

Global Issue Action Plan

Step 1:

Identify your mission statement and overall goal.

We wish to create a population that is more proactive about the creation, implementation, and usage of renewable energy sources by raising awareness toward the possible harms of such sources.

Step 2:

Set SMART objectives (Specific, Measurable, Achievable, Realistic, Time-bound)

- **Assess** Personal/family usage of renewable energy
- **Create** a social media account to spread awareness about renewable energy locally
- **Propose** plan to energy specialist John Blair to talk about local energy usage
- **Meet** with the Environmental Science classes at Liberty and Memorial
- **Inform** local youth through assemblies and information sessions
- **Create** a Coalition of Environmentally Conscious Citizens
- **Inform** Legislators of Public Concern through letter right campaigns and social media activity

Step 3:

Identify the individual tasks and order them by priority

While some tasks are of greater importance to achieving our goals, the time needed to complete/order of these events is what determines priority.

1. Figure out what sources of energy my family uses **[1/2 week]**
2. Inform my family through a conversation about the possible harms of improper implementation of renewable energy sources **[1/2 week]**
3. Research local environmental harms of renewable sources **[2 weeks]**
 - a) Ex. Oyster Creek Nuclear Plant
4. Schedule and conduct a meeting with the school's energy specialist John Blair to address the districts renewable energy usage. **[2 weeks]**
5. Find research from reputable organizations and journals backing giving evidence of harms of renewable energy. **[2 weeks]**
6. Create a social media account to report this information I have found through peer-reviewed sources and local research. **[1 week]**
7. Set up and conduct meeting(s) with AP Environmental Science

- Classes at Jackson schools **[2 weeks]**
- a) Address the topic of renewable energy awareness
 - b) Determine if students would be interested in helping spread the word
8. Contact high school administrator for meeting about possible assembly **[1 week]**
 9. If approved, Set up and host assembly with John Blair and AP Environmental Science classes to present information/research about renewable energy to students **[1 month]**
 - a) During assembly, have engaged students follow social media
 10. Bring informed/engaged youth (from assembly or social media) to local Environmental Commission to voice concerns of renewable energy **[1 week]**
 - a) This will help determine how, as a township, we use renewable energy sources
 11. With local information in hand, meet with the administrator of a Community College, such as OCC.
 12. Ask the administrator if a town hall/event can be held to express concerns and inform larger groups of citizens about renewable energy sources **[1 week]**
 13. Organize town hall with aid of environmental science classes, prepare to present research and findings to the community **[2-3 months]**
 - a) highly engaged environmental science students can possibly present any research as a project for their classes (talk with teachers during this two month period)
 14. Contract JTV, see if available to make a PSA for town hall **[1/2 week]**
 15. Assist in the production of PSA **[1 week]**
 16. Host Town Hall event, here we present findings on unknown harmful side effects to renewable energy. **[1 week]**
 - a) At the end of this town hall, make sure attendees participate on social media.
 17. Use the aforementioned social media account to show support for environmental legislation pertaining to renewables **[2-3 months]**
 18. Address State legislators through letter writing campaigns to demonstrate public concern for the issue. **[4 months]**

End result: Citizens are informed about renewable energy and legislation may be in the works at the local level to solve some of these issues with improper use of renewables.

Step 4:

Identify any challenges, barriers, and self-defeating tendencies

Then, working in order, consider what strategies you can use to overcome your challenges,

etc. A tendency to procrastinate, for example, could be tackled by setting SMART objectives and breaking them down into manageable chunks (Steps 2 and 3)

Importance vs. Control	Can Control	Can Not Control
Are Important	Act <ul style="list-style-type: none"> Researching the actual harms of these energy sources <ul style="list-style-type: none"> find research from non-biased peer-reviewed sources Research how to inform people about the correct ways and get the information out there <ul style="list-style-type: none"> Find environmental groups in the community and legislators Talk to the administration at high schools or local community colleges and see if assemblies can be arraigned We need to have a wide variety of people be aware of renewable energy sources to get a well-rounded perspective <ul style="list-style-type: none"> Create social media accounts to get people in the community involved and informed with a well-rounded perspective on renewable energy 	Reframe <ul style="list-style-type: none"> The influence of non-renewable energy lobbying groups on State and Federal legislators <ul style="list-style-type: none"> Through Social media Look into the issues that local and state politicians support and have them change their minds and vote differently on certain bills or laws <ul style="list-style-type: none"> Using political parties or local protests, the community shows the public desire for environmental action.
Not Important	Choose <ul style="list-style-type: none"> Go to the local area and have them look at the dangers and wastefulness of what they are doing and offer ideas on how they can change 	Ignore <ul style="list-style-type: none"> I personally cannot control weather patterns or the current state of the climate. I can not alter the amount of natural non-renewable resources used for energy. <ul style="list-style-type: none"> These issues aren't really important, because as a society, we would want to have renewable sources regardless of the current status of non-renewables.

Step 5:

Determine who can help you/what resources you will need

- School Administrator: Can provide a platform to reach out to students, through assemblies
- District Energy Specialist: Can provide local information on how renewable energy installed and used in Jackson. This can be helpful to inform citizens of our town how this locality uses renewable energy.
- Environmental Science Teacher (Mr. Werner): He can establish class lessons and collect motivated students to work toward spreading this message and conducting small scale

research.

- Jackson Environmental Commission: This group can be a springboard for outreach in the Jackson community. Citizens that are impassioned about the environment will listen to the authority of such a critical committee. We as a town can learn about renewable energy here
- NJ Senate Environment and Energy Committee: This would be an idealistic way to achieve reform and increased safety measures pertaining to renewable energy. If public concern was demonstrated, legislation could be passed to support responsible renewable energy creation.
- Citizens for Responsible Energy Solutions: A renewable energy special interest group can be a helpful way to link citizen concerned about an issue to officials who can address said issues. This would be used in the later steps when trying to take action with a concerned group of citizens.

Step 6:

Decide on a realistic timescale to achieve your overall goal

- 2.5-year timeline
- This allows for time to begin actions to inform my local community
- It may take longer for these actions to resonate with the community
- There is some additional time used as a cushion if meetings with administrators are delayed
- Reassess the timescale after 1st year to see if goals are completed and after the 2nd year