

## Appendix 4:

# ECOED SAMPLE ACTION ORIENTED APPROACH PLAN - BASED ON TKI PLANNING MODEL

From Stage 2, Part 5, PEOPLE – ECOED – Sustainable School Camps

### Action Oriented approach to: Planning a Sustainable School Camp

#### Establish the skills required:

- **Key Competencies** – thinking, using language, symbols & texts, managing self, relating to others, participating & contributing
- **Research** - sustainability principles, key interest groups, past school camps, requirements, costs
- **Social & Cooperative Skills** – working with others on a group project, negotiating choices
- **Communication** – receiving and conveying information; oral & through written and visual text
- **Decision Making** – identifying objectives and links, making choices about sustainable practice, determining evaluation criteria, deciding on project success & future action
- **Planning & Budgeting** – planning camp & related activities
- **Physical Skills** – taking appropriate action for sustainability; eg: minimizing waste & other negative environmental impacts, sustainable fundraising activities, practical camp skills

#### Identify the roles and processes within decision making:

- Identifying the Big Ideas. Defining our objectives and evaluation “success criteria”
- Defining “sustainability”; interdependent aspects
- Identifying links between how values influence behaviour and some practical actions we can take for our sustainable school camp
- Identifying key interest groups and their perspectives; brainstorming threats to values
- Identifying causes and consequences of environmental impacts on the venue, how this relates to us and setting up human impact management solutions.
- Determining how we work together best to meet our goals, allotting tasks, setting expectations
- Examining the relevant aspects of school rules EOTC Guidelines, risk management & human impact management related to our camp
- Planning, budgeting, organizing equipment and assistance, fundraising for camp
- Implementing our Sustainable School Camp
- Reflecting on our experience, evaluating our success according to criteria we set

#### Action:

- Collect and collate images to create our visual definition of interdependent aspects of sustainability
- Formulate questions and interview members of key interest groups to determine values perspectives
- Participate in activities designed to help us discuss and reflect on our values and behaviour.
- Formulate criteria for our sustainable school camp. Plan, prepare, implement and evaluate our camp

#### Explore different attitudes & values by:

- Undertaking research and interviewing members of key interest groups, regarding their values for the Opouahi area
- Recording results on a chart to identify links
- Investigating how the influence of our attitudes and values on our behaviour has implications for sustainability concepts
- Exploring and discussing our own attitudes and values as a class; negotiating sustainable choices

#### Develop awareness by:

- Creating our own visual representation showing interdependent aspects of sustainability
- Researching the venue and key interest groups
- Examining our and others’ values and how these link to behaviours
- Researching requirements & past camp planning.
- Costing, planning and fundraising for our camp
- Writing our own RAMS for an EOTC activity and comparing this with existing one
- Setting up necessary systems, implementing and evaluating our camp – real, “hands-on” situation

#### Identify & enhance knowledge & understanding:

- Background research; concepts, place, people, rules, requirements; links to our values and behaviour
- Using knowledge & skills gained to implement Sustainable Camp; action in practical “hands-on” context
- Reflecting on and evaluating our experience. Deciding on what we did well, what we would change.
- Consolidating our skills - ongoing complementary learning based on Big Ideas : “where to from here?”