

| <b>Action vs. Activity</b>                                     |   |   |
|--|---|---|
|  | <b>No student input</b>   | <b>Students involved in deciding what to do</b>   |
| <b><i>focused on the symptom of an environmental issue</i></b> | ACTIVITY<br>e.g.: students being told to pick up rubbish  | ACTIVITY<br>e.g.: students deciding to pick up rubbish  |
| <b><i>targeted at solving an environmental issue</i></b>       | ACTIVITY<br>e.g.: students being told to write to packaging companies asking for less packaging | ACTION<br>e.g.: students deciding to write to the packaging companies asking for less packaging |

Source: McLean (2002, p.21; adapted from Jensen and Schnack 1997, p.169)

| <b>Types of Action</b>           |   |  |
|----------------------------------|---|--|
|                                  | <b>Direct Actions</b>   | <b>Indirect Actions</b>  |
| <b><i>Individual Actions</i></b> | Student deciding to write a letter to a company to ask for sponsorship for an endangered bird       | Student deciding to have a stall at the school fete to promote the use of re-useable shopping bags                     |
| <b><i>Joint Actions</i></b>      | Students working with their teachers and wider community to set up and maintain a composting system | Students working with their teachers to present an item at the school concert to raise awareness of storm water drains |

*Adapted from Prof. Bjarne Jensen, NZAEE conference Dunedin, 2008*

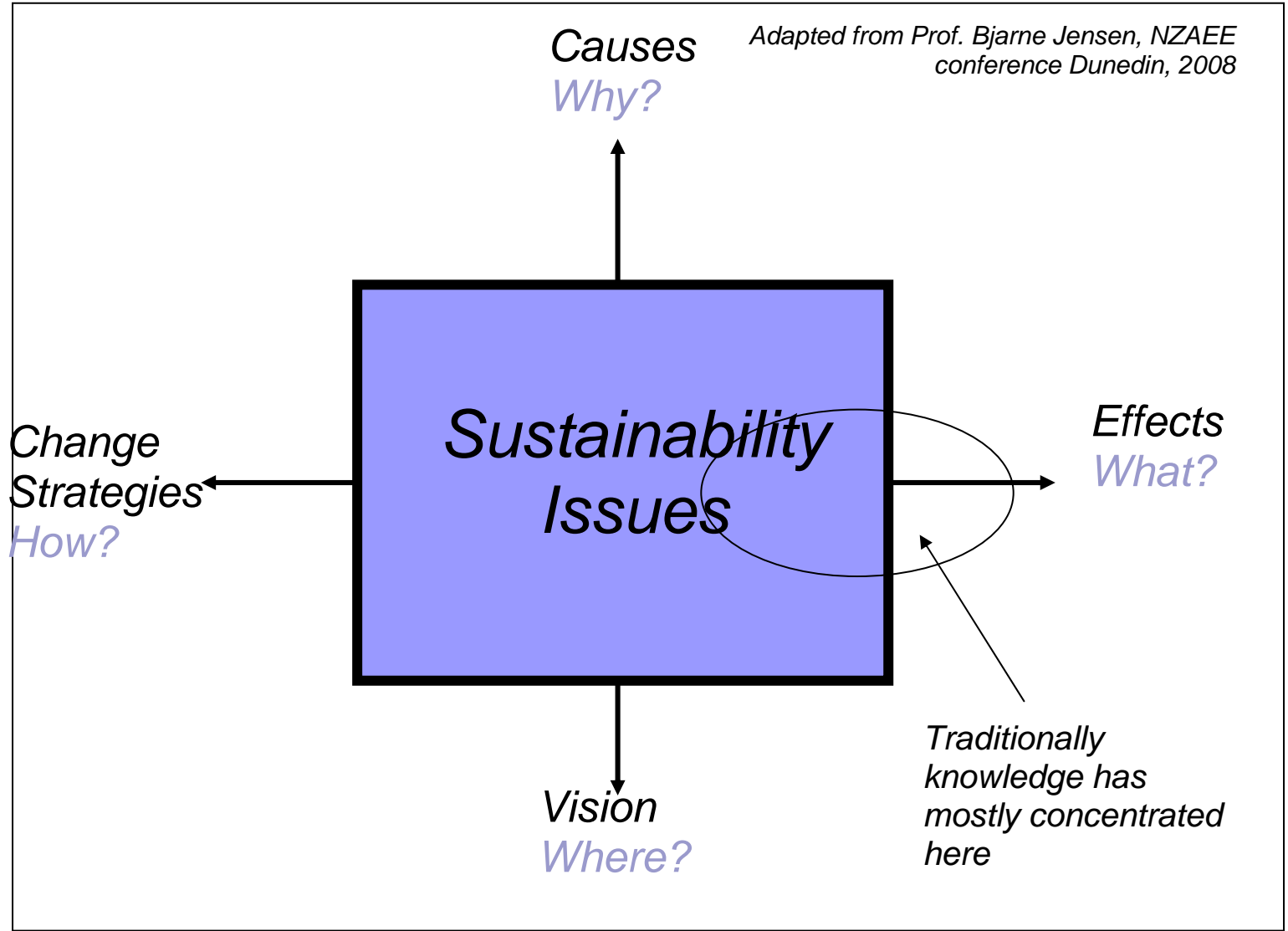
- Action is important for facilitating change
- Action is different from change e.g.: putting up posters does not necessarily lead to change

| Dialogue Approaches to Decision Making (all are valid)                        |                                |                                 |                    |               |
|---|--------------------------------|---------------------------------|--------------------|---------------|
| <i>For Example...</i>   | <i>Selecting<br/>the Topic</i> | <i>Analysing,<br/>Exploring</i> | <i>Vision, Aim</i> | <i>Action</i> |
| <b>Student Initiative - Common Decision</b>                                   |                                |                                 |                    |               |
| <b>Student Initiative - Student Decision</b>                                  |                                |                                 |                    |               |
| <b>Teacher Initiative - Common Decision</b>                                   |                                |                                 |                    |               |
| <b>Teacher presents a 'take it or leave it'<br/>option - Student Decision</b> |                                |                                 |                    |               |

*Adapted from Prof. Bjarne Jensen, NZAEE conference Dunedin, 2008*

Knowledge is an important component of Action Competence but needs to include all dimensions

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conference Dunedin, 2008*



**Causes**  
*Why?*

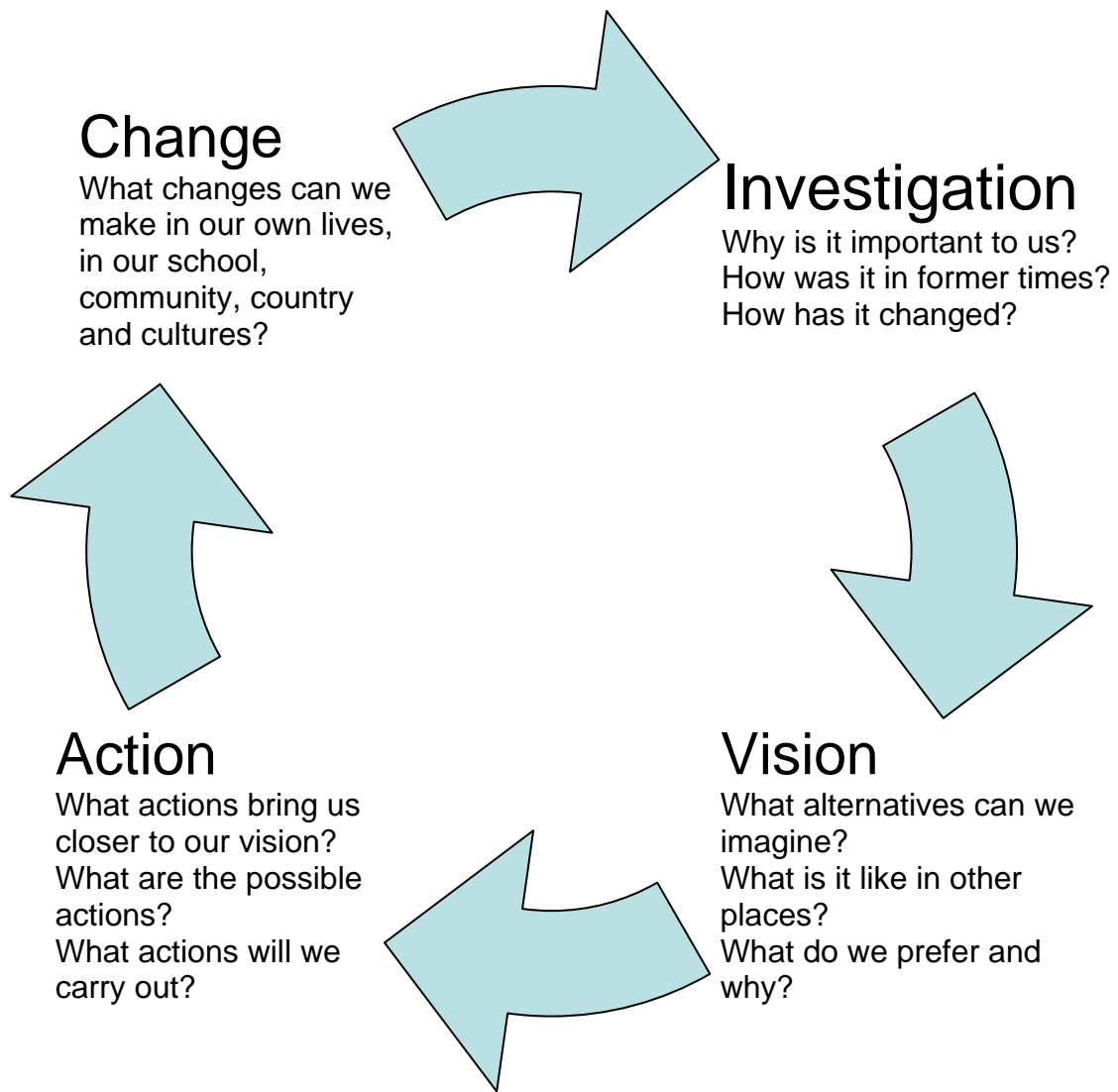
**Effects**  
*What?*

**Change  
Strategies**  
*How?*

**Sustainability  
Issues**

**Vision**  
*Where?*

*Traditionally  
knowledge has  
mostly concentrated  
here*



## The IVAC Approach

### IVAC (Investigation, Vision, Action, Change)

*(Similar to the Action Learning Cycle, Inquiry based learning etc)*

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