

Session 1

Total time 3 Hours

Objectives:

By the end of this session participants should have:-

- Been introduced to the purpose, values and ethos of to Community Learning and Development
- Identified some of the main legislations and policies which cover working in communities
- Reflected on and discussed how their work in their community links to CLD purpose, values, ethos and competences
- Identified and discussed their understanding of the term “Community Activist”

Outline:

Activity 1	Welcome & Introductions	15 minutes
Activity 2	Hopes and Fears	20 minutes
Activity 3	What is CLD?	25 minutes
Activity 4	What is a community Activist?	25 minutes
Activity 5	Individual and Collective Action	20 minutes
Activity 6	Dictionary of Community Activism	25 minutes
Activity 7	How good are we?	30 minutes
Activity 8	Learning Log and Evaluation	15 minutes

Tutors Notes: Session 1

Activity 1 -Welcome

This is an opportunity for ensuring that staff and participants are welcomed, introduced to each other and are made aware of any domestic/health and safety information for the day. This activity should be used to help create a positive learning environment

Activity 2 - Hopes and Fears

Providing an opportunity for participants to share their expectations of the course, express any concerns they may have and agree on how they will support each other.

Activity 3 – What is CLD?

This PowerPoint presentation should be used to further develop the understanding of the purpose principles and specific focus of CLD

Activity 4 – What is a Community Activist

An opportunity to clarify the differences between being active in your community and being a community activist and to examine a few definitions of community activism

Activity 5 – Individual and collective action

Using the prepared handout and a tutor led discussion participants begin to explore the impact of individual and community action.

Activity 6 - Dictionary of Community Activism

An activity designed to allow participants to begin to identify the individual qualities, skills and values involved in being an effective community activist

Activity 7- CLD Standards Council and professional competences

This section of the session will introduce participants to national body for CLD and the standards that are in place to encourage the good practice all practitioners. It will also allow the opportunity for individual reflection of their own practice.

Activity 8 – Evaluation/Learning Log/Homework

At the end of the sessions carry out a short evaluation/closing activity, remind everyone to complete their personal learning log. Hand out any reading/tasks to be undertaken prior to the next session and ensure that there are no outstanding questions

Activity 1 - Welcome and introductions

Method - Tutor input, introductory activity



15 minutes

The facilitator should introduce themselves and inform participants of any housekeeping or health and safety arrangements.

- Welcome participants and give a brief overview of the session
- Carry out a short, simple ice-breaker which will help put the group at ease e.g. **Name and 3 Animals** - ask everyone to choose three animals thinking about their appearance, the behaviour, any distinct characteristics the animal has. Then very quickly round the room ask each person to say their name and the 3 animals then remembers the animals they have chosen.
When everyone has done this, explain the following - they have to think about the animals they have chosen and you will tell them how their choice tells a lot about the type of person they are.
- The 1st animal they chose is how they see themselves - the 2nd is how they would like to be and the 3rd is how they are seen by others – this usually sparks a laugh.
- Distribute participant packs and explain that throughout the course there will be handouts and worksheets which will build a portfolio. This portfolio will evidence their participation and learning and act as a reference book for them in the future. They may want to use some of the activities with groups they work with when appropriate. Also explain the Learning Log will be distributed for each session and they should take the time to reflect on and record their key points after each session. This will act as a reminder of the key learning points from the session, help them identify where they may need further clarification or learning and will also be part of their portfolio – helping to identify future learning needs.

What you will need:

A folder for each participant containing general information about the course, dividers for each stage of the course and the sessions of each stage, learning log for each session
Spare pens

Activity 2 - Hopes and Fears

Method - Tutor input, paired and full group discussion



20 minutes

Ask participants to move around until they are seated next to someone they don't know all that well and introduce themselves to their partner.

- Ask each pair to discuss and note down any hopes they have regarding the course as well as any uncertainties / fears they may have about the course
- After five minutes ask the group to feedback hopes and fears - *note these onto the flipchart (underlining any points repeated by the different groups)
- Move the discussion onto looking at how the group can work together over the course defining a group culture / ground rules: look for points like 'respect others opinions', 'allow others time to talk', 'punctuality' etc. record on flipchart.
- Display flipchart on wall - each time the group meet the Ground Rules can be put up and participants can add to these as new situations arise

*** Flipchart notes from all activities should be typed up and distributed to participants at the next session for inclusion in their folders**



You will need:

Flipchart and pens

Flipchart sheet headed: HOPES/EXPECTATIONS

Flipchart sheet headed: FEARS/UNCERTANTIES

Flipchart sheet headed: GROUND RULES

Activity 3 – What is Community Learning and Development?

Method - Tutor input, discussion



25 minutes

Use the prepared Power point presentation and notes to deliver this activity. The notes indicate opportunities for the participants to contribute their comments and questions and tutors should encourage this to increase understanding.

Following the PowerPoint distribute the CLD competences and values hand-out, the CLD Guidance for Community Planning Partnerships and the National Priorities worksheet for back ground reading and home tasks.

What You will need:

CLD Competences and Values hand-out

CLD Guidance Handout (Home Task)

CLD National Priorities (Home Task)

Laptop/Lcd Projector

Handout style copies of the power point for participants

Notes copy of the PowerPoint for you own use



Activity 4 –What is a Community Activist?

Method – Small Group discussion and Tutor input



20 minutes

Tutor should pose the theoretical question are you active in your community or are you a community activist?

- Ask full group to tell you what they think defines a community activist as opposed to someone who is active in their community – allow time for discussion.
- Ask them to call out examples of people being active in their community, then examples of activism in a community.
- Record these on the flipchart divided into 2 columns one headed **Active** one headed **Activist**
- Ask if they can tell why they are different.
- Explain that those active in their community support community events and activities and may even be involved in the organisation of them.
- Offer or ask for examples of this. E.G. serving lunches at the club, running an exercise class group, helping with fundraising
- Those taking part or attending are often unaware of any intent to change through taking part.
- Often there is not one defined and participants attend for social purposes only.
- Community activists are the people in a community who make a conscious decision to make a difference and have a planned approach to supporting and enabling change in their community.
- This usually involves them involving other community members, campaigning for change as well as organising events to support the identified change.
- Split participants into groups of three or four and ask them to come up with a definition of what they think a community activist is – one sentence.
- Get some feedback, then distribute and go over the definition from the handout. This will allow participants to have an agreed baseline of understanding for the rest of the course.

What you will need :

What is a community activist Handout and worksheet

Activity 5 – Individual and Collective action

Method – Tutor input and Full group discussion



20 minutes

Distribute handout on the impact of individual and collective action and with participants read through and discuss the “ripple” effect.

As individuals we all have the the power to make change happen in our own lives and often in the lives of those with whom we have the closest relationships.

The impact of these actions impacts only on the people directly involved.

It is only when we begin to look at wider involvement in taking action/making changes that we can begin to see the impact affecting more people in the community.

In pairs ask participants to identify situations that they know of or have been a part off, that would fit into each of the bands of action and impact.

Ask each group to feedback a couple of examples and record these on the flipchart until you have an example of action and impact for each coloured band of the handout.

What you will need:

Individual and collective action - Handout

Activity 6 – Dictionary of Community Activism

Method – Small & Full Group Activity and Discussion



20 minutes

Prior to the session the Facilitator should prepare a number of flipchart sheet with letter of the alphabet distributed across the sheets. (See example below)

Stage One

In order for this activity to work best participants should be split into pairs or small groups of no more than four. Participant numbers will dictate how you format the pre-prepared flipchart sheet.

- Allocate each small group one flipchart sheet and a different colour of marker pen then explain the process.
- Allow a few minutes for the small groups to think about all of the words they can think of beginning with their allocated letters. They must record these on the flipchart sheet.
- After they have written a few ask each small group to pass their sheet to the next group on their right. They should then repeat this process, adding on any word that have not already been noted down.
- The process is repeated until each small group has had a chance to contribute to each flipchart sheet and they have their original letters back.
- The flipchart sheets should then be displayed on the wall where everyone should be invited to come and have a look.
- The facilitator should lead a short discussion



around some of the word e.g. Are there any that surprised anyone? Any that anyone disagrees with and why? Any that have been missed? etc.

Stage two

- After this take three different coloured markers/highlighters (one for each of the bold categories below) and with the group identify which of the words are **Qualities, Skills** that can be learned or Personal **Values**, circling each as you go along with the appropriate colour.
- This activity will begin the groups explorations and discussions around what effective community activists need to be/have/develop in relation to being effective and can be referred back to as they go through the course. Distribute

Example Flipchart

Dictionary	of	Community	Activism
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y		Z	

What you will need

Flipchart/pens

Skills and qualities handout and worksheet – home task



Activity 7 – How good are we? – CLD Competences

Method – Tutor input, small group activity & full group discussion



30 minutes

Input by facilitator about the CLD Standards Council who they are and their role in supporting and developing CLD practitioners as well as monitoring and maintaining professional and delivery standards within the sector.

Explain the main competences which are applicable to all practitioners, paid or unpaid, involved in the delivery of effective Community Learning and Development Opportunities and how this programme is designed to support community activists to increase their skills and competence.

- Distribute copy of the competence wheel
- Talk through each of the main competences briefly explaining what each means and ensuring the language used is understood
- Split participants into pairs or small groups
- Allocate each group one competence to look at:
 1. Know and understand the community in which we work
 2. Build and maintain relationships with individuals and groups
 3. Provide learning opportunities in a range of contexts

4. Facilitate and promote community empowerment
 5. Organise and manage resources
 6. Develop and support collaborative working
 7. Evaluate and inform practice
- Ask the pair/small groups to Write the Competence as a header on a flipchart sheet and use this to record their thoughts
 - They should think about what, as a community activist they already do in their communities to fulfil these competences and record this (tutor should circulate the groups to support this process)
 - Get feedback from each group and allow additional comments to be added or transfer any that are on the wrong sheet.
 - Key point to draw out from this activity is the idea of planned intervention and purpose, actively doing something that will make change happen and being clear about what change you would like to happen. (This will sow the seed for further exploration and discussion on the next session about the difference between “being active” and “being an activist” in your community)
 - Round up the session by pointing out that they have clearly identified that activists already display knowledge, skills and understanding etc. about delivering effective opportunities in communities and that taking part in the course will increase this as well as allowing the development of their knowledge around the purpose, value base and impact Community Learning and Development.

What you will need:

What is CLD Standards Council Handout
Copy of CLD Competence wheel Handout
Flipchart Paper and pens



Activity 8 – Learning Log and Evaluation

Method – Full Group discussion and individual reflection and task



- 15 minutes

Ask participants if there are any questions about what has been covered in the session and carry out a short evaluation using the evaluation worksheet supplied or an alternative.

The purpose of this evaluation should help to inform the tutor of the effectiveness of the session etc. as well as allowing participants to reflect on what they have experienced and learnt from taking part.

This can be collected in and returned to participants at the next session for their portfolio.

Distribute the Learning Log for the session – explain that time will be allowed at the end of each session for this to be completed and that they should take a few moments to think about their answers. As this is part of the final portfolio they should consider what they wish to write that will meaningfully show the difference that attending the course is/will make to their knowledge, skills etc. in each session.

What you will need:

Copy of Evaluation worksheet

Copy of Learning Log (if not already in folder)

