
SESSION 2

FORMULATING AN OBJECTIVE AND ACTION

Time

One hour.

About this session

Working in their Taking Action Project groups, students come up with a specific objective and campaign action. They also reflect on the best way for them to work as a group.

Learning objectives

Students will be able to:

- know and understand what makes successful group work;
- make reasoned decisions as a group, deciding on an objective and action for their Taking Action Project.

Key questions

What is the best way for us to work as a group?

What should our objective be?

What action should we take to achieve our objective?

Resources required

Computer/laptop with projector for PowerPoint slide show

PowerPoint: Taking Action Project – Session 2

Resource sheet 1 – *See-Run-Do pictures* (one copy for teacher)

Resource sheet 2 – *Ideas for taking action* (one per group)

Worksheet 1 – *What, why, who, how?* (one per group)

Worksheet 2 – *Weighing it up grid* (one per group)

Worksheet 3 – *On target* (one per group)

Post-it notes

SESSION 2

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Session plan

Time	Introduction	Resources
0-15 minutes	<p>Explain that students will start with an exercise called 'See-run-do' that is designed to utilise certain key skills. Students should work in their project groups. In each group there needs to be one 'seer', one 'runner' and the rest of the group are 'doers'.</p> <p>To set up the activity, ask the runners to stand at the back of the class, the doers to remain seated and the seers to come to the front of the class. Then start the activity by showing the seers the first picture from resource sheet. They will see the picture for a short length of time only, and then will need to tell the runner what they have seen. The runners then go to the doers, they describe the picture and the doers draw what has been described. While this is happening, you can show the seers the second picture. Run through this activity for all three pictures, allowing students to swap roles as appropriate.</p> <p>After the activity reveal the original pictures to the class using the PowerPoint slides and ask students to compare these with their drawings. Explain that each image represents a different key skill – cooperation/teamwork, communication and critical thinking. Emphasise how important these skills will be for them during their project.</p>	<p>Session 2 PPT slides 1-7</p> <p><i>See-Run-Do pictures</i> (resource sheet 1)</p>
Activities		
15-35 minutes	<p>What, why, who, how?</p> <p>In their groups, students will now reflect critically on their issue and come up with possible actions for their proposed project. Ask them to answer the questions on <i>What, why, who, how?</i> (worksheet 1). To help, provide each group with <i>Ideas for taking action</i> (resource sheet 2), and go through the example on slide 8. Visit each group to offer guidance as necessary.</p>	<p><i>What, why, who, how?</i> (worksheet 1); <i>Ideas for taking action</i> (resource sheet 2)</p> <p>PPT slide 8</p>
35-55 minutes	<p>Weighing it up</p> <p>Explain that they are now going to decide on a specific action for their project. Students should have three ideas of possible actions on the bottom of their <i>What, why, who, how?</i> (worksheet 1). Ask them to write each of the actions on separate Post-it notes and then discuss where to stick them on the <i>Weighing it up grid</i> (worksheet 2), considering how easy and how effective they think each action is. From this, each group should then select an effective and achievable action, based on the time they have. It may be appropriate for groups to do more than one action, eg to raise awareness to change public opinion and to lobby for change by writing to the local council.</p> <p>After choosing an action in their groups, each group should fill in <i>On target</i> (worksheet 3). In this case, target refers to the overall goal, not the target audience. Explain that as they research the issue, they might decide to change their objective – but at this stage it is important to set a goal to work towards. Collect the <i>On target</i> worksheets for use in Session 3 and 4. Students will fill in the reverse of the sheet <i>Roles and responsibilities</i> next session.</p>	<p><i>Weighing it up grid</i> (worksheet 2); three Post-it notes per group</p> <p><i>On target</i> (worksheet 3)</p> <p>PPT slide 9</p>
55-60 minutes	<p>Plenary</p> <p>Return to the three key skills identified in the introduction: cooperation/ teamwork, communication and critical thinking. How well did they do?</p>	<p>PPT Slide 10</p>

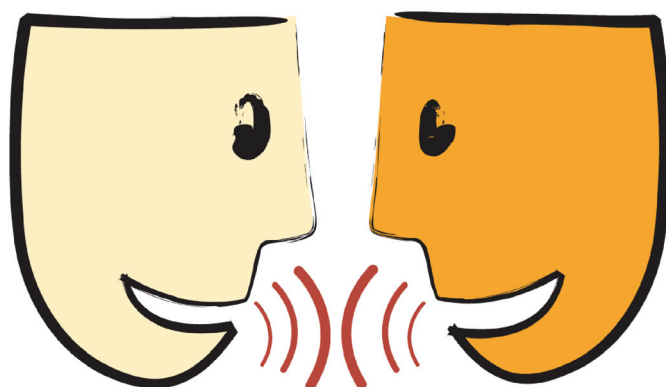
SESSION 2 RESOURCE SHEET 1

SEE-RUN-DO PICTURES

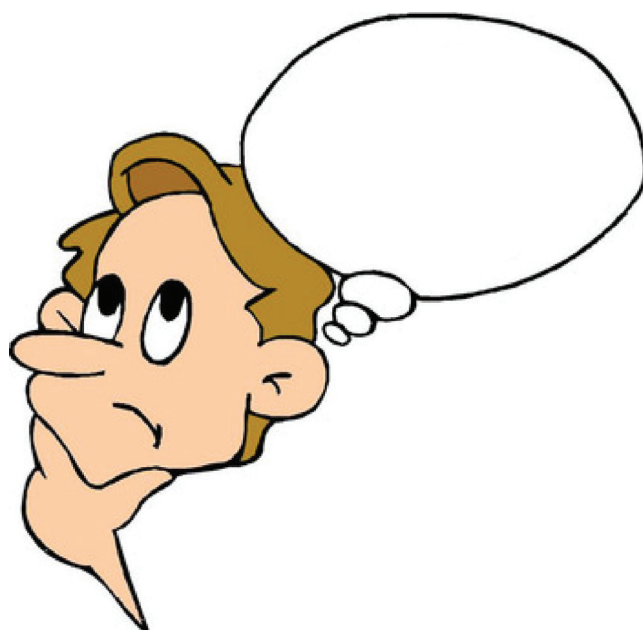
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2



3



SESSION 2 RESOURCE SHEET 2

IDEAS FOR TAKING ACTION

These are some of the people who have positions of authority at local, national and global levels.
Can any of them help you sort out your chosen issue?

Members of the community (school/local/national)

School council

Teachers, senior teachers and governors

Local community groups

Local council

The police

The government and other political parties

Non-governmental organisations and charities

The media

How could you persuade them or work with them to bring about change?

Choose one or more of the actions below or think up your own.

Raise awareness: change attitudes	Lobby and persuade: change policies
Run a workshop for students in a local primary school or your school	Collect evidence, eg research, interviews, videos and present your findings to the people who are responsible for this issue
Write an article for a local magazine or newspaper	Write a letter to the people who are responsible for this issue, persuading them to help you
Set up a website and blog or start up a discussion on an existing website	Organise a petition to show support for your aims
Organise an exhibition/arts competition/event/film screening	Invite your local MP (or another person in a position of authority) to school for a Q&A session on the issue
Work with others: support charities and NGOs	
Organise an event, eg non-uniform day, cake sale to raise money for a charity or NGO	Contact a charity or NGO that works on this issue and find out what action they recommend
Invite a speaker in from a charity of your choice	

SESSION 2 **WORKSHEET 1**

WHAT, WHY, WHO, HOW?

WHAT is your issue? What is wrong and what needs to change? What human rights are involved?
Are any rights being denied? Are any core values being compromised?



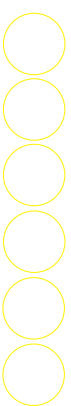
WHY does this occur?



WHO can help sort out this issue?



HOW could you persuade them or work with them to bring about change? What action could you take?



SESSION 2 WORKSHEET 2

WEIGHING IT UP GRID

For each action:

- consider how easy it is to achieve your chosen action (difficult, average, easy);
 - consider how much impact your action will have (big, average, little);
 - stick your Post-it note on the relevant square on the grid.
- After you have done this for all your actions, select an action that is both realistic and effective.

		How easy is it to achieve this action? Consider the time, resources, skills and opportunities you have		
		DIFFICULT	AVERAGE	EASY
<p>How much impact will this action have?</p> <p>Consider the type and number of people you can influence</p>	BIG IMPACT			
	AVERAGE IMPACT			
	LITTLE IMPACT			

SESSION 2 **WORKSHEET 3**

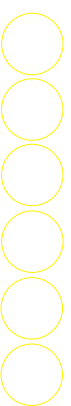
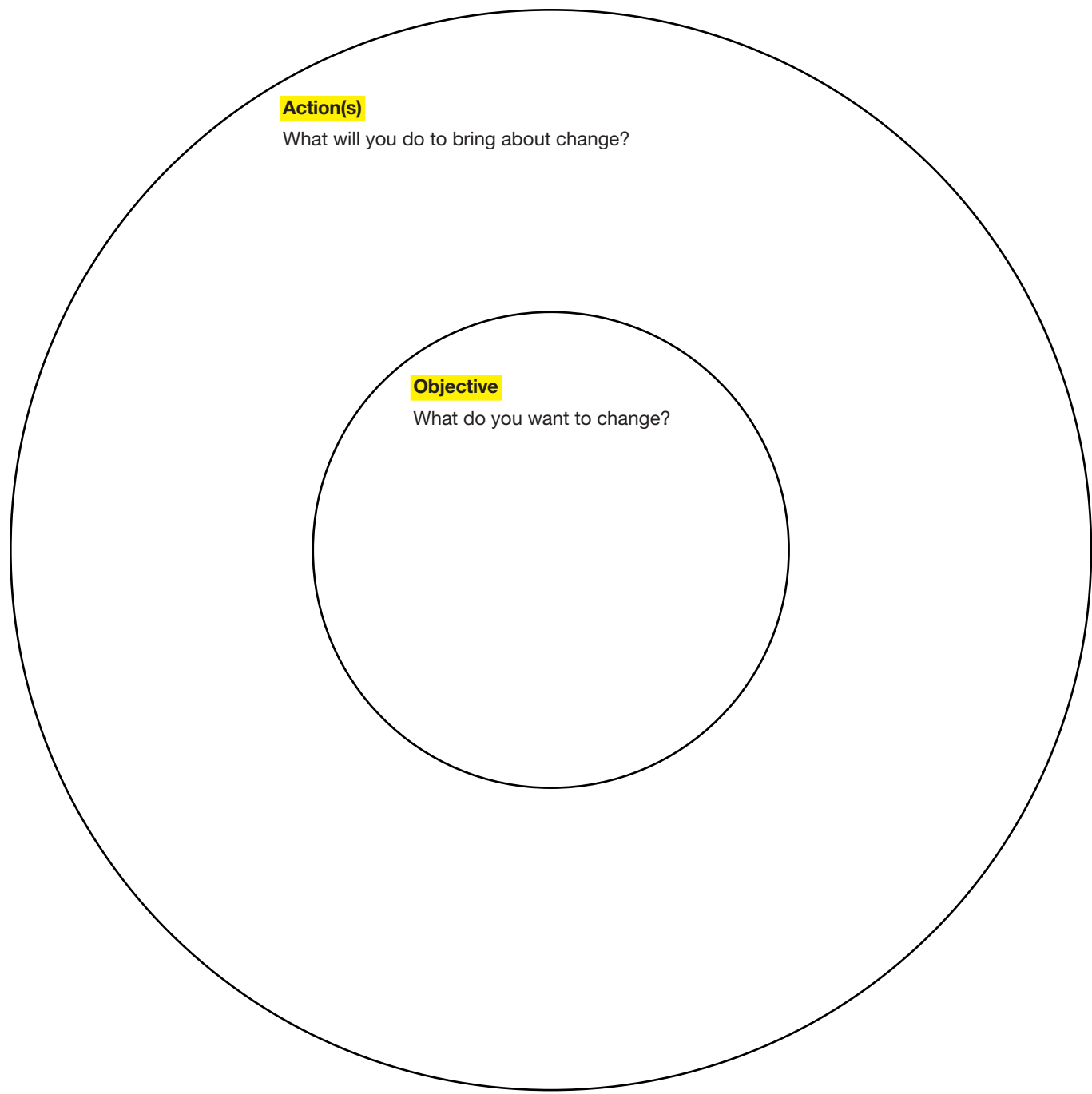
ON TARGET

Action(s)

What will you do to bring about change?

Objective

What do you want to change?



SESSION 2 WORKSHEET 3 CONTINUED ON TARGET

Roles and responsibilities

Use this table to record the key tasks you need to carry out.
Place a tick in the last column when each task is completed.

Role/task	Who is responsible?	Completed

