

Pupil Action Guide: Ideas workshop

Help your pupils reflect on what they've learned so far, and then think about the range of possible actions they could take.

Resources required:

- Photos of actions people have taken in the past (see *Act* slideshow).
- Post-it notes or ready-made action cards.

Introductory exercise

1. Introduce the idea of taking action on issues you care about – give examples of actions young people have taken in the past.
2. Ask pupils to work in pairs to describe the approach and identify the goal of each action.

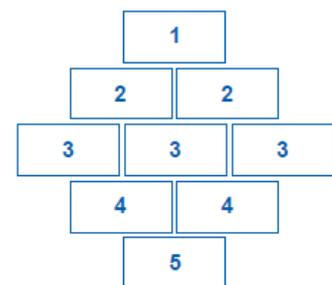
Action card ranking (20 mins)

Encourage your pupils to brainstorm various options and think through their relative merits. Pupils will need to work in groups of three or four, and each group will need table space to move around their action cards.

1. In their groups, ask pupils to identify up to nine possible actions they could take. Write each action on a separate sticky note or on the light bulbs on the next page.
2. Groups rank their options in order of preference, in a diamond formation (see below). 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.
3. When most groups have agreed on their formation, stop the class and ask for feedback. Each group can talk about their top three and bottom three choices.
4. As a class, explore the choices they have made and their reasons for them. Discuss the criteria they used to make their decisions (for example: feasibility, effectiveness or cost).

'Diamond nine' ranking

The purpose of 'diamond' ranking is to provoke discussion about the relative importance of a range of options, when there is no obvious correct answer. In this case, your pupils will place their action options in order of preference – their opinion of the best action will be on the top, followed by a row of the next two, then a row of three and so on.

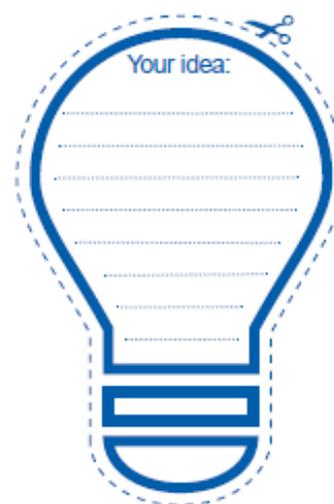
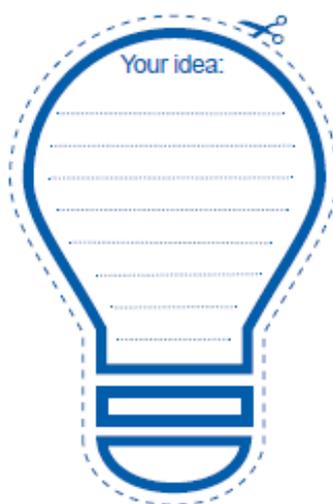
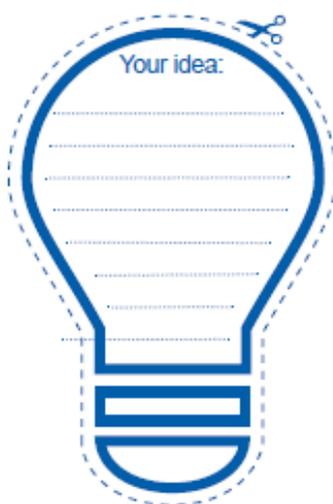
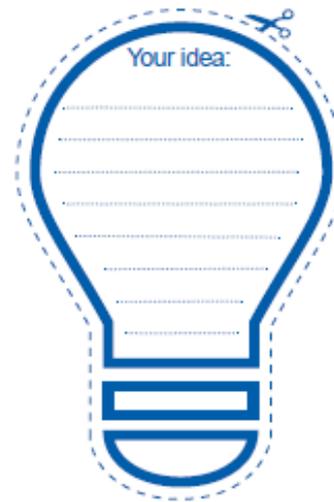
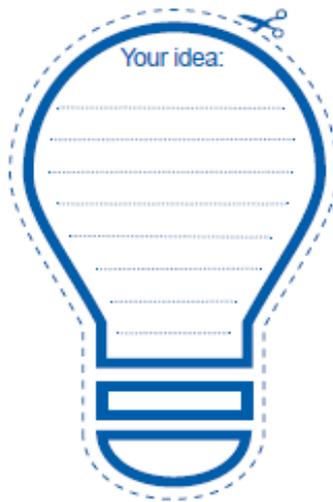
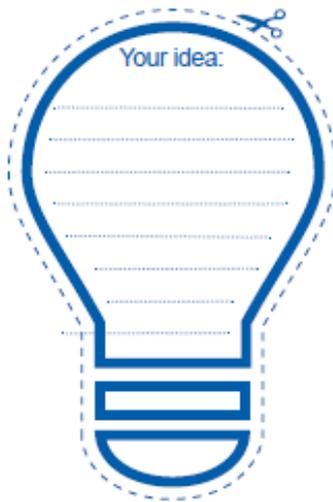
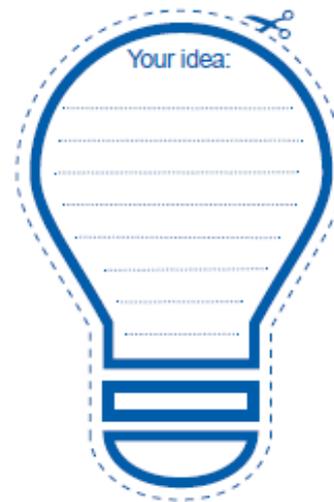
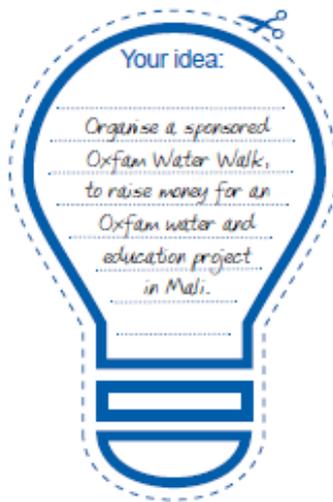
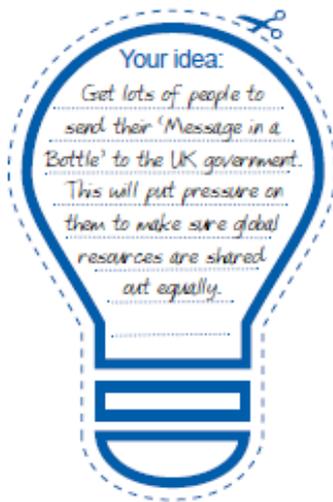


Picking an option 10 mins+

Pupils can choose to do an action per group or as a whole class. Adopt a democratic approach within each group or class to vote for your preferred options.

Action card ranking

Write your own ideas on how to take action during Oxfam Water Week on the light bulbs. Cut them out and organise them using a diamond ranking system. Implement the idea(s) at the top of the diamond – remember you could have a bigger impact by implementing more than one idea.



Pupil Action Guide: Planning

Get organised

After your pupils have decided what action they want to take, they need to plan how they'll go about it. With careful planning, their activity will have maximum impact – and the whole process will help them to develop their organisation skills.

Using the worksheet on the next page, ask them to split up the bigger action – e.g. the Water Week Walk – into smaller tasks, each with their own deadline.

Ensure that a member of the group is held responsible for each task, and get them to think about what resources and support they need. At this stage, it's also important for pupils to plan how they will measure the success of their activity (for example, numbers of pupils involved or the amount of money raised), so they can feel the difference they have made to people living in poverty.

Top Tip: Get parents involved

Make sure that parents know about Oxfam Water Week and how they can get involved (for example, by helping to organise activities or by sponsoring their children).

Pupil Action Guide: Review

Have you made an impact?

As they take action, remind pupils to gather information to help with their evaluation. This could include:

- Taking photos.
- Gathering quotes from fellow pupils, teachers or parents.
- Counting the people involved.
- Carrying out a survey.

After pupils have completed their action, get them to use the evidence and information they gathered to answer the following questions:

- What went well? Why?
- What didn't go so well? Why?
- Did you achieve what you set out to?
- If you did it again, what would you do differently?

Use the Review worksheet on the last page to help your pupils to evaluate their activities.

Top Tip: Let us know about all your activities

It's really important for our own evaluation, and will help us to continue to make Oxfam Water Week a success. Use the feedback form at www.oxfam.org.uk/waterweek

Planning worksheet

Help pupils to organise their action into individual tasks, resources, people and deadlines.

Tasks What individual tasks are needed to make this happen?	Resources What resources (money, collecting boxes, pens etc) are needed for this task?	Responsibility Who is responsible for making sure this task is completed?	Support What support does this person need? E.g. from a teacher or school council.	Deadline When will this task be completed by?	Evidence of success What will prove that the task has been completed? For example, photographs or completed forms.

Review worksheet

Use this worksheet to evaluate your activities and think about what you would do differently next time.

What went well? Why?	What didn't go so well? Why?	Did you achieve what you set out to?	If you did it again, what would you do differently?