

Social change: Integrating learning into practice

SPECIFIC ISSUE/S: Any kind of issue;

PURPOSE/OBJECTIVES: To encourage participants to reflect on learning in social change contexts and to integrate that into practice

LENGTH: 30 minutes

GROUP SIZE: Any

GROUP CHARACTERISTICS: Any kind of group

FACILITATOR KNOWLEDGE AND SKILLS NEEDED: Low level of facilitator knowledge; Low level facilitation skills sufficient

RESOURCES NEEDED: None

INSTRUCTIONS: The purpose of these two activities is to encourage people active in social justice work to reflect on what they are learning in social change contexts and consider how this learning might impact on their practice. The activities have a similar focus but are designed for use in two different contexts.

1) Individual or group reflection

Individual: Record your responses to the questions in a place where you can refer to them at a later time (e.g. in a journal).

Group: Answer the three questions in (A) as individuals; write down your responses and share in groups of 4–5.

Either use the same approach in (B) or answer question 1 individually and discuss questions 2 & 3 as a whole group.

Part A: Questions for reflecting on learning and practice

- 1) What has been your most significant learning in the last month, in relation to the social change work you are engaged in?
- 2) What made it significant?
- 3) How might / has this learning impact/ed on your social change work / practice?

Part B: Sharing your learning

Note: this is a worthwhile, but optional, extension to Part A

- 1) Have you shared the learning you identified in A:1 above with others in your group / organisation? If so, how? If not, why not?
- 2) What facilitates sharing what we are learning in our social change work? What inhibits sharing what we are learning in our social change work?
- 3) What are two specific actions that would support greater sharing of learning within your group/ organisation?

2) Workshop icebreaker and concluding exercise

This activity is designed to be used within the context of a workshop or a conference to encourage participants to reflect on what they have learnt; and how that learning might be integrated into their practice. It can also act as an icebreaker at the start of the workshop.

a) Icebreaker at the start of the workshop

Give all participants a blank postcard-sized piece of card. Ask them to take a couple of minutes to reflect on what has led them to attending this workshop or conference. Ask them to draw an image on one side of the card to represent what has brought them to this session / event. Participants then share their images in groups of 2-3.

Ask participants to keep the card in a safe place for review later.

b) Workshop conclusion exercise

Ask participants to reflect on the most significant learning for them from the workshop and to write this at the top on the reverse side of the card.

Then ask them to consider the specific actions they intend to take in the next 3-6 months as a result of this learning and to write these on the card underneath their significant learning. Statement/s.

In small groups or the plenary, depending on the size of the group, ask participants to share what they have written. In a plenary session this can serve as feedback on the workshop, and also be a means of connecting people with similar follow up actions.

Conclude by suggesting that when the participants return home they put the card in a place where they will find it in a month or two. They then check how they are progressing with their intended actions.

FACILITATION TIPS:

ACKNOWLEDGEMENTS: Jennifer Margaret