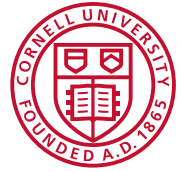
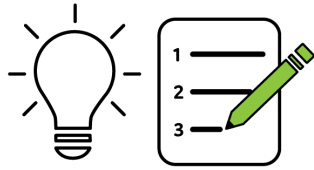


Cornell Cooperative Extension

Cornell Garden-Based Learning



Action Project Planning Worksheet



Time: 30 minutes

Learning Objective:

Identify the steps you will take to complete an action project.

What is an action project?

An action project provides an opportunity for you to practice sharing garden educational information with your peers to enhance your learning, skills, and confidence. Your project should be a manageable, effective, and rewarding experience that builds on your strengths and interest as well as the learning activities and materials from the volunteer preparation sessions. You may work on an action project individually, with a partner, or in a small group.

What are examples of action projects?

You will develop a tangible product of your choice. Look to your program coordinator for guidance as you identify a gardening related topic that is important to you, you wish to learn more about, and connects with the local program goals. Depending on program needs as well as your skills and interests, you may wish to update or create a:

- Short video
- Presentation
- Infographic
- Display
- Hands-on activity
- Fact sheet
- Article or blog
- Project plan for group or school garden-based learning project
- Another educational product

Action Project Overview

Use the steps detailed in this worksheet to guide the development of your action project. Record specific due dates of each benchmark/assignment in timeline. As you progress through the steps and the volunteer preparation sessions you may find you wish to make modifications for improvement. This process is encouraged and be sure to communicate any significant changes to your coordinator.

1. Propose Project and Identify Your Team
2. Assess Needs
3. Design Objectives
4. Develop Delivery Strategies
5. Implement Design
6. Program Evaluation/Feedback
7. Dry Run and Discussion
8. Project Showcase
9. Self-Review
10. Follow-Up/Next Steps

Building Strong and Vibrant New York Communities

Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

Timeline Action Project

Step	Activity/Assignment	Due Date*	Done?
1	Propose Project and Identify Your Team		
2	Assess Needs		
3	Design Objectives		
4	Develop Delivery Strategies		
5	Implement Design		
6	Program Evaluation/Feedback		
7	Dry Run and Discussion		
8	Project Showcase		
9	Self-Review		
10	Follow-Up/Next Steps		

*On due date, **be prepared** to informally share and discuss with peers what you produced for the activity/assignment. There may be a discussion forum in Moodle for you to engage in these discussions. This is an opportunity to gather feedback as well as discuss questions and challenges. On the **Project Showcase** date, the sharing and feedback will be more formal.

Additional notes:

1. Propose Project and Identify Your Team

Your name:

Will you be presenting (check one)?

- ☐ Individually
- ☐ With a partner or in a group (please list names)

Project topic, concept, or plan:

This is a rough idea as you will work out details in future steps. Please talk to coordinator if you need to adjust your idea after getting started on next couple of steps.

What method of delivery/format do you anticipate for your project?

Please talk to coordinator if you need to adjust your idea.

- | | |
|--|---|
| ☐ short video | ☐ factsheet |
| ☐ presentation | ☐ project plan for group or school |
| ☐ infographic | ☐ garden-based learning project |
| ☐ display | ☐ another educational product (please specify) |
| ☐ hands-on activity | |
| ☐ article or blog | |

2. Assess Needs

“Need” is described as a gap between real and ideal (or normal) conditions. An issue is particularly ripe for educational programming when there is a “gap” between real and ideal that is both acknowledged by community values and potentially amenable to change.”

From: Reviere, R.,(1996). Needs Assessment: A creative and practical guide for social scientists.

Using your answers to the questions below, clearly articulate in a short paragraph a rationale for your educational effort that includes the who and why. Focus on a basic project that is well-thought-out rather than a lofty one that may overwhelm you.

- Who is the audience?
- What are their characteristics and what are their needs?
- What makes this audience unique?

Needs Assessment may include reviewing existing data and documentation, reaching out to stakeholders and potential stakeholders, and seeking expert advice.

- What tools will you use to assess the audience’s needs?
- What needs have you identified?

Examples: census information for demographic information, previous needs assessment done by CCE, a focus group with the key audience, themes from the Horticulture Diagnostic hotline at the CCE office.

Think about the mission/vision/values of your program and county:

- How does your educational product fit the CCE mission?
- Is it on target with the local program plan of work?

3. Design Objectives

You may wish to review:

- *Constructing Learning Objectives* posted on TechSmith's SCREENCAST.COM Service (5-minute video) <http://www.screencast.com/t/31O8Yjxu>
- *Setting Learning Outcomes*, [Center for Teaching Innovation](https://teaching.cornell.edu/setting-learning-outcomes)
<https://teaching.cornell.edu/setting-learning-outcomes>

Focus on identifying 1-to-3 clear and concise learning objectives:

- What is the audience expected to learn by engaging with your educational product?
- How are the learning objectives consistent with community needs?
- How are the learning objectives connected to our CCE mission and the local program plan of work?

4. Develop Delivery Strategies

You may wish to review:

- *The Basic Principles of Adult Learning* Lecture.
<https://youtu.be/8luNl6c0FEU?si=q8U0HKsDC6ln7nVq>
1. As you think about how you will deliver your educational product:
 - What delivery methods have you used in the past? What worked well and what did not?
 - What new methods are you curious to try?
 - If you do not have experience with delivery methods, ask other more experienced Master Gardener Volunteers what works for their programs.
 2. What will you need?
 - What resources do you need and plan to use to complete your project? (This might be people, resources, software, physical materials, etc.)
 3. As you think about the audience of your educational product:
 - What delivery strategies are most effective for your audience?
 - In what ways will you deliver the information?
 - What challenges might you face?

Aim to organize your to-do list into a timeline with target completion dates to keep your educational product development moving forward at a manageable pace for your life.

5. Implement Design

You may wish to review:

- Worksheet [Facilitating Adult Learning](#) from Introduction session.
- *Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide* by Kathleen Taylor, Catherine Marienau (March 2016) <https://www.wiley.com/en-us/Facilitating+Learning+with+the+Adult+Brain+in+Mind%3A+A+Conceptual+and+Practical+Guide-p-9781118711453>
- *Unlocking the Magic of Facilitation: 11 Key Concepts You Didn't Know You Didn't Know* by Sam Killermann and Meg Bolger <https://www.samkillermann.com/work/unlocking-the-magic-of-facilitation/>

As you think about facilitation:

- What will you need to do to be well prepared? What are your resources and materials?
- How will you make the information relevant to your audience and how will you keep them engaged and ready to learn?
- What additional logistics might need consideration prior to presenting to ensure your success?

6. Program Evaluation/Feedback

Ideally, evaluation begins before program development starts. Though for many educators, the idea of measuring the effects of your program is so daunting it never begins.

For this step you will be thinking about how you will gather feedback from participants when your Action Project is implemented as an educational product.

Before developing the evaluation/feedback method for your educational product:

- Ask your program coordinator what data they need for reporting on volunteer efforts and impacts, and what data you should gather and submit to them for reporting.
- Do they have examples of feedback forms or other evaluative tools to share, or specific examples used for all educational sessions? Pre-and or post-surveys? Group or individual interviews?
- If feedback forms are used in your MGV training, they might be a good example.

Consider and respond to these key questions:

1. Who is this evaluation for? (ex: program participants, stakeholders, school garden project participants, etc.)
2. What feedback would you want to know, and why? After receiving and interpreting evaluation results, will you make any changes or rework your strategy? Example: key facts or concepts you would like participants to gain.
3. What's do-able, really?

7. Dry Run and Discussion

Complete this table and a draft of your action project's educational product. You will share your draft with a small group of peers and have them complete the **Peer Review Feedback Form**. Discuss any challenges or questions you might have. What adjustments and improvements can be made to achieve learning objectives and reach the target audience.

WHO: Name the target audience	
WHY: The situation (need)	
Learning Objectives	Learning Strategy (name the specific approach to be used)

Peer Review Feedback Form

What worked well?

What could be modified?

What could be added? Removed?

8. Project Showcase

This is the final presentation of your Action Project where you will model how you would present and engage your project to the desired target audience. You will be allotted a specific amount of time which may not be sufficient to model your entire product. Consider providing an overview or a segment that can be completed in a limited time frame. Once again, peers will complete the **Peer Review Feedback Form**.

Note additional details your coordinator has shared about how project showcase will run and share your specific needs associated with your presentation with your coordinator.

9. Self-Review

- What happened with your presentation?
- What was your response to what happened? How do you make sense of it?
- What might you do differently next time?
- Throughout your action project development, what was your greatest area of growth? Where do you continue to have room for growth?
- What surprised you most about the development process? Is there a different approach you might take?
- What adjustments do you believe are needed to finalize your educational product for your target audience? What additional items do you wish to discuss with your coordinator regarding your educational product specifically and more generally how to enhance your learning, skills, and confidence?

10. Follow-Up/Next Steps

Work with your coordinator to arrange a time to share your action project materials as well as discuss your peer review feedback and self-review.

Date: _____ Location: _____

Guidance on Source Evaluation and Documentation

Cornell University LibGuides:

Evaluating Information:

<http://guides.library.cornell.edu/c.php?g=543699&p=4433818>

HORT 1175: Storying the Foodshed: Evaluating Credibility:

<http://guides.library.cornell.edu/c.php?g=32487&p=204540>

Critically Analyzing Information Sources: Critical Appraisal and Analysis:

<http://guides.library.cornell.edu/criticallyanalyzing>

A Guide to Finding Visual Resources:

<http://guides.library.cornell.edu/findimages>

Cornell University Library, Portal for Cornell Cooperative Extension:

http://guides.library.cornell.edu/cce_portal

The C.R.A.P. Test in action: Websites from Portland State University Library (5-minute video)

<https://www.youtube.com/watch?v=lhWB4zQD4XA>

We are suggesting the **American Psychological Association (APA) citation and format style**. It is less critical that you get it exactly correct, it is most critical that you note from where you gathered your information and images as others will apply the C.R.A.P. Test to your educational materials.

For example:

Contributors' names (Last edited date). *Title of resource*. Retrieved from <http://Web address for OWL resource>

Paiz, J., Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Keck, R. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

More details on APA style can be found in many locations like Purdue Online Writing Lab:

https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.html



Published: April 2019
Author: Fiona Doherty and Lori Brewer
Reviewers: Donna Alese Cooke, Michelle Podolec
Revised 2025