

Getting Started: Core Concepts for Social Justice Education

QUADRANT 4

Name of Activity: Envisioning Change

Purpose: The purpose of this activity is to inspire the participants to imagine what can be possible when people come together to create change.

Time Needed: 25–30 minutes

Preparation Needed: Collect pictures, Internet sources, news articles, lyrics, and quotes that describe different forms of social action

Materials Needed: Newsprint and examples for stations

Risk Level: Low-risk

Procedure: Tell the participants they have one minute to do a free word-association activity. When you hear the words “creating change,” what comes to mind? Have the participants brainstorm on paper and then do a brief share-out. Limit this activity to five minutes or less.

Around the room, post approximately *four* prepared newsprints or stations with examples organized along specific themes—pictures, news articles, lyrics, and quotes related to specific social actions would be particularly helpful. Depending on the size of the group, divide the participants into groups of three to four and have each group start at a different station.

Give the participants approximately two minutes at each station (10–12 minutes total) before instructing them to rotate. Invite them to consider the following questions:

- What is the purpose of this action? What is this action responding to?
- Who is involved in the action step? (Who is not?)
- What resources have been brought together to support this action?
- What methods/strategies are or were being used to implement this action?

Upon completion of the gallery activity, bring the group back together and pose the following questions:

- What feelings or reactions do you have after participating in this activity?
- What observations did you make during the activity?
- What themes did you notice between examples?
- What additional examples did you think of while participating in this activity?

Facilitation Notes: You may also invite the participants to bring examples of social actions (e.g., social movements, community leaders) and post them around the room before the

activity begins. Videos can be effective but must be kept very short. Facilitators are encouraged to pick examples that demonstrate efforts on individual, cultural/social, and institutional levels. It is also helpful to include examples that relate to the participants' campuses or local communities.

Accessibility Notes: None

Recommended Reading (Participants): None

Recommended Reading (Facilitators): None

Credits:

Zúñiga, X. (2015). *EDUC 202: Exploring social/cultural differences and commonalities intergroup dialogue curriculum*. Social Justice Education, University of Massachusetts Amherst.