



# Action Planning Facilitator Instructions

WE Schools Digital Programming: Action planning module
















Download the PowerPoint

<https://bit.ly/2NsUCCx>





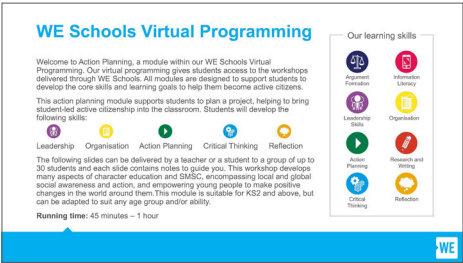
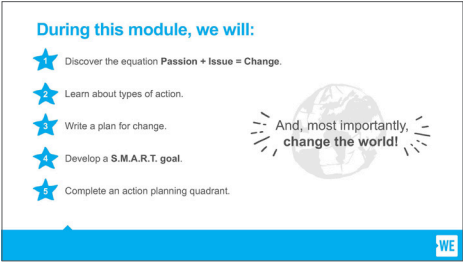
# Action Planning

Welcome to Action Planning, a workshop within our WE Schools Digital Programming. Our digital programming gives students access to the workshops delivered through our WE Schools programme. Available as ready-to-use PowerPoint presentations, our workshops are designed to support students to build the necessary skills for work and life, as active local and global citizens.


 Download the PowerPoint: <a href="https://bit.ly/2NsUCCx">https://bit.ly/2NsUCCx</a>		
 <p><b>Module synopsis:</b></p> <p>This action planning module supports students to plan a project, helping to bring student-led active citizenship into the classroom. Step-by-step, students will be guided to identify their passions and interests, and to learn how they can create change. Through teaching students how to develop a plan with a realistic goal and a solutions-focused approach, students will build essential skills whilst making a difference to the issues they care about.</p>	 <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li> Leadership</li> <li> Organisation</li> <li> Action Planning</li> <li> Critical Thinking</li> <li> Reflection</li> </ul>	 <p><b>In our experience of facilitating this module, we have developed some best practice tips to help you to lead the session.</b></p> <p><b>Top tips:</b></p> <ul style="list-style-type: none"> <li>• When ran as the third of the three workshops, action planning is the least energetic of the three. Ensure you set expectations that your group will be working on paper for this session.</li> <li>• Support students with their ideas, but steer them in the direction of what is realistic. It is important not to stamp out their creativity, but equally important to ensure students have a clear understanding of how their action plan can be S.M.A.R.T..</li> <li>• Leave adequate time for students to consider which issues they feel most passionate about—this often takes 5-10 minutes depending on the age and ability of the group.</li> <li>• Encourage students to think creatively, but give time limits on each slide as time can easily run out.</li> <li>• Allow time for students to share their completed plans with the group. This helps them to build their confidence and presentation skills, and increases their investment in the plan.</li> </ul>
 <p><b>Age group:</b></p> <p>KS2 and above, but can be adapted to suit any age group and/or ability.</p>	 <p><b>Running time:</b></p> <p>40 minutes – 1 hour</p>	
 <p><b>Group size:</b></p> <p>These slides can be delivered by a teacher or a student to a group of up to 30 students.</p>	 <p><b>Running the module:</b></p> <p>Use the notes below or contained in the PowerPoint to guide you. It is recommended to run the workshops Issues Bus and Challenge Zone before undertaking this module.</p>	

For additional action planning activities, download the Teacher's Guide from the WE Schools Kit at [WE.org/gb/kit](https://www.we.org/gb/kit). If you have any questions or would like support with delivering this module, please email [ukyouth@WE.org](mailto:ukyouth@WE.org).

# How to run the workshop:

<div> Presentation</div>	<div> Teacher notes</div>	<div> Your notes</div>
<div>Slide 1</div> <div></div>	<p>Use this slide to introduce Action Planning to your group.</p> <p>With so many important issues in our local and global communities, it can be difficult to see how we can make a positive impact. This Action Planning workshop will support your group to build a step-by-step plan for creating positive change. When you have a thorough plan with a realistic goal, you are set up for success!</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 2</div> <div></div>	<p>This slide gives you an overview of WE Schools Digital Programming and the module Action Planning. Feel free to delete it when you deliver the module to your group.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 3</div> <div></div>	<p>Each of these steps will be explained in more detail as you work through the module.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>


## Slide 4


**Passion + Issue = Change**

All change, no matter how big or small, can be summed up by this equation.  
Write your answers to the below questions in a table, leaving the final column blank:

Q: What are you passionate about/skilled at?  
E.g., sport, drama, music, etc.

Q: Which issues are you passionate about changing?  
E.g., homelessness, the environment, access to clean water, etc.



Passion	Issue	Change

WE

Use this slide to get students thinking about their own passions and interests.

Explain to your group that to create change, they must be passionate about both the issue they want to change and how they will change it. This will help them to stay motivated and to feel good about the impacts they make.

Ask your group to draw a table, then given them up to five minutes to write down as many things that they are passionate about, and as many issues they want to change, as possible. If you have not yet run the Issues Bus module, get your students thinking about local and global issues with our WE Schools Issues Cards, downloadable at [WE.org/gb/kit](https://www.we.org/gb/kit). Some suggested questions to guide your students are below:

- What issues do you see happening in your local community that make you upset/angry/you would like to change?
- What issues do you know of happening in your global community? Have you read or seen anything in the news recently?
- If you could change one thing in your local/global community, what would it be?



## Slide 5


**2 Understand types of action**

What are some ways you can take action to create change?

1. Awareness-raising	a. Writing a letter to your local MP.
2. Volunteering	b. Giving up your time to help someone else.
3. Fundraising	c. Turning off the lights; using less water.
4. Material support	d. Bake sales; sponsored walks.
5. Behavioural change	e. Putting up posters; sharing videos on social media.
6. Advocacy	f. Donating food to a foodbank.

Match the examples to the types of action.

Answers: 1a, 2b, 3d, 4f, 5c, 6e



Use this quick quiz to get your group thinking about how they can create change.

As you explain the quiz, ask students to come up with their own definitions of these six types of action. You can then define them as a group (definitions are available below). If time allows, ask students for additional examples of these types of actions to help them with their action plans.

**Awareness-raising:** Focusing the attention of others on a cause or issue in the world. Regardless of the action you take, the objective is to increase others' understanding.

**Volunteering:** Giving your time to a cause you care about. This could mean staying within your community and helping out locally or crossing the ocean to help a community in another country.

**Fundraising:** Collecting donations of money from individuals, businesses, or charitable foundations.


**Material support:** Collecting donations of materials or items like tinned food, second-hand clothing or books, for a charitable cause.

**Behavioural change:** Turning bad habits or routines into positive ones. This could be anything from cutting down shower time to remembering to use reusable shopping bags or bottles.


**Advocacy:** Rallying your local council or other institutions to make systemic or policy changes to something you see as an injustice in the world, your country or your community.

## Slide 6

Combine your passions with your chosen issue.

 + = Change

In your groups, link your personal passions with the issues you are passionate about to create an equation for change!  
E.g. Sports + Access to education = Fundraising with a fun run



Organise participants into groups of 4-6 and ask them to complete the equation as a group. They can use their Passion/Issue/Change tables to guide them, but should work as part of a group for the remainder of the session. It's fine for groups to come up with more than one equation, but they will need to agree which one they will take forwards as their action plan. Once participants have finished, ask a few students to share their equations.

### Slide 7

3
Write a plan

**Why – The purpose**  
What is your cause? What do you believe?  
E.g. We believe that everyone in our community should have a place to call home.

**How – The process**  
Specific actions to realise the "why"  
E.g. We will collect donations of clothing and hygiene products to help homeless people to get back on their feet.

**What – The result**  
What will happen in the end? What will be the result of that?  
E.g. We have donated 100 items to a local homelessness charity.

Starting with "why", write down the reasons you want to create change, "how" you will do it and "what" the result of this should be.

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Use this slide to guide your group to transform their equation into a fully-fledged plan! Creating a simple, three-point plan will get participants thinking about their goals and the intended impacts of their actions.

### Slide 8

4
S.M.A.R.T. goals

Without a defined goal, you won't know if you have successfully achieved your plan! Time to set a S.M.A.R.T. goal. What do you think these words mean?

<b>Specific</b>	Plan a precise course of action. If you want to support education overseas, specify how and where. - What is specific about our goal and plan?
<b>Measurable</b>	Set a goal you can measure as you know when you've reached it. - How will we measure our progress?
<b>Attainable</b>	Make sure that your goal is something realistic and reasonable. - How do we know our goal is attainable?
<b>Relevant</b>	Make sure your goal will truly help address your chosen issue. - How will our goal address our chosen issue?
<b>Time-bound</b>	Set an exact timeframe for when you want to achieve your goal. - How much time do we have to reach certain milestones for our goal?

Answer the above questions in relation to your plan to help you to develop a S.M.A.R.T. goal.

WE

Use this slide to help your group flesh out their plan. They will need to think about what is realistic for them, how many people they want to engage, and appropriate time scales. As you talk through the different components of a S.M.A.R.T. goal, give some examples to guide your group.

**Specific:** E.g., your goal could be "to raise £5,800 to build a classroom in India with Free The Children's WE Villages," instead of "to help provide access to education to children overseas."

**Measurable:** E.g., your goal could be "to give ten speeches in different classes at my school and partner with ten teachers to do so," instead of "to give as many speeches as I can."

**Attainable:** E.g., your goal could be "to get 100 signatures on a petition to increase government funding for local after-school clubs," instead of "to arrange a weekly meeting with the Prime Minister to discuss after-school clubs."

**Relevant:** E.g., your goal could be "to organise a coat and blanket collection in winter," instead of "to collect coats in summer."

**Time-bound:** E.g., your goal could be "to plan a WE DayX for June and contact the media by 1 May to publicise," instead of "to host a concert when I can find people to play."

Once participants have finished, ask each group to share their S.M.A.R.T. goal with the wider group, and ask different groups to assess whether the goal is S.M.A.R.T..



## Slide 9

**5 Action planning quadrant**

Complete the quadrant to map your thoughts and iron out the details of your plan. Think about how long it will take, what and who you will need, what roles you will play, and any challenges you may face. This is the master key to getting your action plan sorted!

<b>Timeline</b> Create a timeline to hold yourselves accountable. Include at least three key dates, e.g.: - Date to have venue booked - Date to start publishing event - Event day	<b>Resources and allies</b> What resources already exist to help me? What materials do I need? Who can help me with my action plan?
<b>Roles and responsibilities</b> Who will be doing what tasks and when are they due? Do you need more than one person for certain roles? Consider your key strengths and areas for growth, and assign tasks accordingly. Don't forget to challenge yourselves!	<b>Roadblocks and solutions</b> What problems might arise and how can I prevent or solve them? When undertaking a project, things don't always go smoothly! It's important to have back-up solutions so that you can navigate issues.

WE

Use this slide to finalise your group's action plans. Before getting started, go through each square and ask one participant from each group to share a suggestion aloud. This will ensure everyone understands how they should complete the quadrant. If available, ask groups to draw and complete their quadrant on a sheet of A3 paper. Reassure groups that it's okay if they don't have answers for some of the squares. Instead, they should write down any outstanding questions and fill in the answers later.

An example action plan for organising a local food collection is below:

### Timeline:

- **1<sup>st</sup> week Sept:** Organise collection with local foodbank and find out what they need.
- **2<sup>nd</sup> week Sept:** Give assembly about food collection.
- **3<sup>rd</sup> - 4<sup>th</sup> week Sept:** Collect food in school hall.

### Resources and allies





- **Resources:** The WE Scare Hunger campaign is an existing resource; will need support with taking food to the local foodbank.
- **Allies:** Headteacher, parents, head boy/girl, student council

### Roles and responsibilities

- Project manager (oversees the action plan)
- Marketing manager (ensures everyone knows about your food collection)
- Social media manager (spreads the word on social media)
- Research officers (learn about local food poverty and share information with your group and around school)
- Foodbank liaison officer (finds out what your local foodbank needs and organises to drop-off the donation)
- Teacher liaison officer (organises the event with teachers)
- Food collectors (help to collect food)

### Roadblocks and solutions

- **Roadblock:** The school hall is busy on the day of the collection.
- **Solution:** Find an alternative day when the hall is free or collect food from reception instead.

 Presentation	 Teacher notes	 Your notes
<p>Slide 10</p> 	<p>If time allows, ask groups to present their final action plans to the wider group. Depending on how many action plans you would like to take forwards, participants could vote on their favourite action plan(s) and work on them as part of a larger group project. As you close your session, it's a good idea to put in a follow-up meeting to kickstart your group's action plans.</p> <p>Thank you for taking part in Action Planning. Action planning is one of the four steps within our active citizenship programme, WE Schools. We have additional free resources to help you and your students to create successful action plans on our website:</p> <ul style="list-style-type: none"> <li>• The WE Schools Kit is available for free download at <a href="https://WE.org/gb/kit">WE.org/gb/kit</a>.</li> <li>• Five global and six local action campaigns to help you to take action at <a href="https://WE.org/gb/campaigns">WE.org/gb/campaigns</a>.</li> <li>• Curriculum-linked lesson plans for each campaign at <a href="https://WE.org/gb/library">WE.org/gb/library</a>.</li> <li>• More about our WE Schools programme at <a href="https://WE.org/gb/we-schools">WE.org/gb/we-schools</a>.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



## Congratulations!

Congratulations! You have now completed workshop three of three as part of WE Schools Digital Programming. Your students should be equipped with the tools they need to be local and global active citizens! Our WE Schools team are here to help you make your action plans a reality—complete this [quick survey](#) and we'll be in touch. To speak to a member of our team, email [ukyouth@WE.org](mailto:ukyouth@WE.org) or call our office on **020 8266 1616**.

