

Moving from Synthesis and Conclusions to Action

Once students have had the opportunity to investigate their driving and supporting questions and have begun to generate claims from their synthesis and conclusions, they should work in small groups or as a class to brainstorm and evaluate ideas for action. These actions may include traditional restoration activities, but could also include civic action, community engagement, or other types of projects. Throughout this process, teachers play an important facilitation role by forming groups, observing, moderating, answering questions, encouraging the flow of ideas, and synthesizing findings.

Types of Action Projects

- » **Watershed Restoration or Protection** (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, community cleanup, stormwater management)
- » **Civic Action** (e.g., town meetings, voting, writing elected officials/decision makers, advocating for policy change)
- » **Community Engagement** (e.g., presentations, social media, event-organizing, messaging at community events/fairs/festivals, mentoring, PSAs, flyers, posters)
- » **Everyday Choices** (e.g., reduce/reuse/recycle/upcycle, composting, energy conservation, water conservation)

Conclusions from Investigations			
	Solution #1	Solution #2	Solution #3
What actions could be taken to address the environmental problem, issue, or phenomenon? See Types of Action Projects above.			
How would this help to address the environmental problem, issue, or phenomenon?			
What resources would you need?			