



livegreen 

# Tenant Engagement on Sustainability

## FACILITATOR'S HANDBOOK

FOR SOCIAL HOUSING PROVIDERS

Focus on Waste Reduction  
and Diversion

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BC Housing



BRITISH  
COLUMBIA

## PROJECT PARTNER

The *livegreen* Tenant Engagement on Sustainability focusing on waste reduction and diversion was conducted by BC Housing in conjunction with the following partner:



Project co-development, facilitation and tool-kit development

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## 1. INTRODUCTION

This Facilitator's Handbook is designed as a guide for in-house or independent facilitators who will be directly implementing BC Housing's *livegreen* Tenant Engagement on Sustainability (TES) initiative focusing on waste reduction and diversion. This initiative follows the success of the TES – Focus on Energy Conservation (published in 2012) developed for BC Housing by BC Healthy Communities and is available from BC Housing. The TES Energy Conservation Guide focuses on the reduction of energy use and related utility costs while engaging tenants and strengthening community development.

The TES *livegreen* pilot with a focus on waste reduction and diversion was implemented as another initiative under the *livegreen* Sustainability Plan. The goals of this initiative were to increase waste reduction and diversion behaviours at BC Housing sites as well as to prepare some sites for changing regional legislation associated with the ban of organics. Other goals included fostering a sense of environmental responsibility, empowering tenants with the knowledge to contribute to positive change, as well as building a sense of community both on site and within the surrounding neighbourhood.

This Facilitator's Handbook forms part of the *livegreen* TES Toolkit, which includes the following elements:

- a) FACILITATOR'S HANDBOOK FOR SOCIAL HOUSING PROVIDERS (I.E., THIS DOCUMENT): The handbook is designed for facilitators who will be directly implementing the *livegreen* TES initiative with a focus on waste reduction and diversion with tenants of social housing. This handbook includes social marketing materials, educational resources, and a step-by-step guide for planning interactive activity modules and tenant engagement activities. The Guide for Social Housing Providers (described below) provides a higher level context for these activities.
- b) GUIDE FOR SOCIAL HOUSING PROVIDERS: This guide was developed with the intention of sharing information for engaging tenants of social housing on issues related to waste reduction and diversion. The Guide for Social Housing Providers includes practical steps on how to plan and implement an effective tenant engagement initiative (which has been tested in a pilot initiative) that results in an increase in waste reduction and diversion.
- c) COMMUNICATIONS MATERIALS: These documents have been designed as a tool to help achieve increased waste reduction and diversion.

### 1.1 Getting Started

This Handbook was written for organizations that have a commitment to sustainability, and have determined which waste reduction and diversion behaviours to focus on (as described in the *livegreen* TES Guide). This handbook provides ideas on how to integrate waste diversion and reduction activities into engaging and effective programming for your tenant population.

The activities described are from a *livegreen* TES pilot initiative that was conducted with tenants from four housing sites in the Lower Mainland from 2014 to 2015 over a period of four months. These

activities have been described in a manner so that they can be adapted to what works for your tenant population.

## 1.2 How to Use This Handbook

There are two sections in this handbook:

- **Community-Based Social Marketing Tools:** Community Based Social Marketing (CBSM) is based upon research in the social sciences that demonstrates that behavioural change is most effectively achieved through initiatives delivered at the community level which focus on removing barriers to an activity while simultaneously enhancing the benefits.<sup>1</sup> This guide provides examples of CBSM tools that were used throughout the *livegreen* TES pilot focusing on waste reduction and diversion pilot. Information on how CBSM can be incorporated into a tenant engagement program can be found in the *livegreen* TES Guide; and more information about CBSM can be found at [www.cbsm.com](http://www.cbsm.com).
- **Tenant Activity Modules:** Six different types of activity modules (tenant engagement activities) are outlined in this guide. The purpose, target age group, level of preparation, time required to run the activity, and materials required are outlined for each module. Individual modules can be carried out as separate activities, incorporated into existing programs, or combined into a more comprehensive tenant engagement program.

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<sup>1</sup> McKenzie-Mohr, D. (2011). *Fostering Sustainable Behaviour*. Gabriola Island, BC: New Society Publishers



## 2. COMMUNITY-BASED SOCIAL MARKETING TOOLS FOR WASTE REDUCTION AND DIVERSION

The first step in a CBSM strategy is to identify a small number of specific behaviours to promote. For the *livegreen* TES pilot initiative specific behaviours (such as participation in an organics program) were selected in order to assist with achieving the pilot's objectives. Next, barriers at each site were identified and specific prompts and tools were chosen to address these concerns. The CBSM prompts and tools used throughout the pilot are outlined in the summary below. It should be noted that not all of these tools may be effective for your site. For more information on other CBSM tools, refer to the Guide for Social Housing Providers.

In general, multi-family buildings are difficult places to implement waste diversion programs due to the number of barriers these types of sites may face (*e.g.*, inconvenience regarding the location of recycling areas or temporary tenants who may not understand the recycling programs on site). By understanding the specific barriers encountered by tenants, you will be able to tailor your engagement strategy using CBSM tools to address their unique concerns and to emphasize the benefits of waste diversion initiatives.

### Summary of Prompts and Tools Used for the TES *livegreen* Pilot

- Prompts.** Signage was provided by municipalities to some of the pilot sites either in the form of posters to hang in common areas or stickers attached to the organics cart. (See Figure 1 for an example of a sticker).
- Norms.** At one site, tenants roll their organics carts out to the curb for collection. Tenants at this site received stickers which incorporated the *livegreen* mascot design with a blank space for their unit number. They were instructed to place this sticker on their green cart to not only identify their own carts, but to also show they participated in organics diversion in their complex.
- Communication.** Pictures were used as often as possible rather than relying on text throughout the pilot. This helped get the message across to tenants who may not be able to read or understand English. Educational materials were translated into other languages at sites where this was identified to be helpful. The *livegreen* mascot Sparkie (previously created by BC Housing) was also used in material throughout the pilot to help tenants associate a new recycling behaviour with the *livegreen* TES and to maintain consistency with BC Housing sustainability initiatives.
- Incentives.** Free food (whether it was light refreshments or a more substantial meal) was provided as an incentive at every event to encourage attendance. This was also communicated on all material promoting the event including posters and invitations. Many

Figure 1: Example of sticker to attach to organics carts



tenants commented that this was one of the incentives that drew them to the event. Food was either bought or sought out through donations from local stores and supermarkets.

Prizes were also handed out at the end of each event to encourage tenants to stay until the event was finished. For adults, prizes included gift cards, healthy recipe books, gift baskets, and potted flowers. Adults could be entered into a draw by filling out a feedback survey and handing it back to the facilitator who would then enter their name into the draw. Children who attended an event were given small prizes such as stickers, erasers, or pencils once they completed all the activities at the event.

The use of external incentives is a good way to initially assist tenants to gain interest in sustainability initiatives. However, promoting events as “family friendly” and “community oriented” is another great way to draw people to a sustainability related gathering. Creating a sense of belonging, offering knowledge, and providing a space for tenants to get to know their neighbours helps tenants to develop a long term sense of intrinsic motivation towards participating in environmental initiatives.

*Tip: If you want to seek out food or prize donations for your event, start as soon as possible! Many companies require a written letter and two weeks' notice to process the donation through their head office. An Example of a donation letter can be found in Appendix A.*

- **Commitment Forms.** These forms were signed by adults attending an event in order to encourage the correct use of the waste collection system in their building (see Appendix B). The pledges were written out by each participant and taken home to serve as a reminder of their commitment. Children also participated in a commitment related activity by writing a pledge about an action they would take to live a more sustainable life (see Module 1).

## 2.1 Educational Posters and Pamphlets

Jurisdictional specific educational materials were either provided by the jurisdiction in which the pilot site is located or obtained from their website for pilot housing sites that received municipal collection. Some of the jurisdictions provided posters of what is accepted into the recycling and/or organics carts to hang in common areas or garbage areas. For organics, all of the pilot buildings received informational pamphlets from the jurisdiction which introduced tenants to the organics program and gave an overview of acceptable materials. Jurisdictional-issued materials were used throughout the pilot program in order to maintain consistent messaging to residents as different municipalities may have slight variations of what is and is not accepted in their recycling programs. In order to find what materials are accepted into each waste stream at a particular site, check the jurisdiction's website in which the site is located or contact the site's waste hauler to obtain educational materials. Note that in our pilot initiative, all of the pilot housing sites received organics collection service from their local municipality. This may not be the case for your site. It is important for you to check to see who provides recycling and organics collection service as what is and is not acceptable in the waste stream may be dependent on the facility that the materials are taken to for processing.



### 3. TENANT ACTIVITY MODULES

This section of the toolkit provides some practical ideas for tenant engagement activities that might be offered as part of the TES *livegreen* initiative.

#### 3.1 Getting Started – Planning the Tenant Engagement Activity

There are many important and sometimes forgotten elements involved in planning events. These simple steps can assist you as a basic guide to your tenant engagement activity planning.

1. **Prepare for your activity.** Determine what your goals of the engagement activity are and select the activity depending on your goals. Some of your goals could include increasing the knowledge of the current recycling program in the building, informing your residents of a new organics program, or educating tenants on various aspects of sustainability. Consider completing a tenant survey prior to developing the activity to assist with identifying barriers and benefits or to identify activities that your tenants will find engaging.

Also speak to on-site staff to discuss what may or may not work at a site. It is important to create buy-in from on-site staff as they will be the ones interacting with tenants on a day-to-day basis. If on-site staff are proponents of the program, they will be more likely to lead by example and put in the effort to create a successful of the program.

Researching existing on-site programs at a site can also help you to gain further insight into the tenants at the site. Staff who work with tenants for pre-existing programs (such as an after school youth program) may have an idea of what tenants enjoy and may also be able to participate at your event to create an extended sense of community.

2. **Budget.** Prepare an event budget and monitor your spending. Identify potential sponsors and deliver sponsorship packages/letters. Depending on your budget you can choose low cost events such as screening a movie or hosting an information session with light refreshments (\$30-\$100 depending on if you are going to offer food and if you already have a projector or television already on hand). Hosting block parties without receiving any donations can cost approximately \$300.
3. **Event Agenda.** Develop the event timeline, especially if there are multiple activities during the event. You can also create a long term event schedule if you are planning to hold multiple events at one site. The long term schedule should also include when you will distribute promotional material for the event and scheduling door-to-door outreach if you plan on personally inviting tenants to an event.
4. **Date, Location, and Time Selection.** Select the date, location, and time for the event. Consider the demographic of the site when selecting a date and time for an event. If the site has many families with working parents and children in school it would be best to host an event in the evening. If the site is comprised mainly of seniors, a morning session usually works well. In regards to choosing a date, it is best to not conduct events during long weekends or school

breaks when many people may be away. The location of the event should be onsite when possible as it is the most convenient location for people to attend as they do not have to worry about commuting. Additionally, tenants who may have forgotten about the event or who may have been wavering about attending may observe other tenants participating at the onsite location and may decide to join in.

5. **Promotion and Marketing.** Develop promotional materials (e.g., posters, invitations) that target the tenants that you want to participate. Consider door-to-door invitations. Examples of promotional materials can be found in Appendix F of this guide.
6. **Materials Required.** Determine what materials are required for the event, including incentives (e.g., food, prizes). The materials required for each of the modules outlined in this guide are provided under each specific module in the next sections of this guide. They can be used as a reference for the types of materials you may need for a similar activity.
7. **Staff Assistance.** Organize additional staff, if required, to assist with the planning and/or on the day of the event. Determine who is available to assist and their level of interest.

During your event, there should be at least one Tenant Engagement Facilitator (Facilitator) to lead the engagement activity. For some of the more hands on activities more than one Facilitator may be required. Duties of the Facilitators include developing a relationship with staff and tenants, planning, preparing and leading all activities. Where possible and appropriate, Facilitators should include the building managers, janitors, and tenant support workers in the planning and delivery of the engagement activities. At each activity Facilitators should encourage promoting sustainability through leading by example. Paper cups, plates, bags, and napkins should be used whenever possible to show tenants how these items can be composted and/or recycled (assuming reusable options are not available). These can also act as a conversation point about reusable and compostable alternatives to plastic.

*Tip: Personally inviting tenants through door-to-door outreach a few days before the event is a great way to promote the event and boost participation! A follow up door-to-door visit the day of the event is also a successful method of boosting the number of tenants in attendance.*

*Tip: Get to know the site! Are there community partnerships you can leverage? How much space is available to host events? If events were held at the site before, which have been the most effective? Is there already a strong sense of community at the site?*

The following section provides ideas for activities that you can use as part of your TES *livegreen* event. You can use these activities as part of your toolkit, incorporate them into your current programming, and adapt these activities to your needs. We encourage you to come up with your own creative ideas but can use the following activities to get started.

## DESCRIPTION OF MODULES

Module	Activity	Intended Age Group	Level of Preparation Required
1	Sustainability Tree	All ages	Low (<1 hour)
2	Facilitated Games	All ages	Low (<1 hour) to Medium (1-2 hours)
3	Interactive Crafts and Colouring Sheets	Young children	Low (< 1 hour)
4	Sustainability Themed Films	All ages	Medium (1-2 hours)
5	Educational Sessions	Adults	Medium (1-2 hours)
6	Neighbourhood Block/Passport Party	All ages	High (>2 hours)

### MODULE 1: Sustainability Tree

Purpose	Time Required	Materials	Tip
To reflect on what each person has learned at the event and to pledge how they can contribute to leading a more sustainable life. When complete, the tree can remain in a common area at the site as a reminder of what tenants have pledged.	Preparation: 45 minutes Activity: 15 minutes	<ul style="list-style-type: none"> <li>• Large cut out of a trunk of a tree taped to a wall</li> <li>• Leaf cut outs for people to write pledges</li> <li>• Markers</li> <li>• Tape</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-cutting the leaves for the tree allows increased efficiency and removes a messy step. This is a good activity for volunteers or youth to help with to increase participation and engagement at the event</li> </ul>

## PREPARATION AND INSTRUCTIONS

You will need to:

- Draw or print out a large outline of a tree with several branches (with few or no leaves). Cut this out and tape it to a wall in a common area.
- Draw or print out leaves for tenants to write their pledges. Ready to use leaves and tree outline for this activity can be found in Appendix C.
- Provide a sign with examples of what they can pledge such as: I commit to composting my food scraps, I commit to teaching my mom how to recycle, etc.

Instructions:

- Ask the tenants to create a pledge of what they will do personally to lead a more sustainable life, and write this action down on a leaf provided at the station.
- Stick the leaf onto the Sustainability Tree!
- Leave the tree hanging in the common area as a reminder to what was pledged.



## MODULE 2: Facilitated Games

**Definition:** Facilitated games consist of having the Facilitators(s) running the activity to help engage tenants at the event. This includes providing an explanation of the game, relating the game to the importance of sustainability and waste diversion, providing a demonstration, and carrying out the activity.

A number of different facilitated games were used throughout the pilot program. Here are a few ideas to get you started:

- Waste diversion guessing game (and variations of this game);
- Waste bingo;
- Landfill guessing game;
- Recycling word searches, crosswords, and word jumbles; and
- Interactive online games.

### Waste Diversion Guessing Game

Purpose	Time Required	Materials	Tip
To learn about waste diversion and how to properly sort waste into the proper receptacle.	Preparation: 1 hours Activity: 1 hour	<ul style="list-style-type: none"> <li>One container representative of each waste stream at the site (e.g., garbage, containers, mixed paper, organics)</li> <li>Several items representative of each waste stream which will be sorted during the activity</li> </ul>	<ul style="list-style-type: none"> <li>Use plastic fruits (which can be purchased at your local dollar store) to represent food items for your organics category (keep to reuse for other events of course)</li> <li>If a kitchen catcher is available to use as a receptacle to put the "organics" items in, use it!</li> </ul>

### PREPARATION AND INSTRUCTIONS

You will need to:

- Obtain three small containers (at a minimum). Each of the containers will represent one of three different waste streams (garbage, organics, and recyclables).
  - Label one container "garbage", another "organics", and the last one "recycling". If the site has more waste streams, feel free to add more bins. Examples of this would be if the site breaks down recyclables into "containers", "mixed paper", and "glass".
  - Tip: Using a black container to represent a waste cart, a green container to represent an organics cart, and a blue container to represent a recyclables cart will help tenants associate the containers with the typical colour coding used by municipalities for each specific waste stream.*
- Collect as many items to use in the sorting game as you would like to use (a regular shopping sized bag full of items is a good amount). The following types of items should be collected:
  - Items that would go into a waste bin (e.g., diapers, old socks, plastic bags, etc.).
  - Items would go into an organics bin (e.g., an apple, leaves, paper towel, etc.).



- Recyclable items (e.g., shampoo bottle, metal food cans, newspaper, etc.).
- Any item that building staff regularly see in the garbage that should be diverted.

#### Instructions:

- Mix up the items in a box or bag so that they are more challenging to sort. Give the tenant an overview of what each of the containers is used for (e.g., food scraps and yard clippings go into the organics bin).
- Once the tenant understands what typically goes into each of the three containers they can start sorting the items into what they think is the appropriate container for each item.
- When they are finished you can empty the containers one at a time and see how they did.
- Discuss any items that were placed in a bin where it did not belong.

*Tip: To increase the difficulty of the game you can time the tenant while they sort the items or you can provide two sets of the game beside each other and have tenants race to see who can finish sorting first while also maintaining accuracy.*

#### Other Variations of the Waste Diversion Guessing Game:

##### Recycling Matching Game

Purpose	Time Required	Materials	Tip
To learn about waste diversion and how to properly sort waste into the proper receptacle.	Preparation: 1.5 hours Activity: 1 hour	<ul style="list-style-type: none"> <li>• Large waste sorting game board (everyone in the room should be able to see this board)</li> <li>• An 8.5"x11" or 11"x14" sheet that is a smaller version of the poster sized game board</li> <li>• Cut outs of items to be placed into the various columns to be sorted</li> <li>• Tape</li> </ul>	<ul style="list-style-type: none"> <li>• Information sessions where a demonstration is provided by the Facilitator followed by tenants engaging in the same or similar learning activity individually is a good way to reinforce good waste sorting habits and increase the chances of the tenants retaining information</li> </ul>



This version of the waste sorting game is good for Facilitators who do not want to purchase and collect materials for the sorting game.

### PREPARATION AND INSTRUCTIONS

## What Goes Where?

 Garbage	 Containers	 Mixed Paper	 Organics	 Glass

You will need to:

- Create a waste sorting game board by:
  - Dividing the sheet into as many columns as there are waste streams at the site (e.g., you would divide the sheet into five columns if there is a container each for garbage, mixed containers, mixed paper, organics, and glass).
  - Assign each column a specific waste stream and write the waste stream you have chosen at the top of each corresponding column. Label the different waste streams in other languages if you know a particular language besides English is prevalent at the site.
  - You can either draw this out or create it on your computer. A ready-to-use version of the game board can also be found in Appendix D.
- Prepare one large waste sorting game board to use for demonstration purposes and as many 8.5"x11" or 11"x14" versions of the game board you think you will need for the tenants to participate in the activity individually. Each tenant should have their own game board.
- Draw or print out items to be placed into the various columns to be sorted that are representative of each waste stream (18 different items were used in the pilot program versions).
- Bundle one 8.5"x11" or 11"x14" version of the game board and one set of cut outs of items to be sorted in each package so that they are ready to hand to tenants after the demonstration.

*Tip: You can find recycling icons for downloading at: <http://www.metrovancouver.org/services/solid-waste/recycling-signage-campaigns/recycling-signage-colours/Pages/default.aspx>*

#### Instructions:

- Hang up the large version of the game board onto a wall. Make sure it is in a spot where everyone in the room will be able to see.
- Hold up pictures of various items and ask tenants where they think the item should go. Once someone calls out the right answer, tape the item onto the board in the column with the corresponding waste stream in which it should properly be placed.
- After the activity is completed as a group, the same activity should be given to each tenant to complete individually. Once their activity is complete, the Facilitator can check if items are placed in the correct category and assist tenants who have placed the item in the wrong category.

#### Waste Diversion Basketball

Purpose	Time Required	Materials	Tip
To learn about waste diversion and how to properly sort waste into the proper receptacle. The aim of this activity is to use a game that children already enjoy to teach them about waste diversion.	Preparation: 1 hour Activity: 1 hour	<ul style="list-style-type: none"> <li>• Three basketball hoops (garbage cans or buckets can be used as substitutes)</li> <li>• One basketball or other bouncy ball</li> <li>• Painters tape (to mark where players should shoot from)</li> <li>• Up to ten items that represent the garbage, recycling, and organics waste stream</li> </ul>	<ul style="list-style-type: none"> <li>• Using an adjustable basketball hoop allows for different ages/skill levels to participate</li> </ul>

## PREPARATION AND INSTRUCTIONS

You will need to:

- Set up 3 basketball hoops an equal distance apart from each other. More hoops may be required if there are multiple recycling streams (*i.e.*, containers, papers, glass) for your program.
  - Label one hoop (either on the backboard or on the ground across from the hoop on the starting line) "waste", another hoop "organics", and the last hoop "recyclables".
  - Place a piece of tape or other marker on the ground at a reasonable distance away from the hoop.
  - Adjust the height of the hoops and distance of the starting line according to the height and age of the children playing
- Acquire 1 or more basketball(s).
- Obtain examples of up to ten different items or pictures of items that are a mix of recyclable materials, organic materials (plastic food toys are a good alternative to using real food), and disposable waste materials and put them in a container. It is easy to find different examples to put in the bin by using items that are already around your house such as plastic bags, empty juice boxes, and newspaper.

Instructions:

- Have the child stand at the starting line and show them an example of one of the items from your container of miscellaneous materials.
- Ask them to shoot the basketball at the hoop that represents the bin where that particular item should go.
- Offer small prizes to motivate children and encourage them when they choose the correct "hoop" and if they choose the incorrect hoop have a conversation about where the item should go instead. Children can play as individuals or in teams.

*Tip: There is no need to spend a lot of money on prizes. Children will play for any type of prize and are happy when they receive even small prizes such as stickers or pencils.*

### Waste Diversion Hockey

Purpose	Time Required	Materials	Tip
To learn about waste diversion and how to properly sort waste into the proper receptacle.	Preparation: 1 hour Activity: 1 hour	<ul style="list-style-type: none"> <li>Hockey nets (or round garbage cans or buckets as substitutes)</li> <li>Hockey puck or small ball to shoot into hockey net</li> <li>Up to ten items that represent the garbage, recycling, and organics waste stream</li> </ul>	<ul style="list-style-type: none"> <li>Have tenants stand further back to adjust the difficulty of the game</li> </ul>

#### PREPARATION AND INSTRUCTIONS

This game is similar to waste diversion basketball. The objective of the game is to shoot a puck or ball into the correct bin in order to educate children about waste diversion.

Instructions: The set up and premise of this activity is the same as waste diversion basketball, however, use hockey nets or waste bins lying on their side in place of basketball nets. Hockey sticks and pucks or balls are used in place of basketballs.

### Bingo

Purpose	Time Required	Materials	Tip
To help tenants learn about sorting their waste by playing a game that is familiar to most people.	Preparation: 30 minutes Activity: Each game approx. 10 minutes and repeat	<ul style="list-style-type: none"> <li>Access to a computer to generate bingo cards</li> <li>Markers or other item (such as buttons) to mark bingo cards</li> </ul>	<ul style="list-style-type: none"> <li>Each time an item is called from a master sheet, ask tenants which waste stream they think the item should be placed. This adds an educational component to the activity.</li> </ul>

PREPARATION AND INSTRUCTIONS

You will need to:

- Create your own bingo cards by using an online generator (such as <https://eslactivities.com/pbingo/noupload.php>). Make sure you choose items/pictures that are representative of different waste streams (for example: garbage, recycling, and organics).
- Print out the master call sheet and the bingo cards.
- Cut out the items in the master sheet.
- Understand what items are and are not recyclable in the building’s waste stream. This will vary by jurisdiction.



Instructions:

- Hand out a bingo sheet and markers to all the tenants.
- Place the cut up items from the master into a bowl (or other receptacle). Mix the items up.
- The Facilitator will be the “caller” and will pick an item from the bowl containing the master sheet items and call out the picture shown on the piece of paper.
- If the item the Facilitator calls out matches a picture on the tenant’s bingo sheets, they mark it off.
- The Facilitator should then ask the tenants about which receptacle (garbage, recycling, or organics) they think the item should be placed in.
- In order to win, the tenant has to get five squares in a vertical, horizontal, or diagonal row. If the tenants obtain any of these variations they call out BINGO!

Landfill Guessing Game

Purpose	Time Required	Materials	Tip
To bring awareness to how long common household items take to decompose in a landfill.	Preparation: 30 minutes Activity: 30 minutes	<ul style="list-style-type: none"> <li>• Sheet(s) of paper with varying lengths of time written on the sheet</li> <li>• Sheet(s) of paper with pictures of common household items</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure to describe what a landfill is and explain the connection between how what we throw away often ends up at a landfill</li> </ul>

## PREPARATION AND INSTRUCTIONS

You will need to:

- Using the following website as a resource: <http://www.exploringnature.org/db/detail.php?dbID=45&detID=2679>, find examples of how long different common household items take to decompose. Find pictures of some of these common household items online and print out the items on the sheets. Cut out each of the items.
- List out the corresponding lengths of time it takes for each of the items you have chosen to decompose (e.g., 3 to 4 weeks, 1 month, 5 months, 2 to 5 years, 50-80 years, 80-100 years, 200-500 years, 1 million years, and never). Cut out each of those time periods, shuffle them, and package them together with the pictures of the common household items.
- Hand out a package containing a set with the lengths of time and a set of the papers with pictures of common household items.

Instructions:

- Ask the attendees to match up images of everyday products such as clothing items, glass and metal containers, food products, and packaging, with the length of time they think the items take to decompose in a landfill.
- The Facilitator should clearly define the term landfill: a place to dispose of waste material through the process of burying it and covering it with soil in a way that is isolated from the surrounding environment (such as rain, air, and groundwater). Landfilling should be the last step after trying to reduce, reuse, and recycle. Also, clearly explain what each of the items represents on the image cards. This will help to fully engage tenants and relate this game to issues associated with how much garbage is generated that goes into our landfills and how most of our waste takes a long time to decompose.
- The attendees can be paired individually or as a group and given a set of images and length of time cards.
- Give the tenants approximately five minutes to pair the items with the length of time they thought was appropriate.
- Once all of the teams are finished, go over the correct answers and discuss any surprises that the tenants found while completing the activity.



### Recycling Word Searches, Crosswords, and Word Jumbles

Purpose	Time Required	Materials	Tip
These activities use words associated with recycling to introduce terms related to the subject in a fun and engaging manner.	Preparation: 30 minutes Activity: 30 minutes	<ul style="list-style-type: none"> <li>A computer to download and print word games</li> </ul>	<ul style="list-style-type: none"> <li>A number of printable recycling related word activities are available online</li> </ul>

#### PREPARATION AND INSTRUCTIONS

You will need to:

- Visit the following links for some examples of activities you can find online:
  - Sciencekids (recycling word search)  
<http://www.sciencekids.co.nz/quizzes/wordsearch/recycling.html>
  - Litterbug Puzzle (word game) - <http://earthsavergirl.com/games/alfredman.html>
  - CalRecycle (recycling crossword)  
<https://www.calrecycle.ca.gov/RecycleRex/Activities/Crossword>

Instructions:

- Print the recycling related word games in order to hand out at events or keep at their own separate station alongside colouring sheets. Just make sure that the recyclables are actually allowed in your recycling program as not all programs are alike!

*Tip: These are great activities while you are waiting for another activity to start to keep children engaged.*

#### Interactive Online Game Ideas

Purpose	Time Required	Materials	Tip
To engage children in learning about recycling by playing a fun game online.	Preparation: No preparation required. Activity: Children can play as long as they would like.	<ul style="list-style-type: none"> <li>Computer with access to the internet</li> </ul>	<ul style="list-style-type: none"> <li>Having a conversation about the importance of recycling before starting the game will help create a strong message of why they should recycle</li> </ul>

## PREPARATION AND INSTRUCTIONS

You will need to:

- Visit the following links for some examples of interactive Online Game Ideas:
  - Sid the Science Kid (waste sorting game) - <https://pbskids.org/>
  - Recycle Roundup (waste sorting game) - <https://kids.nationalgeographic.com/>
  - Waste Avengers (story/waste sorting game for older children or teens)-<http://www.wonderville.ca/asset/waste-avengers>

Instructions:

- Pick a game that is suitable to the age group you are trying to reach and have a conversation about the game. Help set the game up and make sure each child understands the instructions.

### MODULE 3: Interactive Crafts and Colouring Sheets

Purpose	Time Required	Materials	Tip
Younger children can be engaged through coloring sheets that depict images of people recycling or bins filled with the appropriate recyclable materials. Participating in interactive crafts also helps foster creativity and provides a way to talk about "reusing" materials.	Preparation: Five minutes Activity: 30 minutes	<ul style="list-style-type: none"> <li>• Access to a printer</li> </ul>	<ul style="list-style-type: none"> <li>• The internet is a great resource for pictures that will get young children to start thinking about the importance of reducing, reusing and recycling</li> <li>• Talk to the children about recycling (such as whether they recycle at home and the importance of recycling)</li> </ul>

## PREPARATION AND INSTRUCTIONS

For colouring sheets:

- Visit the following links for some examples of colouring sheets that you can find online:
  - Green waste - <http://schoolsrecycle.planetark.org/documents/doc-587-green-waste.pdf>
  - Container recycling - <http://www.sciencekids.co.nz/pictures/coloringpages/conservation/recycling.html>
  - Mixed recycling - <http://coloringhome.com/>

- Print the sheets out to have on hand at any event with children to place at a station or act as a filler activity while they are waiting for other activities to be set up.

For creative crafts:

- Use all materials that were meant to be recycled. Gather these materials from home or a local store that specializes in selling recycled materials which are either obtained from local industries or over-stock from the landfill. It is important to use recycled materials to emphasize “re-use” in the waste reduction hierarchy.
- You can have children (and adults too if they want!) create items from their own imagination. If you prefer guided activities here are some examples:
  - Pinecone bird feeders
  - Cards from recycled materials
  - Egg carton animals
  - Snowflakes from scrap paper
  - Gift wrapping with newspapers, magazines, flyers etc.

*Tip: Kids love being creative. The most important message is to let them know that everything that they are using for their crafts could have gone to the landfill and instead is being recycled into a craft. Let them show off their creative side.*

#### MODULE 4: Sustainability Themed Films

Purpose	Time Required	Materials	Tip
To discuss sustainability related themes in a fun way by watching a movie with an environmental message. The chosen movie can touch on themes such as the importance of conservation of natural areas, pollution, and waste generation.	Preparation: One hour Activity: Three hours	<ul style="list-style-type: none"> <li>• Projector (or television)</li> <li>• White sheet to play movie on if using a projector</li> <li>• Speakers</li> <li>• Movie with an environmental theme such as <i>WALL-E</i> or <i>The Lorax</i></li> </ul>	<ul style="list-style-type: none"> <li>• Provide popcorn and drinks to make it feel like a real movie night!</li> <li>• Smaller groups work better for movie nights to encourage more engaging discussions</li> </ul>

## PREPARATION AND INSTRUCTIONS

You will need to:

- Choose a film with an environmental theme based on the target audience. Choose a film that relates to the topic in which you are trying to inform and engage tenants (*e.g.*, if you are educating tenants on waste, you may want to show *Wall-E*). Conducting an online search will reveal many other films with environmental themes such as *The Lorax*, *Happy Feet*, *Fern Gully*, *Over the Hedge*, and *Finding Nemo*.

If your target group includes young children, you will want to show G rated films. Also consider the length of a film when choosing a movie for children. A shorter movie is best for younger children who may have less of an attention span compared to other age groups. All of these movies listed in this section are also great for adults. Adults may also enjoy watching environmental documentaries such as *Chasing Ice* or a movie with more mature themes such as *Avatar*.

- Prepare all the technical equipment you will need to show the movie.
- Prepare questions to ask at the end of the movie in order to facilitate a discussion regarding sustainability. Here are a few examples you can use (many other examples of questions for *WALL-E* and *The Lorax* can be found online).
  - *WALL-E*: What do you think happened to the earth? Where did all the people go? Why do you think people cannot live on the earth anymore? What job does WALL-E have?
  - *The Lorax*: Do you think the Once-ler was greedy? What could the Once-ler have done differently? How could you make a difference in your environment/community? What are some ways that you could reduce your impact?

Instructions:

- Start by introducing the movie which is being shown at the screening.
- Give the audience some themes to think about while they watch the movie so that they will have an idea of what to pay attention to for the discussion after the movie.
- When the movie is finished, ask tenants questions related to sustainability and the movie.

## MODULE 5: Educational Sessions

Purpose	Time Required	Materials	Tip
<p>To inform tenants about upcoming changes to their recycling program (specifically organics diversion) and to distribute kitchen catchers and informational packages to tenants. Educational sessions could also centre on reinforcing proper recycling habits and giving tenants an overview of the current recycling system in place at their building.</p>	<p>Preparation: Two hours Activity: Three hours</p>	<ul style="list-style-type: none"> <li>• Informational material (brochures or packages) preferably obtained from the City where the site is located</li> <li>• Snacks</li> <li>• Your choice of a facilitated game to engage tenants and to help them learn how to properly sort common household items</li> </ul>	<ul style="list-style-type: none"> <li>• Educational sessions are best used to engage adults</li> <li>• Keep in mind what type of demographic exists at the site (<i>e.g.</i>, will you have to plan it in the evening if most people work?)</li> <li>• Demonstrating a recycling related activity and having the tenants replicate the same activity individually helps to reinforce your message</li> <li>• Free food is always a great way to draw people to your event</li> </ul>

## PREPARATION AND INSTRUCTIONS:

You will need to:

- Gather informational material on the topic you want to discuss at the educational session. You could obtain information online or research if the jurisdiction in which you are located provides resources for multi-family homes in the form of informational materials or kitchen catchers.
- You can also contact your hauler for educational material to use in the development of your program or go onto Metro Vancouver's websites to access free recycling signage and campaign posters: <http://www.metrovancouver.org/services/solid-waste/recycling-signage-campaigns/Pages/default.aspx>.
- Know the message you are trying to communicate (*e.g.*, are you informing tenants that the garbage chute will be closing down? (See Section 3.2 for Organics Program Implementation Information) Are you providing information about the introduction of organics collection to the building?). A document listing the disadvantages of garbage chutes can be found in Appendix E.

- Pick an activity to facilitate at the event. If you are informing residents about the introduction of organics to your building, an activity such as a waste sorting game would work well. Try to get the information out in a clear and simple manner. Use pictures or props (e.g., plastic food, paper towels) as much as possible. Prepare the materials you will need for the activity prior to the event.
- Prepare a list of snacks you will bring to the event and purchase food as close to the event date as possible.
- Once you set a date for the event create posters and place at the entrance of the building, in the elevator, and in other common areas. If you have the resources, creating invitations and personally handing them out to each tenant through door-to-door outreach works very well to draw people to your event. Examples of posters and invitations can be found in Appendix F.



*Tip: Hand out invitations during the same week as the event so that tenants do not forget about the date of the event.*

#### Instructions:

- Arrive at least an hour before the event starts to set up the room, prepare the food, and set up the activity.
- Begin with an introduction about the purpose of bringing everyone together for the education session.
- Next, begin with a demonstration of the activity you have chosen and conduct this together as a group.
- Follow the demonstration with an individual adaptation of the activity for tenants to complete in order to reinforce the message.
- Once each tenant completes their activity, check to see if they have completed the activity correctly and if not, discuss the correct answer with them.
- Lastly, thank everybody for coming out to the event!

*Tip: A great incentive to get people to participate and obtain feedback for your event is to have tenants fill out a survey. Examples of different types of feedback surveys can be found in Appendix G. Once the tenant completes the activity they can fill out a survey, after you collect the survey you can enter their name into a draw to win a prize (such as a gift card, gift basket, healthy recipe book, etc.). For more information regarding the evaluation of an event, please see the Guide for Social Housing Providers.*



**MODULE 6: Neighbourhood Block Party / Passport Party**

Purpose	Time Required	Materials	Tip
To inform tenants about changes to their waste collection program or reinforce proper sorting habits. These gatherings also help strengthen the sense of the community in the complex and within the general community (especially when other local groups are involved in the event).	Preparation: Eight hours Activity: Four hours	Materials required for your block/passport party event will vary with what activities you choose to incorporate. <ul style="list-style-type: none"> <li>• Tables</li> <li>• Materials for information station</li> <li>• Materials for game stations</li> <li>• Materials for craft stations</li> <li>• Materials for food and beverage station</li> <li>• Materials for cooking stations</li> <li>• Prizes</li> </ul>	<ul style="list-style-type: none"> <li>• Asking existing community partners or reaching out to other community groups is a great way to strengthen the sense of community for your block party</li> <li>• Creating a “passport” (booklet in which tenants receive stamps for the completion of an activity) helps to encourage participation and make sure everyone visits all the stations</li> <li>• Seeking out donations for food and prizes will help cut down the cost of the event</li> </ul>

**PREPARATION AND INSTRUCTIONS:**

The Neighbourhood Block Party/Passport party incorporates many different modules from this handbook. You will need to decide what modules/activities you want to include in your event. Space, budget, and staffing requirements are all items that should be considered. Once you decide what modules you want to incorporate you may need to:

- Secure a space for the event and confirm the time and date.
- Conduct research into whether the location already has partnerships with local community groups (e.g., stewardship groups, the RCMP, representatives from the jurisdiction, youth support groups). Ask these local groups if they would like to be involved.
- See if any groups would like to sponsor the event. Start preparing donation letters and make calls to local stores and supermarkets as soon as possible. The earlier the better.
- Decide what activities/booths you will have at your event and confirm which community partners (if any) will be attending the event. If possible, try to have someone at each station to increase tenant engagement.

- Optional: Create a passport booklet to engage tenants and to encourage them to visit each station. An example is provided in Appendix H.
- Once you set a date for the event create posters to place at the entrance of the building, in the elevator, and in other common areas. If you have the resources, creating invitations and personally handing them out to each tenant through door-to-door outreach works very well to draw people to your event. Schedule this a few days before the event so that tenants don't forget the date of the event.
- Pull together all the materials you will require to set up the event. Will you have to supply tables for outside groups participating at the event, or will they have their own? Are there kitchen facilities you can use on the day of the event or will you have to prepare the food beforehand and bring it to the event? If the event is outside, will you need to bring tents?
- Gather the materials for the different activities/booths you will have at the event.
  - Information station: Gather informational material from the jurisdiction in which the site is located when these resources are available to ensure consistent messaging to tenants.
  - Game stations: How many will you have? Purchase/create all the supplies necessary to carry out these games.
  - Craft stations: Use all materials that were meant to be recycled. Gather these materials from home or a local store that specializes in selling recycled materials which are either obtained from local industries or over-stock from the landfill. It is important to use recycled materials to emphasize "re-use" in the waste reduction hierarchy.
  - Food and beverage station: Food can be obtained from donations or by purchasing. If you can find out how many tenants have showed up to past events to gauge what the turnout will be so that you can estimate the amount of food you will need and minimize wasted food. It is important to purchase or obtain healthy food from donations to encourage healthy choices.
  - Cooking station: Choose something easy to make with healthy ingredients. A sushi making station was used in the pilot program. Purchase all food and prepare all the items you will need to run this station.
  - Prizes: Small prizes are great incentives for participation. For children, stickers, erasers, and pencils work well. For adults gift cards, gift baskets, healthy recipe books, and calendars are great incentives.

*Tip: Upcoming events or holidays can be incorporated into the messaging or theme of your outreach event to make it more festive! An example of this is having a "winter celebration" event where children can make holiday related crafts and adults can learn about alternatives to using store bought gift wrap.*

### Instructions (day of the event):

- Arrive at least an hour early for setup.
- Set up each station and be prepared to direct any community groups participating at the event to where they will need to setup.
- Prepare the food for the event (check on food throughout the event to see if anything needs to be refilled).
- If you have the staffing resources conduct a door-to-door outreach session to remind tenants of the event approximately half an hour to the start of the event to boost attendance.
- Make sure to check in at all the stations to make sure the event is running smoothly.
- Conduct a draw at the end of the event to encourage people to stay for the duration of the whole event.
- Thank everybody for coming!



### 3.2 Organics Program Implementation

Your site may be looking to implement an organics program which may be new to many of your tenants. While the modules above incorporate educating tenants on organics, the tips and tools in this section are specific to educating tenants on an organics program.

Residents should be provided with information prior to rolling out the program. Talk to your hauler or jurisdiction to see what educational materials they have already. An organics informational sheet sample has been provided in Appendix I.

*Tip: Provide residents with kitchen catchers so that they have a container to collect their organics in to bring down to the organics cart.*

#### Planning For Kitchen Catcher Distribution

The most effective way to inform residents about the program and explain the changes to them is through face-to-face contact. Even though an information session and door-to-door outreach may initially take more time, it will save time in the long run. Through these forms of outreach, residents will be more informed of how the program works, where the new organics carts are located so that they can participate, and will be educated on acceptable and unacceptable items which will hopefully decrease contamination.

### Suggestions for Distributing Kitchen Catchers:

#### 1. Information Session where kitchen catchers are distributed

- Plan to hold an information session/organics kick-off event at the site (refer to Modules 5 on how to plan an education session). Holding an event will allow you to be able to speak to many residents at once which could reduce the amount of time you spend going door-to-door to each individual unit.
- If possible, prior to the event schedule door-to-door outreach where you personally invite people to the event. Make sure to schedule the invitational outreach a few days before the event so that residents do not forget. Use incentives such as free food and door prizes to encourage more tenants to attend.
- Create a sheet with spaces for unit numbers, names, and signatures (if a tenant list is available from the building manager you can use this as well). Use this sheet to record which tenants attended the event and collected a kitchen catcher.
- Provided the tenants with an overview of the new organics program, a few reasons why tenants should compost (*e.g.*, it can be used to create compost, diverts waste from the landfill, etc.) and what materials are accepted and not accepted in the program.
- Run a facilitated game (*e.g.*, Module 2) that incorporates using the kitchen catcher into a waste sorting game. This will help strengthen each tenant's memory of what goes into the kitchen catcher.
- Distribute the kitchen catchers at the end of the event.
- Use the tenant list to determine which units did not receive a kitchen catcher.
- Schedule a day to go door-to-door to hand out the remaining kitchen catchers and informational material. This could also occur immediately following the event. Refer to the section below on tips for handing kitchen catchers out door-to-door.

#### 2. Distributing kitchen catchers door-to-door

The following section includes a script that you can refer to if you are going to be handing out kitchen catchers on site. You may need to go door-to-door in order to distribute any remaining kitchen catchers that you were not able to distribute at the kick-off event or because you do not have the resources to hold an event but would still like to hand out kitchen catchers to each tenant. Feel free to paraphrase the information in this script to make the conversation with the tenant flow naturally.

*Tip: Read over the Organics FAQ Sheet before handing out kitchen catchers so that you are prepared to answer questions from tenants. Also include informational material when available (fact sheets, brochures, or booklets) and put this inside each kitchen catcher as a resource that tenants can refer to regarding how the program works and what items are acceptable.*

Also have a discussion with the owners of the site beforehand regarding what they would like you to do if a tenant does not answer their door. Ask if they would like you to leave the kitchen catcher at the

resident's door or bring all the containers that are not distributed back to a storage site to be distributed at a later date. If they prefer to have each tenant sign off that they have received their kitchen catcher, have a list of units on hand to record which units have received their container.

### Script for Kitchen Catcher Distribution

"Hello, my name is \_\_\_\_\_ and I am speaking to you on behalf of \_\_\_\_\_. I am here to talk to you about a new food scraps collection program that is going to start in your building on \_\_\_\_\_."

"Have you participated in this type of program before?"

If the tenant answers "no":

"This new program means you will now separate your food scraps from your garbage and place into a separate cart. You can put all kinds of food scraps into this cart including egg shells, bones, meat, fish, and even food soiled paper towels! The organic material will be collected and used to make new materials such as compost."

"I'm going to give you this kitchen catcher to get you started. You can put all your food scraps into this container and when you are ready you can bring it down to the new organics cart(s) which will be located \_\_\_\_\_. You can bring the kitchen catcher there to empty food scraps as often as you would like."

"To help keep your kitchen catcher clean you can line it with newspaper or paper bags. You can also choose not to line it. However, wrapping your food scraps will help control odour and reduce the number of pests attracted to your own kitchen catcher and the communal organics cart. Please do not use any kind of plastic bag to line your kitchen catcher, even if it says biodegradable or compostable."

"There is also an informational booklet/pamphlet located inside the kitchen catcher. Hold on to it so that you can refer to it whenever you need a reminder of what items can go into the organics cart."

"Do you have any questions?"

"Thank you for your time."

If the tenant answers "yes":

"Great! Then you know only food waste and soiled paper products (like paper towels, tissues) can go into the organics cart(s) and how to use a kitchen catcher?" *(If they don't know how to use a kitchen catcher, explain this to them).*

"I also want to remind you that wrapping your food scraps in newspaper helps to decrease odour and reduce the occurrence of pests in the kitchen catcher and the communal organics cart. There is also an informational booklet/pamphlet located inside the kitchen catcher. You can refer to it if you need any reminders of what items can go into the organics cart."

“Do you have any questions about the program or come across any issues while participating before?”  
*(Answer any questions they have or try to provide solutions to any barriers they have previously encountered with the program).*

“The new organics cart will be located\_\_\_\_\_. You can bring your kitchen catcher there to empty your food scraps.”

“Thank you for your time.”

If the tenant opens the door but then refuses to talk to you:

“I will leave you with this free kitchen catcher; everything you need to know about the program is explained in the informational package inside. Thank you.”

### 3. Follow Up – Barriers Survey

If you have the resources, schedule a survey to be conducted door-to-door a few months after the program begins in order to gauge how tenants are feeling about the program and to help address any barriers they have encountered. If door-to-door is not possible, try setting up a table in a high traffic area and ask tenants to fill out the survey. Examples of questions to ask the tenants include:

- Are you participating in the organics program? Why or why not?
- Are you using your kitchen catcher? Why or why not?
- Is the location of the carts convenient?
- Have you had any issues with the building’s organics cart?
- Did you find the information package provided to you at the beginning of the program helpful?

### 3.3 Successes and Lessons Learned Based on BC Housing Pilot Program

The following table outlines the themes and the module (or combinations of modules) used throughout the *livegreen* pilot at each pilot site. The successes from each event are also highlighted in the table. You can use this table as an aid to help you plan for your event:

- Think about what you want to achieve through the event and look for similarities of the outcomes you wish to accomplish in the “successes” column.
- Once you identify the successes you wish to achieve, you can then look at the corresponding module(s) and theme used to obtain those successes and apply the module(s) to your event.

## Themes, Modules and Successes from BC Housing Pilot Program Sites

Site	Theme & Module	Successes
1	Community Sustainability Passport Party (Module 6, including a mix of Modules 1-3)	<ul style="list-style-type: none"> <li>• Very high turnout</li> <li>• Many community partners participated in this event</li> <li>• A variety of different activities and stations were available and appealed to all ages including young and older kids</li> </ul>
	<i>WALL-E</i> Movie Screening (Module 4)	<ul style="list-style-type: none"> <li>• Youth expressed that they had fun</li> <li>• A space was provided for children and youth to socialize which helped strengthen the sense of community within the complex</li> </ul>
2	Sustainability Event (Module 5 and Module 2)	<ul style="list-style-type: none"> <li>• Tenants were engaged in the activity and stated through feedback that they found it useful to help them learn about how to properly sort their waste</li> <li>• A space was provided for neighbours to socialize</li> </ul>
	Organics Program Kick-off Event (Module 5 and Module 2)	<ul style="list-style-type: none"> <li>• High level of engagement</li> <li>• Increased knowledge of sorting waste (including the introduction of sorting items into the organics cart)</li> </ul>
3	Community Barbeque (Module 6, including a mix of activities from Modules 2 and 3)	<ul style="list-style-type: none"> <li>• Very high turnout</li> <li>• The City and a community partner participated in the event</li> <li>• A variety of different activities and stations were available which resulted in high tenant engagement</li> </ul>
	Holiday Celebration Event (Module 6, including a mix of Modules 2 and 3)	<ul style="list-style-type: none"> <li>• Children expressed they enjoyed the festively themed activities</li> <li>• A space was provided for the youth of the complex to socialize and strengthen the sense of community with the complex</li> </ul>
4	Community Hub Event (Module 5 and Module 2)	<ul style="list-style-type: none"> <li>• Tenants found the activity engaging and informative</li> <li>• Many tenants expressed they liked getting to know their neighbours and were observed helping each other during the activity</li> </ul>
	<i>The Lorax</i> Movie Screening (Module 4)	<ul style="list-style-type: none"> <li>• Tenants enjoyed the movie and were engaged in the discussion that took place following the movie</li> </ul>



Outreach strategies that worked well on a consistent basis across all activities included:

- **Attracting Children to the Activity:** Focusing activities to attract children at locations where families made up the majority of the tenant demographic at the site helped to draw adults to the activity since many of them would attend the activity with their family. Children can also educate their family members at home.
- **Incentives:**
  - Having food as an incentive to attend the activity attracted more people (more substantial food such as barbeques drew more attendees than activities advertised as having light refreshments);
  - Offering gift cards or other small prizes for adults who completed a feedback survey assisted with willingness to complete a feedback form; and
  - Having one station with prizes for children who completed all the activities at the activity was an effective way to obtain feedback from them and ask their opinion of the activity. Children were happy with small prizes such as pencils and erasers and did not need big prizes to encourage them to participate.
- **Door-to-Door Invitations:** Conducting door-to-door outreach a few days prior to an activity was more effective at generating a better turn out than going door-to-door a week ahead of time since tenants tended to forget the date of the activity if it wasn't during the same week.
- **Door-to-Door Reminders:** Conducting a second round of door-to-door outreach on the same day as the event to remind tenants of an activity was a very effective way to increase the number of attendees who may have forgotten about the activity.
- **Activity Scheduling:** Scheduling activities consecutively after each other at multiple sites allowed for any leftover food from one activity to be used at the next activity. This also assisted with saving costs. For activities that were not scheduled consecutively, any food left over at the end of the activity that would spoil before the next was given away to tenants.
- **Low Cost Activities:** The craft stations aimed toward families were a great success. Children were given items destined for the garbage and were very imaginative in creating crafts out of what they were given. It was not necessary to purchase any expensive materials for them to have fun.

### Lessons Learned

- **Donation Requests:** Many grocery stores need at least two weeks and a letter of request in order to provide donations. The amount of time necessary to obtain donations varied at certain locations, even within the same chain. Donation requests should be undertaken as soon as possible when planning an activity.

- **High Turnout of Children:** At one activity (the *WALL-E* movie screening), having a large number of children in attendance was counterproductive as they have a tendency to become loud and excitable when there are not a variety of different activities for them to participate in. Possible recommendations include: splitting the children into different age groups and conducting more age specific activities, and involving the Youth Services staff or on-site staff (where available) in the early stages of planning to discuss what may or may not work at that site.
- **Outdoor Activities:** At activities held outdoors, many tenants suggested that if possible the activities should be held in the spring or summer when nicer weather would draw more people to the activity. The activities during this project were held in the winter (based on project schedule) and it was often cold, rainy and dark which could have deterred some people from attending. However, the location was in the middle of the complex where everyone could see, which could have attracted more people than if the activity had been held offsite.
- **Diverse Options:** Activities where there were many different options available with a large number of staff in attendance were the best attended. Developing partnerships with local community groups and having them participate at the activity increased tenant satisfaction as well as strengthened the sense of community at that location.
- **Staffed Activities:** Activities with a large number of staff and activities were often the most engaging; however, this came at a higher cost in both staff time and expenses.



## APPENDIX A

*Donation Letter Template*



[Date]

[Company]

[Address]

Attention: [Name]

RE: Donation for [insert organization and program/activity here]

Dear \_\_\_\_\_,

We are writing to request an in-kind donation for [insert organization and program/activity here]. [Next, provide information about the organization e.g., BC Housing is an organization that works throughout the province to provide subsidized housing to those most in-need]. [Explain what you will be doing in order to carry out your objective] to promote [explain your objective] through outreach activities. Outreach activities are aimed at educating tenants on the importance of [explain what you are trying to achieve].

On [insert date], we are organizing a fun [describe the type of event] in a low income housing complex within [insert jurisdiction]. It is important for us to be able to provide healthy, nutritious snacks and beverages during the event to promote healthy eating and increase tenant access to healthy food. We are looking for healthy food and/or beverage donations of your choosing and are expecting approximately [insert number] participants. These donations could be in the form of prepared food platters (e.g., fruit, vegetables, cheese, salads etc.) or in bulk to be provided to residents at the event (e.g., apples, granola bars, juice boxes etc.). If donations-in-kind are not store policy, donations by gift card would also be appreciated; these would be utilized as prizes for activity participation. Any donations would be greatly appreciated by the families who will be receiving them.

Thank-you for your consideration,

Yours sincerely,

[Name]

[Title]





## APPENDIX B

### *Commitment Form*





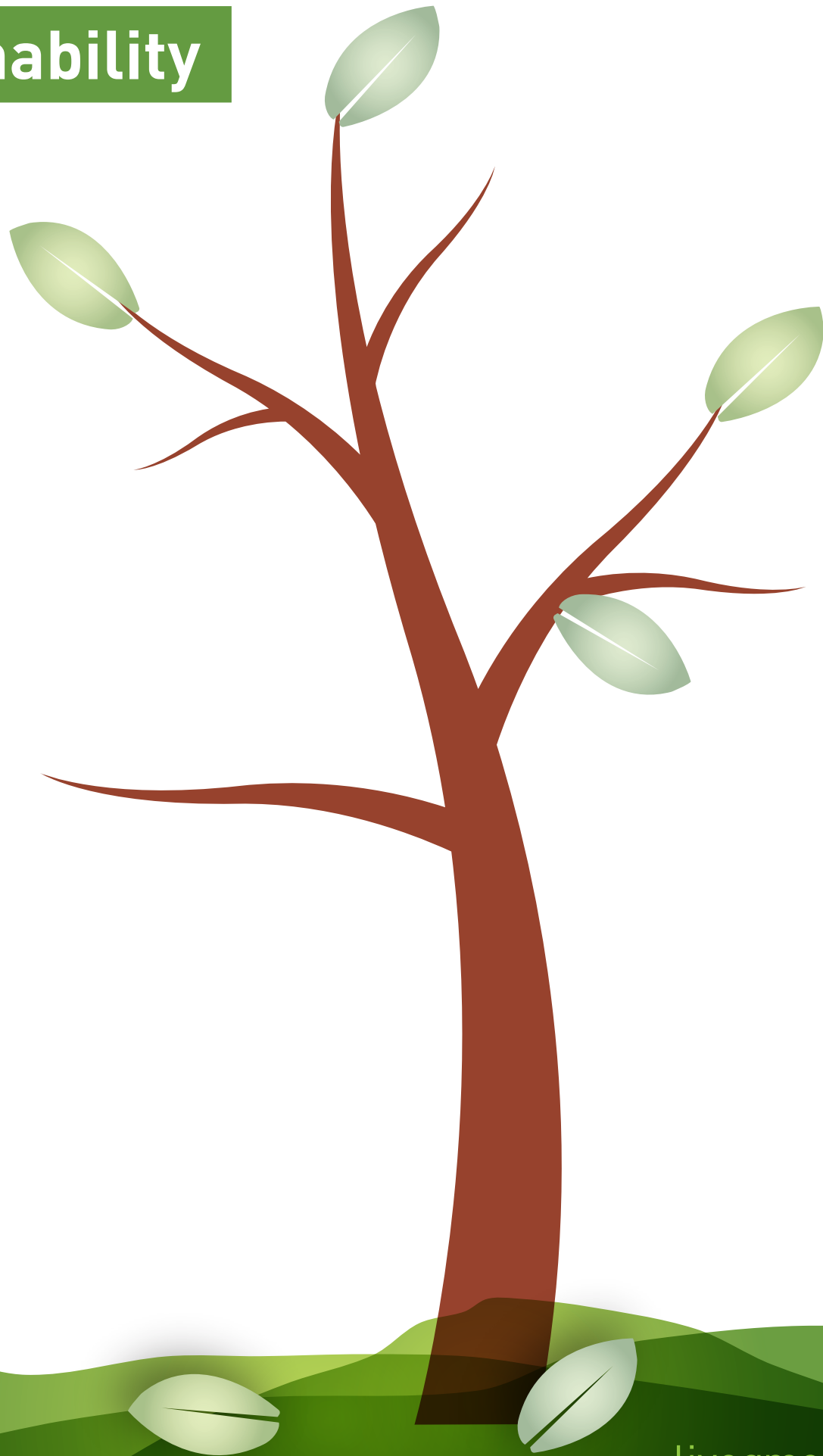


## APPENDIX C

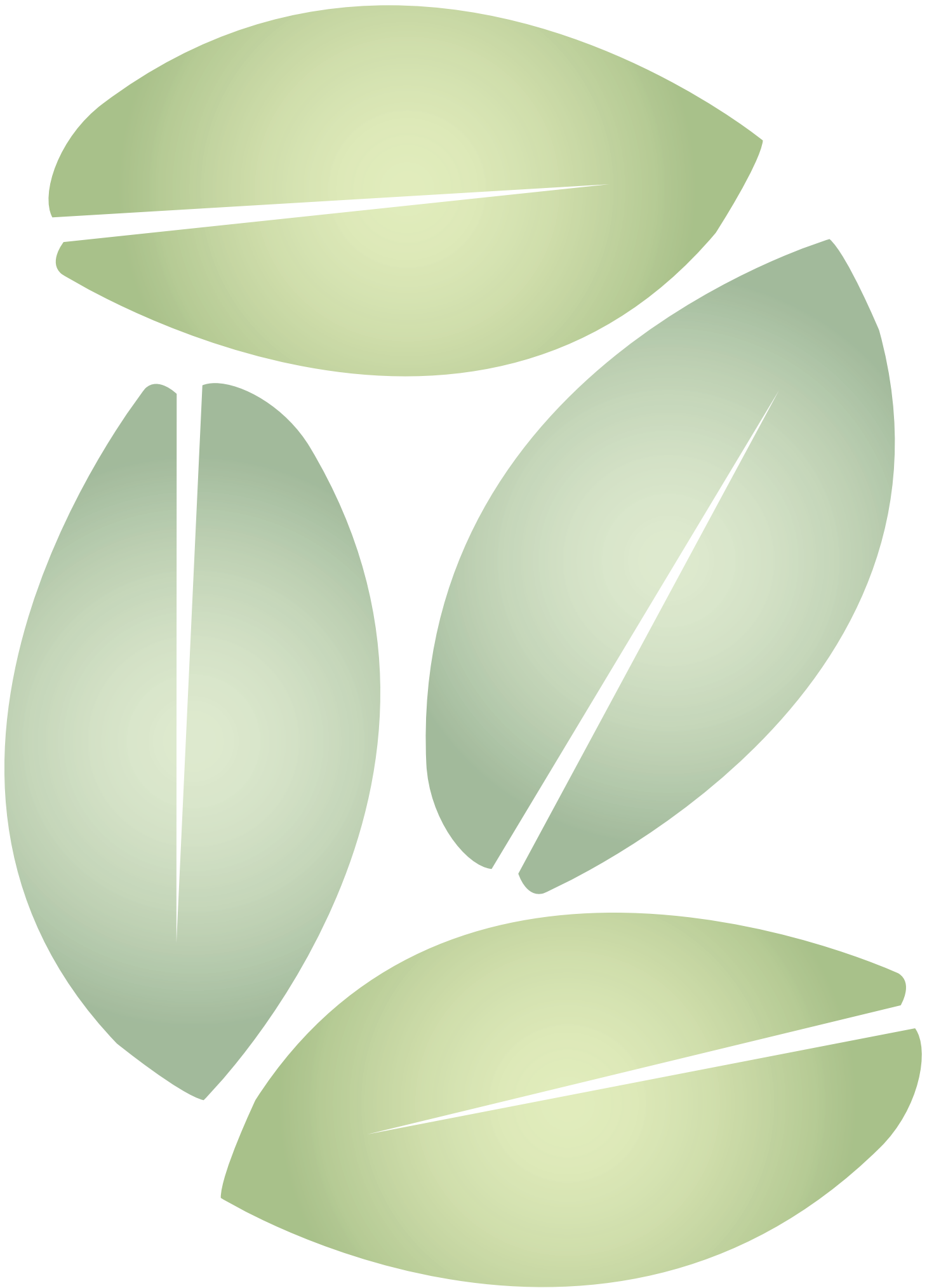
### *Sustainability Tree*



# Sustainability Tree












## APPENDIX D

### *Waste Sorting Games Templates*








### WHAT GOES WHERE?





 Garbage	 Containers	 Mixed Paper	 Organics	 Glass

Depot Recycling

# WHAT GOES WHERE?

 Garbage	 Containers	 Mixed Paper	 Organics	 Glass

### WHAT GOES WHERE?

 <p>Garbage</p>	 <p>Containers</p>	 <p>Mixed Paper</p>	 <p>Organics</p>

# WHAT GOES WHERE?



Garbage



Recycling



Organics



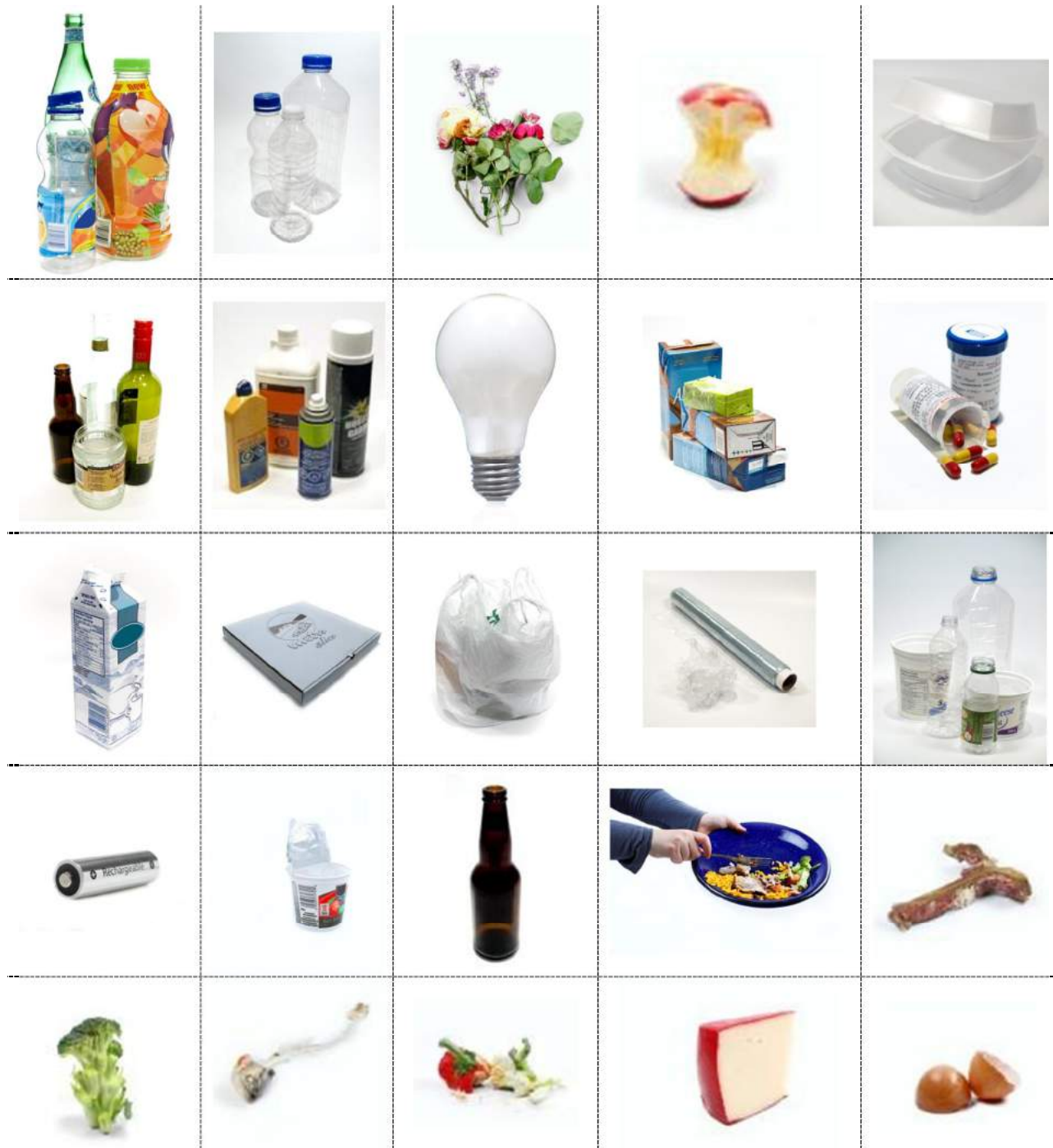
## CUT OUTS FOR WASTE SORTING GAME

Remember to check where each item goes in the building's waste collection stream(s) and what should be taken to a depot prior to completing the activity with tenants.



Icons from:

<http://www.metrovancouver.org/services/solid-waste/recycling-signage-campaigns/recycling-signage-colours/Pages/default.aspx>



Photos from:

<http://www.metrovancouver.org/services/solid-waste/recycling-signage-campaigns/recycling-signage-colours/Pages/default.aspx>

## APPENDIX E

*Garbage Chute Informational  
Sheet for Tenants*



## Garbage Chute Informational For Tenants

### Benefits to Shutting Down a Garbage Chute

Although garbage chutes may provide convenience to tenants within a multi-family building there are many benefits associated with shutting down a building's garbage chute which outweigh the convenience.

Advantages of shutting down a garbage chute include:

- Increasing recycling participation – Tenants are often unmotivated to sort their waste if they have the option to throw all types of materials down a garbage chute. Placing recycling containers near the garbage container will remind and encourage tenants to separate their trash.
- Increasing cleanliness – Untied and non-bagged waste can create a mess in the chute and garbage room. Locating waste containers in a common space encourages people to bag their waste in order to transfer it to the garbage area.
- Increasing health and safety standards – Accumulated grease and sludge along the chute generated from garbage could become a fire hazard. Recyclables such as paper and plastics are highly flammable and large quantities stuck in the garbage chute could also be a fire hazard. Eliminating the use of garbage chutes also removes these potential health and safety risks.
- Increasing the success of garbage and recycling related education – Placing all the waste containers in a common area allows for the placement of signage in this common space which all tenants will be able to see while disposing of their waste.
- Decreasing staff time and cost spent on maintenance – Regular maintenance including cleaning and unblocking chutes is often. Closing down the chutes will help save money on maintenance costs.
- Decreasing unpleasant odours generated from garbage chutes – Locating waste in a common area isolates odours to one place and is more easily managed.
- Decreasing the transfer of pests – Garbage chutes can act as corridors for pests to move from floor to floor. Removing the chutes removes this mode of transportation.



## APPENDIX F

*Posters and Invitations  
Templates*





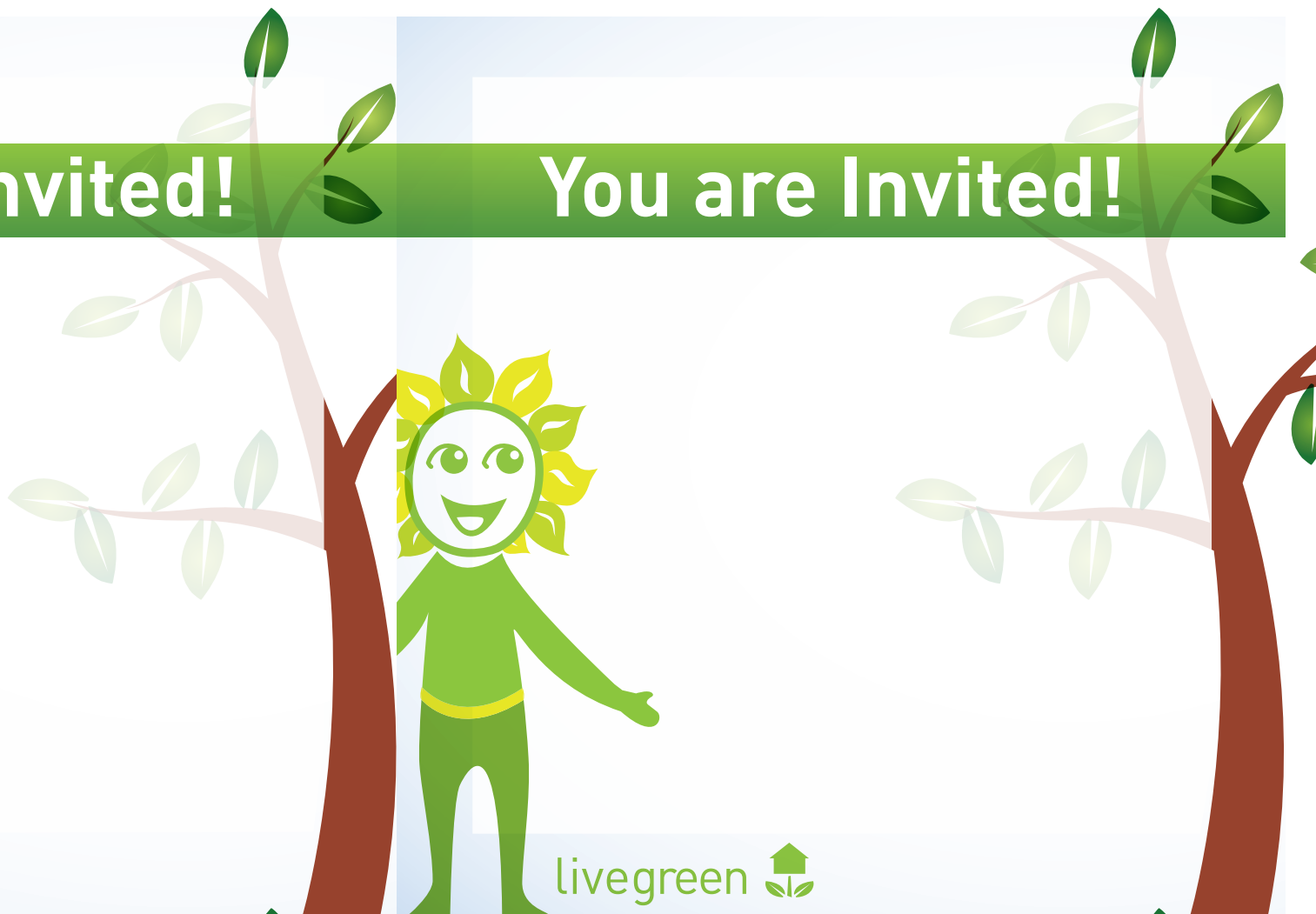


**You are Invited!**



livegreen 

**You are Invited!**



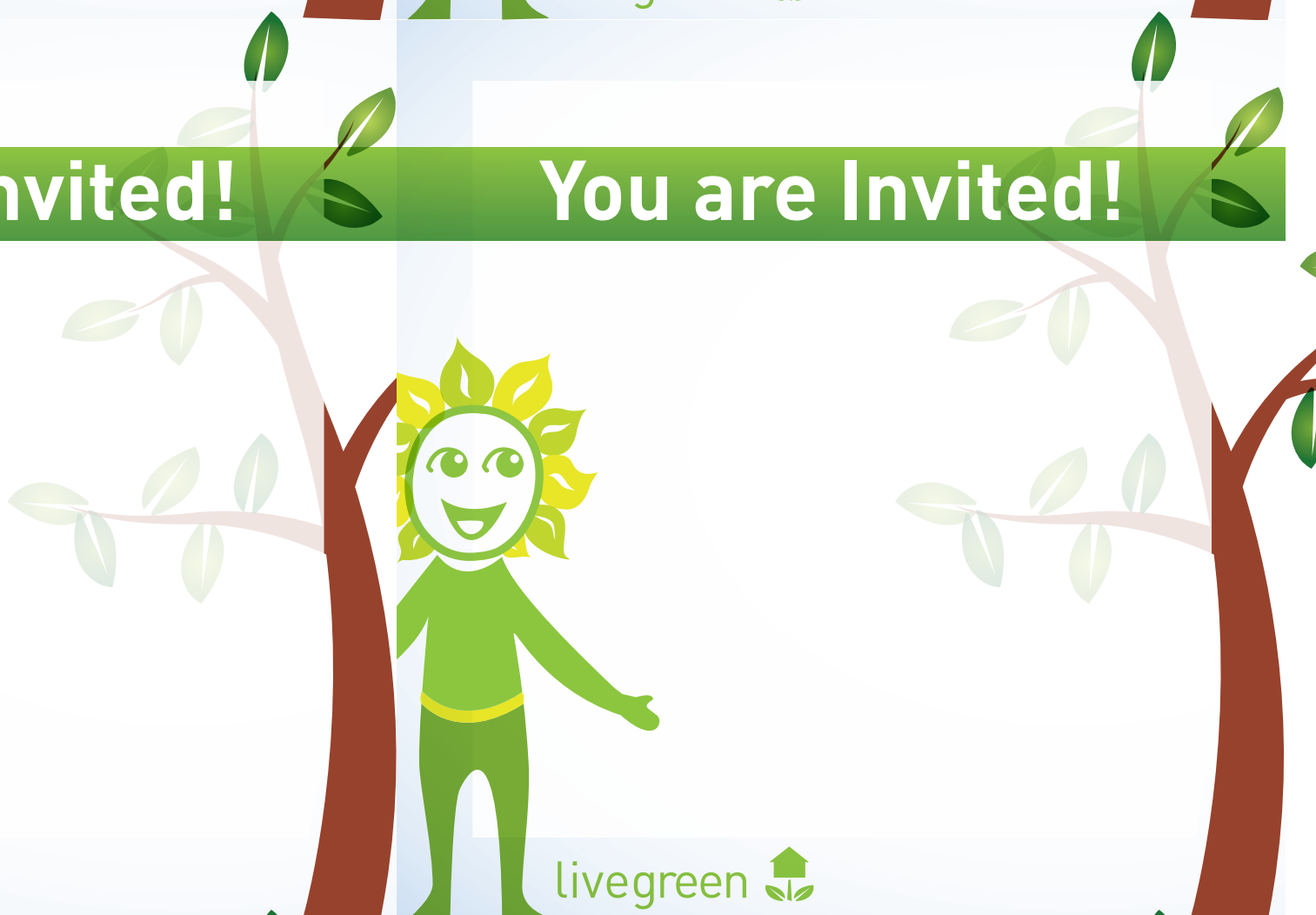
livegreen 

**You are Invited!**



livegreen 

**You are Invited!**



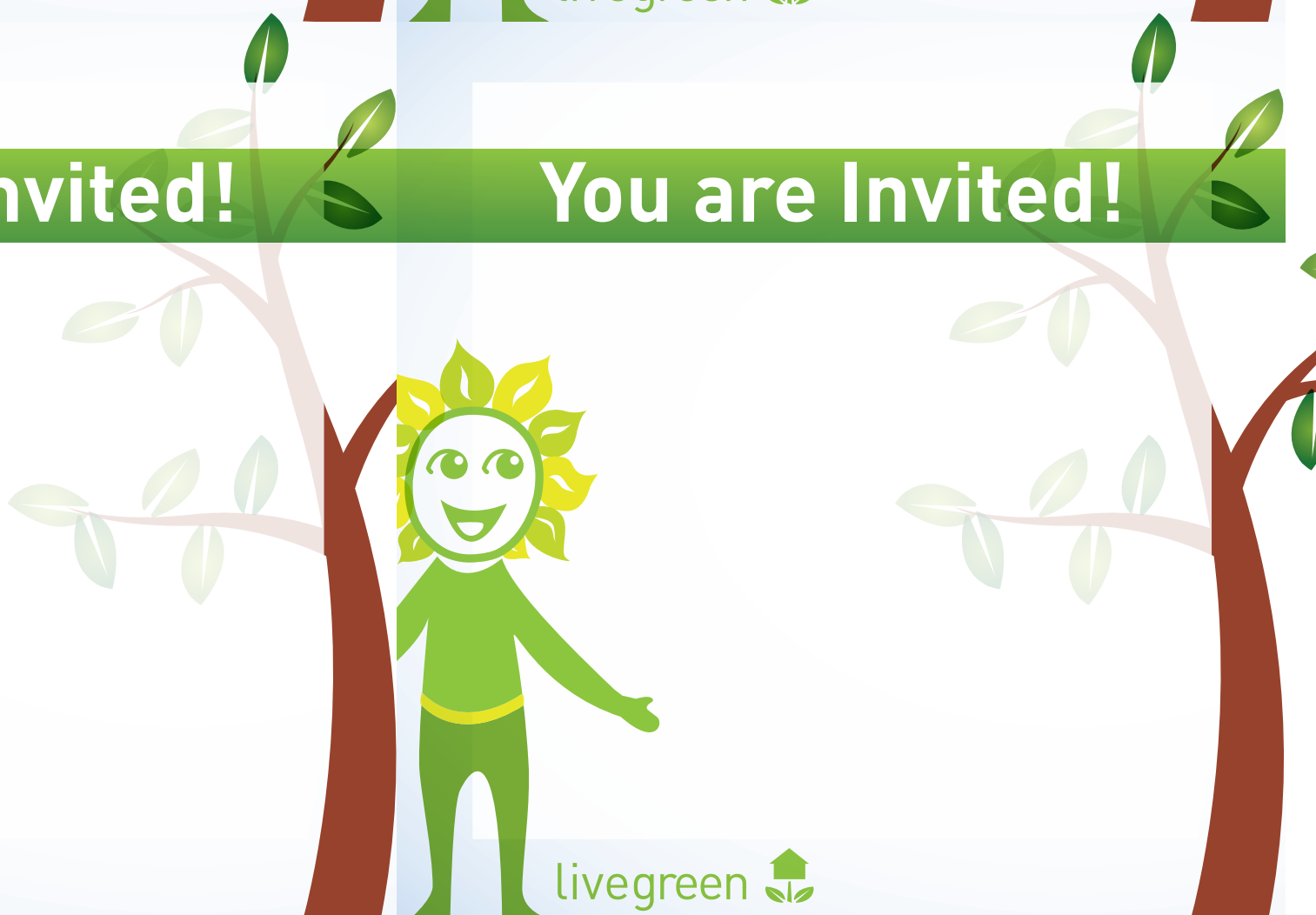
livegreen 

**You are Invited!**



livegreen 

**You are Invited!**



livegreen 

## APPENDIX G

### *Feedback Forms*



## Feedback Form Information

This appendix outlines the type of survey that will work best for various types of events:

- **Event Feedback Form #1** – This form is best used for sites which are mainly comprised of families. The options for the questions includes content regarding children *e.g., I heard about this event from my children.*
- **Event Feedback Form #2** – This form is for sites with an older demographic such as a site comprised mainly of seniors.
- **Event Feedback Form #3** – This is a modified version of Event Feedback Form #2. Use this form for tenants who may require assistance answering questions either because of physical, language, or other types of barriers.
- **Staff Event Feedback Form** – This form can be used for any type of event. Distribute this survey to all Social Housing staff who attend your event in order to gain helpful feedback for future events.
- **Children Event Feedback Form** – Use this form at sites which are mainly comprised of families. This form can be used in conjunction with Event Feedback Form #1.

## EVENT FEEDBACK FORM #1 - Please fill out the following information:

How did you hear about this event?

- Personal visit from BC Housing
- From my neighbours
- Invitation left at my door
- From my children
- I walked by and saw that it was going on and decided to stop by
- Other (Please explain) \_\_\_\_\_

Why did you decide to attend this event?

- My kids are here
- I am interested in learning more about sustainability
- I have questions about organics, garbage and recycling
- Other (please explain) \_\_\_\_\_

Please rate your level of satisfaction with the event (place X in the column)

	Unsatisfactory	Satisfactory	Excellent
Number of activities			
Opportunity to get involved			
Number of staff/volunteers in attendance			
Knowledge of staff/volunteers			
Opportunity to ask questions			
Overall organization of the event			

What did you like about today's event?

What can we do to improve future events?

Additional comments or suggestions

Thank you for providing your feedback. Please enter your name and unit number here to be entered into our prize giveaway!

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

## Event Feedback Form #2 - *Please fill out the following information:*

How did you hear about this event?

- Personal visit from BC Housing
- Invitation left at my door
- From my neighbours
- I walked by and saw that it was going on and decided to stop by
- Other (Please explain) \_\_\_\_\_

Why did you decide to attend this event?

- My neighbours are here
- I am interested in learning more about sustainability
- I have questions about organics, garbage and recycling
- Other (please explain) \_\_\_\_\_

Please rate your level of satisfaction with the event (place X in the column)

	Unsatisfactory	Satisfactory	Excellent
Number of activities			
Opportunity to get involved			
Number of staff/volunteers in attendance			
Knowledge of staff/volunteers			
Opportunity to ask questions			
Overall organization of the event			

What did you like about today's event?

What can we do to improve future events?

Additional comments or suggestions

Thank you for providing your feedback. Please enter your name and unit number here to be entered into our prize giveaway!

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

## Event Feedback Form #3

Use this form for tenants who may require assistance answering questions (either because of physical, language, or other types of barriers). Place a check mark or tick for each response under Question #1 and beside any repeat answers for Questions #2 to #5. The intent is to enter the feedback from multiple tenants onto this form and then to count the number of tenants who have a similar response.

1) Did you have fun today?

Yes

No

2) Why did you come today?

3) What did you like the most?

4) What did you like the least?

5) What can we do to improve?

Thank you for providing your feedback. Please enter your name and unit number here to be entered into our prize giveaway!

Name: \_\_\_\_\_

Unit: \_\_\_\_\_



## Staff Event Feedback Form

Please rate your level of satisfaction with the event (place X in the column)

	Unsatisfactory	Satisfactory	Excellent
Number of activities			
Opportunity for adults to get involved			
Opportunity for children to get involved			
Opportunity for teenagers to get involved			
Number of staff/volunteers in attendance			
Knowledge of staff/volunteers			
Opportunity for tenants to ask questions			
Overall organization of the session			
Met overall objectives of the project			
Overall satisfaction of the event			

What did you like about today's event?

What can we do to improve future events?

Additional comments or suggestions

## Children Event Feedback Form

This feedback form was developed since children are usually active at events and do not want to sit still long enough to answer a formal survey. Ask these questions to each child near the end of the event or upon completion of a series of activities. Place a check mark or tick for each response under Question #1 and beside any repeat answers for Questions #2 and #3. The intent is to enter the feedback from multiple children onto this form and then to count the number of children who have a similar response. *Tip: offering a small prize after they complete the survey provides great incentive for them to provide feedback.*

1) Did you have fun today?

Ages 4 to 12		Ages 13+	
Yes	No	Yes	No

2) What did you like the most?

Ages 4 to 12	Ages 13+

3) What did you like the least?

Ages 4 to 12	Ages 13+

## APPENDIX H

### *Passport Example*



I commit to

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# Sparky's Sustainable Adventure



SALMON  
HABITAT  
RESTORATION  
STATION



CRAFT  
STATION



SUSTAINABILITY  
TREE



WATER  
CONSERVATION  
STATION



WASTE-SORTING  
GAMES



$a^2 + b^2 = c^2$

INFORMATION  
STATION



ENERGY  
CONSERVATION  
STATION



## APPENDIX I

*Organics Informational Sheet  
for Tenants*





## Organics Informational Sheet for Tenants

### How the Program Works

The program will require tenants to separate their organic waste (kitchen waste) from their garbage and place into separate organic waste bins.

### What Goes in the Organics Cart?

Kitchen waste includes all food scraps including meats, vegetables, fats, bones, eggs and cheese. Do not scrape plates into the garbage – scrape them into your organics kitchen catcher. Kitchen waste also includes coffee grounds in their paper filters, tea leaves and bags as well as food soiled napkins, tissues and paper towels. Yard trimmings, including trimming from plants inside your home, can be placed in your organics cart.

### Kitchen Catchers

We are also providing each unit in your building complex with a small “kitchen catcher”. Tenants can use this in the kitchen to separate organic waste indoors, and reduce the number of trips they’ll have to make to their organics cart. Tenants can line the kitchen catcher with old newspaper or brown paper bags to making cleaning it easier.

Please, NO plastics under any circumstances. NEVER use any film or plastic bags, even those that are labeled compostable or biodegradable.

Tips to keep your kitchen catcher clean:

- Line container with old newspaper, cardboard or a paper bag;
- Wrap food scraps in newspaper, paper bags, paper towel or cereal boxes before placing in cart;
- Freeze meat scraps until bringing down to organics card;
- Keep the lid closed;
- Sprinkle small amounts of baking soda over yard and food waste to decrease any odours;
- Wash kitchen catcher with soap and water; and
- Empty container into organics cart at least once a week.

### Dealing with Pests

In the spring and summer months you may encounter pests such as flies and maggots. Here are some tips on what you can do to decrease these encounters:

- Line your kitchen catcher with newspaper or paper bags and wrap your food waste before placing it into the organics cart helps to reduce the occurrence of flies and maggots in the communal cart (resulting in a cleaner garbage area for everyone);
- Layer newspaper on top of the food scraps in your kitchen catcher to prevent flies from laying eggs in your container. Providing a barrier between the flies and the food is the best preventative measure for reducing flies;
- Empty and wash your kitchen catcher more frequently during warmer months; and
- You can also create a homemade fruit fly trap by simply cutting a plastic drink bottle in half, pouring some apple cider vinegar in the bottom, covering the top with saran wrap, and poking holes with a toothpick in the saran wrap. The flies will be attracted to the vinegar, enter through the hole and become trapped inside.

