

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.

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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

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Letter from a Birmingham Jail

a mix of movements, tactics, campaigns, etc. List them all and then use the list to explain the differences so people learn about strategic processes and how effective strategies develop. For example, the list may include “anti-apartheid” (movement), “Salt March” (a campaign) and “sit-ins” (a tactic). It may also include campaigns they’ve been involved with (if groups are struggling, this can be a helpful way of helping them fill their lists).

See the Glossary of terms in this handbook (p225). Using the list, ask the participants to describe components of campaigns, identify tactics, and describe what makes a movement. You can also use this list to introduce people to campaigns they are not familiar with; participants will often enjoy giving brief summaries of campaigns and actions – especially if they were involved in them!

This exercise can become the basis of a longer discussion; use a well known campaign as a case study to learn about strategic development of nonviolent campaign; the ‘Letter from a Birmingham jail’ (p205) exercise is a good introduction to doing this.

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The problem tree/healthy tree

Time: Minimum 30 minutes

Goal or purpose:

■ To identify and analyse the nature and components of the problem and to come up with positive responses

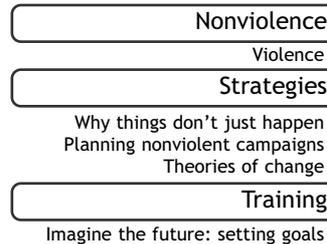
How it’s done/facilitator’s notes:

Describe the problem tree:

Draw a tree with roots, a trunk, and branches with fruit. The tree represents the problem. Participants identify the roots (causes), the fruits (consequences), the trunk (the institutions that uphold the system.) You can also add the underlying principles that are found in the soil that “nurture” these root causes.

Analyse the problem tree:

Choose the institution in the trunk of the tree that your group wants to weaken. Draw another tree, identifying the root causes, consequences and using the list of questions below to analyse the situation.



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