



3 Ways to...Prioritise Opportunities

Learners may have identified areas of your site that are used or underused, green or not-so-green, full of nature or more human-made. An exciting next step is **prioritising the opportunities** you'd like to explore further on your Nature Park journey.

What 'problem' areas have you identified? What wildlife would you like to see more of? What areas are nice to spend time in, or not so nice? You probably have lots of ideas that answer all of these questions, but addressing all of them would be impossible – a good first step is to **choose the top three opportunities you'd like to focus on.**

Learning outcomes

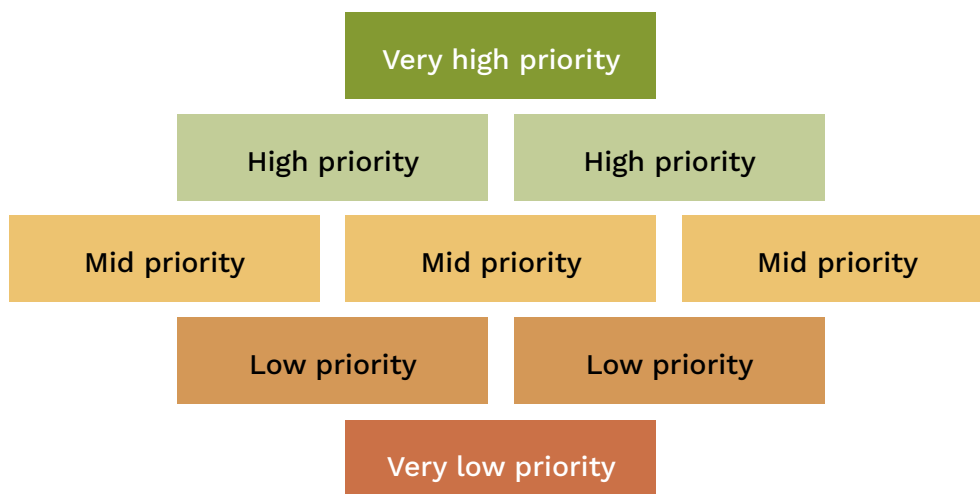
- Take multiple factors & viewpoints into account when forming an opinion and making a decision
- Implement different modes of communication to share ideas and views when planning change
- Advocate on behalf of nature, understanding that nature is valuable and needs to be looked after and respected

For EYFS: If working with early years learners, can you devise a traffic light system for different opportunities?

- **Red:** Not important, or we can't change this right now.
- **Amber:** We need to make a change at some stage.
- **Green:** It's time to take action and do it now!

Below are three different activities that encourage design thinking, and can help learners pick out the most important concerns for people and nature.

1 Diamond ranking





Teaching time: 30 minutes

What is it? Diamond ranking provides a clear and visual way to map out ideas, and what priority they are for your project. It requires listening, communication and reaching a consensus as a group, encouraging learners to work together and listen to each other's opinions.

How to:

1. Discuss the opportunities, problems and needs you've discovered in your group for your learning site. Write each idea on a separate label or piece of paper. (Although there are nine spaces on this diamond, you can start with more ideas, and narrow down as you progress through the activity.)
2. Start to work through the diamond structure with your group – what is the lowest priority? Why? This will be placed at the bottom of the diamond.
3. You can stick the ideas up on a whiteboard or wall for everyone to see, or invite learners to stick up the ideas.
4. It's okay to have lots of ideas in one area – encourage learners to justify their choices, and you can come back to ideas later.
5. Once everyone is happy with the order of the ideas, you should have one 'very high priority' and two 'high priority' - do these feel like suitable focuses for your Nature Park?

2 Vote on your ideas!

Teaching time: 15 minutes

What is it? Voting invites everyone to share what they think of different ideas, and there are several ways to do this! Dot voting easily provides a visual representation of the results to identify the top concerns in your community.

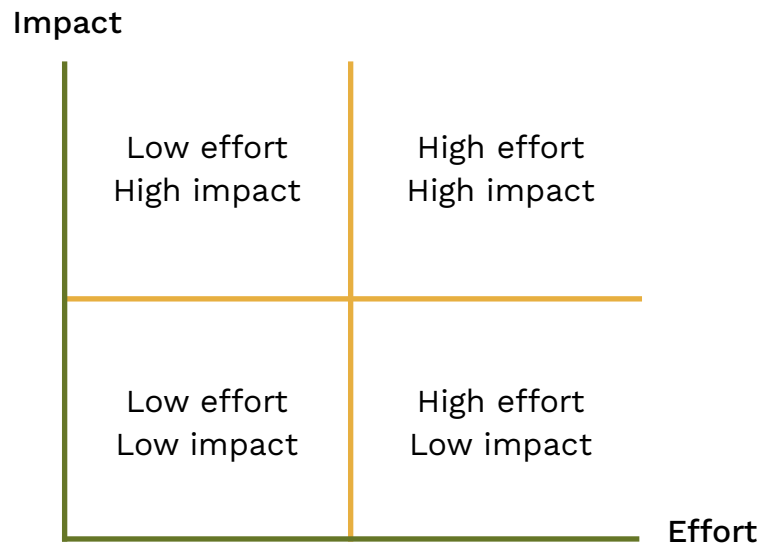
How to:

1. To 'dot vote' on your opportunities, write each of your identified opportunities, needs or problems on labels or sheets of paper and display in the room. Give each learner three stickers, or a coloured pen (or even pebbles if you are outside!). Invite everyone to stick their stickers on their **favourite three ideas**, or draw a coloured dot on them.
2. Why not extend this activity outside your class, and invite the rest of your community to vote too?
3. Once everyone has voted, which ideas have the most dots or stickers on them? These are your prioritised opportunities.



- Alternatively, why not place a voting box out for staff and learners to cast their vote?
(This could be as simple as a decorated tissue box!)

3 Impact/effort matrix



Teaching time: 30 minutes

What is it? This matrix works well if you have lots of ideas that need narrowing down. Considering both effort required for a task and the impact it could have, helps learners to interrogate their ideas and consider what is realistic, and most beneficial for their site.

How to:

- Use a whiteboard or flipchart to draw the outline of your impact/effort matrix, large enough for everyone to see.
- Discuss the opportunities, problems and needs you've discovered in your group for your learning site. Write each idea on a label or note, so that it can be added to the matrix.
- For each opportunity, discuss and consider the **effort required** to address it, and the **impact it may have** on people and nature. For example, if one of your opportunities for your site is improving green space on the playground, this might require lots of effort to accomplish, but it could have great benefits on learners' wellbeing, and nature! This would go into the 'high effort, high impact' square.
- Work through each of your ideas as a group, encouraging discussion and justification of where to place each one.
- The ideas that have ended up in 'high effort, low impact' might not be the best focus for your Nature Park – but 'low effort, high impact' could be quick wins.



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