

Action planning worksheets



ACTION PLANNING WORKSHEETS

1. Creating an action project aim
2. Creating an action plan
3. Choosing an activity
4. Finding information
5. Creating a time schedule
6. Strengths audit

Action planning worksheet 1: Creating an action project aim

Part A

- > On the outline of the tree, label the trunk with an issue related to migration.

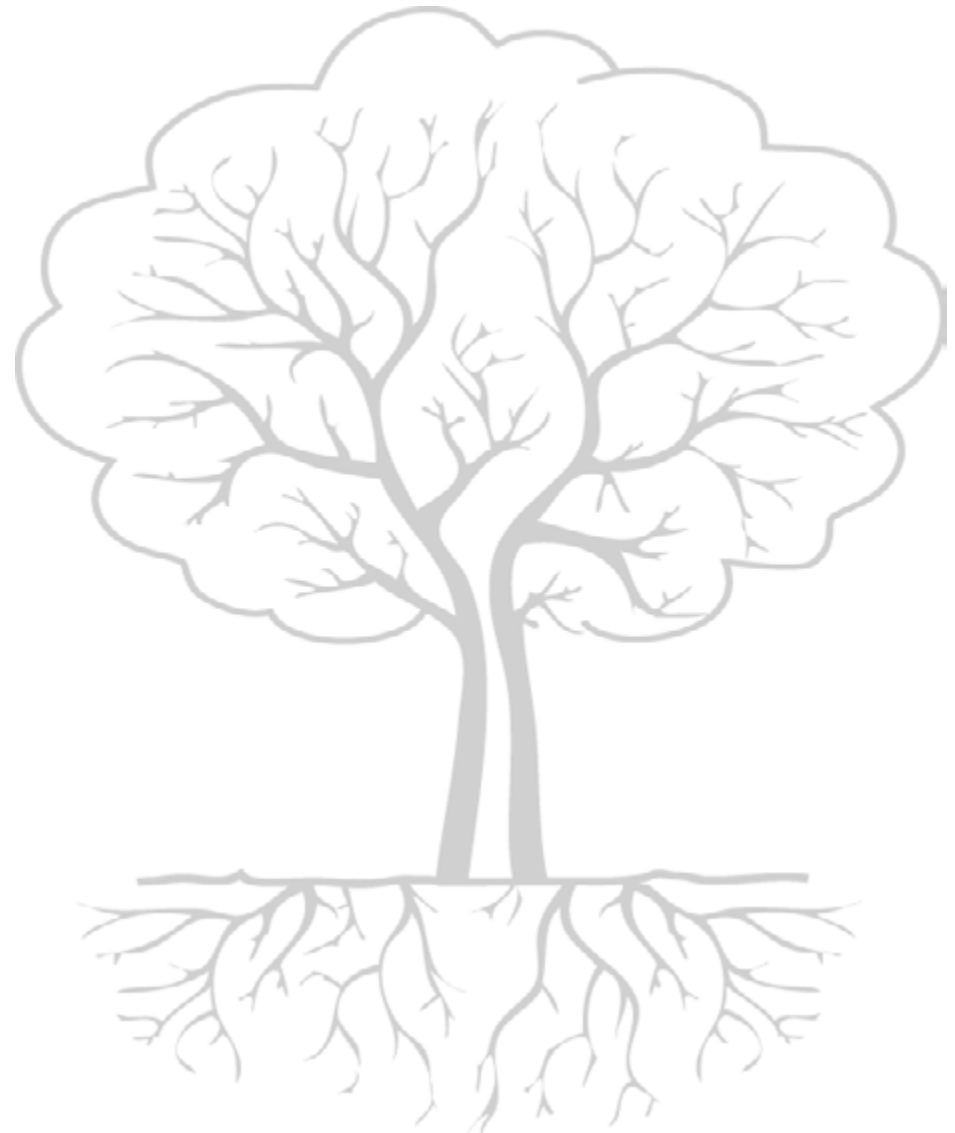
(Think about what you have learnt to help with this. Issues could for example include poverty, dangers faced on migrant journeys, arrival in a new country, media representations of migration).

- > Write some of the causes of the issue in the roots of the tree.
- > Write some of the effects or consequences in the branches of the tree.

Part B

- > Turn each of the causes and consequences of the issue into a positive solution. Write these on the tree.
- > Turn the initial issue into an aim, or something that will be resolved.

(When thinking of solutions, be as realistic and focused as possible. This will form the basis of your action, so try to think of solutions based on what you have available in your group and your immediate environment).



Action planning worksheet 2: Creating an action plan

1. What is the aim of your action project?
(Use your problem tree to help).

2. What activities will you do to achieve this aim?
(Look at the solutions from your problem tree to help. If you have more than one idea for an activity, you can use action planning worksheet 3 to help you decide which activity to do.)

3. What risks or challenges might you face?
What can you do to reduce these?

4. What resources do you need for your activities
(e.g. people, materials, equipment, costs)?

Action planning worksheet 3: Choosing an activity

- > Use this worksheet to help you choose the activity you could do.
- > If an agreement can't be reached in your group, try voting.
- > You could also present your ideas to other groups and ask for their feedback.

Mark each 1-5 where 1 is low and 5 is high.

| | Activity name | How much will it help you to achieve your aim? | How important is it to you? | Is it fun to do? | Is it achievable in the available time? | Is it achievable with the available resources? (people, costs) | How risky is it? | Total (out of 30) |
|----|---------------|--|-----------------------------|------------------|---|--|------------------|-------------------|
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |

Action planning worksheet 4: Finding Information

You can use this worksheet to help you think about what information you need for your project and to use this as a basis for research.

| What do we know already? | What do we need to know? | What resources should we use (books, internet) | Who can help us? | Who should do the research and by when? |
|---------------------------------|---------------------------------|---|-------------------------|--|
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Action planning worksheet 5: Creating a time schedule

Use this worksheet to help you plan deadlines for your action as well as decide who will do what. You can also use the strengths audit (worksheet 6) to help you decide who should do what.

Time (days/weeks/months)

| Activity name | 1 | 2 | 3 | 4 | 5 | 6 | Who is responsible for the activity? | Resources |
|---------------|---|---|---|---|---|---|--------------------------------------|-----------|
| | | | | | | | | |
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Action planning worksheet 6: Strengths audit

- > This worksheet will help you think about what strengths everyone in your team has. It can help you decide what role each person in your team could have.
- > You can add other skills that have not been included.
- > For each skill, everyone in the team should write or draw where they fit on the line, depending on how confident they feel.
- > Delegate roles based on skills.

Skills

| | |
|---|---|
| <p>Presenting (Leading a school assembly or facilitating a workshop for a different group)</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Acting A different skill to presenting as some people are fine on a stage if they are playing someone else! Good for drama or film projects)</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Motivating (Inspiring others and vital for helping to get the project completed. Can be used as a back up person for each task to help the others fulfill their roles).</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Planning and Organising (Mapping out the project, delegating roles, involving others to make the project happen).</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Technical (Photography, filming, PowerPoint presentations, music, graphic design, animation).</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Researching (finding information from books and the internet).</p> | <p>Not very confident ←————→ Very confident</p> |
| <p>Artistic (animation, art, displays and exhibitions).</p> | <p>Not very confident ←————→ Very confident</p> |