

Session 12 Making a difference - Community Project

Total time 3 Hours

Objectives:

By the end of this session participants should be able to:-

Explore the idea of carrying out a community engagement activity in their own community

Increase their knowledge and understanding of the various stages of carrying out and reflecting on their project

Examine and discuss the stages of planning, delivering, evaluating, recording and reporting on their chosen activity

Have the opportunity to further develop the idea within the group setting

Examine and begin to complete the project planning tool in discussion with the tutor

Identify any support or further information/training required to carry out the project

Outline:

Activity 1	Welcome and Looking Back	30 Minutes
Activity 2	So what?	10 Minutes
Activity 3	Action in your community!	20 Minutes
Activity 4	Project planning	25 Minutes
Activity 5	Worries and ways forward	15 Minutes
Activity 6	Plan, prepare & proceed!	45 Minutes
Activity 7	Presenting your project	15 Minutes
Activity 8	Learning Log	20 Minutes



Tutors Notes: Session 12

Activity 1- Welcome and Looking Back

This session requires prior flipchart preparation.

The main purpose of this session is to welcome participants, allow participants to reflect on the overall programme and their learning and explore and plan how they will now utilise their new skills and knowledge by introducing the project and project planning tool.

Activity 2 – So What?

By asking participants the “so what” question try to tie in the fact that all they have learnt and experienced is of no use unless they can measure the impact & evidence what has changed in their practice as a community activist. Explain that this will be achieved by carrying out the project.

Activity 3 –Action in your community!

Sharing general ideas of possible issues for engagement within communities. Sometimes there are obvious issues e.g. no play facilities, housing renovations, litter and graffiti etc., however these issues may not be a priority for your community.

Activity 4- Project Planning

Take time to go over Part one of the project planning form This is the first stage of getting participants to focus on putting into practice what they have learnt from the previous sessions.

Activity 5- Worries and ways forward

In preparation for working on part 2 of the project planning form this session will allow participants to voice any concerns they may have about carrying out the project, discuss with their peers ways of overcoming their fears and identifying who may be able to help them during the project

Activity 6 – Plan, prepare, and proceed.

Using part 1 of the project planning form the tutor should support participants either individually or in small groups to focus in more detail, how they will take forward their ideas. As they may have to consult with others out with the course they may be unable to complete the whole plan until after the session.

Activity 7 – Presenting your project

Using part 3 of the planning form talk through with the group how they will record and report back on their project, Include information about the recall day.

Activity 8- Learning Log

Allow time for the participants to complete the learning log for this session and to inform them of any information regarding the return of project planning forms, who to contact for support with their project, any specific equipment needed for their presentation prior to the recall day and details of who they wish to invite.



Activity 1 – Welcome and Looking Back

Method – Tutor input and Carousel Activity



30 minutes

Prior to the session write the heading of each of the previous sessions on flipchart paper (one per sheet). Have 4 “stations” or tables set up round the room with a selection of marker pens and enough space in between for people to move around. Distribute the flipchart sheets between the stations.

Following welcome and any announcements:

- Divide participants into four small groups and ask each group to stand at a table
- Explain that they will have a limited time to write/draw on the sheets on their table what they can remember about that particular session, what they learnt, something funny that happened, something someone said that has stuck with them, something that made sense.
- After about 5 -8 minutes they must move to the next station on their right. When they arrive they should read the comments left by the previous group then draw a line under them. They should then add anything they remember which is not already recorded.
- Repeat the process twice until each group is back at their starting point and allow a few minutes for them to read any additions.
- Timing for each round after the first should be monitored as at each point there may be less to be added therefore time needed may be less.
- When each group has had sight of all the comments ask the participants what surprises them about what has been recorded, is there any particular comment they want clarified, what do they feel when they look at what they have achieved.
- Draw the session to a close by giving positive feedback to the group for the work they have covered over the programme and their participation in the activity. Pose the question “So what?” to the group – you have all done this, what will you do now to measure the impact of taking part in the programme- leading into next activity.
- Flipcharts should be typed up and circulated to participants following the session as evidence of their learning and participation.

What you will need:

Flipchart and marker pens

Activity 2 – So What?



South East & Central CLD
Workforce Development
Consortium

Method – Tutor input, handout and short full group discussion



10 minutes

The tutor should remind the participants that the ethos and values that have underpinned the whole programme are the same as those they have as a community activist - making a difference, encouraging and supporting change in their communities and that their participation in the programme is part of this process.

The impact their learning has had on them as community activist and how it will be used in their communities is also measurable and this will be achieved by them undertaking a community engagement activity in their own communities. The activity should be inclusive, outcome focussed, participatory and put into practice their new found skills, knowledge and understanding.

Distribute 'Putting it Into Practice handout read through and explain each stage allowing time for any questions.

Let the participants know the timescale for the - from initial planning which will start later in this session, to final feedback which will happen at the recall session. Ask if there are any immediate questions regarding the undertaking of the project and respond to any that will not be covered later in the session as they go through the planning and recording tool.

What you will need:

Putting it Into Practice Handout



Activity 3 – Action in your Community

Method – Tutor input, group discussion



- 20 Minutes

The tutor should explain that identifying the focus of their community activity should be carefully considered. At this stage of the programme many of the participants will easily be able to identify a live community issue or need that has already been raised by community members or that has been identified by current research.

Alternatively the project may provide an opportunity for community members to be involved for the first time in considering local community needs.

Split the participants into small groups and ask them to consider and share their thoughts on the following questions:

- Is there a clearly identified need for change in your community
- Where has this need come from?
- Have local community members already been involved in a consultation and raised it as an action they would like to happen, to change or improve their community?
- Are there obvious issues that although not yet raised would improve the area/health/lifestyle of community members?
- If this is the case would carrying out the community project offer the chance to explore solutions/actions?
- Is it a case of providing an opportunity for local community members to get together to develop these ideas and maybe begin to put together an action plan?
- Is the idea something that would involve and benefit the whole community?

After a short period for discussion on these points ask participants to call out any issues/needs in their local community that could be used as the focus of their community engagement session and record these on the flipchart. The opportunity to consider these ideas may help those participants who may have been struggling to identify a possible project.

If required refer to the Consortium Case Studies DVD clips used in session 10, as a refresher, showing how community needs have been identified and met involving community members.



Activity 4 – Project Planning

Method – Input, individual work sheet, group feedback



- 25 minutes

The tutor could deliver a short input about the importance of planning their project reminding participants of their earlier discussions around being a community activist, the ethos and values of CLD, the importance of making a difference, involving the wider community. If necessary refer back to the initial sessions picking out other key points e.g. involving everyone, empowering and influencing others, identifying and meeting real needs, ask questions of the group that will draw these points out. They should call on learning from all sessions when beginning to plan their project as this will help them break down the steps they can take to support them to have appositve outcome. Remind them of the saying – Fail to prepare, prepare to fail!

- Distribute Part 1 of the project planning form, allow participants time to read over this and ask if there are any questions.
- Explain that it may be possible to work in pairs or small groups of three or four if there are clear links between ideas/areas etc.
- Make it clear that this is stage one of the planning process, where they can record their initial thought and ideas. Therefore they do not need to include a great deal of detail or specific arrangements/tasks or dates as they may have to consult with others prior to confirming some of the details
- Working individually ask participants to complete as much Part 1 of the planning tool as they can. Offer support if needed and give a timescale for coming back together to share their initial thoughts. Ask each participant to read out their working title –record this on the flipchart and put the participants name next to it.
- Once you have the full list ask participants if they can identify any that have a similar theme, could any ideas be combined to allow participants to work together, are there a number of people from the same area/project that could work on one idea.
- If so ask people to put their names next to any they think they might be interested in exploring further.
- Remind participants that even if they work as a group to carry out the project they will still have to carry out an individual reflection of their specific role, what they contributed to the project and what they learnt from it.
- Even if all forms are not completed move on to the next activity.
- Assure participants that they will have time later in the session to develop their ideas complete their initial and if necessary discuss with others and the tutor how they can move on.



What you will need:

Handout - Project planning form – Part 1 (one for each participant and a few spare)

Flipchart/pens



Activity 5 – Worries and ways forward

Method – Group discussion



- 15 minutes

Prior to moving onto stage two of the planning process the tutor should allow time for participants to voice any fears/concerns they may have at this stage regarding carrying out their project.

- Split participants into groups of three or four and give each group 4 post it notes.
- Ask them to spend a few minutes discussing any concerns they may have about undertaking their project.
- After a few minutes ask them to record one concern on each post it.
- When everyone is ready ask one group to stick all their notes on the flipchart at the front of the room reading them out as they put them up.
- Ask each group to do the same, if they have one that is the same or similar they should stick it on top of the original.
- When they have completed this part of the task the tutor should take each concern (or group of postits) and ask the group to call out any ideas they may have to help overcome this issue. (be prepared to come up with some ideas yourself)
- Record any ideas next to the concern
- In a short time participants will have shared their knowledge and experience of overcoming some of the issues raised all of which should help with the next stage of the planning process which follows this activity
- Identifying and using all of the available knowledge, skills and resources at the planning stage will contribute to the overall success of the project

What you will need:

Flipchart, pens, post it notes



Activity 6 – Plan, prepare, and proceed!

Method – Individual/small group worksheet, tutor support.



- 45 minutes

Begin this activity by ensuring that each participant has identified either individually or in a small group a project idea that they can begin to take to the next stage of the planning process.

- If this is not the case you may have to allow time for participants to further discuss this with you or with other participants they think they can join with to carry out their project,
- Once firm ideas for carrying out the project have been agreed allow time for completing the recording of the developed idea on Planning Form Part 1.
- Ensure participants have enough time to start to fill in as much detail as they can at this stage about what they hope to do. As they may have to consult with others after the session regarding confirmation of dates/venues etc. they may not be able to fully complete their planning at this stage.
- Support participants by working round the room, answering any questions, offering suggestions which will help them to flesh out their idea/plan.
- As the participants work through the planning tool if they are working as a small group they should begin to identify the specific roles they each need to undertake to ensure the project comes to fruition.
- Ask them to leave the section on presenting their project as you will discuss this with them later in the session.
- Allow time towards the end of the session for each individual or group project to give a short feedback of what they will undertake and what they hope to achieve,
- Prior to moving onto the next activity allow time to
- Distribute Part 2 of the project planning form – Project Recording form and explain that this is what should be completed following the completion of their project - **1 for each project** therefore those working in pairs or small groups will work together on this– to record the process and review the impact of their engagement.
- Also explain the section of the form Part 3 - **Individual review which must be completed by each participant** as this is a personal reflection on their practice and learning

What you will need:

Copies of the project planning forms



Activity 7 – Presenting your project

Method – Tutor input and full group discussion



- 15 minutes

Presenting the report of their project in front of their peers and an invited audience is often the most nerve racking part of the course for some participants.

Ensure that the recall date is planned far enough in advance for participants to be well on the way to completing or to have completed their projects.

Being realistic we know that life, other people, resources etc. all get in the way of the best plan.

Although you may want all the projects completed prior to the recall session assure participants that they can report back on how far along their plan they have travelled, what barriers they have come up against, had to overcome, that may have delayed their Timescale. If they have achieved a different outcome to what was planned they should report back on what this is and why/how it changed/evolved.

Also assure them that they can choose any method they prefer to deliver their presentation at the recall session.

Distribute the handout - Presenting Your Project, and read through – this may give some ideas about how they may want to deliver their findings.

Allow time for any questions and ensure that participants are clear about what support they can get on the day of their presentation in relation to resources, equipment etc. and how they go about arranging this.

What you will need:

Handout – Presenting Your project



Activity 8 – Learning Log

Method – Tutor Input, individual worksheet



- 20 minutes

Distribute the learning log for this session and a copy of the Project Recording worksheet. Explain that they can use the worksheet to record short notes of their immediate reflection following the project they are carrying out, as they have used the learning log following each of the sessions they have attended. This can then act as an aid when they come to completing the full report and the individual review prior to the recall session.

Ensure that they have copies of all flipchart notes and any handouts they may have missed as they may want to refer to these for their project and will need them for their portfolio as evidence of their learning.

Thank participants for their work and participation throughout the programme and remind them of contact details if they need to get in touch with you prior to the recall session.

What you will need:

Learning Log for this session

Project recording worksheet

