

# 1. What actions will bring about the changes that we want?

Collect the main ideas that you have for changing or creating something in your school. Keep your ideas general at this stage (e.g. “use less water” or “create more habitat for birds in the school”).

Write action statements or project titles, which you can check against your desired changes, to make sure they will produce the results you want.

Develop indicators to help you track how your actions are contributing to the changes you desire.

## CONSIDER

What qualities and values are we aiming for?

What is the purpose and benefit for the environment – what is the environmental issue we are addressing?

Which actions will bring about the changes we want?

What indicators can we use to track how our actions are progressing towards the qualities and values we want?

## Suggested Tools (See Action Tools)

Blank Action Learning Cycle (see Introduction to this Kit)

Action Statements

Indicators

## Useful Methods

Reflective Techniques (See Section 1 – Learning and Teaching Methods)

## REFLECT / PŪMAHARA

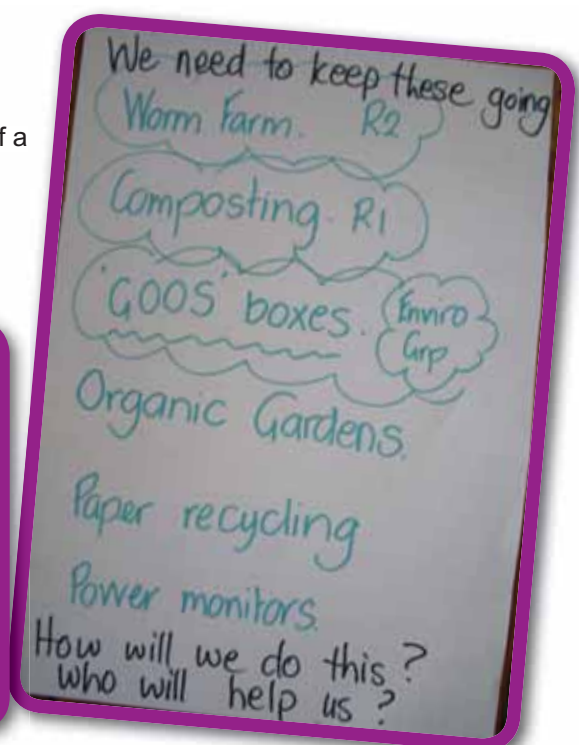
Do you have clear action statements?

How do you feel about the potential of these actions?

Will the actions in your action statements help to bring about the changes you want?

Are there other actions you could take which would make more of a difference?

Do you need to prioritise again to decide which actions are the most important? (See Section 2 - Explore Alternatives section for prioritising tools)



## 2. Which designs will work best?

If your project includes enhancing, creating or changing something physical in your school, like a garden, outdoor structure or a building, you will need to design it. Students can use the design activities to work through a process of creating designs that are harmonious with the school environment and community.

### CONSIDER

Which designs will work best?

How can we create designs that are good for people and nature?

What qualities or features of our Whole School Vision does our design need to create?

How will our design reflect our unique environment and the culture of our community?

### Suggested Tools (See Action Tools)

Planning and Evaluating Sustainable Design

### REFLECT / PŪMAHARA

How will our design contribute to the qualities identified in our Whole School Vision?

What's unique about our design?

What have we learnt about sustainable design?

What questions do we still have?

What will it take to make our design a reality?



### 3. What do we need to take action?

Once you have clarified the actions and designs you want to bring about, action planning tools can help you to consider what will be needed and who needs to do what.

An Action Planner can help you scope out your project so you have covered all your bases.

A Task Programmer then sets up the timeline in which actions need to be carried out and records who will be responsible for making those actions happen.

## CONSIDER

## What do we need to consider before we take action?

Who else might be affected by our actions?

What do we need to have in place?

## Who will do what and when?

### Suggested Tools (See Action Tools)

## Action Planner

## Task Programmer

## REFLECT / PŪMAHARA

Do we have a clear plan for our actions?

Are we confident we have what we need?

Does everyone whose name is on our Action Plan feel comfortable in their role?

Are there others we need to consult?

Does our timeline look realistic?

If things don't go according to plan, do we have some other options up our sleeve?





## 4. Who else do we need to involve?

When it comes to action projects, working together (mahi ngātahi) can involve more people in your school community and enrich your project with diverse skills and contributions.

If you are establishing a partnership it pays to spend some quality time talking through how you want to work together. The Partnership Action Learning Cycle is a great framework for this.

For wider involvement, you may need to publicise your ideas and use your Envirogroup networks and other community partners to make sure you get as much input as you can to help your project.

### CONSIDER

Who in our school community do we already know of that we would like to involve in this project?

What decisions need to be made and who makes these decisions in our school community?

Who else do we need to involve or consider and how?

How can we honour people's contributions and reciprocate?

How will we clarify people's roles and maintain strong communication?

### Suggested Tools (See Action Tools)

Action Planner

Partnership Action Learning Cycle

### Useful Methods

Venn Diagram (See Section 1 – Learning and Teaching Methods)

### REFLECT / PŪMAHARA

What new people have we identified and how will we approach them?

Do we feel we have enough support to make our project a reality?

How will we look after people throughout our action project?

How will we keep the wider community informed?



