

## About this Pack

This pack has been developed in a fashion that will allow facilitators with good group work and facilitation skills and a strong Community Learning and Development background to be up and running with a little preparation.

The materials will suit those who are new to volunteering and also those who want to further develop their knowledge, skills and understanding of community activism and community learning and development. The course is participative and includes opportunities for individual, small and full group involvement.

Notionally levelled at SCQF Level 6 - participants can use their learning as a stepping stone to further training or accredited programmes as well as improving and developing their involvement and delivery as local activists. As the pack has been developed with the levelling and accreditation process in mind it is important to stick to the learning outcomes, although you may decide to include other favourite activities which will achieve the same outcome.

There is a definite flow to each unit should the facilitator decide to run the course from beginning to end with a new or existing group, however each unit and session has standalone aims and outcomes, therefore can be used individually to meet an existing or arising need.

The layout of the materials has been designed in a manner which allows easy recognition of the three main elements – TUTOR'S NOTES/RESOURCES – HAND-OUTS – WORKSHEETS .

Look out for the following:

S.E AND CENTRAL CONSORTIUM COMMUNITY ACTIVIST TRAINING PACK

**TUTOR'S NOTES –**



**HAND-OUTS** - Look for this logo on the **BOTTOM RIGHT** of the page.

**WORKSHEETS** – Look for this logo on the **BOTTOM LEFT** of the page.

**Tutors Notes** for each session include suggested, timed activities that will meet the learning outcome for that session and contribute to the overall purpose of the unit. They also indicate what pre-delivery preparation and resources are required to run the activity.

**Hand –Outs** are clearly numbered and should support the learning/discussions/input/ for each appropriate session

**Work sheets** are used to allow participants to reflect and record the activities and learning taking place. Individually and collectively completing these either during the session or as home study contributes to the overall learning. Should the course be used to gain accreditation for e.g. SQA 10 hour units in Communication, they can provide evidence of learning for this purpose.

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**Appendices** included in a separate folder are mainly for use by facilitators as reference, or to support the further development of existing or new materials. Some of these may also be used for suggested background reading for participants throughout the sessions.

**Toolkit** section of the pack is a collection of tried and activities which can be used to support the various sessions in the pack. They may serve as an alternative or additional learning opportunity which better suits your delivery style and the needs of the participants.

**Powerpoints/DVD Clips** are included in a number of the sessions. As well as including a copy of the slides with tutor notes, there is also a copy in hand-out form for distribution to participants. Within activity notes there will be instructions on timing and numbers of slides to be used etc. All presentations start with mouse click and where a DVD clip is part of the p/p it has been inserted as such and will also start with a double click in the centre of the slide.

### **Some Tips about collecting evidence of learning:**

**Flipchart notes:** For full group discussions – where appropriate, facilitators should note any key points/ heading the sheet with the date, session & activity number and “Full Group”. Have these typed up for next session to distribute to the participants as a hand-out or email them to participants prior to the next session.

For small group discussions/activities – have each small group head the sheet as above and with the names of those involved in the activity. Type/photograph as above. These can then be used as evidence of their learning and participation for their individual portfolio.

**Take Pictures/Video clips:** Get permission from participants to take pictures during the activities and circulate copies or have a mini handheld Video recorder at hand to take shorts of some of the more active sessions

**Evaluation forms/learning logs** – collect these in and then return them – they will help you as a facilitator to identify where participants may need additional support, when an activity has not quite met the outcome, where something may need to be further discussed or explores and give feedback about you delivery as well as the content on an ongoing basis.

**Worksheets/Learning Logs/personal notes:** any written work produced by the participant can be used as evidence of their learning.

**Witness Statements/Peer Testimonials/Workplace reports/plans etc.:** these can all be used to evidence participants putting into practice what they are learning on the course.

**Support:** Encourage/support participants to set up peer support sessions with others in the group outwith course delivery times and to discuss the course requirements with local fieldworkers to get help from them to complete tasks/written work/projects.