

## Session: 9

Total time 3 Hours

## Objectives:

By the end of this session participants should have:-

- An understanding of the process of influencing change in a community and be able to identify the stakeholders involved
- Explored different avenues for finding and generating support
- An understanding of different levels of participation and empowerment and be able to analyse their use in a given situation
- Identified barriers to participation and identified appropriate steps to overcome them

## Outline:

Activity 1	Welcome, Introduction and re-cap	10 minutes
Activity 2	Levels of Participation	15 minutes
Activity 3	Ladder of Participation	15 -20 minutes
Activity 4	Could you participate?	30 minutes
Activity 5	Participate or Not!	30 minutes
Activity 6	Influencing Change	25 minutes
Activity 7	Getting the message out	45 minutes
Activity 8	Learning Log	15 Minutes

## Tutors Notes: Session 9

### **Activity 1 – Welcome, Introduction and recap**

An opportunity for the tutor to remind participants of the discussions about power from the previous session and focus on how we use this understanding to involve communities in influencing change. The focus of the beginning of this session is on involvement and participation to influence and create change within communities.

### **Activity 2 – Levels of Participation**

This exercise allows participants to debate what forms of participation are most meaningful and empowering in relation to influencing change.

### **Activity 3 – Ladder of Participation**

This activity should further explore and reinforce participants understanding of differing levels of participation by individuals and communities.

### **Activity 4 – Could you Participate?**

This activity is designed to allow participants to experience how marginalised members of a community may feel when there are barriers in place which affect their ability to take part in community activities

### **Activity 5 – Participate or Not!**

This activity allows participants to explore barriers to participation and ways to address these.

### **Activity 6 - Influencing Change**

A short exercise reinforcing the learning from the previous 2 exercises giving participants the opportunity to relate it to a real life context in their own community. Depending on the make- up of the group this activity can be altered to an individual and or small and full group task.

### **Activity 7 – Getting the Message Out**

An opportunity to put the ideas discussed in the previous exercise into practice – while also building practical skills for their project regarding using the media, planning public meetings, presentations and using social media.

### **Activity 8 – Learning Log**

Allow time for completion of Learning Log and short evaluation/closing activity.

### **Additional/ Alternative/ Activity**

#### **Opinion Gauge –in Toolkit**

This exercise focuses on the task of influencing opinion and can be used to reinforce the importance of bringing the community, wider stakeholders and even opponents along on any journey to change.

# Activity 1 – Welcome, Introduction and re-cap

## Method – input from tutor



10 minutes

Welcome participants and cover any domestic and health and safety announcements for the day.

The tutor should use this opening session to set the participants at ease by facilitating a short, fun ice- breaker and having an informal group discussion/recap of the previous session, perhaps asking if everyone has completed their learning log and additional reading tasks.

It may be worth asking if there are any questions or points of clarification from any of the hand-outs on lobbying, petitioning public protest etc. that were handed out at the end of the session for self-study.

**What you will need:**

Ice-breaker – please refer to toolkit or use own

## Activity 2 – Levels of Participation

### Method – Small Group exercise



15 minutes

The purpose of this activity is to get the group focused on participation and involvement, and provide an introduction to re-looking at Arnstein's Ladder of Participation (initially discussed in Unit 1 Session 3).

Tutor should divide the participants into groups of 4-5 people.

Each group is given a set of the 'Forms of Participation' cards and asked to rank them in order of the most meaningful form of participation.

Using blu-tack the cards should be displayed on the wall from top (most meaningful) to bottom (least meaningful).

Ask each group to explain the reasons for the order they have put the cards in.

There is unlikely to be agreement (and there is NO right answer) and the discussion that follows should draw out the fact that meaningful participation will depend on the context of the activity, where the need has come from, the ultimate aim of the involvement etc.

**What you will need:**

Forms of Participation Cards. One set of a different colour for each small group. 8-10 cards in each set covering forms of participation

Blu-tac

Suggested Participation Cards

These pages can be photocopied, laminated and made into sets of cards using a different colour card for each small group. You could change these to be specific to the group you are working with.

STANDING FOR ELECTION AS A COMMUNITY COUNCILLOR	WORKING AS A VOLUNTEER IN THE HEALTH CENTRE CAFE
ATTENDING SCHOOL PARENT COUNCIL MEETING	VOTING IN LOCAL COUNCIL ELECTION
FUNDRAISING FOR A NATIONAL CHARITY	ATTENDING A MANAGEMENT COMMITTEE MEETING
RUNNING A SPORTS CLUB FOR UNDER 11'S	ATTENDING A YOGA CLASS
WORKING WITH SENIOR CITIZENS TO IMPROVE ACCESS TO BENEFITS	SIGNING A PETITION TO STOP A NEW ROAD BEING BUILT DOWN THE MIDDLE OF YOUR COMMUNITY
CAMPAIGNING FOR CHANGE IN TIMES OF LOCAL BUS SERVICE	ATTENDING AN INFORMATION SESSION HELD BY POLICE

## Activity 3 – Ladder of Participation

### Method – Hand-out and Worksheet, group feedback



20 minutes

This Activity is to remind participants of the Ladder of Participation covered earlier in the course. (If this is not familiar to participants, or if this unit is being delivered in isolation, additional time may be required to discuss the ladder and material from Unit 1 session 3.

Distribute the 'Ladder of Citizen Participation' Hand-out and answer any questions, making links as appropriate to the previous activity.

Distribute worksheet and ask participants to work in group of 2-3 to identify examples of participation at each level from their own experience. During the discussion they should also identify any strengths or weaknesses of each case.

In feedback seek 1 example at each level from across the groups to ensure a common understanding of the varying levels.

**What you will need:**

Ladder of Citizen Participation hand-out  
Worksheet – Levels of Participation

## Activity 4 – Could you participate?

### Method – Activity



30 minutes

This activity is designed to allow participants to experience how marginalised members of a community may feel when there are barriers in place which affect their ability to take part in community activities. It will also allow the opportunity to consider how, as a community activist, they can help remove/decrease barriers to allow increased participation in their own communities. Key points from this activity can be discussed following some of the steps in the activity, the fact that all barriers are not visible, that psychological and physical differences often obstruct participation, environmental, construction and geographic location are some of the factors we need to consider when trying to encourage others to get involved. Individually and collectively we often exclude people by our lack of awareness and understanding of these influencing factors.

This activity needs a fair amount of space to be available, if the weather permits a car park is ideal, or a room with a large enough space for everyone to stand in a line against a wall with a clear safe pathway to an opposite wall – think of playing “Giant Steps and Baby Steps”!!!

- Ask participants to line up and give each participant a character card which they do not show to anyone else. Tell them you will read out a number of statements which they should listen to and consider as if they were the person on their card.
- If the answer to the question is “YES” they should take a normal step forward, if the answer is “NO” they should stay where they are. If they are unsure or if they think their answer would be “MAYBE” they should take a tiny step forward.
- Start the activity by reading out a few of the suggested statements below, or make up statements that are relevant to the group or the area. After you have asked a few questions ask people how they are feeling about their position in the line, – at the front, back, not moved etc. ask how this makes them feel as a member of this community? Ask the person nearest the front how they feel about everyone who is behind them and ask the person at the back what their thoughts are about the people in front of them,
- Ask a further few questions from the statement list and again ask the questions above
- Ask the final questions from the list then ask participants to take a mental picture (or have a camera to take an image) of where they have finished in the line, then reconvene the group for feedback and discussion
- When the group have resettled ask participants to read out their character cards and lead a short discussion around the key points below, noting responses on flipchart.

**Key points:**

- What barriers were evident and are they frequently found in communities? (List identified barriers on flipchart)
- Can they be grouped – e.g. geographic, physical, cultural, personal etc.
- Were there any barriers they had not considered prior to the activity, which ones?

Following the discussion summarise the key points and refer to the previous sessions in Units 1 & 2 – sessions 3 and 7 (Participation and inclusions and Engagement – getting your community on board) and the connection between inclusion, good engagement methods and increased participation.

**Suggested statements (or you could design this around a live community issue)**

- There is a public meeting at 3.30 p.m. to discuss merging two local primary schools and closing one of the buildings. This means that most children will have further to travel if the newer of the two buildings remains open. Can you participate?
- A poster been put up in your local shop about an open event at the library for unemployed people. Can you participate?
- There is an on-line housing questionnaire about repairs to all social housing in your area. Can you participate?
- A questionnaire is sent round primary and secondary schools about health issues and the elderly. Can you participate?
- There is a meeting at the local library on Tuesday evening at 6 p.m. about leisure facilities in the area. Can you participate?
- A survey is sent through the post for community members to to express their views about drugs and alcohol use in the area. Can you participate?
- There is a workshop at the local college about transport in the area and it is based on photography. Can you participate?
- A drama company are touring schools and running workshops about "Education is Fun". These are open to parents and families. Can you participate?
- There is a meeting about the Scottish Youth Parliament. Can you participate?
- You have been asked to join a "Facebook" group about welfare benefits. Can you participate?
- The local newspaper has a plan of the new community centre and asks you



to tweet your comments. Can you participate?

- A questionnaire on issues that young people are concerned about is put on the web by the Scottish Executive. Can you participate?
- You are asked in the street about your views on the health service. Can you participate?
- You are invited to a focus group between 7- 9 p.m. next Thursday evening about services available and needed for children in the area. Can you participate?
- There is a large consultation event in Glasgow about Poverty in Scotland. Can you participate?
- You are asked to read a summary paper on education from the government and write down your responses. Can you participate?
- A graffiti wall is drawn in your local library on young people's views of the area. Can you participate?
- You have been asked to help put together a funding application for a local community group. Can you participate?
- You need to complete an on line application form for a job. Can you participate?



**Barriers to Participation – Copy one set (laminare optional)**

**Jane:** You have two young children and you are a single parent. Your mother helps you out a lot with the children but she does not like babysitting at night because she does not feel safe walking to your flat in the dark. You plan to go to college when your youngest child starts school.

**Paul:** You are living in a homeless unit at the moment. You are interested in reading and playing football. You would like to get a computer but you do not have one now. You want to volunteer in the community but are not sure if you can as you have only been sober for 1 year.

**Ellie:** You live on farm with your family on the Orkney Isles in the north of Scotland. It is very expensive to travel to Glasgow or Edinburgh and you have only visited these cities once in your lifetime. You have no Internet access.

**Patrick:** You live with your family who are travellers, in a caravan on the edge of a town. You would like to get linked up to the Internet at home but you do not think that it will be possible.

**Angaila:** You have recently moved to Scotland as a refugee with your elderly parents who do not keep well. You can speak a little English but you cannot read it very well. You are very shy and you do not like going to large meetings

**Sue:** You do not like school and you often do not go but hang out with your friends instead. At night you go down town and hang about and you are looking forward to being eighteen as there is nothing for young people to do.

**Soon Lee:** You live with your family in what is known as a fairly “troubled” community. Your parents are very strict, they will not let you travel alone on public transport and as they run a local restaurant, work very unsocial hours.

**Falak:** Your family are devout Muslim and adhere strictly to all the religious observances. You wear your traditional “niqab” as you go about your local community. This sometimes causes other to avoid you or when they do speak to you they are not sure what to say. You only attend social events at the mosque and you feel very isolated.

**Gerry:** You have been unemployed for a period of three months with no sign of a job. Your savings have now all but gone and the financial strain is beginning to tell. This is causing argument at home – your wife blames you as you have difficulty reading and writing well.

**Ross:** You are a member of a local gang who have a reputation in the area for causing trouble. You all tend to hang out at the leisure centre and harass people as they go in and out. The police are always moving you on and you have all been barred from using the centre or the adjoining swimming pool. Last week they wouldn’t even let you in to your mate’s party even though they said you could attend.

**Padma:** You live with your parents, your two brothers and sister. You are planning to go to university next year and you would like to study computer science. You speak English at school but not at home.

**Cameron:** You live in the Western Isles of Scotland and have slight visual-impairment. Your computer is adapted so that you can read text that is sent to you via email but you cannot read standard text very well.

**Tom:** You you live with your mother and younger sister. Your Mum is a single parent and works during the evenings. You look after your sister until your Mum gets home from work at about p.m. Recently you have been self- harming as you get so annoyed at being in the house so much.

**Dan:** You are involved in the Scottish Youth Parliament and enjoy going to meetings and discussing issues that affect young people. You have access to the Internet and are about to take your higher exams.

**Marie:** You live with your mother and sister in Glasgow and you are fourteen. You have dyslexia and find it difficult to read and complete forms. You are very creative and enjoy photography and art-based activities.

**Andy:** You had polio as a baby and you now need a wheelchair to get about. You enjoy reading but the local library has steps and you cannot get in without help. You do not like going out when it is dark because the street lighting is not good in your area and it makes it difficult for you to get about.

**Jean:** You are a member of the local community council and have been involved for a number of years in a project to improve the local leisure facilities. This has given you the skills and confidence to work with many different people in the community

**Bill:** You work in a local shop and in your free time you volunteer with national child poverty action charity. Can you participate?

**What you will need:**

- Statements for the tutor
- Character cards
- Large space
- Flipchart/pens

## Activity 5 – Participate or Not!

### Method – Conversation Carousel



30 minutes

This activity allows participants to explore barriers to participation and ways to address these. This exercise uses 3 examples of community involvement activities:

- Public meetings
- Becoming involved in a committee / working group
- Completing a survey

The facilitator should pin up 3 pre-prepared flipchart sheets, each with one of the 3 community involvement activities.

The facilitator should introduce the method of a ‘Conversation Carousel’.

Participants are split into 3 groups and asked to move round the 3 stations and discuss and note down their answers to a series of questions. At each station they should review what has already been noted by the previous group, make comments or additions to what is already there as well as add their own ideas. 5 – 7 minutes should be allocated to each carousel conversation.

The following questions should be written on one flipchart for participants to refer to.

- 1) What would motivate people to participate in this activity?
- 2) What are the barriers / blockers that prevent people from getting involved?
- 3) What can be done to ensure more people have the opportunity to participate?

Once all the groups have visited each Carousel Conversation, the group should be brought back together to review feedback.

In reviewing the exercise this is an opportunity to restate some of the key practical measures that can be put in place to overcome barriers

For example:

- Times, locations, accessibility of public meetings
- Need for childcare or other forms of support for carers
- Literacy or language barriers etc.

It will be surprising if ideas of apathy, lack of interest, lack of knowledge do not come up in the previous exercise and the tutor should use these to make the transition into the next exercise.

**What you will need:**

Pre-prepared flipchart pages for each station with each of the community involvement activities

Pre-prepared flipchart with questions

Marker pens

## Activity 6 – Influencing Change

### Method – Individual and small group activity



25 minutes

A short exercise reinforcing the learning from the previous 2 exercises designed to give participants the opportunity to explore the ideas of influencing and involving others in the community, identifying stakeholders, messages and in a real life context from their own community. (See tutors notes re running this activity depending on whether participants are all from the one project, individually representing projects or can be put into small groups from the same project/area)

In this exercise participants are asked to identify a specific problem or issue they are aware of in their own community, as well as the desired outcome (the change they would like to see happen). From this the worksheet asks them to identify the approaches that would need to be taken to influence change towards this outcome

- Who needs to be influenced
- What is the change that you want them to make?
- What is the message that could best convince them?

Distribute the Worksheet influencing Change

#### Stage 1

Individually participants should complete the worksheet –Influencing change 1

#### Stage 2

Either in pairs/small groups participants should discuss and complete Influencing Change 2

#### Stage 3

Working in the same groups Influencing Change 3 should be completed

The facilitator should offer support during this process as and when required.

Full group Feedback – have a short feedback around the task drawing out key learning points

#### What you will need:

- Worksheet ‘Influencing Change’

## Activity 7 – Getting the message out

### Method – Group work



45 minutes

Tutor should provide a quick introduction to the next activity, focusing on how you present your message with a focus on making your idea / campaign / event stand out.

Hand-outs '**Why use the Media**' and the '**A-Z of Making the News**' can be used to inform this input and then distributed to reinforce this message.

Each group will take on 1 communication task:

- 1) Preparing a media release to generate interest and inform the community of why the Community Council is initiating the progress
- 2) Planning a public meeting to generate support for the project
- 3) Preparing a presentation for the local Residents Group in the area adjacent to the park
- 4) Planning a social media campaign to engage the community with the on-going project

In introducing the task the tutor should give each group the specific hand-outs relevant to their task, however a full set should be available to all participants for their resource pack and future reference. These can be found in the additional reading folder of this session

Allow 30 minutes for the completion of the task before brief feedback to the wider group, focussing on the message each group chose to emphasise – how they are 'being convincing'.

- **You will need:**
- Hand-out 'Why use the Media'
- Hand-out 'A-Z of Making the News'
- Hand-out – 'Writing a media release', worksheet 'Writing a media release'
- Hand-out – Lets Have A Public Meeting
- Hand-out - Planning a Public Meeting, worksheet ' Planning a public Meeting'
- Hand-out - Effective Use of Social Media, worksheet 'Planning a Social Media Campaign'

## Activity 8 – Learning Log & Evaluation

Method – Individual worksheet, group activity



15 minutes

Distribute Handout Who else can help – pointing out that they are not alone and identifying key people or organisations they can approach for support.  
Distribute Learning Log for the session and allow time for completion.

**What you will need:**

- Handout Who else can help?
- Learning Log