

Step 6: Plan Your Attack

Time Needed: 1 class period + time outside of class as needed

Materials:

- Student handouts
- Students’ work products through Step 5

Preparation:

- Reading (2 pages; class set)
- Move-the-Needle Toolbox (1 page; class set)
- Toolbox Activity (1 page; class set)
- Action Plan Worksheet (1 page; class set)
- Action Plan Template (1 page; students may need multiple copies)

Objectives: By the end of this step, students will be able to...

- Articulate an objective for their issue.
- Identify action steps required to achieve the objective.
- List needs and potential challenges for each action step.
- Create a written action plan.

Optional Formats & Materials:

- Fillable PDF versions are available on the web page for this step.

Step by Step

- ANTICIPATE** by asking students whether they consider themselves planners or seat-of-the-pantsers when it comes to completing a project. Any list-makers? Anyone convinced they could never work with a formal plan? Anyone willing to share examples of when a plan has or hasn’t worked? Tell students that for this project, they’re going to learn how to make an action plan for influencing their issue.
- DISTRIBUTE** the reading to the class.
- READ** with the class, pausing to discuss. For now, do *not* stop to let students work on their Action Plan Worksheets even though instructions are embedded in the reading.
- DISTRIBUTE** the Move-the-Needle Toolbox and the Toolbox Activity.
- PREVIEW** the Move-the-Needle Toolbox with the class.
- ALLOW** students time to complete the Toolbox Activity.
- DISCUSS** students’ answers to the Toolbox Activity and ask them to share their responses. This will let them see how different tools could be used for the same purpose and how the same tool could be used in different ways. It will also help prepare them for filling out the Action Plan Worksheet.
- DISTRIBUTE** the Action Plan Worksheet and Action Plan Template. Make sure students know where to get extra copies of the template.
- PREVIEW** the worksheet and template with the class. Remind students to follow the instructions in the reading.
- ALLOW** time for students to get started with the worksheet and template in class, if possible, so you can help if they get stuck.
- ASSIGN** students to finish their Action Plan Worksheet and Action Plan Template between now and whenever you’ve scheduled Step 7.
- SCHEDULE** at least one check-in between Step 6 and Step 7 to offer feedback on students’ objectives and action steps. Make sure they’re on the right track with these, or it will come back to bite them (and by extension, you) in the rest of the steps.