

Session 4

Total time 3 Hours

Objectives:

By the end of this session participants should have:-

- Increased their understanding of the differences and links between aims, activities and outcomes
- Explored and discussed a model of clarifying aims, activities and outcomes
- Increased their knowledge of the purpose of developing clear outcomes
- Improved their understanding of being outcome focused in their role
- Increased their skills in developing clear outcomes
- Increased their knowledge and understanding of the language used in relation to developing and measuring outcomes
- Improved their understanding of their role as an activist in relation to meeting outcomes

Outline:

Activity 1	Welcome, recap & ice breaker/energiser	25 minutes
Activity 2	What's the difference?	20 minutes
Activity 3	Explaining outcomes	20 minutes
Activity 4	Clarifying outcomes	25 minutes
Activity 5	Writing Clear outcomes	25 minutes
Activity 6	Case study	30 minutes
Activity 7	The outcome focused activist	20 minutes
Activity 8	Learning Log & Evaluation	15 minutes

Tutors Notes: Session 4

Activity 1 Welcome, recap, energiser

Use this time to create a positive learning environment and to introduce the topic of the session by carrying out a short non-threatening activity.

Activity 2 What's the difference?

Through a short tutor led discussion allow participants to share their understanding of the terminology often used in relation to developing outcome focussed practice.

Activity 3 Explaining Outcomes

A short input by the tutor using the supplied PowerPoint to explain what outcomes are and why it is important to develop the idea of using outcomes when working in communities

Activity 4 Clarifying Outcomes

Introducing Weaver's Triangle a simple model which can be used to help clarify aims, outcomes and activities to help meet the outcomes in a structured way

Activity 5 Writing Clear Outcomes

You need to pre-prepare card sets for the Weaver's Triangle activity. In the appendices there is a copy of a power point "Blooms Taxonomy" which will supply additional "good words" if you need more cards

Activity 6 Case Study

The use of the case study will allow participants to bring together the various points from the session regarding developing and writing outcomes. It will also direct the thought process towards the role of the community activist in identifying need, developing outcomes and their role in organising and supporting appropriate activities to meet identified community needs

Activity 7 The Outcome Focused Activist

An individual task taking their learning from the case study and the associated worksheets to a more personal level. This activity should help participants identify more clearly their own contribution to changes in their community, reflecting on their contribution and linking it to a bigger picture.

Activity 8 Learning Log and evaluation

Returning to the Outcome wheel worksheet used at the beginning of the session to assess if there has been a shift in knowledge and understanding in relation to the session outcome.



Activity 1 –Welcome recap and energiser

Method – Tutor input, group activity



25 minutes

Welcome participants and if appropriate use a short ice-breaker or energiser to help focus the participants on the session. Alternatively use some of the time to recap on key points from previous sessions.

Introduce this session by explaining that already we have mentioned that being an activist in the community is about supporting change, getting involved with the intention of making a difference of some sort. This practice is about knowing what needs to change before you start delivering activities. As Steven Covey the author of “the Seven Habits of Highly Effective People” states this means we have to “Start with the end in mind.” In other words we need to become outcome focussed.

- Distribute the worksheet – Outcome Wheel, explain that there is what might seem like a foreign language around in relation to outcomes. Aims, impacts, indicators, inputs, outputs and outcomes are all the words associated with this which are confusing for even then seasoned veteran!
- Ask participants to individually complete the outcome wheel by marking a cross on the spoke relevant to the word in the box. The closer they are to the centre of the wheel the higher their understanding of that particular word.
- They do not have to share this information with anyone else
- Allow a few moments for the task and explain we will come back to this at the end of the session so they should keep it handy

You will need:

A copy of the Outcome Wheel worksheet for each participant



Activity 2 – What’s the difference?

Method – Group discussion



20 minutes

- Prior to the session write the words - Aims, Outputs, Outcomes, Indicators, Inputs, Impacts - down the left hand side of a flipchart sheet (one for each small group)
- Distribute one sheet to each group and ask them to spend a few minutes discussing each word and noting down their understanding of what it means in the context of delivering community change.
- After a short time bring participants back to a large group. Working round the groups ask each group to share their notes on one word, allow others to contribute their thoughts after each word has been feedback. Continue until all words have been covered
- Give positive fee back for the task and explain that although this session concentrates on understanding, developing and writing outcomes a clearer understanding of all the words they have been working on should help with this process and put them on a more even footing when dealing with and working with other partners/agencies/funders etc.
- Pin the flipcharts up where everyone can see them as they can be referred to in the next activity

You will need:

Pre-prepared flipchart sheets as detailed in the notes and pens/markers for each small group



Activity 3 – Explaining outcomes

Method – Tutor input, powerpoint



- 20 minutes

Using the short power point and full group discussion, cover why the use of outcomes in the context of community change is important in relation to:

Planning, identifying resources, applying for funding, measuring success and customer satisfaction, delivering the right activities, targeting the right audience etc.

Personal notes:

What you will need:

Laptop/Projector

Handouts of presentation



Activity 4 – Clarifying outcomes

Method – Small group activity/feedback and full group discussion



25 minutes

Using the Handouts of Weaver's Triangle introduce a model that can support the relationship between aims, activities and clear outcomes

- Distribute the first handout and introduce Weavers Triangle, explain how it works – starting from the top, where the AIM should be based on an identified need, and work down the way.
- Distribute the second handout (the example) and read through with the group
- Carry out the activity using the pre-prepared sets of cards
- Split into 3 or 4 smaller groups. Each group should be given a pre-prepared (or draw) a large version of the triangle on flipchart paper and a full set of cards
- Distribute the AIM to each group along with a bundle of cards with examples of OUTCOMES and OUTPUTS that need to be sorted and placed on the triangle in the section they think they belong
*Remind the group that they do not need to use all cards.
- Once completed compare answers with the other group and discuss
- Ensure that the participants are given the correct answer.
- Distribute handout Clarifying Aims, Activities and Outcomes and Indicators and outcomes work sheet as a home task

What you will need :

Weaver's Triangle Handouts

Cards for Weaver's Triangle Activity- one set for each small group

Handout Clarifying Aims, Activities and Outcomes

Worksheet Making the most of What you Have and Indicators and Outcomes



Activity 5 – Writing outcomes

Method – Small group activity, small group and full group discussion



25 minutes

The session now moves onto the practicalities of writing outcomes and an opportunity to take part in a number of activity that will allow participants to practice this using case studies and worksheet

Remind participants that Outcomes are the changes or difference that will happen through their activity (outputs) or the service they deliver in their communities. Having established how important it is that outcomes are clear and concise there are some words that make this easier for example “good words” like “improve” show change, while less useful words like “support” do not show change.

- Use the pre-prepared OUTCOME cards which have a mix of ‘good’ words and ‘less specific’ words which can be used when constructing outcomes. (see Tutors notes)
- Split the participant into groups of 3 or 4 and give each small group a bundle of cards to be distributed between them.
- Each person in the group should have a few cards.
- Pin up a flipchart sheet split into two columns headed “Shows Change” and “Less Specific”
- Allow a few minutes for the groups to discuss which cards go on each list.
- Invite people up to stick their cards onto each column – allowing debate about placement if required
- Each group then is asked to come up with 4 extra words to add to the list (2 good, 2 less specific)
- Discuss answers and have this typed and return to participants as a handout for later reference

What you will need:

1 set of outcome words cards (enough to allow 2 or three per participant) + four blank for each group

Blu tac to attach cards under correct heading



Activity 6 – Case Study

Method – Small Group Activity



30 minutes

Prior to distributing the case study explain that the next two activities are designed to help the participants put into practice some of what they have been working on during this session. The case study will allow them to look at a fictitious situation, although the needs they identify from this could be real across many of the communities in which they live and work.

- Split participants into small groups of 3 or 4 and explain that they are all community activists in Newton Village who are meeting to identify some of the real need in their community and develop outcomes which will be realistic and meet these needs.
- Distribute copies of the Case study and blank copies of the Outcome Checklist worksheet for the case study.
- Allow time for everyone to read through.
- Distribute copies of the Example Community Activist outcome check list(you can change this to one which may be more relevant to the learners and again allow time to read through, clarify any questions
- As a group they should now discuss the case study and try to complete the worksheet. As there are many needs which can be identified in the case study they should choose one or two to use to complete the task
- Allow time for each group to feedback on at least the first four boxes on the worksheet (as we are concentrating more on Outcomes, aims and activities at this stage)
- Record any key points on flipchart regarding outcomes developed to meet identified needs and point out the word that signifies what change is expected as a result of the action taken
- If time allows get some general feedback on evidence and impacts as this will be covered more fully when we talk about evaluation in another session

What you will need:

Copies of the Case study and blank checklist handout/worksheet

Copies of completed example checklist handout



Activity 7 – The outcome focussed community activist

Method – Individual worksheets



20 minutes

The next task will draw on the personal knowledge and experience of each participant as they complete individual Outcome checklist worksheets with support from the tutor.

- Distribute 2 copies of the blank Outcome Checklist worksheet to each participant and explain that this is a “real time” activity. They should work through the same process individually relating the activity to something within their community/their own experience.
- They can use something they have worked on in the past, are currently involved in or something that is emerging as a need to be met in the future.
- Allow time for the participants to complete the task (again specifically the first four questions) and work the room offering support as required
- Some people will work through two quite quickly however stop the activity when everyone has completed one
- They should now pair up with another participant and share their responses
- Bring the group back together and ask general questions about the task, was it difficult /easy, what do they now feel about the work they are doing, are they able to see how there is a logical link between the activities, the outcome and the aim?
- Distribute handout – Outcome based practice about the Soup Kitchen
- This displays short term outcomes for direct delivery to meet a short term need, as CLD activists and practitioner as we have discussed outcomes may need to be focussed on providing longer term, more sustainable solutions to identified need, only the will we clearly see that difference has been made
- Distribute Handout Outcome Focussed Practice as additional reading (home task)

What you will need:

Two copies of blank Outcome Checklist worksheet per participant

Copies of Outcome based practice handout

Copies of Outcome Focussed Practice handout (home task)



Activity 8 – Learning Log and evaluation

Method – Individual Worksheet



15 minutes

- Ask participants to retrieve their Outcome Wheel from the beginning of the session and using a different colour pen/pencil or a circle instead of a cross, mark where they now feel they are placed in relation to their knowledge and understanding, (hopefully they will have moved closer to the middle!) When they have completed this they will have a visual picture of the difference that has been made by their participation in the session.
- (If they are willing to share their results in a general way, as a facilitator this would give an evaluation of the success of the session in meeting the learning outcomes!)
- Circulate the Jargon Buster handout for reference and a copy of the handout- Useful Numbers which participants can use in the future to note down contact details of anyone they think can help with any future outcomes they develop.
- Remind participants to complete their Learning Log for the session

What you will need:

Jargon Buster Handout

Useful Numbers Handout

Learning Log

If you are running the full programme or moving on to use session 5 next it may be useful to distribute for home reading handout- Scottish Social Attitudes Survey –Chapter Five (handouts folder unit 2 session 5) for home reading in preparation for the session.

