



# **Planning Action - What methods can I use to take action?**

## **Lesson 8**

**How can I be a changemaker in my local community?**

**Lesson 8:  
What methods can I use to take action?  
Key Stage 4 / Year 10**

<p><b>Overview</b></p>	<p>This lesson guides students in selecting and planning effective methods of taking action for social change while emphasising nonviolent approaches and safeguarding considerations. Students begin by brainstorming campaign techniques, analysing their advantages and disadvantages, and reflecting on examples from prior lessons. They then develop a detailed action plan, breaking it into manageable steps and aligning their chosen methods with their goals and audience. Through a Diamond 9 activity, students evaluate factors that contribute to successful campaigns, such as clear messaging or strategic targeting, and justify their prioritisation. The session concludes with reflections and a takeaway task to discuss activism experiences with someone at home.</p>
<p><b>Citizenship Skills and Concepts</b></p>	<p>Action, change, peaceful protest, planning, authority, justify</p>
<p><b>Essential Teaching Guidance</b></p>	<p>Ensure you carefully check the techniques students identify that they will be using to take action, from a safeguarding perspective consider the appropriateness of the actions they have decided to take. It is also important to consider what will be feasible within the time constraints you have. Impress on students that whilst some techniques used by groups to bring about change may use violence that this is not something you will be focusing on and certainly not something they will be using. Be aware that should anything around protesting method discussions come up that disturb you should follow your own school safeguarding policy and speak to your Designated Safeguarding Lead. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters. You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful.</p>
<p><b>Learning Questions</b></p>	<p>How do I decide which methods I use to take action?</p> <p>How do I plan my action?</p> <p>How can I have a successful campaign?</p>

<p><b>Resources</b></p>	<p>PowerPoint: Lesson 8: How many methods of campaigning can you list?</p> <p>Possible Actions Worksheet</p> <p>My Action Plan</p> <p>What makes a successful campaign? Diamond 9 worksheet</p>
<p><b>Assessment Opportunities</b></p>	<p>Completed 'Possible Actions Worksheet' and 'My Action Plan'. Students completed Diamond 9 sheet. Students can contribute to discussions and will write short written responses as part of the lesson.</p> <p>You should also use questioning throughout the lesson to check for understanding.</p>
<p><b>Do now / Starter /Entry Task</b></p> <p><i>(5 minutes)</i></p>	<p>Ask students to list as many methods/techniques of campaigning as they can - this links back to takeaway task from the previous lesson and students can also draw on case studies from previous lessons. You might want to start the list together as a class. For example, you could remind them of the case study about the Bristol Bus Boycott and start your list with 'boycott'. Use student responses to create a classlist.</p>
<p><b>Task 1</b></p> <p><i>(10 minutes)</i></p>	<p>Explain to students that the methods they choose to take action will depend largely on what their chosen issue is, what they hope to achieve and who they are targeting.</p> <p>Return to the list students created at the start of the lesson and encourage them to discuss with a partner or in small groups whether a method of campaigning would be successful. Here the learning points to draw out are that although sometimes methods that gain high publicity seem to be the best choice as it will gain support for your cause it can also lose you support for others. So far example recently the environment activists Insulate Britain arranged a campaign where people glued themselves to the road. While this caused a great deal of attention and those who supported the cause of Insulate Britain thought the protest method was sensible the majority of the public did not agree due to the inconvenience this caused them. Another example of this would be the strikes held by transport workers, while some of the public support the striking workers understanding their reasons, others feel that they are being unreasonable. This means that choosing a method for action is very important. You need to be aware of how you will influence the person with authority your 'target' without alienating them.</p>

	<p>Ask students to consider how some of the actions offered could be seen as a good way to campaign against but also what the risks are related to this method. It is clear that some listed such as bombing and riots while they do occur are illegal and dangerous. If you feel students need to explore issues around protest of this nature in more detail you can find lessons that deal with this in our Building resilience Project including Immigration and Protest - a case student of Dover. Should students disclose anything in this section of the lesson that concerns you for example being a member of a group that is involved in demonstrations that uses violent or an online groups which champion action such as this please follow your schools policy and contact your SLT.</p>
<p><b>Task 2</b> <i>(15 minutes)</i></p>	<p>Thinking back to the campaigns from the previous lesson, identify the methods used by each to bring about change. Answers are included in the lesson slides.</p> <p>Students should then consider the pros and cons of all the possible actions they could take. They should record their responses on the ‘Possible Actions Worksheet’. A worked example is included in the lesson slides. Students will use this to inform their action plan in the next activity.</p> <p>Circulate the room as students complete the ‘Possible Actions Worksheet’ and check their responses, posing questions such as ‘tell me about the pros of using a petition’ or ‘tell me why organising a march may not be appropriate for us to use for our action’.</p>
<p><b>Task 3</b> <i>(15 minutes)</i></p>	<p>Having considered the pros and cons of all possible options they could use to take action it's time to create an action plan. Students need to break down the actions they wish to take into a sequence of bite-size pieces, and agree who is doing what (if they are working with others) and when they each have to complete their tasks. If working on their own, put their own name! Students should use the ‘My Action Plan’ worksheet provided to plan which actions they will now take. A worked example is included in the lesson slides.</p> <p>Clearly set the perimeters for the students to work in regarding the action they are taking. If you are following this unit as we have written in lesson nine has two hours of learning time for students to complete their action in school/in the classroom therefore they need to consider this when completing their planning. Actions that could work on this timeframe include:</p>

	<p>Writing an assembly to raise awareness of an issue</p> <p>Writing to an MP/Councillor about the problem they have identified in their community and asking for specific help regarding this issue</p> <p>Organising a letter writing campaign to an organisation or person regarding the issue they are campaigning about</p> <p>Writing a blog/newspaper article that could be used in school or publicised locally</p> <p>Planning and carrying out a meeting with a member of the leadership team.</p> <p>Make a Tiktok/Instagram type video to show in tutor times across your year group.</p> <p>Record a podcast and share it with your intended audience</p> <p>As you circulate the room, remind students to think about what will have the most impact when considering who they are targeting with their action, along with being realistic in terms of time available. To keep students focused, ask at particular points times for students to share their ideas and others to comment on whether they feel this would be successful or if they can see anything that could cause an issue for the student. This peer discussion will help students come up with a more developed plan and help them to evaluate their ideas. Selections of students can be carried out in a number of ways including cold calling random name generators, selecting students you think may be off focus etc.</p>
<p><b>Task 4</b> <i>(15 minutes)</i></p>	<p>Students are asked to consider what factors contribute to making an action successful. They should do this by completing the Diamond 9 worksheet. At the bottom of the worksheet there are suggested factors which may lead to a successful action, such as a clear message or having celebrity backing for your campaign. Students decide which factors are most to least important in having a successful campaign. The factor which they think is the most important in having a successful action should be at the top; the least important factor in having a successful action should be at the bottom. There is no right or wrong answer here, it is about getting students to explore the factors they need to consider and evaluate their importance.</p> <p>Students should explain the reasons behind their highest and lowest choices - you could do this as feedback to the whole class</p>

	<p>or ask students as you circulate the room. For example, they may put having a clear message as the most important factor on their Diamond 9. This might be because it will be easier to gain support for your action if people are clear what you are taking action about. To extend the thinking around this exercise once one student has offered their top idea as another student to explain if they agree or disagree. What do they have as their number one ideas? How do they justify this against the other students. There are clearly no expectations of correct answers here however students should be able to talk you through their thinking and how it is related to their action ideas.</p>
<p><b>Plenary / Reflection</b>  <i>(5 minutes)</i></p>	<p>Students are asked to complete multiple choice questions. Answers to these are available on the lesson slides. These questions check the understanding of key terms used across the lesson.</p>
<p><b>Takeaway Task</b>  <i>(30 minutes)</i></p>	<p>Discuss 'Taking action' with someone at home and ask them:</p> <p>If they have ever taken action to bring about change.</p> <p>If they have, ask them to explain what the action was all about, and whether they were successful or not.</p> <p>If they haven't taken action, why not? What do they think about taking action?</p>

# Citizenship action - possible actions

Possible actions we could take	Pros of taking this action	Cons of taking this action

# Citizenship action - my action plan

Before you take the action, use the questions below to check that you are ready!

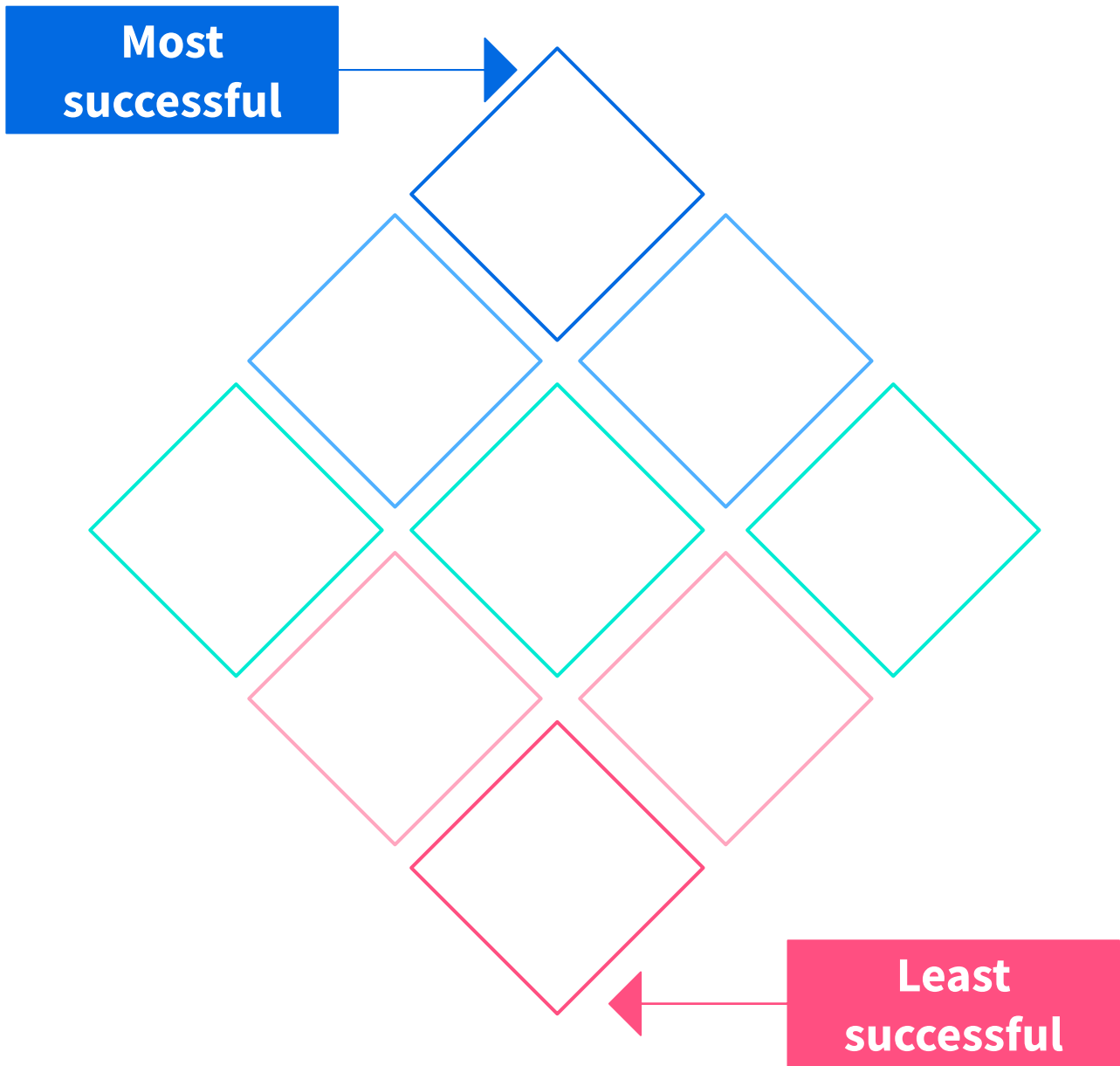
- Have you ensured that you or your group know what to do and you all have clearly planned for most eventualities?
- Is your action plan up to date?
- Have you ensured that the questions you are asking are not biased and will give useful data?
- Is someone in charge and able to make decisions and changes if necessary?
- Have you set yourself targets in your action plan so that you know if you have succeeded?
- Have you built into your action plan gathering data, opinions or views from others about your action?
- Have you arranged for photographs and other evidence to be collected? This information will be helpful when you think about evaluating your action.



# Citizenship action - my action plan

Step	Activity	Reason	Whose job?	To complete by	Done
1					
2					
3					
4					
5					

# What makes a successful campaign?



Having a clear message	An MP or local councillor who is passionate about the issue	Having a lot of media attention
Having a lot of public support	Having an issue that people care about	Having finance/money available
The methods used to take action	High profile social media campaign with a lot of followers	Having celebrity backing