

- What does the ranking of priorities represent?
- Can you identify a real-life example where something like this might happen?
- Are there situations where the people with the masks went against what the rules? (Can encourage students to look back to a social change movement discussed earlier in the class). What happened?
- Who are the marginalized populations in real-life social movements?
- Who are the marginalized people in your community?
- Why are they marginalized?
- Are the marginalized always marginalized or can that change?
- Do you feel like you are marginalized? In what way?

### **Extension**

- Instructor may want to preface the discussion by ensuring that it is a safe space and that people should understand that this is only a simulation, but it might say some telling things about human nature.
- Instructor may want to take note of some of the conversations, discussions or issues that come up and bring it up in the discussion.
- Oftentimes, the students might bring up ideas and thoughts that the instructor hadn't thought of, so sometimes it's good to just let the conversation flow.
- Make sure to bring up the topic of marginalization and tie it back to the discussion raised in *Leadership for a Better World*.

### **Sources**

Adapted from activity contributed by Julia Eddy, Bread for the City (Washington, DC)

### **Keywords**

Marginalization, power, privilege

## **Personal Sphere of Influence Model**

### **Description**

Students work individually to identify their sphere of influence by creating a model that represents their "sphere."

### **Purpose**

- To identify their personal spheres of influence (the people who have influenced their ideas and experiences and have been involved in their achievements). This will serve to help inspire them to use their sphere of influence to be involved in social change.

### **Kolb cycle**

Abstract Contextualization

### **Number of Participants**

Any size is appropriate

**Time requirements**

20-40 minutes

**Space requirements**

Regular classroom space

**Materials**

8 1/2 x 11 paper (color optional)

Pens, pencils or markers (provide multi-colored set of markers or colored pencils to allow for creativity)

**Outline**

1. Begin with discussion questions about the *sphere of influence*
2. Pass out paper and pens
3. Ask students to create their own personal sphere of influence model
  - a. Have students keep in mind the “sphere” when creating the model
  - b. Encourage creativity
  - c. This part may take 10-20 minutes depending on how involved the students are
4. Ask students to share their sphere if they feel comfortable
5. Discuss how they feel their sphere can help them create change – use final discussion questions

**Processing Questions**

Pre-activity questions

- What is a sphere of influence?
- Why a sphere?
- Think about these questions as you create your personal sphere of influence model and make notes next to each person:
  - How have people influenced you?
  - How have you influenced them?

Post-activity questions

- Who is in your sphere of influence and why?
- In what arenas do you have the power to make something better?
- How could you use your sphere of influence to make change?
- In what arenas would you like things to be better?
- How do you utilize your current sphere of influence to create change there?

**Extension**

- Keep the directions open for interpretation which will allow for creativity and deeper reflection on the topic. This activity may also be useful in leading towards a journal-entry or essay.

**Keywords**

Sphere of influence, power