

<b>Planting for Change First Steps</b>	<b>Responsi -bility</b>
1. Locate a teacher who is passionate about this project – a “green spark”.	A
2. Meet with teachers. Talk and walk with them through the project - on site tour of possible locations, the criteria, e.g. water source should be near enough to the street, truck is able to reach it, easily seen by all in the community and the school, not too far from your classroom, access to shovels, gloves, wheelbarrow etc.	A
3. Have the teacher check who else in their school would be a partner in responsibility - caretaker, principal, other teachers in departments or divisions, parents, environmental clubs, etc.	S
4. Hold a meeting with presentation to allow other participants to ask questions, including master gardeners, etc.	S
5. Appoint an official photographer to track the events at the plot. Set up a site binder as a diary of activities to build the site history. Include photos, media, clippings and data etc.	S
6. Research the other resources available – shops, parent council, master gardens, municipality forestry or parks and recreation etc.	S
7. Choose best 2 locations – pace off 20mx20m or equivalent 400m <sup>2</sup> to make sure you have enough room – you may stake it or mark it with washable paint – have “Locator One” and other utilities checked it out. If OK, then proceed – if not then check out second site.	AS
8. Design your site planting plan - remember these will be large mature trees in an area of 20mx20m - but any shape. Trees at the edge of the plot can offer a large shade area.	S
9. Line up soil or seasoned compost and mulch from the school board, city forestry, or local tree company for wood chips. Have delivery included.	S
10. Prepare site for planting. Remove the grass by digging to turn the sod upside down. Or leave the grass on site by covering it with newspapers or cardboard, and straw; only dig out the grass where the trees will be planted. The grass competes with the trees and shrubs.	S
11. Report back your plans to ACER.	S
12. Soil delivery day – if possible put the soil in the middle or at the edge so it is easier to spread in area. Have equipment ready for each class to help during the day. The equipment list is provided in the manual.	S
13. Place the mulch on the side by the middle of the plot so less carrying to do for each class after planting.	S

14. Train the staff/adult volunteers to plant properly. Remember the tug test! Photocopy the plot design, pace off the distances or use the trundle wheel and use wire flags - color coded by species - to mark where the trees are to be planted. Cable ties are color coded so use same color for the 5 indicator species. These species were chosen by the ACER technical advisory committee to be planted at all participating schools so that the results can be reported, compared, analyzed and shared each year.	A
15. Three shrubs will be planted around each tree leaving space to put in wooden 2x2x6 feet stakes for burlap ties for the winter.	AS
16. Several layers of newspaper will be put in before the mulching. Mulching should leave central hole of the donut for rain catchment and for easier tree guard installation.	AS
17. Planting day/Launch party. Organize the school effort; check the photos and instructions in the manual. Add photos and testimonials to the binder as you go.	AS
18. If you have a spring planting, please order enough mulch – lots – to retain moisture for the summer months. And more for the fall winter months – best results to date have been double mulched due to our intense summer heat and snow reduced winters. Changing climate is here! If you have a fall planting, order more in the spring so again a double mulch program in the early years.	S
19. Train the staff and students to have measurements taken and recorded in ACER's template. These are emailed to ACER along with the 3 best photos. Make sure the photo waiver(s) has been signed.	AS
20. Invite the VIPS from school, school board, city, parent groups, local newspapers etc. for cutting the red ribbon, serving cake etc. cup cakes would be a good idea to same more trees. Lots of photos. Plan afternoon photo-op so most of the work is done.	AS
21. Set up summer maintenance program with watering and weeding with students. One family or team per week. Ensure they can identify the weeds vs. shrubs. Picture books may help as well as your site binder documents.	S
22. Advertise your accomplishments to the school and community and know why this is being undertaken. Check out ACER's website to ensure photos, testimonials and data are posted.	S
23. Make sure you check the mulch levels, and order more for the second season.	S
24. Document the event in the site binder, and include how you organized it, for future use.	S

<p>25. Prepare data entry sheets for cumulative data collection, i.e. each column has a blank space next to the first measurement column for entering in the new data beside it. The students can immediately see how their measurements compare to the previous year.</p>	<p>AS</p>
<p>26. Organize a one-year birthday celebration when carrying out the measurements of the first year's growth. Invite everyone so all may enjoy the work to date and envision the future.</p>	<p>S</p>
<p>27. The cumulative data management sheets have some calculations to be done for analysis to answer questions about the data collected so far, e.g. average the 3 trees of each species, which species have grown the most? The least? Put them in order of greatest to least growth. What could be some reasons for differences between individual trees in one species as well as between species? Research the needs and potential of each species.</p>	<p>A</p>
<p><b>LEGEND</b></p> <p>A: ACER    S: SCHOOL</p> <p>AS: ACER and SCHOOL</p>	

