

Learning activity

## Naming Challenges

**TIME:** 30-45 mins

**LEARNING AIMS:**

- Build a shared understanding of the challenges related to scaling up strategic thinking and practice from campaigns and projects to movement building level
- Identify the key learning needs within the participant group.

**NUMBER OF PARTICIPANTS:** Unspecified

**PREPARATION AND MATERIALS:**

Prepare a large flip chart of the Strategy Cycle. With a group of 8+ people, we use a diagram drawn on 4 x A1 sheets. This will have been drawn up for the previous activities 'Reviewing the Strategy Cycle' and 'Harvesting Tools and Experience'.

**FRAMING:**

Here we begin to open up discussions about the differences within strategising, taking into account different scales of intended impact and influence. We'll ask about the challenges that arise as people try to take wider movement dynamics into account and extended socio-political contexts.

**FACILITATION:**

**Step 1. Identifying challenges**

Using material from the MLC Curriculum Part 3 on Strategy and Movements, name some of the difficulties that arise when we begin to think strategically about building movement power to effect large scale transformative change.

Ask participants to take time in pairs to discuss some of the key challenges that they have encountered or recognise in developing strategy related to movement building.

After a period of discussion in pairs (10-15 minutes), ask them to name these challenges, writing them on post-it notes and adding them to the Strategy Cycle Diagram. Use coloured post-it notes that easily differentiate them from the post-it notes of tools that were harvested in the activity 'Harvesting Tools and Experience'.

**Step 2. Discuss the harvested challenges**

Work your way around the Strategy Cycle diagram with the whole group, drawing out discussion on the challenges that have been captured on the post-it notes. Use this as an opportunity to help the participants to share insights with each other into their learning needs. Look for opportunities to make connections between the different challenges that have been named and to understand the challenges in the context of the work and experience of the group.

Harvest a list of the challenges, see if they can be clustered and connected themes identified, and use this to help shape further sessions, to ensure that they are tailored to the needs of the group and their experience.

**SOURCE:** Ulex Project