BATMo!
Beautiful Action Trainer Modules

BATMo! is an innovative card deck-based toolkit with 12 modules for Nonviolent Action Trainers & Facilitators.

For more information, scan the QR code on any card, or visit https://beautifultrouble.org/training/for-trainers

Printing Instructions:

• Use cardstock or heavy paper

• Print pages 1-19

• For double-sided cards
  print 19 copies of page 20 on the backs of your printed cards.

• Cut apart

Thanks to the trainers & activists at Beautiful Trouble and ActionAid
Global Platforms. Available in Arabic, Bangla, English & Spanish.

MODULE 1
**TIMELINE WALL**

A collaborative, knowledge-driven, written exercise for situating our present movements within the historical trajectory of nonviolent resistance.

**Materials**
- Paper, pens, tape or sticky notes, historical reference materials (if needed)

**Options**
- Use as an opener or icebreaker. Do in pairs or groups. Provide background links or materials.

**MUSEUM OF PEOPLE POWER**

An active and engaging way to collaboratively share knowledge about nonviolent action history & jumpstart a physical connection to people power.

**Materials**
- None

**Options**
- Do group sculptures instead of individual.

**DISOBEDEDIENT IMAGES**

Use historical images to jumpstart discussion about how good things we take for granted in our lives today were actually the outcome of struggle and of disobedience campaigns.

**Materials**
- Printed images related to victories won through people powered action.

**Options**
- Use digital or online images.

**DOCUMENTARY & DISCUSSION**

Use these short video segments with actual footage of historic nonviolent resistance movements to spark discussions and learn lessons from past strategy, tactics and campaigns for current campaigns.

**Materials**
- Projector, screen, documentary segments free to stream or download.

**Options**
- Assign as prep work or follow up.
This exercise offers a shared physical experience of people power and provides a framework for the discussion of nonviolent action and conflict transformation.

Materials
Crayons or markers; large sheets of paper; name tags; optional props.

1. DRAW your Ideal Community.
2. VISIT: CEOs visit Communities:
   - Visit #1: Quick positive introduction.
   - Visit #2: Identify spot you will seize.
   - Visit #3: Escalate (repeat as needed.)
3. END & DEBRIEF: How did it feel? What happened? What tactics were used to stop CEOs? Were there identifiable phases? What lessons can you take away from this game? Strategic learnings?

Options
Add a reflective writing closing. Run the exercise a second time to try out other tactics.

---

Tools to help nonviolent action groups set their campaign or organization’s vision & values or principles to guide more effective planning and implementation of activities.

TRAINING ACTIVITIES

BREAKING NEWS
METHODOLOGY

IMAGINING + DESIGNING OUR DREAM VILLAGE
ACTIVITY

IDENTIFYING VALUES & PRINCIPLES
METHODOLOGY

ROUND ROBIN PURPOSE/MISSION WRITING
ACTIVITY

VISION CAFE
METHODOLOGY

---

A collaborative activity using a media frame to help participants look into the future & imagine what the movement wants to achieve.

Materials
Optional: newspaper, scissors, tapes, markers, flip charts.

1. IMAGINE future movement success that has made national/international news.
2. PREPARE a breaking news story: as a newspaper, online news, TV News, or radio broadcast.
3. PRESENT the news!
4. DEBRIEF: How did that feel? Any reflections on what is needed to achieve your campaigns, movements, etc. 10 years into the future? What information or learnings can you use to help guide your current work or planning?

---

A collective visioning activity with drawing, for groups in political struggles to develop compelling futures worth fighting for.

Materials
Tape, markers, flip charts, colored pens.

1. SET UP THEME CHARTS:
   - Relationships, bodies, and sexualities
   - Labour
   - Government and justice
   - Land and natural resources
2. THINK Individually
3. SHARE in small groups
4. DRAW together
5. DISCUSS & DEBRIEF in plenary: How did that feel personally, or as a group? What themes surfaced? How can this vision help guide your work & strategic planning?
IDENTIFYING VALUES & PRINCIPLES

These tools help participants express and refine their personal beliefs and then come up with shared values and operational principles that will help guide their group’s work & planning.

**Materials**
- Big paper, markers, pens, other paper.

1. WRITE (individually) 3-5 values.
2. Do a CASCADE, or in small groups, share out + group all values.
3. SELECT: For each grouping of similar values, select a word or phrase as a label or heading.
4. WRITE (in small groups) draft principles to go along with those headings/grouped values.
5. SHARE + DISCUSS in plenary.
6. REFINE: Assign drafts to a small team to refine.

ROUND ROBIN PURPOSE MISSION WRITING

A round-robin writing exercise to quickly identify & state the core purpose or mission of a group.

**Materials**
- Paper, pens, flip charts, markers if available.

1. THINK + WRITE individually “What is our group’s purpose?” Consider: WHY your group exists, WHO it will serve or support, & HOW?
2. PASS to the next person — and they WRITE.
3. REPEAT.
4. SWITCH TO HIGHLIGHT: Circle, underline or star the best!
5. PASS to the next person. REPEAT 3 times.
6. HARVEST + SCRIBE the best statements from the group.
7. AGREE on draft statement.
8. ASSIGN takeaway editing task for a small group if needed.
9. POST draft.

VISION CAFE

Use the World Cafe model to harness the power of collaborative dialogue around important questions that matter in service to setting a vision & identifying values for a group.

**Materials**
- Paper, pens, snacks, tables & chairs (setting the cafe.)

1. SET UP a cafe-like space with tables + chairs.
2. Divide participants for each table.
3. Participates IDENTIFY one host per table.
4. Everyone else are “guests”.
5. DISCUSS: Each table discusses what they envision for the training, organization, movements, etc.
6. MOVE + REPEAT: When the time is up, have “guests” move to another table & discuss with a new host. Repeat as time permits.
7. DEBRIEF: Share reflections of guests + hosts.

**Options**
- Integrate snacks or music to help create the cafe feel.
- Use a variety of activities at different tables.

LAYING GROUNDWORK FOR STRATEGIC PLANNING: ASSESSMENT TOOLS FOR ANALYSIS

This module focuses on how to use assessment and analysis—the process of gathering and then processing the information—as a bridge from developing your vision to developing campaign strategy scenarios.

**TRAINING ACTIVITIES**

- **PILLARS OF POWER**
- **POWER MAPPING / STAKEHOLDER MAPPING**
- **SPECTRUM OF ALLIES**
- **ANALYSIS TREE**
- **THE ONION**
- **HISTORIC TIMELINE**
- **CONNECTORS AND DIVIDERS**
Identify the institutions that your target relies on for support so you can weaken or disrupt their power.

1. **Name** the problem ("Mobutu regime," "prison industrial complex") in the roof area of the diagram.
2. **Label** the institutional "pillars" (media, military, corporate, etc.) that prop up the problem.
3. **Analyze** the components of each pillar.
4. **Identify** the pillars most critical to holding up the system, and those you have the most ability to impact.
5. **Focus** on these pillars to win.

Map the power dynamics at play to identify your primary target and design a winning campaign strategy.

1. **Plot stakeholders** according to More or Less Influential, and Strong or Weak Agreement with your position.
2. **Identify your primary target.** Who has the power to give you what you want? And how can you wield power over them?
3. **Look deeper** into the power relationships around your primary target. Draw circles & arrows of relationship. If needed, branch out to include “secondary targets.”

Locate allies and opponents along a spectrum from active opposition to active allies in order to increase your own support, as well as shift support out from under your opponent.

1. **List** which groups and individuals fall into each pie-slice of the diagram. Be as specific as possible.
2. **Do further research** to answer any unknowns.
3. **Identify** what it will take to turn Neutrals into Passive Allies, and Passive Allies into Active Allies.
4. **Remember,** social movements seldom win by overpowering their opposition; they win by shifting support out from under them.

Use this environmental scan to help identify, organize and prioritize the patterns & problems people face.

**Materials**
Large sheets of paper, markers or pens.

1. **DRAW** a tree on large paper.
2. **IDENTIFY** key problems, root causes & symptoms or drivers of the core issue
3. **PLACE** them on the tree.
4. **DISCUSS** the different ways people analyse social problems. Which of the main problems (trunk) affects the most people’s lives? How will this tool affect the strategy for nonviolent action & peacebuilding processes?
5. **DEBRIEF:** How can this assessment tool help to organize and prioritize social problems and set goals for strategic planning?

**Options**
Use local materials to create the tree.
People and organizations are more complicated than their stated positions. By peeling back the onion on both friend & foe, we can discover potential allies and reveal power-holders’ hidden conflicts of interest.

Focus on one specific stakeholder.

Identify what they say their Positions are, what they think their Interests are, and what they feel their Needs are.

Use this deeper understanding, to more effectively work with (or against) this stakeholder, and better focus your campaign message.

Developing a timeline of the history of the conflict enables stakeholders to identify potential “windows of vulnerability or opportunity” that could escalate or resolve conflict in the future.

Materials
Sheets of paper, a rope or tape.

1. Stakeholders WRITE historic events on papers.
2. ARRANGE papers along a “Timeline” on the floor.
3. WALK the line silently.
4. CREATE small mixed groups. Share & discuss noticings about commonly perceived events versus differences in perceptions.
5. DEBRIEF: How can disparate memories create opportunities for transforming the current crisis? What is the relevance of the timeline for strategic planning? Are there windows of opportunity or vulnerability for a NV campaign or a peacebuilding process?

Options
Repeat for a period of time looking into the future.

Examine connectors and dividers that exist within a society to anticipate how actions may create further divisions or build a greater sense of connection across the lines of conflict.

Materials
Something to write with (paper/pen).

1. DRAW chart: Column 1: CONNECTORS; Column 2: POTENTIAL; Column 3: DIVIDERS
2. FILL IN CHART:
   o List ideas in Columns 1 + 3 first
   o Brainstorm Column 2: ID potential peacebuilding processes, activities, or NV actions that could increase the connectors or increase the dividers.
   o Add arrows to show if action would increase connectors or dividers.
3. DISCUSS: How does this assessment tool help to anticipate potential threats or opportunities in their strategic planning?
This exercise offers a shared physical experience of people power and provides a framework for the discussion of nonviolent action and conflict transformation.

**Materials**
- Crayons or markers
- Large sheets of paper
- Name tags
- Optional props

1. **DRAW** your Ideal Community.
2. **VISIT**: CEOs visit Communities:
   - Visit #1: Quick positive introduction.
   - Visit #2: Identify spot you will seize.
   - Visit #3: Escalate (repeat as needed).
3. **END & DEBRIEF**: How did it feel? What happened? What tactics were used to stop CEOs? Were there identifiable phases? What lessons can you take away from this game? Strategic learnings?

**Options**
- Add a reflective writing closing.
- Run the activity a second time to try out other tactics.

---

**IDEAL COMMUNITY METHODOLOGY**

**SWOT**

**INTERNAL**

- **STRENGTH**
- **WEAKNESS**

**EXTERNAL**

- **OPPORTUNITY**
- **THREAT**

**MATERIALS**
- Crayons or markers
- Large sheets of paper
- Optional: masking tape, sticky notes

1. **REVIEW** the steps of the Flow Chart.
2. **WORK** on the INTERNAL & EXTERNAL FACTORS in small groups.
3. **POST** the work.
4. **SHARE + DISCUSS** in the whole group.
5. **DEBRIEF**: How was this process? Summarize the key points of the completed chart. What learnings are you taking away from this activity? What can be applied to your work now? What needs follow up?

---

**THEORY OF CHANGE**

**IF... WE TAKE THIS ACTION,**

**THEN... WE’LL ACHIEVE THIS GOAL,**

**BECAUSE... OF THESE REASONS.**

Lay a solid foundation for a campaign by working backwards from long-term goals to identify the conditions that must be in place in order to achieve those goals, and why.

Fill out the sentence above to help you identify what actions you believe will lead to the change you desire. For example: “IF... we mobilize enough people to make Members of Parliament aware of the flaws in the law, THEN... they would change the law, BECAUSE... they need our votes to be reelected.” And then question these propositions.
Strong campaigns are based on a series of short- and medium-term SMART objectives that function as intermediate steps toward a more ambitious campaign goal.

1. **Get SMART.** Make campaign goals that are **Specific**, **Measurable**, **Achievable**, **Relevant** and **Time-bound**.
2. **Be precise.** Add numbers and completion dates to your objectives so you can measure your progress.

Create a comprehensive timeline/calendar that aligns with and supports your overall strategy and SMART goals, to ensure that your planning becomes actionable & achievable.

**Materials**
Large sheets of paper, multicolor crayons or markers; optional: masking tape, sticky notes.

1. **REVIEW** timeline.
2. **WRITE** the key steps/ activities; by specific action, or for strategic planning overview by Internal, External Programmatic, Network/Community Building.
3. **POST** key steps on the timeline.
4. **ADD** other events, cultural holidays & vacations.
5. **VIEW + ASSESS.** Is this realistic? Are there moments where too much is planned? Can something be shifted? What is missing? Are there evaluation & assessment points included?
6. **ASSIGN FOLLOW UP.**
Identify pressure points where you can take action to interrupt business as usual, and press for change.

Production (factory, farm, school)
Destruction (pipeline, prison)
Consumption (market, gas station)
Decision (Parliament, boardroom, school board)
Assumption (a place to challenge social myths)
Opportunity (holiday, election, or other occasion)

Brainstorm specific locations for each Point.
List potential actions at each location.

Lively overview activity of action planning steps and the importance of planning overall.

Materials
Action Planning Steps CARD SET; optional: tape, big paper or wall.

1. GIVE each small group their own set of Action Planning Steps cards.
2. SET the timer.
3. ORDER the cards.
4. VIEW the work -- via Gallery Walk or similar
5. DISCUSS: in the plenary group - What did you notice first? Similarities, differences? Anything missing?
6. DEBRIEF: Why do we do this? PLANNING IS IMPORTANT!!

Options
Analyze implementation plan(s) from a previous action.

A checklist of 8 key factors for planning & evaluating actions.

1. Who/what is the political target?
2. Who is the priority audience & what is your message to them?
3. Where is the Point of Intervention?
4. How does this action activate passive allies & isolate your opposition?
5. Is the conflict & story strategically framed?
6. Will it build the group’s capacity?
7. Action logic. Does the action itself tell the story
8. Does the action connect with people’s values & appeal to common sense?
**Quickly brainstorm creative action ideas by flipping over 3 cards at a time.**

**MATERIALS**
- 3 piles of cards: Tactics, Principles, Theories
- Pen & paper

1. **Pick** an issue you’re facing — say, your town is threatened by a fracking pipeline & the CEO is coming to town.
2. **Flip** over one card from each pile.
3. **Brainstorm** Generate action ideas. Consider how the cards might combine to make a great action.
4. **Record** the best ideas.

**OPTIONS**
- Play in teams
- Keep one card constant
- Use a timer
- Include Stories &/or Methodologies

**ACTIVITY MODULE 6**

**BEST/WORST ACTION**

Harvest the collective experience & wisdom already in the room about what makes actions effective—or not! and derive useful lessons for designing one’s own actions.

**Materials**
Nothing, or whatever you’ve got access to: art supplies, costumes, etc.

1. **SHARE** an action story: either a “best action” (very creative and effective) or a “worst action” (ineffective, or even harmful).
2. **PICK & PERFORM** ONE story per small group to share with the whole group in a creative way.
3. **DISCUSS:**
   - What maximizes effectiveness in an action?
   - What minimizes effectiveness in an action?
4. **NAME** the principles we can glean from these actions to design more effectively in the future.
Harness the strength of stories to expose oppressive beliefs, and show how another reality is possible.

Analyze both the status-quo's story and your new story via 5 lenses:
1. **Conflict**: How is the problem being framed? Who is the conflict between?
2. **Characters**: Who are the villains & heroes?
3. **Imagery**: How does the story show us (rather than tell us) what's important?
4. **Foreshadowing**: How does the story show us the future?
5. **Assumptions**: What must one believe to accept the story as true?

De Bono's six thinking hats are often used as a brainstorming tool that encourages parallel thinking on a specific issue.

**Materials**
Charts with the six thinking hats, markers.

1. **INTRODUCE** the six thinking hats & the topic of discussion:
   - WHITE (facts)
   - RED (emotions)
   - BLACK (logical negative)
   - YELLOW (logical positive)
   - GREEN (creativity)
   - BLUE (process).
2. **DIVIDE** the participants into groups.
3. **DISCUSS + THINK** in groups as wearing each thinking hat. All groups address the same thinking hat at a time.
4. **SHARE** the key points in plenary.
5. **COMPILE** ideas from the discussion to come up with recommendations & follow up.

Preparing and practicing your options for communicating clearly and handling conflict skillfully will help you build capacity to be more effective facilitators, organizers & activists.

**TRAINING ACTIVITIES**

**HANDLING CONFLICT CREATIVELY: EXPLORING RESPONSES WITHIN + BEYOND THE GROUP**

A hassle line is a short roleplay done in a line with participants facing each other, useful for quick intense exploration of conflict behavior & intervention.

**Materials**
None

1. **LINE UP**: Participants gather shoulder to shoulder in 2 lines facing each other.
2. **SHARE** a short scenario, **ASSIGN** a role to each line.
3. **ACTION**: Start when facilitator says “GO”. Run for 60-90 seconds.
4. **FREEZE**: Stop the role play & note position.
5. **SHAKE OUT & DEBRIEF**: How did that feel? What happened-- what did you or your partner try? What worked or failed? What lessons can we take forward from this exercise?

**Options**
Use concentric circles. Use Observers.

**TRAINING ACTIVITIES**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HANDS LINES</strong></td>
<td><strong>HANDS LINES</strong></td>
</tr>
<tr>
<td><strong>ACTIVE LISTENING</strong></td>
<td><strong>ACTIVE LISTENING</strong></td>
</tr>
<tr>
<td><strong>ACTION ROLE PLAY</strong></td>
<td><strong>ACTION ROLE PLAY</strong></td>
</tr>
<tr>
<td><strong>EARLY WARNING, EARLY RESPONSE</strong></td>
<td><strong>EARLY WARNING, EARLY RESPONSE</strong></td>
</tr>
<tr>
<td><strong>DOCUMENTARY &amp; DISCUSSION</strong></td>
<td><strong>DOCUMENTARY &amp; DISCUSSION</strong></td>
</tr>
</tbody>
</table>
ACTIVE LISTENING

Explore Active listening as a critical tool for activists and organizers.

**Materials**
None

**Options**
Use as an opener or closing.

ACTION ROLE PLAY

Action role plays are a direct & powerful way to support group learning as well as practice or rehearse for more effective actions.

**Materials**
None; optional: costumes, props, name tags.

**Options**
Provide a script.

ACTIVITY MODULE 7

EARLY WARNING, EARLY RESPONSE

In-depth guided process that supports preparation & response to upcoming potential conflict scenarios with UCP (Unarmed Civilian Peacekeeping), most effective when paired with practice role plays.

**Materials**
Something to take notes with.

1. **SHARE** the EWER chart.
2. **BRAINSTORM** potential threats.
3. **IDENTIFY** potential responses.
4. **REFLECT** on strategies for addressing threats:
   - Preparation
   - Assessing Indicators (early warning) + Responses (early response)
   - Mapping Safe Routes + Meeting Points
   - Communication Structures + Network of Relations
5. **RUN ROLE PLAYS. ADJUST response scenarios.**
6. **DEBRIEF:** How does this feel? Identify next steps & ToDos for preparation. Assign Roles, etc.

DOCUMENTARY & DISCUSSION

Use these short video segments with actual footage of historic nonviolent resistance movements to spark discussions and learn lessons from past strategy, tactics and campaigns for current campaigns.

**Materials**
Projector screen, documentary segments free to stream or download.

1. **Watch** the video(s).
2. **Discuss:**
   - How did this story make you feel?
   - Any specific tactics or tactical decisions stand out?
   - Any noticing about the strategy of the campaign?
   - What lessons could you apply to your campaigns going forward?
3. **Harvest** learnings with individual writing - note unanswered questions, and identify follow-up research needed.

**Options**
Assign as prep work or follow up.
GUIDING PRINCIPLES FOR TRAINERS:

- **Political Empowerment:** Analyze and change power structures
- **Participatory Methods:** Learning together
- **Learning by Doing:** Act, reflect, learn, apply
- **Public Action Learning:** Society is our classroom
- **Dreaming Big:** Be creative, seek alternatives
- **Feminist Lens:** Challenge patriarchy & inequality

Options
Use Checklists to keep track of tasks.

Great energizer activities are useful at different points in a training — to help a group get to know one another, reenergize if they have lost momentum, or spark people to think in new ways if stuck.

TRAINING ACTIVITIES

**OPENING THE SPACE**

**NAME GAMES**

**GROUP AGREEMENTS**

**GET TO KNOW EACH OTHER**

**ENERGIZERS**

**CLOSING THE SPACE**

**MODULE 8**

**MODULE 9**

**OPENING THE SPACE**

Various ways to open a space & create a ‘container’ for our best work through land acknowledgements, grounding, or inclusive welcome activities.

**Materials**
None, but with advance notice, bring personal item of significance for a community altar.

**Select or combine:**
- READ, PRAY or SING
- LAND or LINEAGE ACKNOWLEDGMENT
- GROUNDING
- BUILD A RITUAL SPACE
- TIME for ALL

**Options**
Invite someone from the local indigenous or religious community to offer a welcome or speak first at the event.

**NAME GAMES**

Activities to bring a group together while learning each other’s names.

**Materials**
None; optional name tags.

1. Circle up!
2. Pick your activity, introduce it & then model:
   - Sound & Motion Name Game
   - Story of your name
   - Lovely Lulu
   - Amatosa
3. Round of applause!
**GROUP AGREEMENTS**

Goup agreements are a useful tool for getting your event off at the right start & keeping it on track.

**Materials**
None; Helpful: things to write with, flip charts.

**Sample Group Agreements**
- Make Space for everyone to contribute.
- Only one person speaks at a time.
- Respect each others’ opinions even / especially if you don’t agree with them.
- Participate!
- What’s learned here can leave here, what’s said here stays here (confidentiality).
- Be conscious of time - help stick to it, or negotiate for more.
- Mobile phones off to minimise disruptions.
- Take regular breaks.

---

**GET TO KNOW EACH OTHER**

Engaging activities for groups to get to know each other & build cohesion.

**Materials**
Various: none, or things to write with, big paper, chairs.

- **DRAW A SHIELD**: Home (where you come from), Heart (your loves), Head (what you are thinking about), Hands (your skills)
- **WRITE POETRY**: “I am from…”
  - I am from the smell of ……….
  - I am from the sound of ……….
  - I am from the taste of ……….
  - I am from the touch of ……….
- **MOVE + MINGLE**
- **HURRICANE!** (A big wind blows for….)

---

**ENERGIZERS**

Participatory activities that are fun, engaging, break down barriers, bring up the energy level and help to refocus participants.

**Materials**
None required; open space is helpful!

- **DANCE Break**
- **Activist Yoga** (Reach for Goals, Tend the Grassroots, Feel Winds of Change, Self Care)
- **Five Shake** (arms/legs… 5..4..3..2..1!)
- **MOUSE, SNAKE, LION** (EEEK! GASP!! GROAN!!)
- **LIFEBOATS** (The boat is sinking, find…..!)
- **CHANT or SONG** Break

---

**CLOSING THE SPACE**

Various ways to close a space & support participants in honoring the work done.

**Materials**
None: optional: yarn or string.

- **ONE-WORD POPCORN TAKE AWAY**
- **GIVE “GIFTS”** (Give to your left, receive from your right)
- **READ, PRAY, CHANT or SING**
- **CLOSE the RITUAL SPACE**
- **WEB of CONNECTION** (need string or yarn)
- **WRITE YOURSELF A LETTER**
Strong groups benefit from good decision-making processes that help each person bring their own experience, understanding & level of motivation into their group dynamic constructively.

### QUICK DECISION TOOLS

Several quick and flexible ways to support group decisions in a democratic way.

**Materials**
- None

**Options**
- Verbal one word go-rounds
- Visual hand signals
- Fist to 5 (visual scale)
- Straw polls

**Online**
- Use polls, reaction emojis, or turn your video off/on.

### DOTOCRACY

A fun and flexible way to prioritize choices democratically, with colorful dots or markers.

**Materials**
- Dot stickers or sticky notes, chart paper or whiteboard + markers.

1. **COLLECT OPTIONS** from participants & categorize them.
2. **DETERMINE** Share the key to the dot colors.
3. **DISTRIBUTE** the dot stickers to participants.
4. **PLACE** the stickers on preferred option.
5. **REVIEW** the distribution of stickers.
6. **DISCUSS** the outcome.
7. **MAKE** changes if needed.
8. **ANNOUNCE** outcomes: the options with more dots wins!

**Options**
- Online use a Whiteboard, Jamboard or other group feature

### CASCADE

An engaging way to discern & prioritize choices democratically.

**Materials**
- None, but pen and paper helpful.

1. **IDENTIFY** question to address + limits (ex: list top three priorities.)
2. **ANSWER** individually.
3. **FORM PAIRS & REPEAT** -- with the same limits.
4. **FORM QUADS** (2 pairs join up) & REPEAT.
5. **REPEAT** doubling size until only 2 large groups remain.
6. **PRESENT** work to each other.
7. **DISCUSS & DEBRIEF**.

**Options**
- See DOTOCRACY for an alternative.
STATE YOUR POSITION
Participants take a physical position in a space based on their opinion of that topic.

Materials
Open space, rope or chalk.

1. ANNOUNCE the questions or statements to be reflected on.
2. SEGMENT the space (i.e. one side is agree; another disagree; another neutral)
3. MOVE to the space aligned with their opinion.
4. CONDUCT INTERVIEWS.
5. OFFER time to shift.
6. DISCUSS & DEBRIEF.

Options
Use Spectrum as alternative.

CONSENSUS DECISION MAKING
A creative and dynamic way of reaching agreement between all members of a group.

ACTIVITY
MODULE 10

DEBRIEF + EVALUATION TOOLS
Debriefing and evaluation are a key step to help trainers & participants reflect, learn, share and consolidate their learning.

TRAINING ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MODULE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCLE GROUP ASSESSMENT</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>SPECTRUMS</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>GALLERY WALK</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>GRAPHIC EVALUATION</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>DEBRIEF</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>EVALUATE AN ACTION (CARD GAME)</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>BARAZA</td>
<td>METHODOLOGY</td>
</tr>
</tbody>
</table>

ACTIVITY
MODULE 10

CIRCLE GROUP ASSESSMENT
Fun and meaningful ways to get to know each other’s experience and build vulnerability & trust in the group. Good for broad visual assessments of participants.

Materials
None; or places to sit, pen + paper.

- CIRCLE ASSESSMENT (with movement in +out or hands up/down)
- BIG WIND BLOWS (high-energy variation moving from seat to seat)
- PAPER SNOWBALLS (anonymous in-person writing + movement)

Options
Movement Accessibility alternative: use pieces of paper or small flags for Circle activity.
SPECTRUMS

An activity that helps individuals reflect on their own positions & recognize diversity within a group by literally putting their bodies on a line (as you might in a direct action.)

Materials
None: optional big paper, markers + tape for signs.

1. DESCRIBE the ends of one physical line, or spectrum.
2. MOVE to the spot on the line that represents your view.
3. INTERVIEW people in different locations.
4. DESCRIBE + ADD second, intersecting line.
5. MOVE to a new location.
6. NEW INTERVIEWS.
7. DEBRIEF: How did that feel to ‘put your body on the line’? Key learnings or takeaways for our work?

Options
Use a Fishbowl or State Your Position as an alternative.

GALLERY WALK

Use movement to help a group collect or share information, encourage group analysis, & also engage the room.

Materials
White boards or big paper, markers, tape, possibly sticky notes.

1. DIVIDE into small groups.
2. GATHER at work stations around the space.
3. WRITE at the different stations.
4. When time is up, MOVE from station to station as they review the posted work.
5. DEBRIEF.

Options
• Use ‘timed gallery passes’ or hold a “Gallery Run.”
• Online: post content to a google presentation/Jamboard/etc.

GRAPHIC EVALUATION

Use graphic evaluation tools to provide direct feedback on training objectives, & support more insightful and useful processes and takeaways for participants & facilitators alike.

Materials
Pens/markers, possibly sticky notes; Prepared drawings for Roses, Buds + Thorns, the Charts, or Head, Heart, Hands & Heels.

1. INTRODUCE the framework for the evaluation.
   Options:
   • Roses (positives), Thorns (challenges), Buds (in formation)
   • DAKI: Drop, Add, Keep, Improve
   • Highs + Lows
   • Head, Heart, Hands + Heel
2. REFLECT + WRITE individually; then post.
3. VIEW + DISCUSS with a Gallery Walk.
4. DEBRIEF: Any surprises, learnings or take-aways from what others shared?

DEBRIEF

An engaging debrief creates opportunities for deeper understanding & lasting learning, improving comprehension, drawing out insights or lessons, and helping participants integrate what they’ve learned.

Materials
None: optional: chart paper, markers, chairs inside a larger circle.

1. SET UP the Fishbowl: 4 chairs in the middle of a large circle and label each one with one sign: Facts, Feelings, Findings, Futures
2. REFLECT: Four Participants sit in the chairs, starting the reflection on the activity using the F’s as a guide.
3. SWITCH + Repeat.
4. DISCUSS & collect learnings.

Options
• Use only 3 F’s, Feelings,Facts,Future or Appreciative Inquiry (AI) through: Discover, Dream, Design, Destiny (or Delivery).
Debrief after an action. Analyse an historic action. Test-flight an action that’s still in the works.

1. **Choose** an action to evaluate.
2. **Draw** a Principle or Theory card. Read it out loud.
3. **Evaluate** Did this Principle/Theory play a role in your action? If so, how? If not, did its absence impact what happened? How?
4. **Imagine** your action happening again. What could you do differently to achieve a different or better outcome?
5. **Curate** a list of 3-5 Principles/Theories that you can use to guide future action planning.

**MATERIALS**
- 2 piles of cards: Principles, Theories
- Pen & paper

**OPTIONS**
- Include Methodologies &/or Debates

---

**Baraza**

A large community gathering to discuss important matters, share information, & hold leaders to account.

People everywhere have organized baraza-like gatherings under various names: “town halls” in New England, “indignados” in Madrid, “diwaniyat” in much of the Arab world. It is fundamental to the human way of being, filling a need to come together, belong, & work toward a better community. What is the baraza of your culture? How can you harness it to improve things?

---

**Activity**

**Module 11**

**Building Resilience: Care for the Long Haul**

This module provides facilitators & organizers with accessible self-care and community care practices that support building effective, sustained movements for social change.

**Training Activities**

- **Embodied Practice: Self Care & Regulation**
- **Embodied Practice: Community Care & Co-Regulation**
- **Mental/Emotional Health First Aid**
- **Building Resilient Groups**
- **Self & Community Care in Action**

**Embodyed Practice: Self Care & Regulation**

Embodied practice harnesses body awareness through breathing and movement to support individuals & groups in responding to stress and triggering events in real-time.

- **Materials**
  - None

- **Try a simplified practice:**
  1. SET your intention.
  2. FOCUS on breathing (slow, pattern or box.)
  3. CHOOSE:
     - Grounding (Resourcing or Touch)
     - Body Scan (What feels best?)
     - Intentional Movement (Sweep or Tap)
  4. RETURN to breathing.
  5. PRACTICE gratitude.
  6. NOTE any change (in feeling, attitude, etc.)
EMBODIED PRACTICE: COMMUNITY CARE & CO-REGULATION

Through situational and bodily awareness, Embodied Practice employs breathing, movement, arts, and culture to support individuals & communities in regulating stress and responding adaptively to triggering events.

Materials
Soft music, singing bowls (if possible), cushions.

1. USE one or more practices in a group setting:
   - Group Box/Square Breathing
   - Group Dance Movement Therapy
   - Collective Affirmations
   - Community Sound Circle
   - Emotional co-regulation (in pairs)
   - Not Now, Come Tomorrow Morning Pair Practice
2. CLOSE with debriefing and identifying next steps.

ACTIVITY
MODULE 12

MENTAL/EMOTIONAL HEALTH FIRST AID

A brief overview for activists, organizers, and/or facilitators on how to approach & handle mental and emotional health challenges in a group or at an action.

Materials
Flipcharts, sticky notes, markers, & tape.

1. BRAINSTORM emotional + mental health stressors.
2. DISCUSS the five components of psychological first aid (Safety, Calming, Self-efficacy, Connection, & Hope).
3. DEVELOP a list of potential responses to the list from Step #1.
4. IDENTIFY the most likely stressors and responses.
5. ROLE PLAY the selected responses.
6. DEBRIEF any learnings and any plans for future work.

Options
Have trained individuals available for support during sessions if distress is anticipated.

ACTIVITY
MODULE 12

BUILDING RESILIENT GROUPS

Because social change work takes time and energy, it is important to invest in building strong structures & healthy processes to increase our chances of being successful groups for the long haul.

Materials
Small colored cards, markers/pens, tape, sticky notes.

1. GROUND through breathing, body scan, movement, meditation, etc.
2. REFLECT individually to identify needs to be fully present.
3. SHARE in small groups and create a list of the group’s needs.
4. BRAINSTORM best practices of healthy groups to meet those needs.
5. DEBRIEF + SYNTHESIZE in whole group: what resonated most? What can be done?
6. AGREE on next steps.

ACTIVITY
MODULE 12

SELF & COMMUNITY CARE IN ACTION

While care should be woven into the fabric of our work, we need to be particularly cognizant of incorporating self & community care when it’s action time.

Materials
Scenarios, flipcharts, markers, tape, some extra materials you may want to use for the role plays.

1. SET UP an action scenario with “spikes” or challenges to be addressed by the group.
2. RUN ACTION ROLE PLAY with as realistic a scenario as possible.
3. REFLECT on what support was offered/missing? Consider pre, during, and post-action support.
4. DEBRIEF, How did that feel? What happened? What can we take forward? What support is needed to take care of ourselves? Our organizations? Our communities?
5. COMMIT to embedding long-term care strategies as part of our work, especially in action.

Options
Run a second role play incorporating the support plan discussed to end on a successful note.