

EMR Action Plan 2014

The action component of the Experiencing Marine Reserves (EMR) programme is an essential factor in the students learning process and one which helps us to assess the effectiveness of the programme at meeting the projected learning and conservation outcomes. By encouraging students to undertake action that is based on their own experience, EMR aims to empower students and encourage support for marine conservation.

Students need to be able to decide on, plan and take effective action on marine environment sustainability issues that concern and motivate them. The action needs to be aimed at addressing the cause of the marine issue. Teachers need to connect the students EMR experience and growing understanding of the issue to achievable things they can do that will make a difference for the future.

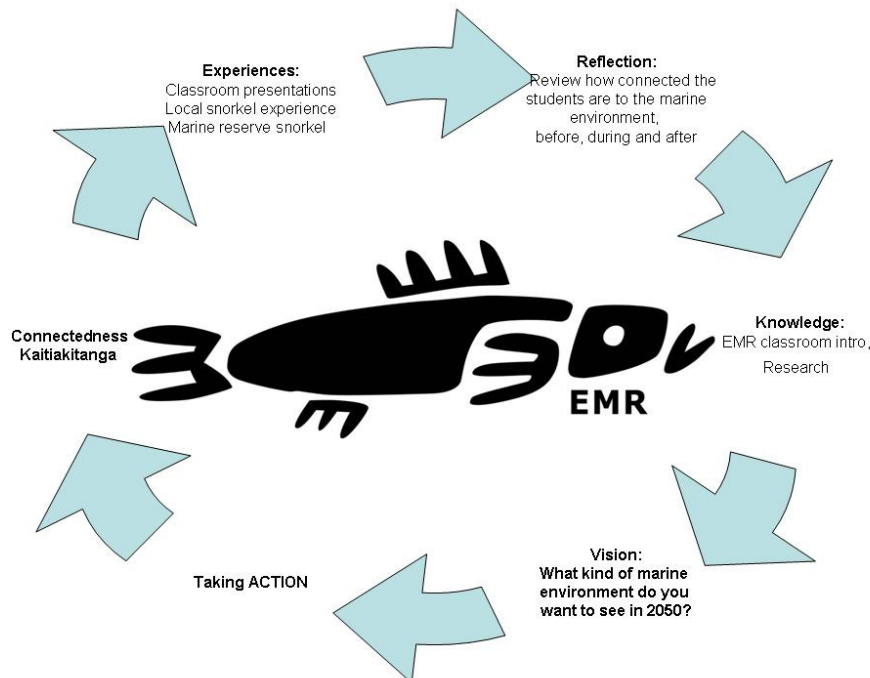
The action could have a direct impact on the marine environment to mitigate, remediate, resolve or prevent harm to marine ecosystems. Action may also be about seeking to influence others to make decisions and choices that will result in improvements to marine ecosystems

EMR action criteria

- In response to a marine issue
- Relevant to NZ
- Taking action beyond the classroom

Action competence refers to student's abilities to act with reference to environment concerns, as active participants in education for sustainability

EMR development of Action competence – experiential learning leads to taking action!



Please note that the ideas presented below are a range ideas for a range of answers

What is the issue?	What is our goal or vision?	Who could influence our decision?
<ul style="list-style-type: none">• Marine biosecurity threats• Lack of marine protection or marine reserves• Stormwater pollution• Lack of information in the community• Lack of awareness about a current marine reserve or marine protection measure• Illegal harvesting• Overfishing• Sand dune erosion• Vehicles on beaches	<ul style="list-style-type: none">• see a marine reserve at our local beach• to see a rahui at our local beach• to have clean storm water entering our marine environment• to help community make a informed decision to make a marine reserve• increase awareness of an existing marine reserve• increase awareness of local marine reserve boundaries• engage members of the public in marine conservation• to make information about marine Reserves available to all cultures and languages• construct a continuum to identify peoples opinions about a marine reserve proposal	<p>Students, parents, community, whanau. Hapu and iwi, local community groups, conservation groups, government</p>



<p>What curriculum learning opportunities are there? Literacy – letters to politicians or media Public speaking – oral communication Technology</p>	<p>What information will we need to know? Read proposals for establishing marine reserves</p>	<p>What obstacles could we face? Concerns from the community</p>
<p>What skills will we need to enhance knowledge? Public opinion by developing a survey</p>	<p>Who will be able to help us reach our goal? Your EMR coordinator, DOC, Local council, marine conservation groups, Kaumatua and Kuia, experts</p>	<p>How will we keep people informed and record progress? Signs, newsletters, newspaper reports</p>
<p>What action will we need to take to develop our goal</p> <ul style="list-style-type: none"> ▪ Letters to politicians & local papers ▪ Marine monitoring projects ▪ Community engagement events ▪ Public presentations at marae ▪ Public marine awareness signs ▪ Coastal & riparian planting events ▪ Stormwater awareness projects ▪ Fundraising projects for marine conservation ▪ Supporting local marine conservation community or iwi/hapu groups ▪ Initiating marine reserve or other marine protection projects ▪ Addressing local marine issues ▪ Making submissions to conservation projects ▪ Public marine conservation displays ▪ Promotion of marine reserve biodiversity, compliance & boundary awareness 	<p>Benefits of the action : Less compliance in marine reserves required from DOC</p> <p>Marine environment protected</p>	<p>What evidence will show us that the goal was achieved?</p> <ul style="list-style-type: none"> • Response from politician • Publication of press release in the press • Picture's showing your stormwater stencils • Pictures showing the community response to your community information evening

