



# ACTION PLAN

## ENVIRONMENTAL ED.

### LEVEL 1-8

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## INTRODUCTION

The *Action Plan* is a key component of the *Guidelines for Environmental Education in New Zealand Schools*. It is a strong tool for social action: “a very, very good framework”, “powerful for action”. The process of completing the action planner is NOT a linear one. The identification of different components will necessitate revisiting previously completed sections each time. The process outlined in the following instructions characterises ONE way in which the process may be implemented – it is NOT the only way!

## STEP ONE

By a process of brainstorming, drawing, discussion or combinations thereof (see *Making it Happen Action Plan Supplement*), determine the vision that the participants have for the issue at hand. Students could do this individually then collate to a common vision in small groups, as the discussion entered into will help to formulate the vision further.

## STEP TWO

The issues of concern to environmental education are typically those of conflict between different sectors or groups within the community. It is important to represent both sides of this issue. This may be done through:

- debate,
- site visits,
- guest speakers,
- role-plays,
- interviews
- curious questions /startling statements,
- creative writing,
- information research,
- using student/parent expertise,
- teacher lead discussion.

Having selected an approach, see which other areas (#7, #5, #4, and #3) need to be filled in to support this.

## STEP THREE

Part of resolving any environmental issue is ensuring an awareness and sensitivity amongst the local community.

This can be achieved through a variety of means including:

- videos/films/ slides,
- demonstrations,
- stories,
- creative writing,
- seminars,
- poster,
- poems,
- board games,
- curious questions /startling statements,
- role plays.

Having selected an approach, see which other areas (#7, #5, #4, and #2) need to be filled in to support this.



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#### STEP FOUR

In order to resolve the issue we need to address not only those who make the decision but the people and organisations who have input to the decision making process. These may include:

- Regional/District Councils,
- City Councils,
- the individual Councilors therein,
- environmental groups,
- Ministry for the Environment,
- Department of Conservation,
- businesses and companies,
- community groups.

Having selected an approach, see which other areas (#7, #5, #3, and #2) need to be filled in to support this.

#### STEP FIVE

What is it that we need to know or understand better? Developing knowledge and understanding may occur through:

- barrier activities,
- concept map,
- Suchman technique,
- jigsaw,
- matching words and descriptors,
- group problem solving,
- circuit of activities

Some sources of this information may be:

- *Helping Hand WebGuides*,
- libraries,
- Department of Conservation,
- Regional/District Councils,
- City Councils,
- environmental groups,
- Ministry for the Environment,

Having selected an approach, see which other areas (#7, #4, #3, and #2) need to be filled in to support this.





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#### STEP SIX

Identify and list ALL of the skills that are required to implement the plan. Not just the skills associated with the final actions but essential skills that are relevant as well. These may include:

- cooperation,
- physical coordination,
- oral communication,
- written communication,
- numeracy,
- researching.

#### STEP SEVEN

What are YOU going to do to resolve the issue? Look through the actions listed in the various sections and identify which are essential, what order they should be conducted, and by whom. These MUST be concrete action statements that are achievable both by the participants and within the time frame. This may be in the form of letters, posters, petitions etc. The most rewarding actions are those that occur within the immediate community:

- replant with natives,
- conduct wilding extermination programs,
- decorate barren features in the environment,
- create an outdoor classroom,
- begin composting programs for waste,
- highlight energy efficiency and usage issues.

#### STEP EIGHT

This is a recent development after feedback from a Ministry for the Environment workshop in which the process was introduced. This is a reminder to check the validity of the actions to be taken against the vision identified at the beginning. Yes or No?

#### STEP NINE

After the completion of the programme what has happened. Did we achieve any movement towards the vision? If we did what actions were successful? Why? What actions were not successful? Why not? What could be done differently in hindsight?



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MY VISION IS:

**#1**

*Formulate a vision of what we are trying to achieve? (This may be pictorial, textual etc.)*

WHAT SKILLS WILL WE NEED?

**#6**

*List the skills that it will be necessary for students to possess or develop in the course of this programme. This is NOT limited to those skills associated with the Action statements but applies to the whole process!*

WHO COULD INFLUENCE THE DECISION?

**#4a**

*Identify who influences or has input into the decisions that effect this issue.*

WHO MAKES THE FINAL DECISION?

**#4b**

*Then identify who is responsible for the final decision.*

WHAT AM I GOING TO DO?

**#7**

*List the specific actions that you are going to engage in. Make these as concrete and action orientated as possible.*

**Reality Check**

*(Do these actions lead to your vision?)*

**#8**

**Evaluation**

*(Did your actions result in movement toward your vision?)*

**#9**

HOW WILL WE FIND OUT WHAT PEOPLE THINK AND FEEL?

**#2**

*How will we identify what the issues, attitudes, and values that prevail in this context are?*

HOW CAN WE MAKE PEOPLE MORE AWARE OF THE ISSUE?

**#3**

*What can we do with the resources available to us to raise the profile of this issue to the community?*

WHAT WILL WE NEED TO KNOW?

**#5**

*Identify the items of knowledge or understanding that need to be developed.*



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MY VISION IS:

WHAT SKILLS WILL WE NEED?

WHO COULD INFLUENCE THE DECISION?

WHO MAKES THE FINAL DECISION?

WHAT AM I GOING TO DO?

**Reality  
Check**

(Do these actions  
lead to your vision?)

**Evaluation**

(Did your actions result  
in movement toward  
your vision?)

HOW WILL WE FIND OUT WHAT PEOPLE  
THINK AND FEEL?

HOW CAN WE MAKE PEOPLE MORE  
AWARE OF THE ISSUE?

WHAT WILL WE NEED TO KNOW?



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