

Lesson #7: Action Plan

Time required: Two to Four 60-75 minute class periods depending on class understanding and speed

Topic Opener	
Topic:	Creating a Plan of Action
Program of Study Information	<p>Program of Study: Career and Technology Studies Natural Resources Environmental Stewardship Strand</p> <p>Relevant Course(s): ENS 3040: Energy and the Environment</p> <p>Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Describe the social, economic and environmental significance of energy development (Outcomes 1.1-1.4)</i> 3. <i>Plan and implement a group action campaign that fosters environmental awareness, energy conservation and energy efficiency; e.g., class, school, community (Outcomes 3.1-3.5)</i> 4. <i>Demonstrate basic competencies (Outcomes 4.1-4.3)</i> <p>ENS 3050: Environmental Politics</p> <p>Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 2. <i>analyze challenges in developing, influencing and implementing environmental policies</i> <p>ENS 3910: Project D</p>
Required Materials	<ul style="list-style-type: none"> • Whiteboard or Flipchart Paper for Brainstorming • Markers • Computers for Student Research • Projector
Type of lesson	Discussion Research Student-led Inquiry

Getting Started	
Topic opener “hooks”	<p>Intro/ Hook ideas: To get students motivated and interested in their action project show one or two samples of Action Projects from other student activist programs. Here are a few examples from the “Be the Change” Program which is a part of the Connections Program through SEEDS Connections:</p> <p>http://seedsconnections.org/assumption-high http://seedsconnections.org/olds-high-school</p>
Lesson Sketch	
Outline	<ol style="list-style-type: none"> 1. Begin by giving students an overview of the steps involved in planning an action project and having them take notes on the process. Use this overview as an opportunity to discuss what has already been done (List adapted from The Critical Thinking Consortium “Social Action Projects: Making a Difference”: https://tc2.ca/uploads/PDFs/Social Action Projects/IA_Handbook_5-8_EN_FINAL.pdf <ol style="list-style-type: none"> a. Clarify the problem <ol style="list-style-type: none"> i. Gather information ii. Recognize complexity iii. State the problem b. Agree on a sound solution <ol style="list-style-type: none"> I. Generate possible solutions II. Short-list options c. Plan an effective course of action <ol style="list-style-type: none"> I. Implement and evaluate the action II. Manage the project III. Draw closure IV. Evaluate results 2. Introduce supporting resources <ol style="list-style-type: none"> a. Project Proposal b. Project Planner c. Project Evaluation d. Project Rubric 3. Identify Goals for the lesson: By the end of this lesson, students should be starting the Project Proposal and Project Planner and finishing up their presentation by completing the following pages: <ol style="list-style-type: none"> i. Plan of Action (multiple pages) ii. References

Closing ideas	<ul style="list-style-type: none">* At this stage, students will have a wide variety of projects and activities that they need to complete. The details of each groups' project will determine the amount of class time that is required to complete the process.* To finish the lesson, bring the class back together to determine what the needs of each individual group are and to decide on fixed dates and timelines.* Note: It may be advisable to discuss what resources students will need from their teacher to complete the project so that these materials will be available for future working periods
---------------	--

Notes:

There will be two general types of projects that students will be doing, as stated in lesson six:

- At this stage, students may become very passionate about a project idea that does NOT necessarily address upstream activities on their field study site but is well thought out and DOES address water issues. Use your professional judgement to approve these projects. The point is for students to engage in an action project about water, whatever that might look like is ultimately up to you.
- Students will plan and complete a campaign or action project in their class, school or community. This project will be at a scale that is doable within the time allowed and carried out by students. Student will then present this project to the class and evaluate the work that they have done.
- Students can alternatively plan a theoretical campaign or project that would be intended for government to recommend to industry or carry out themselves. Students will carry out a much more detailed project planner and plan for this campaign and present this to the class and evaluate the planning that they have done. In order for students to do the project this way, it is important that they understand and discuss the provincial and federal laws that govern water in the province and include this in their presentation.