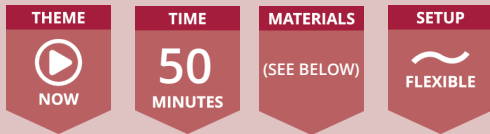




## Overview



**Topic:** Strategies for social change

**Audience:** Youth through adults who are seeking an introduction to the wide array of strategies for affecting change.

**Conceptual Objective:** Participants will understand that there are multiple strategies for affecting social change. Commonly considered strategies such as charitable volunteerism or legislative advocacy are only two pieces of the pie. Also, multiple change strategies may be applied to an issue, often strengthening the impact of action.

**Experiential Objective:** Participants will explore their own preferences and experience with social change strategies and through work with others consider additional modes of action.

**Facilitator Prep:** Familiarize yourself with the social change wheel, the definitions of its terms and examples of its strategies. Preview the recommended or your own selected video.

**Related content:** This exercise may be a useful follow up to the lambrown Action Framework exercise as a group considers moving to action on an issue.

**Materials:** Handout, video, projector, and internet.

## Procedure

### INTRODUCTIONS (3 MIN)

- Presenters introduce selves, participants introduce self to neighbor

### OPENING (2 MIN)

- We're going to watch short video about a real teen and an issue they identified in their world. Try to notice the different methods that this young person uses to make change in their community. We're going to talk about them afterwards.

### VIDEO AND DEBRIEF (11 MIN)

- Show video (<https://www.youtube.com/watch?v=El8pEQH-pls> )
- Show Social Change Wheel on projector (<http://mncampuscompact.org/wp-content/uploads/sites/30/2016/04/social-change-wheel-handout-2014-2-page-version.pdf> )
- Ask participants to list the change strategies they noticed in the video
- Discuss how the methods align with social Change Wheel

### DISCUSSION OF PARTICIPANTS RELATIONSHIP TO SOCIAL

- Form participants into small groups of approximately 4.
  1. Which part of the wheel are you drawn to the most? Why?
  2. What strategies do you have experience with?
  3. What strategies have you seen others use effectively?
  4. Which part of the wheel do you find most challenging or unappealing? Why?
  5. Why might it be necessary for more than one strategy to be employed?
- Ask groups to share out highlights from their conversation.

## DISCUSSION OF SPECIFIC STRATEGIES (10 MIN)

Break into small groups based on people's reactions to a particular strategy (either positive or negative perception). Ask each group to discuss the following questions:

- Why did you choose this particular area?
- What do you see as the strengths and weaknesses of this approach to change?
- What are the skills or knowledge you think most important to doing this kind of change work well?
- Ask groups to report out.

## DISCUSSION OF STRATEGIES FOR SPECIFIC SOCIAL

- Divide into groups based on interest in specific social issues.
- Have each group brainstorm and analyze ways that multiple strategies could be used to address the necessary change that needs to happen to create change around their issue.
- Report out.

## CLOSING OF CONVERSATION (5 MIN)

Ask each participant to share one word reflecting what they're leaving with.

This 'Social Change Wheel' workshop was developed by Minnesota Campus Compact staff. We welcome your suggestions for improving this guide further for future trainings.

The Agreements in this workshop have been adapted from Glen Singleton's Courageous Conversations.

We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.

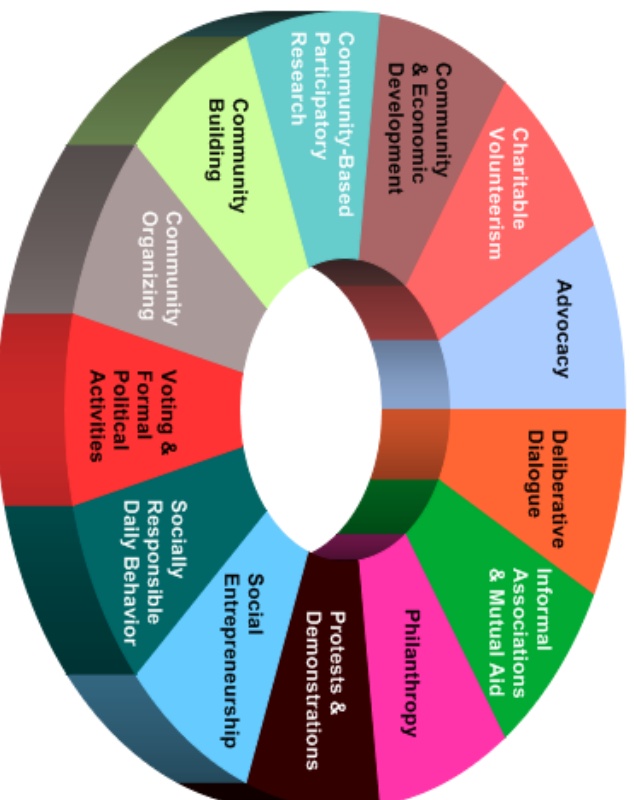
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# SOCIAL CHANGE WHEEL

All of these strategies can contribute to social change.



**Advocacy** – supporting an idea or cause through public and private communications, and collecting evidence to support one’s position

*Examples:*

- Speaking or writing to individuals, groups, or elected officials on behalf of a cause
- Sharing a video about your cause on social media

**Charitable Volunteering** – addressing immediate needs, most often through social service agencies, churches, or schools

*Examples:*

- Tutoring a child or an adult once a week
- Serving food or registering people at a soup kitchen or shelter

**Community & Economic Development** – acting to provide economic opportunities and improve social conditions in a sustainable way

*Examples:*

- Developing marketing plans, websites, or other supports to help small businesses grow
- Providing microloans or training to aspiring entrepreneurs

**Community-Based Participatory Research** – conducting research in partnership with members of a community with an intention to benefit the community

*Examples:*

- Defining a research agenda and implementing each aspect of research projects with local stakeholders
- Jointly publishing results to ensure they reach public as well as academic audiences

**Community-Building** – strengthening through interpersonal connections the capacity of local residents and associations to work together

*Examples:*

- Creating local history projects profiling both long-time and new residents
- Organizing neighborhood clean-ups or National Night Out activities

**Community Organizing** - bringing people together to act in their shared self-interest

*Examples:*

- Mapping the skills, interests, relationships, and other assets of residents to inform work on particular issues
- Developing an issue campaign to call for change in a troubling practice, such as the overuse of school suspensions



**Campus Compact**  
Minnesota



**Deliberative Dialogue** – exchanging and weighing different ideas, perspectives, and approaches around particular issues in a public setting

*Examples:*

- Organizing ongoing local discussion circles
- Using a National Issues Forums guide to prompt a group to consider multiple options on an issue

**Informal Associations & Mutual Aid** – unpaid, collaborative work or sharing of resources by people seeking to improve their collective quality of life

*Examples:*

- Starting a support group around an issue of concern
- Participating in disaster relief efforts or opening your home to a displaced person

**Philanthropy** – Donating money to increase the well-being of humankind or advance another social good

*Examples:*

- Holding a fundraiser for a nonprofit organization
- Providing cash or in-kind donations yourself

**Protests & Demonstrations** – expressing public disagreement with a situation or policy in a visible, non-violent way

*Examples:*

- Participating in rallies or marches in support of a cause
- Creating public visual or performance art intended to draw attention to an issue

**Social Entrepreneurship** – creating a new venture or using entrepreneurial principles to change an existing one

*Examples:*

- Launching a business with a clear social benefit
- Developing a new product that affordably provides clean water to people in areas without it

**Socially Responsible Daily Behavior** – acting on one’s values and civic commitments in one’s personal and professional life

*Examples:*

- Challenging racist or sexist words or behavior
- Buying from locally owned or socially responsible businesses

**Voting & Formal Political Activities** – mobilizing others to influence public policy through formal political channels – and participating yourself

*Examples:*

- Organizing a voter registration drive
- Running for public office or working or volunteering on another candidate’s campaign

## Survey for "Social Change Wheel" Workshop

Thank you for taking time to attend this Civic Agency workshop. We are very interested in receiving your feedback. (Alternatively, you may also complete this survey online at <http://tinyurl.com/ja28zek>). If you have participants complete evaluations on paper, please scan them and send them to [info@mncampuscompact.org](mailto:info@mncampuscompact.org).

### Your information

**Primary Role:** Student, Faculty, Staff, Administrator, Community Organization Staff, AmeriCorps/VISTA

**Institution** (College, University, Organization):

**Date:**

**Please indicate how strongly you agree with the following about your experience with the Civic Agency workshop you participated in.**

- I increased my confidence in my own ability to lead
- I gained useful leadership skills, strategies, or insights
- I learned about new leadership tools or resources
- I developed new or deeper connections with others
- I both learned from and contributed to the learning of others
- Other participants in the workshop helped me see things from a different perspective

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**Please indicate how strongly you agree/disagree with each of the following statements about yourself before the workshop**

### Before the Workshop

- I understood my own identities and cultures
- I understood how identities and culture matter in social/community change work
- I understood how I connect with social issues on a personal level
- I was aware of strategies for fostering collaboration in diverse groups
- I was aware of strategies for effectively leading others
- I was aware of strategies for developing an action plan for social/community change
- I believed I had power to address social/community issues

Strongly Disagree

Strongly Agree

	1	2	3	4	5	6	7	8	9	10



Please indicate how strongly you agree/disagree with each of the following statements about yourself now:

	Strongly Disagree					Strongly Agree				
	1	2	3	4	5	6	7	8	9	10
<b>After the Workshop</b>										
I understand my own identities and cultures										
I understand how identities and culture matter in social/community change work										
I understand how I connect with social issues on a personal level										
I am aware of strategies for fostering collaboration in diverse groups										
I am aware of strategies for effectively leading others										
I am aware of strategies for developing an action plan for social/community change										
I believe I have power to address social/community issues										

Is there anything you would like to tell us about your experience with the workshop?