

Activity Design

Title of Activity: Visioning and Action Planning Workshop

1. Objectives:

For Theme 1:

At the end of the workshop, the participants are able to:

-) Observe and illustrate the current state of the environment, especially the wetlands in the locality/community including the ecosystem services derived from them;
-) Identify the issues/problems that wetlands are facing;
-) Design and present their action plan/special project to help address specific environmental issues and problems in their locality.

For Theme 2:

At the end of the workshop, the participants are able to:

-) Identify and reflect in a map the risks, hazards, vulnerability, exposure and capacity in the community;
-) Identify the ecosystems services and the pressures of their wetland in a map (when a wetland is near or within the field exposure site);
-) Design and present their action plan/special project to help address disaster risk management, preparedness and CCAM based on the data they gathered during the Disaster Town Watching and the lectures at the Eco-Camp.

2. Total Training Time:

From activity briefing to project presentation, the total training time will be 2-3 hours.

3. Mode of delivery: Workshop

4. Participants/Prerequisites:

All of the ecocamp participants (around 30-35) will be required to join and do the activity. They will be grouped accordingly (per school, year level, or any classification that is deemed fit for the group).

5. Materials and Equipment:

For giving instructions and templates:

-) Laptop computer
-) LCD projector
-) Microphone/Loud speaker

For the participants:

-) Manila papers/Cartolina
-) Crayons
-) Pentel pens

6. Procedure

A. For Theme 1: Wetland Conservation

The workshop consists of a step-by-step planning process. The groups are given ample time to work on their action/project plans which are designed to manage environmental problems that the campers themselves have identified and will implement with the help of either their schools or communities.

Facilitation Team and Panel Members

The organizers will facilitate the whole activity. The participating teachers are also asked to help and guide the Eco-campers throughout the activity. The organizers can also invite guests from the LGU as panel (i.e. MENRO, MPDC, MDRRMO, etc.) members, who along with the Resource Persons can act as a Panel in commenting and refining the action plans.

Participants and Groupings

The Eco-Campers will be grouped accordingly, usually per school. If there's a large portion of participants coming from the same school, they should be divided into more than 1 group. If in case this will done in a school based ecological camp, the participants can be grouped according to year level, or any logical classification. If possible, each group will have almost equal number of members.

Visioning

Each group will be given a set of materials (manila papers/cartolina, pentel pens, and crayons). Templates which will be used as guide for the workshop will be shown and the process will be explained by the Facilitators:

STATUS (Current state of the environment)	INTERVENTION (What can the youth do?)	VISION (What the youth want it to be in 5 - 10 years?)
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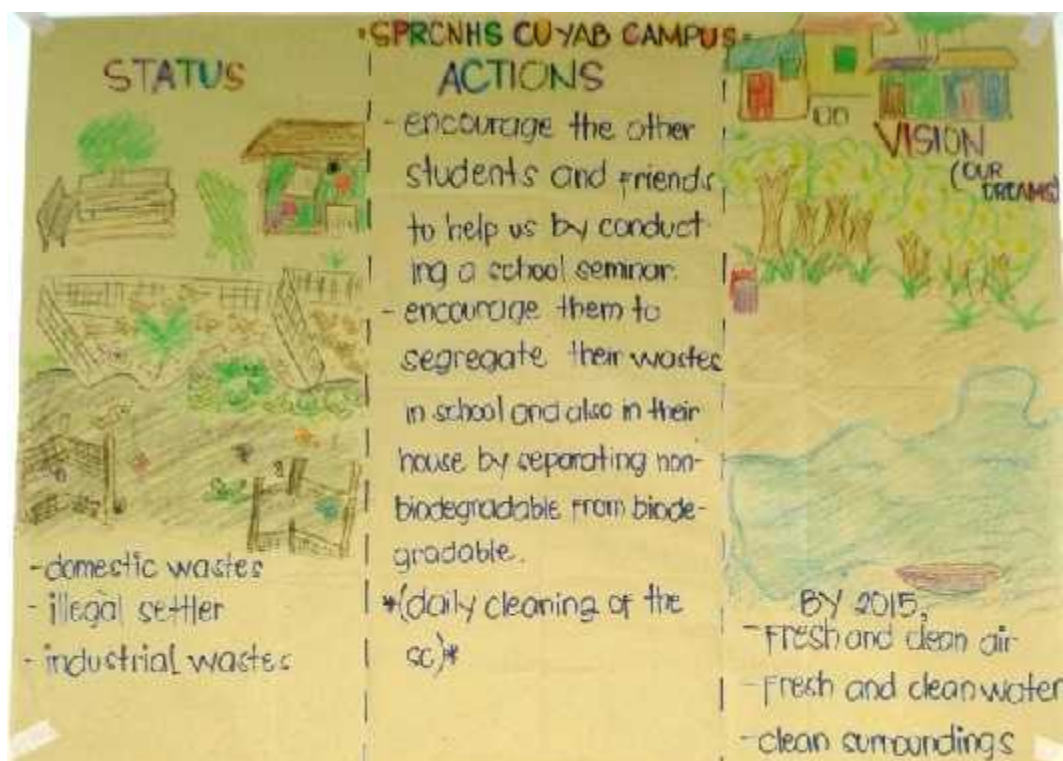
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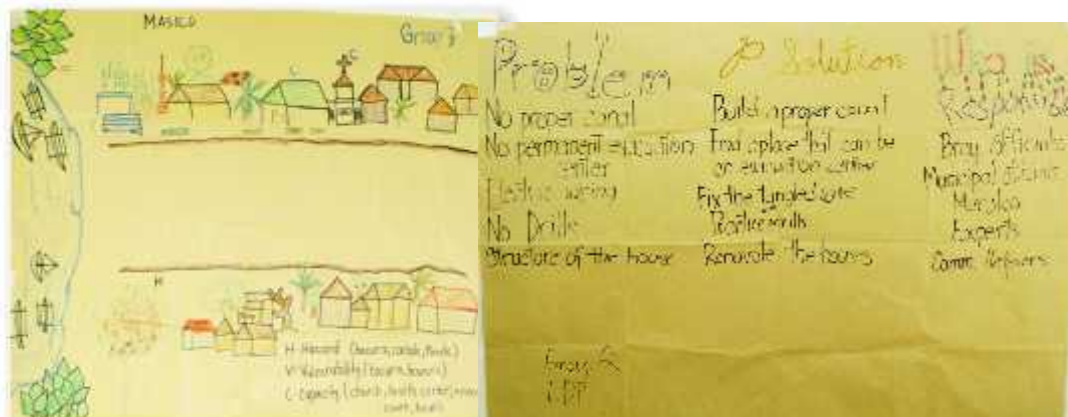
In the first column, the participants will be asked to list and draw the current state of the environment based on the results of their field exposure trip. Issues and problems will be included in the drawing. This method is called "Rich Picture"

(https://en.wikipedia.org/wiki/Rich_picture) and is used in planning exercises in many wetland workshops. Fifteen to twenty (15-20) minutes will be given to the participants to finish this column.

Next, the third column will be filled up, also through a drawing. The participants should draw what they want the environment to be in five to ten (5 - 10) years. There will also be fifteen to twenty (15-20) minutes allocated to fill up this column.

Lastly, based on the issues and problems identified in the first column, the Eco-campers will identify at most three (3) possible activities/actions to address them and thus help achieve the state indicated in the third column. Thus, they will list the strategies and activities that they can do as students/youth. This column will serve as the bridge connecting the current state and the state they have envisioned.





Figures 1 & 2. Sample output of the Visioning workshop

Action-planning

After the Visioning exercise, the campers are now able to realize that they can do simple things for the environment. In this part of the workshop, they will be taught to make simple action plans that they will implement with support from the school, LGU, and community.

Another set of manila paper/cartolina will be given to each group. The template for the action planning will be shown and explained by Facilitators.

Name of school:			
Project title:			
Objective/s:			
Activities	Timeframe	Tasking	Resources needed

The Facilitator will ask the groups to choose an issue or problem they have identified as indicated in the previous exercise (Visioning).

First, each group should have their own project title. They will be encouraged to have titles which are catchy, and creative but reflects the essence of the project.

Then the group sets the Objectives which should be SMART (Specific, Measurable, Achievable, Relevant, Time-Oriented). This states the end-result that the campers want to achieve after the implementation of the project. It will help if the Facilitator explains this in simple terms. There are numerous references on the Internet about this topic.

After setting the objectives, the campers should list down specific activities that are needed to achieve them. Activities should be those that the campers themselves can implement with support from parents, schools or the LGU/Barangay. For example, if the project objective is to practice waste segregation in the school, an activity could be to conduct room-to-room campaign about waste segregation in Grades 8 to 9. Each activity should also have a specific timeframe and this should be indicated in the next column. It is important to set the date so that preparations can be planned better. It will be better if the campers can identify the exact schedule. The next step is to identify who will do the task, and the names of the persons/organizations assigned for this activity should be listed in column 3. Usually, majority of tasks are done by the campers themselves, together with their respective school organizations. Assistance from the school administration, teachers, LGU and other organized groups should also be solicited. Lastly, all resources needed (i.e. budget, materials and kits, resource person, venue, etc.) should be listed per activity and plans to procure them should be discussed and agreed on. For example, if there is a need to raise funds, the amount and mode of fund-raising activities should be included in the activities and discussion.

Activities	Objective	TIMELINE	TASKING
* <u>Conduct a school meeting</u> (Share our knowledge and encourage others to give importance to the lake and its resources.)	<ul style="list-style-type: none"> • Share our knowledge and encourage others to give importance to the lake and its resources • It will give us the privilege to be a model, not just in our school but in all aspects by means of our discipline. 	<p>We will conduct this activity on November 2010.</p> <p>We will do this every end of the month and if implemented, it will serve as a continuous activity / program of our school.</p>	<ul style="list-style-type: none"> • Eco-campers (LOSP) of Batch 2010 • SSG Officers • Boy Scouts and Girl Scouts • C.A.T Officers

VISIONING ACTION PLANNING WORKSHOP			
Name of Project: 1 DAY SYMPOSIUM ON DISASTER PREPAREDNESS School: DON MANUEL RIVERA MEMORIAL NATIONAL HIGH SCHOOL			
ACTIVITIES	TASKING	TIMETABLE	BUDGET (AMOUNT / SOURCE)
Symposium (Community Based)	-Preparation		
Preparation			
-LETTER (principal, bgy. officials, residents and school / year level)	MORRMO, Chandelyn /NLR		
Invitation	Airo, Eliz, Kate		
Materials	Caleen, Janelle, Ariza		
(hand out, ballpen, bondpaper, i.d)			
Attendance Sheet	Kaye		
Tarpaulin	Princess Jane		
Symposium Proper			
Audio Visual Materials	NLR		
Speaker			
Declogging			
		3RD Week of August	Php 100
			Php 100
			Php 10
			Php 250
		1st Week of September	Care of School

Figures 3 & 4. Sample output of the Action Planning workshop



Pictures 1 & 2. Actual conduct of workshop

Presentation and Reporting of Outputs

After filling up the workshop templates, the campers will present their outputs to the rest of the campers and to the facilitators or panel. Each group will be given fifteen (15) minutes to discuss their vision and action plans. After each presentation, the facilitator (or panel if available) will give his/her comments and recommendations regarding the project. The audience (in this case, the rest of the participants) will also be asked to give their recommendations, questions or clarification. These suggestions will be considered for the revision of the project plans before its actual implementation.



Picture 3. Actual presentation and reporting

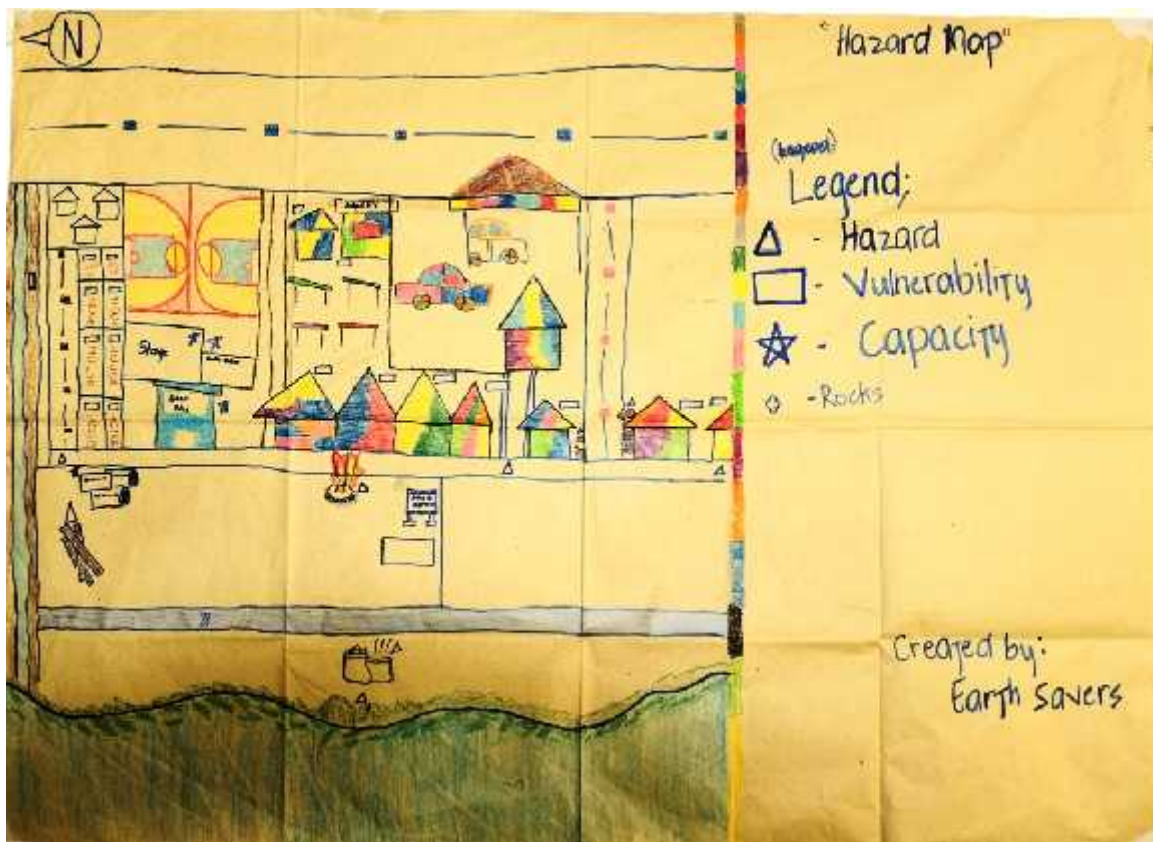
Turnover of Project Plans

A copy of the outputs of the workshop (i.e. vision and action plans) will then be turned-over to the LGU (MENRO, MPDC or MDRRMO) and to the participating school to solicit their support.

B. For Theme 2: Disaster Risk Reduction and Management and Climate Change Mitigation and Adaptation

Basically, the steps that will be taken to plan the Campers action for Theme 2 are the same. The only difference is that the basis for identifying their actions will come from the results of the Disaster Town Watching activity, which is the field exposure exercise for Theme 2. The same steps will be taken to plan for their actions such as:

-) Determining the current state of the most vulnerable Barangay through a Risk Map depicting hazards, vulnerability, exposure and capacity. This is also a form of "Rich Picture".
-) Agreeing on a "vision" for the future where the community will be "resilient" which should also be depicted on a "Rich Picture"
-) Identifying actions or interventions that the Campers can implement complete with objectives, tasking, timetable and resources needed.
-) Presenting the Action Plan to the Campers and to the schools, LGUs, parents and fellow-campers at the last session of the Eco-Camp.
-) Turn-over of the Action Plans to the schools, LGUs/Barangay to solicit support for the project.



Figures 5 & 6. Sample of hazard maps

Template 2 Action Planning

Objective: To maintain our surroundings clean and to prevent air and water pollution
To uplift the awareness of the community for the prevention of flooding.

Activity	Objective	Expected Outputs	Tasking	Timetable	Budget
symposium about SRP (Community and School) Recycling materials - composting - school based	- to give information and educate ^{encourage} the com- munity to help ^{participate} in sachet recovery program to use as fertilizer - to use as fertilizer	- Prevention of floods - Prevent the spread of Diseases - Organic Fertilizer	- G-8 Eco-campers - SCPW - LGU - Community - Teachers - School Carthoon - School Club Officers	- April 11, 2016 (Com- munity) Monday 9:00 am - 2nd Monday of June (School Based) after flag ceremony - 1st Week of July	Php 3000 Php 1000

Template 2 Action Planning

Objective: TO SPREAD AWARENESS ABOUT THE EFFECTS OF IMPROPER WASTE DISPOSAL

ACTIVITY	OBJECTIVE	EXPECTED OUTPUTS	TASKING	TIMETABLE	BUDGET
1. Sachet Recovery Project	- To lessen trash particularly sachets and food wrappers.	- To collect 150-170 kilos of sachets after SI 2016-2017	- Youth Eco-campers, University Student Organizations, of BATA and OLFES, LGU Balete	- June 2016	
2. School forums/ Seminars about Proper Waste disposal and SRP.	- Spread Awareness about the effects of improper waste disposal and SRP.	- Balete NIS and OLFES w/ awareness and knowledge. - Implementation of SRP.	- School, Youth Eco-cam- pers), LGU (Balete)	- June 2016	Php 6,000.00

Figures 7. Sample outputs of Action Planning Workshops



Pictures 4 & 5. Actual conduct of workshops



Pictures 6 & 7. Actual reporting of outputs