

Act – activity guide (primary & secondary)

Age range: 8 – 16yrs

Time: 1-2 hours *+action time*

Outline

Pupils will have considered what the challenges in the global food system are, particularly relating to small farmers. They will also have looked at what actions different groups within the global food system can take to make the system fairer. This guide is designed to support young people thinking about taking an action which they determine for themselves. It guides them through considering the range of possible actions they could take, then supports them in choosing one, planning how to implement it and evaluating success.

Learning Objectives

- To understand the range of different actions possible as an individual and a group, and consider what would make the actions effective
- To develop co-operation, teamwork, responsibility and communication skills
- To plan for themselves as a team and consider how they can evaluate their success

Resources

- Oxfam big picture magazine action examples (or other examples)
- 9x post-its per group OR 9x ready made action cards (plus blanks)
- Action card diamond ranking examples
- Taking action planning grid
- Taking action evaluation sheet

Curricular links

Pupils can take action in any subject area. However this would particularly support Citizenship/Global Citizenship or ESDGC. Where possible pupils should be encouraged to link their planned actions to the whole school and wider community, including parents, local groups, shops, other schools, and local media. This would support schools in developing participation, pupil voice and community cohesion.

Keywords

Action, communication, participation, responsibility, citizenship, planning, evaluation, reflection

Activity 1 – choosing what to do

If you are unsure about supporting pupils to take their own action, please see the brief guidelines at the end of this activity guide for more help.

Starter (optional)

You should have done the **power-shift** activity which has given pupils some ideas about what both *other people* and *they* could do to support helping make the global food system fairer.

You could help to inspire pupils by showing pupils some examples of actions other people have taken about an issue they care about.

To find examples, an internet search for “campaign action ideas” will return some useful results. However you could use **Oxfam’s Big Picture magazine** (Summer 2010) which features 3 examples of young people taking action on climate change on pages 12 & 13. Download it from

http://www.oxfam.org.uk/education/teachersupport/the_big_picture/files/2010_summer_bigpic.pdf

Action card ranking – 20 mins

This activity encourages pupils to brainstorm various options for taking action and think through their relative merits.

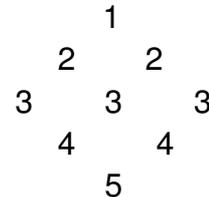
Pupils will need to be able to work in groups of three or four, and each group will need table space to move around nine action cards.

1. Pupils sit in groups and identify up to nine possible actions that they could take. They write each action on a separate **sticky note** (or piece of paper).

Alternatively, use nine ‘**ready-made**’ options – these can be either generic and applicable to most issues, or specific to the issue. Include some blank cards so pupils can substitute their own ideas for the ideas on the cards.

There are **2 sets of example ideas** you can give to pupils, both **general** ideas and **fairer food system** examples. Both are available in the **pupil sheets**.

Diamond nine ranking



The purpose of diamond ranking is to provoke discussion or reflection about the relative importance of a range of factors. It encourages a focus on the single most important factor, then the next two, the next three and so on.

This method of ranking can be used in many different contexts where there is a need to define, prioritise or make decisions. For example, it could be used to evaluate nine different definitions of ‘development’, or to select classroom rules.

2. Groups then **rank their options in a diamond** formation as shown in the box. When most groups have agreed on their formation, stop the class and ask for feedback. Each group has to feed back their **top 3 and bottom 3** choices.

3. Emphasise that there is no right or wrong answer – there will be advantages and disadvantages to every option, and pupils should rank them as they think best.

4. As a class explore the choices they have made and their reasons for them. Finally, discuss the criteria they used to make their decisions (e.g. feasibility, appropriateness, effectiveness or cost).

Picking an option – 10 mins+

Pupils can either do an action per group, or do an action as a whole class. It is up to the teacher and pupils to decide this.

Try and use a democratic technique within each group or class to determine this. This could involve voting within the class or group for their chosen option.

If you have more time you could **extend** this into a ‘mini-dragons den’ activity where each group has 1 minute to present their best idea to the class, and then at the end the whole class acts as the ‘dragons’ and votes for their favourite option.

Activity 2 - planning

When the top idea has been identified, pupils should be given the **action planning worksheet** which includes a planning a sheet and the steps to follow. They should need between 20-30 minutes to do this.

You need to encourage them complete the sheet and consider:

- What they want to do
- Why they want to do it
- What different tasks are required to complete this (this could be a couple of things, such as find information, make a poster, print it, distribute it)
- What resources they will need
- Who will be responsible for what
- What support they will need
- When it must be done by
- What evidence of success will they use (this is important to complete the **evaluation**)

At the end of this make sure pupils know **what their next steps are** and who is doing what.

Activity 3 – doing!

Encourage and guide pupils to complete their actions. Pupils will need support to complete them.

Remind pupils to try and gather information about how it went. This could be:

- photos
- quotes from people
- counting numbers of people involved
- surveying people they targetted

Activity 4 - evaluation

After pupils have completed their action, get them to use their **evidence** and think about:

- What went well
- What didn't go well
- If they met their goal
- How they could improve it

Get them to think of specific reasons why. They should use the **evaluation template** to help the pupils decide whether they have achieved what they set out to do, and what they would do differently if they did it again.

Linking to the wider project: Wallcharts and Class for Change

Wallchart opportunity

Pupils can complete the last **Act** section of their **wallcharts**. This is an opportunity to reflect back on the wider **journey** they have come along, from learning to thinking and then taking their own action.



... and don't forget the wider *Food for Thought* project

Make sure that once you have taken your pupils through the **learn, think** and **act** stages they go online at **Class for Change** to share their experiences with other pupils across the world.

Class for Change launches in March 2012 as part of the Oxfam *Food for Thought* project.

See www.oxfam.org.uk/foodforthought



Guidelines to taking action – for teachers

Bear in mind that Active Global Citizenship does not involve telling people what they should do. Instead, it helps pupils to think critically through all the options open to them. Therefore:

- Encourage pupils to consider the global effects of local actions.
- Be aware that deciding not to do something is still an action, and will have consequences just like any other course of action.
- Always encourage pupils to think in terms of responsible action that takes account of the law, school policies and ethical considerations. They will need to think through all the possible consequences of their actions.
- An important part of the learning process is to reflect on what has been learned through action.
- Active Global Citizenship is political, in that it involves making decisions about whether something should be changed and how that change should come about. However, it should not follow a party political line, as that would compromise the critical thinking and questioning which are central to Global Citizenship.

Teacher content background notes

Supporting resources:

- **Education for Global Citizenship: A Guide for Schools:** Oxfam's comprehensive guide to the how, why and what of Education for Global Citizenship
See <http://www.oxfam.org.uk/education/gc/curriculum/>
- Also see our **Getting Started with Global Citizenship: A Guide for New Teachers** which contains a variety of planning resources for active citizenship, including a Diamond 9
See <http://www.oxfam.org.uk/education/teachersupport/cpd/>
- <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/citizenship/index.aspx> - Global Citizenship Curriculum Key Objectives: Social justice and equity, diversity, globalisation and interdependence and sustainable development

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