

## Session 2

Total time 3 Hours

### Objectives:

By the end of this session participants should have:-

- Reviewed their current involvement in their community
- Explored the values and attitudes of themselves and others
- Reflected on their own participation in society and what motivates people to participate

### Outline:

Activity 1	Welcome /Introductions	10 minutes
Activity 2	Making a Storyboard	30 minutes
Activity 3	Why get involved?	20 minutes
Activity 4	Stereotypes	25 minutes
Activity 5	Personal Values	20 minutes
Activity 6	Values	25 minutes
Activity 7	Prime Minister for a Day	25 minutes
Activity 8	Evaluation / Learning Log	15 minutes

## Tutors Notes: Session 2

### **Activity 1- Welcome and introductions**

This activity should be used to help create a positive learning environment, relay any health and safety or domestic information and recap on key points from previous session.

### **Activity 2 – Making a Storyboard**

This should encourage participants to reflect on and talk about their current experiences of being involved in their communities, sharing information about the various groups/projects.

/achievements/changes that have been happening in their area.

### **Activity 3 – Why Get Involved?**

Small group activity and feedback to full group discussion allowing participants to explore their own and others motivation for getting involved in community activities and action.

Flipchart notes taken in this activity are referred to in later activities therefore should be kept in view.

### **Activity 4 - Stereotypes**

This activity is designed as a light hearted way of examining our own value base and how it can impact on how objective we can be as community activists. It also explores how values may be influenced or altered. Handle this activity sensitively and ensure that are participants are aware that this is a fun activity, that the comments made will not necessarily be directed at any one individual in the group nor will they representative of the true values of those making the comments

### **Activity 5 - Personal Values**

Depending on timing this activity and Activity 8 can be run together as they naturally flow into each other first looking at individual and then collective values.

### **Activity 6 –Values**

The worksheet and discussion points from this activity should support and reinforce the idea of personal value base and community/cultural values and attitudes.

### **Activity 7 – Prime Minister for a Day**

Summarise by pointing out the key points in decision making situations, e.g. thinking of the greater good, considering collective needs, difficult to read information, pressure of time scales, being objective/representative etc.

### **Activity 8 - Evaluation/Learning Log/Homework**

At the end of the session 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 Ice Breaker

## Method – Tutor input, introductory activity



10 Minutes

The facilitator should introduce themselves, any other staff and inform participants of any housekeeping or health and safety arrangements for the day.  
Carry out a short ice breaker of your choice or use the one below to set participants at ease.

### **Three Things About Me**

Give each participant 3 small cards or slips of paper and ask them to write a different thing about themselves on each.

Collect the cards and put them in a box/hat/tin.

Ask people to come and collect three pieces of card (if any are their own they should put it back) they then have to try and match each statement to the appropriate person. If the match it correctly they give this to the person who wrote it. The aim is to collect their own three statements back or get to know as much about each other as time allows.

Alternatively one at a time ask each participant to tell the rest of the group 3 things about themselves, two of which are truths and one is a lie. Then the rest of the group have to try and guess which is the lie.

### **What you will need:**

Enough cards or small slips of paper to give 3 to each participant.



## Activity 2 – Making a storyboard

Method – Tutor input, small group activity, full group feedback and discussion



30 Minutes

Spilt people into small groups defined by geography/project or if they need to work individually, to carry out the next task.

- Give each small group a sheet of flip chart paper and some pens.
- Ask participants to split the sheet as you have on the example and number the boxes.
- Explain that they can use words, diagrams, symbols or drawings to tell the story/journey of their group/project.
- Box 1 being what life in their community was like before the project/ group or their involvement and box 8 being what their community is like now.
- Explain that in boxes 2-7 they should record the journey – how their community changed – what had to happen to get to box 8, including specific achievements, people involved, their own role etc.
- Allow 15 – 20 minutes for this.
- When the task is completed ask each group to briefly explain their journey and share their experiences.
- Point out any similarities – e.g. identifiable need, need for planning, involving others, etc.
- Place Storyboards around the room and tell participants that they will have time throughout the course to share good practice and follow up with others any points which particularly interest them.

**What you will need:** Flip chart paper and a variety of markers for each group

Pre prepared example flip chart page to display as below:

Flipchart sheet headed - PROJECT NAME and divided into 8 sections.

1	2
3	2
5	6
7	8

## Activity 3 –Why get involved?

### Method – Small and full group tutor led discussion



20 Minutes

Ask the group why people get involved in their community? What comes first personal development or community capacity building? The dilemma is the same as that of the chicken and the egg - the personal learning and development that gives people skills thus building community capacity or - getting involved in community activism – delivering change in local communities and developing knowledge and skills along the way? Doing it for the community or with the community?

**Stage 1** - Split group into twos or threes (mix people from different projects/areas if possible) and ask them to share why they are activists in their communities.

**Stage 2** – Feedback from groups and record on flipchart – point out any commonalities, key factors – if not mentioned ask if they think people generally get involved because they want change in relation to something they are unhappy with in their community e.g. lack of facilities, poor housing etc.

**Stage 3** - In same small groups discuss what they feel they personally get out of their involvement and record this on the flipchart.

In same small groups ask them what they think the community gets from their involvement. Is this building community capacity? Again list this on flipchart.

**Stage 4** – Distribute hand-outs 1-4, draw attention in the first instance to hand out 2 which shows the impact of activism at a number of levels.

**What you will need:**

Flipchart and pens

Hand-outs 1 – 4

Worksheet for the activity

Flipchart headed - **Personal Development**

Flipchart headed - **Benefit to community**



## Activity 4 – Stereotypes

### Method – Individual worksheet and group feedback and discussion



25 Minutes

Prior to the session the tutor should replicate the worksheet grid on a large enough scale to allow a number of answers to be entered in each box. (back of left over wallpaper or lining paper is good for this).

This activity is not designed to be inflammatory or derogatory towards any individuals or members of any community, only to provide a fairly tongue in cheek basis for a more serious discussion around value based judgements, where they originate from and how they develop.

The tutor should explain this point before handing out the Stereotypes worksheet. Ask the participants if for the next few minutes they can put aside their political correctness and in a fun manner, individually complete the worksheet by filling the boxes.

Allow a few minutes for this and then ask the participants to share their answers with the person next to them. This part usually raises a few laughs. Then open up the feedback to the whole group. If the group is small enough and space allows ask participants to fill in their own answers on the main grid then follow this up with a full group discussion OR as participants to call out their answers and tutor can fill in the grid.

#### **Discussion points:**

How did people feel doing the activity? Why did they feel uncomfortable, embarrassed?  
Where do these ideas about others come from?

Are all Scots tight fisted? Are all French rude? How do these ideas form and how realistic are they?

People can and often do form opinions using misguided ideas and opinions which then develops their value base, not allowing them to be open and objective. This makes life very difficult. Activities 5 and 6 will explore our own personal value base and that of others.

#### **What you will need:**

Pre - prepared large grid as explained

Stereotypes activity worksheet

Pens/flipchart

## Activity 5 – Personal Values

### Method – Input, Reflection, Group Discussion



20 Minutes

Activities 5 and 6 are designed to help us think about what affects how we live as individuals and in our communities. In later sessions we will further explore the meaning of community, begin to identify the different types of community we all belong to and what it is that brings us together.

Tutor should open this activity by asking the participants to think about their own personal values.

**What is important to them in their lives?** To have good health or to live in a good area? Is it to know that their children will safe and have good jobs? Or other?

Ask individual participants to share some of their thoughts in the main group and record these on the flipchart. Follow this by opening up the discussion and asking the full group if they agree with any of the beliefs and desires identified by others in the group.

Spend a few minutes finding out some of the ones most people would agree with. Point out that some of the values expressed will be very personal and apply only to that person, others may be shared by many of the group.

Explain that values are a very personal and individual thing that we develop as we grow, learn, and experience life.

Ask the group the question **“Where do these values come from? Can they be altered, changed and if so what affects our values and beliefs?”**

Look for answers like – parents, friends, the media, neighbours, education, life experiences etc. As we listen to others opinions and learn about different communities and cultures often what we desire from life and how we want to live our lives can change. For most people there will be enduring values that will stay with them no matter what.

Although values are a very personal thing in order to live among and with other people, collective values are developed. Communities agree and develop a set of lasting values that they share in order to live or work together through daily life.

**What you will need:**

Flipchart & pens



## Activity 6 – Values

### Method – Worksheet, small group discussion and feedback, tutor led full group discussion



25 Minutes

In Unit 2 session 5, we will look the “Scottish Social Attitudes Study” where we will explore more about what values and beliefs are most prevalent in our culture and communities. However as an example we will have a quick look at an excerpt from an Australian survey which looked at Community Values.

Circulate the Community Values Hand-out and Worksheet and split participants into pairs or small groups. Allow a short time for participants to read through the hand out and discuss asking them to consider the questions on the worksheet and note their responses. Bring the group back together and get some feedback for each of the questions.

Open the discussion out to the full group to explore any key points or clarify any queries.

The tutor should sum up by ensuring participants understand the importance of their individual value base in relation to being an effective community activist. Refer back to the discussion in the session “What is CLD?” and the values that underpin CLD.

**What you will need:**

Community Values Hand-out and Worksheet  
Flipchart and Pens





## Activity 7 – Prime Minister for a Day

### Method – Small group discussion and activity



25 Minutes

Split the group into small groups of 4 or 5.

Explain that using the worksheet – Prime Minister for a Day they are going to be making decisions about national budget allocations.

Distribute the work sheet and read through the task.

**Each group is made up of the Prime Minister and their Cabinet advisers.**

- Your government has found that they have an extra £1 billion to spend after their central budgets are completed. Ministers have presented you with plans for additional projects within their own departments.
- You must decide who gets the money to carry out some or all of their plans, or you could keep some of the money in reserve ‘for a rainy day’.
- Try to reach a consensus but in the end the Prime Minister must make a final decision if you can’t agree.
- Allow a few minutes for each group to read the information.
- Ensure everyone is clear about the task and any terminology used.
- Discuss in small groups keeping in mind questions 1-3 on the worksheet and perhaps noting comments as they go.
- Bring full group back for discussion picking out key responses from the discussions/worksheets and feedback – record these on flipchart.
- Encourage participants to complete question 4 in their own time when they can reflect on the activity and the discussions.

**What you will need**

Flipchart and pens

Prime Minister for a Day Worksheet

## Activity 8 – Evaluation/learning log

### Method – Tutor input & Worksheet/Hand-outs/Full group discussion



15 Minutes

Ask if there are any points from this session that participants wish to have expanded upon or further clarified.

Hand out learning log and ask participants to complete / and or finish at home. Refer to background reading hand outs, i.e., “Strategic Guidance for Community Planning Partnerships” (or direct participants to appropriate websites) and ask that they read through these documents prior to the next session. This will help reinforce the learning so far and prepare them for future sessions.

If time allows carry out a short evaluation or ending activity of your choice.

**What you will need:**

Learning Log

Strategic Guidance for Community Planning Hand-out etc. (In appendices) if you are distributing these.

