

Flipchart materials and thinking from the first pilot of the Working with People in Your Community course.

Session 1: What is important for working with people in your community.

A) GROUND RULES from group discussion.

Respect other peoples point of view

Agree to disagree

Let everyone have their say

“Listening” to what people say

Keep to time (but not too restrictive)

Confidentiality and anonymity (within reason)

Share what you feel comfortable with

B) Range of community participation and action – as volunteers, residents, activists and local staff ... includes both the participants and the trainers.

Regeneration course

Research (Active Communities)

Thistle – residents groups

Meetings

Activist – steering groups

Tenants groups

Community/health

Local/city wide e.g. equality forum

City tenants federation

Local management committee

Local computer office

Volunteer – everything “gofer”

Community Centre

Community Arts,

Minibus driver

Work with children and the elderly

Personal development/support - nurse and welder

Volunteer at school

Local politics

Work in community

Committees

Flipchart materials and thinking from the first pilot of the Working with People course; Craigmillar Capacity Building Project, Sept 2006.

Young homeless people/"mentor" support
Professional eyes dropper (community connector)
Home – start volunteer
Edinburgh Youth gathering (scots music)
Phonelink
PTA
Attending classes in the community
PTA
Food for tots
Greengables steering committee
Advisory group
Work in community
Neighbourhood worker
Counselling/support
CFS community centre
Church/Christian drop ins
Drug and alcohol support

c) Picturework : 4 Key themes with ideas and pictures behind them

1.COMMUNITY EXPECTATIONS (commitments and responsibilities)

Community Development and Growth
(3 children & Space hoppers)

Keeping active in the community – get more people involved (woman playing tennis)

Looking after yourself

Understanding Faith
(cross)

Unity
(Sheila's Wheels)

Importance of being cheerful yourself
(Man with glasses)

Keeping Safe and Feeling Safe
(Security Cameras)

Encouraging and Supporting
(Old Woman)

Socialising/Connecting
(4 Laughing)

2. INCLUSION/ISOLATION

Access, Disability Discrimination, Looking inside from the outside.
(Small boy at door of shop)

Youth Isolation
(Little girl sitting on chair alone)

Supporting Older People
(Old Woman)

Importance of Green Space
(Woman holding Plant)

Not being afraid of what is ahead
(Bridge in Water and Houses)

Recognise issues of transport/ access and money
(Bus)

Finding their path
(Train)

Addressing/Embracing Diversity
(Man and Woman speaking over fence)

3. HAVING FUN

Having Fun
(People Having Drinks)

Friendship and Supporting People
(2 people cuddling)

Importance of music and dancing – bringing people together
(people playing with decks)

4.EFFECTIVE PLANNING

Keep Focused – Deal with the issues at hand
(Orange and hand)

Coping with everyday stresses
(Cartoon Cars)

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Time Management
(Big Clock)

Support somewhere to turn to
(Emergency Sign)

Outcome of Success
(Old Woman Laughing)

Help those in need
(Man with glasses holding his head)

Learning your mark
(Foot print in the Sand)

Problem Solving
(Knot)

Session 3: Diversity and story-telling.

A) Range of 'Diversity' within the community

- Linking neighbourhoods
- Recognising minority groups
- Changing neighbourhoods
- Different Cultures
- Multi-faith society
- Different roles within the Community
- Different language

B) Time to Flee/ interactive story-telling activity - Thinking about what you value from this activity:

Different perspectives

Interesting

Own views and opinions

Team working

Not dominated by any one person

Mostly chose the same

'Working' to the same end

Different ideas

Enjoyable

Equipment

Looking at it again

Discussed what and why

Gelled as a group

Something we don't usually think about

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Consensus (working towards)

How would we feel?

What is important and why e.g. photos

Putting ourselves in their situation

Session 5: Bringing the learning together.

Learning Chart: thinking about how the course activities are useful – plain text for one group’s commentary, and italics for the other

	Useful	Useful, but ...	Unsure ?!
Generally	<p>Listening – who I am? (3)</p> <p>Feed back in pairs (3)</p> <p>Sharing gifts (3) – very useful and enjoyable exercise</p> <p>Visit (3) resounding success thorough info and enjoyable (mediation)</p>	<p>Listening – my week (3), useful but...</p> <p>Dreaming in pairs, useful but ...</p> <p>Chinese whispers, useful but ...</p>	<p>Listening – not listening – not really relevant to the course (3)</p> <p>Forum theatre (2) – vague and open ended.</p> <p>Picture Imagination (3) had reservations about relevance</p>
Inclusion/ isolation	<i>Visit</i>	Drama (freeze) (1) useful, (1) isolated	
Community Expectations	<i>Visit</i> <i>Listen</i> <i>Sharing & Learning</i>		
Having Fun	<p>Story-telling (3) useful very enjoyable</p> <p><i>Visit</i></p>		
Effective Planning	<p>Learning Chart (3), very useful for feedback from pilot course</p> <p><i>Sharing & Learning</i></p> <p><i>Story-telling</i></p> <p><i>Listen</i></p> <p><i>Pictures</i></p>		

Researcher: We are now looking to do a different activity in session 5 – constructing a learning plan for individual participants, but it follows the same sort of process of thinking about activities and adding them to the chart