



## Overview

|                  |                               |                          |                               |
|------------------|-------------------------------|--------------------------|-------------------------------|
| THEME<br><br>NOW | TIME<br><b>40+</b><br>MINUTES | MATERIALS<br>(SEE BELOW) | SETUP<br><br>GROUPS AT TABLES |
|------------------|-------------------------------|--------------------------|-------------------------------|

**Topic:** Developing allies for social change campaigns, issues, and movements.

**Audience:** A group of adolescents or adults who are interested in making change on a specific issue or in developing their skills to do so.

**Conceptual Objective:** Participants will explore the complexity of strategizing and become more optimistic about mobilization efforts through a realization that it is not necessary to win over the opposition to your point of view.

**Experiential Objective:** Participants will uncover how tactics need to be planned in relation to whether they attract key allies. They will explore social forces and groups spread across a spectrum, ranging from those who are the most dedicated opponents to those who are the most active supporters, and assess where a group needs to do more research related to allies.

**Facilitator Prep:** Perform the activity yourself, before facilitating. Familiarity with organizing is helpful.

**Related Content:** Could be followed by Building Allies & Support: The Elevator Speech and One to Ones: An Organizing Tool

**Materials:** Handout, flip chart paper/or white board, pens/markers

## Procedure

### INTRODUCTIONS (3 MIN)

- Presenters introduce selves, participants introduce self to neighbor.

### OPENING (3 MIN)

- In this session we will explore how to develop key allies for social change campaigns using a tool called the Spectrum of Allies developed by George Lakey from Training for Change.

### STEP 1: MODEL TOOL IN FRONT OF ROOM (10 MIN)

- Draw a line on flip chart paper
- Use the line to describe the idea that in most social change situations there is a struggle between those who want the change and those who don't. Those who want the change are represented by a point at one side of the line (say, on the left), and the opponents by a point at the other side. Explain that societies (or towns, or states) usually include a range of groups that can be put on a kind of spectrum from closest to the point of view of the advocates to farthest away, and draw a horizontal line to represent that.
- Then draw a half-moon or half a pie with wedges (as on the handout). Don't distribute the handout yet. Ask for an example of an issue that people in the group might be working on. Suggest a demand we might have and ask who in society might be inclined to be most supportive, least supportive, and in the middle.
- Give examples of different groups: "unions?" "Poor people's groups?" "Chamber of Commerce?" etc. As participants identify groups and their location on the spectrum, write them into the "pie." If people suggest groups that end up in two or three wedges, then tell them they need to break down the group into a more specific chunk (e.g. "the public" is way too large!). Do this only enough to make the idea clear.

## STEP 2: EXPLAIN BENEFITS OF TOOL (5 MIN)

- ❑ Give the good news: in most social change campaigns it is not necessary to win the opponent to your point of view, even if the powerholders are the opponent. It is only necessary to move some or all of the pie wedges one step in your direction. Pause to let the idea sink in and make sure it is understood. If we shift each wedge one step, we are likely to win, even though the hardliners on the other side don't budge.
- ❑ Then, if appropriate to the group, complicate the picture slightly: Sometimes polarization happens, and the wedges closest to the opponent move away from you and toward the opponent. You can still win, if enough of society takes a step in your direction. Let the group digest the good news for a bit. Let it sink in that activists often have the mistaken idea that they need to win everyone (inviting despair). Or that their whole attention needs to be on the powerholders (again inviting despair). When the organizers bring that basically optimistic attitude toward the task of mobilization, then it is a lot easier to get people on board. Also, the multiplicity of roles (because of the multiple kinds of actions that can reach folks at different points in the spectrum) gives everyone a way to plug into the campaign, rather than everyone having, for example, to lobby politicians or be dragged to jail.

## STEP 3: FILL OUT THE CHART (5 MIN)

- ❑ Pass out the basic chart (see handout) and invite everyone to fill in the wedges for their particular campaign/issue/movement. If your group does not have an issue, consider offering one as an example.

## STEP 4: SMALL GROUP DISCUSSION (5 MIN)

- ❑ If a variety of issues are present in the group, ask them to form issue groups to compare notes. Discuss the following questions:
  - Who else could be added/ what's missing?
  - What could motivate movement for groups represented in each wedge?

## STEP 5: FULL GROUP DISCUSSION (10 MIN)

- ❑ Harvest the learning in the whole group on white board or flip chart paper through questions such as:
  - What would a big win look like, if you're using the spectrum of allies?
  - Could you make progress on an issue without moving the opponents at all? How?
  - What next steps (such as research) emerge from this exercise?
  - How could this tool be useful in your own life?

## CLOSING (5 MIN)

Ask each participant to share one word about a feeling, thought, or intention for action they're leaving with. Ask participants to please complete the evaluation for this workshop.

"Spectrum of Allies: Training for Change Tool" is adapted by Minnesota Campus Compact staff from TrainingForChange.org by George Lakey. 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 restrictions below.

### RESTRICTIONS OF USE

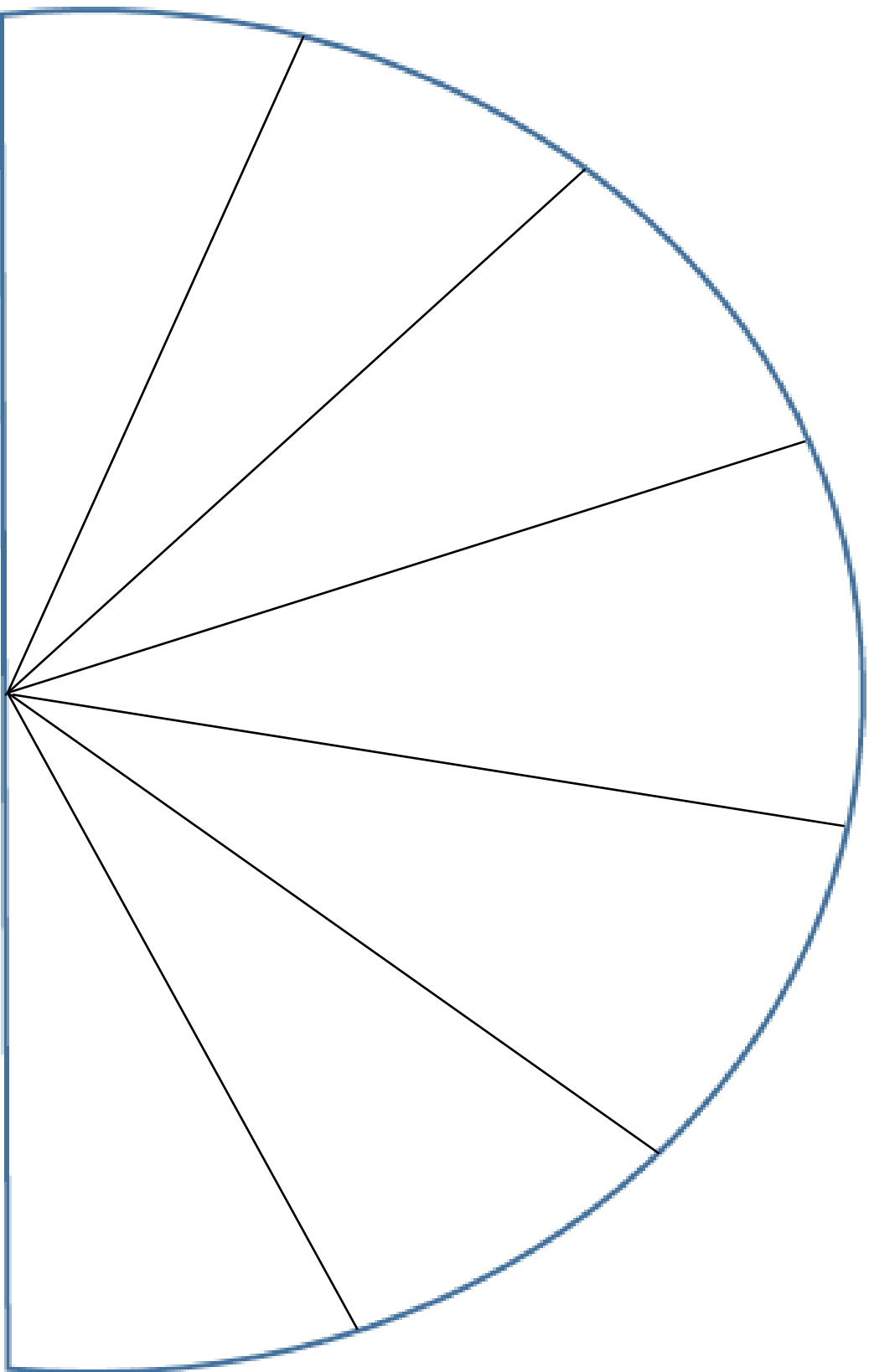
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**Campus Compact**  
Minnesota

## Spectrum of Allies: Training for Change Tool Handout





# Survey for "Spectrum of Allies" 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/disagree with the following about your experience with the Civic Agency workshop you participated in.**

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

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

|   | Strongly Disagree |   |   |   |   | Strongly Agree |   |   |   |    |
|---|-------------------|---|---|---|---|----------------|---|---|---|----|
|   | 1                 | 2 | 3 | 4 | 5 | 6              | 7 | 8 | 9 | 10 |
| <b>Before the Workshop</b> 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                           |                   |   |   |   |   |                |   |   |   |    |





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

Strongly Disagree

Strongly Agree

**After the Workshop**

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

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| 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?