
SESSION 4

INDEPENDENT WORK: RESEARCH, PREPARATION AND ACTION

Time

Two hours (minimum).

About this session

It will take a number of lessons (and homework if necessary) to complete this session. Students will largely work independently, preparing for and undertaking their action.

Learning objectives

Students will be able to:

- establish success criteria for their Taking Action Project;
- undertake a SWOT analysis and set an action schedule;
- prepare for and undertake primary and secondary research;
- produce any materials that form part of their action, eg letters, posters, websites;
- take action.

Key questions

What will success look like?

Are we on target?

Resources required

Computer/laptop with projector for PowerPoint slide show

PowerPoint: Taking Action Project – Session 4

Worksheet 1 – *What will success look like?* (one per group)

Worksheet 2 – *SWOT analysis and Taking action schedule* (one per group)

On target (worksheet 3 from session 2 and 3)

Internet access

Coloured printer

Materials for making posters, eg paper, colouring pens, scissors

One folder for each group to keep their research in

Amnesty web area

The following useful information can be found on the Amnesty webpage

www.amnesty.org.uk/povertyaction:

- questionnaire tips/interview tips/observation tips
- searching for info on the internet tips
- persuasive writing tips
- creating banners and posters
- promoting your event (and other youth group 'how to' info)
- staying safe - risks, child protection, adult supervision, etc

Tell us what you are doing

If you or your students plan an amazing Taking Action campaign, please let us know about it. We would love to share your ideas with others through our Protect the Human website. Go to www.protectthehuman.com for more information (please note the terms and conditions and Child Protection guidance on the site).

SESSION 4 INDEPENDENT WORK

Below is a lesson plan for the first lesson in this session. Students should work independently in subsequent lessons, with the teacher taking on the role of facilitator.

Session plan

Time	Introduction	Resources
0-10 minutes	Return <i>On target</i> worksheets to each project group to remind them of their objective, action, roles and responsibilities. Give each group a copy of <i>What will success look like?</i> (worksheet 1) and encourage them to complete the first activity as creatively as possible.	Session 4 PPT slides 1-3 <i>On target</i> worksheets from session 2 and 3
Activities		
10-30 minutes	<p>Identifying success criteria Explain that in this activity students will reflect on what will make their project a success and how they will measure that success. Ask the class to look at the example of a Taking Action Project given on slide 4 – can they suggest success criteria and ways of measuring success for each action? Go through the suggested answers on slide 5. Then ask groups to complete the second activity on worksheet 1, identifying success criteria for their own project.</p> <p>If you are assessing the Taking Action Projects, for example as part of an examination course, hand out and read through the relevant assessment criteria for your syllabus so students understand their exam board's expectations.</p>	<p><i>What will success look like?</i> (worksheet 1)</p> <p>PPT slides 4-5</p>
30-50 minutes	<p>SWOT analysis and schedule Ask students to complete <i>SWOT analysis</i> and <i>Taking action schedule</i> (worksheet 2) and set a schedule for their project with realistic timescales and deadlines. If there is time after the scheduling activity, suggest that they start work on planning primary research.</p>	<p><i>SWOT analysis</i> and <i>Taking action schedule</i> (worksheet 2)</p> <p>PPT slides 6-7</p>
50-60 minutes	<p>Plenary Ask students to set targets for next lesson.</p>	

What to do in other lessons in Session 4

In the follow up lessons students will work independently preparing for and undertaking their action. Organise check-in meetings with the groups throughout these lessons and ask:

- Tell me about your objective and action. Now that you have carried out some initial research, do you need to review or change your action?
- Tell me what you are each doing to fulfil your roles and responsibilities. Is your team working well together?
- What is going well? Is there anything you could be doing better or differently?
- Do you think you will have achieved everything by the deadline set? Is your schedule realistic?

Depending on the types of actions your class are taking, the Primary Research and Taking Action activities might need to be undertaken outside of lessons. **Teachers should consider school Health and Safety and Child Protection guidelines and make students aware of these, especially if they are taking action outside of school hours.**

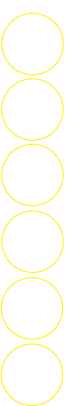
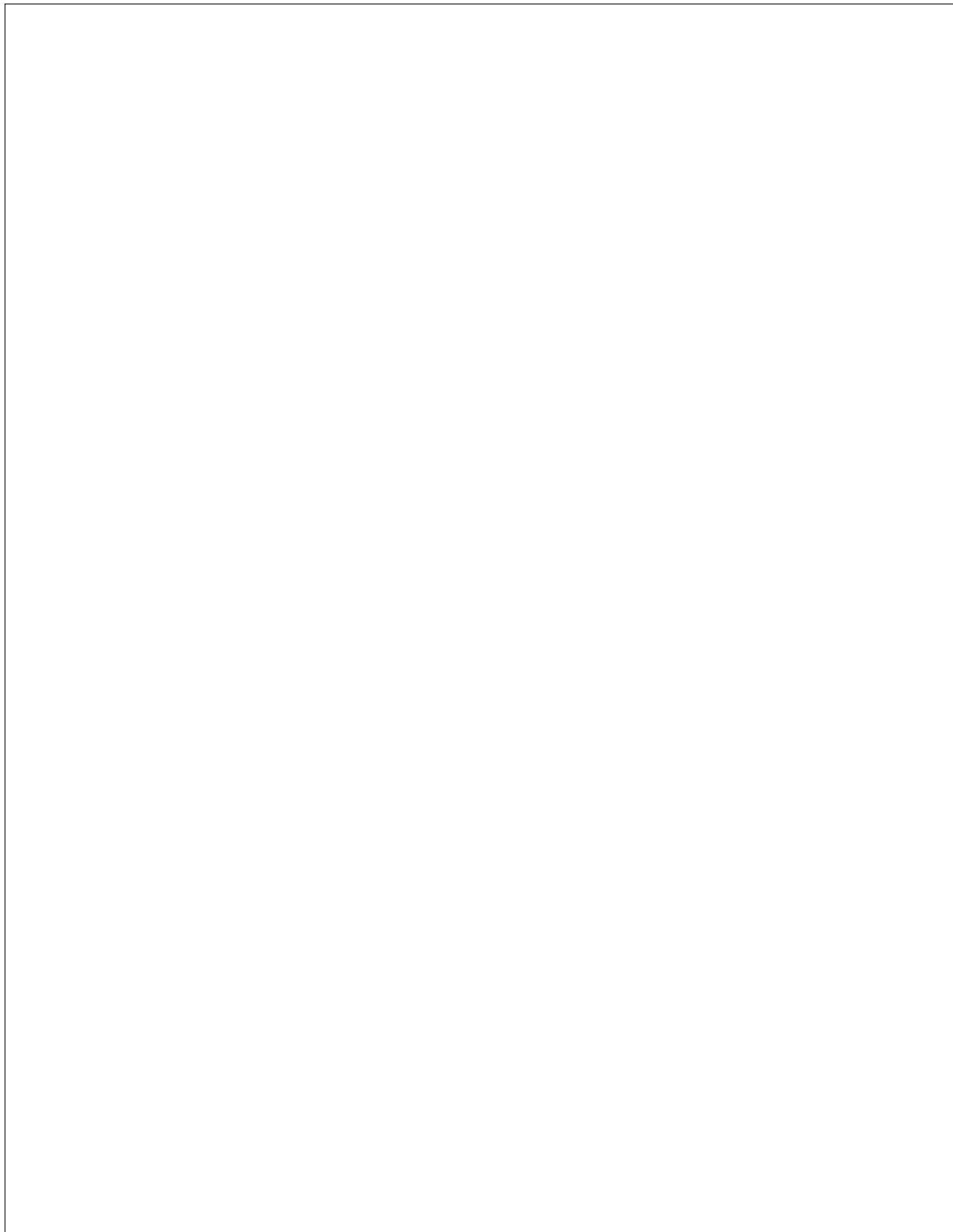
Encourage students in the class to show support for each other's projects by attending events and taking part in interviews etc.

SESSION 4 **WORKSHEET 1**

WHAT WILL SUCCESS LOOK LIKE?

1. Imagine your project is a success. What will success look like?

Draw images and key words in the box below.



SESSION 4 WORKSHEET 1 CONTINUED

WHAT WILL SUCCESS LOOK LIKE?

2. Now use your ideas to identify success criteria for your project.

What might change as a result of your action?	Success criteria: how will you know if you've been successful?	How can you measure success?
Policy		
People's behaviour		
People's attitudes		
Money raised		
Media coverage		
Skills developed		
Knowledge gained		
Other		

SESSION 4 **WORKSHEET 2**

SWOT ANALYSIS

Imagine your project is a success. What will success look like?

<p>Strengths: Why is this a good choice of action for us?</p>	<p>Opportunities: What resources are available to us?</p>
<p>Weaknesses: What help might we need? (eg adult support and supervision)</p>	<p>Threats: What difficulties might we face? (eg health and safety issues, problems with resources/ venues/lack of interest)</p>

SESSION 4 WORKSHEET 2 CONTINUED

TAKING ACTION SCHEDULE

Taking action schedule

Action	Date/notes
All our primary and secondary research will be completed by...	
<p>Our action preparation will be completed by...</p> <p>Have you thought about:</p> <ul style="list-style-type: none"> • When do resources need to be ready by? • When do you need to get others on board? • When does publicity need to be ready? • When do you need to book a venue? • When do invitations need to be sent? • Do you need any extra help? • Do you need special permission for any activities? <p>Other:</p>	
We will take action on the following date...	
Time of action	
Place of action	
We will complete our evaluations by...	

