

## Session 7

Total time 3 Hours

### Objectives:

By the end of this session participants should have had the opportunity to

- Refresh their thoughts on some of the key learning points from previous session
- Investigate and discuss the relevance of consulting with others
- Experience a number of different methods of consultation
- Reflect on their personal experience of being involved in consultations
- Develop their understanding of good practice in engagement and consultation
- Formulate a simple plan of action for a community consultation
- Explore the different levels of the National Standards for Engagement

### Outline:

Activity 1	Recap of previous sessions and Introduction to this session	15 minutes
Activity 2	Community Consultation	30 minutes
Activity 3	Lottery Activity	10 minutes
Activity 4	Personal experience	20 minutes
Activity 5	Engagement Staircase	25 minutes
Activity 6	National Standards Activities	60 minutes
Activity 7	Homework and Learning Log	20 minutes



## Tutors Notes: Session 7

### Activity 1- **Welcome, recap and introduction to session**

The Tutor should welcome participants. This session being mid-way through the whole programme allows a little time for reflection of key learning points from previous sessions in the pack. This recap will also support participants when working through a number of the activities in this session as previous activities will be fresher in their minds.

### Activity 2 – **Community Consultation**

Carrying out this activity will give participants an opportunity to experience a consultation method which is participative, inclusive, simple and generates a good deal of useful information. An example of a positive consultation activity

### Activity 3 – **Lottery Activity**

This activity is designed to involve participants in a less positive experience of consulting people and gathering information. It highlights the need for clear purpose, correct approach and method and feedback.

### Activity 4 – **Personal Experience**

Participants will work in small groups and individually to identify good and bad experiences of consulting or being consulted. This will help raise awareness

### Activity 5 – **Engagement Staircase**

Designed to encourage participants to develop their understanding of good/bad engagement and consultation and to create a set of guidelines for practice

### Activity 6 – **National Standards Activities**

This section contains a number of activities that allow each standard to be further explored. Within the suggested timing for this session as written, not all of the activities can be carried out.

#### **At the discretion of the Tutor -**

Using their knowledge of the group they should select those activities which are most relevant/valuable for the specific needs of the learners. Alternatively the timings and format of the session can be altered to work through all of the activities

### Activity 7 – **Forming a plan and Learning Log**

Designed to support participants to consolidate their learning from this session and to transfer their learning into a practical plan.



# 1 – Recap, Introduction & ice breaker

## Method – Tutor input & Full group discussion



- 15 minutes

Welcome participants and carry out a short ice-breaker of choice.

This is also a good opportunity to have a short recap on previous sessions. Asking the following questions will assist participants to recall information which will help during some of the following activities.

Ask participants to think about the following, then call out their answers – record these on the flipchart.

- What are the two main areas of focus for CLD
- Community activists – who/what are they?
- Can they remember the key principles/four cornerstones of CLD
- Key points for community action
- Outcome Focussed Practice – what does it mean
- Group Development- what are the stages?
- Individual & Collective Action – which is best for creating change

Any questions/things you want to highlight?

Explain that this session explores ways to engage with a community. It recognises and explains the National Involvement Standards and encourages participants to reflect on their practice. It will also allow participants the opportunity to experience taking part in consultation activities and allow discussion around some of the positive and negative aspects of consultation methods. Distribute National Standards Handout for reference during session

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

Flipchart and pens

National Standards Handout



## Activity 2 – Community Consultation

Method – Tutor input, small group & full group discussion



Looking at communities & how you engage with them.

Community activists are, on many occasions expected to represent not only of themselves but of their communities. So what affects your Community? How do you find out what concerns/needs there are? How do you know what the community wants & that they're behind you? Using appropriate methods and approaches this can be achieved with effective engagement & consultation. Talking to and consulting with community members is the most successful way of finding out what change they want to see in their community.

Break participants into small groups of 3 -5

### Stage 1

- Distribute 3 post its to each person
- Ask each person to individually think about 3 things that impact on their health, whether physical or mental give e.g. Scottish weather/ family/ asthma etc. and to write these 3 things on a post it (one to each post it)
- Within each small group feedback one at a time and stick post-it's onto a plain flipchart paper.
- Ask each small group to see if the post-it's can be grouped and titled e.g. environment, family, work, transport, diet. Each group to feedback to the others, their main groupings.

### Stage 2

- Run the same exercise again, distribute 3 x post its to each person, this time ask each participant to identify 3 things that impact on the health of their community. Give examples- isolation/facilities/litter etc.
- As in stage one - feedback in small group and main group, title and group the post-its and then feedback as before
- Feedback to other groups – take note on flipchart the main groupings.



- 30 minutes

### Stage 3

- Ask each small group to stick their flipcharts on the wall or doors
- Highlight that this is one good example of an exercise that can be used for consultation. Look at the amount of information that has been gathered in a fairly short time. Using little resources or energy!
- Everyone can take part – uses their own thoughts & experiences.
- Very little literacy required – could be drawings on post its or use of a scribe
- Generates group thoughts on the issues within a community.
- Identifies common changes that people wish to happen in the community, rather than just asking people what they want (mostly McDonalds & a swimming pool!)

**Key Learning point for this method -be careful of what you ask – or you might not get an answer you can do anything with**

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

Felt pens – narrow and wide tipped

Pens

3 blocks of sticky notes/post-its – in different colours/shapes

Blu – tac

## Activity 3 – Lottery Activity

### Method – Group Activity and Discussion



## - 10 minutes

Carry out this short activity

- Tell the group you are going to carry out some research on them.
- Ask them to close their eyes and say you are going to ask them some questions all with a yes or no answer. Where the answer is yes they should raise one arm. No opening of eyes.

Q – Raise your hand if you do the lottery?

Q – Do you do it once or twice a week – raise your hand?

Q – Raise your hand if you spend more than £5 per week on the lottery?

Q – Have you ever won on the lottery? Raise your hand.

Q - Raise your hand if you've ever won more than £10.

Tell the group to put all hands down.

- Tell the group that you've finished, they can open their eyes & thank them for taking part, you'll now move onto something else, is that OK?

There will probably be a few bemused faces or even some questions around what information you got, what were the answers etc.

Ask participants?

- How was it for them? How did it make them feel? What was wrong?
- How effective was it as a consultation – who gained information, was the purpose clear, were the questions clear?
- Look for – meaningless, confusing, useless, pointless, frustrating, isolated, embarrassed etc.
- This is an example of a less useful way

**Key Point - some research/consultation approaches can be disengaging & meaningless**

## Activity 4 – Personal Experience



## Method – Small and full group discussion, individual activity



- 20 minutes

Mix participants into small groups and carry out the following activity explaining that their answers should be about their own experiences of being consulted in any aspect of life and also about their experience of consulting with others.

Give each group a sheet of flipchart paper and ask them to make two headings – GOOD EXPERIENCE – BAD EXPERIENCE

- In small groups brainstorm any good and/or bad experiences of community engagement or consultation they have had or been a part of e.g. questionnaire in local community centre, telephone survey, public meeting etc.
- Note on flipchart under appropriate heading
- Feedback to full group
- Sum up by pointing out the different types of consultation and ask for a few points of why they were good/bad
- As we all have different experiences and they are often personal to each individual there is a reflective worksheet to be carried out individually as part of the session if time allows or after the session as a home task

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

- Individual Reflection worksheets on own experiences of consultation.

## Activity 5 – Staircase of Engagement





## Method – Small group activity -Powerpoint



- 25 minutes

In different small groups think about what not to do when engaging with or consulting members of the community.

Hand out A3 size photocopy of Staircase picture.

- Ask participants to write one thing on each step of the staircase on the left hand side e.g. don't feedback, don't hold the consultation event anywhere in the community
- Feedback/discussion with whole group re responses
- Repeat exercise for what makes good community consultation / engagement practice on other side of staircase e.g. make it accessible to everyone, easy to understand
- Feedback to whole group
- The group have now created their own guidelines for good practice

Explain that this exercise (the good staircase) has already been done and agreed by the Scottish Government and is currently under review. Commonly known as the National Standards for Engagement they are guidelines for national and local government bodies to be applied when consulting members of the public in relation to the delivery of public services. (refer to handout on National Standards distributed earlier in session)

Show presentation & explain that we will look at some of these in greater detail later in the session during Activity 6.

Ask group if they can identify commonality between their guidelines and the National standards

- Distribute individual A4 staircase to be completed as **homework**, of the points they recognise they have to remember when consulting/engaging within their own setting

### What you will need:

Laptop/projector

P/P presentation

Staircase handouts A4 for individual & A3 for group activity

## Activity – 6



Method – Tutor should choose the combination of the activities from the following which will be most be valuable for the group



- 60 minutes

**Involvement Standard** - 20 minutes

We will identify and involve the people and organizations who have an interest in the focus of the engagement.

- Using the case study in pairs think about whether everyone is taking part that should be? Should anyone else have been invited?
- Whole group feedback

**What you will need:**

Individual copies of Case study (youth facility)

**Planning Standard** - 15 minutes

We will gather evidence of the needs and available resources and use this evidence to agree the purpose, scope and timescale of the arrangement and the actions to be taken

Short group discussion around

- Have you done the research? Think back to session 5? – We looked at gathering information about the community in which we work – share some examples of where the participants feel they have done this
- How many times have you started something that you find out wasn't based on fact?

**Where can you find relevant research? – Brainstorm to flipchart** e.g. census info, previous surveys etc.

**What You will need:**

Flipchart & pens

- Methods for gathering information handout

**Support Standard** – 25 minutes



We will identify and remove any barriers to involvement

From the previous exercise we now have all these examples of good involvement – open to a wide range of people – but have we really thought about everyone? Have we ensured that these events are open to everyone who needs to be there? (rhetorical)

- In 2/3 large groups ask for a volunteer from each group and give them biscuits equal to the number of the group. Distribute role cards to everyone else.
- Ask the volunteer to distribute the biscuits equally (i.e. one each)
- Then ask everyone to read out their role cards.
- Then ask the volunteer to distribute the biscuits how they now feel is fairer i.e. with equity.
- Summarise - Equality sounds right but it assumes everyone starts from an equal position, Equity implies there is a judgment made, therefore when ensuring the support standard we have to think about e.g. people with disability, young single parents, people with literacy needs, young carers etc.
- In small groups think about a consultation session you've designed and check that you've minimised any barriers to attending for possible disadvantaged groups.
- Full group feedback – Distribute involving everybody Hand out for further reading
- If time allows complete individual worksheet on things to think about when engaging in your own community e.g. where, when, what support, what advertising etc. for your project or distribute as a home task.

**What you will need:**

Biscuits & role cards

Flipchart & pens

What do I need to remember worksheet

Involving Everybody Handout

**Methods Standard** -15 mins

We will agree and use methods of engagement that are fit for purpose.

- Distribute role cards and ask everyone to stand in line next to each other, (will require a large space).
- You will read out a list of statements/questions.
- Ask people to take a step forward if they can answer yes to your statement, a step back if they answer no and to stay where they are if they're not sure.

Questions

Will you feel comfortable/ able to attend/ take part in the following engagement sessions/activities;

- An 8pm session in the community centre
- An online survey
- An in the street questionnaire
- An open session in the local library
- An open question session at your local youth group/adult learning group
- A text message survey question on your mobile phone.
- A quiz in your local supermarket
- Visit to the local councillor's surgery
- Video diary questionnaire
- Video diary questionnaire with support

Ask everyone to note where people are standing and to read out their role card. Ask people to comment on anything that happened or that they noticed during the process.

Highlight that they must be very clear about what methods they use so that they achieve the results/information they are looking for.

**What you will need:**

Role cards – Attending a meeting

Methods for gathering information handout

**Working Together Standard – 10 minutes**



We will agree and use clear procedures that enable the participants to work with one another effectively and efficiently.

As a full group pose and discuss the following:

- Ask participants to reflect on the sessions they have already participated in
- Brainstorm the advantages of working together within a community. E.g. - the impact of collective action, outsiders not parachuted in with their own ideas of what the community needs/wants, wider knowledge, not having groups unknowingly working against each other, improved communication etc.
- Record the answers on flipchart

**What you will need:**

Flipchart & pens

**Sharing Information Standard -15 minutes**

We will ensure that necessary information is communicated between the participants.

- Reflect on lottery exercise, how did it feel to not know what was going on?
- In small groups distribute case studies and ask each group to identify their top 5 ways of sharing information within their group
- Feedback

**What you will need:**

Case Studies and Top Five worksheet

**Working with Others Standard - 10 minutes**

We will work effectively with others with an interest in the engagement

Distribute an A3 copy of What Makes a good partnership and ask each small group to e.g. sharing relevant info, greater pooled experience, pooled resources, mutually beneficial outcomes etc.

Draw/write a good partner

Flipchart & pens

**What you will need:**

A3 drawing of What makes a great partnership

**Improvement Standard – 10 minutes**

We will develop actively the skills, knowledge and confidence of all the participants



This standard talks about improving skills, knowledge & confidence, what does this mean for us as community activists?

We must make the engagement at whatever level a positive experience i.e. successful, relevant, inclusive, fun etc.

**What you will need:**

**Feedback Standard- 10 minutes**

We will feed back results of the engagement to the wider community and agencies affected

Again reflect on lottery exercise and also all those past profiles/surveys/questionnaires etc. that have taken place but are not used or reviewed or valued.

As with the sharing information standard consider the methods used for feedback to ensure a wide audience

**Monitoring & Evaluation Standard –20 minutes**

We will monitor and evaluate whether the engagement achieves its purposes and meets the national standards for community engagement

- Distribute national Standards reflection worksheet and talk through. It should support effective and reflective practice.

**What You will need:**

National Standards - reflection worksheet

## Activity 7 – Forming a plan and Learning Log

## Method – Tutor input and individual activity



- 15 minutes

As this has been a whistle stop run through the standards allow a few minutes for clarification of any points from the previous activities.

Distribute Worksheet “consulting with my community” explain to participants that they can complete this worksheet as a Homework task, using a real or imaginary situation about planning a consultation within their own, group, project or community. During this reflection they should consider what they have learnt from the various activities in this session and how they can ensure they are embedding the National Standards for Engagement into their practice.

Distribute the Learning Log for this session and allow time for completion.

**What you will need:**

Consulting with my Community worksheet

Learning Log

