

IDENTIFY SOURCES OF INFORMATION

Session 9

90 minutes

The Power Analysis Matrix is adapted from Co/Motion Guide to Youth-led Social Change by the Alliance for Justice, www.afj.org/index.html

OBJECTIVES:

Youth will discuss and identify who can give them information about their topic, and who has power and influence in community and school decision making.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes.
- Copy the *Power Analysis Matrix* (Master Copy 3.9a) before the session: one copy for each participant or make a poster on butcher paper.
- Create four stations around the room labeled Our Group; Allies; Opponents; and Decision Makers. See *Stations for Power Analysis Activity* (Master Copy 3.9b) for materials and instructions. Each station should have pens and a sheet of butcher paper with the respective questions or charts.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): One word that describes how you are right now.

Explain that today you will be analyzing the people and groups who could impact your research efforts – their positions, the influence they have, and the power they exert. If necessary, review any unfamiliar terms the participants might encounter.

II. WARM UP: TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie. Hint: Hand out index cards or scrap paper and have youth take a few minutes to think about what they are going to say. This will keep the truths and lies varied, and will help the activity to move more smoothly.

Allies, Opponents, and Decision Makers



III. POWER ANALYSIS (60 MINUTES)

Step 1: Small Groups – 35 minutes

- Divide into four small groups and assign each group to a station (Our Group, Allies, Opponents, and Decision Makers). Give them 15 minutes to answer the questions or fill in the charts at their station.
- Ask each group to rotate to the next station, review what the previous group wrote, and add or note disagreements or confusion, marking these for the large group discussion. Give each group about five minutes at each of the new stations.

Step 2: Whole Group Discussion – 10 minutes

- Reconvene and review the final answers and charts for each station.
- Ask if any questions or problems arose as they moved among the stations.
- Review the people or groups that came up at each station. Ask if there are additional people or groups who should be included. Are any people or groups on more than one chart?

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- Have one or two volunteers write the names of every person or group mentioned on sticky notes – with one name or group per sticky note. Distribute at least one of these sticky notes to each individual youth.

Step 3: Power Analysis Matrix – 15 minutes

- Present and explain the *Power Analysis Matrix*.
- Invite each youth to place his or her sticky note in the quadrant he or she thinks best represents the position and the power of the person or group written on it. After each places the sticky note, ask him or her to explain the decision. Then ask the group if they agree. Adjust the placement according to the discussion, using the group decision-making process if applicable.

IV. DISCUSSION: (10 MINUTES)

How can we include these groups and individuals in our planning and in carrying out our research and action project?

- How can we inform our helpers?
- How can we sway our opponents?
- How can we stand up to our adversaries?
- How can we collaborate with our allies?
- How can we persuade the decision maker(s)?

From this discussion, create a chart on butcher paper with three columns (see below).

Keep this chart for after you have completed your research. You will refer back to this list when you are designing your action campaign.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Who is your greatest ally?

SAMPLE CHART:

Partner (Allies)	Inform (Helpers)	Persuade (Decision Makers and Adversaries)

 Power Analysis Matrix

Adapted from the CoMotion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	ALLIES	ADVERSARIES
LOW DEGREE OF INFLUENCE	HELPERS	OPPONENTS

EXAMPLE OF POWER ANALYSIS MATRIX

A Student Council has discovered that many youth in their community have a hard time paying for bus passes to get to and from school and other activities. They have created a proposal to get free bus passes for students. They are now exploring their allies, adversaries, helpers, and opponents. Here is what they have identified:

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	MAYOR	CITY COUNCIL MEMBERS BUS COMPANY
LOW DEGREE OF INFLUENCE	MEDIA PARENT-TEACHER ASSOCIATION (PTA)	CHAMBER OF COMMERCE

Station for Power Analysis Activity

STATION 1: OUR GROUP

1. What is the issue we are working on (our research topic)?

2. What is the cause(s) of the problem or issue?

3. What is our long-term goal or solution to the problem?

4. What do we hope to do or change as a result of our work?

 Station for Power Analysis Activity

STATION 2: ALLIES

1. Who are our allies (the people, organizations, or groups that will support and assist us)?
2. What do they do or care about related to our topic or issue?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

ALLIES	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

 Station for Power Analysis Activity

STATION 3: OPPONENTS

1. Who are our opponents (the people, organizations, or groups that will NOT support us and may even work against us)?
2. What do they do or care about?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

OPPONENT	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

 Station for Power Analysis Activity

STATION 4: DECISION MAKERS

1. Who makes decisions that can impact this issue?
2. What are their official titles and jobs?
3. What are their positions on our issue or topic? Why?
4. What are the decision makers' limitations to meeting our goals?
5. Who else has access and ability to influence the decision makers?

DECISION MAKER	TITLE OR JOB	POSITION ON THE ISSUE	LIMITATIONS	INFLUENCES (WHO DO THEY LISTEN TO?)