Taking Informed Action

Lesson Components
- **Statement of Interest**—Students identify a challenge and develop a goal for taking action.
- **Skills and Strategies**—Using a criteria-based decision-making matrix, students select a project that meets their stated goal.
- **Project Planning**—Students map out a plan for implementing their action project.

Student Worksheets
- **Taking Informed Action (Student Version)**

Connections to Compelling Question
- What forces create conditions of removal today? How can we take informed action to address issues and challenges that we see in our communities?

Ideas
- Students can work in pairs, small groups, or as a class to create their action projects.
  - Part A—Statement of Interest on **Taking Informed Action** is a natural entry point for students to self-select groups based on a common interest in the problem identified.
  - Part B—Skills and Strategies: Offer examples for how experiences outside the classroom can be applied to an academic goal (teamwork, artistic talents, leadership, cultural knowledge).
  - Part C—Project Planning: Remind students that the term resource includes things in addition to material items. Help students brainstorm the types of resources they might need, including:
    - Time
    - Expertise
    - Supplies
Taking Informed Action

Suggested Lesson Procedure

Hook
“What power do you have to challenge forces of removal?”

- How could students take informed action to address challenges related to removal in their communities?
- Develop a plan of action to address an issue of their choice.

Statement of Interest
- In Part A, Statement of Interest on Taking Informed Action (Student Version), students identify:
  - A problem or challenge presented in the case study
  - What they find interesting about the problem or challenge
  - A rationale for taking action
- Goal: To help students articulate why they want to take action and thereby form a personal connection to the issue and action-planning process.
Taking Informed Action

Skills and Strategies

- In Part B, Skills and Strategies on *Taking Informed Action (Student Version)*, students consider what skills they could offer to an action project and what strategies will help them meet their goal.
  - Read the “Strategies for Taking Action” to see ways to take action and sample action projects.
  - Record personal skills in the Strategy + Skills table.
  - In the Strategy + Skills table, students write potential action projects that apply a personal skill to a strategy (inform, advocate, serve, give).
    - How could you use skill A to inform… advocate… serve… give?
- Review the statement of interest. Select three action projects that align with their reason for wanting to take action.
  - Record these project ideas in the Action Plan table in Part C of *Taking Informed Action (Student Version)*.

Project Planning

- What resources are needed to execute the project ideas?
- Students narrow their three ideas down to one action project concept.
- Students use the Resource Assignments grid to create a project timeline for completing their action project, including who will be responsible for what tasks.