Session 5   Total time 3 Hours

Objectives:

By the end of this session participants should have:-

- Defined a range of different communities
- Increased their knowledge and skills in relation to identifying/researching community needs
- Identified a number of sources of demographic information and how it can be used in relation to community action
- Explored building a community profile
- Developed knowledge and skills in ICT demographic research

Outline:

Activity 1	Welcome – ice breaker - recap	15 minutes
Activity 2	Do you know your community?	30 minutes
Activity 3	How do you know what your community wants/needs?	10 minutes
Activity 4	Community Profiling – what and why?	15 minutes
Activity 5	Getting the information you need. (PP + Social Attitudes survey)	30 minutes
Activity 6	Developing Research Skills	45 minutes
Activity 7	Learning Log	15 minutes

* If possible have laptops/computers with internet access available (even working in pairs) for the online research aspect of the session (activities 5 & 6). If this is not possible participants can do this by using public access computers at some other time, perhaps you can arrange a session at a different time or venue where this can take place or it can be a home task.

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Tutors Notes: Session 5

Activity 1 Welcome, energiser, recap
Use this time to cover any domestic and health and safety announcement. Clarify any queries and recap on key points from previous session or carry out a short activity that will focus participants on the theme of the session.

Activity 2 Do you know your community?
A series of short individual, paired and small group worksheets which encourage participants to examine and explore their understanding and knowledge of "Community"

Activity 3 How do you know what your community wants/needs?
Individual reflection and short group discussion about how participants currently gain knowledge about, assess and research the need of their community.

Activity 4 Community Profiling – What and why?

Activity 5 Getting the information you need
Prior to this input participants should have had sight of the Scottish Social Attitudes Survey – Chapter 5. If you have internet access it can be brought up on the screen and referred to as you deliver a short input around its use in getting information. Alternatively or as well as this, there is a short power point you can use which will let participants have sight of some of the useful online sites they may access for research purposes .

Activity 6 Developing Research Skills
Refer to the note * under the session outline regarding this activity, which is designed to allow participants to build their knowledge and skills around on-line research

Activity 7 Learning Log
Ensure participants complete their individual learning log for the session.

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Activity 1 – Welcome, energiser, recap

Method – Input, group activity, small group discussion

15 minutes

Welcome the group and cover any domestic and health and safety information for the session. The type of activity you use as an energiser will depend on whether you are using this as a stand- alone session for a new group, a group who know each other well or as part of an ongoing programme. Choose the activity below or one you prefer.

Suggested activity:

- Split participants into small groups of 3 or 4 and ask them to quickly come up with a list of what they would include in their "IDEAL COMMUNITY" (alternatively give out large sheets of flipchart and ask them to draw their Ideal Community)
- Allow a little time for discussion and carrying out the task.
- Ask each group in turn to feedback 3 things they would want in their community in an ideal situation and record these on flipchart (ask the groups to add to, rather than repeat what is already on the list)
- This activity will begin to show the differences and similarities between what people see as an ideal community
- After each group has contributed ask if there are any others to be added
- Looking at what will probably be a considerable list of facilities, amenities, their wish list in fact, ask if anyone currently lives in a community like this
- Realistically can every community have or would they want all of this? It is unlikely this is the case.
- In most instances the best we can do is improve what we have. Start with what we have and what we know.
- As this is **THEIR** ideal community how do they know it is what others in their community would want?
- To do this we need to know who our community are, what they already have and what they want.
- This will be the focus of this session.

What you will need:
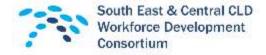Flipchart paper/markers/pens

Activity 2 – Do you know your Community?

Method – Individual, paired and small group worksheets and discussion

30 minutes

Having had a moment in fantasy land looking at what an ideal location may look like it is time to come back to reality! Remembering what we said about having to know our community i.e. who they are, what they have and what they might want to change, the rest of the session will be spent exploring ways we can start to get some answers to this.

- Distribute- Local Communities worksheet -and ask participants to complete this in as much detail as they can in about 5 - 8 minutes.
- Ask how easy or difficult they found this and why?
- Take a short feedback about where the information they have recorded came from – their own assumed knowledge/guess work, listening to/consulting others, their own research, and local statistics. How correct/realistic do they think it is? Is it good enough to inform what needs there are in there Community?

- Ask participants to pair up and distribute worksheet- Thoughts on Community and allow time to read through and complete
- Ask each pair to read out their definition
- Give positive feedback for their efforts in such a difficult task – defining community is not very easy
- Distribute the handout – Definitions of Community and drawing from their definitions and the two main terms used i.e. communities of place and interest determine that they have a clear understanding of the term community

- Distribute worksheet – Communities of Interest – asking participants to spend a few minutes thing about their own "place" as a member of a community
- Once they have completed this, ask if they discovered that apart from where they live (their geographic community) did they identify any other communities they are a part of – take some examples
- Tie up this part of the activity by affirming that we all belong to a number of communities that meet our various needs as individuals which is why it is very difficult to try to meet all the needs of all of the people in our communities all of the time! This is why knowing our community well helps to identify the needs that will be of the most common benefit
- Distribute the worksheet – Thinking Critically about community to be completed as a home task

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What you will need:
Local Communities worksheet
Thoughts on community worksheet
Communities of interest worksheet
Definitions of Communities handout
Thinking Critically about Community (this can be completed as a home task)

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Activity 3 – How do you know what your community wants/needs?

Method – Full group discussion

10 minutes

Ask participants to think back to the previous discussion about getting information about what their community wants or what neds to change to make their community a better place to live. It would appear that guessing this, thinking you know because you are community member, making assumptions based on a little information may not be the most positive way forward.

- Ask the group to think about how they currently find out the real needs of their communities rather than the perhaps superficial needs.
- How do they currently find out what needs to change to meet short term needs or make a longer lasting, more sustainable difference in their community?
- Take some suggestions and from these pose the question of how useful these methods are?
- Is there enough of the right kind of information? Is it from the right members of the community?
- Will it help them and other prioritise their actions and set clear objectives/outcomes?
- Using a number of sources of information and combining them in a workable fashion is better than relying on one source and one topic
- The next thing we will look at is a way of doing this – carrying out a community profiling exercise

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Activity 4 – Community Profiling – What and why?

Method – Tutor input, question and answer session

 20 minutes

Ask if any of the group have been involved in a community profiling exercise, either carrying one out or taking part. Ask if they would tell the group what a community profile is and why/if it was useful to their community.

Explain that the purpose and usefulness of any community profile depends on why and how it is carried out and whether the information gathered is then used to inform changes that will improve or change something in a community.

- Distribute the handout – Community Profiling – What to investigate, and allow time for participants to read through.
- Ask if there are any questions around what they have just read and be prepared to respond or signpost
- If no questions are forthcoming have a full group discussion around the content. Where they surprised by anything in the content? Are there any areas for investigation they think have been missed out? Is there an area they feel should not be included? How do they think they and others would feel knowing this much information is being sought about them and their community? What about feeding back findings and to whom? etc.
- After this discussion pose the why would it be useful to carry out a community profile?
- Distribute handout – Why carry out a profiling exercise? And read through the key points
- Finish this section by reiterating the importance of the need to establish the purpose (The Terms of Reference) of carrying out a community profile as this will help decide what to research, how you will do this etc.

What you will need:
Community Profiling – What to investigate handout
Why Carry out a profiling exercise? Handout

Activity 5 – Getting the information you need

Method – Tutor input, group discussion

 30 minutes

Having now established the need to use different ways and means of collating information about the community they want to research, this and the next activity will support participants to explore where and how to access up to date on-line information. Using readily available statistics, data, reports that have been researched and compiled by other organisations and partners can save a lot of time and energy for community activists and volunteers.

Prior to the next two activities the tutor should refer to the specific notes at the beginning of this session.
Knowing the ICT capabilities of their group will help determine the best way to work through and deliver Activities 5 & 6 using the available content or whether there is a need to amend or redesign the whole session to meet specific learning styles or needs.

What you will need:
Laptop/Projector
Powerpoint presentation as handout
Copies of Chapter 5- Scottish Social Attitudes Survey or specific excerpts as appropriate (if not previously distributed at the end of session 4)

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Activity 6 – Developing research skills

Method – Tutor supported ICT practical session

45 minutes

See note of previous activity.

How this activity is delivered is informed by two main elements. The accessibility of ICT equipment and internet connection and the ICT skills level of both the participants' in the group and the facilitator!

A number of skills tasks have been set to allow participants to become familiar with some popular information sites which would support their research when developing a profile of their community. If they are not confident in using research sites these tasks may not all be able to be completed in the allotted time. Please consider how they can best be supported to increase their confidence and ability to complete the necessary tasks.

- Ensure everyone individually or in pairs can access a laptop/computer which is connected to the internet
- Distribute and as a group work through worksheet 1- Using Census Data
- When the group have finished the first task distribute worksheets 2 – 4 (or those you feel most relevant to the group)
  Skill building task – an overview of an area
  Skill building task – looking at areas of deprivation
  Skill building task – health in the community
- Explain that participants can begin to work through these worksheets at their own pace in the allotted time and how they will be supported to complete unfinished tasks outwith the session if necessary
- Distribute handout –Sources of Demographic Information –to sign post them to other useful sights
- Work round the participants offering assistance if required

What you will need:
Skill building worksheets 1-4 as detailed in the activity
Sources of Demographic Information handout
Copies of Chapter 5- Scottish Social Attitudes Survey or specific excerpts as appropriate, if not previously distributed.

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Activity 7 – Learning Log

Method – Individual reflection and worksheet

15 minutes

Ensure participants are clear about any outstanding worksheets from the previous session and how they can complete the task.

Re-assure the group that practice makes perfect! Researching data using variety of for the purpose of finding out about your community will soon become as easy as working out what you really need for your weekly shop, how you decide where or if you go on holiday, or purchasing a major item of furniture. It can be something that you either enjoy and get sucked into, you just get on with it because you need to or you are lucky and have someone else that does it for you! Is there someone in your community who may be skilled in this area? Recruit them quick

Allow time for completion of the Learning log for this session

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