

# **Australian Student Environment Network Education for Social Change Training Manual**

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## Important information; please read...

### How to use these workshops:

**Before you start:** Firstly, if you are reading this, you are standing on Aboriginal land. As an educator and facilitator, it is respectful to begin any workshop or presentation by acknowledging the Traditional Owners of the area in which you are working. Ask local activists and community members if you are unsure.

**Cheat sheets:** The workshops in this reader have been designed to provide a comprehensive, step-by-step walk through each exercise; including suggestions about what you should do and say during the workshop. Having to read off these detailed workshop outlines might be a tricky during an actual workshop, so we've included a workshop layout template from our good friends at The Change Agency ([www.thechangeagency.org](http://www.thechangeagency.org)) to help you out. This template is a grid you can fill in with whatever cues, information and text that you think you'll need to refer to during the workshop.

**Adapting workshops:** Generally, you are encouraged to adapt and edit the workshops and resources in this reader to fit your needs and your style as an educator. However, it is important that you keep the original referencing, even if you modify an exercise or tool slightly. All the tools and materials in this reader are distributed for re-use, adaptation and alteration under the condition that the original author of the tool is duly credited for their work. Also, the ASEN activist education crew request that this reader and any part thereof is made available to anyone who wants it, free of charge.

**Size of the group:** Tailor workshops to the size of the group. The workshop outlines in this reader are designed for medium sized groups of 15-25 participants. They can easily be modified for smaller and larger groups. The major thing that changes with the size of the group is the time required for each exercise.

**For large groups:** avoid round robins and extensive reportbacks and whole group discussion. Round robins and reportbacks take heaps of time when there is a large group, they can become repetitive and boring for participants. Likewise whole group discussions in a large group, favour vocal and confident participants and silence quieter and less confident participants. Instead use small group discussion, pick out a couple of groups to report back to get an indication. Also use pairs listening, mingling exercises and personal exercises.

**For small groups:** avoid practical exercises such as role plays, spectrums and many games as they do not work with less than a certain minimum number of participants. Instead there is much more opportunity for in depth discussion and debate as well as personal exercises. One example is turning spectrums from a physical exercise to a written exercise as per the Theories of Change workshop spectrum options.

**Experience of group:** Tailor the workshop to the group you are running it for. Before you do the workshop get a gauge of why you are running it, the likely experience of people in the room. On the day of the workshop listen to what people want to get out of the workshop, be flexible and open to throwing parts of or your entire workshop out the window and going in a new direction. This can be scary to do and is best attempted when you have some experience as an activist educator. (Tip developed from the Change Agency)

**Preparation:** Preparation is key. It doesn't matter how good a facilitator you are, if you don't prepare you won't run your best workshop. Always double check that you have everything you need. Prepare at least a day before the workshop. Be very clear if you haven't used a space before and someone else is arranging it, what you need including simple things like chairs.

### Workshop Symbols:

Each of the workshops in this reader is divided into sections called 'exercises' or 'tools'. In each exercise, you will notice symbols on the left hand side of the page, along with instructions; these are designed to guide you through running the workshop, and are divided into:



**Action:** the hand symbol indicates instructions about the general running of the session; they might tell you to write something on the board, or give you a heads-up about what you'll be doing next.



**Speaking:** This symbol indicates when you need to give instructions or suggestions to the group. Text next to these symbols is a guide only, so alter and adapt it in your own words to get the same point across.



**Observing:** This indicates a point at which the facilitator should be extra-observant of the group dynamics – like a tricky piece of group work, or a controversial discussion.



**Process Suggestion:** Not an instruction, but a suggestion from one of the people who have run this exercise before. Usually an idea or tip for how the workshop could be altered to suit the needs of the facilitator and/or the group.

<b>Name of workshop</b>					
When	Session	Who	What	Why	Resources
Times	We divide workshops into key sessions to differentiate		Activities and process ideas	What objectives are you trying to achieve with this session	What will you need for this session
<i>Example</i>					
When	Session	Who	What	Why	Resources
10:00	Session one: Welcome and introductions [25 mins]	SLR	<ul style="list-style-type: none"> <li>- Geo-exercise, invite everyone to introduce themselves to the group and describe something about the place they live [20 mins]</li> <li>- Introduce facilitators and tCA [5 mins]</li> </ul>	<ul style="list-style-type: none"> <li>- Help people arrive in the space</li> <li>- Warm up and give people an opportunity to see where people are coming from</li> <li>- Build container</li> </ul>	
10:25	Session two: Expectations and agenda [25 mins]	HH	<ul style="list-style-type: none"> <li>- Paired listening: what are you hoping to get out of the workshop [5 mins]</li> <li>- Plenary: harvest expectations and hopes from group and list [10 mins]</li> <li>- Summarise and purpose and objectives of the workshop and review agenda [10]</li> </ul>	<ul style="list-style-type: none"> <li>- Capture participants expectations and make sure no false hopes</li> <li>- Clarify purpose and agenda – give people a sense of where we're going</li> <li>- Build container</li> </ul>	Chimes Flipchart Markers ** prepare objectives and agenda on flip chart or powepoint
10:50	Session three: Introduction to Nonviolence	JW			

## How to format your workshops...

Most of the time, our workshop outlines tend to be quite basic and simple – not much more than grids outlining each section of the workshop. The format below is one that will allow anybody to pick up and run a workshop without having to consult with the designer for support materials, references and more details. The format is based on a media workshop developed by a the American Friends Service Committee, a counter-recruitment organization in America.

When formatting your workshop, keep in mind- how would this read if I had just picked it up without running the workshop before? Would I be able to understand it? Keep it simple and not too verbose... good luck... and remember to reference tools that somebody else developed!

### ... Name of Workshop Subtitle if necessary

General spiel about workshop; setting the scene, why this kind of learning is needed

#### TOTAL TIME

XX Minutes

#### WORKSHOP GOALS

- ★ ....
- ★ .....

#### MATERIALS NEEDED

- ★ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ★ Lots of smaller pieces of paper or card
- ★ Coloured and black textas, masking tape, blu-tack, drawing pins.
- ★ ...
- ★ ...

#### HOW TO PREPARE

- Set up** the room and arrange chairs in a circle
- Write** up the Agenda and Goals (next page) on large sheets of paper
- Make** enough copies of the handouts (if any) for everyone.
- Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.

- Check in** with the organiser of the training/event to find out more about the group's experience level and the makeup of the group, and to confirm logistical arrangements.
- ...
- ...
- ...

## Name of Workshop

### Agenda:

Introductions

...

...

...

Debrief

### Goals

...

...

...

...

## WORKSHOP DESIGN

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Time	Exercise and description
<b>XX Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group.
<b>XX Minutes</b>	...
<b>XX Minutes</b>	...
<b>XX Minutes</b>	<b>Close and Evaluation</b> Get feedback on how the training went, and provide a closing for the training.

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**Name of Exercise/Section (e.g intro)****[Time: XX mins]**

---

**GOALS**

Introduce the trainers, create a welcoming space for participants.  
Let people know what to expect from the training by reviewing agenda and goals.

**RUNNING THE EXERCISE**

(DO) Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share.

(SAY) “Going around the circle, please introduce yourself briefly, and say one thing you hope to learn from this training.”

(OBSERVE) Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people’s needs.

(PROCESS/SUGGESTION) Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.

(SAY) “Are there any questions about things that are or aren’t covered in this workshop?”

(DO) Answer any questions before moving on to the next exercise.

**Where this tool comes from:  
IMPORTANT! PLEASE FILL THIS OUT, IF YOU DIDN’T MAKE THE TOOL  
UP YOURSELF, CHANCES ARE SOMEBODY ELSE DID AND THEY  
SHOULD BE ACKNOWLEDGED.....**

---

**Name of Exercise/Section**

**[Time: XX mins]**

---

**GOALS**

...

...

**RUNNING THE EXERCISE**



## Workshop tools for Activist Education

This section details a list of 22 different tools that are used regularly in activist education workshops. The aim of the list is to facilitate you creating your own workshops. By adapting combinations of some of these tools, the games and energizers and more we hope you feel confident to develop your own HOT activist education workshop on any topic or skill under the sun.

PLEASE NOTE: ASEN did not create any of these tools. In most cases the tools are generic and used widely throughout activist/popular education and beyond. However where examples are given, the source is acknowledged.

### 1. Brainstorm

**Purpose:** To get people's knowledge out of their heads and onto paper

A pop-corn brainstorm is a quick, snappy brainstorm, getting people to say the first thing that comes into their head



Ensure that people are not judged for their contribution to a pop-corn brainstorm, no idea is too silly or outrageous. Provide pens and big butchers paper to capture all the contribution. Encourage people to discuss the brainstorm once finished.

**Example:** Brainstorming all possible climate solutions.

### 2. Questions

**Purpose:** To spark discussion around targeted issues.

One of the most significant questioning tools used by activists is strategic questioning. Strategic questioning, which was developed by Fran Peavey, includes a number of different families of questions which amongst other things are aimed at delving deep into an issue and challenging people to uncover underlying assumptions and ideas. For more information on Strategic Questioning check out [http://www.thechangeagency.org/dbase\\_upl/strat\\_questioning\\_man.pdf](http://www.thechangeagency.org/dbase_upl/strat_questioning_man.pdf).

Question and answer exercises can also be useful, for example when trying to break down knowledge hierarchies. Inviting people to ask questions and opening up space for everyone in the room to participate if they wish in answering the question. This is a process that we use to get information out and promote group understanding.



It is worth spending some time developing a really good series of questions to use in your workshop, they can be very powerful. Good questions however, often take time, modification and practice to develop.

### 3. Drawing Exercises

**Purpose:** To provide an opportunity for people to synthesis ideas through a visual process and means of communication.

Many people learn in different ways, learning through drawing or viewing images is one. Drawing exercises convey information in a way that is often symbolic, accessible and fun.



Provide pens and paper



We do not expect great works of art, this is meant to be fun and informative, so give it a go.

**Example 1:** Privilege flower. ASEN is unsure who developed this tool, however we first experienced it through Tash Verco.

Draw a flower.

On each petal write one privilege for example education, sexuality, gender, class etc.

Then colour up the petal to the extent that you experience that privilege, for example if you are at university you might colour the education all the way up the petal, because you have the privilege of a university education, however if you are queer you might only colour partway up the sexuality petal.

**Example 2.** The Uber Facilitator. Credit for this workshop goes to Sam Larocca and James Whelan from the Change Agency, and Tash Verco.

Draw the outline of a human body.

Ask people to draw on that body symbols that represent the tools that a good facilitator needs. For example one person might draw a watch to indicate that a facilitator should keep track of time, another person might draw the ground to symbolise that facilitators should be grounded etc.

### 4. Fish Bowls

**Purpose:** to provide an opportunity to observe group processes and dynamics.

In a fishbowl exercise, there are two circles; the inner circle participating in the discussion and the outer circle observing how the group interacts. The idea is

to notice how people behave in group situations eg dominating, shy etc. and hopefully to learn how they interact and how it affects others.



Give the group a topic to discuss. Invite 5 or 6 people to be in the fishbowl, don't force people if they don't want to. Give the group about 5 or 10 minutes to discuss the topic and allow about the same amount of time for the observers to comment afterwards.



"The people in the middle will discuss the topic while the observers on the outer circle won't be participating in the discussion, but will have a chance to talk about their observations at the end."



Observe how the group interacts, notice positive aspects as well as negative but remember to give these as constructive criticisms.



Alright, ending the topic discussion there – Any comments from the observers circle? What did you notice about the discussion group? Did any behaviour stand out for you?



Try to end on a positive note. Acknowledge that it can be uncomfortable to be in the fishbowl but hopefully everyone can take some learning away from the exercise.

## 5. Group reading

**Purpose:** To put information out to the whole group, without any one person dominating the speaking.

Often in workshops the facilitator speaks regularly, encouraging different people in the group to read different sections of a handout or poster, ensures many different voices are heard and attempts to break down the concentrate power around the facilitator.



Invite people to read bits out. However, don't force people to read if they don't feel comfortable.



We would advise against using group reading of handouts too often. Unless the handout is essential the future workshop activities, it is often a waste of time, people are perfectly capable of reading handouts after the workshop.

## 6. Guided Visioning

**Purpose:** To get people to imagine a certain scenario.

Imagination is a powerful tool, and is often undervalued for its usefulness in adult education. Guided visioning allows people's imaginations to take flight,

valuing their creativity. Also if people can see something in their minds eye it is much easier to work towards it.



Ask people to close their ideas. Provide a quiet environment. Also ask prompting questions, to further their vision.

**Example:** See the Vision of the World Exercise in the Theories of Change workshop.

## 7. Lecture

**Purpose:** To convey a large amount of information in a short period of time by simply having one person speaking, and others just listening.

Lectures are used a lot in mainstream education, as such we attempt to avoid lectures as much as possible. However, sometimes when certain people have specific information that it is

important to share, short lectures can be useful.



Do not talk for too long as people start to get restless.

**Example:** See the “What is a Theory of Change” mini-lecture in the Theories of Change Workshop.

## 8. Mind Mapping

**Purpose:** To draw out the links and interconnections between concepts and entities.

Often the next step after brainstorming, mind mapping invites people to draw the connections between different elements in the brainstorm.

**Example:** Making the Links, developed by Rising Tide North America for their 2007 Climate Action Tour. See [www.risingtidenorthamerica.org](http://www.risingtidenorthamerica.org).



‘What are the root causes of climate change’?



Invite people to brainstorm responses to this question popcorn style (calling them out when ideas pop into their heads). Write down what folks says up on a whiteboard. Have a different coloured pen to draw the links with. With the ‘bigger’ topics we encourage people to break them down a little.

Then, as an example, take one item from the white board and make a little mind map around the subject, linking to other topics around it, adding new things if needed.


Split everyone at the workshop up into four groups, each taking a piece of butcher paper (large paper) with a topic in the centre and a quarter circle in one corner with 'climate change'.

Topics we use:

- Industrial agriculture
- Fossil fuel extraction
- Colonisation
- Patriarchy



"You have about five minutes to come up with mind maps around your subject including linking it with climate change."

We found it  useful to have a facilitator in each group to scribe, as legibility for this exercise is important. If there is only one or two facilitators, you can suggest folks start with a discussion around their topic then you can jump from group to group to get them going.



Explain the next stage once your group has a map finished. Then find two volunteers to feed back to the main group. Then, the exciting part... Put all the maps together.



"If one person from each group could draw the links between the things on their sheet and things they connect with all the other sheets, that would be tops."



Give them a different coloured pen than before, red, orange or any lighter colour. They can start by looking for words that are the same.. Then look for linked subjects.



It doesn't matter if there are links they miss.. it almost gets the point across further if folks are left thinking 'ooh! there is another link there, and there...' Also, its OK when folks go crazy and start linking everything to everything and it really gets the 'everything's connected' idea across.



At the same time as people are linking get someone else from the group to briefly explain how their groups mind map works. Go around all four of the groups till it look a little like the map above.

## 9. Open Sentences

**Purpose:** To prompt people to explore a very specific idea or feeling.

Pose the start of a statement or sentence and get people to finish it. This is often done in a series with multiple sentences. Similarly to questioning this

tool can be powerful if time is taken to construct good sentence beginnings. It is usually done as part of a paired listening exercise.

**Example:** Introducing Non-violent Direct Action developed by Tash Verco and modified by activist educators in ASEN



Get people to split up into pairs, preferably going with someone they don't know very well.



Each person will have 5 minutes to talk through the following open sentences. The partner will listen, use encouraging body language but not talk.

The open sentences are:

\*I came today because...

\*My experience with direct action is...

\*Direct action is different to other forms of action because...

\*Direct action is powerful when....



Have the open sentences written up so that people can read them and then continue answering, without having to worry that they have remembered the sentence correctly.



When the time is up focus the energy back to the circle and invite people to introduce partner and report back key points that they heard.

## 10. 'Paired' or 'Active' Listening

**Purpose:** to build relationships within the group and develop listening skills



"Often when we are talking to people we are thinking of what we can say next rather than listening to what the person actually says. This exercise is designed to reverse that.

For this exercise one person talks about the topic while the other actively listens – so doesn't say anything but shows their pair that they are listening through body language, being attentive, eye contact etc.

So find someone to be your pair, preferably someone you don't know so well and go to a space where you can be comfortable. Each person will have 2 minutes to tell the other person about the topic and I'll let you know when the 2 minutes is up with some chimes/ a clap/ a bell."



Walk around the various pairs, remind them that only one person should be talking at any time.



You can also have the pairs report back to the main group with a summary of what their partner was talking about, going around in a circle.

It is a good idea to ask what people are about/campaigning on because generally people will be quicker reporting back about what someone else is doing.

**Example :** see theories of change workshop for a paired listening example.

## 11. Personal writing

**Purpose:** To encourage quiet reflection on a question.

This is a very simple tool, where the facilitator provides a question that is designed to provoke thought and reflection. Participants then do some individual writing on the topic. This is a good tool to sum up the content of a workshop, and give the participant something tangible to take away at the end.

**Example:** The 'Your Theory of Change' exercise in Theories of Change workshop.

## 12. Photo Language

**Purpose:** To get people to answer a question through identifying with and explaining a photo and why it resonates with them.

**NOTE:** There are photos printed and in this kit for you to use to run a photo language exercise.



Distribute photos in the middle of the circle. Ask a question and get everyone to choose one photo that resonates with them in answering that question. Go around the circle inviting everyone to explain why they chose that photo.



This is a very powerful and fun tool. It is good for the beginning of workshops as it gives personal insight into everyone who is and builds trust.

"We're going to start by exploring why we are all here."



Spread out photos



Why are you involved in creating social change? Please find a photo that resonates with you in answering this question.

(Leave time for people to decide which photo they want)



"Would someone like to explain why they have chosen their particular photo?"

Once everyone has spoken, thank people for sharing and wrap up the exercise.

### 13. Post-it Exercises

**Purpose:** To get information out of everyone's head, and made it visible to the group, while avoiding one or two people dominating the process.

The post-it exercise is essentially a brainstorming exercise followed by a process to order information. This specific exercise was developed by trainers involved in the founding of the Pacific Youth Environment Network in October 2005.



Hand out post-its so people have between one and three. Pose a question (for example what projects your group should be running in the next year). Invite people to write one response per post-it. The responses should be in large bold writing.

Go round the circle and ask people to read out their top response and then put the post it up on the wall.

Once everyone has had the opportunity to put one post-it on the wall ask if anyone can see two ideas (post-its) that are similar and could be grouped together, invite them to physically group those post-its. Continue until no more post-its can be grouped. Invite people to add any additional post-its they have to existing groups then to add any that they think are stand alone. Get everyone to sit back and view the board and see if there is anything that they would change. From there give a relevant name to each group of post-its.

You can then do a couple of processes. One is split into groups based on which of the groups of post-its people are interested in driving forward and giving those small groups the task of prioritising and developing the ideas. A second process could be inviting people to add crosses to ones they think are important. Make sure you give a quota of crosses.



There are many different post-it exercises, and this is just one example; post-its or small bits of paper with blue-tac are a useful tool in the activist educators tool-kit.

### 14. Power Point

**Purpose:** To convey information through a presentation, often supporting a speech.

Power point presentations are used extensively to support lectures. Because we advocate that people use lectures sparingly we similarly advocate that you





use powerpoints sparingly. Do not have powerpoint presentations that are cluttered with too much information, ensure they are easy to understand.

Ensure you have a laptop, projector and blank light space to project onto.

**Example:** One purpose we in ASEN have used powerpoints for is to show images of different actions and/or campaigns and invite people to identify the campaign or action and tell the group something about it, then you can fill in the blanks. This is a participatory way of using powerpoint presentations.

## 15. Ribbon Exercise

Concept developed by Dr. Kathleen Sullivan for The International Campaign to Abolish Nuclear Weapons (ICAN)

**Purpose:** An exercise for people to conceptualise statistics visually, particularly large differences in scale.



Find a set of comparable statistics (about 5 is good) relevant to your workshop or talk. Establish the unit measurement e.g. 1 tonne of CO<sub>2</sub> or \$1billion equate that unit to 1cm of ribbon. Cut ribbon to the relevant length for each statistic. Make sure you label each ribbon as once cut one ribbon looks much like another. Role the ribbon up so it can be unravelled when doing the exercise.

Introduce the issue that is relevant to the statistics. Ask for some help from the participants to hold and unroll the ribbon. Introduce each statistic as you or the participants are unravelling the ribbon. Make sure everyone can see it and leave time for the length to sink in.

**Example:** Australia's Greenhouse Emissions ribbon exercise developed by Holly Creenaune.



I'm going to do a quick exercise that breaks down where our greenhouse gas emissions come from. I've got lengths of ribbon and each centimetre is equivalent to one million tonnes of CO<sub>2</sub>. I'm just going to get the people around the front here to help me out.

**Emissions from agriculture** – 87.9 million tonnes of CO<sub>2</sub> – here about 88 centimetres



Get people to help unroll the ribbon and continue holding it up.

**Emissions from residential sector** in Australia – 55.7 million tonnes of CO<sub>2</sub> – here 56 centimetres.

**Emissions from the Bayswater** coal-fired power station in Muswellbrook – 20.2 million tonnes of CO<sub>2</sub> – here 20 centimetres – one of the Hunter Valley power stations lemma and Costa plan to sell off in the great NSW electricity privatisation scandal.

**Australia's combined domestic emissions** – in 2005, were 559.1 million tonnes of CO<sub>2</sub> – here 559 centimetres. So every car, every power station, landclearing, aluminium refinery – 559.1 million tonnes of CO<sub>2</sub>, or about 1.4 per cent of global emissions.

**Newcastle coal port** has an export capacity of 102 million tonnes, or 244.8 Mtpa of carbon dioxide – so, 245 centimetres.

**Australia's annual coal exports** are 233 million tonnes of CO<sub>2</sub> per annum, and when burned in overseas power stations it is 559.2 Mtpa of carbon dioxide equivalent – over half a billion tonnes of CO<sub>2</sub> -here 559 centimetres.<sup>1</sup>



Draw out observations about the differences in length. Ask people to roll up the ribbons neatly during the next exercise.

## 16. Role Plays

**Purpose:** To learn in the best possible way – through actual experiences! Role-plays can provide the opportunity to explore some important and often confronting issues in a supportive and safe learning environment. Role-plays can be particularly effective in workshops around direct action, where a little bit of practice can help enormously when dealing with stressful and confronting situations.

The main elements of a role play are:

- 1) A context or situation: for example, you are blockading a coal train and the police have just arrived and told everybody to leave or risk arrest. Or you are in a meeting, trying to decide on what kind of campaign to run.
- 2) Characters relevant to the situation: each person in the role-play should have a character. These can be randomly allocated with 'role cards' that you write out before the exercise and distribute to the group.
- 3) A good de-role and de-brief: Actually doing a role-play is only half the job. Equally important, and just as time-consuming, is the task of talking through how it went, how people felt, how people dealt with situations and so-forth. For particularly intense, confronting or challenging role-plays it is a good idea to de-role afterwards; there are several tools for this, including everybody taking turns saying what their character was, spinning around and then saying their real name. Or people can simply de-role by explaining to the group what their character was and how they dealt with it.

**Example:** See the 'Meeting Role-Play' in the Facilitation workshop, and the 'Direct Action role-play' in the NVDA workshop for more detailed examples of different ways to use a role-play in activist education.

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<sup>1</sup> <http://www.australiancoal.com.au/exports.htm> Based on the coal to CO<sub>2</sub> coefficient of 2.4, which is calculated using the Australian Greenhouse Office's Factors and Methods Workbooks 2005]

## 17. Round Robin

**Purpose:** To give everybody the opportunity to have input and share their ideas.

Round robins involve the facilitator posing one or more questions which participants take in turns to answer around the circle.

Round robins are time consuming and are not good for big groups. When calculating the time for a round robin exercise allocate a certain amount of time per person depending on what is being answered and then multiply that by the amount of people there. Be realistic, people generally like to talk and round robins are a great opportunity for this. However they can become repetitive and slow if the group is too big and people have a tendency to switch off.

**Example:** Most introduction and evaluation exercise in the workshop outlines in this manual.

## 18. Small Group Exercises

**Purpose:** To enable everyone to input and participate fully and delve into exercises and issues in more depth.



Split people into groups or let them choose their own. There are many fun ways to do this in the energizers and games section. Also ensure that there is a reasonable group dynamic in each group. If groups are struggling it is a good idea to join them and facilitate the process somewhat.

**Example:** The power mapping exercise in the Campaign Strategy Workshop in this manual.

## 19. Snow balls

**Purpose:** To elicit information anonymously that people might not otherwise feel comfortable sharing.

Ask a question, often it is a personal question. Invite people to write down their responses to this question on different strips of paper. Get them to scrunch up each answer into snowballs and then either throw the snowballs into the centre of the circle or place them in a hat as it is passed around.

After all snowballs have been thrown or collected in a hat, invite people to pick up one or more of the snowballs. Go round the circle reading out what is on the snowballs and get the group to troubleshoot responses either after all snowballs have been read out or one at a time.



Ensure people have pens and strips of paper. Request that people do not pry into who wrote each of the responses.

**Example:** See the snowball exercise in the NVDA Workshop.

## 20. Spectrums

**Purpose:** To spark discussion and debate and emphasis diversity of opinion and complexity and how issues are contextual.

Ask a polarising question and statement and get people to physically stand along the spectrum, each end of the room representing the polar opposite of the question. This can be extend to have two spectrums, one on each axis.

**Example:** See the spectrums in the NVDA workshop or the Theories of Change Workshop.

## 21. Story Telling

**Purpose:** To share personal experience, as a powerful tool for grounding an idea or issue in a personal context and history.

Invite people to share their story about a particular issue or experience. Story telling is often more powerful than a lecture, as stories contain an emotional and personal dimension that people can relate to and feel.

**Example:** In ASEN we use storytelling in our Stories of Success Forum. The Stories of Success Forum involves people who have been involved in successful campaigns sharing their story/experience of how that campaign was won. It is very powerful, as it makes you realise that we can win campaigns and gives examples of tactics and strategies that could be relevant today.

## 22. Visual and Audio Experiences

**Purpose:** To experience information through a visual or aural process.

Visual and aural processes for learning are often very powerful, they create an experiential learning situation. Many people learn visually and aurally so it is good to include exercises for different learning styles.

Visual and audio exercises vary greatly. It is best to give an example:

**Example:** The Bee Bee Demonstration, developed by Dr. Kathleen Sullivan for The International Campaign to Abolish Nuclear Weapons (ICAN).



Albert Einstein, great inventor, Nobel laureate and anti-war advocate, said “Imagination is more important than knowledge.” Because it is difficult to comprehend the destructive force of nuclear weapons, this demonstration helps us imagine the power of the nuclear threat through sound.

You will hear 2 sounds: The first sound represents the total firepower contained in all the weapons used in WWII — including the nuclear bombs

dropped on Japan. That is, 3 megatons (2) of TNT represented by the sound of a single bee-bee dropping into the metal tin.



Hold up the bee-bee (whatever *that* is) and then drop it into the empty tin. It makes a “ping” sound. Ask them to think about and name the firepower used in WWII i.e., bullets, bombs, grenades, etc. Once again drop 1 bee bee in the tin, restating that all the munitions they just identified are represented by the sound of 1 bee bee. (Repetition will ensure that students understand the analogy).

Since WWII, countries with nuclear weapons have multiplied. Among the 9 nations (United States, Russia, China, United Kingdom, France, Israel, India, Pakistan – and most recently, North Korea) that have nuclear weapons, there are approximately 27,000 nuclear weapons on the earth, mostly owned by the United States and Russia. The total firepower of the world’s current nuclear arsenal is represented by the sound you are about to hear.



Emphasize that this sound does not include all the bullets, bombs, grenades, and other conventional weapons; only the equivalent firepower of the nuclear weapons deployed today. Ask them to close their eyes, and to remember that each bee bee represents the firepower of one WWII. Gradually, pour the entire contents of the box of 2,225 bee-bees (3) into the tin.

*After the last bee bee drops, take a moment of silence.*

## Other Resources

Check out:

ICAN’s Disarmament Education Toolkit

Ruckus Society

Training for Change

Paulo Freire

Theatre of the Oppressed

The Change Agency

ASEN

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<sup>2</sup> “A ton unit pertaining to nuclear explosions is a unit of energy equal to 1,000,000,000 thermo chemical calories. The kiloton and megaton are a thousand and a million times as large”: 1,000 kilotons equals 1 megaton. *Measures and Units*, Final Answers, Michon, G.P. Ph.D. 2000-2005. Retrieved February 20, 2005: <http://home.att.net/~numericana/answer/units.htm#tons>.

<sup>3</sup> The 2,225 bee-bees represent the firepower of 27,000 nuclear weapons, with each bee-bee equivalent to 3 megatons of explosive power.

## Building and Maintaining a Collective

It is important to acknowledge the strengths and weaknesses of collective organising and share tips on how to build stronger collectives. Everyone has their reasons for getting involved in collective organising on an issue. We want to keep our collectives strong and effective, and to do this we need collective members to be active and engaged.

This workshop will explore the reasons why people become involved in collective organising and look at how these motivations are an important aspect informing the activities of a healthy collective. It aims to build people confidence as collective organisers through generating plans and tools that will help sustain interest, enthusiasm and satisfaction within the collective. We will share ideas on how to address difficult situations that collectives confront.

### TOTAL TIME

90 Minutes

### WORKSHOP GOALS

- ✳ To understand why people stay active and involved
- ✳ To develop strategies to get people involved and stay involved in collective organising
- ✳ To develop a practical plan to aid in building and maintaining a collective
- ✳ To workshop how to address some of the problems that can arise within collectives
- ✳ To celebrate the benefits and successes that can be achieved through collective organising

### MATERIALS NEEDED

- ✳ Lots of large sheets of paper (use butchers paper or re-use old posters).
- ✳ Coloured and black textas.
- ✳ Masking tape, blu-tack, drawing pins.

### HOW TO PREPARE

- Set up** the room and arrange chairs in a circle. Make sure there is somewhere to stick up the notes that will be made (large wall space).
- Write** up the Agenda and Goals (next page) on large sheets of paper
- Make** enough copies of the handouts (if any) for everyone.
- Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.

- ❑ **Check in** with the organiser of the training/event to find out more about the group's experience level and the makeup of the group, and to confirm logistical arrangements.

### **Agenda:**

Introductions

Why people become involved a collective

How people get involved in a collective

Keeping people active and engaged

Planning the first four weeks

Trouble - shooting

Celebrating the joys of collective organising

Close and Evaluation

### **Goals**

To understand why people stay active and involved

To develop strategies to get people involved and stay involved in collective organising

To develop a practical plan to aid in building and maintaining a collective

To workshop how to address some of the problems that can arise within collectives

To celebrate the benefits and successes that can be achieved through collective organising

## WORKSHOP DESIGN

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<b>Time</b>	<b>Exercise and description</b>
<b>3 Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group.
<b>5 Minutes</b>	<b>Name Round Game</b> Welcome everyone to each other and the space. Do this in a fun and creative way, to get people to relax and interact first off. Set a tone and energy for the workshop that encourages sharing and participation.
<b>10 Minutes</b>	<b>Why people get involved in a collective</b> Draw on people's own experience as to what motivated them to become involved in a collective. Encourage participants to think about the diverse reasons and what this means for building and maintaining a strong collective.
<b>10 Minutes</b>	<b>How people get involved</b> Draw on people's experience on the various ways that people first get involved in a collective. Compile a practical tool kit of ways to attract people.
<b>15 Minutes</b>	<b>Keeping people active and engaged: ways to meet people's diverse reasons for getting involved</b> Assist in developing strategies and tools to meet the various motivations people have for being involved in collective organising.
<b>15 Minutes</b>	<b>Planning the first four weeks</b> Develop a plan for a hypothetical collective that includes strategies and timelines for action. Aid participants understanding of the role of planning and sequence in building and maintaining a collective.
<b>20 Minutes</b>	<b>Trouble - shooting</b> Acknowledge some of the difficulties that arise in collective organising and together develop tools to help address these situations.
<b>10 Minutes</b>	<b>Celebrating the joys of collective organising</b> End on a positive note, in recognition of the joys and benefits of collective organising.
<b>3 Minutes</b>	<b>Close and Evaluation</b> Get feedback on how the training went, and provide a closing for the training.



### GOALS

Introduce the trainers; create a welcoming space for participants.  
Let people know what to expect from the training by reviewing agenda and goals.

### RUNNING THE EXERCISE



Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share. Give people an overview of the workshop goals and agenda.



“Not only is collective organising a crucial aspect of a successful campaign, it is also part of our broader vision for society and the way we would like people to work together. Collective organising enables people to work together on a common goal, sharing the workload and the responsibility. This also means that when we win, our success is shared, thereby acting to empower and enthuse the whole collective, rather than just one person. There are things we can do to build and maintain strong and effective collectives. This is what we are going to explore together today.”



Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“Are there any questions about things that are or aren’t covered in this workshop?”



Answer any questions before moving on to the next exercise.

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## Name Round Game

[Time: 5 mins]

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### GOALS

Welcome everyone to each other and the space. Do this in a fun and creative way, to get people to relax and interact first off. Set a tone and energy for the workshop that encourages sharing and participation.

### RUNNING THE EXERCISE



Get people to go around the circle and say their name plus: a greeting in another language/ if they were a hot beverage what would they be/ if they were an animal what would they be, etc. Something creative and fun that will help people warm up to each other.



“We're going to do a name round. I we could each say our name followed by (for example) a greeting in another language. I'll go first and then on to my left.



Listen and try to remember people's names. Look out for personal dynamics and be aware of the different personalities in the group. You may need to be aware to balance these out throughout the session (eg. Help provide opportunities for shy people to contribute).

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### Where This Tool Comes From

The Change Agency's 'Games and Energisers' resource.

([www.thechangeagency.org](http://www.thechangeagency.org))

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## Why people get involved in a collective

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[Time: 10 mins]

### GOALS

Draw on people's own experience as to what motivated them to become involved in a collective. Encourage participants to think about the diverse reasons and what this means for building and maintaining a strong collective.

### RUNNING THE EXERCISE



Get the group ready to do a paired listening exercise to explore the question: what is the key reason why you got involved/ would get involved in a collective?



“We're going to do an active listening exercise in pairs – that is when one person talks and the other person really listens to what they are saying. The listener can use encouraging body language, but not talk. You are going to take it in turns listening to each other, then you are going to report back to the big group on what you partner's key reason for getting involved was/would be. You have two minutes each to talk, we will tell you when to swap. Just turn to the person next to you.”

“The question is: what is the key reason why you got involved/would get involved in a collective?”



Bring people back into the big group after 4 minutes (2 mins each to talk). Get people to go around the circle and tell everyone why their partner got involved in 3 words or less. Write this up on a poster.



Make sure people are respecting the process and intentions of a paired listening exercise. Make sure people swap over.



If people are having difficulty, add some of these suggestions, or add these to the list at the end.

Examples: passion for an issue, wanting to take action on an issue, wanting to learn more about an issue, wanting to meet like-minded people with similar visions/concerns, seeking a sense of belonging.

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## How people get involved in a collective [Time: 10 mins]

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### GOALS

Get participants to think about the specific mechanisms that get people involved. Compile a practical tool kit of ways to attract people.

### RUNNING THE EXERCISE



The next part of the workshop will be a Round Robin: Get people to go around the circle saying what it was that got them along to that first collective meeting/event.



“There are lots of people who care about the environment and might want to take action but aren't involved. Lets think about how to reach out to these people by drawing on some of our experiences. What was it that actually got you along to your first collective meeting/event? We 're not talking motivations now, we're talking about those really practical and physical things that hook people in.”



Write up what people say. If someone repeats something that has already been said, add a star beside that item, rather than writing it twice. This will enable us to know how popular that item is without complicating the page.



If people are having difficulty, add some of these suggestions, or add these to the list at the end. You could also ask people just to call out if they have any more ideas.

Examples:

Saw a poster/sticker/flyer, met people on a stall, a through a friend, speaker, event.



“Now we have a list of the things that hooked us in and got us keen. What other techniques could be used to get people along that haven't been mentioned so far? Lets think out of the square there.”

Examples:

Free recycled notebooks with collective information on the front cover, free fruit with collective info attached, notices of meetings/events in student paper/local news.

**GOALS**

Assist in developing strategies and tools to meet the various motivations people have for being involved in collective organising.

**RUNNING THE EXERCISE**

Write up the three categories onto papers, abbreviated as: Action Based, Learning and Social Connections.



“We have explored the reasons why we have all chosen to get involved in collective organising. Research has shown that there are 3 main reasons why people will stay involved in an action group/collective. These are:

- A sense that they are making a difference/being effective on the issue of concern to them.
  - A sense that their involvement is valuable for their personal development (eg. They are gaining skills and knowledge)
  - Making meaningful connections with other people.
- The list of motivations we came up with earlier can easily fit into these broader categories.”

“Lets think about how our collective can fulfil these 3 things. What types of activities can we do for each?”



Break people up into 3 groups for a small group brainstorm. Each group writes their ideas onto the paper. Tell people they have 7 minutes to do this.



Keep an eye out for how people are going with ideas, walk around and help where needed.



Bring people back into a big group. Get one person from each group to report back, then stick their poster up. Ask if anyone has any else to add to any of the categories.

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## Planning the first four weeks [Time: 15 mins]

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### GOALS

Develop a plan for a hypothetical collective that includes strategies and timelines for action. Aid participants understanding of the role of planning and sequence in building and maintaining a collective.

### RUNNING THE EXERCISE



Do up 3 or 4 big pieces of paper each divided into four sections for weeks 1 – 4. Explain the exercise, then break people up into 3 or 4 groups and give each a sheet of paper. Explain that the activities you choose to do in each week need to be mindful of where a collective might want to be at that point in time. Groups will have 7 minutes to do up their 4-week plan.



“Now we have an understanding of how to get people involved and we also have a list of possible activities that our collective can do, lets plan the first four weeks of our hypothetical collective. We're going to break up into small groups and each group will plan the first 4 weeks of a hypothetical collective.”



Keep an eye out for how people are going with ideas, walk around and help where needed.



Bring people back into a big group. Get the groups to take it in turns reporting back, going through the groups week by week (ie do all the week 1 plans first, then week 2, etc.). Encourage a different person from each group to do the report back for that week. Ask people not to repeat what has already been said

**GOALS**

Acknowledge some of the difficulties that arise in collective organising and together develop tools to help address these situations.

**RUNNING THE EXERCISE**

Next we're going to do a 'Snowball' exercise, where everyone writes something on paper and throws it into the middle, then we read them. This way, things are anonymous and also quite fast.



“Issues do come up in our organising collectives. We're going to take some time to talk about issues/problems that we have come across in our collectives and together we will brainstorm ways to deal with these. Everyone write down two issues/problems that have been experienced in your collective or that might come up. We're not going time to address all of these but we'll go through some strategies to address what we can. Write them on two separate bits of paper then throw them into the middle of the circle”.



Choose a few issues depending on how much time is left in the workshop. Write the issue up on a big piece of paper. Have a group brainstorm about ways to deal with such an issue. Foster discussion on issues where beneficial.

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## Celebrating the joys of collective organising [Time: 10 mins]

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### GOALS

End on a positive note, in recognition of the joys and benefits of collective organising.

### RUNNING THE EXERCISE



You will be asking people to do some visioning and reflecting, then offer the space for people to share their thoughts and feelings.



“We want to end by creating a picture in our minds on a happy healthy collective. Just think for a moment about what an ideal collective might be like or about something that you really enjoy about a collective that you have been involved in, then we'll go around the circle and people can share what they're thinking.”



Go around the circle getting people to share. Thank people for their contributions and maybe comment on some of the wonders and joys of collective organising to wrap up.



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## Close and Evaluation [Time: 3 mins]

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### GOALS

Get feedback on how the training went, and provide a closing for the training.

### RUNNING THE EXERCISE



Write on two big pieces of paper: “Things I enjoyed” and “Things that could be improved”. Give an over view of the material covered in the workshop, reminding people of what has been discovered through the process. Thank people for attending and ask people to fill out the evaluation sheets.



“Here are a couple of pieces of paper, if you could just take a moment to fill out what you enjoyed and what could be improved that would be great. This is a learning experience for me/us too!”



Stand back from the people filling out the paper, so they have the space to feel free to say what they want to say. Allow time to mingle and let people ask you questions at the end.

## Theories of Change Workshop

A theory of change is based on an analysis of what we see the problems in the world as being, a dream of who the world could be different and then creating a map of how to actually change the world from the world we have to the world we want to see.

This workshop is essential for all activists; it will explore the theories and ideas that underpin our actions and practice as individual activists and support you to develop your own praxis or articulated theory of change.

### TOTAL TIME

2 Hours

### WORKSHOP GOALS

- ✦ For participants to develop an understanding of why articulating your own theory of change is important for being an effective social change maker
- ✦ For participants to become familiar with the different elements of a theory of change
- ✦ For participants to recognise the diversity of theories of change that exist
- ✦ To give participants the opportunity to explore and articulate their own theory of change

### MATERIALS NEEDED

- ✦ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ✦ Coloured and black textas, masking tape, blu-tack, drawing pins, scissors.
- ✦ Printed copies of the initial statements of beliefs about making change handouts – one per person.
- ✦ Printed copies of the mechanisms of change sheets
- ✦ If you have a small workshop - printed copies of the breaking down you're theory of change spectrums handout – one per person

### HOW TO PREPARE

- Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.
- Check in** with the organiser of the training/event to find out more about the group's experience level and the makeup of the group, and to confirm logistical arrangements.
- Set up** the room and arrange chairs in a circle, ensure there is a large long space that people can move around in and place themselves along a line.
- Write** up the Agenda and Goals (next page) on large sheets of paper
- Make** enough copies of the handouts for everyone.
- Cut** up the mechanisms of change sheets.

- ❑ **Write** up the seven elements of a theory of change
- ❑ **Write** up one poster per five participants which has “Environmental Destruction” (or whichever social problem you choose) written in the middle.

**Agenda:**

Welcome and introductions  
Why a theory of change?  
Spectrums  
Vision of the world  
Analysis of social problems  
Mechanisms of change  
Your theory of change  
Close and evaluation

**Goals:**

Develop an understanding of why articulating your own theory of change is important for being an effective social change maker  
Become familiar with the different elements of a theory of change  
Recognise the diversity of theories of change that exist  
Explore and articulate your own theory of change

## WORKSHOP DESIGN

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<b>Time</b>	<b>Exercise and description</b>
<b>10 Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group.
<b>10 Minutes</b>	<b>Why a theory of change?</b> Introduce the concept and elements of a theory of change and explore why it is important
<b>40 Minutes</b>	<b>Spectrums</b> Discuss different big movement debates
<b>10 Minutes</b>	<b>Vision of the world</b> Get people to articulate the world they want to live in and are working towards
<b>15 Minutes</b>	<b>Analysis of social problems</b> Get people to identify and discuss what they believe is at the root of social problems such as environmental destruction.
<b>15 Minutes</b>	<b>Mechanisms of change</b> Outline different mechanisms that are used in creating change, get people to prioritise and explore what they think one of the mechanisms means and why it is powerful
<b>10 Minutes</b>	<b>Your theory of change</b> Provide the opportunity for people to start writing their theory of change
<b>10 Minutes</b>	<b>Close and evaluation</b> Get feedback on how the training went, and provide a closing for the training.

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## Introduction

[Time: 10 mins]

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### GOALS

Introduce the trainers, create a welcoming space for participants.

Let people know what to expect from the training by reviewing agenda and goals.

### RUNNING THE EXERCISE



Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share.



“Going around the circle, please introduce yourself briefly, and say one thing you hope to learn from this training.”



Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people’s needs.



Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“Are there any questions about things that are or aren’t covered in this workshop?”



Answer any questions before moving on to the next exercise.

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## Why a theory of change?

[Time: 10 mins]

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### GOALS

To understand the importance of theory in informing our social change making practice.

To develop an understanding of the different elements involved in a theory of change

For participants to start to think of themselves as theorists

### RUNNING THE EXERCISE



“What is the purpose of running this workshop? Why might we want to articulate our theory of change?”



Ask one or two people to try answering these questions.



“A theory of change is based on an analysis of what we see the problems in the world as being, a dream of who the world could be different and then creating a map of how to actually change the world from the world we have to the world we want to see.

If you go to any library there are shelves and shelves of books on theories of change; feminism, Marxism, neo-liberalism – all these political philosophies have their own vision of how they want the world to be and a theory of how to get there. However, radical politics does not see theories as something that exist out there in the abstract on library shelves, written by other people, and often written in confusing language. Instead, it is argued that we are all theorists and we are all creating change. A radical process of theory is about reflecting on the world in which we live and our actions to change it, what is and is not effective, and then discussing these ideas with others and drawing out common themes and ideas – this discussion, based on our real life experiences is the basis of theory. In this radical idea of us all being theorists, theory is not static and still – it constantly needs to be reflected upon and changed, based on new experiences. This is the message of praxis – theory, action, reflection, in a never ending circle...

Theories of change are essential for activists – and whether we know it or not we all unconsciously have our own theory. The problem is unless we actively engage with our ideas – we fall back on old assumptions – and argue that if one we put up more posters, or if only we write more letters, if only we educate more people, change will happen – without critically interrogating them. For example – if we believe that we are environmentally destructive because of ignorance then education is key, but if we believe that people are environmentally destructive because of the system of capital we operate in maybe dismantling those systems is a more useful tactic

then education. The idea of having an active theory of change that we refer to in our activism and reflect our activism back on, means that we work in way and use tactics that actually fit with our political and philosophical beliefs.

The idea of this workshop is not to ram a theory down your thought – it is aimed to be an exploration and to ask the questions so that each person in this room can develop their own individual theory – this is only fitting because we are all individual theorists and activist.”



Instead of introducing the concepts behind this workshop through the mini lecture above, if you have more time you could do an open brainstorm. With a piece of butchers paper get the group to suggest reasons why we might want to articulate our theory of change.



“So what is involved in a theory of change? The Resource Manual for a Living Revolution, from which this workshop is developed, suggests there are seven main elements of a theory of change.”



Hold up a poster with the seven elements of a theory of change written on it and ask people to read them out. They are:

- What is the nature of human beings
- What is/are the nature and sources of power
- What is/are the nature and sources of truth and authority
- Your analysis of the causes of social problems
- What is the role of individuals and institutions in social change
- Your vision of the way it can or should be
- Mechanisms of change



If people look confused or have questions about what each of these elements mean, let the group know that through the course of the workshop you will explore them all. Try and keep this section short and snappy.

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**Where this tool comes from:** The speech was written by Julia Dehm from the Australian Student Environment Network, the introduction to the seven elements of a

theory of change was developed by Tash Verco from the Resource Manual for a  
Living Revolution.

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**GOALS**

To get people to articulate and discuss their personal beliefs and ideas relating to the nature of human beings, the nature and sources of power, the nature and sources of truth and authority, and the role of individuals and institutions in social change.

For people to understand and acknowledge the different perspectives held by the people in the room

To allow people to develop and challenge their ideas relating to these four elements of a theory of change

**RUNNING THE EXERCISE**

Stand up and ask other people to stand up. You will need to clear a bit of space for this exercise, which involves a lot of moving around.



Now we're going to explore some big movement debates, through a spectrum exercise. I'm going to make two polarising statements, then I would like you to place yourself along the spectrum between the two poles, based on your beliefs. Before we start, it's important to note that these spectrums are deliberately polarising and thus frustrating, this is to spark debate. The first spectrum is:

**I believe that human nature is determined by socialisation OR I believe that human nature is determined by genetics.**



Repeat the spectrum statement at least twice and signal to one end of the room (spectrum) when saying socialisation and to the other end of the room when saying genetics.



Since this is a spectrum, you need to find out where you stand in relation to other people, so have a chat with the people around you find out what they think, and ensure you're at the right part of the spectrum. Also you don't need to try to convince each other, instead try and understand each other.



Encourage debate and leave people to chat for a few minutes, you can mingle along the spectrum and join in if you wish. If conversation peters out or after a few minutes, call for silence and then ask a few people why they put themselves in those positions. Ensure that you ask at least one from each end and the middle.



Right, now for the second spectrum:

**People are currently in positions of authority because they have special skills and knowledge OR because there is unequal/arbitrary power distribution in society**



Repeat the process used for the first spectrum. Ensure that you call on a different range of people to answer why they are positioned there, try and get a good gender etc balance.



Right, next spectrum:

**Big social change happens and sweeps individuals along OR individuals lead big sweeping social change**



Repeat the process from the first two spectrums



Final spectrum:

**In making social change we need to use power to achieve our goals OR we need to oppose the use of power at all**



Repeat the process from the first three spectrums. Sum up and draw out key areas of commonality and difference across the four spectrums.



These spectrums are huge movement debates that have consumed activists for decades. There is no right or wrong answer and as we've seen there have been many different perspectives. However, these questions are important to consider when developing a theory of change and to inform our daily practice.



These spectrums are ones that we in ASEN like, however you can use different ones from the Breaking Down Your Theory of Change Spectrums handout at the back; or you could create your own.



If there is only a small group (less than 6 people) instead of doing physical spectrums, you can hand out a sheet with different movement debate spectrums (Breaking Down Your Theory of Change Spectrums handout) and get people to individually scale where they are positioned on the spectrum. Then get people to discuss in pairs or groups of three why they picked that position.

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#### **Where this tool comes from:**

This exercise was developed by Tash Verco.  
'Spectrums' developed by James Whelan and Sam LaRocca, The Change Agency  
[www.thechangeagency.org](http://www.thechangeagency.org)

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**GOALS**

For people to see the world they are working towards and be able to articulate and share that vision.

**RUNNING THE EXERCISE**

Ask everyone to sit and get comfortable.



Close your eyes. The year is 2108, the problems of today no longer exist, this is the world you are working towards, the world you want to live in. What does the world look like?



Ask a series of questions to get people thinking, leave time for reflection between each, the whole process should take approximately 5minutes. Example questions you could ask are:  
What can you see?  
Who's around you?  
Where do you live?  
How do you live?  
Where does your food come from?  
Where does your energy come from?  
How are decisions made?  
How do you get around?



Instead of doing a guided visioning or in addition to the guided visioning you could do a drawing exercise, and get the participants to draw their utopia.



Alright, if everyone could open their eyes and come back to 2008 (or whatever year it is now when you're doing this workshop), you're going to share your vision with someone now. We're going to do an active listening exercise. If everyone could find a partner. (leave people time to find someone)

In much of our day to day life, we don't get the opportunity to really listen to what people have to say, instead we are thinking about what we are going to say in response or what we had for dinner or how hungry we are. In this exercise I want you to really listen and concentrate on what your partner is saying. So for two minutes one person is going to share their vision and the other is going to really listen. At two minutes I will give a signal and the person listening will swap and share their vision.



If people are holding a conversation, gently remind them that this is an active listening exercise and to use non-verbal encouragement.



Bring everybody's focus back into the circle after the pairs listening has finished and acknowledge the amazing worlds described by the participants.

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**Where this tool comes from:**

This tool was developed by Tash Verco and modified by Nicky Ison from the Australian Student Environment Network.

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## Analysis of the problem

[Time: 15 mins]

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### GOALS

For people to identify and discuss what they think are the root causes of social problems such as environmental destruction

### RUNNING THE EXERCISE



Pick a social problem e.g. Environmental Destruction or racism relevant to the group you are working with.



If people could split up into groups of about five or six people.



You could suggest groups based on where people are sitting or use one of the tools in the energizers and games section of this manual.



Leave time for people to get into groups. Distribute an environmental destruction poster and a pen to each group.



We're going to do a brainstorm about the root causes of environmental destruction (modify if this is not the social problem you are exploring). Your group has about 8 minutes to brainstorm, write down and discuss what you think are the root causes of environmental destruction. When times up, nominate one person from your group to report back to everyone.



If any groups are having a bit of trouble and go and join them and help out.



Remind people when they have a minute left and to nominate someone to report back



If everyone could come back into the circle. Starting with this group over here if you could report back **some** of the key root causes of environmental destruction that your group came up with. Don't share all of them, just a few most significant ones.

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#### Where this tool comes from:

This tool was developed by Tash Verco and modified by activist educators in the Australian Student Environment Network.

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**GOALS**

To introduce different mechanisms of change

For participants to think about which mechanisms of change they think are important and effective

To provide space for people to discuss what they mean by different mechanisms of change and why they are powerful.

**RUNNING THE EXERCISE**

Before the end of the last exercise lay out piles of strips of paper. Each pile has a different mechanism of change – education, confronting power holders and making them do what we want, influencing decision makers to make better decisions, caretaking, building alternatives, social change through personal change and other. See Mechanisms of Change Handout.



(SAY) So we've got our vision, reasons why things are the way they are and we've explored some big movement debates about the role of people, institutions, ideas of human nature etc. But what about how we actually think change is made. The Resource Manual for a Living Revolution suggests there are six. Would someone like to read out one of them from the pile that is close to you.

Right, you have two minutes to grab the ones that you contribute to realising your dreams - it could be one piece of paper, it could be all of them. Once you've got the pieces of paper order the mechanisms in terms of which you think are most important or effective to least. (leave people time to organise themselves into groups)

Ok now we're going to break up into groups, based on your top priority mechanism. I know many of you will have more than one top priority but for the sake of this exercise just pick one. When you're in the group, your task is to discuss what you mean by that mechanism and how it powerful and important.



Instead of doing a small group exercise, particularly if there is a large group, you could do a pairs listening exercise. Ask people to get into pairs and explain what they mean by each mechanism of change and why it is powerful/important - 3 mins each.



(DO) Get everyone back together into a circle after 10 minutes of discussion. If there is time, get each group to report back some key points from their discussion

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**Where this tool comes from:** This tool was developed by Tash Verco and modified by activist educators in the Australian Student Environment Network.

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**GOALS**

To give participants the opportunity to bring together their ideas across all elements of a theory of change and start to articulate them as a coherent theory.

**RUNNING THE EXERCISE**

The last part of this workshop gives you the opportunity to start articulating your theory of change. We've got some sheets to help you.



Distribute the Initial Statements of Belief Handouts, one per person and check that everyone has a pen.

Ask someone to read the sheet - "I believe that – education, (or confront, care take, influence, alternatives etc) which to me means ....  
Contributes to realising my vision for the world by ....."



"You have just over five minutes to start filling this in, so just give it a crack. We also have some extension versions here if you want."



Have extension worksheets available for anyone who would like them.

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**Where this tool comes from:**

This tool was developed by Tash Verco.





**GOALS**

To recap what has been covered in the workshop, to solidify the concepts in peoples' minds.

To provide a space for feedback, which you as facilitators can incorporate when facilitating this workshop again.

**RUNNING THE EXERCISE**

If everyone would like to stop writing their amazing theory of change, we're going to wrap up and do an evaluation now. This workshop has been a journey that we've really enjoyed taking with you. From the start introducing the concept and elements of a theory of change, onto spectrums exploring some big movement debates. Next you visioned and shared the world that you want to live in and we explored the root causes of social problems. We also looked at the different mechanisms of change available to us and you prioritised which are important to you. Finally, you had a chance to start writing your own theory of change.



Hold up or refer to the agenda poster as you are doing this recap.



To finish I/we love feedback so we can improve this workshop, thus we want to know what you think. So if everyone can stand up, we're going to do a quick round robin – with people saying one thing they found valuable from this workshop and one thing you would change.



Listen and non-verbally acknowledge the feedback people give, jot down key points that could help you improve the workshop.



Thank you all for participating in this Theories of Change workshop, I/we truly hope you found it as powerful and inspiring as I/we did when we first did it. A theory of change is never compete, I/we hope that you continue developing yours. Feel free to come and chat to me/us, I/we love talking about theories of change.

# Theories of Change Workshop: Support Material and Handouts

## Optional Handout: 'Breaking down your theory of change' spectrums

### The nature of human beings:

Human beings are inherently cooperative

Human beings are inherently competitive

-----

5    4    3    2    1    0    1    2    3    4    5

Human beings are selfish

Human beings are altruistic

-----

5    4    3    2    1    0    1    2    3    4    5

Human nature is determined by socialisation

Human nature is determined by genetics

-----

5    4    3    2    1    0    1    2    3    4    5

### The nature and sources of Truth and Authority:

People are currently in positions of authority because:

They have special skills/ knowledge

unequal/arbitrary power distribution in society

-----

5    4    3    2    1    0    1    2    3    4    5

Exercising authority is always good

Exercising authority is always bad

-----

5    4    3    2    1    0    1    2    3    4    5

In any one situation:

There can be many truths

there is only one real truth

-----

5    4    3    2    1    0    1    2    3    4    5

### Role of individuals and institutions in social change:

Big social change happens and sweeps Individuals along

Individuals create and lead big sweeping change

-----

5 4 3 2 1 0 1 2 3 4 5

An individual's interests are generally:

Tied to the interests of the community  
-----  
In conflict with the interests of the Community

5 4 3 2 1 0 1 2 3 4 5

In making social change, relationships of trust between campaigners are:

As necessary as agreements on political programs for action  
-----  
Not necessary if there is agreement on political programs for action

5 4 3 2 1 0 1 2 3 4 5

Individuals are overwhelmingly:

Open to changes if they can see the benefit to themselves  
-----  
Not open to changes even if they can see the benefit to themselves

5 4 3 2 1 0 1 2 3 4 5

Police are:

Defenders of the interest and safety of everyday people  
-----  
Defenders of the interests and safety of an elite

5 4 3 2 1 0 1 2 3 4 5

Our legal system exists to protect interests ordinary people  
-----  
Our legal system exists to protect the interests of an elite

5 4 3 2 1 0 1 2 3 4 5

Federal Politicians in Government:

Act in the interests of others  
-----  
Act in their own interests

5 4 3 2 1 0 1 2 3 4 5

Are directed by the people  
-----  
Are directed by elites

5 4 3 2 1 0 1 2 3 4 5

Decision makers in government

respond equally to the wishes of all organised groups with equal number of people

respond to the wishes of some organised groups over others regardless of the number of people in them

-----  
5    4    3    2    1    0    1    2    3    4    5

Decision makers in government

Generally make decisions on the basis of what is morally or ethically right

generally make decisions on the basis of what is in their interests

-----  
5    4    3    2    1    0    1    2    3    4    5

**The nature and source of power**

The main source of power over others in our society is economically based

There is no main source of power in our society (ie there are many sources)

-----  
5    4    3    2    1    0    1    2    3    4    5

In making social change use power to achieve our goals

In making social change we need to we need to oppose the use of power at all

-----  
5    4    3    2    1    0    1    2    3    4    5

## Handout: Mechanisms of Change

Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
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Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives
Education	Confronting power holders and making them do what we want	Building Alternatives
Education		Building Alternatives

Social change through personal change	Social Change through personal change	Influencing decision makers to make better decisions
Social change through personal change	Influencing decision makers to make better decisions	Influencing decision makers to make better decisions Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
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Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other
Social change through personal change	Influencing decision makers to make better decisions	Other

**Hand-out: Initial statements of beliefs about making change**

I believe that { Confronting the powers that be and forcing them to do what you want/Education/ Care taking/ Social change through personal change/ Building alternative/ Influencing the powers that be to make better decisions/ Other (specify)..... } which to me means:

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---

---

contributes to realising my vision for the world by \_\_\_\_\_

---

---

---

I believe that { Confronting the powers that be and forcing them to do what you want/Education/ Care taking/ Social change through personal change/ Building alternative/ Influencing the powers that be to make better decisions/ Other (specify)..... } which to me means:

---

---

---

contributes to realising my vision for the world by \_\_\_\_\_

---

---

---

I believe that { Confronting the powers that be and forcing them to do what you want/Education/ Care taking/ Social change through personal change/ Building alternative/ Influencing the powers that be to make better decisions/ Other (specify)..... } which to me means:

---

---

---

contributes to realising my vision for the world by \_\_\_\_\_

---

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**Initial statements of beliefs about making change – EXTENSION VERSION.**

Because I believe that the nature/source of 

Human nature/ Power
Truth/Authority

 is \_\_\_\_\_

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I believe that \_\_\_\_\_ which to me means:  
(insert mechanism of change ie education, building alternatives etc)

---

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---

contributes to realising my vision for the world by \_\_\_\_\_

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**OR**

Because I believe that the role of (individuals/ the institution of ..... ) in making change is \_\_\_\_\_

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I believe that \_\_\_\_\_ which to me means:  
(insert mechanism of change ie education, building alternatives etc)

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---

contributes to realising my vision for the world by \_\_\_\_\_

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## **Anti-Oppression Workshop**

### **An introduction to confronting privilege and oppression**

*Workshop design, format and editing: Wenny Theresia, Angie Rozali and Matt Allen.*

This workshop deals with one of the most challenging and fundamental issues that confronts us in our work for social change. Whilst we readily recognise that many people, for many reasons, face severe oppression in society, it is equally important to be aware that ‘activist’ groups are no less susceptible to unconsciously perpetuating patterns of oppression, dominance and social exclusion. This workshop is designed as an introduction and a catalyst for further action, and should definitely not be done as a stand-alone exercise with no further planning or follow-up work. As a facilitator, it is very important you open up the space to be a safer one, through a mutual agreement of respect and perhaps confidentiality of people’s opinions and experience; as well as the option not to share with others.

Several of the exercises in this workshop focus on specific forms of oppression; they can easily be adapted to focus on class, gender, sexual identity, ability, age, or any other area in which oppression is experienced. The focus on specific oppressions in this workshop is not intended to represent them as any more important than others.

#### **TOTAL TIME**

**90** Minutes

#### **WORKSHOP GOALS**

- ✧ Raise consciousness of oppressions
- ✧ Begin to address them within ourselves or organising spaces

#### **MATERIALS NEEDED**

- ✧ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ✧ Lots of A4 pieces of paper
- ✧ Coloured and black textas, masking tape, blu-tack, drawing pins.

#### **HOW TO PREPARE**

- Set up** the room and arrange chairs in a circle
- Write** up the Agenda and Goals (next page) on large sheets of paper
- Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.
- Check in** with the organiser of the training/event to find out more about the group’s experience level and the makeup of the group, and to confirm logistical arrangements.
- Read** “Session Guide: Intersections of Race, Class and Gender” by the US Grassroots Policy Project for insight into the matrix and language

focussed on progressive movements i.e. activism. Take some notes in your own words.

- Choose** which oppressions you'd like to focus on during the workshop.
- Draw** the "Matrix: Intersecting Forms of Oppression" with chosen oppressions. (See US Grassroots Policy Project pdf for example).

**Agenda:**

Introductions  
River Exercise  
Group Sharing  
Open Discussion  
Grassroots Policy Project Matrix  
What can we do?

**Goals**

Raise consciousness of oppressions  
Encourage critical self-reflection on issues of privilege and oppression  
Begin to address them within ourselves and our organising spaces.

## WORKSHOP DESIGN

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<b>Time</b>	<b>Exercise and description</b>
<b>10 Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group.
<b>35 Minutes</b>	<b>River Exercise</b> An exercise from National Women of Colour (US). Encourages participants to explore their awareness of race issues.
<b>30 Minutes</b>	<b>Oppressions Matrix Exercise</b>
<b>10 Minutes</b>	<b>What can we do?</b>
<b>5 Minutes</b>	<b>Close and Evaluation</b> Get feedback on how the training went, and provide a closing for the training.

**GOALS**

Introduce the trainers, create a welcoming space for participants. Let people know what to expect from the training by reviewing agenda and goals.

**RUNNING THE EXERCISE**

Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share. Explain, in your own words, that people should feel like they can speak honestly in this space, and should be respectful of other's viewpoints.



“Going around the circle, please introduce yourself briefly, and say one thing you hope to learn from this training.”



Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people's needs.



Go through the goals first, then the agenda (below) with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“It's important to recognise that this workshop doesn't aim to address every kind of oppression that might come up in our organising. – to do so in this short workshop would simply not do the subject justice. What this workshop does attempt to do is begin to look at oppressions that are barriers to involvement in organising/ activism, raise consciousness of oppressions, and begin to address them. Are there any questions about things that are or aren't covered in this workshop?”



Answer any questions before moving on to the next exercise.

**GOALS**

Encourage participants to self-reflect on their awareness of privilege and oppression in their life and/or their organising experience. Recognise the visibility/invisibility of oppressions as a challenge to combating them.



Whilst this version of the exercise focuses on race, it can easily be adapted to focus on class, gender, ability, age, or any other area in which oppression is experienced.

**RUNNING THE EXERCISE**

Give everyone in the group a piece of A4 paper and a pen. Invite them to work on the first part of this exercise by themselves. Give them 10-15 minutes of writing time.



“Draw a ‘river’ of your organising experience starting from the beginning of your involvement to the present moment. Draw scattered stones on the river - these stones represent moments in your life when you became aware of race and/ or that of others. e.g. one of the latest stones down the river might be the Cronulla Riots.”



Ask everyone to split into small groups of 3 or 4.



Going around the circle in your small groups, you have the opportunity to share and discuss your rivers with each other. If there’s anything you would rather not share with the whole group in the next section, that’s fine – just let your small group know.



Ask everyone to move back into a large circle. Give them 10 minutes for the discussion.



“We’ll just open the space up for some discussion now; was there anything from the group discussions that you’d like to mention, or talk about?”



Observe the group, and how much people are speaking; if a few people are speaking lots and others have not said anything, ask for the opinions of people who haven’t spoken yet.



These are big issues, and debates might come up. Do your best to facilitate so that everyone has a chance to speak. After about 10 minutes, move on to the next exercise.

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**Where This Exercise Comes From**  
National Women of Color (America), ‘Race Consciousness Workshop’

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### GOALS

Further explore forms and definitions of oppression and privilege.

Explore how different kinds of oppression intersect.

Look at examples of privilege and oppression.



This version of the Matrix focuses on issues of race, gender and class; these can be changed to alter the focus of the exercise.

### RUNNING THE EXERCISE



Stick the “Matrix: Intersecting Forms of Oppression” diagram where everybody can see it. You will be asking the group to give their definitions of the various forms of oppression, going across the horizontal axis then the vertical axis.



“This table is meant to display the intersections of various forms of oppression. For example, cultural dominance and racial oppression appear in many mainstream television shows in Australia. We’re going to try and brainstorm some definitions of these forms of oppression, starting with Exploitation.”



It’s a good idea to read the definitions in the “Session Guide: Intersections of Race, Class and Gender” by the US Grassroots Policy Project; this will give you some ideas to start people off, or suggestions if the group seems stuck.



Note the definitions on the diagram if you have space, but don’t use the space inside the grid boxes because you’ll need it later. Once you have gone through the forms of oppression on both axis of the Matrix, (should be around 5 minutes), ask people to split up into five equal groups. Give each group a piece of paper and some textas.



“In this part of the exercise, each group will look at one of the vertical columns and how it intersects with race, gender and class. Try and give examples of where and how these kinds of oppression manifest.”



Go around to each of the groups and check how they are going. If they seems stuck, start them off with some examples.



After about 10 minutes, ask the group come back into a big circle. Ask each group to nominate someone who can report back the group’s ideas, or just display each group’s findings where everybody can see. Ask if there are any questions from the group about any of what is written before moving on.

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#### Where This Exercise Comes From:

Grassroots Policy Project (America) ‘Intersections of Race, Class and Gender’  
[www.grassrootspolicy.org](http://www.grassrootspolicy.org)

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**GOALS**

Brainstorm and plan for practical actions that will work towards addressing privilege and oppression in our organising.

**RUNNING THE EXERCISE**

Get some pieces of paper and textas ready to scribe people's responses and ideas.

(say) "Looking back on our own group/movement/organization, how can we find ways to address the oppressions we've identified today? Whether we know it or not, people may experience any or all of these when organising and working with our group."



You can run this exercise as a simple brainstorm, or perhaps ask people to go around the circle one at a time and give their thoughts (if any).



Do a time-check: at this stage, you have done nearly all of the planned exercises. If there's any extra time, allow this exercise to go for as long as the group is throwing up new ideas.



**GOALS**

Get feedback on how the training went, and provide a closing for the training.

**RUNNING THE EXERCISE**

Get two large pieces of paper; on one, write '*what was good*' and on the other '*what could be added/improved*'.



This brings us to the end of the workshop, but there's one last exercise that is designed to help me improve upon and develop this training for the next group I work with. If you could just take a minute to list some aspects of the workshop that you enjoyed, and parts that you might change or improve, that would be much appreciated.

# GRASSROOTS POLICY PROJECT

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## Session Guide: Intersections of Race, Class and Gender

[Progressives must] *move those threatened from a “race versus class” reality toward a “race and class” one. A progressive politics, therefore, must include both race and class as critical points of inclusion, not as opposing or competing structures, but as multiple constitutive elements of American life and politics.*

– John Powell, “Race and Class in Progressive Politics” (Kirwan Institute)

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### Introduction

**B**ridging the race, class and gender divides is a tall order — and a critical challenge for our movements. It requires that we dedicate time and space for serious analysis, open conversations, internal struggle and deliberate action. It requires that we carefully explore the centrality of race in shaping the history of this country and its institutions, the legacy of slavery and imperialism, and the persistence of ideas around white supremacy and cultural dominance. Likewise, we need ways of examining the long history of class exploitation and the often hidden injuries of class in our society. We must seek ways of talking about the intersections of race and class that lift up our similarities while honoring our differences. Another axis of oppression in society is gender. Gender inequalities work with and reinforce racism and class oppression. Together, they are a powerful combination that is manifest in all of our social institutions and interactions.

Within our movements, race, class and gender provide opportunities for organizing around identities, for building a sense of solidarity and for developing shared analysis of social conditions and strategies for social change. At the same time, race, class and gender experiences are points of division, especially when we ignore their roles and significance for who we are, what we bring to the struggle and how our own organizations may reflect mainstream power dynamics that are built around race, class and gender oppression.

### Purpose of the Session and Activities

**T**his session was developed out of a need to explore a set of challenging questions about the state of the progressive movement and in the particular the divides within it. These questions included: Who is the “WE” of the progressive movement? Who sees themselves as part of that “we” and who currently does not? What gets in the way? How does this affect our movements? What needs to happen to get beyond that division?

These questions are central to the work of building progressive power and they speak to the need to find a way to bridge many divides. There are sharp and long-standing divisions around class and race (as well as other power differentials) that undermine not only our society as a whole, but also our ability as progressive organizations to build a unified movement that stands for all of our advancement. We cannot convince or persuade people to stand together if there is no shared understanding of the basis of that unity and what threatens to pull us apart, and keep us competing with each other.

If we are serious about building a broad and united progressive movement, we need to address the divides, disconnections and power relations that keep us from coming together. The Grassroots Policy Project developed this session and exercises as a tool for helping organizations deepen their understanding of these divides and the different forms of structural oppression that underlie and foster them. We drew on the writings of Iris Marion Young and our own research and fieldwork. Please see our summary of Iris Young’s “Five Faces of Oppression,” attached.

We believe that a true progressive “we” can only emerge from a sense of common interest that acknowledges our complex realities and a commitment to mutual advancement. The exercises included in this session design help groups move into a deeper analysis of power and oppression, gain clarity about how the divides of race, class and gender are used by the Right, and also exist in our own progressive work and organizations. The goal is to build a shared understanding of how these realities shape

and distort our ability to find and act on common cause and begin exploring paths for new thinking, collaborative relationships and a hopeful and alternative vision of a our collective future.

## A Structural Analysis of Oppression

Generally racism, sexism and class oppression are understood in terms of personal attitudes (e.g. *he is racist*). And that is the focus of much of the anti-racism and undoing racism training with which organizations are familiar. This type of training is an important tool in deepening people's understanding of their own internalization of oppression and oppressive beliefs about power.

This session is concerned with a structural analysis of oppression — those divisions that are embedded in our society and day-to-day life, and that are “naturalized” by their ordinariness. A structural analysis allows us to unmask the ways in which these divisions reflect and reinforce existing power relations in society. It also shifts the focus from changes in personal attitude to the need for structural change. This creates a greater demand for organizational and institutional allies and responsibility for justice rather than just “diversity.”

### **Defining structural oppression**

A person lives within structures of domination and oppression if other groups have the power to determine her actions. Individuals experience oppressive conditions because they are part of a group that is defined on the basis of shared characteristics such as race, class, gender, ethnicity, sexuality, nationality, age, ability, etc. These major social groups have specific attributes, stereotypes and norms associated with them. Individual membership in these groups is not necessarily voluntary. It is not necessarily acknowledged, either.

The activities in our session are built around a ‘matrix’ that helps participants explore the intersections of race, class and gender with five dimensions of oppression. A completed matrix is attached. Participants bring their own experiences as individuals as well as social change activists and members of progressive organizations and networks. The matrix is intended to surface and engage a range of experiences and perspectives. At the same time it is grounded in GPP's larger understandings of power, strategy and social change, and is built around a set of related assertions that are the starting point for the exercises.

### **Power and Oppression**

The way we understand oppression is deeply related to the way we understand power.

The Grassroots Policy Project's approach to movement strategy rests on a framework called the *three faces of power*. The three faces are: 1) direct political involvement, in the most visible arenas where decisions are made: legislatures, courts, and government agencies; 2) political infrastructure, or networks of interests and constituencies that are able to shape and constrain what gets onto the political agenda and what is kept off of it; and 3) worldview, which refers to the power to shape political meaning through manipulation of beliefs, popular culture, media, history, myths, etc. When it comes to maintaining existing power relations, this is the least visible and most pernicious face of power because it reinforces people's sense of powerlessness. As people internalize the notion that the way things are is the only way things can be and/or that it's every person for themselves, they are less likely to get involved in social action or politics.

All three faces work together: we have power in the first face when we are able to win campaigns and get people elected and appointed. In order to gain power in the first face, we need organization (2<sup>nd</sup> face) and compelling ideas that tap people's deepest aspirations and that expand their sense of what is possible so that they get involved in social action. We need the power of ideas in order to hold together our networks and infrastructure, and we need the infrastructure to help put our ideas out into the public discourse on a footing where they compete with mainstream and conservative ideas. And to complete the circle, we need to be active in immediate campaigns to connect with people, to build organizations, and to struggle around worldview.

### **Defining ‘worldview’**

Worldview is a particularly relevant for our approach to oppression and the fight for race, gender and economic justice. We begin with a few key ideas:

- People's ideas and beliefs (worldview) about race, class and gender are shaped by their lived experience as well as the ideas and beliefs to which they are exposed through their family, education, faith tradition, community, dominant culture, etc.
- Beliefs and ideas (and worldview) can evolve and change
- Worldview is a key arena of struggle which we can not afford to ignore if we want to a broad progressive movement
- We (progressives) can and must actively engage and intervene around the ideas and beliefs (worldview) about race, class and gender with our members and the larger public

While people have lived experiences of powerlessness, exploitation and marginalization, as workers, as people of color, as new immigrants, as women, as religious and gender minorities, in our culture there is little to no public conversation that offers a structural analysis to explain these experiences. In its absence people make sense of their experience the best they can, but are generally left angry, isolated, fearful, scape-goated/ scape-goating, and/or resigned to the 'way things are.' In addition, without collective analysis of the structural nature of oppression and of racism, it is difficult for people to see what is positive and potentially transformational about their identities, experiences and of difference in general.

These experiences also shape our understanding of the world around us, and of ourselves in that world. Without a structural analysis (or a progressive one) the dominant worldview offers the only explanation for our experiences with its emphasis on individualism, scarcity, and support of status quo power relations. These divisions also create enormous distrust and fear that others will not see or appreciate the depth of struggle faced by a specific group or will reinforce their experience of powerlessness and injustice.

This is the backdrop against which we do our organizing work. We must acknowledge its impact on us and our members and take seriously the work of shifting political consciousness. By this we mean all the ways in which we engage with people about their understanding of the world around them, how we seek to expand their ability to think critically and ways we can invite them to experience the transforming power of collective analysis and action.

## Building a Multiracial Movement

The critical question for our movement is how we can be more united in fighting the various structures and supporting ideologies of oppression. This framework helps move us beyond vilifying those that benefit under the current structures and creates space for and challenges us to be allies in a broad struggle. It helps us see how our aspirations are linked — no one group can advance while another is held back.

An analysis of the intersections of race, class and gender also is critical for building progressive *infrastructure*. We are up against a well-coordinated and ideologically sophisticated corporate-conservative infrastructure that brings together many groups and identities — religious, libertarian, free-market and pro-corporate conservatives, to name a few — who share a set of beliefs about a limited role for government, rugged individualism and

the primacy of the market and competition. These beliefs create a space that is antithetical to progressive values and reforms. This anti-progressive space is reinforced by a tendency to pit working class whites and people of color against one another. Race-based remedies are designed to take something away from whites and give it to Blacks, they would argue. Likewise, policies that recognize disparities and power imbalances rooted in class are tantamount to 'class warfare' in a society that is uniquely class-less, or so they say.

In order to create an alternative, progressive movement space, we need to build our own infrastructure. A movement needs 'bottom-up' leaders who can relate, as equals, to national leaders and who can grapple with important intellectual and policy resources. A movement needs a way of developing unity around broadly shared goals, and it needs different kinds of groups that have different kinds of strengths. Movements need networks and alliances that are flexible, in which roles, divisions of labor, approaches, tactics and strategies are regularly negotiated. A flexible infrastructure can provide the ongoing connections and relationships that hold these networks together. Negotiating the division of labor and complementarity of roles is critical. Each kind of group brings different strengths to the movement. But we cannot aggregate those strengths without ways of coordinating each group's efforts around common goals and shared, overarching beliefs or worldview.

We would argue that history teaches us the following: no movement for progressive social change in the U.S. can succeed without integrating racial justice issues with economic and social justice. No infrastructure, or blueprint or roadmap can succeed without real and meaningful participation from communities and leaders of color, together with working-class whites.

## Using The Framework: Intersecting Race, Class and Gender

We begin a discussion of the intersections of race, class and gender and the ways we each experience oppression by stating up-front our own assumptions and beliefs about the need to do this kind of analysis.

In keeping with our framework for building progressive power, our belief in the centrality of race and the need to address both race and class, especially to address the ways in which racism has eroded class solidarity, we start these sessions on oppression by stating upfront our assumptions about the intersections of race and class. Our assertions include:

- Oppression is structural (more than attitudinal);
- Different forms of oppression as distinct yet inter-related;
- While for strategic reasons we may prioritize one struggle (e.g. racial justice) we are committed to the elimination of all forms;
- It is counter-productive to argue that one set of experiences of oppression is more significant or fundamental to progressive politics than another -- they are not 'hierarchical' or linear; they are closely inter-related;
- We need each other as allies in the work for justice

We share these assertions up front in order to be transparent about the analysis that informs our framework. This provides the starting-point for a collective conversation about race and class. People do not have to agree with our assertions in order to participate or get something out of the session. Indeed, they will get more out of the session if they know where we are coming from. They will have more space to question and challenge our assumptions as we go along.

## Preparing For A Session

The following section describes the steps that you can follow in designing and facilitating a session using our framework on oppression and the intersections of race, class and gender.

### A. One on ones:

Whenever possible, we highly recommend doing a series of one on one conversations with participants prior to the session. These conversations can help tailor the session to the specific experiences and needs of the group. If it is not possible for the session designers/facilitators to talk directly with each participant, then it is important that the leaders and organizers from the participating organization(s) speak with each participant, and then to convey information, questions and concerns to the designer/facilitators. For example, if a coalition or network is hosting the session, key staff and leaders from the coalition should talk with each member organization, find out who is attending from each member organization, and attempt to speak directly with those participants.

Questions in the conversations should draw out the kinds of challenges people experience and see around race, class and gender in their work as well as in their personal lives, and discern as much as possible their own views about these divides and their relationship. This background helps the facilitators know in advance where people are starting from, including the differences among participants in terms of their understandings and experi-

ences. It also helps general examples and anecdotes that can be worked into the agenda.

It is essential that people feel some ownership in the session and its importance. Too often people come to sessions on oppression feeling corralled or obligated. Conversations that explore where and how participants see the divides of race, class and gender surfacing in their lives, their work, and in the larger movement help place the session in the context of power and organizing (rather than moral obligation or guilt). It may be helpful for participants to understand the focus of the session is not personal (although there will undoubtedly be personal learning) but societal and institutional.

### B. Logistical Preparation:

Be sure that you will have adequate easel pads as well as a roll of butcher paper; about a dozen markers or varied colors, as well as colorful construction paper (approx 50 sheets each in 6 different colors. In advance of the session, you will need to construct the 2 axes of a wall-sized matrix that people can fill in. We use 15 sheets of flip chart paper (5 across, 3 down), or 3 long strips from butcher paper roll (three down, and approximately 10 feet across). Draw the axis and the categories on the margins. Please use the attached sample matrix as a guide for constructing the axis and categories.

## Opening the Session

### A. Setting a Tone and Creating a Learning Environment

We share a set of guidelines for creating a supportive learning environment at the opening of the workshop. The following guidelines are modified from those developed by Ceylane Meyers for sessions used by Citizen Action of New York (CANY). We recognize that the matrix and exercises are challenging and provocative and that therefore, will create some discomfort and tension. The opening guidelines help prepare people and preview why that is an important part of the learning process. Our hope is that they also help create space for people to take greater risks and listen more openly to others. Feel free to modify and add your own guidelines. To create a space for learning together:

- Everyone is welcome.
- Risk-taking, discomfort and even conflict are a part of learning
- Participate with honesty and respect
- Respect different styles of participation/ different points of view

Session Guide: Intersections of Race, Class and Gender



- The conflict itself is not as important as how we deal with it
- Everyone Participates but no one dominates
- Engage in active listening
- Silence all cell phones and pagers

### **B. Working with resistance and finding hope**

Anticipate some resistance. It stems from at least 2 sources: fear and pain. The fears that surface may include: fear of saying the wrong thing, of being mis-understood, of being judged, or of being negated and rendered invisible or invalidated. These sessions may tap into painful feelings and memories, whether it is the pain of experience with oppression or the pain of guilt and loss as one who is privileged through the oppression of others. While this session is not designed to address this pain therapeutically, it is important to offer avenues of hope and healing, first by acknowledging the pain. Some opportunities for that include:

- Naming the forms of resistance, resilience and cultural affirmation used by groups targeted for oppression
- Exploring the ways in which we all are injured by oppression and why we all stand to gain from working for justice and liberation
- Affirming the need for and role of allies for justice
- Sharing stories of cross-race, cross-class alliances in history and today
- Reminding ourselves of what we can do together, what kinds of power we can build together, when we stand together across these divides.

### **C. Storytelling**

We ground the session in real life experiences – both personal and organizational. First we start with a personal story (see sample agenda) of a time in their lives when a cross-class, or cross race connection worked and one that didn't. They share these in pairs and then we gathered highlights of what made the situations work or fail. We drew on these elements later in the conversations. Note: People tend to focus on, and remember most vividly, their more negative experiences — misunderstandings, miscommunications, etc.

Organizational Scenarios: many people are clear that our opposition uses race, class and gender to divide us but less comfortable looking at how our dominant worldview ideas and power differentials play out in our own ranks, These scenarios are intended to surface some of those “in house” dynamics and expose how our unity and power (and broad vision for change) are undermined

by these dynamics. It also opens the conversation about how various forms of oppression have similarities as well as significant differences, obvious manifestations and more subtle ones, can overlap and reinforce one another or stand alone. This sets up the deeper exploration of the matrix itself. You will want to make an initial set of observations about the skits and then return to deepen your understanding after building the matrix.

### **Using the Matrix**

Please refer to the attached sample matrix. This is the centerpiece of the workshop. We use it to engage participants in participatory analysis, story-telling and sharing about different experiences with oppressive conditions in society and how those experiences are related to social categories and groupings based in race, class and gender, as well as sexuality. It helps us lift up the hidden as well as visible injuries of racism, classism, sexism, homophobia and all the other –isms in our society and to name the structural nature of these injuries.

Please **note**: This analysis is **not** a substitute for a careful study of the history of racism and white supremacy, nor does it address the need for taking a closer look at the ways in which our own organizations may perpetuate experiences of domination and oppression. Likewise, it does not stand in for more careful analysis and discussion of class and gender dynamics. It can supplement race, class and gender analysis, and bring these insights together by focusing on their points of intersection.

Share a basic definition of what we mean by ‘structural oppression.’ Illustrate it with examples, such as:

1. A worker is laid off and cannot find a new job that pays a living wage;
2. A child is stuck in a failing school and, if nothing changes, will probably find it hard to participate in the economy;
3. A woman has to leave her job because of sexual harassment.

Each of these individuals is experiencing a condition that is oppressive. She/he experiences it because she/he is part of a targeted social group – downsized workers, poor children, women. While these experiences may be reinforced by individual prejudices – like to woman experiencing harassment on the job – what we are concerned with here is the ways in which the institutions create, perpetuate and reproduce oppressive conditions – like the way in which the company and the legal system have failed the victim of harassment, in this case.

We are looking at structural forms of oppression, experienced by groups, not so much at individual behaviors, biases, prejudices, which exist within these structures. Here are five forms or manifestations of oppression that we will examine today, as they relate to race, class and gender.

1. **Exploitation.** Exploitation has to do with the difference between the wealth that workers create through their labor power and the actual wages that workers get paid. Exploitation is built into the market economy; bosses want to increase profits by lowering wages. The wage and wealth gap between the wealthy owners and managers, on the one hand, and the masses of working people, on the other, is an indication of the degree of exploitation that exists in a society.
2. **Marginalization.** This refers to being left out of the labor market. Those who are unable to get and keep steady employment – because of disabilities, education levels, age (both youth and elderly can experience this), historic discrimination, lack of jobs in neighborhoods, etc. – are experiencing marginalization.
3. **Powerlessness.** The way we use the term here, powerlessness refers to the way in which workers are divided and segmented into jobs with autonomy and authority and jobs with little or no autonomy and authority. Workers in lower-status jobs experience more powerlessness than workers with professional jobs.
4. **Cultural Dominance.** Cultural dominance refers to the way that one group's experiences, cultural expressions and history are defined as superior to all other groups' experiences and histories. It is not necessary for anyone to say: "my group's culture is superior;" it simply has to be treated as universal — representing the best in all of humanity. It is considered 'normal,' which means that all others are either 'strange,' or 'invisible' or both.
5. **Violence.** Our nation's history is full of examples where violence has been used to keep a group 'in its place.' Racial segregation was backed up by violence, much of it state-sanctioned. Violence has been used to end workers' strikes, to intimidate workers during contract negotiations and to break up unions. The threat of violence is just as effective.  
To explore how these experiences with oppressive

conditions intersect with race, class and gender, we have arrayed them on a 'matrix.' These five forms of oppression make up the horizontal axis while race, class and gender make up the vertical axis. We have included a sample matrix here that was created by the leadership of the Midwest States Center at a gathering in April 2006.

### A. Exploring the Matrix

After you have gone over the first three forms of oppression, unveil the matrix on the wall. Go over it, explaining the vertical axis, which contains 'race,' 'class,' and 'gender.' Go back to the three categories you have just explained, and ask for an example of how exploitation intersects with race, then class, then gender. Do the same with marginalization and powerlessness. This is what they will do, in greater depth, in their small groups.

We recommend beginning with the first 3 categories — **exploitation, marginalization and powerlessness.** These three are related to peoples' relationship to the market and economic activities. Go through each one, offering a straightforward definition. Draw out examples.

Matrix: Intersecting Forms of Oppression:					
	Exploitation	Marginalization	Powerlessness	Cultural dominance	Violence
Class					
Race					
Gender					

To illustrate how the matrix works, fill in one cell for each column.

Some examples that get the discussion started:

- Column Three, Row One, intersecting powerlessness and class: A worker who has no say when major changes are made to her/his job and working conditions.
- Column Two, Row Two, intersecting race and marginalization: A Latino or Native American youth who cannot find a job and is ready to give up.
- Column One, row Three, intersecting gender and exploitation: A woman who loses her job when her boss learns that she is planning to start a family.

### B. Small group Discussions

Divide into small groups of no more than 6 people (4 or 5 is ideal). Assign each group one of the three forms of oppression (form example, groups 1 and 2 may be assigned 'exploitation,' groups 3 and 4, 'marginalization' and groups 5 and 6 will look at 'powerlessness'). These three

forms of oppression will make up the first 3 columns on the matrix. Each group will look at the intersection of their form of oppression with each cell in their column. The cells will be headed race, class and gender, which comprise the three rows on the matrix. Starting with the examples that surfaced in the large group, the participants in each group will brainstorm more examples of how race and exploitation intersect. Float as a facilitator. The participants do not have to agree but you don't want them to get stuck on who is right or one person's view. The point is to surface experiences from a number of vantage points. The group should note any tensions and move on. At the end of the conversation they should post examples in their row up on the matrix wall. It is useful to have each group walk through their examples, name any tensions and see if there are any clarifying questions. (Note to shift agenda to reflect this last)

It is very important to take the time to unpack the differences and similarities of structural oppression as it relates to class, race and gender. People often find the differences and similarities are confusing – if we have experienced one form we may think we automatically “understand the others” or conversely that our experience is unique and disconnected from other types of experiences of oppression. (Do not expect to iron out all confusion. This kind of conversation often occasions discomfort, tension and confusion as our prior ideas are stretched and challenged. You may want to remind people of that and stress the guidelines for a learning environment.) We also recommend looking at how the differences can feed the divisions, and so on.

It can be useful at this point to go back briefly and reflect on the real-life skits. See if there are any additional insights, note what types/cross currents of oppression were at play, how they would undermine progressive unity and most importantly what this means for building power. Optional: you could come back later to the same skits and explore “worldview interventions” (e.g. what could we say in the moment and what would we want people to know or experience longer term).

### C. Addressing Class

There may be some tension and confusion around the discussion of class. This is hardly surprising given that we live in a country that barely acknowledges the existence of class. It is also the case that various movement organizations and leaders have at different times stressed either the primacy or irrelevancy of class.

The Matrix seeks to expose the ways in which people are subordinated within our society, how that gets natural-

ized, how people are pitted against one another and in particular, how that undermines progressive unity and power. In regard to class we look at a range of ways that people are de-valued and excluded within our “market economy” and the way our movement too often either reinforces or ignores that oppression. Our framework suggests that class is not merely a structure of economic benefit but, like race and gender, a way of categorizing and valuing people, relatively privileging or oppressing them. The rationale for privilege or subordination in each case is promoted and carried in worldview, and permeates our society.

### D. Introducing “Cultural Dominance” and “Violence” As Forms of Oppression

**Cultural Dominance.** You can have fun with the first – share examples (even bring in examples) of cultural stereotyping, white-washing, cultural invisibility, etc. Video clips from popular TV shows can be a good way to get this discussion started. *The Cosby Show* and *All In The Family* are especially good for illustrating the ways in which groups are depicted in popular culture.

To encourage sharing and story-telling, we suggest using a fishbowl where various people share examples and discuss their impact. Select participants for the fishbowl who represent a variety of experiences – working class, rural, various communities of color, woman, LGBT, etc. For example, we used this at a session in the Midwest. The fishbowl participants included: an African American woman who organizes in Milwaukee; a Native American lesbian who is active in South Dakota, a white working class woman organizing in Iowa, a white working class man who is a union activist in Iowa, and an African American working class man, also a union activist in Iowa.

Some questions to pose to the fishbowl participants:

1. Describe something in mainstream culture that affirms something about your own experiences and beliefs.
2. Name something(s) about the mainstream culture that make(s) you feel more like an outsider — mis-represented or un-represented.
3. Name something about a cultural experience with which you identify that gives you resilience, joy, affirmation, sustenance, hope, etc.

Make sure to talk about how this too undermines us and our power. It also robs all of us of the ability to enjoy the richness and diversity of human experience.

Ask the group why this form of oppression is relevant to our efforts to build unity across race, class and gender. Some things to draw out in discussion include:



- It is another way that the divisions and segments among working people are intensified and sharpened.
- It also speaks to experiences that extend beyond economic structures – to identities, prejudices and stereotypes that constrain peoples’ abilities to have access to decision-making; that make it harder for them to be political actors. And that make it harder for them to have control over their lives.
- These cultural forms of oppression also confer privileges on those of us who appear to be part of the mainstream culture. We have to be aware of the ways in which these privileges affect us.
- Note how conservatives say alternative cultural expressions are foisted upon us by amoral elites. They are using the ‘culture wars’ to their advantage.
- Especially, they use this to sharpen the wedge between white working class and other members of the working class.
- We cannot avoid the culture wars, but we don’t have to let it define the issues, either.

After this discussion, go back to the matrix and unveil the row on ‘cultural oppression.’ Add some of the examples about intersection of cultural oppression with class, race, gender. You will see some examples of things that might fit under the race, class and gender rows on the attached sample matrix.

**Violence.** It is important for people to note how violence or the threat of violence is a reality for any targeted and oppressed group. You can brainstorm the ways this shows up in different forms now and historically. Here are some possible examples to share and/or draw out in discussion:

- Police brutality against Black and Latino men;
- The way in which rape and sexual harassment keep women vulnerable;
- Attacks on people of Arab descent (or assumed to be of Arab descent — many victims are Asian), especially since 9/11;
- Hate crimes against gays, lesbians and trans-gendered people;
- Attacks on immigrants at day-labor gathering places.

Discuss how this dimension of oppression affects our efforts to build unity. Go back to the matrix and add examples to the race, class and gender cells.

## General Discussion: Power and Oppression

Step back and discuss the picture that emerges by bringing the discussion back to power. Experiences of oppression affect people’s sense of their own power and how power works in society. It can obscure structural aspects of power and inequality – like corporate power – while justifying inequalities as natural and inevitable. Consider the ways in which biological sex is used to justify socially-constructed gender dynamics.

It also affect how people think about the role of government and whether they can imagine it being a force for good or whether they see it primarily as one of the many things that oppresses them. Have them share examples: People’s experiences with social services, with bureaucracy, with a sense that taxes are not fair, etc. goes back to reinforcing conservative policy agenda. Questions can include:

How does this affect a community’s sense of its power? Its belief in collective action? Its likelihood of fighting for its rights? How does it affect its belief in public/ government solutions? Where do we see this in our work on issues, elections? In our member organizing?

## Summary

This session is intended to open conversation and give people a framework both for better conversations and better strategies.

Using these five forms of oppression as a tool for understanding the structural causes of oppression (economic, social and cultural) allows us to look at any social group’s experiences without necessarily privileging one particular form of oppression over another, or any groups’ experiences over another’s. At the same time, these five ways of looking at oppression help us see that people cannot be divided neatly into the ‘oppressed’ and the ‘oppressor’ columns.

In terms of strategy, this framework about oppression may help groups develop more effective ways to challenge social arrangements that favor a privileged few over the many, first by helping its constituencies analyze structural oppression and their own experiences, toward finding common ground with other groups’ experiences with structural oppression. Ultimately, this is about how we build power – the power to change and replace oppressive conditions and relationships. A long-term goal is gaining the power to become social change actors, to work together in ways that enable all people to develop their capacities to the fullest. ■

*Grassroots Policy Project*

# Campaign Strategy Workshop

This workshop is a basic introduction to campaign strategy – tools you can use to help achieve the end goal - a campaign win!

## TOTAL TIME

90 Minutes

## WORKSHOP GOALS

- ✦ To give participants an overview of how to put a campaign strategy together & tools to aid the development of a strategy
- ✦ To develop an understanding of campaign strategy principles & use of a strategy chart
- ✦ To have fun!

## MATERIALS NEEDED

- ✦ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ✦ Coloured and black textas, masking tape, blu-tack, drawing pins, spare pens
- ✦ Copies of Midwest Academy Strategy Chart, enough for all participants
- ✦ 4 or 5 Large Power Map matrices
- ✦ Post It notes or small bits of paper and blu tac

## HOW TO PREPARE

- Print** out enough copies of handouts
- Go through** the workshop with your co-facilitator, review the agenda, divide up sections, get to know each others training style and strengths.
- Check in** with the organiser of the training/event to find out more about the group's experience level and the makeup of the group, and to confirm logistical arrangements – ask where the toilets are, food/drinks.
- Read over** hand-outs so you know what's in there.
- Set up** the room and arrange chairs in a circle
- Write** up the Agenda and Goals (next page) on large sheets of paper and put on wall or board so everyone can see

**Agenda:**

Welcome and introductions

Blanket Game

Why Use a Strategy

Strategy Chart

Goals and tactics

Power Mapping

Close and Evaluation

**Goals:**

To give an overview of how to put a campaign strategy together & tools to aid the development of a strategy

To develop an understanding of campaign strategy principles & use of a strategy chart

To have fun!

## WORKSHOP DESIGN

<b>Time</b>	<b>Exercise and description</b>
<b>10 Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan (agenda) with the group.
<b>10 Minutes</b>	<b>Blanket Game</b> Icebreaker with a learning about Strategy
<b>10 Minutes</b>	<b>Why Use a Strategy</b>
<b>20 Minutes</b>	<b>Strategy Chart</b>
<b>15 Minutes</b>	<b>Goals and tactics</b> Use paired listening to hear others experiences of tactics Explain SMART goals
<b>12 Minutes</b>	<b>Power Mapping</b> Map out scenario in small groups
<b>5 Minutes</b>	<b>Close and Evaluation</b> Get feedback on how the training went, and provide a closing for the training.

**GOALS**

Introduce the facilitators, create a welcoming space for participants.

Let people know what to expect from the training by reviewing agenda and goals.

Go through housekeeping.

**RUNNING THE EXERCISE**

Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share.



(I usually say something along the lines of;)

“I’m/we’re not an expert on campaign strategy, there’s still lots of things I/we can learn – this workshop is designed to facilitate everyone sharing their knowledge and skills about the given topic so everyone can learn something; including the facilitators”.

“Going around the circle, please introduce yourself briefly, and say one thing you hope to learn from this training or what you’d like to get out of it.”



Write up what people hope to learn from the workshop/get out of it on some butchers paper on the wall.



Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people’s needs.



Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“Are there any questions about things that are or aren’t covered in this workshop?”



Answer any questions before moving on to the next exercise.

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## Blanket Game

[Time: 10 mins]

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### GOALS

To introduce the need for strategy while having fun.

Give participants an experienced sense of goals/objectives versus tactics versus strategy.

### RUNNING THE EXERCISE



Move to an adjacent space to do game. Place a blanket on the floor. Have group stand on the blanket (they should be only slightly packed on the blanket).



“This game is about defining tactics, objectives/goal and strategies in a fun way! Can everyone stand on the blanket please? Now the challenge is to turn the blanket over without anyone ever stepping off it. (So no leaving the blanket, leaning on walls, etc.)

“Any questions/clarifications?”



Allow group enough time to complete the challenge. If the group steps off the blanket, or someone steps on the ground, start over again. It's a very do-able task!

After the group completes the task successfully, help the group self-reflect. Since it's a short exercise the debrief may be short, too. But make sure to give some space for an immediate reactions or feelings. Then focus the group on looking at the questions of: "What was the goal? Tactic? Strategy?"



“How did that go for everyone?” (ask a few different people to respond, maybe a third of the group.)

“What was the objective/goal?”

(only a few need answer.)

“What was the Tactic?”

“What was the Strategy?”

(Briefly summarise)

“In this case the *goal/objective* was given by the facilitator – flip the blanket over – the *strategy* was the method devised to achieve the goal and the *tactics* were the particular ways the group implemented the strategy”



Move back into the main circle of chairs/sitting space.

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**Where this tool comes from:**

**Training for Change**

from trainer Nadine Bloch nbloch@igc.org; based in USA.

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## Why use a Strategy?

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[Time: 10 mins]

### GOALS

To get participants to explain campaign strategy elements – vision, strategy, objectives & tactics.

### RUNNING THE EXERCISE



Wait for everyone to be sitting back in the circle.



“Now let’s start by breaking it down; this section is designed to get you thinking about how you can view your campaign as including the elements of vision, strategy, objectives and tactics.

“So just a quick brainstorm; can someone shout out a tactic that they’ve used before in their campaigns? le - a getting petitions signed”



Have co-facilitator or another person - Write up on board/butchers paper with column headings of TACTIC



“Why might that tactic be used?”

(write up answer in next column)

“So that’s an objective. We can think about campaign strategy in terms of a staircase. If objectives are the individual stairs, a tactic is something we use to move from step to step. Our campaign strategy is like the whole staircase; it’s a long-term plan of how each objective fits into a plan of how we’ll achieve our ultimate vision.”



Have co-facilitator draw staircase picture



“So hopefully now we can all see that a strategy is our overall roadmap, or staircase, to achieving our vision. An example of a successful campaign strategy is the one used to....(use example of a good strategic campaign you are familiar with)

“Why do you think that having a strategy is important? We’ll do a popcorn brainstorm so just shout out what you think.”



(DO) Write up brainstorm answers.

Some suggestions;

(gives us measurable objectives to check against, gives us a direction, something we can share with new people about the campaign, something we can review and change as we go as circumstances change)



“So there’s a bunch of different reasons why we have strategies so we can see them as a pretty important part of a campaign.”

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## Strategy Chart

[Time: 20 mins]

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### GOALS

To develop understanding of strategy guidelines & use of strategy chart. Illustrate how each stage of the strategy is interdependent.

### RUNNING THE EXERCISE



Distribute Midwest Academy Strategy Chart to everyone



This is an example of a Strategy Chart from the Midwest Academy. It outlines 5 areas to consider when putting together a strategy.”

“Going around the circle can you read out the first point under Goals, and so-on?”



Look around at people as they’re reading out the chart to see if anyone doesn’t understand. If people look concerned try to explain the point a little more. Or ask if anyone can clarify it.



Campaign goals are different from organisational goals – in this spreadsheet organisational goals don’t go in the first column but in the second.



Put up poster on wall that summarises each column with the following;

- \* **Goals** – The victory you want to win
- \* **Organisational Considerations** – What you have to put into the fight and what you want to get out of it organisationally.
- \* **Constituents** – Who supports you
- \* **Targets** – Who can give you what you want
- \* **Tactics** – The things that you and your constituents do to the target to make them give you what you want.



“There is interdependency between the columns so that often you can’t fill in one column without knowing what is in another. For example, the tactics you choose will depend on who your constituency are and what their experience is and the goals you want to achieve. The goals you think you can achieve depend on your organisational strength at the time, who the target is and how much it will cost them to give you what you want. And the targets you decide to focus on will depend on who your allies are focusing on.”

There are a couple of key points to emphasize;

1. All of this is underpinned by your theory of change. This tool will yield different strategies contingent on your theory.
2. No strategy can be set in stone and rigidly applied. It is a guide and needs constant adjustment.



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**Where this tool comes from:**  
**Midwest Academy**

<http://www.midwestacademy.com>; based in USA.

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**GOALS**

To share experiences

To reiterate difference between goals and tactics

**RUNNING THE EXERCISE**

Spilt group into pairs for paired listening exercise



“Now to get a bit of background from you, we’ll spilt into pairs – preferably with someone you don’t know - and share a story or anecdote about a campaign they’ve been involved in, or heard of.”

“So we’ll do this using active listening, so one person talks and the other just listens, without talking back, then swap.”

“In your pair with about 3 minutes each, Can you think of how strategy was used – or not used? What was a tactic used in the strategy? I’ll signal when 3 minutes is up and you should change over”



Bring everyone back into the group and invite people to share something that they or their partner said.



“We use tactics as a means of achieving the goals/objectives of the strategy. There are a few tools that can help us be more effective in achieving these. One of these is to use SMART goals. Can someone explain what we mean by SMART goals?”

(SMART goals: Specific, Measurable, Achievable, Realistic, Time-specific.) Some people might have slightly different definitions, so write these next to your definitions on butchers paper.

“It’s important to consider the pathway for your overall campaign goals and the tactics you use to achieve those. A tool to guide this is critical path. A critical path is a series of goals. In a critical path the first goal once achieved makes the second goal more achievable and so on. In student organising, campaigns are often short in duration, so we often use a bastardisation of the critical path tool to map out a timeline of tactics that make it easier to achieve the campaign goal.”



For a more comprehensive description of this tool search for critical path on the Change Agency’s website

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**Where this tool comes from:**

Created by Sam La Rocca and James Whelan (The Change Agency) and Daniel Hunter (Training for Change)

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**GOALS**

Introduce concept of power mapping

Practice using power mapping in small groups

**RUNNING THE EXERCISE**

Power Mapping is a tool that can help us figure out who our allies, opponents and targets are. From it we can estimate how much power we need to build in order to get our target to give us what we want, and who might help us or hinder us in doing so.



Show power map drawn on butchers paper



“So the power has two axis’s: horizontally supporting or opposing the goal and vertically the amount of power or influence in terms of the goal.”

“Now we’ll practice using this tool in small groups, so can everyone stand up and get into groups of 3 or 4 people. Now find a place where you can be comfortable away from the other groups.”

“In your groups decide on a campaign goal together. A question to focus your group - “What is the main outcome your campaign hopes to achieve?”



Give the groups a minute to decide on a campaign goal.



Once you’ve got the goal write on separate post-it notes the names of organisations and people that you might need to engage in order to achieve this outcome.

Start with yourself and the main decision-maker/s.



Pin up other groups/individuals suggestions on the board/wall from power mapping pdf. Hand a piece of butchers paper with the matrix already drawn to each group along with post it notes



So you’ve got about 5 minutes, put all the stakeholders relevant to your objective on your matrix. Try to position the notes according to the relationships that exist between them. Consider the relative power of the stakeholders in your campaign. Who is closest to the key decision makers? Move them around. Your group members can help clarify power relationships by questioning you as you go along.



Give the groups time to work on their own then wander around to the different groups and offer support. After 5 minutes...



“Before we come back to the circle Can each group nominate someone to report back the campaign goal and two or three people or organizations that hold power and who you might successfully influence or build strategic relationships with?”

“Bring the butchers paper up and we’ll pin it to the wall/board.”



Go through points from each group. If people talk for more than a minute, remind them this is just a quick report back about the 2 or 3 key points.



“It’s important to continually repeat this process in a strategy because circumstances change leading to different positions of players on the power map. We can relate this back to the Midwest Academy Chart to fill in a bit about the allies/constituency/enemies and also some of the target/ secondary targets column. If we did the next step of trying to figure out how we could get some of the players to shift then we would be starting to deal with campaign tactics.”

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**Where this tool comes from:**

Adapted by James Whelan of The Change Agency  
from Environmental Advocacy

<http://www.thechangeagency.com>



**GOALS**

To hear participants thoughts on workshop structure, content, facilitation in order to improve on the workshop for next time.

**RUNNING THE EXERCISE**

Okay, that's the end of the workshop, thanks for coming I hope you all got something out of it. Just to recap, we played a game to introduce the concept of strategy and then defined strategy. We then introduced the Midwest Academy Strategy chart and differentiated between goals and tactics and introduced SMART Goals. Finally, we played with the power mapping tool.

Before everyone leaves we'd like to do an evaluation of the workshop so we know what worked and how we can improve on it for next time.



Write on two big pieces of paper: "Things I enjoyed" and "Things that could be improved". Give an over view of the material covered in the workshop, reminding people of what has been discovered through the process. Thank people for attending and ask people to fill out the evaluation sheets.



"Here are a couple of pieces of paper, if you could just take a moment to fill out what you enjoyed and what could be improved that would be great. This is a learning experience for me/us too!"



Stand back from the people filling out the paper, so they have the space to feel free to say what they want to say. Allow time to mingle and let people ask you questions at the end.

## Midwest Academy Strategy Chart

After choosing your issue, fill in this chart as a guide to developing strategy. Be specific. List all the possibilities.

Goals	Organizational Considerations	Constituents, Allies, and Opponents	Targets	Tactics
<p>1. List the long-term objectives of your campaign.</p> <p>2. State the intermediate goals for this issue campaign. What constitutes victory?</p> <p><i>How will the campaign</i></p> <ul style="list-style-type: none"> <li>• Win concrete improvement in people's lives?</li> <li>• Give people a sense of their own power?</li> <li>• Alter the relations of power?</li> </ul> <p>3. What short-term or partial victories can you win as steps toward your long-term goal?</p>	<p>1. List the resources that your organization brings to the campaign. Include money, number of staff, facilities, reputation, canvass, etc.</p> <p>What is the budget, including in-kind contributions, for this campaign?</p> <p>2. List the specific ways in which you want your organization to be strengthened by this campaign. Fill in numbers for each:</p> <ul style="list-style-type: none"> <li>• Expand leadership group</li> <li>• Increase experience of existing leadership</li> <li>• Build membership base</li> <li>• Expand into new constituencies</li> <li>• Raise more money</li> </ul> <p>3. List internal problems that have to be considered if the campaign is to succeed.</p>	<p>1. Who cares about this issue enough to join in or help the organization?</p> <ul style="list-style-type: none"> <li>• Whose problem is it?</li> <li>• What do they gain if they win?</li> <li>• What risks are they taking?</li> <li>• What power do they have over the target?</li> <li>• Into what groups are they organized?</li> </ul> <p>2. Who are your opponents?</p> <ul style="list-style-type: none"> <li>• What will your victory cost them?</li> <li>• What will they do/spend to oppose you?</li> <li>• How strong are they?</li> <li>• How are they organized?</li> </ul>	<p>1. Primary Targets</p> <p>A target is always a person. It is never an institution or elected body.</p> <ul style="list-style-type: none"> <li>• Who has the power to give you what you want?</li> <li>• What power do you have over them?</li> </ul> <p>2. Secondary Targets</p> <ul style="list-style-type: none"> <li>• Who has power over the people with the power to give you what you want?</li> <li>• What power do you have over them?</li> </ul>	<p>For each target, list the tactics that each constituent group can best use to make its power felt.</p> <p>Tactics must be</p> <ul style="list-style-type: none"> <li>• In context.</li> <li>• Flexible and creative.</li> <li>• Directed at a specific target.</li> <li>• Make sense to the membership.</li> <li>• Be backed up by a specific form of power.</li> </ul> <p>Tactics include</p> <ul style="list-style-type: none"> <li>• Media events</li> <li>• Actions for information and demands</li> <li>• Public hearings</li> <li>• Strikes</li> <li>• Voter registration and voter education</li> <li>• Lawsuits</li> <li>• Accountability sessions</li> <li>• Elections</li> <li>• Negotiations</li> </ul>



## Critical-path analysis

### Goals:

- inspire positive future thinking
- shift to outcomes rather than tactics focus
- outline some threads in the campaign's stages
- develop capacities to "cut issues";
- provide experience and skill in defining clear objectives;
- allow further understanding of one's own notions about how change happens.

**Time:** About 1.5 hours

Campaigns don't win all at once – they win through taking successful steps. Being able to break down the steps towards winning is a key skill for successful strategizing. This tool gives participants challenge and practice in setting stepping stones of achievements along the way and sequencing those towards an eventual win.

The basic concept is to have each person write down the outcomes they think need to happen for their campaign to be successful – not so much the steps or activities they need to do, but the changes that need to happen for their hoped for changes to be made real. Since it is such a big challenge -- so easy to be broad and unrealistic, not specific and realisable -- this tool utilises (a) a physical set-up and structure (paper plates) to support clearer thinking; and (b) support from other participants in small groups; and c) debriefing midway to support clarity of outcomes.

### Step 1: Quiet writing time

First provide people with about ten minutes of quiet writing time. While everyone is in the circle together, ask them to close their eyes if comfortable, and think of an issue or problem they feel really passionate about. Now encourage them to take themselves to the time when the issue or problem is resolved somehow, the social or environmental changes they hoped for have been realised or the campaign they've been working on has won. Let them get a feel for it. What does that change look like? Feel like? Now what happened? Tell a story of how that vision came to be. What changes happened along the way that led to the positive social or environmental change. Ask people to record the five or six changes that needed to happen before their vision was made real.

### Step 2: Create groups and explain the set-up

Now put participants into small groups – groups between three and five work well. Have the groups spread out around the room. Ask people to share their stories with each other.

Then put in the middle of the room some symbol, like a bowl of fruit, and explain that this is the "vision." It's what folks are working towards – their specific (as opposed to broad) campaign goals.

Each participant will be given five to six paper plates (extras are available if needed). The task for each participant is to place paper plates starting from where they are now to their vision ( or working backwards from the vision to now), putting specific outcomes that are important "stepping stones" to that vision on the plates – this pathway does not have to be linear.

Someone working on a campaign to end the use of plastic bags in their state, might have as some of the stepping stones (1) "broad-based coalition of 5 action groups established and working successfully together to abolish the use of plastic bags," (2) "regular statewide media publications present positive news stories in newspapers and magazines," (3) "people working in grocery stores and jobs that use bags, inform shoppers about the problems with

plastic bags and urge them to say 'No to Plastic Bags', (4) "shoppers refuse plastic-bags on mass"; ...and (5) "state government passes legislation to ban plastic bags"; and so on, until eventually they win their campaign. It's always good to give a bit of a demonstration.

Each paper plate is one outcome that needs to happen for the ultimate campaign goal or social change vision to be realised. While most of those outcomes can be objectives that the organisation can work towards; a few of them might be external factors, like an oil crisis, that can help progress the movement's goals.

The reason for having people in groups is that folks can bounce ideas off each other, get challenged about the clarity of each outcome, and get some feedback about the order of the steps, too. Acknowledge up front that it's intended to be challenging.

Invite questions and clarify as needed.

(Note: If you're using this tool in a group that's all working on the same campaign/issue, you may want to adapt it so folks are creating the outcomes/plates together.)

(Also: It may be a challenge to get the group to think in terms of bite-sized campaigns. While "economic justice for all" is a great vision, this tool is most effective when identifying outcomes with a clear scope, like "getting five affordable housing complexes built in five years time." One way to support the group to get more specific is to allow the larger scope in an earlier exercise, by using tools such as with the Vision Gallery or Scenario Writing.)

## **Step 2: Groups work**

Allow groups to work, giving support as needed to get specific. Between 20 to 40 minutes may be needed for this part. Disagreement and discussion among participants is great here for learning. Facilitators should be very available for support, coaching, and as a resource. In particular, you need to watch out for people writing tactics or activities on their plates – we can't help ourselves, we often focus on the things we are going to do, rather than what needs to change or happen. This tool is about outcomes – "what are we trying to achieve" or what needs to change" rather than "what are we going to do". If you find people writing tactics on their plates, get them to flip them over and ask themselves, "what outcome are we working towards with this activity or tactic?".

## **Step 3: Debrief on what makes for good outcomes**

Interrupt before most groups look finished for a quick check-in with how people are doing. Make a quick list of what qualities good outcomes have, what do people notice about the visions and outcomes they are constructing?

In terms of framing visions, you might introduce the concept of "cutting issues". Cutting an issue is about taking a big picture social or environmental problem and making it a specific, immediate and realisable issue that you can mobilise community around. Where a problem is a broad area of concern, e.g. pollution, racism and unaffordable healthcare, an issue is a solution or partial solution to a problem, e.g. green energy, affirmative action or national healthcare.

In terms of outcomes, you could introduce "SMART" objectives: **S**pecific/strategic, **M**asurable, **A**chievable, **R**ealistic, **T**ime-specific. People can use SMART as a way of analysing their outcomes and reframing them as objectives that they can then develop strategy and tactics for. Do their objectives match those qualities?

This step may take 10-20 minutes.

## **Step 4: Give folks some more time to finish up**

As people are finishing, you might move in to a break so that people can informally share with each other, spend part of the break finishing if they so wish, or just read people's stepping stones that they created.

## **Step 5: Short Debrief**

After the break, spend just a few minutes debriefing how that was for people. Invite people to consider the usefulness of what they've just done. You might have a couple of people demonstrate how they see their campaign winning through modeling the steps.

In essence, they've created what's called a "critical path analysis" -- which is an analysis of what outcomes/objectives need to be achieved in order to successfully win. Those, of course, may change as the context changes. But having a sense of the scope of a campaign, the different strands and how the pieces work together, i.e. seeing how different tactics lead to the next step, deeply supports strategic campaigning.

**Where this tool comes from:**

Created by Sam La Rocca and James Whelan (The Change Agency) and Daniel Hunter (Training for Change). For more information on critical path analysis, see: [www.TheChangeAgency.org](http://www.TheChangeAgency.org). For the Vision Gallery and Scenario Writing or other tools, see: [www.TrainingForChange.org](http://www.TrainingForChange.org).

## Power mapping

### Goals:

- To help participants consider the social and political context within which they are developing strategy.
- To creatively consider allies, opponents, targets and constituents prior to embarking on a campaign.
- To serve as a reminder and framework for subsequently revising strategy.

**Time:** 1 hour – 2 hours.

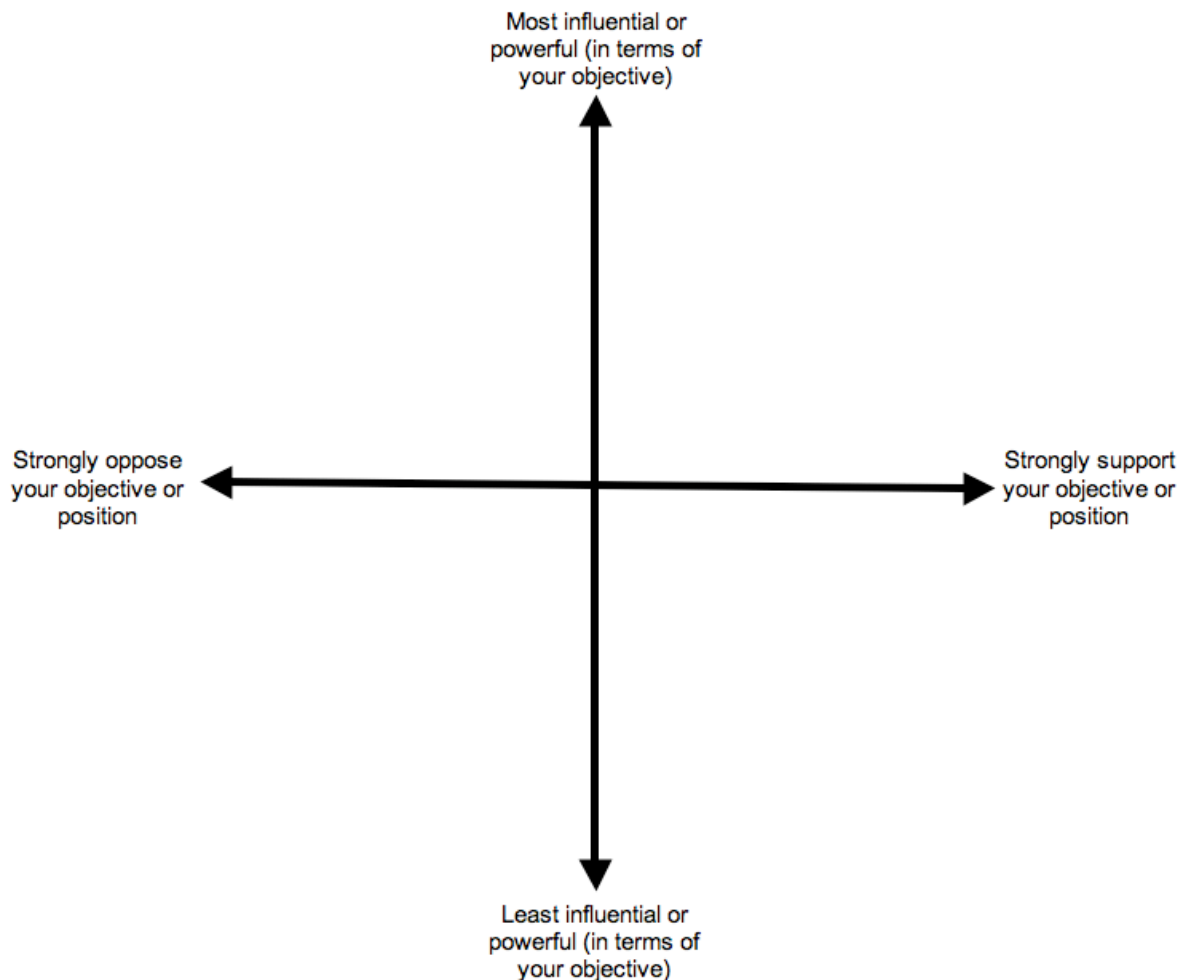
### How it's done:

#### In pairs/threes/small groups:

1. Think of a campaign you are involved with (or might become involved with). What is it you are trying to achieve with this campaign?
2. If working in a mixed group, briefly describe your campaigns to each other.
3. Select one campaign for this exercise to work on together.
4. Consider: **“What is the main outcome your campaign hopes to achieve?”** Define this outcome in terms of a realistic and achievable objective (eg. recycling bins in every classroom or a doubling in council's budget for native tree planting or the introduction of a climate refugee visa).
5. With this outcome in mind, write on separate post-it notes the names of organisations and people with whom you might need to engage in order to achieve this outcome. Start with yourself and the main decision-maker/s. You might like to include:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• your own group</li> <li>• other community groups - consumer, residents, environment, etc</li> <li>• local government - which councillors or officers?</li> <li>• state government - which departments or ministers?</li> <li>• churches</li> </ul> | <ul style="list-style-type: none"> <li>• federal government - which departments or ministers?</li> <li>• local, regional and national media</li> <li>• property/ real estate developers</li> <li>• local businesses</li> <li>• experts, academics</li> <li>• professionals (eg teachers, police)</li> </ul> | <ul style="list-style-type: none"> <li>• particular sectors of the community</li> <li>• traditional owners and local indigenous people</li> <li>• youth, unemployed,</li> <li>• men/women, the aged</li> <li>• industry</li> </ul> |
|---|---|--|

6. Each group needs a blank power map on butchers paper. This is a simple matrix with a horizontal axis and vertical axis. The vertical axis indicates the level of influence or power each person or organisation has to give your group what you are asking for. The top of this axis is where you would place people or organisations that have most power or influence. The horizontal axis indicates whether people support your group's specific objectives or if they are opposed to these objectives. At the left end of this spectrum are people who are most opposed to your desired changes or objectives. At the right end are people who support your objectives most strongly. (see below).



7. Place the post-it note with the name of your organisation on the power map, you'll be strongly in support of your objective so you sit on the right hand side of the map but you'll need to consider how much influence or power you have over our objective.
8. Identify the individual holding the most influence or power in terms of delivering your desired outcome (your target). Place this note on the power map measuring how much influence and how supportive of your campaign they are.
9. Place each note in turn on the power map. As you place them down, say something about how they are related to your organisation, to the main powerholder / target and to other players. How much influence do they hold? Do they cooperate with each other or are they in conflict? Do you presently have a relationship with these people? Are they likely to agree with your position?
  - Position the notes according to the relationships that exist between them.
  - Consider the relative power of the stakeholders in your campaign. Who is closest to the key decision makers? Move them around.
  - Spend at least five minutes until the map feels right.
  - Your partner/s in this exercise can help clarify power relationships by questioning you as you go along.
10. When your map is complete, identify the two or three locations within the map where you feel your campaign might effect the greatest influence. Are there people or organisations who hold power and who you might successfully influence or build strategic relationships with?
11. Report back, discussion.

**Where tool comes from:** James Whelan, <http://www.thechangeagency.org>

## **Developing Advocacy Strategy**

The Democracy Center

One of the most important parts of effective advocacy is having a strategy a clear vision of where you are, where you want to go and a plausible plan of action for getting there. Five key questions can help show the way:

### **What is Your Objective?**

What change will actually solve the problem you are concerned about, one which is also winnable? An advocacy objective needs to be compelling to get people interested in working for it. It also needs to be small enough to achieve at least part of your goal within a year or two, to keep people interested.

### **Who Do You Need to Move?**

Who actually has the authority to give you what you want (city council, state legislature, the President)? Who else do you need to woo to your side as a way of influencing those with authority (the media, other citizen groups, etc.)?

### **What Do They Need to Hear?**

What advocacy message will move all those people in your direction? An effective advocacy message has two parts an appeal on the merits (this bill is important because) and an appeal to self-interest (hundreds of voters want to know how you'll vote).

### **Who Do They Need to Hear it From?**

What "messengers" can you recruit who will be most persuasive? An advocacy campaign needs a mix of messengers people who can speak from personal experience, people with recognized authority, and others who might have some special pull with the people you are targeting.

### **What Actions Will You Use to Make Your Point?**

Finally what will you actually mobilize people to do in order to deliver that message? The options are many. You can lobby officials politely or protest in front of their office. You can get an article in the newspaper, you could hold a town meeting. Generally, the best actions are those requiring the least effort and confrontation, but which still gets the job done.

## **Facilitation for Collective Organising**

### **Facilitators, consensus and effective meeting processes**

*Workshop design, Format and editing: Jarra Hicks, Dany Boulos and Matt Allen.*

Consensus decision-making is not always easy; however, with effective facilitation, we can ensure that our meetings are inclusive and democratic as well as efficient. The facilitator of a meeting rarely has much input into the content and direction of decisions, but is always busy making sure that agreed-upon processes are being followed and, importantly, that everybody in the meeting is able to participate equally. Like any skill, practice is the key to good facilitation, and there are many useful tools and processes that can help make the job of a facilitator easier.

#### **TOTAL TIME**

90 Minutes

#### **WORKSHOP GOALS**

- ✳ Develop an understanding of consensus-based decision making and effective group processes.
- ✳ Understand the role and importance of the facilitator in meetings
- ✳ Develop ideas and strategies around dealing with difficult situations in group meetings

#### **MATERIALS NEEDED**

- ✳ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ✳ Lots of smaller pieces of paper or card
- ✳ Coloured and black textas, masking tape, blu-tack, drawing pins.

#### **HOW TO PREPARE**

- Set up** the room and arrange chairs in a circle
- Write** up the Agenda and Goals (next page) on large sheets of paper
- Write** on large piece of paper: “Facilitate: To make easy”
- Draw** on large piece of paper: outline of a human body
- Write** meeting roles for role-play on small pieces of card, making sure there will be enough for everybody. See support material for suggestions.
- Make** enough copies of the “Consensus and Meeting Process” handout for everyone.
- Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.
- Check in** with the organiser of the training/event to find out more about the group’s experience level and the makeup of the group, and to confirm logistical arrangements.

**Agenda:**

Introductions

The role of the facilitator

Qualities of a good facilitator

Facilitation tools

Consensus and process

Meeting role-play

Debrief

**Goals**

Develop an understanding of consensus-based decision making and effective group processes.

Understand the role and importance of the facilitator in meetings

Develop ideas and strategies around dealing with difficult situations in group meetings



## WORKSHOP DESIGN

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<b>Time</b>	<b>Exercise and description</b>
<b>5 Minutes</b>	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group.
<b>5 Minutes</b>	<b>Object Clumps Game</b> Set a tone and energy for the workshop that encourages sharing and participation.
<b>15 Minutes</b>	<b>The Role of a Facilitator and Qualities</b> Explain the role of facilitator, and how the facilitator assists groups in making participatory decisions. Explore the role of facilitator in a fun and visual way. Identify some qualities a good facilitator might have.
<b>15 Minutes</b>	<b>Tools for facilitators</b> Assist participants in developing some tools and strategies for effective facilitation.
<b>10 Minutes</b>	<b>Consensus and Meeting Process</b> Develop understanding of consensus decision-making, and explore processes for making consensus decision-making run smoothly.
<b>15 Minutes</b>	<b>Meeting Role-Play</b> Practice group facilitation in difficult situations. Introduce common problems in consensus based decision-making in a fun and supportive setting.
<b>25 Minutes</b>	<b>De-role, Debrief and Report Back</b> Break into smaller groups and discuss how the role-play went. Come up with some outcomes and ideas to take back to larger group. Discuss outcomes with large group, add comments and feedback.
<b>2 Minutes</b>	<b>Close and Evaluation</b> Get feedback on how the training went, and provide a closing for the training.

**GOALS**

Introduce the trainers, create a welcoming space for participants.  
Let people know what to expect from the training by reviewing agenda and goals.

**RUNNING THE EXERCISE**

Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share.



“Going around the circle, please introduce yourself briefly, and say one thing you hope to learn from this training.”



Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people’s needs.



Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“Are there any questions about things that are or aren’t covered in this workshop?”



Answer any questions before moving on to the next exercise.

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## Object Clumps Game

[Time: 5 mins]

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### GOALS

Set a tone and energy for the workshop that encourages sharing and participation.

Raise energy levels and get people to interact and have fun.

### RUNNING THE EXERCISE



Ask everybody to stand up and wander randomly around the space.



“Now, I’m going to call out a number and the name of a shape or object. Without speaking at all, quickly form a group with that number of people and try to make the shape of the object with your bodies.”



Start with fairly simple objects like triangles and squares, then throw in more complicated ones!



After repeating the exercise four or five times, get people to sit down in a circle again.

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### Where This Tool Comes From

Adapted from ‘Clumps’ exercise in The Change Agency’s ‘Games and Energisers’ resource. ([www.thechangeagency.org](http://www.thechangeagency.org))

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### GOALS

Explain the role of facilitator, and how the facilitator assists groups in making participatory decisions.

Explore the role of facilitator in a fun and visual way. Identify some qualities a good facilitator might have.

### RUNNING THE EXERCISE



Briefly outline the role of the facilitator, and invite input from the group with a brainstorm. Write people's ideas up on big sheets of paper as you go.



“Basically, a facilitator is someone who supports a group of people in making decisions together. They help to ensure that decision-making processes are inclusive and participatory as well as efficient, and often take on a leadership role in the meeting without controlling the content or outcomes of discussions. What else does a facilitator do in a meeting? Just call out your answers and I'll write them down.”



Feel free to alter the above description to suit the group you are working with...



Once the group has come up with ideas about the role of a facilitator, explore the qualities of a good facilitator using the outline of a human body you drew before the meeting. You will be asking participants to call out 'qualities' a good facilitator might have, and invite them to come and draw the 'quality' on the outline. (This works best in smaller groups; in a group of more than 15-20 people you might want to draw on the outline yourself).



“Imagine that this outline is the ideal facilitator. Look back at some of the points we just brainstormed, and think of some attributes that might help the facilitator do a good job in their role. When you have an idea of an attribute for our facilitator, grab a texta and come draw it up!”



If people seem confused or are not coming up with ideas, suggest a few to start them off, i.e. big heart, precise speech, listening skills etc.



Once the outline is full of 'attributes', look over it with the group. Have a laugh about some of the more outlandish drawings.

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### Where This Tool Comes From

James Whelan and Sam LaRoccca, The Change Agency  
[www.thechangeagency.org](http://www.thechangeagency.org)

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## Tools for Facilitators [Time: 15 mins]

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### GOALS

Assist participants in developing some tools and strategies for effective facilitation.

### RUNNING THE EXERCISE



Get the group to break off into five smaller groups of roughly equal size. Give each of the groups a large sheet of paper and some textas.



“Each group is going to look at a different aspect of preparing for and facilitating meetings; the idea is to come up with some ideas to help the meeting go as smoothly as possible.”

*Group 1:* Things to do before the meeting.

*Group 2:* Things to do at the start of the meeting

*Group 3:* Things to do during the meeting

*Group 4:* Things to do at the end of the meeting

*Group 5:* Things to do after the meeting.



Walk around and make sure that the groups understand the exercise. If people seem lost, rephrase the question; ie, “What is something that you could do before a meeting to help it run smoothly? For example, looking over the agenda.”



Give the groups just under 10 minutes and ask them to come back into a big circle.



“Can somebody from each group report back on what they came up with? Just give us the most important ones you thought of.”



As the report backs finish, take the group's sheet of paper and pin them up in chronological order, i.e. before the meeting to after the meeting.

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## Consensus and Meeting Process [Time: 5 mins]

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### GOALS

Develop understanding of consensus decision-making, and look at processes for making consensus decision-making run smoothly.

### RUNNING THE EXERCISE



“As a facilitator, it’s important that you keep the conversation on track. This means reminding people to stick to the topic if they drift off, and making sure that when a proposal is put forward, the decision-making process is followed properly. It’s also the facilitator’s job to help ensure everybody in the group gets to participate in the conversation. Can anybody think of some ways that a facilitator might do these things?”



Write down people’s suggestions and pin up on board. Give everybody in the group a copy of the Consensus and Meeting Process Handout.



“We can’t hope to cover all the different methods of consensus decision-making and all the meeting processes that we might use – that would be another whole workshop in itself. But for those of you who are relatively new to consensus decision-making, this handout shows a simple version of consensus, and some common hand signals that we use to make consensus decision-making processes run smoothly. Are there any other hand signals or non-verbal tools that people have used, or seen being used, in a meeting?”



Encourage people to do further research if they’re interested in meeting tools and processes. Remind them of the importance of explaining tools and processes to new members before the start of a meeting.

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## Meeting Role-Play [Time: 10-15 mins]

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### GOALS

Practice group facilitation in difficult situations.  
Introduce common problems experienced in consensus based decision-making in a fun and supportive setting.

### RUNNING THE EXERCISE



In this exercise, you will be asking the group to have a 'pretend' meeting in which everybody will take on a character, which will be chosen randomly by you handing out 'role cards'. You will give them a scenario for the meeting, and ask for a volunteer to facilitate.



If the group is larger than 20 or 30 people, consider splitting them into two separate 'meetings' so that everybody will have the chance to participate.



"We are going to do a role play of a collective meeting where we can practice the tools of facilitation and consensus decision making processes. This is going to be a challenge, but don't worry, its a learning process. Some things are going to work well, and some won't. We'll have plenty of time to debrief afterwards and talk about how it went. Now, who wants to be the facilitator? "



Hand out the role-cards. If people ask to swap, encourage them to do so only if they're really uncomfortable with the role they have been given. Write up a scenario for the role-play on the board – there are some suggestions in the support material, but feel free to make up your own!



"Does everybody understand? Any questions? Okay, let's start the meeting."



Observe the group and check that no-one seems confused. If the facilitator appears lost, it might be a good idea to sit near them and help them out when things get tricky.



Don't wait for them to come to consensus; just end the meeting after 10 or 15 minutes, depending on how things are going.

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## De-role, Debrief and Report Back

[Time: 25 mins]

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### GOALS

Break into smaller groups and discuss how the role-play went. Come up with some outcomes and ideas to take back to larger group.

Discuss outcomes with large group, add comments and feedback.

### RUNNING THE EXERCISE



Ask the group, going around the circle, to state their role in the meeting, spin around and then say who they really are. Then ask the group to split up into groups of around 5 people. Give each group three large sheets of paper and some textas.



“Thinking about the role-play of a meeting we just did, I’ll give you a couple of questions to brainstorm some responses to:

- What worked well in helping the meeting run smoothly?
- What was difficult to deal with?
- What facilitation qualities and tools do you think can help in overcoming these difficult situations?

You have just under ten minutes to go through those questions, and then we’ll report back to the larger group.”



Walk around and check in with how groups are going, and give people a time-check when half their time is up.



Once the 10 minutes are up, get everyone to stay sitting with their group but move into a circle. Ask each group to nominate someone who will report their ideas back to the large group.



“Okay, so we’ll go around the circle with someone from each group reporting back – trying to just say stuff that hasn’t been said yet.”



As people list off their answers, scribe the key points up on large pieces of paper on the wall – making sure beforehand that you’ll have enough room and paper!



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## Close and Evaluation

[Time: 2 mins]

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### GOALS

Get feedback on how the training went, and provide a closing for the training.

### RUNNING THE EXERCISE



Get two large pieces of paper; on one, write *'what was good'* and on the other *'what could be added/improved'*.



“This brings us to the end of the workshop, but there’s one last exercise that is designed to help me improve upon and develop this training for the next group I work with. If you could just take a minute to list some aspects of the workshop that you enjoyed, and parts that you might change or improve, that would be much appreciated.”

## Facilitation for Collective Organising: Support Material for Role-Play Exercise

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### SUGGESTED SCENARIOS:

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- 1) The group is having a special meeting to decide on a 'mascot' for their organization. If you have people from several different organizations in the workshop, pick one of the organizations to focus on.
- 2) The environmentally destructive industry/business that your group has been campaigning against is holding a big public forum entitled "why our industry is great". The forum is in four days; what is your group going to do?
- 3) Three different environmental organizations (choose any three from the group) have decided to form a coalition to campaign against a proposed nuclear waste dump in the local area. This is your first meeting together, and you need to decide on a name for the coalition. This topic is good for when participants are from a range of different organizations.

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### SUGGESTED MEETING ROLES:

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**Facilitator** – you are facilitating this meeting, trying to be accommodating of the different personalities in this meeting by putting the tools and qualities we have talked about into action. You could start the meeting with a quick name round and explain the purpose of the meeting.

**Agreer** – you are not very confident in your own opinions and generally just agree with what everyone else says. You say "yeah I think that's a good idea" a lot.

**Shy person** – you are new to the group and to enviro activism. You're unsure of what's happening and are too shy to contribute very much to the group.

**Dominant person** – you are very confident and you have a lot to contribute. You are continuously involved in the discussion.

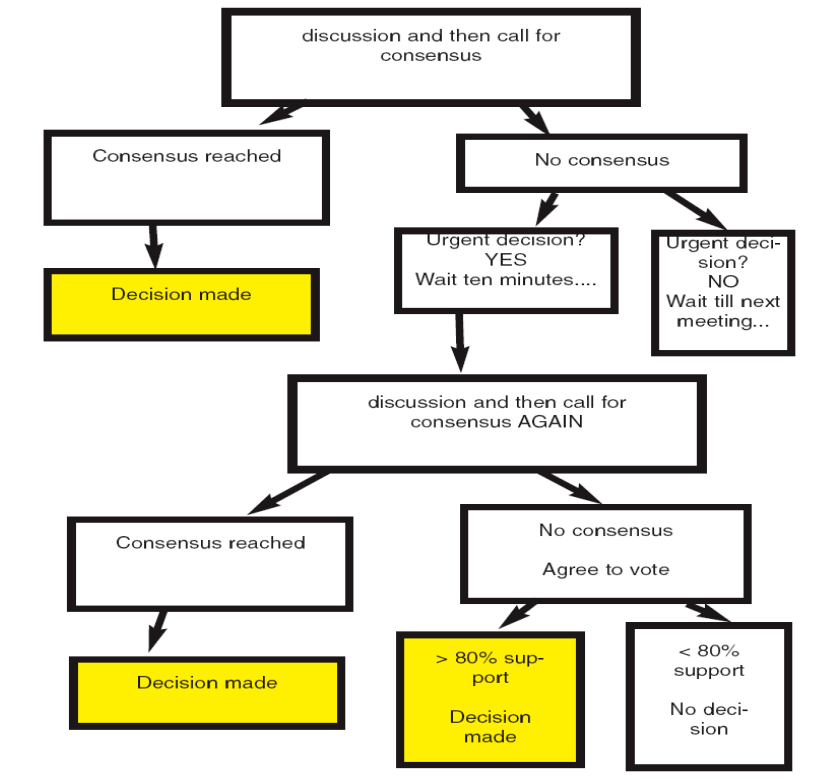
**Aggressive person** – you are very opinionated and use aggressive behaviour (loud, demeaning to others, big body gestures, stubborn) to get your point across. You don't give much respect to other's views and suggestions and might even speak over others.. In this role play you have a very strong (and preferably controversial) opinion about the subject at hand, and you refuse to budge or change your opinion

**Process Junkie** – you are always calling for things to be done through proper process (having an agenda, following speaking lists, making proposals and speaking to them, proper process of consensus [call for dissent, modifications, active consent]).

**Participant** – you are 'playing' yourself as a normal character within the meeting. You should focus a bit on observing the group dynamics and the facilitation.

## Facilitation for Collective Organising: Consensus and Meeting Process Handout.

### Basic Consensus Decision-Making Process:



### Useful Hand Signals for Meetings:

**Raising Hand:** The old classic. Signals to the facilitator that you would like to speak, or be added to the speaking list.

**Twinkles:** Performed by raising your hands in the air and wiggling your fingers around, twinkles signal agreement with an idea or proposal.

**Block:** Cross arms in front of your chest with fists clenched. Signals very strong opposition to the direction of discussion or the decision being proposed.

**Clarification:** Make a 'C' shape with the thumb and forefinger of one hand. Signals that you do not understand something and need clarification on what the speaker or group means.

**Process:** Make a 'P' shape with both hands; one forefinger straight and the other curved. Signals that you want to propose a change in the process of the discussion, or that one or more people are not following the agreed-upon process.

**Direct Response:** With your palms facing one another, point at the person you want to respond to. Signals that you have information the speaker is not aware of, that will change or make irrelevant what they are saying, and therefore you should speak right away. **This can be abused and requires strict facilitation and self-control.**

## Direct Action Workshop

Taking direct action to shut down a coal mine, blockade a logging coupe, reclaim a street or shut down a corporate office can be highly exciting and feel incredibly empowering. Taking part in direct action, especially for the first time, can also be quite daunting and frightening for people. It is vital that we engage in direct action in ways that are supportive, strategic and safe. It is also vital that we prepare properly before taking part in direct action, so that we are aware of our own needs, that we have group agreements and plans and that we are aware of potential dangers involved in the action or potential confrontation with police, workers or others.

### TOTAL TIME

**Basic workshop** 60 Minutes **Extended workshop** up to a whole day

### WORKSHOP GOALS

- ✧ To empower people to take direct action
- ✧ To ensure that participants feel prepared for taking direct action
- ✧ To plan direct actions which are strategic and safe
- ✧ To discuss the philosophy of direct action and ideas of violence and non-violence

### MATERIALS NEEDED

- ✧ Lots of large sheets of paper (use butchers paper or re-use old posters)
- ✧ Lots of smaller pieces of paper or card
- ✧ Coloured and black textas, masking tape, blu-tack, drawing pins.
- ✧ Lots of pens
- ✧ Lots of open space in the room.

### HOW TO PREPARE

**Set up** the room and arrange chairs in a circle

**Write** up the Agenda and Goals (next page) on large sheets of paper

**Make** enough copies of the handouts (if any) for everyone.

**Prepare** with your co-facilitator before the workshop; review the agenda, divide up sections, get to know each others training style and strengths.

**Check in** with the organiser of the training/event to find out more about the group's experience level and the makeup of the group, and to confirm logistical arrangements.

**Be aware** of how long your workshop is, and whether you plan to use the basic one hour workshop, or if you wish to expand on this. If you wish to expand on this, be aware of which additional exercise you will be including in your workshop.

**Agenda:**

Welcome and introductions

Defining Direct Action

Debating violence/non-violence

Identifying fears/barriers

Feeling prepared to take direct action

Solutions

(Additional sections according to chosen workshop length)

Debrief

**Goals**

To empower people to take direct action

To ensure that participants feel prepared for taking direct action

To plan direct actions which are strategic and safe

To discuss the philosophy of direct action and ideas of violence and non-violence

## WORKSHOP DESIGN

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Time	Exercise and description
5 Minutes +	<b>Welcome and introductions</b> Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group. Go through participant agreements (if any). Ensure that trainers are aware of any special needs in the group. Allow participants to introduce themselves. Gauge level of DA experience in the group.
10 Minutes	<b>Defining Direct Action</b> Define what we mean when we say direct action. Identify what excites the participants about direct action. Discuss what distinguishes direct action from other forms of action.
20 Minutes	<b>Debating violence/non-violence</b> Spectrum exercises, to highlight the diversity of opinions on these issues and introduce debate. Encourage participants to develop their own definitions and their own principles to define what kinds of actions they support and are interested in participating in
6 Minutes	<b>Identifying fears/barriers</b> Allow participants to identify and acknowledge their own fears and potential barriers to taking direct action
5 Minutes	<b>Feeling prepared to take direct action</b> Snow ball brainstorm to allow participant to identify what they would need in order to feel safe and prepared in taking direct action. (Ideally this list should be used as a guide for the remainder of the workshop – it is helpful if facilitators address all the issues which are raised in this brainstorm or direct participants to other resources which address issues raised).
10 Minutes	<b>Solutions</b> Briefly address the issues raised in the brainstorm. In longer direct action workshops this section of the workshop will be extended (see below).

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*(in workshops which are longer than an hour, chose the most relevant of the section(s) below)*

**30 Minutes**

**Legal Rights**

To inform participants about their legal rights when engaged in direct action. To discuss police powers and tactics. To practice “no comment” interviews.

**30 Minutes**

**Hassle lines**

To role play the scenario of (1) a line of police officers and a line of protestors and (2) a line of workers and a line of protestors. To practice different mechanisms of engaging in those situations and to reflect upon which tactics were the most successful.

**15 Minutes**

**Grounding and awareness**

Being centred and aware is vital to staying safe. For participants to feel the difference between shallow and deep breathing and to develop control over their breathing. Develop participant’s peripheral vision.

**30 Minutes**

**Negotiation Scenarios**

To role play scenarios and practice negotiation skills and reflect on what tactics were the most successful. (1) two people are locked-on to a site, the group has been asked to leave. Try to negotiate with an authorised person to explain that they cannot leave and to allow support crew to stay with them. (2) A group of people are at a private site. Try to negotiate to be able to stay there for as long as possible, and if/when unable to stay longer to leave without any arrests.

**30 Minutes**

**Strategic Actions**

To recognise how important group co-ordination, planning, communication and protocols are especially in stressful situations. To develop a sense of planning in as a group.

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**4 Minutes**

**Close and Evaluation**

Get feedback on how the training went, and provide a closing for the training.

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## Welcome and Introductions

[Time: 5 mins]

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### GOALS

Introduce the trainers, create a welcoming space for participants. Overview the workshop plan with the group. Go through participant agreements (if any). Ensure that trainers are aware of any special needs in the group. Allow participants to introduce themselves. Gauge level of DA experience in the group.

### RUNNING THE EXERCISE



Welcome the group into the space. Introduce yourself to the group, giving any information about your experiences with facilitation you want to share.



“Going around the circle, please introduce yourself briefly, tell the group about the most exciting direct action you have heard about/saw on TV/participated in, and what you hope to get out of this workshop”



Pay attention to what people say they want to get out of the training. It can help you get a sense of how experienced the group is in this area, and help you to tailor the training and debrief the exercises to meet people’s needs.



Go through the goals first, then the agenda with the group. Just give a broad overview of each exercise or section, rather than an in-depth description.



“Are there any questions about things that are or aren’t covered in this workshop?”



Answer any questions before moving on to the next exercise.



**GOALS**

Define what we mean when we say direct action. Identify what excites the participants about direct action. Discuss what distinguishes direct action from other forms of action. Practice listening skills. Ensure all participants have a chance to speak.

**RUNNING THE EXERCISE**

Explain that the next exercise will be about defining what we mean when we say direct action. Explain that it is a term that different people may have different meanings of. Break people into pairs.



“We are going to do a paired listening exercise. Pair listening is where one partner will talk for 2 minutes and the other partner will actively listen. Active listening involves giving your partner feedback, but not actually talking yourself. After two minutes I will clap my hands and it’s the other partners term.”

”In the paired listening exercise talk to your partner about your responses to the following questions; What is DA? How do you see DA as being different from other forms of action? What excites you about direct action? Why might we take direct action?”



Have the four questions you want participants to discuss written on a poster. Invariably someone will otherwise forget them!



(Once each partner has had a turn) “How did people find the process of actively listening? Did people find it challenging to listen for 2 minutes and not talk? Did people find it challenging to talk for two minutes straight?”



Invite group discussion on how they found the paired listening exercise. Ask groups to share some of the key points which came up in their discussions. Invite group discussion on the three questions.



Write main points on pieces of butchers paper. Try and address each question one after the other.



Answer any questions before moving on to the next exercise.

**GOALS**

Spectrum exercises, to highlight the diversity of opinions on these issues and introduce debate. Encourage participants to develop their own definitions and their own principles to define what kinds of actions they support and are interested in participating in. Foster a sense of acceptance of diversity of tactics.

**RUNNING THE EXERCISE**

Introduce that we will be doing some spectrums to start debating issues of violence and non-violence. Ask participants to stand up.



“A spectrum is a line along two binary or opposing points of view. People have different opinions of different topics which may fall anywhere along such a spectrum. It is important to recognise that no opinion is ‘right’ or ‘wrong’. This exercise aims to recognise the diversity of opinions and to start debating. Because you need to position yourself on the spectrum in relation to others on the spectrum, you need to talk to others in order to work out where your opinions lie relative to theirs ”



Choose three spectrum questions:

Suggested questions:

- violence is sometimes justified / never justified
- damaging property is violence / is not violence
- violence is self defence or defence of another is justified / is not justified
- no-one has the right to tell others they must not use violence / it is justified for people to tell others to not to use violence
- verbal threats are violence / verbal threats are not violence
- creating a sense of fear is violence / creating a sense of fear is not violence
- capitalism / patriarchy / racism is violent / is not violent
- there is a difference between hierarchical violence and counter-hierarchical violence / hierarchical violence and counter-hierarchical violence are the same
- smashing the engine of a military plane which was going to be used on a bombing missions
  - is justified / is not justified
- is something I would be prepared do / is something I would not be prepared to do
- breaking down a fence at Woomera to free refugees is violence / is not violence
  - is justified / is not justified

- is something I would be prepared do / is something I would not be prepared to do



Make sure there is a large clear space. Allow 3 minutes after you have told the group the statement and pointed out which ends of the room are the extremes of the spectrums for people to move and discuss.

Call on three different people, choosing people from each end of the spectrum and the middle of the spectrum. Ask them about why they are standing there.

Repeat exercise for three different statements.

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## Identifying fears/barriers

[Time: 6 mins]

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### GOALS

Allow participants to identify and acknowledge their own fears and potential barriers to taking direct action.

### RUNNING THE EXERCISE



Identify that this is another paired listening exercise.



“It is important to recognise that people may have very legitimate fears or barriers to taking part in direct action. These may be because of bad experiences they have had in the past or because someone may be in a situation which is new and uncomfortable. It is important to be aware of and alert to each other’s fears and barriers so that we can support each other to take direct action in a safe way. It is important to recognise that someone having fears or barriers does not in any way mean that they are ‘a less good activist’, ‘less committed’, ‘less hardcore’ or anything like that.”



Observe whether anyone looks like they are uncomfortable talking about fears/barriers to their partner. If so, suggest they spend the time in personal reflection writing their thoughts on paper with a pen. Be prepared to step in a buddy someone if this situation arises.



“People may find it difficult to share their fears with other people they will be taking direct action with. However, it may be helpful to tell one person in your affinity group who you trust about your fears/barriers/concerns, particularly if you know that certain situations may trigger an emotional response in you and look after each other.”

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## Feeling prepared to take direct action

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[Time: 5 mins]

### GOALS

Snow ball brainstorm to allow participant to identify what they would need in order to feel safe and prepared in taking direct action. (Ideally this list should be used as a guide for the remainder of the workshop – it is helpful if facilitators address all the issues which are raised in this brainstorm or direct participants to other resources which address issues raised).

### RUNNING THE EXERCISE



Give out few pieces of paper to everyone and a pen. Ask them to write down on separate pieces of paper what they would need to feel prepared and safe to take direct action.



“Once you have finished writing, scrunch up your pieces of paper. When everyone is ready lets throw them into the middle of the circle”



Encourage people to randomly take and read out what is written on the pieces of paper. Write down everything which comes up on a piece of butchers paper.



Ensure that most areas are covered, if not add further suggestions yourself. Suggestions: knowledge about legal rights, action plan, police liaisons, media liaison, worker liaison, understanding of the layout of the place of action, contingency plans, plans for debriefing, food/water, ongoing support, sense of purpose for the action, trust between people in group, communication strategy between people in group, etc.



“The rest of the workshop will aim to cover these areas or if we cannot cover all of them to point you in the direct of resources, so that you will have everything you need to feel prepared to take direct action”.

**GOALS**

Briefly address the issues raised in the brainstorm. In longer direct action workshops this section of the workshop will be extended (see below).

**RUNNING THE EXERCISE**

Summarise ways of dealing with concerns

- preparation: a plan, materials, people, practice. Think about what you are going to do how with whom and when.
- talking to family, friends, employer beforehand
- sharing fears/expectations beforehand – let people know what you want to do and where your limits are.
- action guidelines
- affinity groups, buddies and street teams
- support systems: actionmedics, activist trauma group, legal support
- legal information and support, solicitor
- debriefing
- support in court

Ask if people can add anything to the list. Invite group discussion.



“How can we ensure that XXX exists before taking direct action?”



Point people in the direction of further resources (books/ internet sites / people). Have handouts available especially “Before a direct action checklist” and legal rights sheet for your state.

**GOALS**

Get feedback on how the training went, and provide a closing for the training.

**RUNNING THE EXERCISE**

Summarise the agenda, quickly going over what was covered in the workshop. Suggest resources that are available (books/ internet sites / people) for participants who may be interested in finding out more. Remind participants of any hand outs you have available. Thank everyone for coming and for their participation. Ask participants to go round in a round robin and say one thing they enjoyed about the workshop and one thing they would suggest changing.

Pay attention to what people say and use these comments to help you develop and modify this workshop the next time you run it.



If the group is large and a round robin would take too long, have two posters one with the heading “I loved..” and the other with the heading “Next time I would...” and ask participants to write their comments on the paper.

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## Legal Rights

[Time: 30 mins]

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### GOALS

To inform participants about their legal rights when engaged in direct action. To discuss police powers and tactics. To practice “no comment” interviews.

### RUNNING THE EXERCISE



Be well prepared and have done your research previously. **DO NOT** assume that the law always stay the same – confirm that any information you have an information sheets you have are still current



“This part of the workshop will aim to let you know about some of the main offences people may be charged with when taking direct action. We will also focus on the rights you have when arrested. The information conveyed in this workshop is intended to empower people. It is not intended to scare people or make people frightened to take direct action.”



Have a hand out for people about their legal rights so participants can refer to it at a later stage. Lecture on potential charges and penalties from taking direct action. Lecture on rights once people have been arrested.



“Taking part in direct action often involves risk of arrest. Before taking part in direct action think about whether you are prepared to be arrested as part of this action. This is a decision each person should make for themselves, and no-one should ever place any explicit or implicit pressure on others to put themselves into any situation they do not feel comfortable being in. Before deciding if you are “arrestable” be aware of what the consequences are in terms of possible or likely penalties and the impact that a conviction may have on future work/travel plans.”

“It is important to recognise that direct actions do not finish on the day of the action. The action effectively continues until all legal processes have been completed. It is important to have plans in place for solidarity whilst people are under arrest, during a court process and for fundraising for legal fees and potential fines.”



Group brainstorm about what people can do to support each other though process of arrest and the legal system.



“Remember no conversation with the police is ever off the record. They are used to getting people to talk. Whether you decide to talk to the police



or not is a decision for you to make. Most defence lawyers advise people not to talk to police and to make “no comment” interview, because it leaves your options more open when you go to court. However, some activists believe it is important to talk to the police about your politics and motivation. This is a decision for each person. However, beware that anything you say can be used against other members of your affinity group, so it is best to make a group decision about whether to talk to police collectively. This part of the workshop is about practicing to make sure you do not accidentally or unconsciously talk to the police and disclose information without intending to. We are going to practice making some no comment interviews”.

“We have a right to silence. However, we do not have a right to selective silence. Therefore if you answer some questions and then choose not to answer others, courts will assume this means you were trying to hide something. Therefore if you choose to exercise your right to silence you must do so consistently.”

“Police have many tactics to get suspects to speak. They often play good cop/bad cop or ask questions which are seemingly harmless, and then gradually try and gain more trust and information. For example; “it was cold this morning. Must have been cold when you got here this morning? What time was that, that you got here?” Sometime you will feel stupid saying “no comment” or rude. Neither of that is true, you are simply exercising your rights. And you can refuse to speak to police in a polite way.”



Group people into pairs, where one person in a pair is an activist and the other is a police. Ask the pairs to engage in conversation where the police officer tries to get the activist to speak and the activist consistently responds with “no comment”. Allow these role plays to continue for 10 minutes.

**GOALS**

To role play the scenario of (1) a line of police officers and a line of protestors and (2) a line of workers and a line of protestors. To practice different mechanisms of engaging in those situations and to reflect upon which tactics were the most successful.

**NOTE:** A group of at least 6 people is necessary to run this exercise successfully.

**RUNNING THE EXERCISE**

Break the group into two groups. Direct each group to stand in a line facing the other group's line.



“We are going to role play an antagonistic situation. One side will be police officers who want the protestors to move on. On the other side are protestors who want to stay.”



Allow everyone to role play the scenario for 3 minutes. Ask people to come together. You may wish to ask people to physically shake off the role. Ask people for reflections on whether they noticed the situation escalating at times or deescalating and if so what led to the intensification of conflict or the decrease in conflict. Ask people to role play the same scenario again, but with protestors using the insights from the groups' observations to effectively deescalate the situation and try to negotiate a compromise.



Check whether all participants are participating equally and fully. Some participants may find it harder than others to enter into role play. For some participants having costume items such as a police hat or props such as banners between the two role players may make it easier to get into character.



“We are now going to role play another scenario. One side will be workers and the other side will be protestors who have entered onto the workers' worksite and are intending to disrupt and stop work. Can the people who were protestors last time, play the role of workers this time. Again, apply the skills you have gained to try to deescalate the situation”



Allow everyone to role play the scenario for 3 minutes. Ask people to come together. You may wish to ask people to physically shake off the role. Ask people for reflections.

**GOALS**

Being centred and aware is vital to staying safe. For participants to feel the difference between shallow and deep breathing and to develop control over their breathing. Develop participant's peripheral vision.

**RUNNING THE EXERCISE**

“Being centred and aware is vital to staying safe. We are going to practice some simple tactics which can help us stay more centred and therefore more safe.”



Arrange for the group to stand in a circle. Ask everyone to breath shallowly for a minute. Set an example by breathing very shallowly very obviously yourself.



Observe whether people in the group are feeling uncomfortable or stupid. Make sure to make jokes with people about these exercise to break the ice and allow people to feel more comfortable participating.



After a minute for breathing, get people to shake. Then ask them to breath really long breaths for a minute. It may be helpful for the facilitator to guide this by saying “in – 2 – 3 – 4” “out – 2 –3 – 4” etc. After a minute ask the group to come together and have a discussion about how they felt during each type breathing and whether there were any differences. Ask the group to consider what situations (ie. high adrenin, fear, physical exercise, tension) most commonly lead to shallow breathing. Conclude by reminding people that control over their breath is one thing they always have, and that regaining clear control over breathing, effects your other body functions, your emotions and your capacity and ability to deal with stressful situations.

Ask the group to walk around a bit in a hurry. Urge participants to walk faster and faster. After a minute of that ask people to do the same thing but actively engage their peripheral vision. Then encourage people to walk faster and faster. The aim of the exercise is to move in a space, feel grounded and feel aware of surrounding.

Afterwards, encourage people to come together and discuss as a group different ways of being grounded and being alert in a space.

### GOALS

To role play scenarios and practice negotiation skills and reflect on what tactics were the most successful. (1) two people are locked-on to a site, the group has been asked to leave. Try to negotiate with an authorised person to explain that they cannot leave and to allow support crew to stay with them. (2) A group of people are at a private site. Try to negotiate to be able to stay there for as long as possible, and if/when unable to stay longer to leave without any arrests.

### RUNNING THE EXERCISE



Facilitate a group brainstorm about who it may be necessary to negotiate/mediate with during a direct action. The main points will be media, police and workers on site.



“Whilst everyone plays a role in ensuring situations do not escalate and communicating with these people it may be useful in a group to have designated people to take on these liaison roles. These may be people who feel especially prepared and comfortable doing this, and people who feel comfortable giving their name and detail to police or other officials.”

“It is important to recognise that liaisons or spoke people in no way have authority to talk on behalf of the group. They are effectively a go between the officials and the group. If any decisions need to be made that is a decision which should be made by the group. The liaison should take the message to the group and ask the group to make a decision, before the liaison then conveys the decision back to the group.”



Ask the group for suggestions about useful phrases and approaches a police liaison may take.



(OBSERVE) This works especially well when members of the group have had relevant experience liaising with police. If the group is more inexperienced, it may be better to brush over this discussion and move on to the next role play exercise more quickly.



Divide the group into groups of three or four. In each group of four designate one person the authorised person, one person the negotiator and the remaining people protestors, either lock-on to something or free roaming.



“A group of people are at a private site. Try to negotiate to be able to stay there for as long as possible, and if/when unable to stay longer to leave without any arrests.”



Allow the role plays to continue for 4 minutes. Call the group together and ask people to discuss their feeling/ observations about the situation.



It may be necessary to ask people to shake off their roles. Remember no-one likes being a cop for too long!



“Two people are locked-on to a site, the group has been asked to leave. Try to negotiate with the worker who find them to explain that they cannot leave and to allow support crew to stay with them. The worker is insisting you need to detach and leave now. The negotiator needs to get the best possible outcome they can.”



Allow the role plays to continue for 4 minutes. Call the group together and ask people to discuss their feeling/ observations about the situation. Encourage participants to discuss what they believed were some of the underlying concerns and motivations the workers and police had.



“Good negotiation is about knowing what your objective is. It is also about being aware of what the other party’s objective is. It is necessary to be aware of what their motivations and concerns are, and try and address those concerns. Good negotiation requires listening skills. It is best to try and anticipate and prepare for some key comments and concerns and have your rebuttals prepared. However, good negotiation have the potential to be a learning experience for both parties, and a fruitful exchange and development of opinions on both side.”

**GOALS**

To recognise how important group co-ordination, planning, communication and protocols are especially in stressful situations. To develop a sense of planning in as a group.

**RUNNING THE EXERCISE**

Have a blanket set up in the middle of the room. If there are more than 12 people in the group it may be appropriate to have two blankets and split the group into two.



“Everyone in your group stand on the blanket. Here’s the challenge. You need to get everyone in your group standing on the other side of the blanket. That is the blanket needs to be flipped over. You need to do this without anyone falling off the blanket. This area around the blanket is all freezing cold water with crocodiles. You don’t want to fall in. And you also need to do this really fast. I’ll be timing you!” If anybody falls in, your group has to re-start.



If there are two groups, instead of timing them, turn into a race.



Once the group is all successfully on the other side of the blanket ask them to come together and discuss observations. Ask – what worked well? What did you notice that did not work well? What did you notice about how you worked together as a team?



This game aims to illustrate the idea that good team work requires a plan, it requires understanding of everyone in the group and agreement by everyone in the group about what will happen and the tactics utilised. It also requires people looking out for each other. It requires everyone using their skills and helping out. It requires listening to each other. Make sure these points and others are flagged in the discussion.

NOTE: The discussion is often most useful when the group has been unsuccessful one time and then has to start again, and has the chance to do things differently.



Make a list of agreements an action group might want to have before commencing an action together in order to work effectively.

Have some group brainstorm of what else is necessary for an action to be successful. (ie goals, aims, target, message, relationship to a wider campaign). Facilitate a group discussion about how we can identify how strategic all those things are.



“This exercise aimed to highlight that many of the things that make an action successful happen behind the scenes. Successful actions require group work and group agreements. It is necessary to be clear on all those things before embarking on an action.”