, Mr. White is the epitome of an influential teacher. After asking all the students why they joined 3% Project's mentorship program, they all answered along the lines of, "Because Mr. White fascinated me with his passion in mycelium use."

Everyone at the school knows of Mr. White's enthusiasm with fungus and mycelium as a sustainable material. His excitement and research with mushrooms is something that he shares with his students.

They have purchased fungus kits to propagate mushrooms and to create prototypes of various products including cups, pots, and soundboards.

One of the main projects that the team of students is working on right now is to improve the sound dynamic in their gym by creating mycelium-based soundboards. In doing so, they reduce the echo and improve the projection of audio and sound that is played in the gym.



Overbearing teacher silences the voice of students

During mentorship calls, there is often a teacher supervisor in attendance. They usually listen in, add comments, and connect students to the school's network and administration. But this school was different. Before any of the students had a chance to introduce themselves, the teacher began a monologue on everything that she was doing for the community.

When students were asked what they thought about their teacher's project ideas and results, the teacher interrupted and said, "I think the students think..." By speaking on behalf of the students and taking control of their action projects, she was taking away a valuable learning opportunity from them, defeating the purpose of meaningful youth engagement.

Our mentor had to pause their meeting and suggest for the teacher to step back and allow students to voice their opinions. The teacher got defensive, arguing that she was speaking since her students are shy. But after stepping back, it became clear that this simply was not the case.

The students had many ideas and opinions about the project ideas, from innovative ways to revamp the school's recycling program to performing a school energy audit to discover ways to reduce energy usage. Looking at the supervisor, she seemed shocked at the extent of her students' contributions. We should not be shocked by the realization that youth have good ideas, but shocked at ourselves for not listening to them sooner.

5 Teacher Archetypes

01. The Controller. The Controller is self-explanatory. The project becomes the teacher's project and is no longer student-led.

02. The Mind-Reader. They believe to know exactly what students want, speak on behalf of them, and do not give students the chance to voice their opinions or ideas.

03. The Motivational Speaker. This teacher is very passionate about a certain project or issue. All the students mentorship group joined because the teacher inspired them with his or her ambition and excitement for an idea.

04. The Dinosaur. The teacher who does not know how to work with technology. This results in a lot of time lost during mentorship calls just simply trying to configure technical difficulties.

05. The Underappreciated Sidekick. The best teacher that you could possibly work with for mentorship because in many cases, without them, the Action Project would not have been successful.

He or she takes a lead role in project execution by offering support and motivating students every step of the way. This is the model teacher that every student needs in their life.

12

Virtual mentorship works; teachers can do it better, but they can't

CHAPTER 13: KEY POINTS

► Beyond project guidance, advice-giving and the occasional skills development, mentors can be a key source of emotional support for students by offering a listening ear.

► The time constraint is a major setback to virtual mentorship. Mentorship should start in September to maximize the amount of time to complete Action Projects and avoid high turnover over the summer where much momentum is lost and students graduate.

► One mentor can effectively work across time zones and cover numerous provinces and territories, since most mentorship calls happen during lunchtime.

► Teachers can do it better, but not in the current education system. Most teachers do not have the entrepreneurial knowledge or skills to help students run projects. But even if they do, the education system either prohibits or does not reward them for taking such risks.

Mentorship is undoubtedly impactful. Students would not have done these projects without the constant guidance and support that mentors provide. However, many schools currently undergoing mentorship indicated in the mid-term evaluation that they would prefer physical trainings as opposed to virtual. Based on the experiences and research done by the Gaia Project, there seems to be little difference of impact between physical and virtual mentorship when considering the amount of dedicated. This chapter will explain the impact mentorship has on students, teachers and communities. It will also identify the major setbacks to virtual mentorship that can be avoided with in-person mentorship done by teachers. But because not enough teachers do this, we are currently the best option students have.

Impacts of Virtual Mentorship

3% Project's original proposal highlighted the assembly and national tour. Mentorship was considered a 'second-thought', a one day process that will start to bridge the knowledge students acquired through the assembly into community action. However, we quickly found out that a one-day workshop was not enough to get students motivated to start Action Projects, even if they were already part of school environmental clubs.

Based on the advice provided to us by our education consultant, an Ontario public school teacher, we then expanded this component of the program into the 12+ week-long mentorship process that we currently have today.

1. Mentorship impacts rural communities

While it is also impossible to measure exactly how mentorship has impacted students, it is undeniable that it has. This is especially true for rural communities who are able benefit from the skills development provided. These opportunities are otherwise inaccessible to them due to their remote location

and comparably lower school funding.

If we consider 100 Action Projects in-progress or completed, with 4 students per team, that is a total of 400 students impacted. Every single one of them are going or have gone through the mentorship process, and can share their acquired knowledge and experience to those they encounter, further amplifying our impact.

2. Mentors provide emotional support

It is not just the skills-based learning that students benefit from mentorship. Mentors provide considerable emotional support by listening and being a confidant to students on matters outside of mentorship.

For example, we have noticed that after building a trusting relationship and rapport with students, they start asking us for advice, or simply began sharing with us personal matters and dilemmas that are outside of mentorship. This includes questions with post-secondary school, job applications, friend-circle drama, and personal hobbies, among others.

3. Mentors provide guidance for teachers

Even teachers who are involved in student Action Projects look to our mentors for advice and support for they also lack access to available resources and business knowledge.

4. Mentors connect schools with their community

Mentorship has also become a valuable vessel to connect community organizations with local schools who in turn mutually benefit from these developed partnerships.

However, since working with students requires a large number of resources on the part of organizations, it may be more beneficial to provide grants and sponsorships so students can have the financial capital to execute their projects.

Setbacks to Virtual Mentorship

This section will outline major setbacks along with recommendations we have to make the best out of a limiting situation.

1. Time constraints

30 minutes is definitely not enough time for a mentorship call. Students are often late and need to finish early to give time to go to their next class. Moreover, discussion on the Action Project itself usually starts a few minutes into the call to give time for general conversation and inquiry into their past week.

While permission may be granted by the students' parents to conduct calls after school or on the weekends for urban areas, this does not work for rural schools. Since students are also not likely to work on their own time, 30 minutes put a heavy restriction on the weekly amount of work completed.

2. High summer turnover

Only 16% of tour 3 in-progress project groups continued their mentorship into tour 4. And of those who did, mentors mainly played the role of a consultant who answered the occasional question rather than conducting regular mentorship calls.

A lot of momentum is lost over the summer break when students pause their mentorship, and thus their Action Projects, until September. As a result, it is important to start the mentorship process in September with the beginning of the school year to maximize time spent with students. This gives a full school year's worth of time, rather than half a semester if starting in March or April.

Furthermore, we suggest booking the first mentorship call immediately following the in-person assembly or workshop to quickly capitalize the momentum for mentorship.

3. Communications

Emails are ineffective when communicating with student teams since they are largely sent to teachers due to privacy concerns, who then pass on the information to students.

Rather, explore other options such as creating a WhatsApp group chat with the students and supervising teacher included to allow for more efficient and reliable communication. In addition, having a shared email for mentors may be useful to ensure all emails are being answered promptly should a mentor be unavailable for a few days.

Curriculum objectives

Like with Virtual Assembly, understanding individual provincial curriculum objectives would help to better integrate Action Projects into schools.

By clearly outlining how participating in the mentorship process checks off specific boxes for subject curriculums, principals and teachers would be more accepting of and willing to help with Action Projects.

Furthermore, there would be more incentive for students to participate when it can be integrated into classwork rather than if it was an assignment for extra-curricular activities.

Bottom-line: While in-person mentorship would be more effective, small organizations simply do not have the budget to implement this.

As a result, having teachers become mentors in guiding students throughout each stage of the action project would be the ideal arrangement. But because not enough teachers do this, due to lack of time, skills, experience, or a combination of all three, we are currently the best option students have.



The students at Viking Trail Academy (Plum Point, NL) are interested in fundraising for a locker with female hygiene products since the school does not have any female hygiene dispensers available. They are currently conducting a survey to identify whether this is a project that the school population and moreover, the women of the school, are interested in.



36%
*of schools
 visited
 actually start
 mentorship*

Why was it difficult to reach our Action Project targets?

We expected that we would be able to reach our target of 100 in-progress or completed action projects. However, there were several reasons that this was difficult to achieve.

First, only 55% of schools we physically visited were interested in undergoing mentorship. (Refer to Figure 12.1 for more details) Second, 66% of interested schools actually started mentorship.

Of those schools that started, the following four points are the primary reasons that resulted in projects being dropped or delayed.

1. Slow start during Tours 1 and 2

We did not visit enough schools in Tour 1 and 2 to recruit and retain enough student teams into mentorship. The “stop and go” nature of the beginning of the project resulted in mentorship getting stalled, paused, or cancelled.

2. Summer inactivity

Despite high numbers of schools getting mentored in Tour 3, the stopgap during the summer months was the largest reason mentorship fizzled out. After the summer break, most schools “dropped out” of mentorship.

Mentors found that students would either not reply to follow-up emails, opt-out due to lost interest over the summer, or have just graduated. In contrast, the transition between the winter to spring semesters, December to January, had no impact on mentorship retention.

3. Changing mentors

Changing mentors during the mentorship process also had an impact on retention. When mentors and student teams had a strong connection, it was

often difficult for a new mentor to replace the previous.

Furthermore, disinterested schools saw the switch in mentors as an opportunity to drop out of mentorship. Similarly, when supervising teachers leave the student group or school, some teams drop out of mentorship.

4. Personal reasons

There were personal reasons that compelled student teams to drop out of mentorship. Often, students were already stressed out from the pressures of high school. One time, a school dropped out because of a lack of community support and in fact, negative reactions in the community.

In some instances, we denied mentorship to schools, especially city schools, because they were already well-resourced. We felt that these schools did not need our support to develop successful action projects and preferred that we divert our services to schools that needed more support.

Teachers can do it better, but why don't they?

Teachers have the potential to be more effective mentors, but not in the current education system. Steve asked over a dozen teachers, principals, and education professors from several provinces:

“Couldn't teachers do mentorship better than what we are doing? You're physically there with the students, they already know you and trust you, you have much more time with them. Teachers are clearly better positioned to do mentorship than we are.”

“Yes, of course.”

“Then why don’t you?”

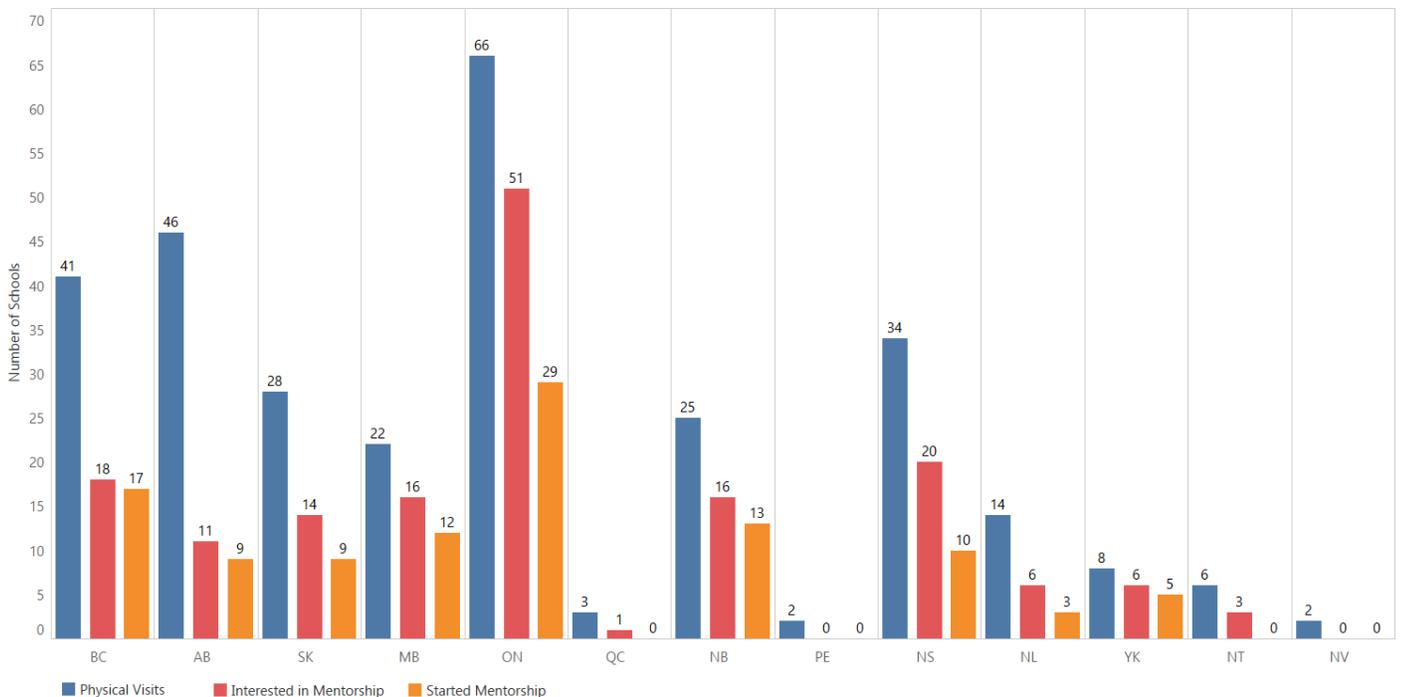
“Because we can’t in our current education system. Why do you think we need services like yours and why we’re working with you?”

The current education system is hierarchical, authoritative, and rules based. After all, it was designed to identically replicate British rulers in different jurisdictions of the colonies, then later to produce workers for the industrial revolutions. Action Projects require entrepreneurship, risk-taking, questioning the status quo, and sometimes going against the rules.

Most teachers do not have the entrepreneurial knowledge or skills to help students run projects. But even if they did, the educational system they work in either prohibits or does not reward them for taking such risks.

Some teachers believe the education system is moving in the right direction. In the meantime however, teachers need outside organizations like 3% Project to empower students during the transition.

FIGURE 12.1 ALBERTA LEAST INTERESTED IN MENTORSHIP (AT 24%); AMONG SCHOOLS ALREADY INTERESTED, ONTARIO SCHOOLS LEAST LIKELY TO START (AT 57%)
 NUMBER OF SCHOOLS VISITED, INTERESTED IN MENTORSHIP, AND STARTED MENTORSHIP, BY PROVINCE





BEAR CREEK
SECONDARY SCHOOL
BARRIE, ON



All-candidate debate prior to provincial election

Students at Bear Creek Secondary organized an all-candidate debate ahead of Ontario's provincial election. They further mobilized their friends to exercise their civic duties by participating in the election.

Students then invited their newly-elected MPP, Andrea Khanjin, who is also the Parliamentary Assistant to the Minister of Environment, and presented a petition on the Ontario government's need for a climate action plan as they have recently repealed the cap and trade and green energy act.

"Half of Bear Creek's student population signed a petition calling for

climate action. That's 868 kids in about two weeks."

The students first gave a 30-min presentation to MPP Khanjin and five other candidates on the impacts of climate change both globally and within the Barrie-Innisfil region.

Then, the students conducted a 45-min Q&A session and facilitated a discussion on the same topic in front of 150 peers.

Their very successful event was featured twice on Barrie's local newspaper, Barrie Today, in May 2018.

Ambitious student team tackles numerous projects



The students at Many Faces are an ambitious group. They are working on a wide variety of projects that seek to improve their community in different ways.

The supervisor for this team of students is extremely supportive and integrates what is being done in mentorship with other classes that he teaches.



This includes using drones to plant trees on a nearby highway, starting a hydroponics garden, using 3-D printing to create useful products for the elderly population, converting diesel-fueled bus to biodiesel, starting a bike share, and organizing a community clothing swap.

Pictured below: Students of Many Faces Education Centre and Hapnot Collegiate gather in the gym of Hapnot in Flin Flon, MB for a joint assembly.



Lake Minnewanka, Alberta





Section J.

Communications

13

Social media is not necessary

CHAPTER 18: KEY POINTS

▶ Having social media does not equate to legitimacy in the youth space. Youth organizations do not need to be active on social media to ensure program success.

▶ Social media engages people in their own echo-chambers. But since our target audience - individuals in rural communities and regions that are climate skeptics - is completely outside of that, social media algorithms worked against us and further distanced our online presence from them.

▶ Either go all in or not at all. The former involves creating original content and posting regularly in order to spark thoughtful conversation and a loyal following. Otherwise, avoid it altogether.

▶ The best way to secure student followers on social media was asking students to pull out their phones during the assembly to follow 3% Project's Instagram and tagging students in Boomerangs. Remember to secure school permission prior for cell phone use during the assembly.

In our experience, the time and resources put into social media marketing did not deliver the intended results in increasing the number of schools booked. Our initial aim with social media was to: 1) provide a platform that displays conservative value-driven, market-oriented, tech-focused climate solutions that skeptical parents, teachers, and students first see when checking out 3% Project; and 2) book schools. In this chapter, we will look at each social media platform's initial objectives and targeted audience, what worked, what did not work, and our recommendations for organizations looking to use social media in their digital marketing strategy to maximize impact.

Our Digital Campaign in 2018

Objectives

- 01.** Create content on all social media platforms which provide holistic climate change education. This will preview the content available in the 3% Assembly.
- 02.** Create content to empower youth by sharing influencers that support 3% Project. This seeks to build capacity and visibility of the project.

Twitter Platform Analysis

Target Audience: Donors, Educators, and Government.

Goals: Capacity building and cross pollination.

Content: Engage with international and Canadian climate activities, highlight youth stories, and share opportunities for youth.

What were our results?

(May 2018 to November 2018)

➤ **#P3RCENT** received 4,558 total impressions with 90.5% from @steveleesj, and only 4% from the @P3RCENT account. There were only 5 contributors since the hashtag's introduction on October 11, 2018.

➤ **@P3RCENT** received an average of 8.7K impressions per month, with its highest impressions (30.6K) in June 2018. The account gained an average of 18 followers per month. This is due to the fact that the account averaged 21 tweets per month.

➤ **June 2018** gained 62 followers and reached 30.6K impressions, because:

1. 65 tweets were sent, 44 more than the monthly average; and
2. We received likes from those tagged, resulting in increased engagement and impressions.

➤ **Cross pollination failed**, primarily due to lack of capacity. Specifically, lack of presence (followers), an inability to create engaging content on a consistent basis, and lack of outreach partners.

Facebook Platform Analysis

Target Audience: Everyone.

Goals: Core content distribution and mass awareness

Content: Publish blog posts and student interviews, and showcase 3% tour and action project highlights.

What were our results?

(January 2018 to November 2018)

➤ **@3percentproject** had a total reach of 483 between July and November.

There was a posting gap between July and October. Only 1 post was published since October. This is most likely the reason for the +/- 3 follower change during the past 4 months.

➤ **Low reach for posts**, except those with paid boosts; little effort to promote organic content. Paid boosts have been effective in increasing reach; however, the strategy and objectives behind boosts (\$100 total) are unclear. Furthermore, it is unclear whether boosts increased fundraising, schools booked or presence.

Why weren't our goals met?

➤ **Lack of Content:** Lack of engaging content led to low engagement across platforms, and no apparent cross-pollination. Without capacity to produce content on a consistent basis, presence on each platform either diminished (Twitter) or was left unchanged (Facebook).

➤ **Lack of Presence:** The two goals, empowering youth via influencers and education, necessitate presence. No attempt at concerted presence-building was made, other than following and liking posts from influencers, and boosting posts.

➤ **Lack of Partnerships:** No visible attempts at partnerships were made, in which restricted our audience to content only on FES platforms. In turn, lack of presence means it is less likely mutually beneficial partnerships will form. As a result, there is little evidence that there was any cross-pollination between FES and similar organizations.

Conclusion

With lack of capacity, there was a lack of consistent, engaging content. This led to little presence-building and thus made partnership development difficult. Simultaneously, lack of concerted outreach and partnership development contributed to a lack of presence.

FIGURE 13.1 SCHOOL STAFF TAGGED IN TWEETS
MEDICINE HAT HIGH SCHOOL (AB) FEATURED ON TWITTER ACCOUNT PRIOR TO SCHOOL VISIT



3% Project
@P3RCENT

.@MedHatHigh, we're excited to see you!

We are mobilizing 1,000,000 youth - 3% of 🇨🇦 - to take climate action 🧑🏫 towards climate solutions 🌱.

Learn: buff.ly/2QzihSV

cc: @allisonknodel, @jerredmike, @lyttleross, @kennyhuat84, @stevierhere, @spiritia, @tara_teacher

FIGURE 13.2 SHARED BLOG POSTS
STEVE'S REFLECTIONS ON HIS VISIT TO ROSS RIVER SCHOOL (YK) SHARED ON TWITTER



3% Project
@P3RCENT

"I asked a teacher in the classroom how the topic of climate change has been accepted in the community and immediately, the teacher went "shhhhh" and said that it was a contentious topic in the area."

Read more: buff.ly/2MeNHhp



Our Digital Campaign in 2019

Objectives

- 01.** To educate the public (educators, Canadian government and intergovernmental entities, and donors) on sustainability and climate solutions.
- 02.** To share student action, promoting the idea that “young people are already creating solutions”.
- 03.** To promote sustainability and climate solutions in the context of the ‘future we want’.

Twitter Platform Analysis

Target Audience: High school educators (principals, teachers, superintendents), climate policy influencers, Canadian government officials, and intergovernmental entities.

Goals: To engage primarily educators, particularly those from rural and Indigenous schools, not only during Steve’s visits, but also to retain their engagement as we promote sustainability education and solutions.

Content: Feature participating schools (Fig. 13.1), share blog posts on Steve’s reflections on school visits (Fig. 13.2), and showcase climate solutions by reposting content from other sources.

Implementation: To increase our reach to educators, we tagged public Twitter accounts of teachers, principals, superintendents, school boards and schools in tweets (Fig. 13.1). We published these tweets while visiting the school and after the visit.

What were our results?

➤ **Geographical coverage:** Among all of 3% Project’s social media platforms, Twitter had the most widespread geographical coverage. It reached more rural and Indigenous communities than Facebook, Instagram, and the website.

Facebook Platform Analysis

Target Audience: Core ‘true believer’ base, which includes parents with high school students across Canada, Canadian educators and the general public interested in climate issues.

Goals: To showcase 3% Project work and engage our audience to refer, book and donate to 3% Project.

Implementation: Paid Facebook advertisements were used to amplify our reach to our target audience. Ads, posted from January to May 2018, aimed to boost organic Facebook posts.

Content: Followed same logic as Twitter.

What were our results?

➤ **Paid advertisements delivered no results:** We got a total of 0 bookings directly from paid advertisements on Facebook despite spending roughly \$5780 over the course of five months. While we will never know if schools became more inclined to book after seeing one of our advertisements, we consider it to be very unlikely.

FIGURE 13.3 OUTSIDE SOURCE CONTENT RENEWABLE ENERGY CLIMATE SOLUTIONS SHARED ON FACEBOOK ACCOUNT

3% Project
1 hr · 🌐

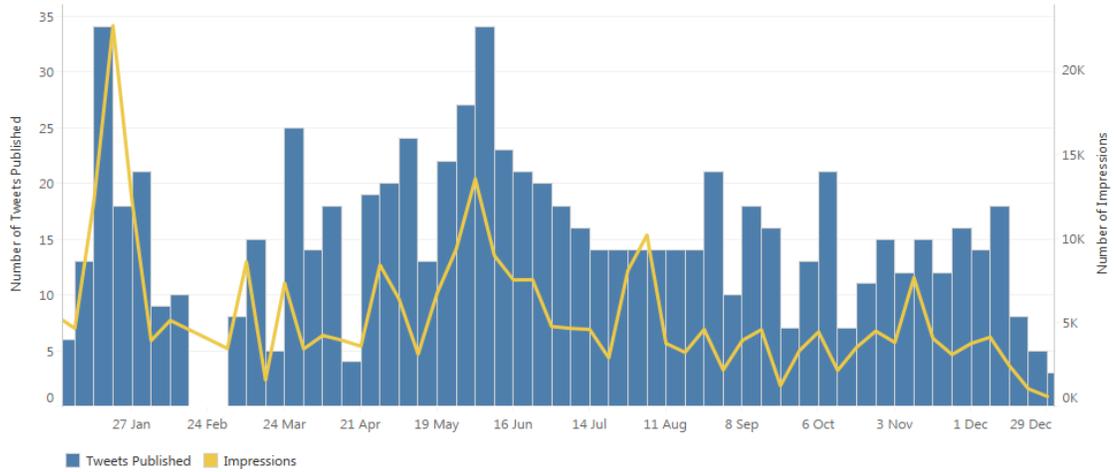
Researchers have developed a generator that produce high voltage from water drops. A single drop can has enough power to briefly light up 100 small LED bulbs.
Read more below!

ENGADGET.COM
Rain may soon be an effective source of renewable energy
A generator can briefly light up 100 LED bulbs with a single drop of...



783
Tweets

FIGURE 13.4 IMPRESSIONS PROPORTIONAL TO TWEETS
IMPRESSIONS AND TWEETS PUBLISHED PER WEEK IN 2019



280,313
Post Impressions

FIGURE 13.5 ENGAGEMENT RATE PROPORTIONAL TO IMPRESSIONS AND TWEETS
ENGAGEMENT RATE AGGREGATED BY WEEK IN 2019

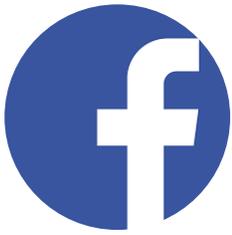


5,058
Post & Media
Engagements

FIGURE 13.6 SIGNIFICANTLY MORE PROFILE AND URL CLICKS THAN HASHTAG CLICKS
USER PROFILE CLICKS, URL CLICKS, AND HASHTAG CLICKS PER WEEK IN 2019

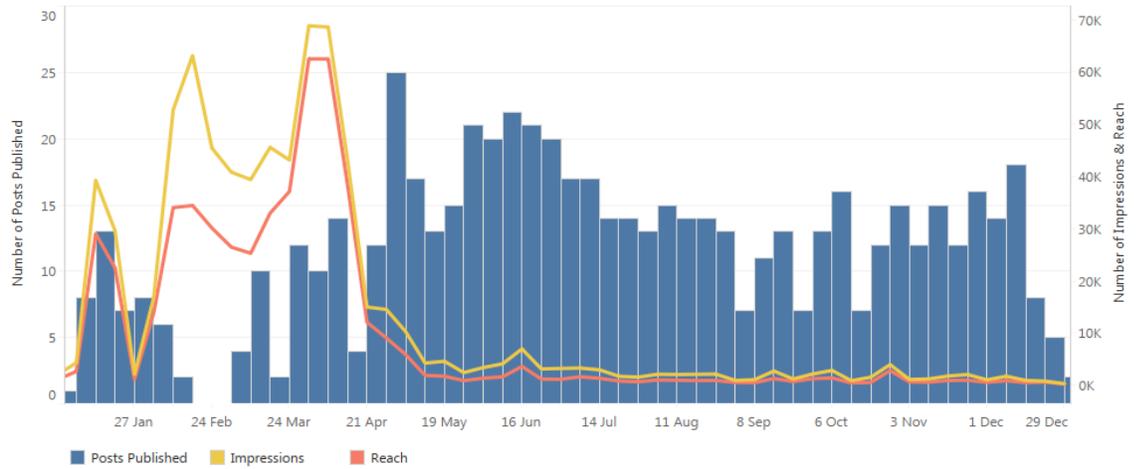


915
Clicks



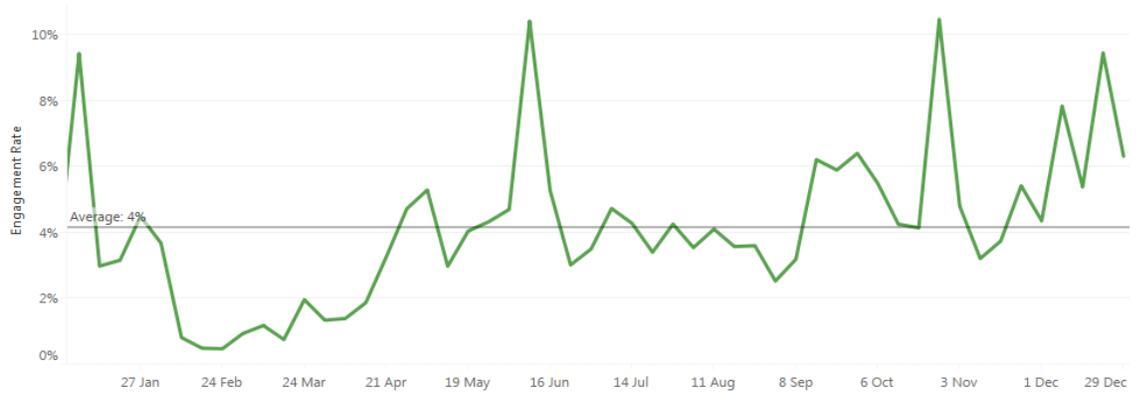
623
Posts

FIGURE 13.7 IMPRESSIONS AND REACH HAVE LITTLE RELATION TO POSTS PUBLISHED
IMPRESSIONS, REACH AND POSTS PUBLISHED PER WEEK IN 2019



723,346
Post Impressions

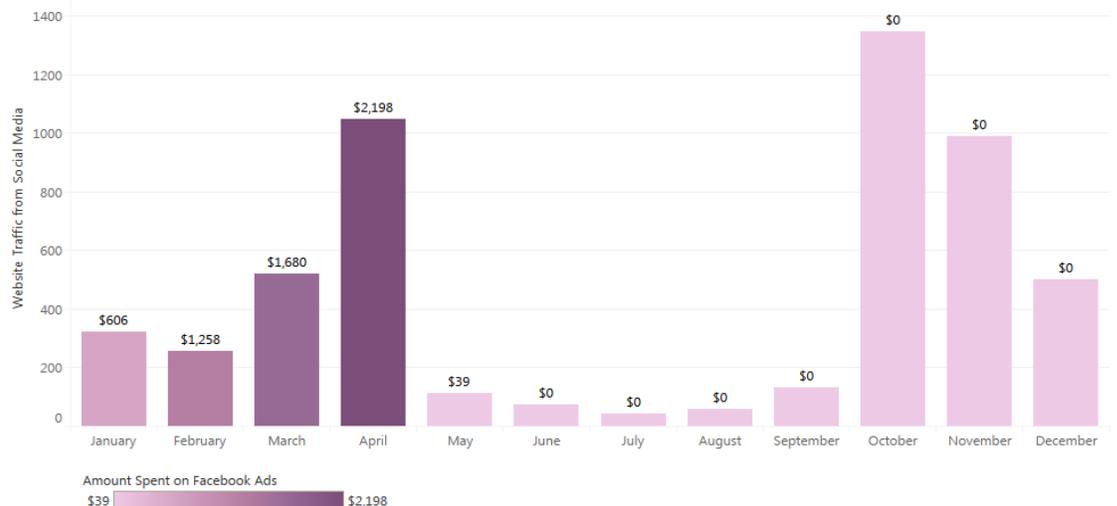
FIGURE 13.8 ENGAGEMENT RATE SOMEWHAT PROPORTIONAL TO POSTS PUBLISHED
ENGAGEMENT RATE AGGREGATED BY WEEK IN 2019



518,663
Post Reach

10,539
Engaged Users

FIGURE 13.9 FACEBOOK ADS MAY HAVE BOOSTED WEBSITE TRAFFIC
WEBSITE TRAFFIC FROM SOCIAL MEDIA AND AMOUNT SPENT ON ADS BY MONTH IN 2019



13,845
Page & Post Engagements

\$5781
Spent on Ads



9
Posts

191,300
Post Impressions

35,166
Post Reach

2,451
Followers

Instagram Platform Analysis

Target Audience: Youth (and youth networks) from Canadian high schools who have participated in 3% Project.

Goal: To engage Canadian youth who have participated in 3% Project’s assemblies and workshops.

Implementation: In comparison to Facebook and Twitter where our accounts were under ‘3% Project’, our Instagram was promoted under ‘Steve Lee’. This is because Instagram’s platform is designed to showcase individuals rather than institutions.

Content: Showcase youth action projects, integration tech-related climate change solutions, and promote contests. Focus on creating Instagram stories rather than traditional posts.

What were our results?

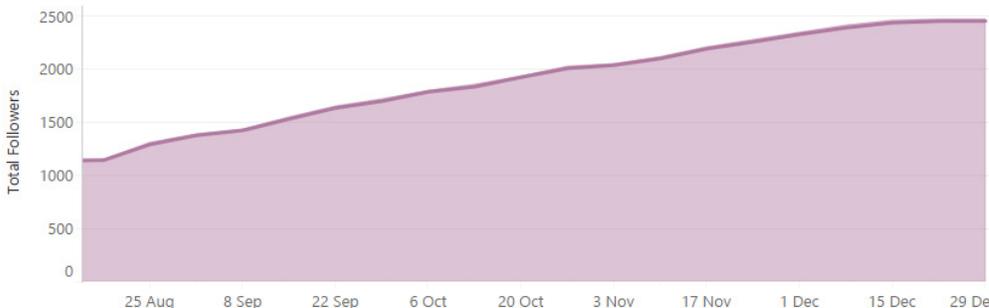
➤ **Lacking Activity:** Our traditional posts were sporadic, with no defined timeline. This was because trying to schedule when content should be posted was very time consuming. Because of this, our post impressions and engagements are well below that of our Twitter and Facebook accounts.

➤ **Daily Stories:** Steve created and posted stories every day on the Instagram account. As a result, the majority of our account traffic and impressions were obtained through engaging stories. Unfortunately, we do not have the data to sufficiently analyze these results.

FIGURE 13.10 IMPRESSIONS AND REACH PROPOTIONAL TO POSTS PUBLISHED
IMPRESSIONS, REACH AND POSTS PUBLISHED PER WEEK IN 2019



FIGURE 13.11 INCREASE IN FOLLOWERS STEADY
INCREASE IN TOTAL NUMBER OF FOLLOWERS AGGREGATED BY WEEK IN 2019



Note: The stevelee.3percent Instagram account started to be used for 3% Project purposes beginning March 2019. However, we only have data for the period between August 2019 and December 2019. Thus, this data is inconclusive and can not be used to adequately analyze our results, reach, and engagement.

Regional messaging

Effective climate communication, particularly to skeptical audiences, is a high priority for 3% Project. Throughout the first three months of our 2019 Digital Strategy implementation, different messages were tested with different audience groups across rural, urban, and Indigenous communities across British Columbia, Alberta, Manitoba, and Saskatchewan.

In communities such as those in rural Alberta, we targeted messages more focused on sustainability, innovation, and equipping youth with tools to create better solutions for a more complex world ('future we want').

In urban communities, such as Vancouver, we communicated explicit messages focused on climate change and climate solutions.

What were our challenges?

➤ **Lack of Retention:** Tagged educators are engaging with the content in which they are tagged (mention, retweet, and/or like), but are not following the @P3RCENT account, or engaging in any future content.

➤ **Lack of Original Content:** The lack of retention is primarily due to the lack of original content. Other than sharing blog posts featuring Steve's reflections, the 3% Project team had no capacity to create new content, particularly multimedia content.

Why weren't our goals met?

➤ **Echo-Chamber Limitations:** Due to the nature of 3% Project, we did not need social media as it only engages people in one's own echo-chamber. For example, the majority of followers on our Facebook, Instagram, and Twitter

pages were fellow environmentalists, climate-friendly groups, and Steve's friends who shared our posts among each other.

But since our target - individuals in rural communities and regions that are climate skeptics - is completely outside our echo-chamber, social media algorithms worked against us and further distanced our online presence from them. The only way to engage our intended audience, therefore, is to physically go visit them.

Our recommendations

While social media was not a necessary component in 3% Project's communications efforts, we do recognize its appeal to organizations due to a variety of reasons. Thus, we would like to share with you our recommendations.

➤ **Go "all in" or not at all:** Either to go "all in" by creating a thorough social media strategy and do it very well, or not at all. This involves creating original content and posting regularly in order to spark thoughtful conversation and a loyal following.

Because 3% Project did not consistently do this, very little impact and results came from our social media content. Otherwise, do not give into society's stereotypical requirement of youth organizations needing social media for legitimacy, and avoid it altogether.

➤ **Secure student followers during assemblies:** For organizations interested in using social media to engage with students and the general public, the most effective way to secure followers was during assembly presentations. This meant telling students to pull out their phones to follow Steve's Instagram page or 3% Project Facebook page.

Posters unsuccessful

We advertised a trip to the United Nations in New York with Steve through an Instagram contest (pictured left).

Posters were sent to schools in PDF format and teachers were encouraged to print them out to post around the school. Some did before Steve's visit, some after, and others not at all. We only received 4 submissions, most likely because the prize was "too good to believe".

If you choose to do this, permission must be granted by the school for students to use cell phones during assemblies. Taking and tagging students in boomerangs was also effective in increasing followers and social media interactions among students.

➤ **A phone camera is sufficient:**

Based on our experience of hiring a communications person to travel with Steve on the tour and buying equipment to capture better quality photos and video, this was largely unnecessary. Unless a professional photographer is hired, a good phone camera is sufficient in capturing pictures and videos.

Why did we not have an overall media strategy?

We wanted 3% Project to be a stealth project. We did not want to be mainstream and wanted to avoid media attention.



Post your #FutureWeWantCanada

for a chance to join Steve at the United Nations HQ in New York and receive policy training!

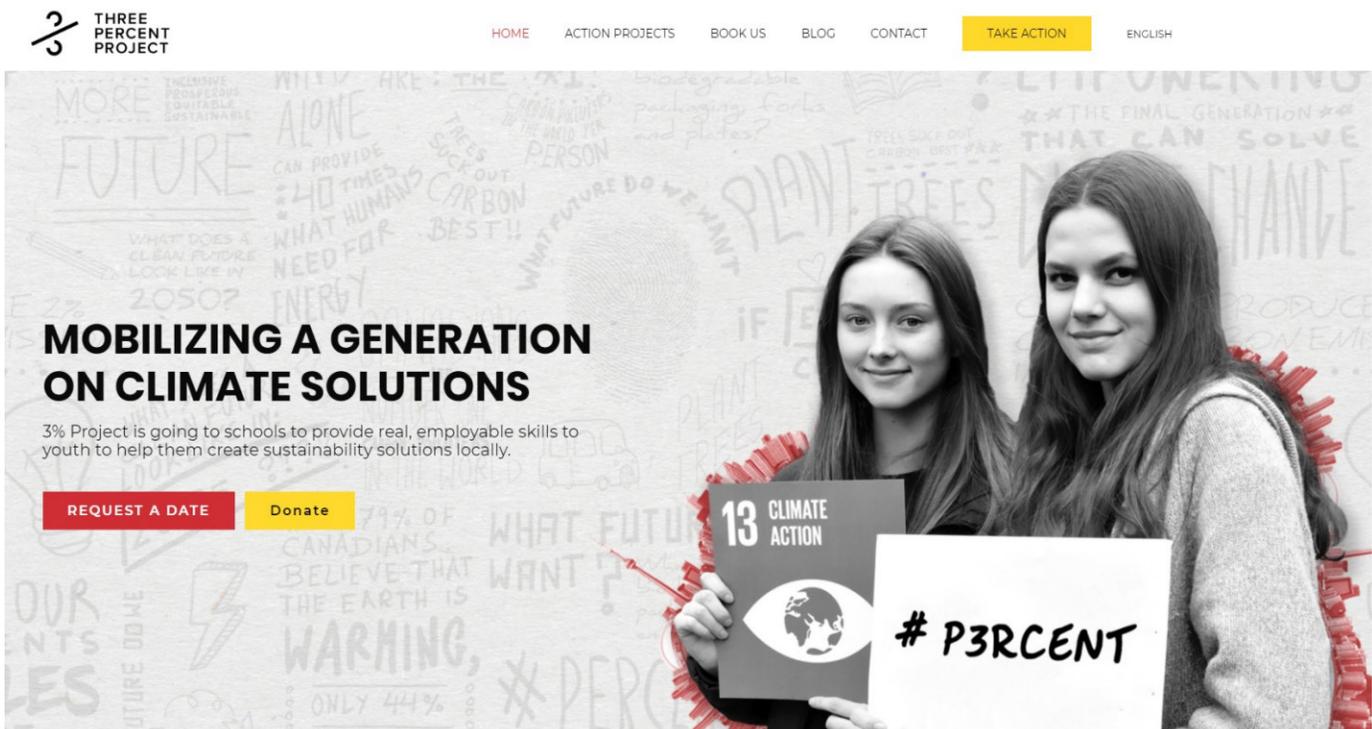
Contest rules are found at **@stevelee.3percent** on Instagram.

Instagram contest poster where the winner would have the opportunity to travel to the United Nations in New York.

14

Having a professional website is a game-changer

FIGURE 14.1 A PROFESSIONALLY DESIGNED WEBSITE BOOSTS PROJECT CREDIBILITY
SCREENSHOT OF 3% PROJECT'S WEBSITE HOMEPAGE



As previously mentioned in Chapter 1, having a professional website made by a design company was an incredible investment that boosted 3% Project's credibility and contributed to increasing our number of schools booked. We spent roughly \$15000 in creating and maintaining the website over the course of its lifetime; an investment we should have made sooner. Bottom line: We recommend all organizations have a professional website created by a reputable design company to ensure it is of high quality, aesthetically pleasing and easy to navigate. This chapter will provide an overview of 3% Project's Website Marketing Strategy as created by Krftwrk.

Krftwrk, a Toronto-based digital design agency, was hired in May 2018 to completely revamp 3% Project's website. Their **Marketing Strategy Proposal** (summarized below) outlined their objectives and corresponding plans to meet them, namely their intentions to streamline 3% Project's brand, improve engagement with our target audience, and increase donations through our website and other social media channels.

Following the official launch of our new and improved website in December 2018, Krftwrk continued their work with us by providing website and technical support, as well as content curation whenever applicable.

Objectives

Overall: To generate awareness among the target market and Canadians. To expose users to Action Projects, content (including blogs and donations), and generate onsite action

Marketing: Brand awareness and brand association. Drive action onsite and organic impact.

Target Audience

Teachers, high school students, parents, and donors (corporations and government bodies)

Krftwrk's Campaigns

1. Traffic Generation

Introduce and expose target audience to 3% Project, the program and goals.

Implementation:

- Provide users with information highlighting the program to generate awareness (ie. What do we do? How? Who is Steve?)
- Leverage digital media channels targeting capabilities to place content in front of the right audiences
- Create high-relevant content and custom landing pages per persona (ie. High School, Teachers, Why donate?)
- Create a personalized media approach to established a relationship from the first point of contact

2. Driving Action

Acquire new users (school teachers, principals and key decision makers) with highly engaging messaging and strong call-to-actions

Implementation:

- Introduce long format content, videos, blogs and feature pages to provide more information about the program and reinforce the product
- Entice them to ask a question and take action (ie. Talk to us! Donate!)
- Amplify ads messaging via search, native, social and video platforms

3. Re-Engagement:

Increase number of 'Request a Date' forms completed, donations made via the website, and referrals to schools and teachers

Implementation:

- Nurture users with original 3% Project content and entice them to follow us on social media
- Focus on student driven message for teachers and parents (ie. Why join the program?)
- Follow up with donation-related content and entice schools and students to make referrals

FIGURE 14.2 BLOGS PROVIDE PERSONAL REFLECTIONS FROM STEVE ON TOUR
 SCREENSHOT OF THE WEBSITE'S STORIES PAGE





Why We Do This Tour: Hope

Dawson City in the Yukon used to be the largest city in North America. At one point during the Gold Rush, Dawson City housed over 30,000 people; the population of Whitehorse today. The population declined...



An Important Conversation with an Indigenous Elder

Before I left, a teacher introduced me to Florence, a local elder that works with the students. Florence is a 66-year-old woman, born and raised in the Whitehorse area. She is a calm, stoic, poised...



An Unconventional Classroom: A Joyful One

I walked into a school on an Indigenous reserve. A student cheerfully greeted me with a smile, extended out her hand, and said, "Hi, my name is Cindy. What's your name?" These were some of...

SEARCH

Categories

- Action Projects
- Careers
- Climate Solutions
- Tour Blog
- Uncategorized
- Youth Action

Online chat: A blessing and a curse

Drift, our online chat function embedded in our website, worked well in answering quick questions from the general public and interested schools.

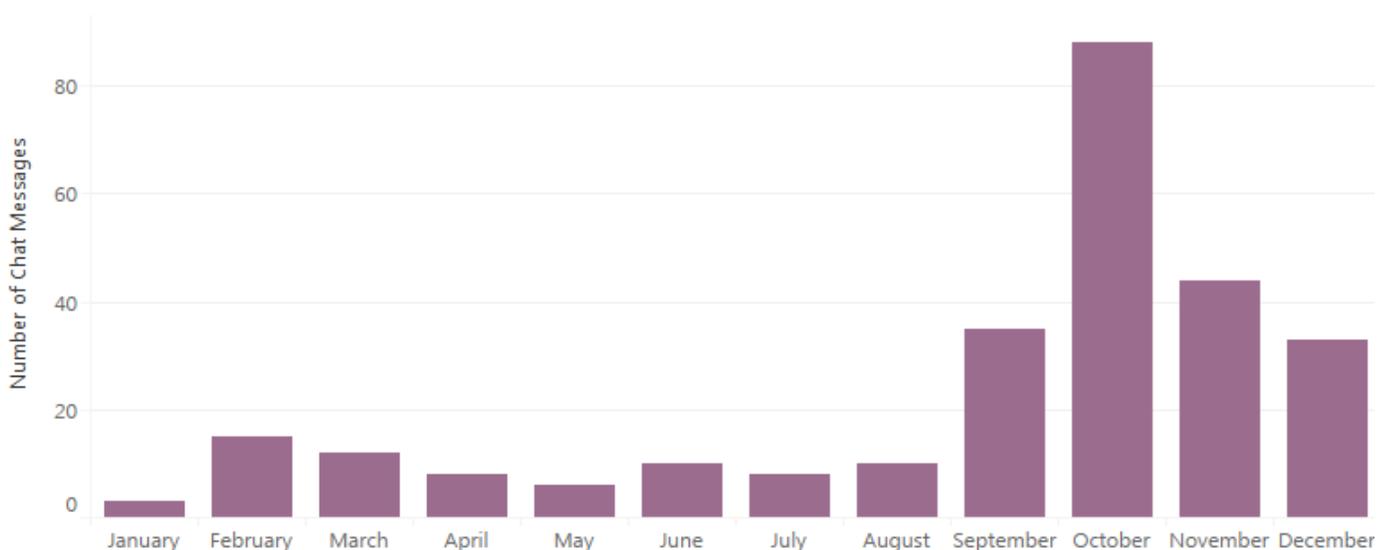
It was especially useful during Virtual Assemblies (September and October) as it was the easiest way for teachers and students to submit questions they have based on the presentation video. This essentially acted as a replacement for the in-person Q&A period and provided a way to offer clarifications for concepts that students find challenging.

While we recommend organizations to include an online chat function on their website, be aware that it could also provide a platform for hate messages to be submitted anonymously. This could be seen in Figure 14.3 where the spike in messages in October corresponds directly with the publication of the War Room article.

Do not use special characters

Special characters are not searchable on engines such as Google. In our case, the '%' sign of 3% was unable to be searched online, which made it extremely difficult to look up articles and websites that mention our name. Instead, it would have been more effective if we used '3 percent'.

FIGURE 14.3 MESSAGE INCREASE DURING TOUR 4 DUE TO VIRTUAL ASSEMBLIES AND WAR ROOM CRISIS
NUMBER OF DRIFT MESSAGES RECEIVED VIA 3% PROJECT WEBSITE IN 2019 BY MONTH



Our Results

Users

17K

Revenue

\$22K

Conversion Rate

0.15%

Sessions

23K

FIGURE 14.4 USER VISITS STEADY, WITH A SHARP INCREASE IN OCTOBER
NUMBER OF USER VISITS AGGREGATED BY DAY IN 2019

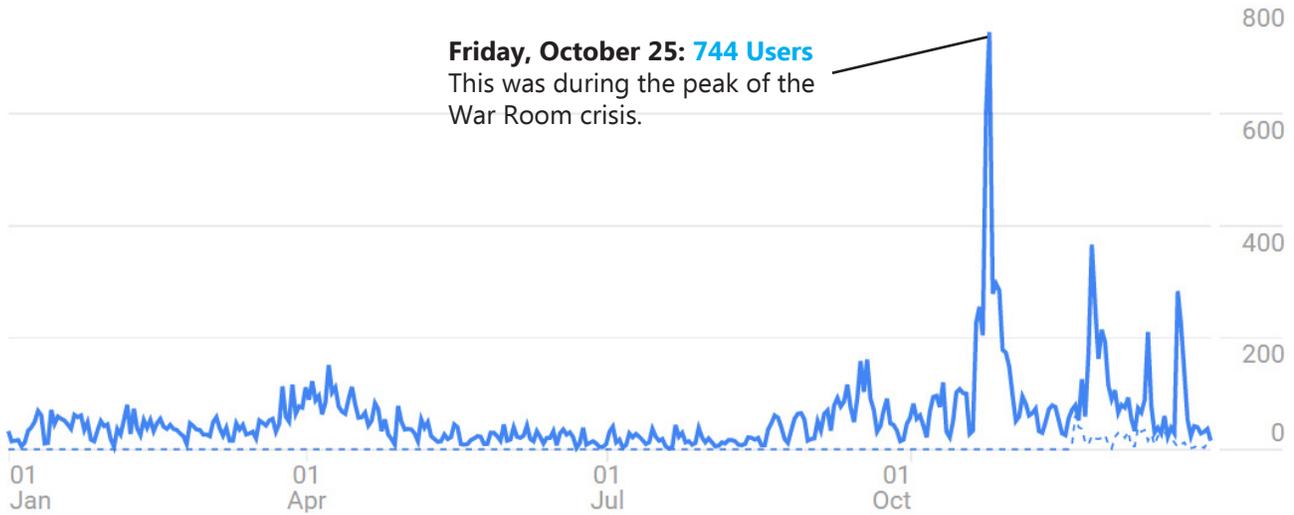
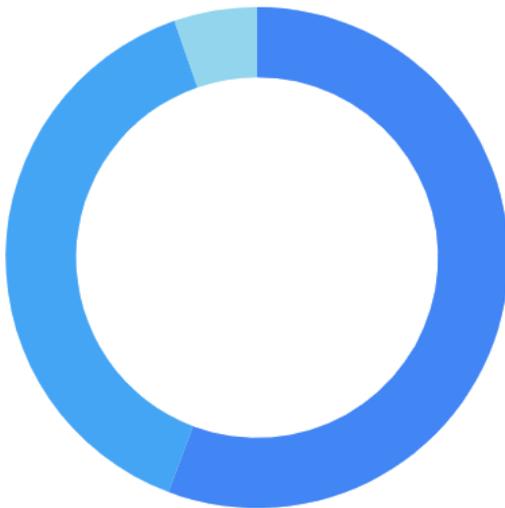


FIGURE 14.5 DESKTOP AND MOBILE ARE THE TOP DEVICES
USER SESSIONS BY DEVICE IN 2019



Desktop

55.7%



Mobile

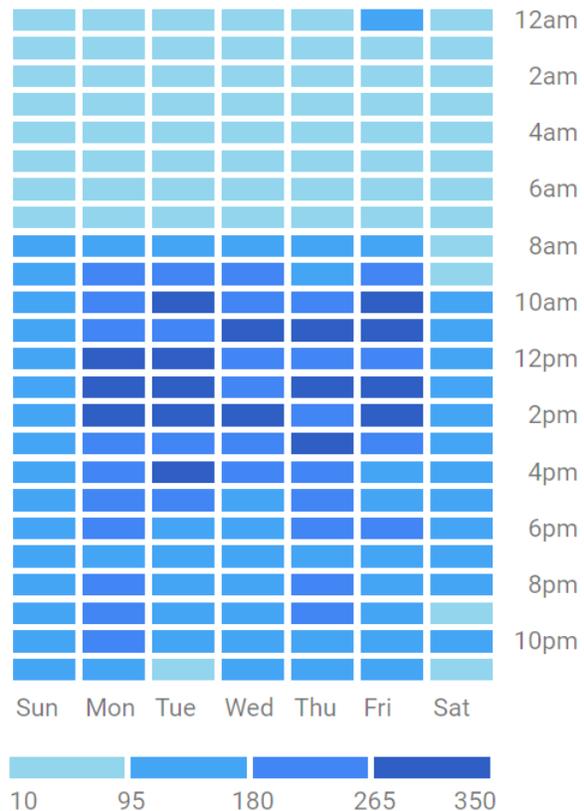
38.9%



Tablet

5.3%

FIGURE 14.6 MAJORITY OF VISITS OCCUR AROUND NOON
USER VISITS BY TIME OF DAY IN 2019



Source: Google Analytics (All graphs on this page)

FIGURE 14.7 95% OF WEBSITE VISITS COME FROM DIRECT, SOCIAL AND ORGANIC SEARCH CHANNELS
 WEBSITE TRAFFIC BY SOURCE BY MONTH IN 2019

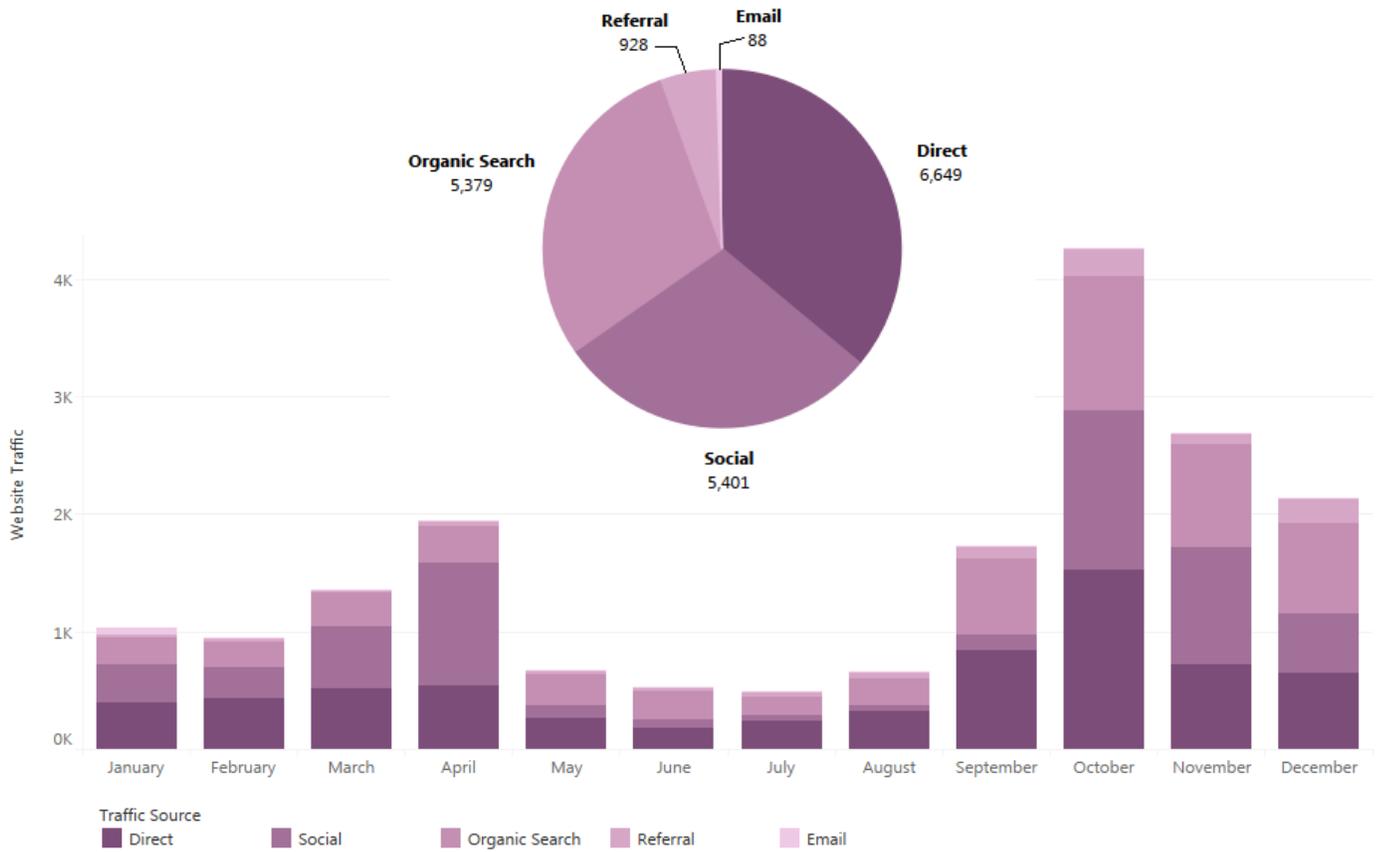
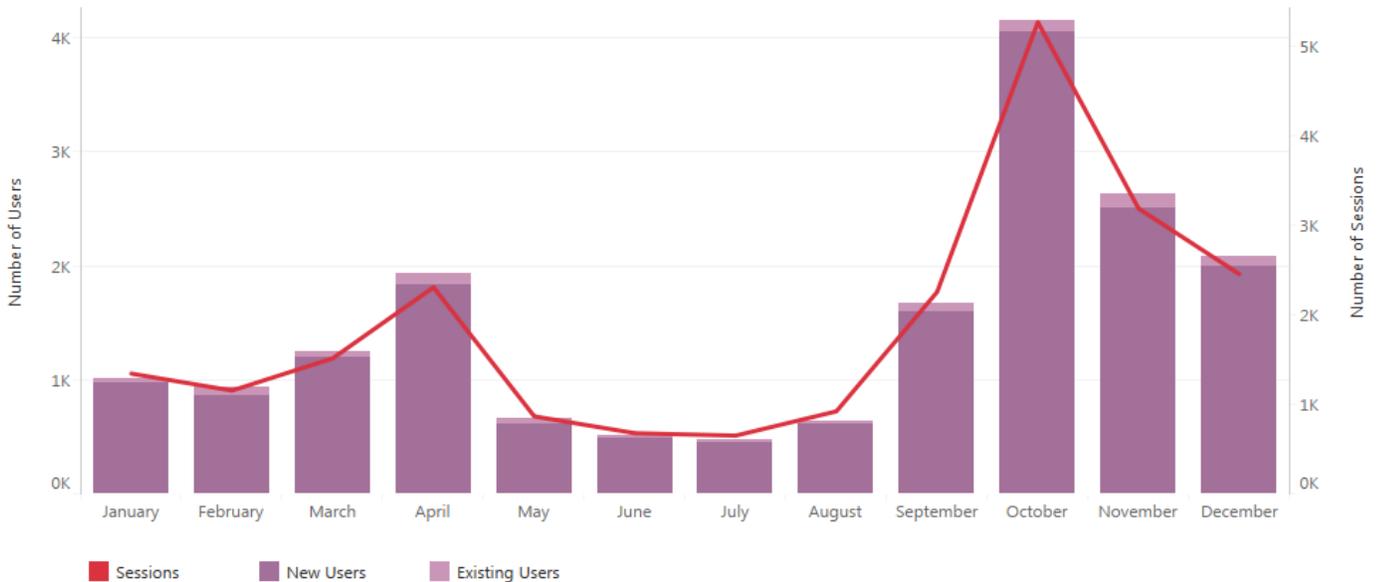


FIGURE 14.8 MAJORITY OF VISITORS TO 3% PROJECT ARE NEW
 TOTAL NUMBER OF WEBSITE USERS AND SESSIONS BY MONTH IN 2019





Featured Hate Messages

Context:

Following the 2019 Canadian federal election on October 21st, Steve presents at a school in Airdrie, AB, a northern suburb of Calgary the day after.

Starting October 23rd, hate messages and death threats start coming in through our Drift chat on 3% Project's website. This spread features a compilation of the worst and most absurd messages (and memes) sent through our website and directly to Steve.

"You are the enemy. Stay the fuck out of Canada. If you want to travel here ride a horse do not post online because that needs oil do not wear anything where oil was used to make it. Your bullshit propoganda is destroying my sons future. Go to China and control them you sick fucks."

"Indoctrination Please stop brainwashing our youth ! This is eerily reminiscent of Hitler's campaign in Germany to convince the German youth of the myth of Aryan supremacy ! There is a very good reason why most Canadians do not believe climate change is caused by humans! Because it's NOT !"

"If you guys try and talk at my kids school I'm going to be there to cause you serious trouble"

"You should STOP this globalist agenda. You're not welcome in Alberta! Thank you, good bye."

"Eat Shit and Die. You will be stopped, your money will be stopped."

"How do you sleep at night you are evil poisoning kids"

"He's a chinese operative, plain and simple. Their mission: Destroy the west and prep it for worldwide authoritarian communism."

"You guys are a bunch of useless queers who spread a lot of nonsense you tree hugging hippies ! Get fucked losers"

"How dare you show up at my Sons school and attempt to indoctrinate him to your one world government!! You call it mentorship? Really, shut down agriculture? Fossil fuels? Seriously You state that Canada being one of the top 10 emitters at really only .01%.. That's funny and a load of crap. You are nothing but fear mongering fools lead by Al Gore on your mission to Global Socialization"

FIGURE 20.3 TWEET BY BRETT WILSON

NOTE: WE HAVE NO TIES TO ENVIRONMENTAL DEFENCE AND EQUITERRE



* W. Brett Wilson *
@WBrettWilson

fuckers



Oil Sands Action @OilsandsAction · Nov 22, 2019

The 🇨🇦 energy and cattle industries are under fire at schools across Canada

The 3% Project is funded in part by groups like Environmental Defence & Equiterre, which are part of the ongoing campaign to landlock Alberta oil backed by major US foundations. edmontonjournal.com/business/local...

"You have a UofT Physiology and Human Biology degree. And you are 25. How does this translate to your expertise in climate? Oh right. It doesn't. Go get a real job. Losers!"

"Hey Steve and company! You don't add value to anything and Alberta doesn't need you or your agenda. It'll be great when you can figure out you're losing out because of an influx of USA and Saudi oil being imported at the detrimental effects to all Canadians. Go home, get a real job that adds some intrinsic value not funded by donations. Or alternatively give some of your Ontario transfer payments back. - On behalf of all Albertans."

"I would like you to stop your climate change media bullshit. There is no proof to this and you have no right to brainwash people especially young children in schools. People have a constitutional right to believe in whatever they like. They don't need people cramming more bullshit down their throats."

"Your project is a joke, just doing a little bit of reading your misinformation makes me sick. you're going around trying to brainwash kids that don't know any better try and push your bull shit. As Canadians We produce the most carbon emissions in the world?? are you on faking drugs.."

"what you are doing is so completely wrong. I sincerely hope that the reader of this message takes the time to reassess the diabolical and malevolent path 3% is taking."

"What the hell is a lobbyist doing entering the schools and trying to indoctrinate children? This shouldn't be allowed."

"Your UN plans will be exposed to the public. Indoctrinating children with lies should be illegal. How can you people sleep at night? No need to reply."

"you all scum bags that want your view and only your view yet your blind to the facts I hope you all go back to school and learn something quit being puppets to rich elite"

"You are a bunch of treasonous cunts. You should be jailed along with the biggest cunt greta."

"How dare you indoctrinate our children!!! You have been found out and the wrath is coming!!!"

"Climate change is all a hoax and people should be charged for scarring our young population"

FIGURE 20.4 MEME FEATURING STEVE







Section I.

Fund Development

15

Funders have yet to adapt to address climate crisis

CHAPTER 16: KEY POINTS

▶ Seed funding is too small and too slow to fund large-scale ideas that match the risk, speed, and scale required by climate crisis. Instead, philanthropists tend to fund well-established impact-makers.

▶ Charitable funding for environmental causes in Canada represents less than 2% of the total funding pool. There is simply not enough capital dedicated to the environment.

▶ The philanthropic ecosystem is moving towards integrated solutions way too slowly. It was difficult for 3% Project to secure funding from traditional sources as our program did not fit nicely into their "streams".

▶ For integrated programs like 3% Project, appeal to donors by exclusively discussing their targeted areas of interest.

1. Seed funding is too small and too slow to fund large-scale ideas that match the risk, speed, and scale required by climate crisis.

3% Project took off when George and Martha Butterfield announced a \$500,000 matching fund. That allowed Steve to immediately pilot and begin the program.

Established organizations vs. start-ups

Imagine if the Butterfields instead announce a \$100,000 matching fund five separate times over the course of two years. It would lose the high level of “investor confidence” signalled by a \$500,000 matching gift to a \$2M project which ensures that the project will get going. Also, we could not have started the program right away and would have spent that money to raise more money instead. The project would have been delayed while the carbon budget is shrinking with terrifying speed.

While this may work for established organizations with existing programs and at least a full-time staff dedicated to fundraising, it is a money trap and a slow death sentence for start-ups.

Philanthropists fund well-established impact-makers

The Canadian environmental philanthropy is very risk-averse and rarely makes big, upfront investments. Perhaps it’s because they do not have the discipline of the market forces that capital investors must manage.

Governed by ancient charity legislations, a philanthropist’s default position is to fund well-established, guaranteed impact-makers as opposed to taking the risk to sufficiently fund audacious ideas.

While we are sympathetic to the philanthropists’ reality that their risks are

not rewarded to enable them to make high-risk high-return choices, climate crisis demands that our solutions match its risk, speed, and scale. Sadly, Canada’s current environmental philanthropy scene does not reflect nor adequately respond to the climate crisis in a timely manner.

2. There just simply is not enough capital in environmental philanthropy in Canada.

How can philanthropists take the risk to fund audacious ideas when there is simply not enough capital to do so without jeopardizing core services Canadians have come to expect and rely on?

Charitable funding for environmental causes in Canada represents less than 2%. Canadian environmental funders trying to grow the pie by attracting more donors to contribute to environment causes would yield greater results than trying to “do more with less.” How is it that in a country of 37 million people and G20 economy with unparalleled natural privilege has fewer than a hundred active environmental funders?

3. The philanthropic ecosystem is moving towards integrated solutions way too slowly.

Only two sources of funding for 3% Project came from the donor’s “formal” granting process. They were all one-time special gifts by private family foundations or individual gifts. The number one reason was that 3% Project did not fit into their “streams.”

3% Project is an integrated program

3% Project provides youth-friendly education on climate solutions in the holistic context of the Sustainable Development Goals and the Fourth Industrial Revolution themed: “The Future We Want.”

We sandwich in climate education by exploring humanity’s changing relationship with machine, nature, and biology, namely artificial intelligence, automation, climate change, and genetic engineering. We physically go to rural communities that don’t want to talk about climate change while skipping the urban centres that are already engaged. We visit schools in every province and territory.

We do both school-wide assembly presentations and small workshops. We then provide a long-term mentorship over video calls for employable skills development by undertaking local action projects in the areas of energy efficiency, renewable energy, sustainable lifestyle, policy advocacy, and awareness.

Funders are too specialized

The funders were excessively “specialized.” Everywhere we went, they directed us to someone else. We were not a “clear fit.” Funders wanted exclusive focus.

Environmental funders said we’re an education program. Education funders said we’re an environment or youth program. Youth funders said we’re an environment or education program. Sustainable development and technology funders said we’re focusing too much on the environment.

Provincial funders only wanted to fund organizations based in their province and preferred organizations that worked exclusively with their province. Provincial funders wanted to see the urban centres

engaged more. One provincial funder even required a list of committed schools each with a letter from the principal. Some funders did not want to fund an in-school program or in-class or extracurricular or a combination of the three. In addition, they all had their own definitions of in-school, in-class, and extracurricular programs.

Filtering program areas to entice donors

Over time, Steve learned to exclusively discuss program areas of interest to donors, purposely leaving out other aspects. Maybe that helps donors check off their boxes to assess whether we fit their criteria. Maybe donors do not understand all the aspects of our program and their interconnectedness to appreciate its holistic design.

Many funders are trying out “integrated” or “blended” funding opportunities. We do see that there are more of them today than three years ago. However, there is not enough of it and this process is happening too slowly to adequately respond to climate crisis.

Whitehorse, the Yukon



16

Funders want clarity



1. Clear, quantifiable, measurable, verifiable targets with timelines need to be established

1,000,000 youth mobilized, 100,000 students in assemblies, 400 high schools, 300 towns, 100 Action Projects, 4 national tours, 2 years. Donors liked how clear the project objectives were. For instance, the '3%' in the project title clearly outlined our ambition to reach '3%' of Canada. Even impact areas that are hard to quantify should have quantifiable proxy indicators. Donors should be able to compare targets versus reality and receive explanations as to why it's higher or lower than the promised targets.

Targets drive culture

Clear, quantifiable, measurable, verifiable targets drive organizational culture. Clear numbers demand every second of our work and every decision made to achieve our numbers. We had a whiteboard and a Google Sheet that were live updated every day for everyone in the organization to see. Our key metrics were live updated every day on the website for transparency and to keep ourselves accountable and driven.

Clear, public targets are also an effective management tool. 3% Project is a youth-led initiative whose leader is rarely in office with the rest of the team. Clear targets function as daily performance feedbacks for staff that allow for self-correction. Did I book enough schools today? Are students progressing in their mentorship? If not, what can I do differently?

As a youth-led organization, all members of the staff are of similar age and inexperienced. As a result, subjective performance feedback is very difficult to be accepted with self-reflection. A feedback of "You are not booking

enough schools, because..." would be met with an internal retort of "Well, it's not like you have sales experience either..." However, measuring against clear, public targets that staff signed up to achieve is much more constructive. "We are all aware the targets are not being met. How can we help you achieve your targets?"

2. Donors want reliable, responsive, and meaningful updates

Our donors expressed their content when Steve gave them frequent updates on the key developments and achievements of the project.

Donors already know what you are doing, and they already gave you money. However, they want meaningful updates and quality stories from which they can learn and tangible results from their investment.

Weekly newsletters

This includes weekly newsletters and regular updates with featured stories which highlights the communities Steve visited or meaningful interaction with the students. In fact, most of these newsletter updates were self-serving advertisements that asks for donations.

Email updates detailing big developments

Donors appreciated and responded well to immediate email updates detailing big developments that may warrant celebration or concern.

Steve sent thoughtful, personal emails at the start and end of a tour, and when Rebel Media and the Alberta War Room targeted us. Do not leaving them

Pictured left: George Butterfield and Steve at MaRS Fundraiser (April 2017). This was the moment George announced the \$500,000 matching gift.



Donors and guests at the 2nd Butterfield Fundraiser in support of 3% Project (April 2018).

wondering; provide immediate, detailed updates. Consider donors as a part of your team. In line with that logic, your team should know what's going on.

Physical visits

Donors appreciated physical visits where Steve comes bearing updates and gifts without asking for money. They enjoyed updates on the progress of the program and the lessons learned.

Steve was advised that bringing expensive gifts are helpful, but this was a misguided advice for most. Donors do not want their money wasted on expensive gifts. In fact, most "expensive" gifts are actually not that nice to most donors. They are able to and can easily personally purchase what they want; they have the money. What counts is the thought.

Small, meaningful gifts

Gifts that has a story from the program seemed to work best. For instance, Steve brought small rare treats from different regions in Canada: sparkling mead only available in New Brunswick, Cape Breton maple syrup from a maple farm, fireweed jelly from the Yukon, and handmade tapestries from Nunavut.

Donors really liked and appreciated these well-thought out gifts. Similar gifts were also given to partner organizations. Again, consider donors as a part of your team. They are not walking chequebooks, but people who have joined your mission together.

Manitoba schools lead in donating

A total of 7 schools have donated to us over the course of the project, 4 of which are in Manitoba.

Not only have they reached out to us purposely, without prompt and with the intention to donate, they have also donated the most of any schools.

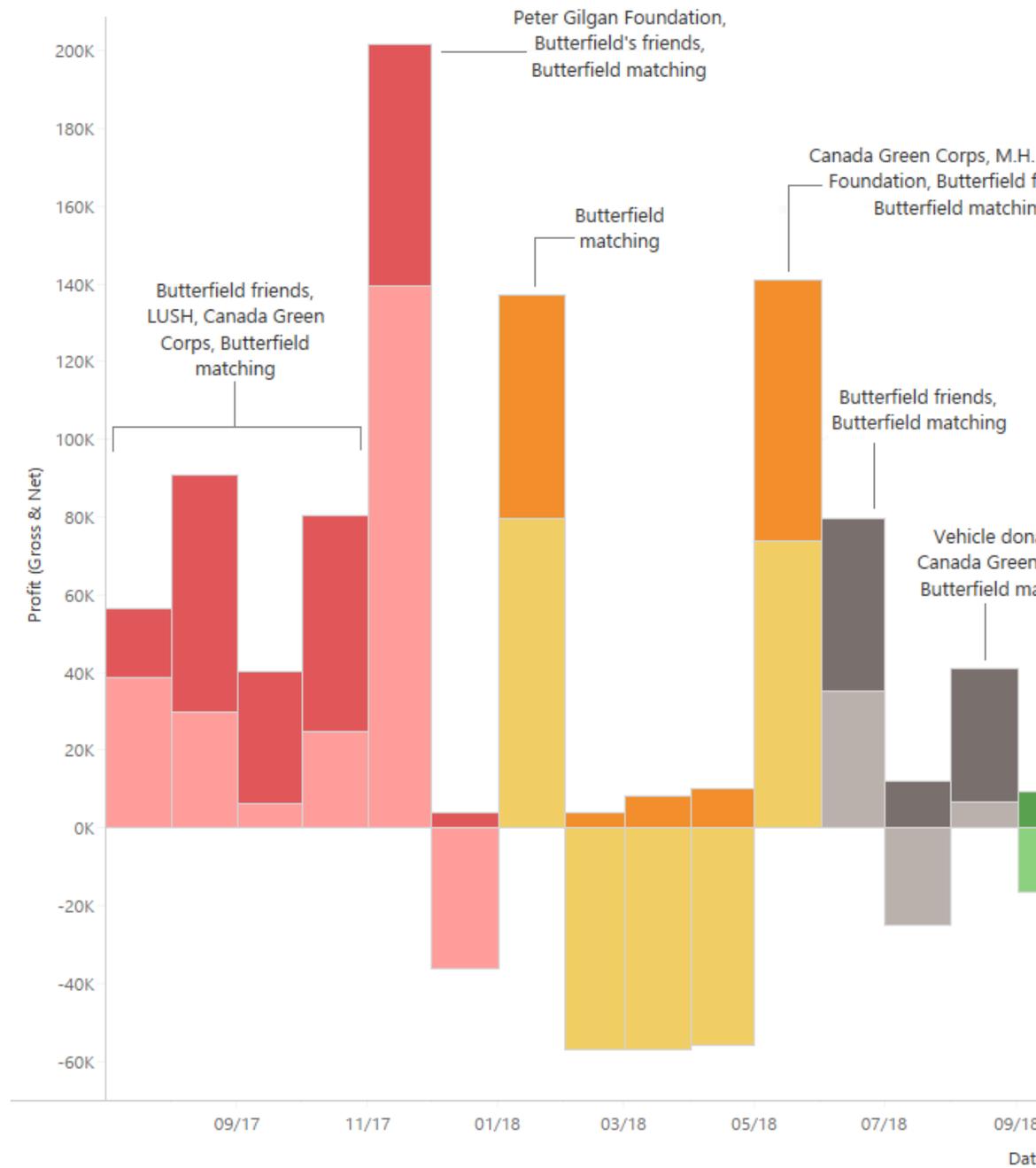
Combined with our experiences in which Manitoba was by far the easiest province to book schools, this begs the questions:

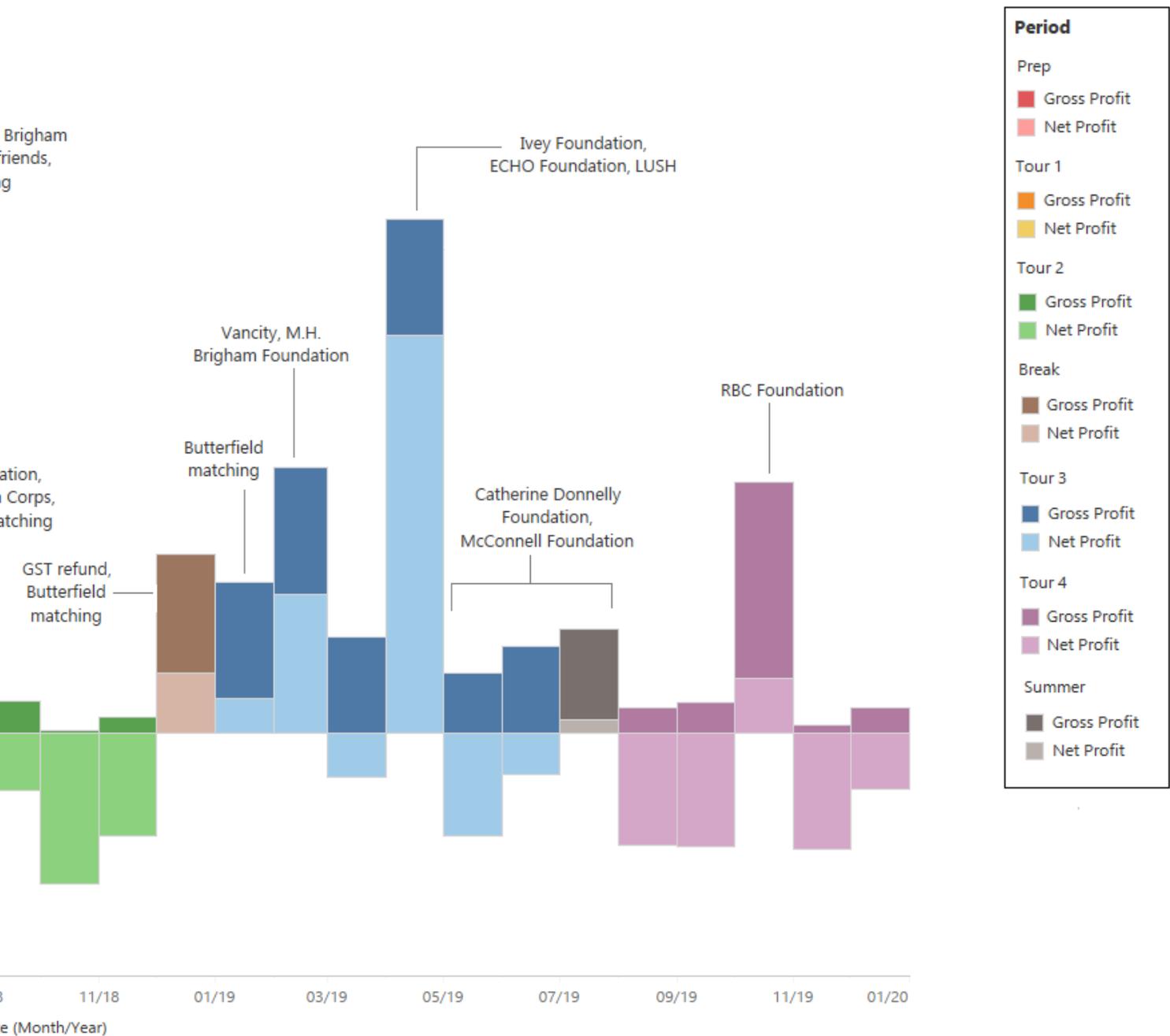
Why is this the case? How does the Ministry of Education and/or school board system differ from the other provinces to incentivize schools to donate?

Students at Miles Macdonell Collegiate (Winnipeg, MB), one of the 7 Manitoba schools who have donated to 3% Project.



Fund Development Timeline

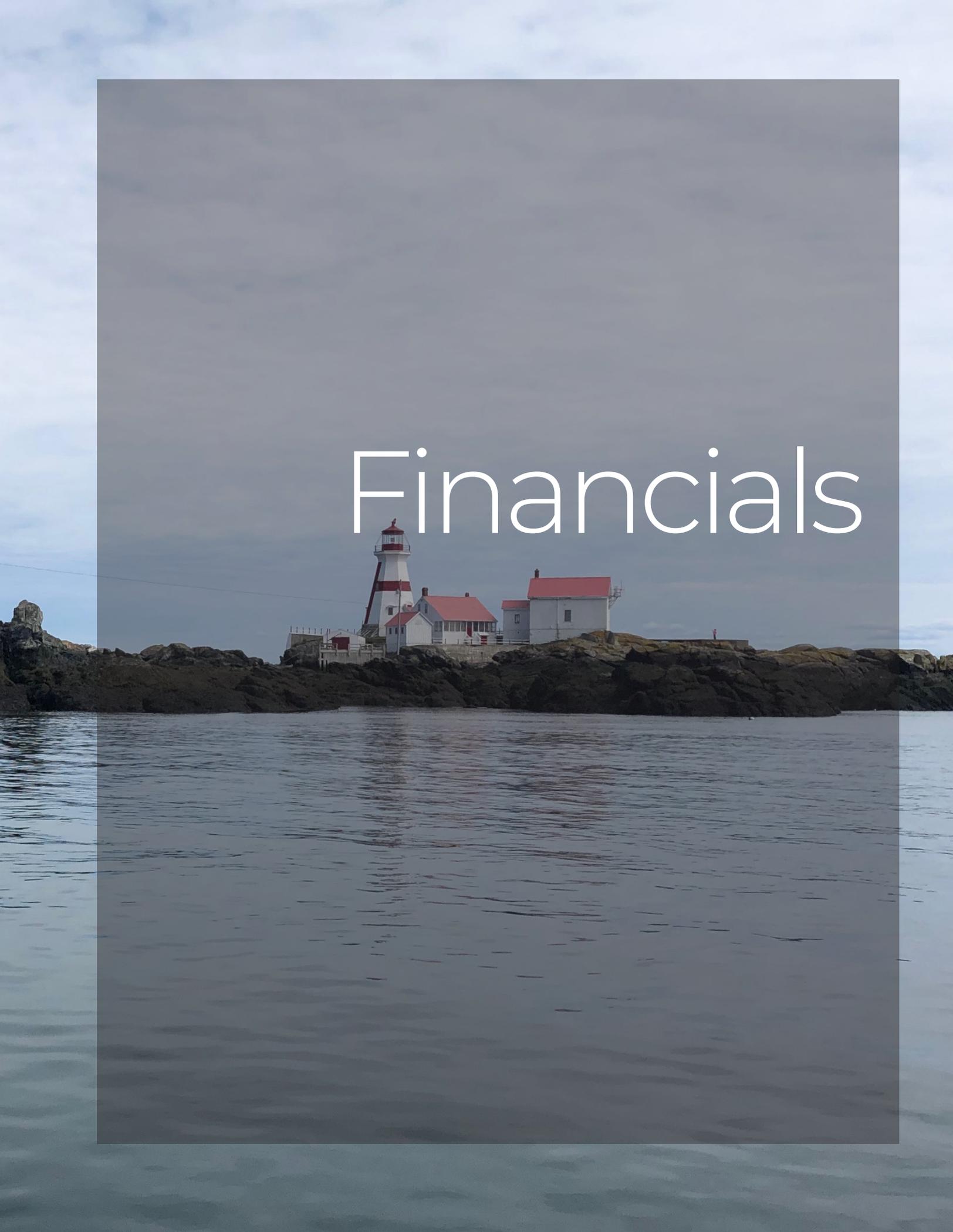




Campobello Island, New Brunswick



Financials

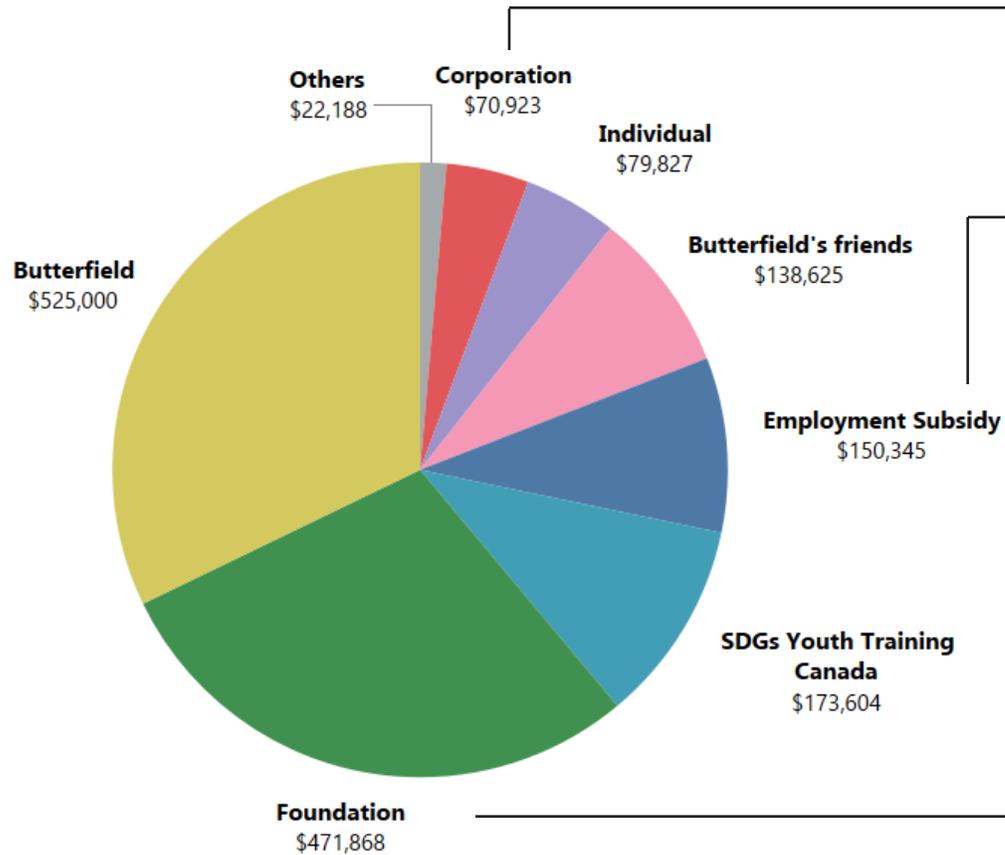


Financials

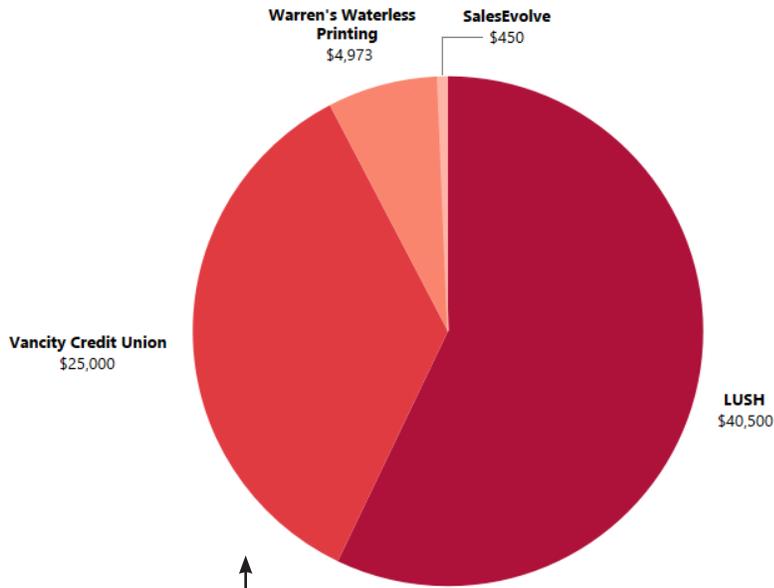
Income

The Foundation for Environmental Stewardship (FES)'s income, which comes entirely in the form of voluntary contributions, totalled \$1.63 million from January 2016 to December 2019. We are eternally grateful for the support of all our generous donors. We would also like to further express our gratitude towards George & Martha Butterfield, without whom 3% Project would not have been possible.

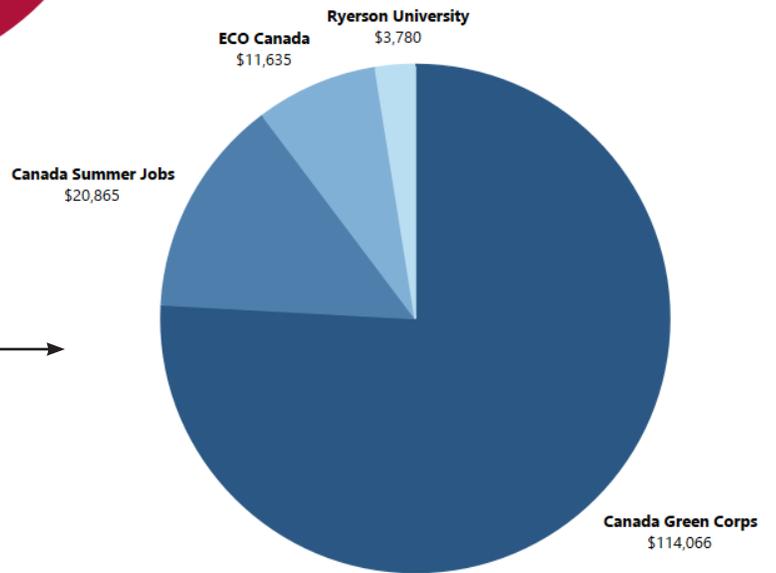
FIGURE I. TOTAL FES INCOME BY SOURCE (JANUARY 2016 TO DECEMBER 2019)



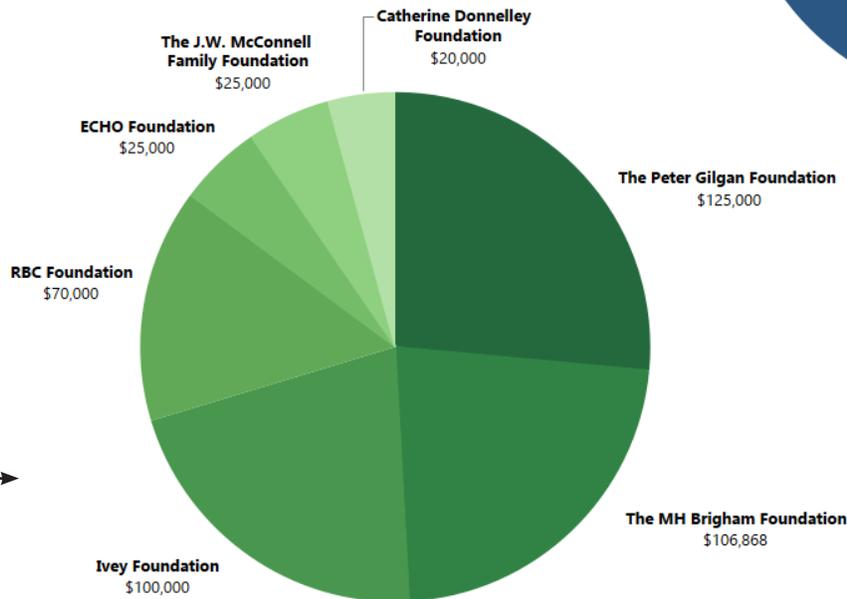
Corporation Income Breakdown



Employment Subsidy Income Breakdown



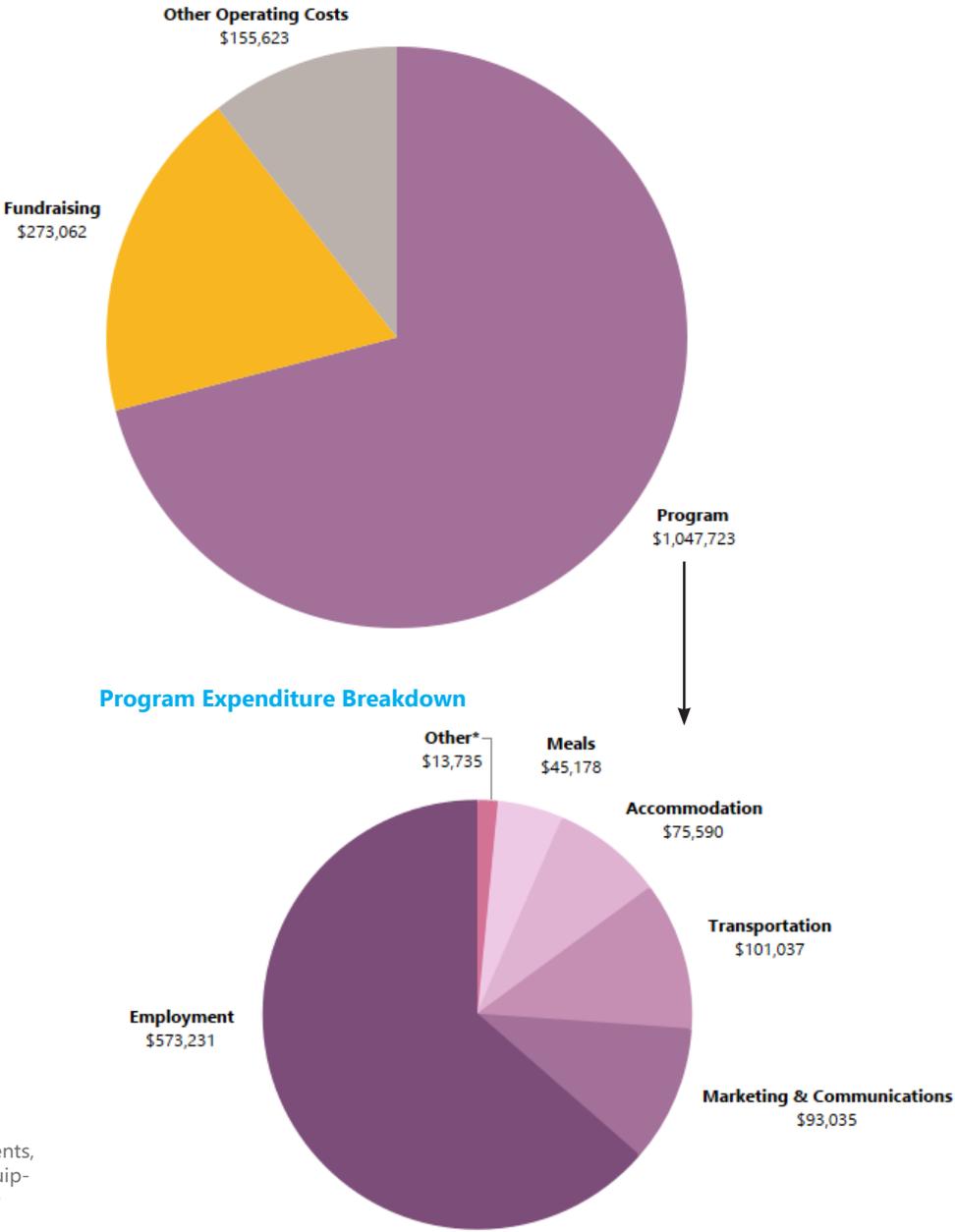
Foundation Income Breakdown



Expenditure

The two pie charts show 3% Project's total expenditure from January 2016 to December 2019 by category. Program costs are further broken down into sub-categories. These numbers do not reflect the total expenditure of FES, since SDGs Youth Training Canada expenses are excluded from the calculations.

FIGURE II. TOTAL 3% PROJECT EXPENDITURE BY CATEGORY



*'Other' includes costs associated with Events, Professional Development, Evaluation, Equipment, Mentorship, Recruitment, and other unspecified costs.

Expenditure per School

This page looks at the average cost of visiting one school, by tour and month. This is calculated by dividing 3% Project expenditure by number of schools visited (per tour or per month).

Figure III shows average expenditure per school by tour, when both including and excluding Virtual Assemblies for Tour 4. Figure IV breaks that down further by month, with insights added that explains periods of high and low per school cost.

FIGURE III. AVERAGE EXPENDITURE PER SCHOOL AGGREGATED BY TOUR, INCLUDING AND EXCLUDING VA

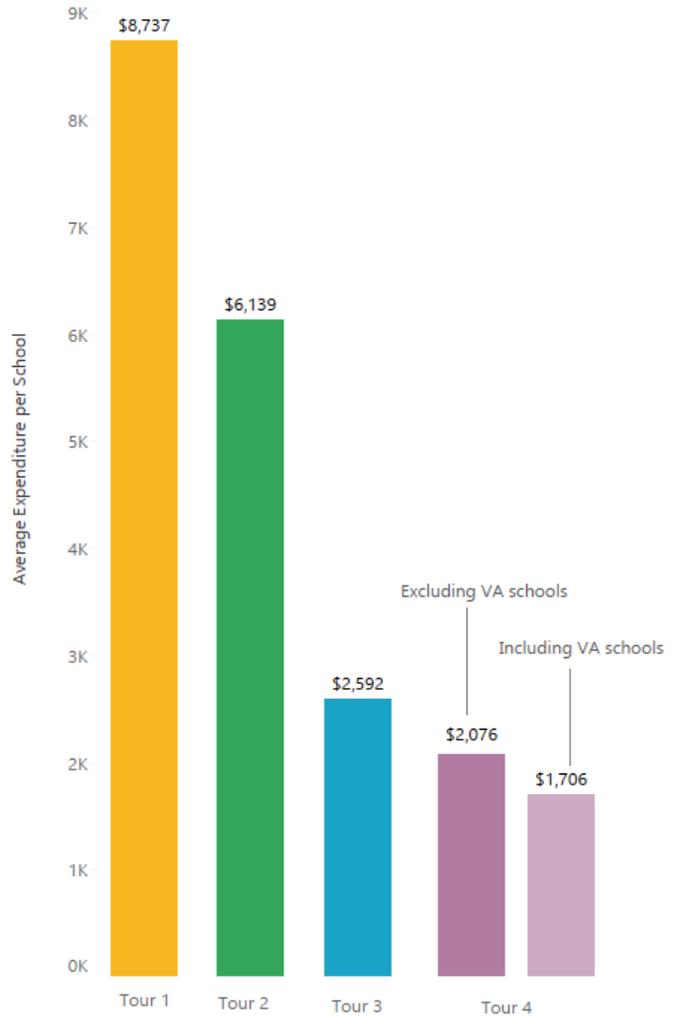


FIGURE IV. AVERAGE EXPENDITURE PER SCHOOL AGGREGATED BY MONTH, INCLUDING VA



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Olds, Alberta



Our *Lessons Learned Report* serves as a repository of our impact, what we tried, what worked, what didn't work, the mistakes we made, and lessons learned.

We hope this is useful to your work in creating a more inclusive, fair, prosperous, and sustainable future.

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