

Session 3

Total time 3 Hours

Objectives:

By the end of this session participants should have:-

- Explored how much and at what level they and others participate in their communities
- Identified 3 factors which may impact on people's ability or willingness to participate
- Investigated two levels of participation which can take place in communities using a theoretical framework of participation
- Looked at how individual characteristics can work together and complement each other in group settings
- Outline the group development process
- Considered involving others and working with groups

Outline:

Activity 1	Welcome/re-cap/icebreaker	15 minutes
Activity 2	Why & how do we participate?	20 minutes
Activity 3	How much do you Participate?	35 minutes
Activity 4	Levels of Participation	20 minutes
Activity 5	What Shape Am I?	15 minutes
Activity 6	How do groups work?	35 minutes
Activity 7	Group Work Skills	20 minutes
Activity 8	Learning Log/Evaluation	15 minutes



Tutors Notes: Session 3

Activity 1 Welcome/re-cap/icebreaker

Carry out a short ice breaker/energiser to allow participants to re- group and cover any domestic/health and safety announcements. Introduce the session.

Activity 2 Why & how do we participate?

Getting participants to reflect on why they and others participate and the differences between active and passive participation, what influence this and how as activists they can support participation

Activity 3 How much do you Participate?

Reflecting on and sharing their experiences of their own participation in a variety of settings. Exploring the level of participation/involvement

Activity 4 Levels of Participation

An introduction to the various levels of participation in relation to consulting and involving community members using Arnstein's Ladder of Participation

Activity 5 What Shape Am I?

Designed to act as a break between the two elements of the session and as a light hearted introduction to the section on the theory and process of working with groups

Activity 6 How do groups work?

In the previous activity the differing personality types of potential group members was examined. This next exercise takes participants on a trip through the process of bringing all types together to work as a functioning group

Activity 7 Working together as a group

A practical activity which allow the participants to work together in a group to achieve an agreed task

Activity 8 Learning Log/Evaluation

The importance of completing learning log as a personal reflective tool should be emphasised, This also places some of the responsibility for recording and guiding their learning clearly as individuals.



Activity 1 – Welcome, Re-cap, Ice -Breaker

Method -



15 Minutes

Welcome the participants, make any necessary announcements and carry out a short activity that will focus the participants and allow them to re-group.

Suggested Ice Breaker

Blackboard Sentences (7 -10 mins)

This exercise asks the participants, working in teams, to race against one another to formulate a sentence to which each team member has added a word. This icebreaker is effective at any time during the learning program.

Teams of 4 -8 participants

Space Required

A room that is large enough to permit the unrestricted movement of the learners./flipchart

Materials Needed

For each team, a black/white board and a piece of chalk or a sheet of newsprint (taped to the wall) and a markers. These can be set up prior to the session

- Begin by explaining that, working in teams, the participants will be competing to see which team is the first to complete a group sentence.
 - Divide into two/three teams. If the group contains an uneven number' one participant may compete twice.
 - The teams then line up @ 10 feet from their blackboards or sheets of newsprint.
 - Give the first person in each team's line a piece of chalk or a black marker.
 - Explain the rules of the game.
- a) Each team member is responsible for adding one word to his or her team's sentence. (If the teams are uneven, one participant will be competing twice.)
 - b) The first person in each line is to come forward and write the first word of his or her team's sentence. After doing so, he or she returns to his or her team, gives the chalk or marker to the next player, and then goes to the end of the team's line. (No preplanning of sentences is allowed.)
 - c) The next player then comes forward, adds a word, returns to the line, and so on until the last team member completes the sentence. (The sentence must contain the same number of words as there are members on the team.)

- d) A player may not add a word between words that have already been written.
 - e) The final result must be a full sentence-not a fragment.
 - f) The winner is the team that is the first to build a full sentence using words contributed by all of its members.
- After explaining the rules, the trainer gives a signal, and the race begins.
 - The exercise continues until both teams have finished their sentences. The trainer then reads the sentences out loud.
 - The group leader may wish to process the activity with a discussion on the more-serious aspects of the exercise, i.e., the value of anticipatory thinking, the individual cooperating in a group task, etc.

Variations

- The trainer may tell the teams that all of the words in each team's sentence must begin with some specific letter, such as "B" or "S".
- The group leader may have the two teams compete against the clock. This will allow the teams to watch each other attempt to build a group sentence. The winner is the team to build a complete sentence in the lesser amount of time.

What you will need:

Access to black/white boards (one for each team or flipchart stands and pads
Markers/chalks





Activity 2 – Why and how do we participate?

Method – Small group activity, full group discussion.



20 Minutes

Introduce the session explaining that the following activities will begin to examine in more detail individual participation, introduce the idea of levels of participation and successfully participating in groups.

- Split participants into small groups of 3 or 4.
- Give each group pens and flipchart paper and ask them to quickly record why they participate in their community? (to make a difference, to help others, to better their life, to support changes that will improve their community)
- Then record how they participate (do they organise, attend, campaign, deliver a service etc.)
- After a few minutes ask each group to feedback their answers.

- On a separate flipchart sheet ask participants to add any words that apply to why and how others participate in their communities.
- Again have a short feedback
- As a full group discuss the differences and similarities
- Referring back to the discussion around being active or an activist in the previous sessions is the distinction between active and passive participation any clearer? – leading or following, doing or being done to!
- Have any of the group identified themselves as leaders/activists in the past if so why –if not why not? Distribute handout –Leadership as background reading
- Are they beginning to see their involvement in their community in a different light?
- The next activity will allow them to explore more deeply how much they participate and different ways they participate

What you will need:

Flipchart paper and pens

Leadership handout



Activity 3 – How Much do you participate?

Method – Individual/paired worksheet and feedback



35 minutes

Following on from the previous activity using worksheet – How much do you participate?

- Distribute and read through the work sheet ensuring that participants understand the task. Either as individuals or in pairs if appropriate ask participants to take time to think about each area and jot down some responses/examples for each category if they can.
- Explain that the themes in each category are suggestions – for example in the neighbourhood category they may have knowledge of levels of health rather than crime or in the UK citizen category they may have opinions on other policies.
- Be prepared to support individuals/pairs to explore alternative participation themes for the different categories.
- Allow time for each participant to record some if not all of the answers
- As a full group get feedback of some examples for each category –record these on flipchart
- Point out the variety of examples and how participants have contributed at differing levels, contributing to change, informing and influencing decision makers and taking more control of what is decided about issues that have an impact on them and their communities.
- Introduce the idea of how individual personality styles can influence how effective we are as community activists and how understanding our own personality style helps us to recognise our own strengths. This enables us to also work out the best way in which we can contribute when working with others.
- Carry out the personality styles activity as described on the handout and work sheet
- Finish the activity by asking if anyone has been surprised about what they have learnt or if it has been made any clearer regarding what role they should be taking on in their group/project/community and that in order for community groups to be most effective a mix of personality styles, skills and knowledge to make a difference

What you will need:

How much do you participate worksheet

Personality styles worksheet/score sheet/handout



Activity 4 – Levels of Participation

Method – Tutor input, handout, full group discussion



20 Minutes

This activity acts as a simple and short introduction/awareness raising of The Ladder of Citizen Participation – Sherry R. Arnstein and is used to reinforce the message around the differing levels of participation than can exist within the participation process.

It should allow participants to reflect on the main aspects of full participation in decision making (citizen power) partial participation (tokenism) and manipulation (non-participation)

- Distribute the handout – Simplified version – Ladder of Participation and read through the rungs 1 & 2
- Ask participants to callout examples of when this has happened to them or if in their own practice as activists if they can (3 or 4 examples at this stage is enough)
- Record these on flipchart headed - Non –participation
- Repeat this using the information on the handout for rungs 3 – 5 allowing participants again to contribute their examples and recording on flipchart headed - Tokenism
- Repeat the same process for rungs 7-8 again recording examples on flipchart headed – Citizen Power
- Ask participants to call out which rung of the ladder they think their community needs to be on to make the changes they would like to see
- Ask participants to reflect on where they would currently place their community, group, themselves on the ladder at the moment (they do not need to share this)
- As activists what might be their role in supporting/enabling this shift?
- Using the final three paragraphs of the handout tie up this activity. Explain that in Session 9 there will be the opportunity to explore this theory in greater depth

What you will need:

Simplified Ladder of participation handout



Activity 5 – What shape am I?

Method – Group activity



15 minutes

Use this activity to change the focus of the session from individual levels of participation to how individuals fit together to work as groups. It is more light hearted and less intense than the previous personality styles activity.

The activity reinforces the idea of different individuals with differing personalities, skills and ideas coming together and working together as a group to achieve shared outcomes.

- Prior to the session the Tutor should prepare enough of each shape for each group participant (it is unlikely that they will all choose the same shape however be prepared!)
- By relating your personality to that of shape or combination of shapes, this will allow you to learn, not only more about yourself, but will also tell you more about those around you either in or outwith your group. This understanding can create tolerance and willingness to help make all of the “shapes” fit together in order to more effectively work together.
- There are five basic shapes and you should choose which one best reflects your personality. There is no right answer, just follow your instinct.
- Each of these shapes has its own special strengths and once you have an insight into these characteristics you will begin to accept other people more easily by appreciating human differences.
- Just think what a difference it would make to get along better with those you work, live and play with every day!

What you will need:

What Shape am I? Hand-out (taken from the Toolkit)



Activity 6 – How do groups work?

Method – Tutor input,



35 Minutes

- Pose the question to the full group –Why start a group? – is it for the benefit of a few people with similar interests or needs, for the wider community to improve opportunities and quality of life? Thinking about starting a voluntary group you usually have a good idea about what you want to do? Is this always the case?
- Ask participants to think back to the Handout around individual and collective action, and the impact collective action can have in making a difference, effecting change – this is the most common reason why groups are started – working together with others increases the odds of a successful outcome.
- It increases the bank of skills, knowledge and energy to deliver change and the power of numbers to influence decision makers when needed.
- Ask the group if they agree and take 2 or 3 examples of when a group has been more successful than an individual in achieving success – this can be from personal experience or at a national/international level. (be prepared with a few examples you can add in if needed)
- Distribute handout –Starting a group allow time to read through and ask if there are any questions
- Looking at the final paragraph “Allow time to Develop” ask if they can identify with any of the stages from their own experience. Allow a few minutes discussion around this
- Explain that there are a number of theories around how groups develop and distribute the handout – Group Theory and Process.
- Split the participants into three groups, give allocate each group one of the three theories either Tuckman, Bion or Randall and Southgate
- Ask each group to write a short explanation of their theory – how many stages, can they identify the various steps of the group development process the group have gone through and relate it to any one of the group models in the hand-out
- Get each group to feed back their short explanation of their allocated theory and allow time to clarify any points
- Groups can go through the development process in order or can jump back and forth between steps at different times. This can happen for a number of reasons – new members joining, personality clashes, changing the goalposts, external influences.
- This does not mean that they will not succeed, it only means they may have to work harder to work together.



- Facilitating this process improves with knowledge and understanding about roles, behaviours, individual skills, tolerance patience and a good sense of humour!!! Oh and practice

What you will need:

Starting a group hand-out

Group Theory and Process hand-out

(Roles in Groups handout and Playing Your Part worksheet as home task)



Activity 7 – Working together as a group

Method – Group Activity



20 minutes

This activity will allow participants to work together as a group to achieve a shared outcome. (If preferred use an alternative that is more suitable for the group)

- Either the tutor or one or two participants (maybe those less mobile) can act as observers. Their task will be to look at the roles and behaviour of participants in relation to the Group Behaviour Hand-out.
- At the end of the activity they and the tutor should offer feedback to the group and the Tutor should lead a short group discussion around the hand-out and the activity asking the group if they can identify the stages discussed within the group theory discussion of the previous session, identify the various behaviour /positive and negative of the group while taking part in the activity,
- Brief the observers prior to the activity and give them a copy of the hand-out – those taking part in the activity should be given the hand-out after the activity and prior to the group discussion.

Star activity (works best with 7-20 people)

Expected outcome:

The whole group creates a five pointed star (see diagram below) with a circle of rope. The rope can criss - cross in the middle



- Ask those taking part to stand in a circle and pick up the rope with both hands
- Inform the participants that they must not let go of the rope or trade places with the people next to them to accomplish the task
- They can slide along the rope/step over under etc. and more than one person can
- Allow a set time for them to carry out the task (it is achievable!!!)
- At the end of the time or when they think they have met the outcome ask them to lower the rope to the ground and admire their work
- Ask participants who took part how they felt about the activity? Did they Work



together as a group? Were they thinking about the group outcome and involving everyone or only about achieving the task and their own contribution/role?

- As an activist working with groups what is their role – Leader? Facilitator? Enabler?
- Give feedback from the observation and distribute Working with groups hand-out. Allow time to read over - Can they agree on what category their group (during this activity) would fit into?
- Distribute Partnership hand-outs as another example of a way of working with others to achieve agreed outcomes

What you will need:

40 -50 feet of light rope or heavy string, tied to make a large circle

Working with groups hand-out

Partnership hand-out (Back ground reading)

Activity 8 – Learning Log and evaluation

Method – Individual worksheet and short participative group activity



15 Minutes

Use the suggested simple, quick, visual evaluation or any other you prefer.
Lay the prepared numbers 1 – 10 in a line along the floor
Ask participants to stand and explain that they will be asked a series of questions about the session and they should stand behind the number the best reflects their response on a score of 1 -10 one being low and 10 being high (if you can take pictures of the group after each question this supplies good visual evidence of their participation and their thought on the session!)

Suggested questions:

On a score of 1 (A little) to 10 (A lot)

- How interesting have you found the session?
- How useful were the activities?
- How useful were the handouts?
- How much did you enjoy the discussion?
- How useful were the tutor inputs?
- How much do you feel you have learnt about the topic covered?

If time allows ask participants to complete the learning log – if not remind them to complete as a home task

What you will need:

A4 sheets of paper numbered 1 – 10 to lay out as a scale on the floor

Learning log for each participant

