

## Imagine the future: setting goals

**Time needed:** 60-120 minutes

**Goal or purpose:**

- to 'imagine the future' and develop steps to get there;
- to develop campaign goals, including short and medium range goals.

**Preparation/materials:**

Flip-chart and markers

**Nonviolence**

What makes a campaign nonviolent  
Historical uses of nonviolence

**Strategy**

Why things don't 'just happen'  
Planning nonviolent campaigns  
Theories of change  
The movement action plan

**Training**

Pillars of power  
The problem tree/healthy tree

**How it's done/facilitator's notes:**

To 'imagine the future' start by placing a vision the group shares at the top of a piece flip chart paper. Underneath, write goals that the group thinks would need to be achieved to make that vision a reality. Ask the group to choose one of the goals that is most appropriate for them to work towards, and to assign a date in the future when it could be reached.

Encourage the group to imagine they are already in that year; their vision has been fulfilled! Ask the question: what conditions had to be met for the goal to become a reality? What changes needed to take place? How did people's attitudes and behaviours change? Were there changes in government policy, or in other institutions? When did these changes happen? Place the important changes on the paper, beginning with the goal and working backwards from the goal (the future) to where you are now (the present).

Once you have a complete picture, all the way from the campaign goal to the present moment, it might be helpful to prioritise the changes you need to achieve. The table below can be helpful when doing this; give each change a number from zero to four.

*For achieving or preventing us from achieving our goal this change is...*

4	3	2	1	0
... sufficient (to achieve the goal, this factor alone is sufficient)	... necessary (to achieve our goal this factor is indispensable, but other factors are also needed)	... influential (this factor has the potential to influence other – sufficient or necessary – factors positively or negatively)	... of some relevance, but can (probably) be ignored	... irrelevant (neutral)

Changes which, on closer examination, are irrelevant should be taken off the chart, because they do not contribute to achieving the campaign goal or vision.

In addition, you might add changes which would be threatening to the vision or campaign goal, and which need to be avoided. This can help to make you aware of dangers to your strategy. An exercise like the pillars of power (see p203) or spectrum of allies (see p208) can be support this process.

Encourage the group to reflect on each change, moving further from the goal (the future) back to the present situation, looking at the relevant changes, and what changes needed to happen to bring this change about. Do this until you get back to where you are 'now'.

By the end of this process, you will have a string of parallel and intertwined changes, which will give you a good idea of what the short and medium range goals for a campaign might be. A campaign might only focus on some of these strings of changes if, for example, other organisations are working on other aspects of the change.

This exercise is based on Elise Boulding's "imagine a world without weapons" workshops, which asked participants to imagine what a 'world at peace thirty years from now' would look like.

\*

## 10/10 strategies

**Time:** 30 minutes, minimum

### Goal or purpose:

■ To learn about the rich history of nonviolent campaigns, gain a better understanding of campaigns, tactics and movements

### How it's done/facilitator's notes:

The facilitator asks people to break into small groups of five or six. Ask one person in each group to list numbers 1 to 10 on a piece of paper. Tell groups they are "competing" with one another to see who can do the task in the fastest time (as opposed to our usual cooperative style!)

Tell each group to list 10 wars as quickly as possible, raising their hands when they are done. Facilitator should note the time, and when all groups have finished, ask them to make another list of 10 nonviolent campaigns, and again raise their hands when done. Note how it takes longer to come up with the non-violent campaigns than the wars!

Starting with the "winning" group. Write their list of nonviolent campaigns on a wall chart, then ask other groups to add to the list. There will probably be

#### Nonviolence

Historical uses of nonviolent action

#### Strategies

Planning nonviolent campaigns

#### Case studies

All of the case studies are examples of nonviolent strategies that could be used alongside this exercise

#### Training

Letter from a Birmingham Jail