



## Overview

THEME	TIME	MATERIALS	SETUP
NOW	30-70 MINUTES	HANDOUT (Video Opt.)	FLEXIBLE

**Topic:** Strategies for social change

**Audience:** Youth through adults who are seeking an introduction to the wide array of strategies for effecting change. Works best with a group of 12 or more.

**Conceptual Objective:** Participants will understand that there are multiple potential strategies for addressing issues they care about. Commonly considered strategies such as charitable volunteerism or legislative advocacy are only two possibilities. Analyzing how multiple change strategies have been or might be used can enhance one's understanding of an issue and the impact of one's action.

**Experiential Objective:** Participants will explore their own preferences and experiences, identifying types of action that resonate with them and considering with others the potential in additional modes of action.

**Facilitator Prep:** Familiarize yourself with the Social Change Wheel, definitions of its terms, and examples of its strategies. Determine which exercise(s) suit your goals, time, group, etc. Understand your own preferences on the wheel. Preview the recommended video or select your own, if you wish to use one.

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

**Materials:** Pages 1 and 2 of Civic Assessment for each participant; pens; social change wheel handout; computer, projector, speakers, and internet, if you choose to show the YouTube video.

## Procedure

### INTRODUCTIONS (3 MIN)

- ❑ Presenters introduce themselves to the group, participants introduce themselves to a neighbor.

### OPENING (2 MIN)

- ❑ Introduce the focus of this workshop in a way appropriate to your context. For example, with a group already committed to working on a specific issue, you might say this exercise will help the group consider strategies for addressing it. If participants are thinking about how they, as individuals, might want to engage in their communities, you might say this exercise will have them think about what activities appeal to them and why.
- ❑ Depending on your goals and the time available, use any single exercise below or a combination of several exercises.

### VIDEO DISCUSSION (10 MIN)

- ❑ Begin with a short explanation of the Social Change Wheel and its strategies.
- ❑ Briefly describe the video you'll use and invite participants to focus on strategies mentioned or demonstrated in it. (e.g., We're going to watch a short video about a real teenager discussing an environmental issue he identified in their world. Try to notice the different methods that this young person uses to make change in his community).
- ❑ Show the video (<https://www.youtube.com/watch?v=El8pEQH-pls> or another one of your choosing).
- ❑ Show the Social Change Wheel on a 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 the Social Change Wheel.

## EXPLORING THE STRATEGIES (30 MIN)

Begin with a short explanation of the Social Change Wheel and its strategies. Then follow the process outlined below.

Part 1 (10 mins): All participants should complete page 1 of the attached Civic Engagement Assessment Worksheet by ranking their preferred engagement activities from #1-13. Once all participants have completed this step, hand out page 2. Each person should then copy their responses from page 1 onto page 2 to see which strategies on the Social Change Wheel they ranked highest versus lowest.

Group the participants by their #1 category. Have each group designate a spokesperson who will report the discussion back to the main group, then ask each group to create a “civic tagline” for their #1 term (a worksheet for this is attached after the Civic Assessment). This should be a simple catchphrase to concisely explain what that term means and why it is helpful. If it is a small group, this step can also be done individually. In their groups or as individuals, discuss or consider the following questions:

- Why are you most drawn to this activity?
- What do you see as the strengths and weaknesses of this approach to change?
- What skills or knowledge do you think most important to doing this kind of change work well?
- What would you say to (or ask of) people who find this strategy less appealing?

Part 2 (10 mins): Regroup the participants by their #13 strategy. Appoint a new spokesperson (if someone was a spokesperson in the previous grouping, they should not be spokesperson again). Ask the groups to again come up with a civic tagline for their term, then discuss the questions above.

Part 3 (10 mins): Come back together in one large group and share out. Strategy by strategy, have the spokesperson share highlights from their discussions on both the positives and the negatives of each method. If time remains, you can also discuss;

- Which part of the wheel do you find the most challenging or unappealing? Why?
- Why might it be necessary for more than one strategy to be employed?

This ‘Social Change Wheel’ workshop was developed by Minnesota Campus Compact staff. The Civic Assessment exercise was adapted from the work of Adam Furco with Iowa Campus Compact. We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the terms below.

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## FOCUS ON AN ISSUE (20 MIN)

- Either identify a specific social issue for the full group to discuss, or ask participants to name their interests and then form small groups around a common interests such as food security, health care, homelessness, etc.
- Have each group brainstorm and analyze ways that multiple strategies on the Social Change Wheel could be used — and are being used, by then and others — to address the issue on which they’re focused.
- If this is a group that could continue working together on this issue, have them identify specific next steps (e.g., learning more about what others are doing on the issue, developing skills around a particular strategy, taking a particular kind of action).
- Report out. Has your view of some of the strategies on the wheel changed? What other methods might you use now or in the future in your work?

## CLOSING (5 MIN)

Ask each participant to share one takeaway—this could be a specific commitment to action, a question to think more about, a new understanding of something, etc.



### Civic Engagement and Service Self-Assessment

People approach civic engagement and service in many different ways. 13 examples of possible engagement activities (focused on homelessness as a sample issue) are provided below. Study the list carefully, then rank order the activities from 1-13. Write “1” next to the action that most closely models your personal philosophy of engagement; write “2” next to the action that is the second-closest to your personal philosophy of service; and so on until you have ranked every item up to “13”. There is no “right” answer, but try to be mindful of the factors that you are taking into consideration as you develop your rankings.

<b>Rank</b>	<b>Activity</b>
	Speaking to citizens and elected officials to secure legislation that will provide affordable, long-term housing options.
	Serving food at a homeless shelter on Saturdays.
	Developing a micro-lending project for homeless individuals to start a small business or paying the deposit on an apartment.
	In partnership with members of the community, researching and evaluating the impact and effectiveness of a new affordable housing development.
	Working with homeless individuals and people from the neighborhood to create a storytelling art piece sharing homeless individuals’ stories.
	Mapping the skills, interests, relationships, and other assets of local residents to inform work surrounding homelessness.
	Organizing local discussion circles around how to address homelessness.
	Starting a neighborhood group that builds relationships with homeless individuals and offers support.
	Holding a fundraiser to donate money to a local homeless shelter.
	Organizing a camp out on a campus or in a public park to raise awareness about homelessness.
	Launching a new business that hires and trains homeless individuals.
	Challenging harmful and biased words or behavior surrounding homelessness.
	Voting on issues concerning homelessness and/or campaigning for candidates based on their policy decisions.

Adapted from Andrew Furco, *Securing Student Success through Service-Learning*, 2011; Kent Koth, Nadinne Cruz, and Scott Hamilton, *Redefining Service for Long Term Social Change*, 1993; and Iowa Campus Compact, 2017.

Copy your rankings in the same order from the first page to the boxes below. This will provide you with the labels of the strategies that correspond with the examples.

<b>Rank</b>	<b>Term</b>	<b>Activity</b>
	Advocacy	Speaking to citizens and elected officials to secure legislation that will provide affordable, long-term housing options.
	Charitable Volunteerism	Serving food at a homeless shelter on Saturdays.
	Community & Economic Development	Developing a micro-lending project for homeless individuals to start a small business or paying the deposit on an apartment.
	Community-Based Participatory Research	In partnership with members of the community, researching and evaluating the impact and effectiveness of a new affordable housing development.
	Community-Building	Working with homeless individuals and people from the neighborhood to create a storytelling art piece sharing homeless individuals' stories.
	Community Organizing	Mapping the skills, interests, relationships, and other assets of local residents to inform work surrounding homelessness.
	Deliberative Dialogue	Organizing local discussion circles around how to address homelessness.
	Informal Associations & Mutual Aid	Starting a neighborhood group that builds relationships with homeless individuals and offers support.
	Philanthropy	Holding a fundraiser to donate money to a local homeless shelter.
	Protests & Demonstrations	Organizing a camp out on a campus or in a public park to raise awareness about homelessness.
	Social Entrepreneurship	Launching a new business that hires and trains homeless individuals.
	Socially Responsible Daily Behavior	Challenging harmful and biased words or behavior surrounding homelessness.
	Voting & Formal Political Activities	Voting on issues concerning homelessness and/or campaigning for candidates based on their policy decisions.

Adapted from Andrew Furco, *Securing Student Success through Service-Learning*, 2011; Kent Koth, Nadinne Cruz, and Scott Hamilton, *Redefining Service for Long Term Social Change*, 1993; and Iowa Campus Compact, 2017.

## Civic Tagline

1:

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13:

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Why is this important?:

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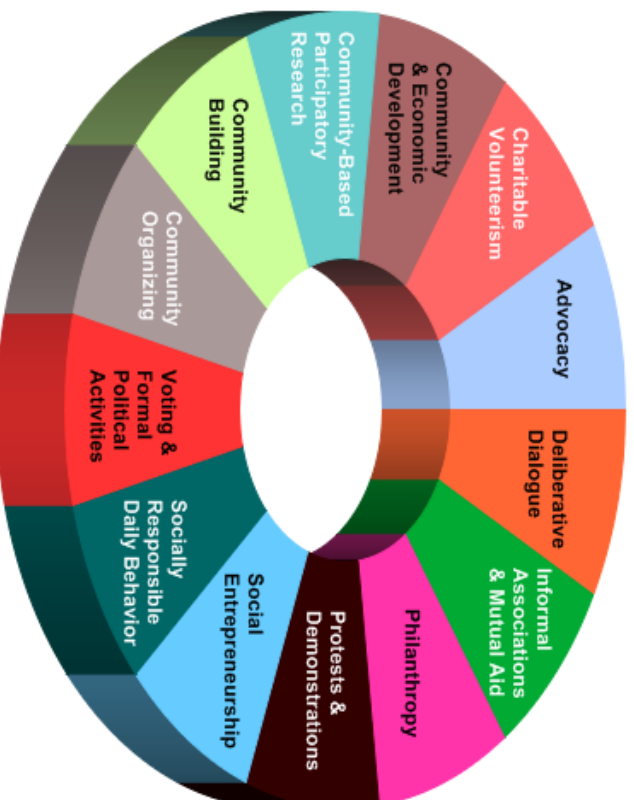
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Adapted from Andrew Furco, *Securing Student Success through Service-Learning*, 2011; Kent Koth, Nadinne Cruz, and Scott Hamilton, *Redefining Service for Long Term Social Change*, 1993; and Iowa Campus Compact, 2017.

# 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



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**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://augsborg.az1.qualtrics.com/SE/?SID=SV\\_06aoPbGJyJ717oF](http://augsborg.az1.qualtrics.com/SE/?SID=SV_06aoPbGJyJ717oF))

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/disagree with the following about your experience with the Civic Agency workshop you participated in	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt welcomed and included.					
I learned about one or more leadership tools or resources.					
The tools and exercises I learned about are valuable.					
I feel capable of using the tools and exercises I learned about.					
I intend to use at least one thing I learned here.					
Other participants in the workshop helped me see things from a different perspective.					
I developed new or deeper connections with others.					

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