

REP YA BLOC!

TRANSITIONS TRAINING

FACILITATOR GUIDE



Credits

The BLOC Transitions Training curriculum development team:

Ibrahim Abdul-Matin, Taj James, Neelam Pathikonda, Kim Miyoshi, Michelle Ferrer and John Scott

Design and stilo: Tumis featuring Tony Carranza

Layout: Micah Bazant

Thank you

To the countless numbers of young people who have helped shaped this training.

The Transitions Training curriculum was primarily developed by Movement Strategy Center (MSC) for the BLOC Network. Kids First and SOUL (the School of Unity and Liberation), also developed pieces of this training. The curriculum is meant to be adapted for different organizations and contexts. To download customized editions, visit myBLOC.net.



This work is licensed in 2007 to Movement Strategy Center, under the **Creative Commons "Attribution-NonCommercial-ShareAlike 2.5" License**.

You are free:

- * **to Share** - to copy, distribute, display, and perform the work
- * **to Remix** - to make derivative works

Under the following conditions:

- * **Attribution.** You must attribute the work in the manner specified by the author or licensor.
- * **Noncommercial.** You may not use this work for commercial purposes.
- * **Share Alike.** If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For any reuse or distribution, you must make clear to others the license terms of this work. Any of these conditions can be waived if you get permission from the copyright holder.

To view a copy of the full license, visit <http://creativecommons.org/licenses/by-nc-sa/2.5/> or send a letter to Creative Commons, 543 Howard Street, 5th Floor, San Francisco, California, 94105, USA.

BACKGROUND INFO

What Is Bloc?

BLOC is a national network of young organizers and activists. The mission of BLOC is to 1) elevate the leadership of young people in all social justice sectors, and 2) to nurture, strengthen and unify a social justice movement in communities across the country.

The purpose of BLOC is to support the personal and political development of young organizers and activists through community building, networking and peer exchange. BLOC is creating a foundation for increased collaboration, stronger alliances and movement building between organizers from different organizations, identities and political traditions. By linking regional networks of young leaders who share a commitment to racial, economic, environmental and gender justice, the BLOC Network is supporting stronger, healthier leaders in marginalized communities and a more vibrant, connected and powerful movement for justice.

Components of BLOC that Support Transitions:

- **Convening:** Local, regional and national gatherings allow organizers to connect face-to-face, and have kept the network viable and visible since 1999. Local and regional fellows have helped to continue this tradition.
- **Circles:** BLOC Circles involve two or more BLOC members coming together to learn, strategize, support each other or coordinate action. Circles also allow members to:
 - Explore key ideas or questions
 - Connect their work in different organizations and communities
 - Document and share what they are learning about social change
 - Get support to make transitions (e.g., find mentors to help them learn new skills and transition to new roles)
- **MyBloc.Net:** Online political networking allows BLOC members to:
 - Reinforce person-to-person connections
 - Connect to other BLOC members in different locations
 - Find mentors and resources
 - Find information about organizations, trainings and jobs

Connecting Training Participants to the BLOC Network:

Once a person has gone through this training they are a part of the BLOC Network. Facilitators should collect the contact info of all participants, create an **Alumni Circle** for the training, and invite participants to join www.MyBloc.net. Once they join, participants can stay connected to each other through any life transitions. They should also make sure that their organizations are listed on www.Future5000.com.

Vision

We envision a generation of young people who are working for social justice in ways that are sustainable and reflect their personal values and beliefs.

REP YA BLOC is part of a larger suite of curricula that MSC has developed as an affiliate of the BLOC Network. It is designed to support young people who are transitioning out of youth organizing or leadership development experiences. The training helps young people build a political identity that is broader than their specific organizational identities, and stay involved in social justice work throughout their lives.

Critical Questions addressed by this training:

- Where do young people come from before they join the organization?
- Where do young people go after they leave the organization?
- Where does staff go after they leave the organization?

Core Assumptions that inform this training:

We believe that people can organize:

- Where they live (communities, roles)
- Where they work (vehicles)
- With people like themselves (communities, roles), and
- On the issues they care about

Framing

'Frames' are conceptual structures that help people understand reality as they perceive it. Framing this training will give participants ways to mentally organize the information they are receiving, and to understand the meaning of the activities. Choose frames that are relevant to the participants you are working with. Metaphors, questions and group brainstorms are also ways to frame the activity or whole training.

Debriefing

A debrief is a group discussion or evaluation following an activity. During debriefs, facilitators lead participants to reflect on their accomplishments and set backs. They serve as a critical point where participants begin to connect the learnings of the activity to their everyday lives.

Examples of debrief questions:

- What happened? So What? Now what?
- Who said what?
- What was the group supposed to do?
- What ideas were listened to?
- What was done? Why? Was it worth it?
- What were your fears? Were they overcome?
- What did you learn about yourself?
- What have you learned that you can take into your everyday life?
- What was a highlight of the training, something you are taking away?

Developing an IMAP (Individual Movement Action Plan)

An IMAP is a tool that enables people to map out their future in the movement, based on their values and beliefs. Participants will identify the the vehicles, roles and communities that will help them achieve their short-, medium- and long-term goals.

Selecting Buddies will help them to stay grounded and accountable to their plan over time.

Why make a plan?

- When our political identities are tied to our age (e.g.: a 'youth' identity) and organizations, we need ways to stay connected to the movement as we get older and transition out of organizations.
- We need to actively support young people if we want them to stay in the movement.

TRAINING ACTIVITIES

Getting Started

These activities can be done in a few hours or over the course of a few class periods. The training is adaptable, modular and designed to be adjusted to fit the audience you are working with.

Please be creative and flexible with the framing. Each of these activities needs to be energetically framed to capture the imagination of the participants. Be sure to incorporate Popular Education techniques to get participants talking to one another and not the facilitator.

MEETING GUIDELINES

We suggest using the Project South meeting guidelines as a starting point:

- o Be aware of time - Choosing a time keeper is a great way to ensure buy-in early on.
- o Use the “whoa” - Not “blocking”, but raising caution when things are not clear. Imagine this as a YIELD sign.
- o Respect the strengths and weaknesses of all
- o Step Up, Step Back
- o Oppression Exists: Not in OUR space
- o Open minds only

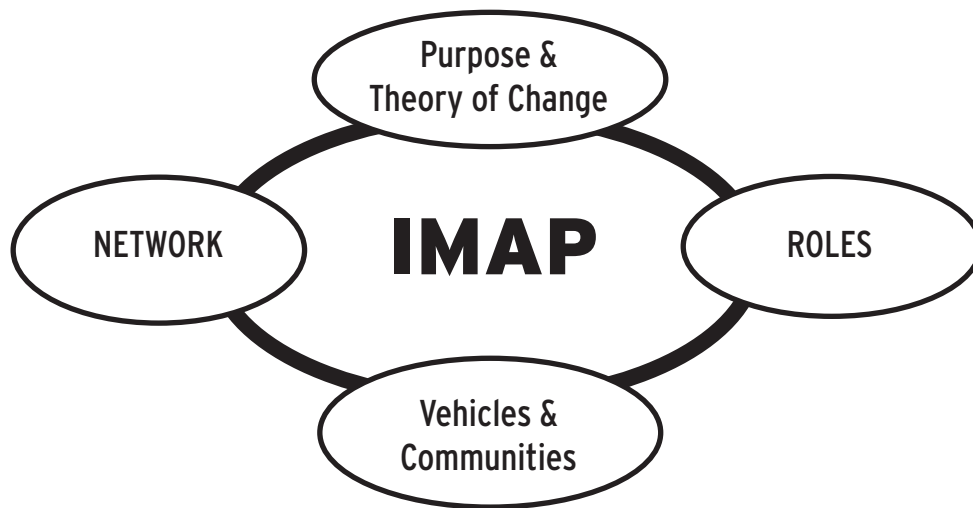
Opening/Framing

Purpose of this activity: Orient the participants to the process we are about to embark on.

Time needed: 5-10 minutes max (should be flexible and gauged on overall time and group)

How to run this activity:

1. Do brief brainstorms to answer the following questions:
 - o What are the participants' plans for their lives?
 - o What are their plans for their lives in the movement?
2. Explain to the group "Lots of people have plans for your life – what is your plan? This training will help you make a plan and build a community to help you accomplish that plan throughout your life."
3. Draw the chart below for the participants:



4. Explain that this chart outlines the framework of the Transitions Training:

"Through this training, you will:

 - o Define your purpose and theory of change: How do you think change happens? How do we build a movement?
 - o Clarify the roles you want to play in the movement over time.
 - o Identify the vehicles/organizations/communities you need to be connected to in order to play those roles.
 - o Find out how you can connect and build a community within the BLOC Network that can support you in accomplishing your plan."

Body/Life Map

Purpose of this activity: To encourage participants to do some introspection regarding the different forces that have shaped their lives and identities.

Time needed: 20-30 minutes max (should be flexible and gauged on overall time and group)

Materials needed: Drawing materials, e.g.: markers, crayons, colored pencils and poster board, large paper, etc.

How to run this activity:

1. Read out the instructions on Page 3 of the IMAP workbook. Keep in mind that participants are drawing their past/present self on the left side, and their future self on the right side. It can be helpful to have an example to show participants.
2. Break the group into dyads for 5 -10 minutes. Have each person share some of the highlights of their body/life map. (It is not necessary to explain everything on the picture.)
3. After 5 minutes, bring the activity back into the larger group and ask if anyone would like to share.

Facilitator's Note: *the time needed to do this activity can vary greatly, depending on the context, number of participants, and what comes up for people. In the past, participants have expressed a deep interest in having more time to create and share their body/life maps. Depending on the kind of meeting/workshop this activity is being conducted in, it is at the discretion of the facilitator to decide the length of time the activity can run.*

Please note: because this activity can touch on painful memories for people, the facilitator should gauge how people are feeling and adjust the amount of time people share in their dyads.

And while they are writing, play music if you got it – folks like music!

Purpose Statement / Bumper Sticker

Purpose of this activity: To encourage participants to think about their own purpose and what drives them.

Time needed: 5-10 minutes

Materials needed: Construction paper, scissors, glue, markers

How to run this activity:

1. Explain to participants: "Now I'm handing out bumper stickers for you all to write down what drives you in life. What are you passionate about? What gets you going in the morning? If you could have one bumper sticker that encompasses those things, what would it say?"
2. When everyone has finished, go around the circle and have each participant share their bumper sticker. The participants should paste their bumper stickers onto page 2 of their IMAP workbooks.
3. Next, each participant should write a purpose statement saying who they are, what they do and what they hope to achieve. It is helpful to have an example for people (e.g.: the mission statement of a nonprofit)

Roles & Communities

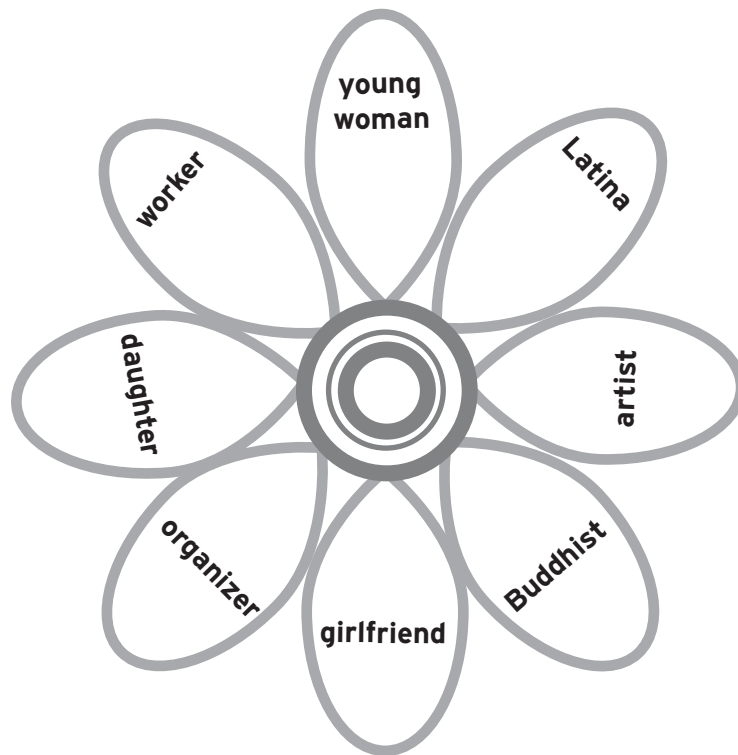
Purpose of this activity: To identify and examine the different roles participants play in their lives, and the different communities they are a part of.

Time needed: 10-15 minutes (flexible)

Materials needed: Blank sheets of paper, pens/pencils, crayons, markers etc...

How to run this activity:

1. Begin with a brainstorm of all the different roles that participants play or have played in their lives.
2. Suggest any relevant roles that have not come up.
3. Ask participants to draw a flower on their blank page and fill in each petal with a role.
4. Repeat for identifying Communities
5. For example:



Vehicles Vocab / TV Commercials

Purpose of this activity: Identify, define and explore the different types of vehicles that help us carry out our vision of change in the world.

Time needed: 20-25 minutes

Materials needed: 'Vehicles Vocab' handout, colored markers, pens/pencils, large paper/poster board.

How to run this activity:

1. Present the 'Vehicles Vocab' sheet to participants. Give the group 3-7 minutes to look over the definitions and descriptions. Invite several folks to read some of the vehicles and descriptions out loud. Ask the group to identify any vehicles that may not be on the sheet. Write new vehicles into empty boxes on the handout.
2. In pairs or groups of 3, invite participants to choose one vehicle and create a 2-3 minute commercial about it. (Each group should choose a different vehicle.) The commercial should showcase all of the attributes of their vehicle. Participants should be encouraged to use poster board, large paper, markers, etc. to create their commercial. (It may be useful to give a quick example.)

Facilitator's Note: *Facilitators should remind participants that the commercials do not have to be perfect, but something fun to further explore vehicles and their significance.*

Theory of Change / Four Corners

Purpose of this activity: To explore questions that directly relate to and challenge diverse theories of change. This activity is also designed as a 'getting to know you' exercise, where participants are able to hear each other's personal and political perspectives.

Time needed: 20-25 minutes / this can be a whole 3 hr session so choose your questions wisely.

Materials needed: 'Theory of Change Questions' handout, writing utensils for participants to write note on their handouts. Four signs, one for each corner of the room. Signs read: 1) Agree, 2) Disagree, 3) Strongly Agree, 4) Strongly Disagree.

How to run this activity:

1. Read a theory of change statement to the group. After each possible statement, participants go to the corner of the room that comes closest to their beliefs about that statement. If they are indecisive or have a combination answer, participants can stand in between corners, or as close/far away from corners as they wish.
2. After everyone has chosen a corner, facilitator asks one or two participants from each corner to share why they chose their corner. This gives participants a chance to hear each others' beliefs and stimulate discussion/debate
3. At the end of this activity, ask participants to write down their Personal Theory of Change. If you will be meeting again for another session, you can also assign this as "homework" to give them time to think about it, and then present next time.

Facilitator's Note: *Don't spend too long on discussion so most statements can be read. Make sure that you were able to get a good smattering of thoughts from as many participants as possible. Direct participants to speak to one another rather than to the facilitator.*

Theory of Change Statements

SHORT LIST:

1. I believe change will come when there is a dynamic leader who inspires everyone
2. I believe that individuals are responsible for their life's outcomes
3. I believe the end justifies the means
4. I believe power can be good when used responsibly
5. I believe when someone hurts you, you should always fight back
6. I believe that social change will happen when people get enough resources and money
7. I believe that people in power are the only ones who need to change
8. I believe people are basically good and that they do bad things because bad things have happened to them
9. I believe that some cultures are more advanced and healthy than others
10. I believe we should start where we agree and work from there

EXPANDED LIST:

“I believe that when someone hurts you...”

- o You should always fight back
- o You should find someone with more power to punish them
- o You should take it out on someone weaker
- o You should ignore it
- o You should try to understand why the person hurt you

“I believe the root of most social problems is...”

- o People are bad, selfish and greedy
- o People are hurt
- o Human nature - the strong will always dominate the weak
- o Power is concentrated in the hands of a few people
- o People with power abuse that power
- o Institutions and systems that exploit certain people to benefit people in power

“People in power who make laws in the U.S....”

- o Are basically good, they just have the wrong information
- o Want things to be fair and equal, they just don't know how
- o Want to keep things the way they are now, because they are benefiting from the current setup
- o Are knowingly working to make things harder and harder for poor people and people of color

“Social change will happen when...”

- People learn to love one another
- Really powerful people agree with us
- People get enough resources and money
- People get the correct information
- We confront people in power
- We force the change through protest and direct action
- People learn how to live with better values
- People find spirit in their lives
- God wills it

“Social change...”

- Will only come about if the entire system collapses and we are ready with a new one
- Will come about when we take apart the system and put another one in place
- Will only come about by reforming the current system and working within the system
- Is not possible
- Will happen within our lifetimes
- May not be possible but we have to try

Individual Goals

Purpose of this activity: To provide a space for participants to think about their individual goals, the obstacles that may stand in their way, and the resources and support needed to reach those goals.

Time needed: 10 minutes

Materials needed: something to write with (pen or pencil)

How to run this activity:

1. Ask participants to turn to Page 10 of their IMAP workbooks. Ask them to write out their goals, the resources they need to achieve them, and the obstacles to reaching those goals.”
2. Have participants share their writing in dyads, or ask whether anyone would like to share what they wrote.

Facilitator’s Note: *take it a step further and ask if they have goals for themselves in the large movement for equality and social justice.*

Vehicles, Roles and Communities

Purpose of this activity: To understand the power of vehicles. To reflect on not only our individual goals, but also our community goals. Participants will examine the different roles they play in their own lives, the vehicles they choose, and the communities they are a part of.

Time needed: 20-30 minutes

Materials needed: Blank IMAP flashcards (for role, vehicle, community and purpose), pens/pencils, glue sticks

How to run this activity:

1. Shares this quote with the group: "Its not how high you climb, but how many people you bring with you." Have someone speak to what this quote means.
2. Explain that the next activity will help us figure out how to bring people with us in achieving our goals.
3. Ask the group to look at Page 6 of their IMAP workbook. Request that different participants read out loud the categories across the page and the examples. Be sure that everyone understands the different categories.
4. Ask the group to turn to Page 7, and explain: "here you will be able to plan out what roles and vehicles you want to be part of in the future."
5. Pass out the blank IMAP flashcards and ask participants to write down the roles and vehicles they are a part of now, in the next 3-6 months, the next 2 years, and the next 5 years.
6. Have participants paste their cards onto the IMAP. After participants are finished, have them turn to the person next to them and share their plan for the next five minutes.
7. Then, ask each participant to share at least one thing on their plan with the entire group.
8. Choose a buddy and agree to be one another partner to help them stay on track and accountable to what they put in their IMAP

Sample Agenda for a 2.5 Hour Training

SESSION ONE

OPENING - 10-15 minutes

- o Icebreaker (framing and opening the space)
- o Introductions (name, where from, personal passion)
- o Eye contact around the room

BRAINSTORM: The Man’s Plan vs. the People’s Plan - 10-15 minutes

Frame: In 1799, Thomas Jefferson proposed a two-track educational system, with different tracks for what he called “the laboring and the learned”. Scholarships would allow a very few of the laboring class to advance, as Jefferson said, by “raking a few geniuses from the rubbish.”

Discuss: Who is Jefferson referring to when he says “the rubbish” - the rich elite or the poor working-class? Why do you think Jefferson would create this type of educational system? Who benefits? Who suffers?

	Your Community	You
THE MAN’S PLAN	<ul style="list-style-type: none"> o Work for others, make them rich o Live in poverty 	<ul style="list-style-type: none"> o Drop out of school o Work for minimum wage
YOUR PLAN	<ul style="list-style-type: none"> o Have houses, food, healthcare 	<ul style="list-style-type: none"> o Get educated o Love myself

BODY/LIFE MAP - 20-30 minutes

ROLES AND COMMUNITIES - 10-15 minutes

THEORY OF CHANGE/INDIVIDUAL GOAL - 20 minutes

Have participants do ‘Four Corners’ exercise, responding to possible theory of change statements. Ask participants to write their personal Theory of Change statement.

Have participants write ONE individual goal, the resources/support they need to achieve it, and the obstacles that stand in the way of this.

SESSION TWO

OPENING

- o Check-in
- o Icebreaker

THEORY OF CHANGE - Part 2- 10-15 minutes

In dyads, participants share Theory of Change statements. Share with larger group if they want.

VEHICLES, ROLES AND COMMUNITIES - 20-30 minutes

DEBRIEF & EVALUATION - 10-15 minutes

REP YA BLOC!

TRANSITIONS TRAINING

PARTICIPANT WORKBOOK



Historically, young people, particularly those who emerge from the nation's most disenfranchised communities, have created vibrant movements that propel the national social justice agenda forward.

A decentralized network, bloc is no more than sum total of its members. There is no independent "central command" acting to consolidate the network. It is bound together by a common purpose to seek and build deep and lasting transformation in communities across the united states.

Your mission, should you choose to accept it:

Transform your community, Prepare yourself to govern, Open your mind,
Respect the strengths and weaknesses of all, Know your role,
Play your position, Build leadership, Organize your communities, and;

Rock a compass like you rock a watch -
so you always know where you are and what time it is.

**"EACH GENERATION,
OUT OF RELATIVE OBSCURITY,
MUST DISCOVER IT'S MISSION,
FULFILL IT OR BETRAY IT."**

- FRANZ FANON

BODY / LIFE MAP

INSTRUCTIONS:

On the next page, draw a cartoon/stick figure/portrait version of yourself. Using words, symbols, pictures, glitter-fabulousness, draw or write down the things that made you who you are today. You can use the guides in the sample below, or just make it up!

SAMPLE MAP

The center line marks the division between our past/present and our future selves

EYES:

What you've seen in life that shaped who you are. What you want to see in the future, visions you have for your community.

HEAD:

People, teachers, ideas that have had a big impact on you. How would you like to amke an impact on people?

EARS:

What you heard in life that influenced you (music, speech, quotes). What do you want the next generations to hear, that will positively influence them?

HANDS:

What have you created or built? What do you want to create or build?

HEART:

Important people, relationship, things that you love and that make you who you are.

MUSCLES:

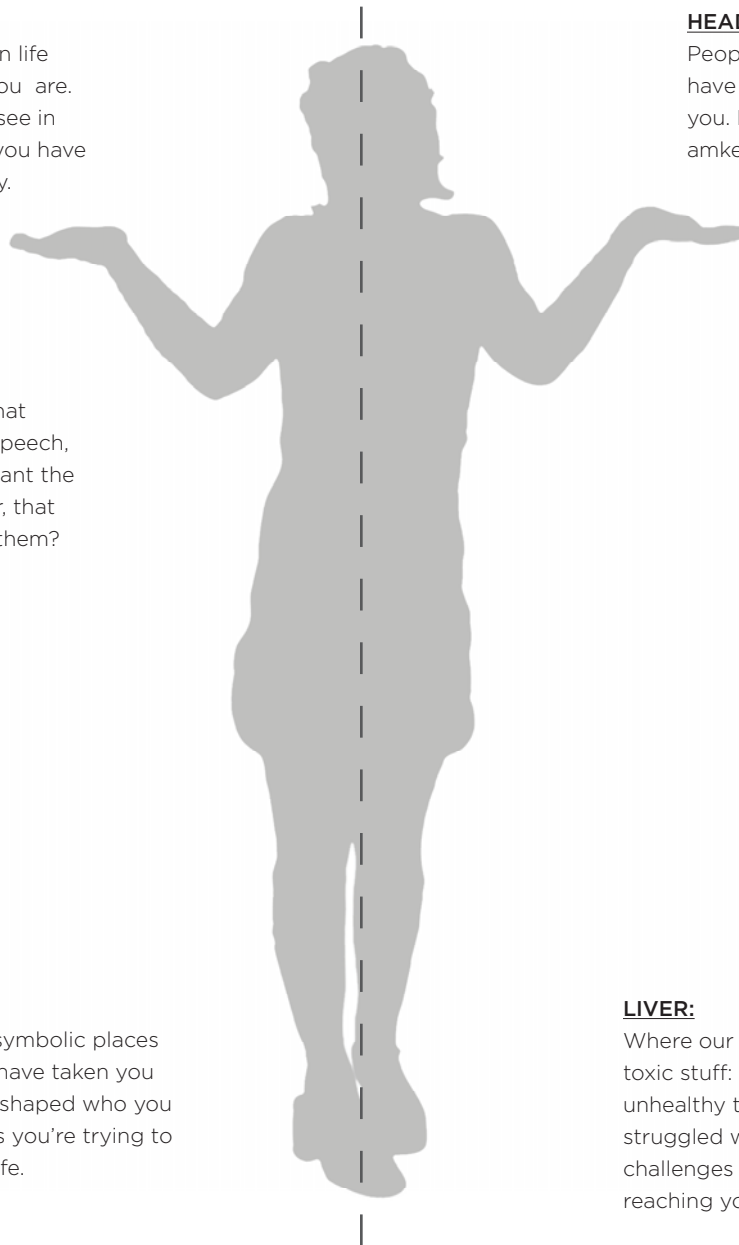
What are your sources of inspiration, support, strength, power?

FEET:

Real and symbolic places your feet have taken you that have shaped who you are. Places you're trying to get to in life.

LIVER:

Where our bodies store the toxic stuff: What are some unhealthy things you have struggled with in life? What challenges are in th way of reaching your dreams?





Draw your body/life map:

BODY/LIFE CHART



BODY	PAST EXPERIENCES	FUTURE VISION
EYES		
EARS		
HEART		
FEET		
HEAD		
HANDS		
MUSCLES		
LIVER		

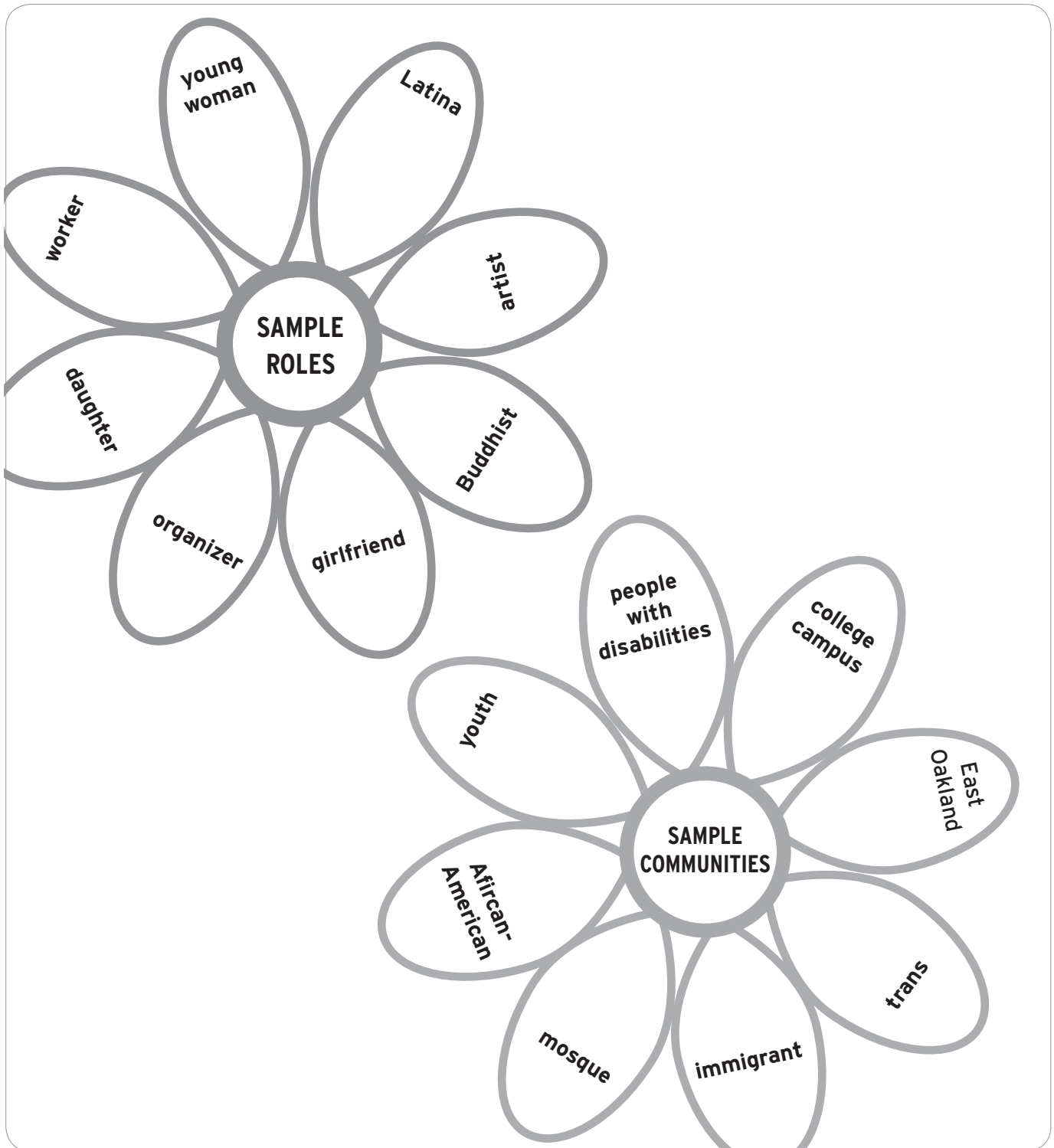
Based on the reflection and visioning of your body/life map, use the space below to write

What Drives You? What is Your Purpose?

Refine the writing above into a 1-2 sentence purpose statement:

ROLES & COMMUNITIES

Draw two flowers on the next page. Based on your brainstorm, fill in each petal on one flower with your different roles in life. Then fill in the petals on the second flower with the communities you are a part of.





Draw two flowers: one for your roles, one for your communities:

VEHICLES VOCAB

The following is a list of different vehicles we may use to achieve our goals.

ALLIANCES

The vehicle that allow groups to connect and carry out a long-term strategy within their section while maintaining a specific role and purpose for their organization

CADRE ORGANIZATIONS

A small group of leaders that are often representing the work of a radical political organization, who come together to implement a strategy for political change in the society. Group members insert themselves into key organizations and parts of the society in order to spread their vision for social change and build other mass organizations that reflect the values of the group.

CELL ORGANIZATIONS

Similar to cadre organizations, cells function to carry out the purpose of radical change. Cells are often functioning not as organizations with a public identity, but function underground and only emerge to engage in specific activities. Unlike cadre organizations, cells often function independently from any central leadership authority and act independently to support a broadly shared vision. Cells reflect more of a network structure.

COALITIONS

Usually a temporary coming together of a group of organizations to accomplish a specific purpose. The purpose could be shared goals, opponents, or the desire to share resources.

COLLECTIVES

Flat organizational structure where the members of the group are responsible for or involved in making all the decisions. There are no ranks or structures that make one person more powerful than another. Collectives in this resource are particularly popular among art, organizing, or media groups. Also see Consensus Model

COMMUNITY-BASED ORGANIZATIONS

Organizations where the community directly affected by an issue organizes itself, identifies how it will address the issue, then works in the community to create the changes it wishes to see.

ELECTORAL POLITICAL PARTIES

Electoral political parties are associations formed around a shared set of principles and values that run candidates for elected office. In the US there are two main parties, the Democrats and Republicans, and smaller third parties, like the Libertarian Party, Reform Party, and the Green Party.

FAITH-BASED ORGANIZATIONS

A non-profit organization, corporation, or unincorporated association that brings together people of a common faith or religious belief for the purposes of personal development, community development, political power, or profit. Ex: Churches, Mosques, Synagogues, Temples, Religious Orders, Religious Schools, Religious Media, Faith-based Political Organizations.

FOR-PROFIT BUSINESSES

A corporation set up to provide goods, services, or information in exchange for money. Corporations have rights like people and are only responsible to provide their shareholders a profit.

FOUNDATIONS

Non-profit institutions which hold, steward and give money to non-profits in the U.S. and internationally. Money in foundations is tax exempt, and theoretically, the money that foundations hold has to benefit the public good. However, foundations are only required to give away 5% of their income and often function only as a tax shelter for the very wealthy. They allow people with wealth to keep control of money that would have otherwise gone to the government. Despite this, a number of left leaning foundations in the U.S. provide crucial support to base-building and movement work.

GANG/STREET ORGANIZATIONS

Formal or informal networks of people organized for the purpose of protecting their members from other organizations, of claiming and protecting local territory and of running legitimate and/or illegal business to provide income to its members.

GOVERNMENT AGENCIES

These include the different branches of local, state, and national government, the judicial, legislative, executive branches, and bureaucratic branches of government. Examples include: The public school system, the president, the department of motor vehicles, the water department, the police department, and the environmental protection agency.

MEDIA

An information platform of tools that *should* facilitate the the essential human right to free public communication. These tools all too often reside in the hands of a corporate few. **Blogs** are an example of New Media; they are online public journals, which apply the principles of successful social networks. They have become popular destinations that often "trump" and influence Old Media.

NETWORKS

A network is a loose association of people who have something in common and can be formal or informal. For example, The BLOC Network is set-up for individual movement workers to get support; access opportunities, information and resources that help them grow as individuals and stay connected to social justice work.

NON-PROFIT ORGANIZATIONS

A corporation that is set up to provide a public service where the directors of the corporation cannot personally profit from the work of the organization, because their organization's profits must be put back into the organization and not given to individuals. The organization does not pay taxes. Ex: churches, hospitals, universities, community organizations, service groups, advocacy groups, arts organizations, and think tanks.

POLITICAL AFFINITY GROUPS

A group of people who come together because of a shared identity, purpose, or objective. Examples can include identity-based groups.

PROFESSIONAL ASSOCIATIONS

Similar to unions, these groups of people who share the same profession and meet regularly to define and advance the practice of their profession, provide support to other members, and promote their profession in the larger society. Ex: The American Medical Association, The National Organizer Alliance

REVOLUTIONARY POLITICAL PARTIES

Political parties that seek to transform society, not primarily through the electoral process, but through an overthrow of the current government. Revolutionary parties may engage in many other activities from building parallel and alternative institutions that are not connected to the formal and economic and political structure.

SOCIALLY-RESPONSIBLE BUSINESSES

A socially responsible business aims to create profit while also having a positive long-term impact on customers, suppliers and employees as well as communities and the Earth. Specific practices include humanizing the work place, community involvement, environmentally sound business practices, respecting human rights, and conversion of the war making segment of our economy to peace building. Cooperative businesses are one example of a socially responsible corporation. Cooperatives are collectively owned and controlled by their workers, for example, their workers control the use of the profits that the corporation produces.

UNIONS

An association of workers who join together to fight for rights in the workplace, and elect leaders to negotiate with their employers to protect their interests. (Ex: Teachers' Unions, Low-wage Worker Unions, Actors' Unions, Hotel and Restaurant Workers' Unions, etc.)

Sample Theory of Change

I believe that the root of most social problems is that power is concentrated in the hands of a tiny percentage of people. I think a transformation of the current system of global imperialism will happen when global warming creates chaos for a critical mass of people, and they rise up and take back control of their communities and resources. I believe that all people have equal potential for brilliance and cruelty. I think it is important to try and work from a place of love and compassion, and to cultivate a discipline of hope.

What's Your Theory of Change?

What are Your Goals?

NOW

SHORT-TERM

INTERMEDIATE

LONG-TERM

IMAP

INDIVIDUAL MOVEMENT ACTION PLAN



BUILDING LEADERSHIP
ORGANIZING COMMUNITIES

MAP IT OUT

What is an IMAP?

IMAP - also known as “The Plan” or an Individual Movement Action Plan.

The IMAP is a tool to figure out the next steps in your journey. Plot goals, roles, communities and vehicles you want to be a part of in the long-term, intermediate, short-term - and NOW!

SAMPLE IMAP

	GOAL	ROLE	COMMUNITY	VEHICLE
NOW	Graduate	Student	1st generation immigrant family	University
SHORT-TERM	Win campaign	Lead organizer	Low-wage workers	Base-building community organization
INTERMEDIATE	Transfer leadership	Mentor	bloc	bloc support circle
LONG-TERM	Do development work in my homeland	Networker/Connector	Social venture capitalist	Micro-finance institutions



CREATE YOUR

	GOAL	ROLE
NOW		
SHORT-TERM		
INTERMEDIATE		
LONG-TERM		

OWN IMAP

	COMMUNITY	VEHICLE
NOW		
SHORT-TERM		
INTERMEDIATE		
LONG-TERM		