

Tutors Notes: Pre –course information session

Activity 1

Ensure that refreshments are available on arrival and allow time prior to beginning the session for participants to settle and begin to feel comfortable.

The purpose of this input is to create a comfortable and conducive environment for the participants and ensure that they get to know the staff, are familiar with the building being used, any appropriate health and safety information and have a clearer understanding of what to expect.

Activity 2

The main aim of this activity is to allow an opportunity for participants to introduce themselves to each other, share some information about themselves, relax, have some fun and become more comfortable in each other's company. An activity with which you are comfortable can be used as an alternative.

Activity 3

This part of the programme provides a short background to where the need for this training has come from and its development.

Activity 4

This activity is designed to allow participants the opportunity to begin to explore their understanding of the purpose of CLD.

Activity 5

Facilitator should use this activity to make reference to national priorities/ National guidance / CLD Standards Council / Community Empowerment Bill / Christie report - Co-production, etc. This is to begin to establish the bigger picture and explore with participants the role of community activists in these.

(Information on all of these can be found in the appendices section of the pack or on the internet).

Activity 6

Prior to the session complete the final slide/s of the PowerPoint with the necessary information regarding the arrangements for the local delivery of the programme etc. A supporting handout for participants to take away would also be useful.

Activity 7

Support available to participants will vary between organisations and areas. Use this session to explain to participants what they can expect in the way of support from staff on the course, in their local area/project, in relation to travel/care costs/ literacy support etc.

Activity 8

This time can be used by the facilitator to support participants through the application process on an individual basis if required, responding to specific queries and needs.

Activity 1 – Introductions

Method – Tutor input



- 5 minutes

Prior to the beginning of the session ensure room is set up in a way that all of the activities in this session can be facilitated, is comfortable and access to refreshments is organised.

- Welcome participants and introduce staff team.
- Briefly explain the purpose and timetable of the session.
- Go over any housekeeping, fire evacuation procedures/ breaks etc.

Activity 2 – Ice Breaker – Tea Party

Method – Full group activity



– 15 minutes

Tea party activity – (ideal number for one set of players is maximum 20) more than one set can be run at the same time if space allows.

- Two rows of chairs facing each other or if there is no space two rows of people facing each other with enough room to move about.
- Each person is given a Tea Party Booklet and asked not to open it until the activity begins.
- Explain to the participants that at an agreed signal they tell their partner their name and begin to discuss the topic on the first page, on hearing the facilitator calling out “CHANGE” the first person sitting on the right hand side of the facilitator should stand and go down the back of the chairs on the right hand side. **(The people on the left hand side do not move during this activity - so this is the place to put anyone with mobility concerns).**
- In the meantime everyone in the right hand row should move up a seat. Each time you shout change they repeat the move and turn a page in the booklet. New face, new topic each move!
- Have a trial run if it will help.
- Everyone should now be facing a new partner so the activity proper can begin.
- Starting with page one repeat and at the next change everyone should turn to the next page in the booklet and begin to discuss the next topic.
- Continue the process until the person who moved first is back in their original place or the booklet is finished. (You can run two or three sets at the same time if you have a large number or add more pages to the booklet).
- Return to full group setting for next activity.

You Will Need – Pre prepared Tea Party Booklets (template included) one for each person.

Space and maybe a whistle! It can get noisy in a bigger group!

Activity 3 – Background to the Training

Method – Tutor input



- 10 minutes

Using Power point slides 1 - 6 the tutor should deliver a short input using the suggested slides, about the background to the programme.

This will explain the reason why this programme has been developed and is being offered out to community activists and volunteers.

Personal Notes:

You will need:

Laptop / LCD Projector, copies of PowerPoint slides as hand-outs for participants.

Handout Specific Aims of the Award

Handout Session Descriptors

Activity 4 – What is Community Learning and Development?

Method – Activity –Agree / Disagree



- 25 minutes

Place a pre prepared poster on one side of the room (on the wall or floor) stating 'Agree'. At the opposite side place a poster stating 'Disagree'. In the middle place a poster stating 'Don't Know'.

Explain to participants that they should stand up and move away from the seating area, to stand near the prepared area.

Inform them that you will read out a statement expressing what community development is about. You will then request that they move to the area which matches their view of the statement - 'Agree', 'Disagree' and 'Don't Know'.

Let participants know that at this stage this is about their individual choice and they do not need to confer.

When everyone has moved ask for short feedback from individuals in each area asking them why they agree, disagree or don't know. Prompt discussion about where people have placed themselves. Then ask if anyone would now like to move having heard the opinions of others.

Use as many statements as you feel are appropriate to the group or as time allows. (List of possible statements below).

To tie the activity up explain that this is the beginning of a wider exploration around their understanding of the purpose, ethos and values of CLD practice which will be revisited in other sessions of the course.

You will need:

Pre-prepared posters, A4/A3 size and laminated with “AGREE”, “DISAGREE”, “DON’T KNOW” to place on the wall / floor.

AGREE/DISAGREE STATEMENTS

CLD is about...

- Getting back “Community Spirit”.
- Supporting the development of “The Big Society”.
- Fostering a sense of community among people.
- Helping people reach their full potential.
- Changing the nature of the “professional” role.
- Giving knowledge and information to enable people to make positive decisions about their lives.
- Working with groups rather than individuals.
- Keeping young people of the streets.
- Providing activities as a way of controlling social unrest / anti-social behaviour.
- Beginning a process of redistribution of wealth, power and resources.
- Recognising and valuing skills, knowledge and expertise of individuals and groups in local communities.
- Helping working class people become more like middle class people in attitudes and behaviour.
- Getting other people to do what you think needs done.
- Saving money on services if people can do things themselves.
- Confronting racism, sexism and other forms of discrimination.
- Learning how to do flower arranging and other pastimes.
- Learning about the world we live in.
- Working yourself out of a job.
- Learning how to influence and cope with change.
- Learning how to speak up for people.
- Learning how to campaign against “The System”.
- Improving things for everyone in a community.

Activity 5 – Fitting in to the Bigger Picture

Method – Tutor Input and Group Activity



- 20 minutes

The purpose of this activity is to support participants to make the link between what they do in their local communities and the contribution this makes to national initiatives and priorities.

Tutor should spend a few minutes making reference to a few current / relevant policies and guidelines at a national level which impact / have impacted/influenced the way Community Learning and Development is delivered at local level.

For example:

The Christie Report – examining how delivery of Public Services has to change and improve.

The Big Society – report on how members of the public can be encouraged to take on the responsibility of delivering services in local areas.

Strategic Guidance For Community Planning Partnerships – recommend that public services ensure service users are more involved in decisions around the shape of the service, what is delivered, participatory budgets etc.

Welfare reform – changes to the tax and benefits system and the impact on local communities.

Community Empowerment Act – transfer of assets to local communities

All of these will be covered in more detail as we go through the course.

Refer to the powerpoint slide with the National Priorities, read through and clarify any questions.

Split participants into small groups and pass round pre-prepared flipchart and pens for each group.

Each group should spend a short time discussing and noting down any activities, projects, groups they are active in which would contribute to each of the areas of specific focus.

When they have completed this they should be prepared to feed back to others 2 points from their group.

Allow each group to feedback, encouraging them to report on different points – getting a bigger variety of responses.

Put the notes on the wall and encourage people to look them over, ask questions/clarification of each other over the break which follows this activity.

Point out to the groups how much they do in their local areas which helps to achieve national priorities as well as providing local opportunities.

You will need:

Prepared Flipchart sheet for each group (as below) and pens:

FLIPCHART SHEET

Specific Focus

- Improved life chances for people of all ages, through learning, personal development and active citizenship
 - Stronger, more resilient, supportive, influential and inclusive communities
- Type these flipchart sheets when completed and have copies available for participants at the next session. This is useful for collecting evidence of learning and participation.

Activity 6 – What can you expect if you decide to take part?

Method – Tutor input, P / P and discussion



- 20 minutes

Using the remaining slides (6 -12) of the PowerPoint presentation and relevant hand-outs the tutor should input information about the course content, expectations and delivery times etc.

This should give the opportunity for any general or more specific queries to be answered, hopefully allaying any concerns and considering any barriers that may be around for those thinking of applying to take part in the training.

Personal Notes:

What you will need

Laptop/LCD Projector & remaining P/P slides

Activity 7 – Completing the application

Method – Individual written task with tutor support



- 20 minutes

Distribute Application Form and remind participants of the process (as explained previously), what happens after they complete and return their application, timescales for being contacted re arrangements for taking part. Allow time for individuals to complete the form and where necessary respond to individual requests for support.

If it is a large group it may be useful to have two or three other facilitators available to assist participants at this stage.

You will need:

An application form and pen for each participant.

Activity 8 – Questions, evaluation and ending

Method – Discussion, activity



- 10 minutes

Collect completed application forms.

Ask if there are any final / general questions.

Carry out a simple evaluation which will give feedback on the following points:

- What did you expect from attending this session?
- What was the most useful part of this session?
- What would you change about this session?
- Is there anything you thought you would learn and didn't?
- What was the key point you learnt this evening?

Prior to thanking the participants for attending, you may also want to use a short closing activity. It could be going round the group and asking them what they intend to do when they get home /next day / next weekend or something similar.