

WHEEL OF CHANGE*

- learning about finding yourself when facing change

The aim of the 'Wheel of Change' exercise is to make participants aware of motivation and change as a process. Knowing this is important for many of the other exercises. Participants learn to take an active approach to the theory of change processes. Even desirable changes can be difficult. Motivation, and wishing to change parts of our lives, is also about going through different stages in a change process. Learning about the process enables participants to see where they are with respect to various changes. Knowing this can help them formulate their own level of motivation and thus get the support and assistance they need from the educator.



Approximately 15 minutes for the educator to review the stages.
Minimum 30 minutes for dialogue on the stages



'Wheel of Change' for each participant
Good table space



Communication from the educator
In pairs (person beside)
Group dialogue



The educator must be aware of the stages in Prochaska and DiClemente's change model which is background knowledge for many of the exercises on change and goals
Also used for 'Physically (Im)possible'

* Source: James Prochaska og Carlo DiClemente

STEP BY STEP

1. The educator introduces the aim of the exercise: To make participants aware of the stage they have reached in their change process.
2. The educator might start by saying: "Today we shall be reviewing a model used worldwide to check how prepared someone is to change a habit, for example. Research has shown that we can seldom change something just because we want to but there has to be a process in which we go through different stages for a change to occur. We illustrate this process with the 'Wheel of Change'. Throughout the whole learning process, we shall be working on habits, exercise, goals and change. So we can choose to use what we know about the Wheel of Change in various ways."
3. The exercise can be done in several ways:
4. Version 1: The educator goes through the 'Wheel of Change' by considering one stage at a time and saying what happens in it until the whole 'Wheel of Change' process has been completed.
5. Version 2: The same exercise except that participants as a group report their own reactions to the stage concerned.
6. Version 3: A 'Wheel of Change' sheet is given to all participants. The educator goes through the 'Wheel of Change' by considering one stage at a time and reporting what happens in each stage. They then have about 3 - 4 minutes to talk with the person next to them about the particular stage, for example using the partial sentences on the stage.
7. The advantage of Version 3 is that it makes participants reflect actively on what the educator has said. Working on their own 'Wheel of Change' makes abstract knowledge more concrete for participants so they can remember it better.
8. The educator then continues with the next stage of the process. The exercise is repeated until all stages have been considered.
9. When summing up, the educator can ask the group what participants have talked to each other about and whether they have questions about the 'Wheel of Change'.
10. The educator can finish the exercise by commenting: "Don't answer now but each of you think especially about how much you are prepared to change a habit."