

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session One / Sesión Uno

AGENDA

Welcome / Bienvenida

**Opening Conversation
Conversación de Apertura**

**Review Curriculum and expectations
Revisar el Curriculum y las expectativas**

**Guidelines for working together
Reglas para trabajar juntos**

**Needs and contributions exercise
Ejercicio de necesidades y contribuciones**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

The Institute of Cultural Affairs

Key purposes of session

- Participants get to know each other
- Participants get clear on why they are going to attend the Neighborhood Academy
 - Participants commit themselves to the program
 - Participants recognize and value the diversity in the group

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Large roll of paper
Name stickers
Sign in sheet
Large curriculum
Expectation sheets from Orientation (if appropriate)
Telephone list

Handouts

Questionnaires
Agenda
Curriculum
Commitment forms
Needs & contributions person
Reflection forms

Introductions and Opening Conversation

RO: Participants start to get to know each other

EO: People start to relax and enjoy themselves

Materials:

Sign in sheet

Questionnaires

Agenda (on flipchart & handouts)

- Welcome
- Has everybody signed in? Filled in questionnaire?
- *Walk through agenda*

Opening Conversation

Opening:

Objective: Name? Where do you live?
¿Nombre? ¿Dónde vive?

Reflective: What do you most like about your community?
¿Qué es lo que mas le gusta de su comunidad?

What do you most dislike about your community?
¿Qué es lo que menos le gusta de su comunidad?

What do you remember about the community or neighborhood where you were born?
¿Qué es lo que recuerda de la comunidad o barrio donde ud. nació?

Interpretive: What are characteristics of a pleasant and good community to live in?
¿Cuáles son las características de una comunidad agradable y buena para vivir?

Decisional: What can we do to make this community an ideal or good place to live?
¿Qué podemos hacer nosotros para hacer una comunidad ideal o buena para vivir?

Closing:

Review Curriculum

RO: Participants have a clear idea of what NA is about

EO: People are enthusiastic about participating in the program

Materials:

Handouts of curriculum

Blown up curriculum

- *Review curriculum*
- This training is designed to help you become community leaders who make things happen, to help you make your community a pleasant place to live.
- It's designed to help you become leaders who are not overworked, but who are skilled at getting other people involved to help out.
- It's designed to give you the skills to lead discussions, workshops and planning sessions that quickly get people involved in taking action.
- It's designed to reveal the untold skills and abilities that you possess, and help you to reveal these in other people.

Walkthrough

- So, the NA is a twelve week training program and each session lasts three hours. But it's not all work, as we always have a break and refreshments, and we always play some games too.
- We start each session with an opening conversation about the community, so we might talk about teamwork or about communication skills.
- Then we have our main presentation for the session followed by an exercise about it.
- We'll also have a break and play a game, and then we'll finish with a reflection on the session and everyone will fill in an evaluation form.
- And during all this, there are lots of opportunities for you to get involved, leading sessions, conversations and games.

Weeks one through six: methods

- In the first session, we will start to get to know each other and we will talk about how youth and adults can work together to build community.
- In session two, we will learn the first of three methods, the discussion method. And we'll practice how to lead a discussion, so that everyone can have their say but that decisions are made in a short space of time, at the end of the conversation.
- In the third session, we will learn another method, the workshop method. You can use this method to brainstorm ideas as a group, organize your ideas and then reach consensus about an issue, for example, "What would you like to see happen in this community in the next five years?"
- And the following week, you'll have a chance to practice the workshop method in small groups.
- In the fifth session, we'll learn the last method, action planning. And we will use this method to plan an event or project in this community and to come up with a timetable that we will use over the next six weeks to make the event actually happen in the final week of the academy.
- In the sixth session, we'll review the methods we have learnt and how we can use them, and we'll start to plan our community project or event.

Weeks seven through twelve: community development

- So from week six to week eleven, the second part of each session will be taken up by working in our small groups, planning for this community event that will take place at the end of the Neighborhood Academy.
- From week seven, during the first part of each session, we will talk about community development.
- So in session seven, we will start to look at our community from different perspectives and we will create some maps of the area.
- Then, during the next four weeks, we will look more closely at the four aspects of community development: economic, social, cultural and political.

- So, in session eight, we will look at what we need to do to increase the wealth of our community, how we can attract and support local businesses, give people employment opportunities and keep money in our neighborhoods.
- Session nine, we will look at social development, so we will talk about how we can make our community resilient, how we can promote healthcare, support our schools and encourage people to get involved.
- In the following session, we will turn our attention towards political development and how we can strengthen this community's power. So we will look at how we can organize our community, make our neighborhoods safe and make ourselves heard in the city and beyond.
- And in session eleven, we will talk about cultural development and how we can strengthen this community's spirit. So we will talk about how we can make our neighborhoods more beautiful, how we can encourage people to attend community events and meetings and how we ourselves can celebrate.
- And then, we will hold our community event in the final week, followed by the last session when we will evaluate the Neighborhood Academy and talk about how we will use what we have learnt.
- Finally, there will be a special ceremony when everyone will graduate and receive a certificate.

Closing

- So that is a short run through of the training program and what you will be learning and doing if you decide you would like to participate.
- *Ask for questions; facilitation team responds*

Review Expectations

RO: Participants tell facilitators what they expect from the training

EO: People begin to feel some ownership of the program

Materials:

Flipchart

Markers

Expectations sheets from Orientation (if appropriate)

NA is not about

- Who's come here tonight because they want to learn how to cook?
- Who's come here tonight because they want to learn how to sing?
- Who's come here tonight because they want to learn how to drive a motorbike?
- I'm glad to see nobody put their hands up! Those are great skills to learn but they're not what this program is about.
- By participating in this program, you will however learn some methods to guide groups.
- You'll learn how to plan and implement activities in the community.
- And you'll learn how to utilize the resources in your neighborhood so that you can make it a better place to live.
- Now we're going to spend about 10 minutes looking at what else you expect to learn.

Either

- *If a lot of new people since Orientation, repeat "Expectations" exercise (see Orientation notes p.6).*

Or

- *If only a few new people, review Expectations from Orientation session.*
- Could someone who was at the Orientation session last week come up and read out this list of expectations that we brainstormed.
- These are things we expect to learn from this leadership training over the next 12 weeks.
- Any questions?
- Any other expectations to add? *(write on flipchart)*
- *Finish with short reflection:*

Reflective: What are some expectations that you are not surprised to see?
What are some expectations that you are surprised to see?

Interpretive: What did you learn about each other from doing this exercise?

Decisional: Which expectation is most important to you?
In what ways will this curriculum meet your expectations?

Guidelines for Working Together

RO: People agree on guidelines for working together

EO: People feel secure in group and encouraged to participate

Materials:

Flipchart

Markers

Commitment forms

Pens

Guidelines

- *Explain that have we have used guidelines in past neighborhood academies to get clear on how we will work together as a group.*
- We think it would be useful to have a similar set of principles for this academy.
- So, what's one suggestion that you have for how we can work together as a group, one thing that we should all remember to do? *(write on flipchart)*
- *Try to get out: one person speaking at a time, people speak in short sentences so can translate easily, people show up on time, respect other people's opinions, everybody willing to participate and learn*
- So, these are the guidelines we came up with for how we will work together *(read list)*
- Any more to add?
- Can we all agree to use these guidelines during these sessions together?

Commitments

- Now I'm going to ask you to commit yourselves to attending this Neighborhood Academy
- *Hand out Commitment forms and explain.*
- Just take a few moments to fill your form in.
- *People fill in forms – assist people who are having difficulty.*
- Ok, everybody ready? Now I'm going to ask each of you to come up to the front of the room and read your commitment form
- *Make this celebrative – clap for each person, or stand in circle around person who is reading*

Needs & Contributions exercise

RO: Participants understand diversity in the group and what people of other ages can contribute

EO: People are filled with respect for each other and enjoy talking together

Materials:

Large pieces of paper
Markers
Handouts of person
Guidelines flipcharts

Introduction

- So, we're going to spend the next 30 minutes thinking about the contribution that each of us makes to our community and what each of us needs from his community.
- Who speaks English?
- Who speaks Spanish?
- Who is still at school?
- Who works?
- Who has children?
- Who is retired?
- Who can cook?
- Who's good at sport?
- So, we are all different and we all have different strengths, different contributions that we can make to this community.
- One of aims of this training is to find out how we can work together more effectively – this exercise will help us identify how to do this.

Exercise

- *Split into two groups – young people & adults or English & Spanish*
- *Give each group 2 large sheets of paper and two markers, blue & green*
- So, now I'm going to ask you that one person from each group lies down on each piece of paper and somebody else draws around the person
- Now I'm going to ask each group to brainstorm ideas about strengths, resources and contributions that they make to their community and society.
- Write ideas in English and Spanish (use different colored pens for each language) **INSIDE** human outline
- Now I'm going to ask each group to brainstorm what they need from the community and society, what they need from the community to help them draw out their strengths and resources.
- This time, write your ideas **OUTSIDE** human outline (languages in same colors as before).
- Then, on second piece of paper, think about the contributions and needs that the other group has.
- Inside outline, brainstorm what they contribute, and outside brainstorm what they need from community. Again, write in English & Spanish.
- Give you 20 minutes to do this, then each group report to main group.
- So decide in your groups, who is going to report and who can translate.

Reports

- *Each group makes its report and translates it.*
- *After each report: Questions of clarity? Lets give that group a clap.*

Short reflection:

Reflective: What did you expect to see from the reports?

What surprised you?

Interpretive: What did we learn from each other from doing this exercise?

Decisional: What do we need to remember when we work together as a group?

What other recommendations do we have for the way we work together during the next twelve weeks? *(Add to guidelines flipchart)*

Which recommendation do you want to make sure that you remember?

Group Dynamic – The Knot

RO: To physically get inside tangles and untangle.

EO: To experience the excitement of solving a puzzle together.

Materials:

- **Opening:**

- *Divide the group into smaller groups of six to twelve people.*
- *Start by having everyone hold hands in their small groups and practice giving a pulse (squeeze) around the circle.*
- *Then in your group, reach across and grab the right hand of someone else with your right hand.*
- *Lower hands and grab someone else's left hand with your left hand.*
- *Send a pulse around, letting each other know where it is. Make sure that everyone gets it.*
- *Now work on getting untangled into a circle. You can turn your hand around as long as you don't break contact.*
- *If the group can't do it, break the circle and create a snake.*

Reflection

Objective: What were our instructions?

What did we do?

Reflective: What did you experience?

How did you feel all tangled up?

How did that shift as time went on?

Interpretive: How would you talk about this as a metaphor for participation?

Decisional: Where would you like to use this exercise?

Closing:

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- *Go through form and ask if any questions about it.*
- *Take about 3 or 4 minutes to fill this in.*

Reflection:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Announcements *(ask coordinator to make):*

- *Make sure that: have people bringing food next week, everyone has signed in, have everyone's telephone number (facilitators to make phone calls)*
- *Goodbye and thank you for coming, see you next week.*

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Two/ Sesión Dos

AGENDA

Welcome / Bienvenida

**Presentation on Hierarchical &
Facilitative Leaders**
**Presentación sobre el Líder Jerárquico
y Líder Facilitador**

Demonstration of Conversation Method
Demostración del Método de Conversación

Conversation method walkthrough
Repaso del Método de Conversación

Group Dynamic / Dinámica de grupo

Closing Reflection and Announcements
Reflexión de clausura y anuncios

The Institute of Cultural Affairs

Plan de Trabajo para la sesión dos Plan for session two Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome, walkthrough agenda & introductions if new people	
6:15pm	Presentation – Hierarchical and Facilitative Leaders	
6:30pm	Main Presentation – Conversation Method demo Community art work	
7:00pm	Conversation Method Walkthrough Divide into English & Spanish working groups <ul style="list-style-type: none"> ➤ Conversation Method walkthrough ➤ Scramble card exercise ➤ Forming a conversation 	
8:20pm	Break	
8:30pm	Group Dynamic – Balloon dynamic	
8:45pm	Closing Reflection & Announcements – <i>Make sure Closing Reflection includes about what happened during the small group work</i> Assignments for next week – snacks, phone calls, opening conversation Collect remaining questionnaires	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants understand what a facilitative leader is
- Participants experience the conversation method
- Participants understand what the conversation method is
- Participants experience forming questions for a conversation and facilitating the conversation

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Telephone list
Agenda on flipchart
Hierarchical & Facilitative Leader cards
Biases flipchart
Large sheets of Paper (A3)
Conversation walkthrough cards
3 small balls
Scramble cards
Demo Conversations? written on half sheets
Large post-it notes
Flipchart prepared for ORID small groups
RO and EO for ORID small groups on cards
Dirty office question cards
Balloons

Handouts

Agenda
Questionnaires
Foundational Values of ToP
Participant manuals
Balloon dynamic handout
Blank ORID handout
Reflection forms

Introductions and Opening Conversation

RO: Participants get clear on what this session is about

EO: People get excited about this week's session

Materials:

Sign in sheet

Questionnaires

Agenda (on flipchart & handouts)

- Welcome
- Has everybody signed in? Filled in questionnaire if you didn't fill one in last week?
- *Walk through agenda*
- *Do introductions if there are new people*
- So let's move into our first presentation

Presentation – Hierarchical & Facilitative Leaders

RO: Participants get clear on what a facilitative leader is

EO: People are engaged in the presentation and excited about this new form of leadership

Materials:

Handouts of Foundational Values of ToP
Hierarchical & Facilitative Leader cards
Biases flipchart

Opening

- Anybody know what “group facilitation methods” are?
- They’re methods for guiding groups.
- Who’s been in a meeting where you’re trying to decide something and the conversation just goes round and round in circles and doesn’t go anywhere?
- Well, people in ICA, who we’ve been working with for two years, had the same experience forty years ago and they started to experiment with how they could guide conversations to help people come to agreement in a short space of time.
- And so they developed some methods for guiding groups, which help people reach agreement and move into action.
- There are three methods:
- The Focused Conversation method which helps a group talk together about an issue or topic.
- The Consensus Workshop method which helps a group agree on a project to implement or agree on answers to a question they are facing.
- And the Action Planning method which guides a group to plan how they will implement a project together.
- We’re going to learn these methods over the next few weeks and today we’re going to look at the Focused Conversation Method.
- But first, lets look at what we mean by a facilitator, or facilitative leader.

Hierarchical Leaders

- The Neighborhood Academy is about Leadership.
- It's about learning methods that will help us become more effective leaders in our communities.
- However, for the purpose of this course, we've renamed the role as facilitator.
- Leader = someone who leads others, is in charge of others or commands others
- Facilitator = someone who assists or aids others, makes things easier for people
- We often come across leaders within hierarchies.
- Can anybody tell me what a hierarchy is?
- It's a system where people are on a ladder of responsibility and tell others below them what to do, while they take orders from people above them on the ladder.
- What's an example of a hierarchy?
- Policemen, firemen, teachers – they can all be seen as leaders within hierarchies or hierarchical leaders.
- Hierarchical leaders assume authority – when a policewoman arrives at the scene of an accident, she becomes the person in charge.
- She also knows what to do – how to block off the road, where to place the flares, what records to keep
- She seeks to make the right decisions – normally policewomen try to arrest the guilty person who committed the crime, not an innocent bystander
- And she relies on her own individual ability – she doesn't ask the bystander to chase after a criminal who is running away, but would run after the criminal herself
- Policewomen are pretty useful, and there are situations, especially in emergencies, where it is useful to have hierarchical leaders like them around, who take charge of the situation quickly and direct others on how to act.

- There are some situations, like accidents, where we need to act with some authority so that things happen quickly.
- However, there are other situations, especially situations that don't need a speedy response, where it can be more helpful to have a different kind of leader, a leader who doesn't assume that she has all the answers but who gives everybody the opportunity to participate in the decision, a leader that uses facilitation skills.

Facilitative Leaders

- Facilitators assume that there are many diverse perspectives in the room that need to be heard, that people have different ideas about a subject and that every idea is valuable.
- Leaders who use facilitation know how to make things happen, they have methods that can help people to make a decision, but they don't have any idea what that decision is – they leave it up to the group.
- Facilitators seek a decision that people own and will be implemented, they don't think there is a right decision to be found, but that the decision that the group comes to and is willing to make happen, is the best decision that can be made.
- And facilitators rely on group ability – they don't do everything themselves, but instead they believe that the group has the ability to implement the decision.

Questions

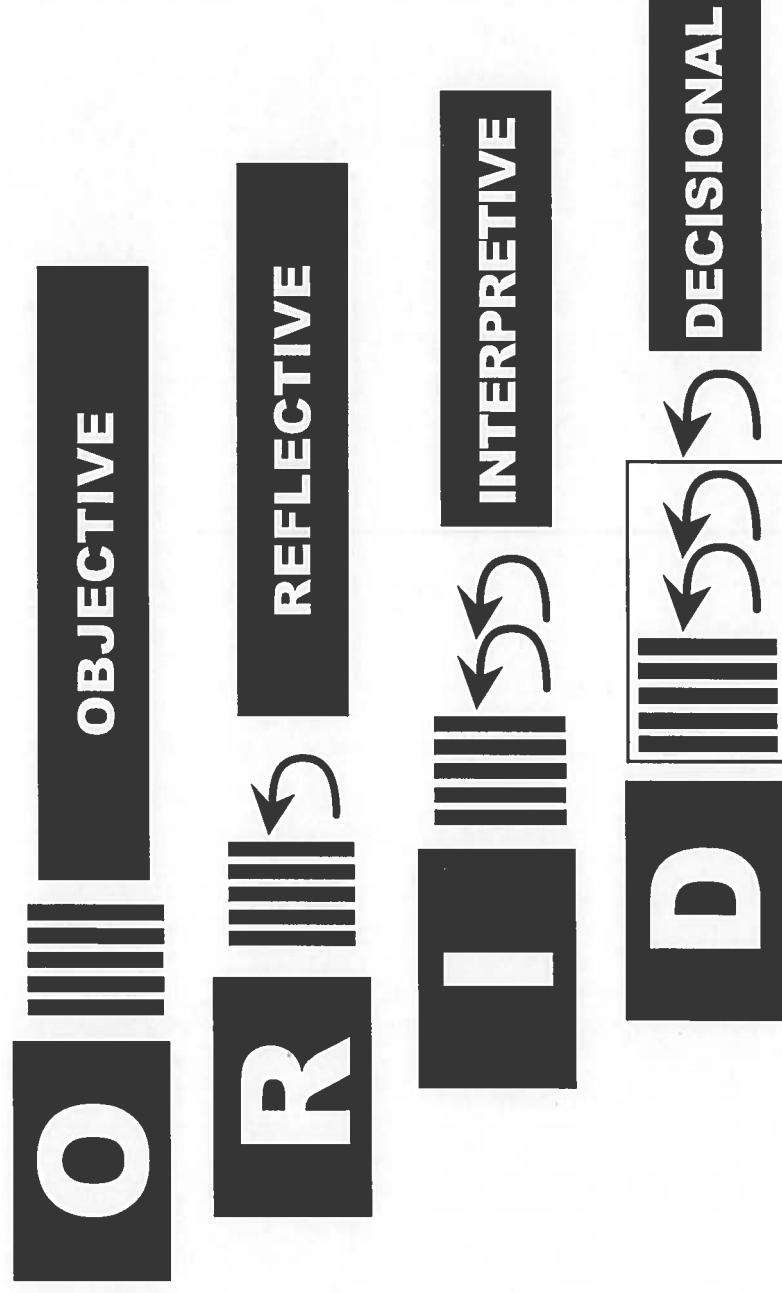
- Any questions about what we mean by a facilitator?
- Before we move into our Focused Conversation method, we should mention that there are a couple of biases built into the methods you are going to learn during this course.

Biases

- The first is that we believe that **participation** is really important for making things actually happen.
- Often people go to community meetings, they're told that their Neighborhood association is having a garage sale, and that they can run the hotdog stall.
- And they get disillusioned because they went to the meeting because they were concerned about their children's safety as they walk home from school, or about the rubbish being dumped at the back of their house.
- But nobody seems too interested in hearing why they came or doing anything about that, so they stop going to the meetings.
- And the Neighborhood Association has lost a valuable resource – people who were interested in making positive changes in their community and willing to give their own time and effort to do it.
- We believe that everyone has valuable insights to bring to the communities they participate in and that using participatory methods like these will help them have their voices heard.

- The second is **Teamwork & Collaboration**.
 - We believe that people really make things happen when they work together.
 - It would be almost impossible for me to go out and build a park in this community on my own.
 - But if we all worked together and got our friends to help us, we could get a park built in a weekend or two.
-
- The third is **Individual & Group Creativity**.
 - These methods are designed to get you thinking as creatively as possible, to spark your thinking and to get you coming up with solutions or answers that had never crossed your mind before.
-
- The fourth is **Action & Ownership**.
 - These methods aren't just about talking but they're designed to come up with an answer to the question, to decide what project the group is going to work on, to start things rolling and to get everybody involved in making things happen.
-
- And finally, built into these methods is **Reflection and Learning**.
 - We believe that there is something to be learnt from every project a group works on or new experience they encounter.
 - So we always reflect on what has happened, what we have learnt and how we can use this information in our lives.
-
- Any questions? So lets move on to our demonstration of the Conversation method.

Focused Conversation



Conversation Method Demonstration – Community Art form

RO: Participants reflect on how they view their community

EO: People experience the Conversation Method

Materials:

Large sheets of paper
Markers

Opening

- We're going to spend the next 20 minutes or so talking about our communities.
- Going to ask you to get into pairs and on a piece of paper, spend five minutes drawing what your community looks like.
- Not looking for a Leonardo da Vinci, just a visual representation of your community so use stick figures, kindergarten pictures.
- So, let's put all the pictures up on the wall and imagine that this is our community mural.
- Now let's spend about 20 minutes talking about this art piece that we've created.

Objective: What do you see?

What colors do you see?

What shapes do you see?

What relationship do you see between objects?

What sounds do you hear coming out of this picture?

What music do you hear playing?

What can you smell?

Reflective: What do you feel as you look at our picture?

What draws you in?

Where do you feel yourself drawing back?

What would you like to hear more about?

If you could enter this picture, where would you put yourself?

Interpretive: What is this picture saying to you?

What is this picture saying about our communities?

What would you like to add to this picture?

Decisional: What shall we call this picture?

Where would you like to see it displayed?

What would you like to do with this picture after the Neighborhood Academy is over?

Closing

- Thank you very much. I think we created a great artpiece and we'll put it up on the wall for the rest of this Neighborhood Academy.
- Now we're going to break into two groups, English and Spanish, and in our groups we're going to walkthrough what the focused conversation method is, how you come up with the questions and then each group is going to work on forming some questions to a conversation one of you will lead tonight.
- *Split into English and Spanish Working groups*

Focused Conversation Method - Walkthrough

RO: People are clear on what the Focused Conversation method is about

EO: People feel confident about coming up with their own questions

Materials:

Dirty Office question cards
Conversation Demo cards
3 soft small balls
Scramble cards
Conversation questions written on half sheets
Participants' manual
Large post-its
Markers
Flipchart sheet
RO and EO on cards
Balloon dynamic handout

Conversation Gone awry (*Have balls ready*)

- What meetings do you go to?
- Who's been to a really great meeting?
- What typically goes wrong in meetings?
- So some people grind their pet axes, often conversation goes in all directions and sometimes it seems nobody cares about what you think or have to say. So some of us end up keeping quiet and some of us end up talking faster and louder.
- People in ICA had same experience. Used to have same conversation about dirty office (put up conversation gone awry cards).
- Thought to themselves, how can we stop having this conversation and actually do something about this office. Came up with these questions (put up question cards)
- How would the conversation go differently? What kind of things do you think came out of this conversation?
- Discussion method is designed to help groups talk together. Designed to journey a group from surface level – dealing with facts or data – to a depth understanding or new resolve.
- Our basic assumption is that in the room, we can find an answer to any issue we have.

Life Process

- Method based on life process we all experience.
- *Throw rubber ball at three people.*
- *Ask people: What just happened? What did you do?*
- First thing was that you saw a ball coming towards you.



SENSES

- Stand here bombarded by data
- We see, hear, smell, feel & touch
- Life throws data or stimuli at us all the time

- Then what did you do? You reacted by crying out, maybe you jumped, maybe the hairs stood up on the back of your neck



HEART

- We respond to the data that life throws at us
- We like it or we don't like it. We get angry, happy, excited, frightened
- It sparks associations for us

- Then what happened? You interpreted the ball coming towards you and the emotions you were feeling; that ball is coming towards me and it's going to hit me and that might hurt. I should either catch it or duck, otherwise I could get hurt.



HEAD

- Because we are conscious beings, we can stand back from the data and our responses to it and we can look at the meaning of it.
- We can assess the value or significance of what's happened, we can interpret.

- Then what did you do? You decided to try to catch the ball or you decided to duck



ACTION

- Beyond interpreting the data, we can take a relationship to all of this.
- We can form an opinion or we can decide to take a particular course of action
- We can answer the question "So what?"

Alarm Clock example and names

- We go through this process all the time.
- Think about in the morning, when your alarm clock goes off.
- We hear it (*point to objective level*)
- We respond (*point to reflective level*) by shouting "hoorah" or "oh no"
- We interpret the meaning (*point to interpretive level*); I have to get up straight away or I can just have another five minutes in bed
- We take a relationship to the data and act (*point to decisional level*) by getting up or by rolling over and going back to sleep
- These levels are called

Objective

Reflective

Interpretive

Decisional

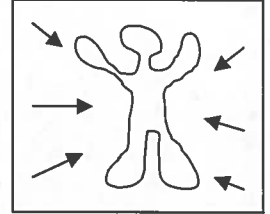
- So, this discussion method is based on the processes in life we use to interpret data and act. Following this process provides a way for a group to examine together the data and their reaction to it, and so come to a suitable and thoughtful decision in a short space of time. And if it can do this, the group can remain flexible in its responses to the changes happening to it, and it can stay open to new possibilities.

Questions

- So, how is this done though a discussion?
- It's done through a planned sequence of questions, which move people from perceiving data to making a resolve.

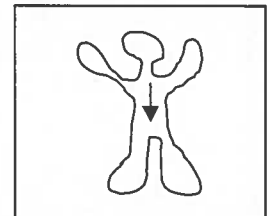
People take in life first with their senses

- The first level is called the **objective** level
- The questions at this level are about facts and data
eg. What Happened? I heard my alarm clock go off.



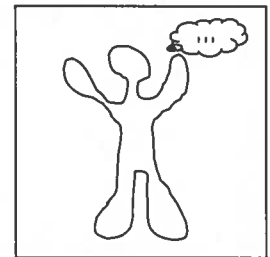
An “auto” response occurs, emotions and feelings stir, associations are made

- The second level is the **reflective** level
- These questions are about the associations and feelings you have about the data
eg. What did you feel? I felt tired.



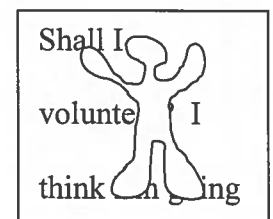
We think about what's going on; ideas, insights or concepts are shared

- The third level is the **interpretive** level
- These questions are designed to reveal the meaning and value that people attach to the data and the way that they reacted to it
eg. What did you think? I wondered if I really had to get up straight away.



We consider actions, choices, how to respond, how to relate, a decision is made

- The fourth level is the **decisional** level
- These questions are designed to determine what decision will be made as a result of this experience, what action will be taken
eg. What did you decide to do? I decided to stay in bed for 10 more minutes.



Link to demo

- Now let's recall the conversation that just led.
- What was the first question that s/he asked?
Note: Have questions written on card and put up in order, next to appropriate level.
Also: make comments about the facilitation with regards to each question eg. going round the room and stating her own answer first.
- What was the next question?
Get all reflective questions out
Facilitation eg. not asking everyone – some people uncomfortable at this level, questions that elicit both positive and negative responses
- What was the next question?
Get all interpretive questions out
Facilitation eg. no "why" questions – people can be put on the defensive, feel have to justify their answer, some people start philosophizing
- What was the next question?
Get all decisional questions out
Facilitation eg. questions that have a specific, practical answer, bring conversation to a close

Uses

- This discussion method allows a group to explore an issue in depth, or reflect on an event, or discuss a concern.
- However, because it gives everybody the opportunity to state their point of view and provides a space where everyone is heard and appreciated for their opinion, it doesn't necessarily lead a group to consensus. If it is consensus you are after, use the workshop method.
- The discussion method is useful for collecting data or ideas, preparing a report, discussing a tough issue or planning a performance appraisal.

TOPIC / TOPICO: Winning Teams / Equipos ganadores o triunfadores

Rational Aim: To identify the characteristics of winning teams /
Objetivo Racional: Identificar las características de equipos ganadores y / o triunfadores

Experiential aim: To feel that we are part of a winning team /
Objetivo Experiencial: Sentir que somos parte de un equipo ganador o triunfador

Opening / Apertura:

Objective / Objetivo:

- Say your name and one team you know of that you would describe as a “winning team”
Diga su nombre y qué equipos conoce Ud. que en su opinión son ganadores o triunfadores?

Reflective / Reflexivo:

- What are the main characteristics of a winning team? /
¿Cuáles son las características principales de un equipo ganador o triunfador?
- When have you been part of a winning team?
¿Cuándo Ud. ha sido parte de un equipo ganador?

Interpretive / Interpretativo:

- What did you learn from those experiences?
¿Qué han aprendido de estas experiencias?

Decisional / Decisional:

- What can we do to strengthen our work as a team? /
¿Qué podemos hacer para fortalecer nuestro trabajo como equipo?

Closing / Clausura :

Scramble exercise

- Now we're going to divide into groups of four, and I'm going to give each group some questions from a conversation that have been muddled into the wrong order.
- These are the topics (*read out and put on board*)
- I'm going to give you five minutes to look at the questions, decide which questions belong to which level and then come and put them up on the board in the order that you want them.

Team reports. After each report:

- Does anyone see a different order?
- Why would you ask it in that order?

When correct order, after first team report:

- What would happen if you left out the objective level?
 - No grounded facts, people may have different ideas of what actually happened

After second report:

- What would happen if you left out the reflective level?
 - No associations, feelings taken into account. Danger of people feeling dislocated from eventual decision

After third report:

- What would happen if you left out the interpretive level?
 - Data and your response to it has no meaning, decision may be unsuitable since no careful thought has been given

After final report:

- What would happen if you left out the decisional level?
 - No action, no closure, "why bother?"
- Now we're going to come up with questions for a conversation that one of you will lead.
- But before we start, a couple of keys to facilitating conversations.

SCRAMBLE: DISCUSSION METHOD EXAMPLES

Reflection the Day After a Meeting	Evaluation of a Business Form	Conversation By a Group After Completing a Project	Conversation After a Fight On the Playground	Management Says "No" to Our Proposal	Reflection on a Group Study of an Article
What were the parts of the meeting?	What is the first thing you notice on this form?	What did you notice today as you approached the playground?	"Jackie, exactly what happened?" "Suzanne, now you tell me what happened?"	What exactly did they say when we finished our report?	What words or phrases do you remember?
Who spoke? What did they say?	What are main sections on this form?	In what parts of the project were you involved?	How did you feel when she hit you?	What's your "gut" response to this news?	What images or pictures come to mind?
Where were you pleased? Uneasy?	What do you like? -- dislike?	At what points did the project gain momentum?	How do you think she felt when you pushed her?	Which of their points seem valid? Which unfounded?	Where were you caught up in what was said?
What was the major accomplishment of the meeting?	How is this form better than the previous form?	What were some of the rough spots where we got discouraged?	Why do you think this fight happened?	What do you think is at the bottom of their response?	What was the author's message?
What does the decision mean to our department?	How will this form make a difference in the way we do business?	What have been our learnings while doing the playground?	What could you do differently if this happens again?	What is our next move?	How is this an important message for our time?
How will you apply what you've learned?	What can we do to make sure this form is used properly?	How shall we celebrate what has happened?	What can we do now so we can all return to what we were doing before the fight?	Who will draft our response?	How will this affect the way you do your job next week?

Keys to Facilitating *(Put up visual cards)*

- If you look at page In your manual you'll see **Rational Objective / Experiential Objective** – It's important to decide before the discussion what you want to happen to the group.
- **Rational Objective:** What do you want the group to work out through this conversation, what is the product?
- **Experiential Objective:** What emotions do you want the group to experience? How do you want the group to feel at the end of the conversation?
- Another key is to **start with easy questions and build to more complex**
- Putting easy questions at the beginning encourages more people to answer and so participate in the conversation
- **Make sure you can answer the questions yourself**
- If you can't answer the questions yourself, probably no one else will either and you won't be able to explain the question to the group.
- **Avoid yes / no questions**
- Yes / No questions bring conversations to an abrupt halt and don't encourage in-depth thinking
- **Avoid why questions**
- Why questions either put people on the defensive or they encourage people to start philosophizing.
- **Have several questions to ask at each level**
- If one question is proving difficult for people to answer at a particular level, then you can ask another to probe people's thinking.
- **Encourage an entire range of perspectives (balancing ?s)**
- Ask balancing questions so that you get out the range of perspectives, not only what people liked about the event but also what they didn't like.
- **Affirm participant behavior, not content response**

- Smile, nod, make eye contact, say “thank you” but don’t say “what a great answer” - makes other people feel inferior, as if there is a right answer
- **Go round table, ensure input from all.**
- Make sure that you give everybody the opportunity to participate by going round the table on an easy question.

Small group Work

- Now we're going to prepare questions to reflect on (balloon dynamic / tonight's session) and then one of you is going to lead the conversation with the whole group.
- Turn to the blank ORID form in your manual.
- Rational Objective, product we want at the end is: (put up sheet)
- Experiential Objective, experience we want the group to have is: (put up sheet)
- What's an example of an objective question we might use as our first question?
- Now, I'm going to ask each of you to brainstorm on a post it note, one question for the objective level – use the Sample Questions sheet as a guide
- *Put up all questions and read out*
- Given that this is the product we want (RO) and this is what we want the group to experience (EO), which questions should we use?
- Lets have two or three questions at this level, questions to get out data only and that anyone would feel comfortable answering.
- Now, brainstorm one question for the reflective level (*put up*)
- Which questions should we use? We want a couple of questions at this level to get out people's feelings, positive and negative, about the data.
- Now, brainstorm one question for the interpretive level (*put up*)
- Which questions should we use? We want a couple of questions at this level to get out what people think about the data and the way they responded to it, what its meaning is for them.
- Now, brainstorm one question for the decisional level (*put up*)
- Which questions should we use? We want a couple of questions at this level to get out what people will do with this information, how they will use it in their lives.
- *Read through questions*

- Are these questions in the right order? Do they flow? How would you answer them?
- What is an appropriate opening to conversation? *(write on flipchart)*
- Appropriate closing? *(write on flipchart)*
- Who is going to facilitate the conversation?
- What tips do we have for the facilitator?
- *Make sure the following are mentioned:*
- *Sit down, relax and put the questions on the table in front of you*
- *First question; your response first, then get everyone to answer*
- *Make eye contact with participants and smile*
- *Don't spend too long on reflective questions – move on to start people thinking*
- *Keep an eye on the time*
- *Make sure you get to the decisional questions*
- Happy? Any questions?

Group Dynamic - Balloon

RO: Participants reflect on what it takes to work in a team

EO: People have fun and experience the ORID method

Materials:
Balloons

- Now ... is going to lead us in a group dynamic and then will reflect on the exercise

After the group dynamic and reflective conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator *(to group)*
- Let's give a clap.

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- *Go through form and ask if any questions about it.*
- *Take about 3 or 4 minutes to fill this in.*
- *Now is going to lead us in a short reflection on tonight's session.*

After the reflective conversation:

- *What was your experience of leading the group? (to facilitator)*
- *What were the facilitator's gifts? (to group)*
- *What other hints or clues might you give to the facilitator (to group)*
- *Let's give a clap.*

Announcements *(ask coordinator to make):*

- *Make sure that: have people bringing food next week, everyone has signed in, have everyone's telephone number, someone to make phone calls, volunteer to lead opening conversation*
- *Goodbye and thank you for coming, see you next week.*

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session three / Sesión tres

AGENDA

Welcome / Bienvenida

**Demonstration of Workshop Method
Demonstración del Método de Taller**

**Workshop method walkthrough /
Repaso del Método de Taller**

**Individual Practice of the Workshop Method
Práctica Individual del Método de Taller**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

The Institute of Cultural Affairs

Plan de Trabajo para la sesión tres Plan for session three Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on Winning Teams	María Brenda
6:15pm	Main presentation Workshop method / Método de taller Divide into two groups – English & Spanish <i>"What would we like to see happen in the Machan community in the next three to five years?"</i>	María
7:15pm	Workshop walkthrough Teams fill in flipcharts on each step of the method. Group reports and general questions.	Mari
7:45pm	Break	
8:00pm	Individual practice <i>"What do I want to achieve in my life in the next five years?"</i> Short group reflection and explanation of next week's session.	Jesusa
8:15pm	Group Dynamic Tower, followed by short reflection	Mari
8:40pm	Closing Reflection Led by participant Closing announcements & assignments for next week	Jesusa
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants talk about what it takes to be a winning team
 - Participants experience the workshop method
 - Participants create a vision for their community
- Participants understand what the workshop method is and how they can use it
- Participants experience working in a team and understand how they as individuals can work more effectively with others

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch (x2) and clear
Name tags
Name stickers
Sign in sheet
Half sheets
Large pieces of paper (x2)
Straws (x30)
Balloons (x10)
Paperclips (x40)
Small post-it notes
Consensus Workshop card
Camera card
Hard idea / soft idea cards
Workshop instruction cards
Tag name cards
Title cards with border
Workshop focus question on flipchart
Workshop walkthrough flipcharts
Individual workshop question on flipchart

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Reflection forms
Telephone list
Documentation from Session 2

Introductions and Opening Conversation

RO: Participants talk about what it takes to be a winning team

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 2

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Walk through agenda*
- Now lets move onto our Opening Conversation, which will be led by

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator *(to group)*
- Let's give a clap.
- Now, let's move onto the workshop method.

Main Presentation – Workshop Method

RO: Participants create a vision for their community and experience the workshop method

EO: People are excited about the workshop method and their vision

Materials:

Consensus Workshop Method card
Workshop focus question on flipchart
Camera card
Small instruction cards
White half sheets
Tag name cards
Title cards
Pens
Markers

Opening

- So, you remember last week that we told you that there are three methods that we are going to show you that you can use with the groups you are in?
- Who remembers what the three methods were?
- Right, so last week we started with the most difficult method, the Focused Conversation method.
- This week, we're going to concentrate on the Consensus Workshop method.
- And we're going to do exactly what we did last week – demonstrate the method, then break it down and look at how you facilitate it, and then practice the method.
- The workshop method is used to get consensus or agreement on an issue a group is facing.
- So we're going to use it to get consensus around the following question (*put up flipchart*):

"What would we like to see happen in the Machan community in the next three to five years?"

Workshop demonstration

CONTEXT: 7 mins

- So this is our focus question: **“What would we like to see happen in the Machan community in the next three to five years?”**
- We’re going to spend about 45 minutes on this workshop and we’re going to start with briefly talking about what we would like to see happen in this community.
- Then we’re going to brainstorm ideas, individually and in small groups, then we’ll stick those ideas up on the wall, organize them into clusters and then name the clusters.
- And finally we’ll reflect on our work.

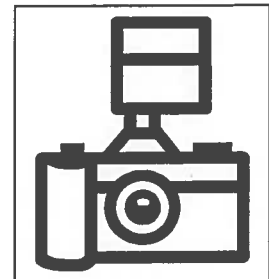
- So, I’m going to start by asking, when you think of the Machan community, what is the first picture that comes into your mind? What building or what event or what group of people do you see?
- What else is going on?
- What are you most proud of?
- What are you most ashamed of?
- What is missing?
- What would you like to see happening in this community in the next five years?

BRAINSTORM: 15 mins

- So now let’s imagine that it’s 2006 and Sixty Minutes have written to our community and have said that they’ve heard about all the exciting things that are happening in Machan. They want our group to show them around so that

they can make a program on the community. So, I just want you to imagine that we're showing them around.

- What is going on? What activities are they filming?
- What are people saying about the community? Who do they interview?
- What awards or certificates are on show? What is the atmosphere like?
- Now, I'm going to ask you to brainstorm individually, what you see happening in the Machan community in 2006.
- These might be actual activities or events, they might be structures or they might be people.
- We want things that Sixty Minutes can take a snapshot of.
- Try for about 12 ideas.
- *Give people a few minutes to work individually.*



- OK, who's got 12 ideas? 8? 5? Star your five best ideas.
- *Divide group into threes.*
- Now in your small groups, I'd like you to share your starred ideas and then come up with 6-8 things that you would like to see happen in the Machan community in the next three to five years.
- And we're looking for hard ideas, not soft ideas

Soft idea
X

Unity
X

Trust
X

Hard idea
✓

Annual multicultural festival attended by 500 people
✓

Machan neighborhood has a 1% burglary rate
X

- Then I'd like you to write your hard ideas up on cards

6-8 IDEAS
PER GROUP

1 HARD
IDEA PER
CARD

3-5 WORDS

**WRITE
BIG LIKE
THIS**

Not small like this

- Any questions? So take about 5 minutes to do this.

GROUP: 10 mins

- Now I'm going to ask you to spread your cards out in front of you and send up your 4 clearest ideas.
- *Collect cards and put on wall, reading them out as you put them up.*
- Any questions of clarity?
- Do you see any cards forming pairs that point to the same accomplishment?
- OK, now send up 2 cards that are different.
- *Collect cards and put on wall, reading them out as you put them up.*
- Any questions of clarity?
- Do you see any cards forming columns that point to the same accomplishment?
- Now we're going to give each of these columns a quick tag name.
- *Put up tag name cards. Read cards in a column and ask:*
- What's this column about? I'm going to write the first word I hear.
- *Repeat for every column.*
- Now. I'd like you to take a look at your remaining cards, decide which column they best fit in and mark each card with the corresponding symbol.
- When you've finished, come up and put them in that column.
- *Read through cards added to each column.*
- Any questions of clarity about these new cards?
- Any cards you see going in a different column?

NAME: 10 mins

- *Read through largest column*
- So, if we've got(*read each card*) in 2006, what will be our accomplishment?
- *Co-facilitator writes final title on border card.*
- *Repeat for every column through to the smallest column.*

RESOLVE: 4 mins

- *Ask participants to call out the column titles.*
- What is the easiest to imagine? What is the most difficult?
- Which accomplishment are you most excited about achieving?
- If all this happened, what impact would it have on the Machan community?
- How will the world see us if we do all this?
- If you only had time to put your energy behind making one of these things happen, which one would you choose?

Workshop Walkthrough

RO: Participants get clear on the steps of the workshop and how to facilitate one themselves

EO: People feel prepared to practice the workshop method next week

Materials:

Steps & Keys flipcharts
Markers

- So, now we're going to take a look at how you facilitate a Consensus Workshop.
- *Number off into 5 groups: Context, Brainstorm, Group, Name, Resolve. Ask people to sit in their groups.*
- In your teams work on:
 - What were the steps led us through in your part?
 - What are keys to facilitating your part?
- Use Section three in your manual to help you and write your ideas on your flipchart.
- We'll take about 10 minutes, then we'll have group reports.
- OK, lets hear from Context first.
- *After report:*
- Any questions about all this?
- Any steps to add? *(Add to flipchart)*
- Why do you think this part is important?
 - *Asking questions to get people coming from different worlds into the workshop question*
- Any other keys to facilitating this part? *(Add to flipchart)*
- Anybody recognize the format of the warm up questions?
 - *ORI – D level is the workshop.*

Context /
Contexto



Steps / Pasos



Keys / Claves

Session Three

- OK, now lets hear from Brainstorm.
- *After report:*
- Any questions about all this?
- Any steps to add? *(Add to flipchart)*
- Why do you think this part is important?
 - *Sparkling creativity every way possible*
- Any other keys to facilitating this part? *(Add to flipchart)*
 - *Prepare your instruction cards*
 - *Do your maths – you need 30-40 cards in total*

- OK, now lets hear from Group
- *After report:*
- Any questions about all this?
- Any steps to add? *(Add to flipchart)*
- Why do you think this part is important?
 - *About synthesizing ideas, putting ideas together, not prioritizing.*
It's not about saying one idea is better than another.
- Any other keys to facilitating this part? *(Add to flipchart)*
 - *Move the cards rapidly when someone suggests a move*

- OK, now lets hear from Name.
- *After report:*
- Any questions about all this?
- Any steps to add? *(Add to flipchart)*
- Why do you think this part is important?
 - *This is where you reach consensus – agreeing on the focus and name for each column.*
- Any other keys to facilitating this part? *(Add to flipchart)*

Session Three

- *Need to keep balance between learning styles, allow people who like to find the right words time to think but also keep it moving for people who hate to do wordsmithing.*
 - *Have someone else write your title cards for you.*
- OK, now lets hear from Resolve.
- *After report:*
- Any questions about all this?
- Any steps to add? *(Add to flipchart)*
- Why do you think this part is important?
 - *Connects the workshop product back to the real world .*
- Any other keys to facilitating this part? *(Add to flipchart)*
- Anybody recognize the format of the questions?
 - *RID – O level is reading out the title cards.*
- So that's the Consensus Workshop method. Any questions about that?
- Next week each of you are going to have the opportunity to facilitate a part of a workshop.
- All the information that you need to do that is in your manuals.
- There's no need to get stressed out about it but you might want to review the information before the next session.

Workshop method – Individual Practice

RO: People see how they can use the workshop method for their own life and situations

EO: People feel excited about how useful the workshop method is

Materials:

Pens

Markers

Small post-it notes

Workshop method question on flipchart

- So, let's spend the next 15 minutes practicing the workshop method individually.
- What are the five workshop steps?
- OK, so you might want to look at this page in your manual, as there are some instructions there.

Focus Question

- The question we are going to use (*put up flipchart*) is:
“What do I want to achieve in my life in the next five years?”
- So, what are some things you would like to achieve in the next five years of your lives?
- So, if you turn to this page in your manual, you'll see a blank page, which you can use. Write the focus question on a blank post-it note and stick this in the middle of your page.
- Has everybody got post-it notes?

Brainstorm

- Now, brainstorm all the things you want to achieve in your life in the next five years and write each idea directly onto a post-it note.
- Write as fast as you can and as many as you can. Write down every idea that comes into your mind.

Organize

- Using your intuition, develop at least 3 pairs. What ideas are pointing to the same achievement?
- After you've made three pairs, develop columns.


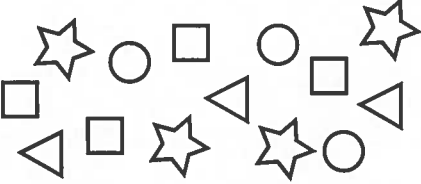
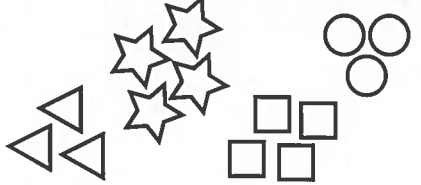

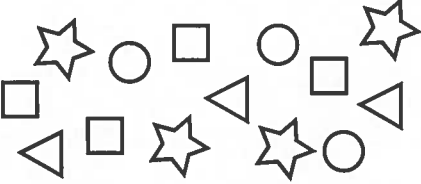
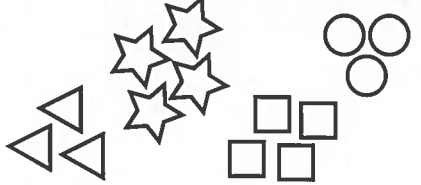

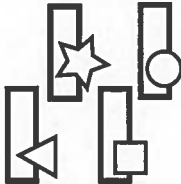
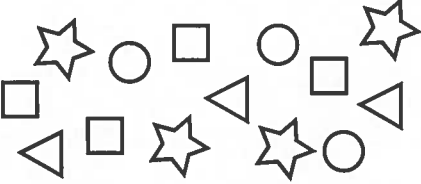
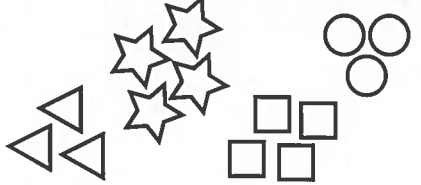

Name

- Name each column by answering, "If I do this and this and this, what is it that I want to achieve in the next five years of my life?"
- Give each title card a border.
- Arrange your clusters with the largest on the left and the smallest on the right.

Reflection

- Now, let's share a bit of what happened in this exercise.
- What was easy?
- What was difficult?
- What did you learn about yourself?
- What did you learn about the workshop method?
- When might you use this exercise?

Consensus Workshop

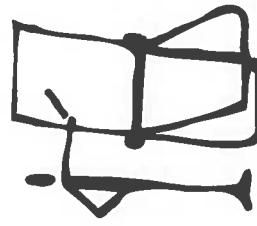
<p>CONTEXT</p> 	<p>RATIONAL AIM EXPERIENTIAL AIM</p> <table border="1"> <tr> <td data-bbox="673 1157 1295 1396"> <p>BRAINSTORM</p>  </td> <td data-bbox="673 915 1295 1157"> <p>GROUP</p>  </td> <td data-bbox="673 676 1295 915"> <p>NAME</p>  </td> </tr> </table>			<p>BRAINSTORM</p> 	<p>GROUP</p> 	<p>NAME</p> 	<p>RESOLVE</p> 
<p>BRAINSTORM</p> 	<p>GROUP</p> 	<p>NAME</p> 					

Introduction to the Consensus Workshop Method

Have you ever been in a group where it seemed impossible to come to a decision? Where the vote was 50/50 with little apparent common ground? Where there seemed to be no way for the group to agree or reach consensus and compromise left everyone feeling he/she had given up something important?

The CONSENSUS WORKSHOP METHOD is a way to come to consensus in a short period of time through a collective integrated thinking process. When consensus is reached, all participants feel their ideas, insights, perspectives, and wisdom have been honored and the consensus includes their ideas. No one feels that they have had "to give up something" in order for the group to move forward or in order for the group to reach a decision.

When a consensus is reached, each member of the group has ownership of the entire group's decisions, experiences his/her personal wisdom as having expanded, and can now operate in concert with the rest of the group.



Use the Consensus Workshop when you want to...

- ✓ generate creativity in a short amount of time
- ✓ infuse the team with a sense of responsibility
- ✓ catalyze integrated thinking (rational and intuitive)
- ✓ build practical team consensus

Common Applications

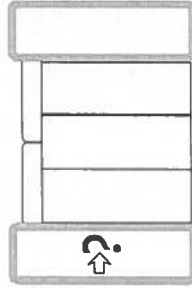
There are hundreds of uses for the Consensus Workshop. Some of the more common applications include using it to:

- ◆ coordinate departments with differing objectives
- ◆ create a shared vision, goals, or objectives
- ◆ set team priorities
- ◆ agree on criteria for decisions
- ◆ find common ground among parties with opposing views or perspectives
- ◆ identify barriers or blocks to effective communications
- ◆ motivate volunteers or team members
- ◆ restructure or realign job functions
- ◆ do weekly individual/staff planning or operational planning
- ◆ discover the group's hopes and dreams
- ◆ create alignment in teams
- ◆ develop quality improvements
- ◆ develop policy

CONSENSUS WORKSHOP METHOD OVERVIEW

Workshop Question: Is a question to which the workshop content & product are a response.

CONTEXT



Set the Stage

1. State the purpose or aim of the workshop.
2. Clarify the workshop question.
3. Briefly outline the process and time frame.
4. Lead the group in talking about the topic for a few minutes using a short Focused Conversation

See page 32.
[3-10 minutes]

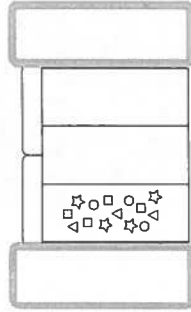
RATIONAL AIM

What the group needs to *KNOW* – the product or decision

EXPERIENTIAL AIM

How the group needs to *BE* different by the end of the workshop

BRAINSTORM

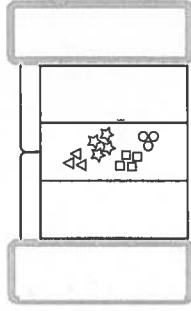


Generate New Ideas

1. Individually list answers to the workshop question.
2. Select important ideas and write on cards individually or in teams.
3. Pass up first round of cards.

See page 33.
[5-15 minutes]

GROUP

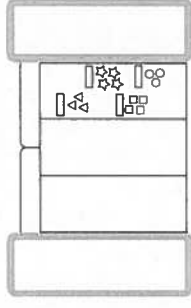


Form New Relationships

1. Form 4-6 pairs that clearly go together.
2. Ask for cards that are different and develop clusters.
3. Quickly give each cluster a 1-2 word tag.
4. Mark remaining cards with tag and pass up.

See page 34.
[7-20 minutes]

NAME

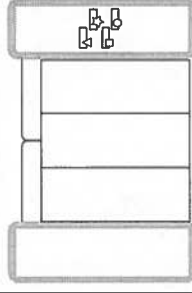


Discern the Consensus

1. Talk through the largest cluster first.
2. Give the cluster a 3-5 word name or title which answers the workshop question.
3. Repeat for the remaining clusters.

See page 35.
[10-30 minutes]

RESOLVE



Confirm the Resolve

1. Focus the group on this consensus by reading all the title cards.
2. Discuss the significance of the consensus.
3. Create a chart or visual image to hold the consensus (optional).
4. Discuss next steps and implications.

See page 36.
[5-15 minutes]

Group Dynamic – The Tower

RO: Participants reflect on how they work within a team

EO: People have a lot of fun

Materials:

Scrap paper
Tape
Straws
Paperclips
Balloons

- *Divide the participants into two groups of equal number*
- *Ask for one person from each group to just observe.*
- Your task is to build a tower using only the materials provided. You have ten minutes, keep in mind that the tallest and stronger tower will win the contest.
- The first three minutes, plan as a team, “DO NOT TOUCH MATERIALS” at this point only discuss as a team how to build the tower.
- *After the first three minutes of planning get started on the materials, Build your tower.*
- *After three minutes ask for one of the very active persons from each group to swop places.*
- *After 5 minutes, short reflection:*

Objective:

- What were your instructions?
- What happened in your groups?
- Observers, what else did you see happen?

Reflective:

- What emotions did you experience while working in a group?
- People who swopped, what did it feel like to change teams?
- Teams, what did it feel like to have a new person in your group?

Interpretive:

- What were your strengths as a team?
- What were your weaknesses?
- What did you learn about yourself from doing this exercise?
- What did you learn about working as a team?

Decisional:

- If you were to do this exercise again, what would you do differently?
- Why do you think we did this exercise?
- Who might you do this exercise with?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements *(ask coordinator to make):*

Session Three

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation.*
- Goodbye and thank you for coming, see you next week.

TOPIC / TOPICO: Winning Teams / Equipos ganadores o triunfadores

Rational Aim: To identify the characteristics of winning teams /

Objetivo Racional: Identificar las características de equipos ganadores y / o triunfadores

Experiential aim: To feel that we are part of a winning team /

Objetivo Experimental: Sentir que somos parte de un equipo ganador o triunfador

Opening / Apertura:

Objective / Objetivo:

- Say your name and one team you know of that you would describe as a "winning team"

Diga su nombre y qué equipos conoce Ud. que en su opinión son ganadores o triunfadores?

Reflective / Reflexivo:

- What are the main characteristics of a winning team? /

¿Cuáles son las características principales de un equipo ganador o triunfador?

- When have you been part of a winning team?

¿Cuándo Ud. ha sido parte de un equipo ganador?

Interpretive / Interpretativo:

- What did you learn from those experiences?

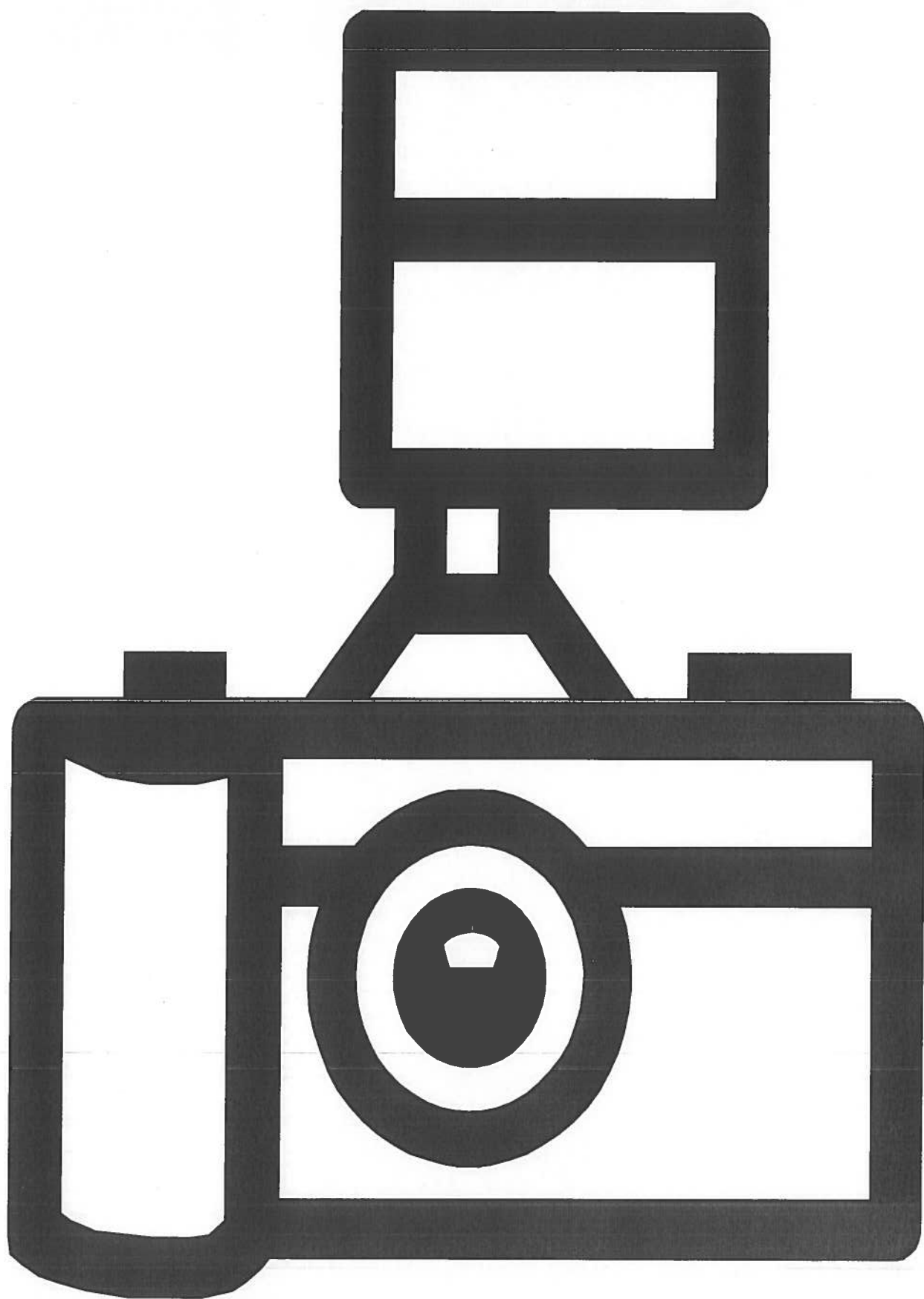
¿Qué han aprendido de estas experiencias?

Decisional / Decisional:

- What can we do to strengthen our work as a team? /

¿Qué podemos hacer para fortalecer nuestro trabajo como equipo?

Closing / Clausura :



**NEIGHBORHOOD ACADEMY
ACADEMIA COMUNITARIA**

Session four / Sesión cuatro

AGENDA

Welcome / Bienvenida

Review of Workshop Method
Repaso del Método de Taller

**Practice Workshops
Práctica del Método de Taller**

Group Dynamic / Dinámica de grupo

Closing Reflection and Announcements
Reflexión de clausura y anuncios

Plan de Trabajo para la sesión cuatro Plan for session four Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on Facilitator's Role	
6:15pm	Review Workshop Method & Preparation for Practice Workshops Review Workshop Method Split into English / Spanish groups, explanation for 5 minutes, 15 minutes to prepare.	
6:45pm	Practice Workshop One 35 minutes for workshop, 10 minutes for feedback <i>"What community event can we plan over the next six weeks to increase participation?"</i>	
7:30pm	Break	
7:45pm	Practice Workshop Two Forty minutes for workshop, five minutes for feedback <i>"What are keys to working with people of different ages and cultures?"</i>	
8:30pm	Group Dynamic Cotton Wool and Vaseline game	
8:45pm	Closing Reflection Closing reflection Announcements & assignments for next week	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants learn more about what it takes to be a facilitator
 - Participants facilitate and participate in workshops
 - Participants brainstorm ideas for the community event
- Participants think about what it takes to work with people of different cultures and ages

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Vaseline
Cotton wool balls
Tissues
Consensus Workshop card

To create

Context ... Resolve cards
Workshop questions written on flipcharts
30 minute workshop flipcharts
Time cards

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Reflection forms
Telephone list
Documentation from Session 3

Introductions and Opening Conversation

RO: Participants talk about elements of a facilitator's style

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 3

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Walk through agenda*
- So, who remembers the presentation that Jorge made a couple of weeks ago about the difference between a hierarchical and a facilitative leader?
- So, we want to spend a bit of time now talking about the role of a facilitator when working with a group, and things that each of us, as facilitative leaders, can do to be more effective.
- So, I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto practicing the workshop method.

Review Workshop Method & Preparation for Practice Sessions

RO: Participants remember the workshop method and are clear on what they are doing when they break up into small groups

EO: People are excited about facilitating a workshop and are eager to participate

Materials:

Context....Resolve cards
Workshop questions written on flipcharts
30 minute workshop flipchart
Markers
Flipchart
Half sheets – white & colored

Review Workshop Method

- So, you remember two weeks ago, we told you that there are three methods we are going to show you that you can use with the groups you are in?
- Who remembers what the three methods were?
- Focused Conversation, Consensus Workshop, Action Planning.
- Right, so two weeks ago we looked at the Conversation method.
- And last week we looked at the Consensus Workshop method.
- Who remembers the first step of the workshop?
- **Context** (*put up card*) – and what happens during the context?
- Put the focus question up, outline what you are going to do and how much time you have, and you ask some warm up questions.
- Second step – what is it? What happens?
- **Brainstorm** (*put up card*) – people brainstorm answers to the focus question individually, then star best ideas. Then share ideas in pairs or small groups, write up ideas on cards, send up their clearest ideas and form pairs of ideas that are similar.
- Third step – what is it? What happens?
- **Group** (*put up card*) – people send up ideas that are different, form clusters of similar ideas, give each cluster a quick tag name. Then label their remaining cards with the tag name symbol and put in the appropriate cluster.

- Next step – what is it? What happens?
- **Name** (*put up card*) – Start with largest cluster, read through cards and then group comes up with an answer to the focus question that includes all the cards in that cluster.
- Last step – what is it? What happens?
- **Resolve** (*put up card*) – Read focus question & titles to columns, then ask ORID questions that reflect on the workshop.
- Any questions about that? Because you are going to be facilitating workshops now, so if you have any questions this is a good time to ask!

Preparation for Practice Sessions

- So now we're going to practice. And we're going to do this by splitting into two equal groups like we did last week, one English, one Spanish.
- The English group will prepare to lead a workshop in English, the Spanish group in Spanish, so go to the group you feel most confident working in.
- Each group is going to facilitate a 35 minute workshop. The English group will facilitate a workshop on events that we could organize in this community.
- Then we will have a break and after that, the Spanish group will facilitate a workshop on keys to working with people of different ages and cultures.
- So now lets move into our two groups, where we'll explain exactly what you will be doing. And we'll meet back again as a whole group in 20 minutes to start the first workshop.
- *Split into two groups.*

- *In small group:*
- So, we're going to facilitate a workshop on (*put up flipchart*) for the whole group.
- First we need to decide who is going to facilitate which part of the workshop.
- *Assign one person for each part of the workshop (self selection). If fewer than five people, double up on parts.*
- Now find the page in section four of your manual for the part that you are going to facilitate and read the steps carefully.
- Then as a group, decide how long each part will take and who will be your timekeeper. Remember you only have 35 minutes.
- Then prepare individually. (*Go through 30 minute workshop flipchart*)
- So the person doing the **context** will write up the focus question on a flipchart and will come up with some warm-up questions.
- The person doing the **brainstorming** will get paper and markers ready and write some instruction cards.
- The person facilitating the **grouping** section will make symbol cards.
- The person doing the **naming** will make some title cards with borders.
- And the person doing the **resolve** will prepare some ORID questions.
- Any questions?
- OK, you've got 15 minutes to prepare and then we'll go back to the main space where the English group will facilitate their workshop.

Practice Workshop Sessions

RO: Participants practice the Workshop method

EO: Participants are pleased with their facilitation effort and confident in using the workshop method

Materials:
Time cards

Before workshops begin

- Ok, so let's start our Practice workshop sessions. I believe the English group is going first.
- Now if you are not at the front facilitating, you are a participant. So you can answer the questions, brainstorm ideas and help to organize and name them.
- There is only to be one person at the front of the room at a time.
- And after 30 minutes I will start to hold up these signs:

5 mins left

1 min left

Stop now!

- After this group is finished, we'll do a short reflection, then we'll have a break and then the Spanish group will start their workshop. Any questions? OK, let's start.

Reflection after each practice workshop

- So, let's just focus quickly on each of our facilitators. (*Start with facilitator of Context*)
- _____, what was your experience of facilitating? (*To facilitator*)
- What did _____ do well? (*To rest of group*)
- What are some hints or clues for next time? (*To rest of group*)
- *Repeat reflection for each of the facilitators.*

Group Dynamic – Cotton Balls

RO: Participants reflect on how they work within a team

EO: Participants' energy is raised

Materials:

Bag of cotton balls

Vaseline

Tape

Tissues

- *Stick two visible tape lines, about 2m each in length, 3m apart. Make sure there is enough room behind one of the lines for two teams to line up. In front of this line put a pile of cotton balls.*
- *Divide the participants into two groups of equal number*
- *So, I'd like both teams to line up behind this line but before you do that, come and get some vaseline from And rub it onto your nose.*
- *The object of this game is to pick up a cotton ball with your nose and transport it to the other side of the finish line 3m away.*
- *You must not use your hands to pick up the ball or remove it from your hand.*
- *Once you have crossed the starting line again, the next person in your team may start.*
- *The winning team is the team that collects the most cotton balls.*
- *Give both teams 2 minutes to complete the exercise, count the number of balls and then repeat the exercise for 2 minutes.*

Reflection

- Now lets just have a short reflection on this game.

Objective:

- What were your instructions?
- What did you see people do?
- What noises did you hear?

Reflective:

- What emotions did you experience during this game?
- What was most difficult to do?

Interpretive:

- What did you learn about yourself from doing this exercise?
- What did you learn about working as a team?

Decisional:

- When might you use this exercise?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Was tonight more like carne asada or an ice-cream sundae for you, and why?

Closing:

Announcements *(ask coordinator to make):*

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation.*
- Goodbye and thank you for coming, see you next week.

Community Vision Workshop

What would we like to see happen in the East Montclair/Lowry Community in the next 3-5 years?

Great Educational Benefits for Our Youth's Future	Thriving, Locally-Owned Businesses	A Caring and Safe Community	East Montclair/Lowry: Places, Events & Homes that Build a Strong Community	No Adult Left Behind	Fun in the Great Outdoors
<ul style="list-style-type: none"> • 50% more of our youth graduating from high school & going to college • Create an educational fund for college • Children getting homework help • Ongoing tutoring programs for all of our youth 	<ul style="list-style-type: none"> • More Businesses locally-owned, a restaurant perhaps • Growth of businesses • JAC post a better selection of jobs, careers, and education programs • More people with better jobs and careers 	<ul style="list-style-type: none"> • Security cameras for safer place • The growth of police security in the community • Neighborhood watch • Improved access to streets • Growth of the fire department • Neighborhood watch on every block • Reduce crime by 50% annually 	<ul style="list-style-type: none"> • Annual 11th Street fair or picnic • People getting together naturally • Continue to build this group to 20 regulars • Library open 12 hours a day 7 days a week • Regularly Scheduled community events at Garden Ct. & Montclair Rec. • Intramural sports program for youth/adults • A street fair on East Colfax • Drop-in activities for children/youth at Montclair Rec. • More construction of affordable houses • Montclair Rec. Center open 24/7 • Growth of new residents who participate in the community 	<ul style="list-style-type: none"> • Expand campus/classes at Community College • A school for Adults with English classes 	<ul style="list-style-type: none"> • Untouched areas for wildlife – wildlife info center • Lake for fishing • Big basketball & soccer field • Skateboard park

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Five / Sesión Cinco

AGENDA

Welcome / Bienvenida

**Action Planning Method
Método del Plan de Acción**

Group Dynamic / Dinámica de grupo

**Action Planning Method - Calendar
Método del Plan de Acción - Calendario**

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

The Institute of Cultural Affairs

Key purposes of session

- Participants discuss what it takes to make a community event successful
 - Participants experience the Action Planning method
 - Participants create a plan for the community event
- Participants realize that everyone has something to contribute to the project

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored: yellow, pink & blue
Quarter sheets – white & pink
Puzzle, divided into 4 bags
Action Planning method card

To create

Action Planning breakdown cards
Givens flipchart
Victory flipchart
Current Reality flipchart
Committed to flipchart
Practical Actions cards
Workshop instruction cards
Tag name cards
Calendar cards
Calendar instructions flipchart

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Reflection forms
Telephone list
Documentation from Session 4

Introductions and Opening Conversation

RO: Participants talk about successful community events

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 4

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Walk through agenda*
- So, tonight we're going to be planning our community event and so we're going to start by talking about previous community events that have been successful here in
- So, I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto Action Planning.

Action Planning – Introduction through Committed to

RO: Participants experience the Action Planning method

EO: People are excited about the community event and committed to making it happen

Materials:

Action Planning method card
Action Planning breakdown cards
Givens flipchart
Victory flipchart
Current Reality flipchart
Committed to flipchart
Markers

Refresher of methods

- So, you remember that there are three methods for facilitating groups that we are learning during this training.
- What was the first method we learnt about?
- What are the four levels of questions that we ask in a discussion?
- What was the second method that we learnt?
- What are the five parts of the workshop method?

Introduction

- In this session, and I are going to demonstrate the third method for facilitating groups, the action planning method. (*Put up card*)
- This method is used for planning an event or a project which will happen in the next six months or so. It moves a group from a good idea to a calendar of tasks and assignments.
- If you have a look at your timetable, you'll see that a community event is scheduled for the final session. And so now we're going to spend the next two hours planning this community event, using the action planning method.

- *Start to put up Action Planning breakdown cards as you speak.*
- First of all we'll imagine what our ideal community event would look like and then we'll look at now, what we have and what is missing to make that dream come true.
- Then we'll decide what we are committed to doing, and then we'll brainstorm actions that we can do over the next seven weeks to make that happen.
- Then we'll organize those actions into groups, split up into task forces and plot the tasks on a calendar.
- Finally, we'll work out a budget and decide on coordinators, and then we'll reflect on our plan.

Givens and Victory

Givens

Who? Participants, trainers, community

What?

When? 5 Dec 2001

Where? Machan

Why? Involve members of the community

How?

- *Read through Givens flipchart. Get consensus on what project group will plan and how.*
- Agree with all of this? Any other givens we want to add?
- OK, so I want you all to imagine that it's now the day after the community event, and we're gathering to talk about it and what went on.
- What do you hear people saying about the event? What happened? What did you see going on? What did you hear people saying yesterday? What emotions did you experience?
- Let your imagination run wild, call things out and I'll jot them up on the flipchart.
- *Jot ideas on Victory flipchart using coloured pens.*

Current Reality

- Now, let's come back to today and let's look at our current reality, what our situation is today.
- Firstly, what strengths do we have within this group which will help to make all of this happen? (*Jot down all in one colour.*)
- Now, what weaknesses do we have that are holding us back? (*Jot down in second colour.*)
- Ok, so if we achieved all of this, if our victory came true, what would be the benefits to us? (*Jot down in third colour.*)
- And, if we did all this, what dangers might result? (*Jot down in fourth colour.*)

Committed to

- *Read through Victory and Current Reality*
- Now, looking at all of this, what does our current reality reveal about our victory? How does it impact our ideal event?
- So what are we committed to doing? What will we put our energy behind?
- *Jot down five to seven points on a flipchart.*
- So we're committed to ... (*read out*)
- Is there anything missing? Anything we're uneasy with?
- OK, so now let's take a 15 minute break and then we'll come back and decide what actions we need to take to make this happen.

Action Planning - Key Actions Workshop

RO: Participants brainstorm actions for the community event and decide on task forces

EO: People are excited about the community event and committed to making it happen

Materials:

White half sheets

Pens

Practical actions cards

Workshop instruction cards

Markers

Tag name cards

Brainstorm

- So, individually, brainstorm 10 actions, in line with your commitments, to make this community event happen, things that you actually can and will do.
- And we're looking for practical actions, not good intentions.

GOOD
INTENTION
X

INVITE
COMMUNITY
X

GET FOOD
X

PRACTICAL
ACTION
✓

MAKE
POSTERS AND
DISPLAY
✓

WRITE
LETTERS TO
LOCAL SHOPS
✓

- Now, in groups of three, look at the actions that you have brainstormed and decide on seven or eight that you want to make happen, and write up on cards, in English & Spanish.

WRITE BIG
LIKE THIS

Not small like this

7-8 CARDS
PER GROUP

1 PRACTICAL
ACTION PER
CARD

3-5 WORDS

Group

- Send up 3 clearest ideas.
- Any questions of clarity? Do you see similar actions forming pairs?
- Send up 2 most different ideas
- Questions of clarity? Do you see any clusters emerging?
- Now lets give these clusters tag names – I'm going to write the first word I hear: what's this cluster about, what's the task that needs to be done here?
- Mark your remaining cards with the symbol where they best fit, where tasks would be best done by a particular task force: bring up and place in that cluster.
- Can any of these task forces be combined? Ideally want 3 or 4 task forces.
- Ask you to self-select which task force you want to be in. So, starting with, who wants to work on (*get three or four people for each task force, write on half sheets*)
- Now lets do a quick group dynamic before we come back again to work in our task forces.

Group Dynamic – Puzzle

RO: Participants reflect on how each of them has something to contribute to the community event

EO: Participants' energy is raised

Materials:

Puzzle divided into 4 bags

- *Before the session, make up the puzzle and divide into four quarters. Place each quarter in a separate plastic bag.*
- *Divide the participants into four groups and give each group one of the bags.*
- *So, I'd like each team to open up their bag and put the pieces of the puzzle in the table.*
- *So, as a group go ahead and make up your section of the puzzle, as quickly as you can.*
- *When all the groups have put their pieces together, take your section of the puzzle and join the team next to you and put together two sections*
- *Now I'd like you to put the four sections of the puzzle together. .*

Reflection

- Now let's just have a short reflection on this activity.

Objective:

- What happened during the exercise?
- What did you see people doing?

- What noises did you hear people making?

Reflective:

- To the people who put the puzzle together, how did you feel during the game?
- To the people who were not allowed to talk, how did you feel during the game?
- How did you feel working as a team?
- How did you feel working with another team?

Interpretive:

- What did you learn about yourself from doing this exercise?
- What did you learn about working with other people?

Decisional:

- Why do you think we did this exercise?
- How can this help us to work in our taskforces for the next 7 weeks?

Action Planning - Calendar

RO: Participants work in their task forces and plot their actions on a calendar

EO: People are excited about next steps for the community event

Materials:

Half sheets – white & colored: yellow, pink, blue
Quarter sheets – white and pink
Calendar cards
Instructions flipchart
Markers

- Now, gather in your task forces. We're going to spend the next 15 minutes, looking at your actions and deciding when over the next seven weeks, you will do them.
- *Put up flipchart and explain.*

Small group work

Decide on:

1. **Victory** for taskforce on 5 December - yellow card
2. Name for taskforce - pink card
3. When you will do each action and cost – write on each card
4. Launch action - blue card
5. Coordinator – underline on list of names
6. When during the week you will meet – small white cards
7. Total budget - small pink card

Put cards up on timeline and be ready to report.

- *While groups working, place calendar on wall:*

Name	Task Force	Launch	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Victory	Budget
------	------------	--------	------	------	------	------	------	------	------	---------	--------

Team reports

- *Each team gives a 2 minute report, highlighting their Victory, team name, launch action, a quick look at what they are going to do and when, and budget.*
- *Ask for questions of clarity after each report.*
- *At the end of all the reports:*
 - What events on the timeline call for a second look at the timing?
 - Where might two or more task forces work together?
 - Do our victories reflect our commitment?
 - Are there any actions to add?
 - Will representatives from each team meet at some point?
 - Will we have an overall coordinator?

- Are we clear on team roles?
- How will we raise the money that we need?
- What is a catchy slogan for our celebration?

Reflection

- What stands out from our time together?
- Where do you sense we had a breakthrough?
- What are you looking forward to?
- What will be the significance of accomplishing these actions?

- Well, that concludes the action planning demonstration.
- Next week, we will revisit this and look again at what needs to be done when.
There will be some time for you to meet in your task forces. And we'll be looking at the Action Planning method in more detail and thinking about when you can use it.

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

What are keys to working with people of different ages and cultures?

Patience	Positive Social Interaction	Sensitivity to Others	Understanding Group's need's, cultures, and values	Group Leadership Skills	Culturally Sensitive Use of Language
<ul style="list-style-type: none"> Listening skills 	<ul style="list-style-type: none"> Culture effecting personal space Learn how not to insult How culture plays into gender roles Which cultural taboos are important to observe Know how to get along with them 	<ul style="list-style-type: none"> Accept who they are Show interest in others Look interested in who they are 	<ul style="list-style-type: none"> Understanding what is required for each age group Be open Understanding age Differences Identify the group's needs Understand their values Understand the culture of the people worked with Respectful of others 	<ul style="list-style-type: none"> Keeping attention focused Be energetic Create a game that you and they will enjoy Facilitate experiential activities Provide opportunities for singing or other C.S. Activities Use a skilled facilitator 	<ul style="list-style-type: none"> Identify the tools that are needed to succeed Slang Allow people to speak in Native Language – translate for others Overcoming language issues Use a translator Communication

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Six / Sesión Seis

AGENDA

Welcome / Bienvenida

**Review the Methods
Repaso de los Métodos**

Group Dynamic / Dinámica de grupo

**Action Planning Method – Calendar
Método del Plan de Acción – Calendario**

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Plan de Trabajo para la sesión seis Plan for session six Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on Using Facilitation methods	
6:20pm	Review the Methods – Discussion Short review followed by question game and applications parade	
6:45pm	Review the Methods – Workshop Short review followed by steps activity and applications parade	
7:10pm	Break	
7:25pm	Review the Methods – Action Planning Short review followed by personal action planning and applications parade	
8:00pm	Group Dynamic Who's got mail?	
8:10pm	Action Planning Calendar Working as teams Reports	
8:45pm	Closing Reflection Announcements & assignments for next week	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants start to think about how they might use the facilitation methods
 - Participants' memory of the methods is refreshed
 - Participants create a personal action plan
- Participants work in their task forces on the community event

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Large post-it notes
Small post-it notes
Tape recorder & active music
Sign in sheet
Half sheets – white and colored
Method cards
ORID level cards
Senses ... Action cards
Conversation scramble cards
Context ... Resolve cards
Calendar cards

To create

Conversation Applications flipchart
Footprint cards
Workshop Applications flipchart
Victory ... Resolve cards
Action Planning Applications flipchart
Questions flipchart

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Individual Action Planning handouts
Action Planning report forms
Rosettes
Reflection forms
Telephone list
Documentation from Session 5

Introductions and Opening Conversation

RO: Participants talk about using facilitation methods

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 5

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out insets for tab six of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to be reviewing the facilitation methods that we've been learning over the past four weeks and we're going to start our thinking on how we can use these methods in the community.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto reviewing the methods.

Review the Methods – Focused Conversation

RO: Participants' memory of the Discussion method is refreshed

EO: People have fun and learn more about the order of questions

Materials:

Discussion method card
ORID level cards
Senses ... Action cards
Conversation scramble cards
Conversation Applications flipchart
Large post-it notes
Markers
Tape recorder and active music

Refresher of Conversation method

- So, in this review of the methods, we're going to start with the focused conversation method. (*Put up method card.*)
- What are the four levels of questions that we ask in a conversation?

Objective

- So, the first level is **Objective**. What are objective questions about?
- So, we ask objective questions to get out the data, to get out what actually happened, the facts.

SENSES

Reflective

- So, the second level is **Reflective**. What are reflective questions about?
- So, we ask reflective questions to get out what people feel about the data, to get out people's emotions that the data has stirred.

HEART

Interpretive

- So, the third level is **Interpretive**. What are interpretive questions about?
- So, we ask interpretive questions to get out what people think about the data and their reaction to it, to get out what people have learnt from this experience.

HEAD

Decisional

ACTION

- And the fourth level is **Decisional**. What are decisional questions about?
- So we ask decisional questions to get out what difference this will make to people, how will they use what they have learnt in their life, what action will they take.
- Any questions about any of this?
- *Go through section two in Participants' manual – resources they have.*

Activity

- OK, so we're going to really get inside this method by playing a quick game.
- *Divide the group into two teams. Move the tables so that they have room to run up to the sticky wall.*
- *Get the teams to line up, sitting on chairs, about 2m from the sticky wall.*
- *On the sticky wall, stick up a set of conversation cards for each group. Stick the cards on the wall so that the questions are not visible.*
- The object of this game is to be the first group to arrange the cards on the sticky wall in the correct order that you would ask the questions.
- So, in turn you have to run up to the sticky wall, turn over one of your cards and then post it next to the level in the conversation that you think the question is.
- Once that person is seated in their chair, the next person runs up and turns over the next question, posting it next to the correct level.
- Once all the questions are on the wall in the right level, the whole team must be seated in their chairs and shout finish.
- The first team to finish and get their cards in the right order gets two points, the second team gets one point if they get their cards in the right order. If the order is wrong, you don't get any points.

- You can confer at any time and you can move any cards on the wall around.
- But there is only to be one person at the front at a time.
- Any questions?

- *Repeat for three rounds. After each round ask:*
- Is this the correct order?
- Does anyone see a different order?
- *Then give each team the appropriate score.*

Applications

- There's just one more thing to think about before we move on to reviewing the workshop method.
- When will you use this focused conversation method in the next 30 days?
- So, what I'd like you to do is take a post-it note and write on it the topic that you would have a conversation about and the group you will have it with.
- For example, I'm going to use it to have a conversation with my family about
- Who else has an example?
- So, take a minute to think about when you might have a conversation with someone in the next few weeks and write down the topic and the group on a post-it note.

- Everybody ready?
- Now I'd like everybody to stand up, and as you walk past the flipchart, slap your post-it note up and shout out the topic and the group.
- *Make this celebrative – turn on some music.*

Review the Methods – Consensus Workshop

RO: Participants' memory of the Workshop method is refreshed

EO: People have fun and are confident they know the steps of the workshop method

Materials:

Workshop method card
Context ... Resolve cards
Step cards
Tape
Workshop Applications flipchart
Large post-it notes
Markers
Tape recorder and active music

Refresher of workshop method

- So, the second method we're going to review is the Consensus Workshop method. (*Put up method card*)
- You can use this method to brainstorm ideas around an issue that a group may be facing or generate data and reach consensus around any other topic
- This method is divided into five parts. What are those five parts?
- So, the first part is the **Context** (*put up card*) – and what, as a facilitator, do you do during the context?
- Put the focus question up, outline what you are going to do and how much time you have, and you ask some warm up questions.
- The second part is the **Brainstorm** (*put up card*) – and what, as a facilitator, do you do during this part?
- Ask people to brainstorm answers to the focus question individually, then star best ideas. Then share ideas in pairs or small groups, write up ideas on cards, send up their clearest ideas and form pairs of ideas that are similar.
- The third step is **Group** (*put up card*) – and what, as a facilitator, do you do during this part?
- Ask people to send up ideas that are different, form clusters of similar ideas, give each cluster a quick tag name. Then ask people to label their remaining cards with the tag name symbol and put in the appropriate cluster.

- The fourth step is **Name** (*put up card*) – and what, as a facilitator, do you do during this part?
- Start with largest cluster, read through cards and then group comes up with an answer to the focus question that includes all the cards in that cluster.
- The last step is **Resolve** (*put up card*) – and what, as a facilitator, do you do during this part?
- Read focus question & titles to columns, then ask ORID questions that reflect on the workshop.
- Any questions about the consensus workshop method?
- *Go through sections three and four in participant's manual – resources they have.*

Activity

- So, we're going to do a quick exercise to refresh our memory of the steps in the workshop.
- *Give everybody a step card and stick it on their left shoulder.*
- So, everyone has a step card on their left shoulder. You now need to get into order, starting with context over here and ending with resolve over there.
- *Once people are in order, go down the line shouting out what step you are.*
- Does everyone seem to be in the right place?
- *Pull out anyone who seems to be in the wrong place. Ask the group to work out where they should be.*
- *Once everyone is in the right order, ask:*
- Who's context? Brainstorm? Group? Name? Resolve?

Applications

- There's just one more thing to think about before we have a break.
- When will you use this consensus workshop method in the next month?
- So, what I'd like you to do is take a post-it note and write on it the topic that you would have a workshop about and the group you will have it with.
- For example, I'm going to use it to have a workshop with about
- Who else has an example?
- So, take a minute to think about when you might do a workshop in the next few weeks and write down the topic and the group on a post-it note.

- Everybody ready?
- Now I'd like everybody to stand up, and as you walk past the flipchart, slap your post-it note up and shout out the topic and the group.
- *Make this celebrative – turn on some music.*

Review the Methods – Action Planning

RO: Participants' memory of the Action Planning method is refreshed

EO: People have fun and are pleased with their own personal action plans

Materials:

Action Planning method card
Victory ... Resolve cards
Individual Action Planning handouts
Pens
Small post-it notes
Action Planning Applications flipchart
Large post-it notes
Markers
Tape recorder and active music

Refresher of Action Planning method

- So, the third method we're going to review is the Action Planning method.
(*Put up method card*)
- You can use this method to plan a project or event.
- So, thinking about what we did last week, and using section five of your manual, what's the first thing the facilitator did?
- Set the **Context**. (*Put up card*) And what did do to set the context?
- Introduced what we were going to plan; reviewed the givens, what had already been decided, and got consensus on them; outlined the timeframe and the eight parts of action planning process.
- What's the next thing that the facilitator did?
- **Victory**. (*Put up card*) And what did do during this part?
- Asked the group some questions to help them envision the day after completion of the project; wrote responses inside victory circle using colored pens.

- What's the next thing that the facilitator did?
 - **Current Reality.** (*Put up card*) And what did do during this part?
 - Listed strengths and weaknesses of team on left side of current reality circle; listed on right side of current reality circle the potential benefits and dangers to group that would happen if everything in Victory circle happened.
-
- What's the next thing that the facilitator did?
 - **Commitment.** (*Put up card*) And what did do during this part?
 - Read through Victory and Current Reality; asked what people were committed to making happen, got consensus and listed on flipchart.
-
- What's the next thing that the facilitator did?
 - **Key Actions Workshop.** (*Put up card*) And what did do during this part?
 - Asked group to brainstorm actions that would accomplish the task; clustered actions that could be done by same taskforce; asked people to sign up for a taskforce.
-
- What's the next thing that the facilitator did?
 - **Calendar.** (*Put up card*) And what did do during this part?
 - Asked each group to plot their actions along a calendar, including their taskforce victory, launch action and team name; heard reports from each taskforce.
-
- What's the next thing that the facilitator did?
 - **Coordination.** (*Put up card*) And what did do during this part?
 - Asked questions to push the group to decide on the coordination and budget required; ensured that group agreed on the details of the plan.

- What's the final thing that the facilitator did?
- **Resolve.** (*Put up card*) And what did do during this part?
- Asked ORID questions to reflect on the plan; decided upon next steps.
- So, any questions about the action planning method?
- *Go through section five in participant's manual – resources they have.*

Activity

- So, we're going to spend the next 20 minutes completing our own individual action plans. (*Pass out handout*)
- So, I'd like each of you to think of a project that you need to plan, or something that you need to get done. eg. I need to tidy up my garden, or I need to organize my desk, or I need to finish a school project.
- Write that down in the first box and then jot down why it's important to you to get that done.
- Then brainstorm in the **Victory** circle your ideal, what you would like to happen if everything went to plan.
- Now in the **Current Reality** circle brainstorm the strengths you have and the weaknesses you have.
- And now jot down, if all this were to happen, what would be the benefits to you and what dangers might result.
- Now read through everything you have written and decide what you are really committed to achieving. Jot those ideas down in the **Commitment** box.
- Now take a stack of small post-it notes and, looking at your commitment, brainstorm key actions you will need to take to make those things happen.
- Write each action on a different post-it note.
- Start to cluster those actions according to which are similar.
- Give each cluster a name – if each cluster were a taskforce what would it do.

- Now arrange your clusters across your timeline sheet.
 - So decide which action will be done when – write that date on the post-it note.
 - Decide on launch actions for each cluster and victories for each cluster. Write these on small post-it notes and stick on the calendar.
 - Now jot down any additional things to think about, such as budget or help needed.
-
- Now, let's share a bit of what happened in this exercise.
 - What did you plan?
 - And what are some actions you are going to take to make that happen?
 - What action are you most looking forward to?
 - What did you learn about the action planning method from doing this exercise?

Applications

- So before we finish with our review of the methods, lets just take some time to think about when you will use this action planning method in the next month?
 - So, what I'd like you to do is take a post-it note and write on it the project that you would use action planning to plan and the group you will plan it with.
 - For example, I'm going to plan a with
 - Who else has an example?
 - So, take a minute to think about when you might do an action plan in the next few weeks and write down the topic and the group on a post-it note.
-
- Everybody ready?
 - Now I'd like everybody to stand up, and as you walk past the flipchart, slap your post-it note up and shout out the topic and the group.
 - *Make this celebrative – turn on some music.*

Group Dynamic – Who's got Mail?

RO: Participants reflect on their similarities and differences from others in the group

EO: Participants' energy is raised

Materials:
Halfsheets

- *Have the group stand in a circle and give everyone a halfsheet to stand on.*
- So the idea behind this game is just to get to know each other a bit better.
- One person stands in the middle of the circle and says "I've got mail for ..."
and then they say something that is true about them, eg. "I've got mail for people who have black hair."
- Then anyone standing in the circle, for whom that statement is also true, runs across the circle and tries to stand on a free half sheet.
- Meanwhile, the person in the middle of the circle is also trying to stand on a free half sheet in the circle.
- Whoever is left in the middle of the circle when all the half sheets are full, has to think up a new "I've got mail ..." statement.
- Two rules – you must move if the statement is true of you, but if you move you cannot move to the space immediately on either side of you.
- Any questions?
- So, I'll start in the middle of the circle. I've got mail for
- *After about eight minutes, close the game and do a very quick reflection:*
- What do you remember from the game?
- What surprised you?
- What didn't surprise you?
- What did you learn about this group?
- When might you use this game?

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart
Action Planning Report form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- The first thing I'd like us to do is brainstorm outstanding questions we still have about the community event.
- *List questions on a flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form – *explain form*
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.
- Then, thinking ahead to the next week, write up on cards any new actions that your taskforce is going to do in coming weeks.
- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 20 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?
- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address next week? (*List on flipchart*)

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

My Personal Action Plan

Name

Date

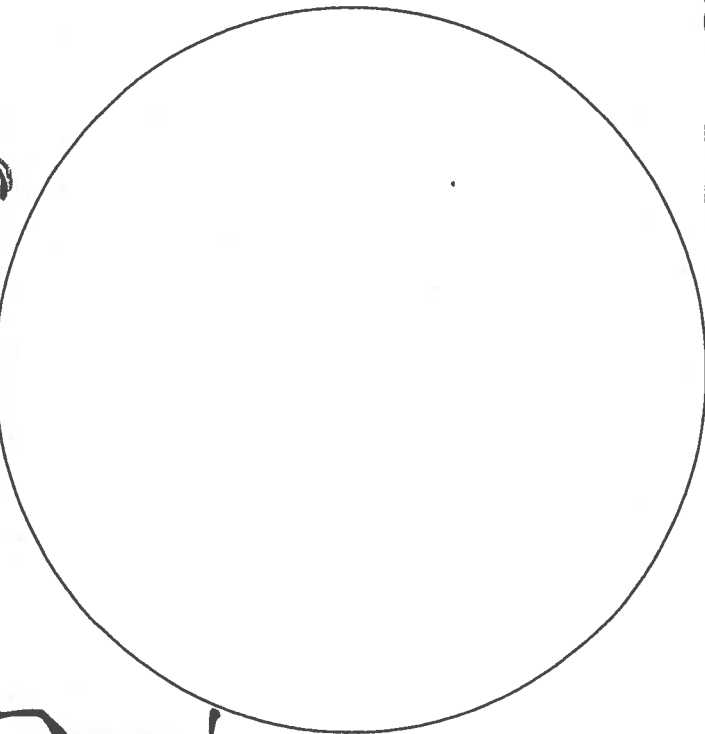
What is my Project or Program?

Why do I want to do this Project or Program?

Victory



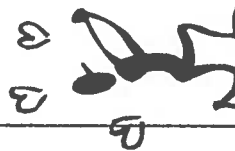
Current Reality

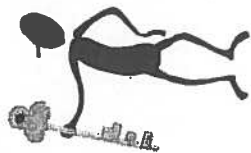
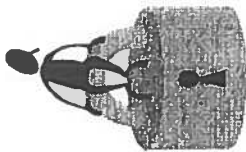


Strengths Benefits

Weaknesses Dangers

My Commitment

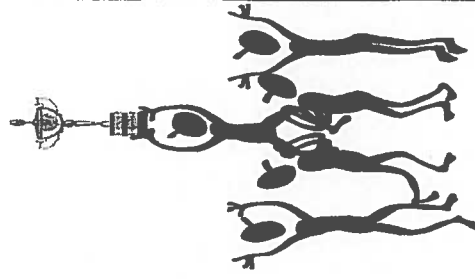




**What are the Key Actions I need to take to
organize my Project or Program?**

Calendar of Actions to Implement my Plan X

Launch Activity and Start Date	First	Second	Third	Fourth	Fifth	Victory
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Additional Considerations (budget, teams, materials etc.)



Action Planning Report

Informe del Plan de Acción



Team / Equipo

Week / Semana

Accomplishments last week / Logros la última semana

Actions for this week / Acciones para esta semana

Action / Acción	Who / Quien	When / Cuando

Team members / Miembros del equipo

Coordinator /
Coordinador(a)

East Montclair/Lowry Neighborhood Academy

Action Planning Part I

December, 2004
Denver, Colorado

EVENT DECISION

December, 2004
Denver, Colorado

BRAINSTORM OF OPTIONS:

- Residents get to know the neighborhood -- do some background research first, then have a tour of key locations (bank, health clinic, city council office, for example) for information interchange and soliciting support
- A community fair -- beyond the complex, involving lots of sectors (youth, health, beautification, sports, etc.)
- Website - database of community resources (note, this was not selected, but may be worked on by participants anyway)
- Multi-cultural fair
- Picnic in the park for both neighborhoods
- CPR classes and sports leagues
- Keep advertising the computer center, build participation & learning
- Hook for participation - filed day for kids, storytelling
- English classes
- Health Fair
- Fund Raiser
- Traffic/safety issue and crime reduction

SOME CONSTRAINTS:

- Winter weather
- Only about 7 weeks of class time (excluding the holidays) to work on it

DECISION: Go with the Traffic/safety issue (see GIVENS, next page)

EAST MONTCLAIR/LOWRY NEIGHBORHOOD ACADEMY

Session Six / Sesión Seis

AGENDA

Welcome / Bienvenida

**Review the Methods
Repaso de los Métodos**

Group Dynamic / Dinámica de grupo

*Action Planning Method – Calendar
Método del Plan de Acción - Calendario*

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

GIVENS

WHO: Us, the East Montclair/Lowry Neighborhood Academy participants

WHAT: Expressing our concerns about the Syracuse & 11th Ave. traffic and pedestrian danger -- likely two meetings: one to solicit a strong neighborhood consensus about the issue, 2nd with individuals and/or organizations that could assist with the solution

WHERE: Not yet decided

WHEN: February, 2005

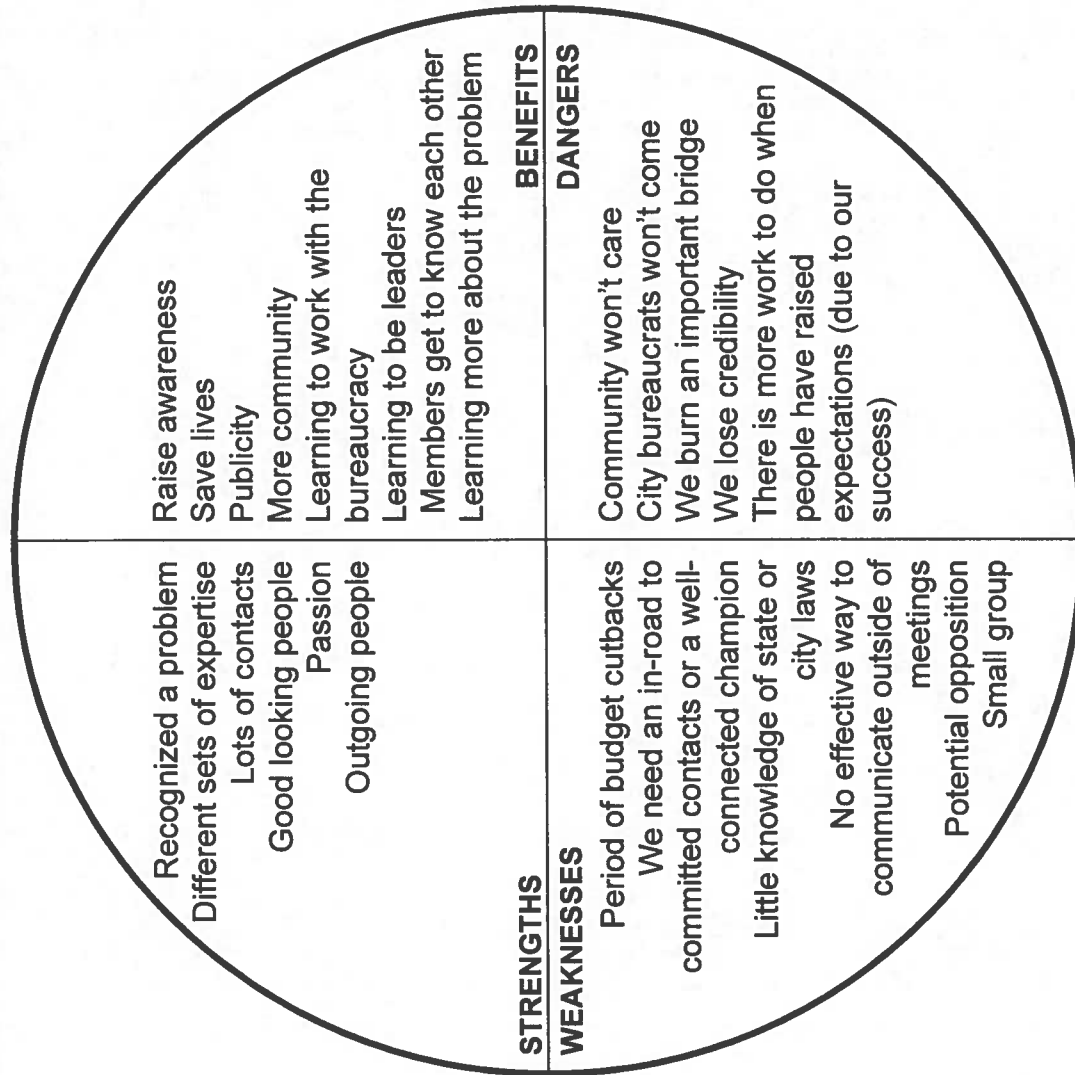
WHY: Traffic danger

BUDGET: Still to be determined

VICTORY

- Video clip of bus stop issues
 - Mayor comes
- Media trouble shooter covers it
- City Council / Other people of influence (for example, Andrew Romanoff / Marcia Johnson) are there
- Sign up sheet for future communication about involvement
- Amy and other Neighborhood Association reps attend
- Have a conversation about the traffic situation
 - Presentation about need
 - Statistics
 - Flashing red lights
 - Police attend
 - Personal stories told
 - Safety Manager comes
 - 200 people show up
 - RTD is represented
- Neighborhood Academy team has t-shirts or hats
- Video of how long it takes a car to get across during rush hour
- A consensus to do something is reached

CURRENT REALITY



THE COMMITMENT

December, 2004
Denver, Colorado

We are committed to:

- Our voice is heard
- We raise community awareness
- The problem is well documented
- There is buy-in from locals (businesses and residents)
- We're persistent enough that the city is aware of our concerns and unable to ignore them
- The task force concerned with this issue becomes larger than just us
- There is initial improvement of safety at the corner

THE KEY ACTIONS WORKSHOP

DATA FROM AUTHORITIES	NETWORKING	PRESS	DATA FROM CONSTITUENTS	OUTREACH	GETTING SUPPORT
<ul style="list-style-type: none"> • Get stats from DPD • Meet with Denver Police to get accident data • Go to superior court law library to look up city ordinances & traffic light policy • Research traffic/pedestrian volume • Get stats from paramedics • List who to contact for data done 	<ul style="list-style-type: none"> • Meet/contact government leaders before meeting • Get contact name & policy for voicing concern at RTD • Draft letter to city/RTD officials - invite to meeting • List agency/city officials to involve • Contact RTD Board Director and Safety Manager • Talk to Public Works 	<ul style="list-style-type: none"> • Write press release • Put together press packet • Hold press conference <p>AT TEAM MEETING:</p> <p>Set dates for public forum</p>	<ul style="list-style-type: none"> • Create a short survey about the traffic • Survey bus riders at bus stop • Solicit testimonials from residents and bus riders • Video traffic problems • Get video camera & tripod for Christian Korloff's living room • Talk to RTD drivers - what have they seen • Meet with Lowry Neighbors traffic committee to get their input • Create a map for public viewing (traffic data on it) • Interview neighbors • Find out what has already been done • Research traffic/pedestrian volume 	<ul style="list-style-type: none"> • Post flyers on issue, ask for help! • Publish article in E. M'clair & Lowry newsletters • Set meeting with community members to finalize concerns • Get officials to come to our meetings • Send invitations to E. M'clair & Lowry N'hood Assns. • Send email to people about problem • Circulate petitions stating problem 	<ul style="list-style-type: none"> • Translate invitations and flyers (Spanish, French, Arabic, Amharic) • Post flyers at library & community center to voice concern • Mail & email meeting invitations • Post flyers at stores
TEAMS David B., James S., Amy F.	Expertise: Tony F., Amy F., Eric S.		Danette B., Bouba D., William W.	TEAM: Tony F., Sharon D. (translations: Bouba - ask Marfa, Nardos, Mercedes)	

TOPIC / TOPICO: Successful Events or Activities/ Eventos o Actividades Exitosas

Rational Aim: To remember activities that participants have been involved in and think about an event for East Montclair/Lowry.
Objetivo Racional: Recordar actividades en las que hemos estado involucrados(as) y pensar en un evento para East Montclair/Lowry.

Experiential aim: To motivate each other to organize a community event in East Montclair/Lowry.
Objetivo Experiencial: Motivarnos en la organización de un evento para la comunidad de East Montclair/Lowry.

Opening / Apertura:

Objective / Objetivo:

- In what successful events or activities have you participated in the past six months?
¿En qué eventos o actividades que han tenido éxito ha participado Ud. en los últimos seis meses?

Reflective / Reflexivo:

- What do you think made the event so successful?
¿Cuáles cree Ud. que fueron las razones por las que el evento o actividad fue tan exitoso?

Interpretive / Interpretativo:

- What do you think are the most important things to consider when organizing an event or activity in the community?
¿Cuáles cree Ud. que son las cosas más importantes que hay que tener en consideración al organizar un evento o actividad con la comunidad?

Decisional / Decisional:

- What activity do you think we can organize within the next seven weeks to impact the East Montclair/Lowry community? (List on a flipchart)
¿Qué actividad cree Ud. que podríamos organizar en las próximas siete semanas para crear un impacto en la comunidad de East Montclair/Lowry?
(Hacer una lista en un papelógrafo)

Closing / Clausura :

PARTICIPANTS

Part I:

Event Decision
Givens
Victory
Current Reality
Commitment
Key Actions

Neighborhood Participants:

Danette Baldwin
David Bogen
Boubacar Doumbouya
Sharon Duwaik
Lance Duwaik
Amy Ford
Tony Frank
James Smallwood
Nardos Tsegay
William D. Wilson

Trainers: Kynan Langenbeck/Sunny Walker
Assisting: Eric Smith
Guest: Ruth Reames

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Seven/ Sesión Siete

AGENDA

Welcome / Bienvenida

**Action Planning Calendar
Calendario del Plan de Acción**

**Introduction to Community Development
Introducción al Desarrollo Comunitario**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Plan de Trabajo para la sesión siete Plan for session seven Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on individual action planning exercise	
6:20pm	Action Planning Calendar Working as teams Reports	
7:20pm	Break	
7:35pm	Introduction to Community Development – 15 components Theory	
7:55pm	Introduction to Community Development – Mapping	
8:25pm	Group Dynamic Linkages	
8:45pm	Closing Reflection Announcements & assignments for next week	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants are introduced to the theory of community development
 - Participants reflect on their individual action plans
 - Participants map their community
- Participants think of all the ways they are connected to their community
 - Participants work in their task forces on the community event

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Large post-it notes
Small post-it notes
Sign in sheet
Half sheets – white and colored
Calendar cards
3 x large sheets of paper (blue)
Long strips of colored paper

To create

Questions flipchart
Community Development presentation cards

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Action Planning report forms
Rosettes
Reflection forms
Telephone list
Documentation from Session 6
Inserts for tab 7
Integrated Community Development handouts
Blank resource cards

Rational Aim: To think of opportunities to use the conversation, workshop and action planning methods / *Pensar en oportunidades para usar el método de conversación, el taller o el plan de acción.*

Experiential aim: To feel confident and excited about using the methods. *Sentir confianza y entusiasmo sobre el uso de los métodos.*

Opening / Apertura:



Objective / Objetivo:

- What are the three methods for facilitating groups that we have learnt during this Neighborhood Academy?
- *¿Cuáles son los tres métodos de facilitación de grupos que han aprendido durante esta Academia de Entrenamiento Comunitario?*



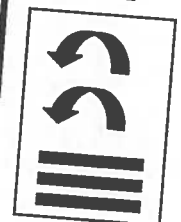
Reflective / Reflexivo:

- What did you like about using the methods (eg. when you facilitated a discussion or workshop)? *¿Qué le ha gustado, utilizando los métodos? (ej. Facilitando un taller o una conversación)*
- What concerns do you have about using the methods in the future? *¿Qué preocupaciones tiene para el futuro cuando use estos métodos?*



Interpretive / Interpretativo:

- What could you do to prepare yourself better for using the methods, to increase your confidence?
- *¿Qué podrías hacer para prepararte mejor usando los métodos y aumentar su confianza?*
- Which method do you see yourself using the most and why?
- *¿Qué métodos te ves utilizando más y por que?*



Decisional / Decisional:

- What is one group you could use the methods with in the next week?
- *¿Cuál es un grupo con el cual podría utilizar los métodos la próxima semana?*
- Which method would you use?
- *¿Qué método de facilitación podría utilizar?*

Closing / Clausura :

TOPIC / TOPICO: Reflection on Individual Action Planning / Reflexión sobre el Plan de Acción personal

Rational Aim: To reflect on their experience of completing the individual action planning forms/ *Reflexionar sobre la experiencia de haber completado las formas del Plan de Acción personal*

Experiential Aim: To feel excited about using the action planning method in their life/ *Sentirse motivados usando el método del Plan de Acción en sus vidas.*

Opening / Apertura:



Objective / Objetivo:

- What project did you use the action planning method to plan?
¿En qué proyectos está usando el método del plan de acción?
- What are some actions you will take to make that happen?
¿Cuáles son algunas acciones que iniciará para asegurar que se realice?



Reflective / Reflexivo:

- What did you enjoy about this exercise?
¿Qué fue algo que disfrutó de este ejercicio?
- What was the most difficult part of the exercise?
¿Cuál fue la parte más complicada del ejercicio?



Interpretive / Interpretativo:

- What are the advantages of using the action planning method to plan a personal project?
¿Cuáles son las ventajas de usar el método del Plan de Acción para organizar un proyecto personal?



Decisional / Decisional:

- What projects in the future will you use this method to plan?
¿Para qué proyectos en el futuro usará este método?

Closing / Clausura :

Introductions and Opening Conversation

RO: Participants reflect on their individual action plans

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 6

Inserts for tab 7

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab seven of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to start to look at community development.
- But lets begin with a reflection on the individual action planning exercise that we did as homework last week.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto our Action Plan.

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart
Action Planning Report form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- The first thing I'd like us to do is brainstorm outstanding questions we still have about the community event.
- *List questions on a flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form – *explain form*
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.
- Then, thinking ahead to the next week, write up on cards any new actions that your taskforce is going to do in coming weeks.
- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 30 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?

- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address next week? (*List on flipchart*)

Introduction to Community Development – 15 Components

RO: To give people a good, clear introduction to ICA's model of Integrated Community Development.

EO: People clear and excited about how they can start to implement the principles.

Materials:

Presentation cards

Integrated Community Development handouts

Blank resource cards

Opening

- Let's have a look at the curriculum. Where are we now?
- Two main pieces to curriculum – methods for facilitating groups, sessions 2 thru 6
- Now from session seven onwards focusing on community development.
- We'll be talking about different dynamics of community development and reviewing Action Planning every week. These are main two pieces of curriculum from now on.
- Community Development and Action Planning have equal importance for us.
- Now want to share with you our model about integrated community development. Comprehensive model – all the parts fit together. (*Hand out sheet*)
- From our perspective, 5 elements of community development. No particular order – all equally important, need to work on all these things.

Walkthrough titles

- First element is **Economic Development**. (*Put up title card*)
- As individuals, need resources to live.
- As a community, we can ensure that everyone has the resources to be self-sufficient. We need a sustainable economy.
- So this is one aspect where we need to work as a group.

- Second element is **Social Development**. (*Put up title card*)
- As individuals, we need access to good health and education services.
- As a community, we can ensure that someone is providing quality services in these areas to everyone.
- So this is another aspect where we need to work as a group.

- Third element is **Cultural Development**. (*Put up title card*)
- As individuals, we need to know who we are.
- As a community, we need to develop a strong sense of identity. A tree without roots will die. So if we develop our roots as a community, we will be stronger.
- So this is another aspect where we need to work as a group.

- Fourth element is **Political Development**. (*Put up title card*)
- As individuals, we need to make decisions about our own futures.
- As a community, we can ensure that our voice is heard and that we are able to participate in the decisions that will affect our community.
- We're not talking about forming political parties, we're talking about how we can be influential in decision-making structures.
- So this is another aspect where we need to work as a group.
- But we can't do any of these things without central column, **Development Capacity** (*put up title card*), without a committed group of people who can make things happen.

Development Capacity

- First key aspect is **Ensuring local Resident Participation** (*put up card*)
- Without people from the community participating, only small, short term changes will occur.
- In what ways do people participate in this community?
- Eg. House meetings inas way for people to participate.

- Second key aspect is **Building a local Catalytic Core** (*put up card*)
- We're not talking about a board or elected people here, we're talking about a core group of leaders, with a deep commitment to the mission of the community, a group where everyone is equal.
- Without a core group of people, actions can be scattered and isolated, they have no clear focus.
- Who here believes that they are a member of this community core group?
- Eg. Team of people in..... – training Neighborhood Academy, helping with community festivals and clean-up days. People participate in different ways.

- Third key aspect is **Forming local Effective Linkages** (*put up card*)
- Without local linkages, people find it difficult to work together and collaborate.
- What are ways to increase effective links in this community?
- Eg.

Economic Development

- First key aspect is **Developing local Physical Assets** (*put up card*)
- As a community, we can preserve and use the physical assets that we have.
- If we don't develop our physical assets, land goes unused and may be used by somebody else for a different purpose.
- If we have no plan for our physical assets, we can become very dependant on outside forces.
- Eg.

- Second key aspect is **Increasing local Household Economy** (*put up card*)
- As a community, we can work to ensure that people receive good salaries from safe jobs.
- We can ensure that people get the training and support that they need.
- Where do you want to work when you graduate? Why don't you want to work in this community?
- As a community, we can change this situation, we can hold onto our resources and stop people leaving the community to find work.

- Third key aspect is **Supporting local Appropriate Businesses** (*put up card*)
- As a community, we can keep money in by supporting local businesses.
- Who buys things locally? Who shops outside? Which stores are locally owned?
- As a community we can change this, we can shop locally.
- What else can we do to support local businesses?
- Eg. Form local business association, invite local business owners to meetings and events.

Social Development

- First key aspect is **Delivering local Preventive Care** (*put up card*)
- As a community, we can ensure that people are healthy.
- What is this community doing to ensure that people are healthy?
- Eg.

- Second key aspect is **Improving local Functional Education** (*put up card*)
- As a community, we can ensure that people have access to good education.
- What training schemes are available for people? What could we do to improve local education?
- Eg. create scholarship fund to help local students go to University, participate in PTSA meetings, volunteer at local schools

- Third key aspect is **Increasing local Community Well-being** (*put up card*)
- As a community, we can ensure that there are development programs available to people of all age groups.
- What services are there for young people? For elderly people? For families?
- Eg. Good example is Parents Anonymous classes.

Cultural Development

- First key aspect is **Stewarding local Living Environment** (*put up card*)
- Here we are talking about trees, parks, streets, lighting, housing etc.
- As a community, we can make our neighborhoods attractive and safe to live in, places that we feel proud of.
- What parks do you have in this community? What public places are you proud of? What can we do to make our neighborhoods more attractive places to live in?
- Eg. Clean-up days

- Second key aspect is **Promoting local Arts & Recreation** (*put up card*)
- As a community, we can develop places for people to relax and gather in.
- Where do people go for recreation here? What could we do to increase those opportunities?
- Eg. Swamp Gravy theatre project – people involved in acting out their own stories, and brings money into the community.

- Third key aspect is **Enriching local Identity Systems** (*put up card*)
- As a community, we can create a strong identity and strong roots for ourselves.
- How many people do you think have heard of? What are some things that are happening to expand people's knowledge of our community? What image do you have when you think of our community?
- Eg. Garfield – terrible image; drugs, violence, gangs. People worked hard to change that image – articles on community published in local newspapers, made community noticeboards, created community symbol.

Political Development

- First key aspect is **Formalizing local Community Organization** (*put up card*)
 - As a community, we can create effective Neighborhood Associations that deal with problems and keep in contact with the local authorities.
 - What Neighborhood Associations are in our community? Where do you see a need for more?
 - Eg. Casa Buena – new Neighborhood Association formed in 1999. Organized clean-up days.
-
- Second key aspect is **Fostering local Safety / Security** (*put up card*)
 - As a community, we can help people to feel safe.
 - Who here is concerned about safety in Machan? What are the biggest problems here? What can we do to deal with those problems? What can we do to make people feel safe?
 - Eg. Garfield – people didn't feel safe so started blockwatches and people had radios connected to police department in their homes; communities in high mountains, Sierra of Peru, had no police to protect them so organized their

own citizen patrols, carried weapons to protect themselves from terrorists and criminals.

- Third key aspect is **Strengthening local Political Voice** (*put up card*)
- As a community we can be heard by local and city authorities. But how? We can protest in front of the City Hall, but how effective is that?
- What are our relations with the city like? How well are we connected? How influential are we? Who will support us in our effort to change this community? How can we have more friends in City Hall?
- Eg. Garfield – invited police department and city people to every meeting and event that they held. Created relationships with these people and learnt how to be influential in the government structure. They learnt how they could have a real voice there, without necessarily being present there.

Closing

- Well, this has been a wonderful conversation. Any questions?
- We're going to look at these aspects in a deeper way and do more exercises over the next few weeks.
- That is the purpose of the community development part of the curriculum – so that we can learn more about our community.
- And we're going to look at our community from all these perspectives.

- In the meantime, we have some homework for you (*hand out sheets*)
- We want to create a directory of the resources in this community.
- And so, I'm going to ask each one of you to do some research.
- Does everyone have a community resource sheet?
- OK, take it away with you this week and interview someone in the community (*go through sheet*)
- Fill the sheet in, bring it back next week and we can start compiling our directory.

Session Seven

- We'll keep a big stack of cards here and each week you can take a new card, interview someone, fill the card in and bring it back.
- And soon we'll have a huge directory of all the resources in Machan, that people can use and refer to.
- Any questions on this?
- OK, let's draw some maps of our community.

Introduction to Community Development – Mapping

RO: Participants draw maps of their community

EO: People have fun and see their community in a new way

Materials:

Large sheets of white paper

Markers

Opening

- So now we're going to draw some maps of our community.
- What are the boundaries of this community?
- *Number off 1-2-3*
- Number 1s are going to draw a geographic map of their community.
- Number 2s are going to draw a map of a community tour of their community, so including all the places that they would want to take a visitor.
- And Number 3s are going to draw a map including all the public places in their community eg. schools, parks, meeting places.
- So take 10 minutes to do that and then we'll have reports and reflect on the exercise.

Reports

- *Participants give quick 2 minute reports. After each report:*
- Any questions for this group?

Reflection

- When you look at these maps, what grabs your attention?
- What did you expect to see?
- What surprised you?
- What did you learn about this community?
- What's missing from these maps?
- If you could display these maps anywhere, where would you put them?

Group Dynamic – Linkages

RO: Participants reflect on the numerous ways they link with each other in their community

EO: Participants' energy is raised

Materials:

Strips of colored paper

Markers

Tape

- *Hand out strips of colored paper.*
- The idea behind this game is to start to think about the ways we all connect in this community.
- So I'd like you each to take some strips of paper.
- Don't confer with your neighbor.
- On the first one write the name of your local neighborhood association.
- On the second, write where you work or go to school.
- On the third, write an event that happened in this community that you attended.
- On the fourth, write your favorite place to go in this community.
- And on the fifth one write a local group that you participate in.
- Now put your links together, using tape, and make them into a chain.
- Now the idea is to walk around the room and ask people what they put. If you find one answer to be the same or very similar, link your chains together via the link that is the same and then continue walking around the room to find another similar link.

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

East Montclair/Lowry Neighborhood Academy

Action Planning Part II

December, 2004
Denver, Colorado

THE COMMITMENT

December, 2004
Denver, Colorado

We are committed to holding two meetings:

1. To solicit a strong neighborhood consensus about the issue
2. To gain support from individuals and/or organizations that could assist with the solution

SO THAT:

- Our voice is heard
- We raise community awareness
- The problem is well documented
- There is buy-in from locals (businesses and residents)
- We're persistent enough that the city is aware of our concerns and unable to ignore them
- The task force concerned with this issue becomes larger than just us
- There is initial improvement of safety at the corner

AND, to continue to work to a long-term solution following the Neighborhood Academy.

CALENDAR - 1

December, 2004
Denver, Colorado

TEAM	LAUNCH	DEC 7-21	DEC 21-JAN 4	JAN 4-18	JAN 18-FEB 1	FEB 1-15	VICTORY
PRESS Tony, Amy, Eric	Detail press plan & assignments	Set dates for public forums	Solicit testimonials from residents & bus riders	Write a press release Put together a press packet	Hold a press conference	Good media coverage of • Issue • NA's work • Results	Documented need from constituents
DATA FROM CONSTITU- ENTS Danette, William, *Bouba	Post flyers - ask tech support to add questionnaire to website	Create a short survey re traffic Create a map for public viewing (w/ traffic data) Interview neighbors	Research traffic/ pedestrian volume Survey bus riders at bus stop	Meet with Lowry Neighbors traffic committee to get their input Find what has already been done	Get video camera & tripod for Christian Korloff's living room Video traffic problems	Compile data showing need for light	
DATA FROM AUTHORI- TIES James, *David, Eric, Amy	Check w/Amy re what research has been done & get files	Find out who has worked on this to date - anyone now? Who? Call Sue B. re where to find city ordinances Go to supreme court law library to look up city ordinances & traffic light policy List who to contact for data done	Meet w/Denver Police to get accident data (manager of safety?) Get stats from paramedics - city gov't	Research traffic/pedestri- an volume - manager of safety Draft letter to city/RTD officials, invite to meeting			
* indicates lead for checking with Tony over holiday break							

CALENDAR - 2

December, 2004
Denver, Colorado

TEAM	LAUNCH	DEC 7-21	DEC 21-JAN 4	JAN 4-18	JAN 18-FEB 1	FEB 1-15	VICTORY
NETWORK- ING Tony, *Sharon, Nardos (help with translation from Bouba, Maria, Mercedes)	List agency/ city officials to involve	Meet/contact government leaders before meeting Talk to Denver Public Works Get contact name & policy for voicing concern at RTD		Contact RTD Safety Manager, Board of Directors			City/RTD agree to attend public forum
OUTREACH Tony, *Sharon, Nardos (help with translation from Bouba, Maria, Mercedes)	Identify community groups & places	Tony will setup neighborhood link website - can we post survey there? Write an email Send email to people about problem Circulate petitions stating problem		Post flyers on issue - ask for help! Set meeting with community members to finalize concerns	↓ Get officials to come to our meetings Translate invitations 7 flyers (Spanish, French, Arabic, Amharic) Publish article in E M'clair & Lowry newsltrs Send invitations to EM/L N'hood Assns. Mail & email meeting invitations		Neighborhood stakeholders have been contacted, know the issues, and are invited to first meeting
GETTING SUPPORT James, David, Eric, Amy	Identify decision makers to come to meeting to engage in discussion			Create & write invitations/ flyers Write press release w/press group		Post flyers at library & community center to voice concern Post flyers at stores	Final meeting - community & decision makers are involved in discussion

PARTICIPANTS

December, 2004
Denver, Colorado

Part II:

Calendar
Coordination Plan

Neighborhood Participants:

Danette Baldwin
David Bogen
Boubacar Doumbouya
Sharon Duwaik
Lance Duwaik
Tony Frank
Mercedes Fuentes
Maria Ortiz
James Smallwood
Nardos Tsegay
William D. Wilson

Trainers: Kynan Langenbeck/Sunny Walker
Assisting: Eric Smith

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Eight / Sesión Ocho

AGENDA

Welcome / Bienvenida

**Action Planning Calender
Calendario del Plan de Acción**

**Local Economic Development
Desarrollo Económico Local**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Plan de Trabajo para la sesión ocho Plan for session eight Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on Making Decisions	
6:20pm	Action Planning Calendar Working as teams Reports	
7:20pm	Break	
7:35pm	Local Economic Development Presentation	
7:55pm	Local Economic Development – The Pot exercise	
8:25pm	Group Dynamic Snowball fight	
8:45pm	Closing Reflection Announcements & assignments for next week	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants reflect on what it takes to make responsible decisions
 - Participants work in their task forces on the community event
 - Participants think about local economic development
- Participants reflect on the economic resources that enter and leave their community
 - Participants get to know each other better

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Calendar cards
Questions flipchart from session 7
Economic Development presentation cards
Colander
4 types of vegetable
\$1 note
Glass of water
Large sheets of blue paper

To create

Questions flipchart
Pot flipcharts

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Action Planning report forms
Rosettes
Reflection forms
Telephone list
Documentation from Session 7
Inserts for tab 8
Blank resource cards

Introductions and Opening Conversation

RO: Participants reflect on what makes a great graduation ceremony

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 8

Inserts for tab 9

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab nine of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to take a look at social development.
- But lets begin with talking about graduation ceremonies, in preparation for the end of this Neighborhood Academy.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto reviewing the methods.

TOPIC / TOPICO: Making Decisions / Tomando Decisiones

Rational Aim: To talk about making responsible decisions / *Hablar sobre cómo tomar decisiones responsables*

Experiential aim: To feel confident that we can make responsible decisions / *Sentir la confianza de que podemos tomar decisiones responsables*

Opening / Apertura:



Objective / Objetivo:

- What decisions have you had to make in the last month?
¿Cuáles han sido decisiones que ha tenido que tomar en el último mes?



Reflective / Reflexivo:

- What was easy about making that decision?
¿Qué fue lo más fácil?
- What was difficult about making that decision?
¿Qué fue lo más difícil?



Interpretive / Interpretativo:

- What are the most important things to consider when making a responsible decision?
¿Cuáles son las cosas que tenemos que considerar al tomar una decisión responsable?



Decisional / Decisional:

- What can we do to prepare ourselves to make good decisions?
¿Cómo podemos prepararnos para tomar buenas decisiones?

Closing / Clausura :

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart from session 8
Action Planning Report form
Tasks for this week form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers
New Questions flipchart

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- First of all, lets look at the questions we had last week and decide which ones we still need answers to.
- *Check off questions that were answered, add questions still to be answered to new Questions flipchart.*
- Any other outstanding questions we still have about the community event?
- *Add questions to flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.
- Then, thinking ahead to the next week, write up on cards any new actions that your taskforce is going to do in coming weeks.

Session Eight

- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 30 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?

- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address next week? (*List on flipchart*)

Local Social Development

RO: To give people a good, clear introduction to ICA's concepts of Local Social Development.

EO: People understand the social resources and needs of their community, and feel energized to do something about this.

Materials:
Social Development presentation cards

Opening

- So tonight we're going to spend some time talking about Local Social Development.
- Do you remember what we talked about last week?
- We talked about the five principles of local economic development.
- What were the five principles?
- And the week before that we talked about the five elements of community development.
- And we said that each element had three key aspects. What was the first key aspect of social development?
- **Delivering local Preventive Care.** Who can explain what that means?
- So, as a community we can make sure that healthcare and health education is available to people.
- What was the second key aspect?
- **Improving local Functional Education.** Who can explain what that means?
- So, as a community, we can work to ensure that people of all ages have access to high quality education that teaches them the skills that they need.

- What was the third key aspect?
- **Increasing local Community Well-being.** Who can explain what that means?
- So, as a community, we can ensure that there are development programs available to families, for parents, for young people, for seniors.

Five Principles

- So, there are five principles to stimulate local social growth that we can use as a guideline to work from. *(Refer to Section 9 in manual)*
 - We know that we have to do these three things *(point to arenas)*, but how can we do them?
 - The first thing we can do is **Focus on a Delimited Geography.**
 - What are the geographical limits of this community?
 - And what are the geographical limits of each Neighborhood Association?
 - Our society breaks down by geography into continents, countries, states and cities. This makes it easier for groups of people to take action and make changes.
 - We too need to develop community and can do so by focusing our efforts on a particular area so that the change we produce is manageable.
-
- The second thing we can do is to **Involve All the People.**
 - Women, children, English speaking, Spanish speaking, old, young, men, women, Muslim, Christian, gay, lesbian, republican, democrat.
 - We need to involve people from any and all religions, organizations, political parties, sexual orientations and gender.
 - We need to ensure that everyone has the opportunity to participate so that the changes we make will be accepted by the overwhelming majority of the community.
 - The more voices at the table, the more likely we are to please everyone.

- What are some things we could do to get everyone in the community involved?
- Eg. Cultural Celebration

- The third thing we can do is **Deal with all the Problems.**
- If we only focus on the economic issues in our community, we will forget all the other problems that exist.
- We can have hundreds of wonderful shops and businesses in our community, but if the nearest hospital and school are 50 miles away, no one will live there and the shops will soon go out of business.
- What are the problems that this community is facing?
- What are some things we could do to deal with those problems?

- The fourth thing we can do is **Address the Depth Human Problem.**
- Communities often blame their problems on other people, thinking that the responsibility for them falls on the local school, local businesses, the local hospital or city council.
- We need to deal with the problem at hand and assume responsibility for the issues that our community is facing – after all, we are the ones who live there and so we are the ones best equipped to make the changes we see a need for.
- When have you come across people blaming others for the problems in their community?
- What are some things we could do to help people deal with the problems in their own community?
- Eg, PTSA meetings – brainstormed issues parents wanted to talk about, then built agenda around this.

- The final thing we can do is to remember that **Symbol is Key**.
 - Imagine a community with burnt out houses and boarded up windows, graffiti on every corner, trash lining the streets.
 - Now imagine the same place transformed to look beautiful, houses with flowers in their gardens, murals where the graffiti used to be, trees lining the streets in place of the trash.
 - This transformation is a symbol to the community and everyone that passes through it that things are changing, that people care about this place.
 - What is something we could do to show that people care about Machan?
 - Eg. Community mural
-
- OK, so those are the five principles of social development.
 - Any questions about that?
 - So now I'm going to hand over to _____ who is going to lead us through the exercise.

Local Social Development – Needs & Resources

RO: Participants brainstorm the social resources that the community has and the social needs that remain.

EO: People are motivated to make the community a place that responds to its inhabitants' needs.

Materials:
Flipchart forms
Markers

Opening

- So now we're going to look at the social resources that we have and the needs that still remain.
- Lets divide into two groups.
- *Number off 1-2*
- Using the page in your manual, number 1s are going to make a list of all the social resources that the Machan community has. And they're going to brainstorm those resources under the categories of health, education and community wellbeing.
- Number 2s are going to make a list of all the social needs that the community has. And they're going to brainstorm those resources under the categories of health, education and community wellbeing.
- So take 10 minutes to do that and then we'll have reports and reflect on the exercise.

Reports

- *Participants give quick 2 minute reports. After each report:*
- Any questions for this group?
- Anything to add?

Reflection

- What surprised you from these reports?
- Of all these needs that we have, which will be the easiest to bring about?
(Mark with a **star**)
- Which will be the most difficult or take the longest to put in place?
- What are some things we can do to bring these resources in?
- What are we doing now to get these things done?
- How can we use what we've learnt in this academy to make some of these things happen?

Group Dynamic – Change the Picture and the Paradigm

RO: Participants move flexibly from one paradigm to another

EO: Participants reflect on how difficult but creative it can be to cast off old images.

Materials:

A4 sheets of paper
Magazines
Scissors
Glue

- *Hand out materials.*
- The first thing I'd like you to do is to find an image in one of these magazines that you like and cut it out.
- Now cut your picture into small pieces so that they lose their old identity and become new, smaller, colored shapes.
- Now assemble your pieces into a collage of your own design and create a title for it.

Reflection

- *Go round the room and have everyone share their collage and explain what the picture was before its transformation.*
- How did it feel to convert one image to another?
- How difficult was it to "let go" of the original?
- What is involved in casting aside older images or paradigms and creating new ones?
- Who do you know that successfully cast off an old image of themselves?
- What images do people have of this community?
- What can we do to help people cast off those images?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Nine / Sesión Nueve

AGENDA

Welcome / Bienvenida

**Action Planning Calendar
Calendario del Plan de Acción**

**Local Social Development
Desarrollo Social Local**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Key purposes of session

- Participants reflect on what they would like to do for their Graduation ceremony
- Participants work in their task forces on the community event
 - Participants think about local social development
- Participants reflect on the social needs and resources that the community has
- Participants reflect on what it takes to make an image or paradigm shift

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Calendar cards
Questions flipchart from session 8
Social Development presentation cards
Sheets of paper
Magazines
Scissors
Glue

To create

Questions flipchart
Needs flipchart
Resources flipchart

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Action Planning report forms
Tasks for this week form
Rosettes
Reflection forms
Telephone list
Documentation from Session 8
Inserts for tab 9
Blank resource cards

TOPIC / TOPICO: Remembering Graduations / Recordando Graduaciones

Rational Aim: To remember graduations in which we have participated and think about what made them special / *Recordar graduaciones en las que hemos participado y recordamos en forma muy especial.*

Experiential aim: To feel motivated and enthusiastic about organizing our forthcoming graduation / *Sentirse motivados y con mucho entusiasmo para organizar nuestra próxima graduación.*

Opening / Apertura:

Objective / Objetivo:

- What graduations have you participated in during the past few years?
¿Cuáles han sido graduaciones en las que ha participado en los últimos años?
- What do you remember about those graduations?
¿Qué recuerda de esas graduaciones?

Reflective / Reflexivo:

- What did you most enjoy about those graduations?
¿Qué fue lo que más le gustó de las graduaciones?
- What are the main features of a successful graduation?
¿Cuáles son los elementos principales para que una graduación sea exitosa?

Interpretive / Interpretativo:

- What is the significance of graduations?
¿Para qué son o cuál es el significado de las graduaciones?
- What is the importance of a well-planned graduation?
¿Cuál es la importancia de una graduación bien planificada?

Decisional / Decisional:

- Now, thinking of our graduation, what would we like to see or take place at our graduation? (List on a flipchart)
Ahora pensando en nuestra graduación, ¿Qué cosas nos gustaría ver o qué nos gustaría que ocurriera en nuestra graduación? (Hacer una lista en papelógrafo)

Closing / Clausura :

Introductions and Opening Conversation

RO: Participants reflect on what makes a great graduation ceremony

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 8

Inserts for tab 9

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab nine of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to take a look at social development.
- But lets begin with talking about graduation ceremonies, in preparation for the end of this Neighborhood Academy.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto reviewing the methods.

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart from session 8
Action Planning Report form
Tasks for this week form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers
New Questions flipchart

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- First of all, let's look at the questions we had last week and decide which ones we still need answers to.
- *Check off questions that were answered, add questions still to be answered to new Questions flipchart.*
- Any other outstanding questions we still have about the community event?
- *Add questions to flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.
- Then, thinking ahead to the next week, write up on cards any new actions that your taskforce is going to do in coming weeks.

- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 30 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?

- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address next week? (*List on flipchart*)

Local Social Development

RO: To give people a good, clear introduction to ICA's concepts of Local Social Development.

EO: People understand the social resources and needs of their community, and feel energized to do something about this.

Materials:
Social Development presentation cards

Opening

- So tonight we're going to spend some time talking about Local Social Development.
- Do you remember what we talked about last week?
- We talked about the five principles of local economic development.
- What were the five principles?
- And the week before that we talked about the five elements of community development.
- And we said that each element had three key aspects. What was the first key aspect of social development?
- **Delivering local Preventive Care.** Who can explain what that means?
- So, as a community we can make sure that healthcare and health education is available to people.
- What was the second key aspect?
- **Improving local Functional Education.** Who can explain what that means?
- So, as a community, we can work to ensure that people of all ages have access to high quality education that teaches them the skills that they need.

- What was the third key aspect?
- **Increasing local Community Well-being.** Who can explain what that means?
- So, as a community, we can ensure that there are development programs available to families, for parents, for young people, for seniors.

Five Principles

- So, there are five principles to stimulate local social growth that we can use as a guideline to work from. *(Refer to Section 9 in manual)*
 - We know that we have to do these three things *(point to arenas)*, but how can we do them?
 - The first thing we can do is **Focus on a Delimited Geography.**
 - What are the geographical limits of this community?
 - And what are the geographical limits of each Neighborhood Association?
 - Our society breaks down by geography into continents, countries, states and cities. This makes it easier for groups of people to take action and make changes.
 - We too need to develop community and can do so by focusing our efforts on a particular area so that the change we produce is manageable.
-
- The second thing we can do is to **Involve All the People.**
 - Women, children, English speaking, Spanish speaking, old, young, men, women, Muslim, Christian, gay, lesbian, republican, democrat.
 - We need to involve people from any and all religions, organizations, political parties, sexual orientations and gender.
 - We need to ensure that everyone has the opportunity to participate so that the changes we make will be accepted by the overwhelming majority of the community.
 - The more voices at the table, the more likely we are to please everyone.

- What are some things we could do to get everyone in the community involved?
- Eg. Cultural Celebration

- The third thing we can do is **Deal with all the Problems.**
- If we only focus on the economic issues in our community, we will forget all the other problems that exist.
- We can have hundreds of wonderful shops and businesses in our community, but if the nearest hospital and school are 50 miles away, no one will live there and the shops will soon go out of business.
- What are the problems that this community is facing?
- What are some things we could do to deal with those problems?

- The fourth thing we can do is **Address the Depth Human Problem.**
- Communities often blame their problems on other people, thinking that the responsibility for them falls on the local school, local businesses, the local hospital or city council.
- We need to deal with the problem at hand and assume responsibility for the issues that our community is facing – after all, we are the ones who live there and so we are the ones best equipped to make the changes we see a need for.
- When have you come across people blaming others for the problems in their community?
- What are some things we could do to help people deal with the problems in their own community?
- Eg, PTSA meetings – brainstormed issues parents wanted to talk about, then built agenda around this.

- The final thing we can do is to remember that **Symbol is Key**.
 - Imagine a community with burnt out houses and boarded up windows, graffiti on every corner, trash lining the streets.
 - Now imagine the same place transformed to look beautiful, houses with flowers in their gardens, murals where the graffiti used to be, trees lining the streets in place of the trash.
 - This transformation is a symbol to the community and everyone that passes through it that things are changing, that people care about this place.
 - What is something we could do to show that people care about their community?
 - Eg. Community mural
-
- OK, so those are the five principles of social development.
 - Any questions about that?
 - So now I'm going to hand over to _____ who is going to lead us through the exercise.

Local Social Development – Needs & Resources

RO: Participants brainstorm the social resources that the community has and the social needs that remain.

EO: People are motivated to make the community a place that responds to its inhabitants' needs.

Materials:
Flipchart forms
Markers

Opening

- So now we're going to look at the social resources that we have and the needs that still remain.
- Lets divide into two groups.
- *Number off 1-2*
- Using the page in your manual, number 1s are going to make a list of all the social resources that the this community has. And they're going to brainstorm those resources under the categories of health, education and community wellbeing.
- Number 2s are going to make a list of all the social needs that the community has. And they're going to brainstorm those resources under the categories of health, education and community wellbeing.
- So take 10 minutes to do that and then we'll have reports and reflect on the exercise.

Reports

- *Participants give quick 2 minute reports. After each report:*
- Any questions for this group?
- Anything to add?

Reflection

- What surprised you from these reports?
- Of all these needs that we have, which will be the easiest to bring about?
(Mark with a **star**)
- Which will be the most difficult or take the longest to put in place?
- What are some things we can do to bring these resources in?
- What are we doing now to get these things done?
- How can we use what we've learnt in this academy to make some of these things happen?

Group Dynamic – Change the Picture and the Paradigm

RO: Participants move flexibly from one paradigm to another

EO: Participants reflect on how difficult but creative it can be to cast off old images.

Materials:

A4 sheets of paper
Magazines
Scissors
Glue

- *Hand out materials.*
- The first thing I'd like you to do is to find an image in one of these magazines that you like and cut it out.
- Now cut your picture into small pieces so that they lose their old identity and become new, smaller, colored shapes.
- Now assemble your pieces into a collage of your own design and create a title for it.

Reflection

- *Go round the room and have everyone share their collage and explain what the picture was before its transformation.*
- How did it feel to convert one image to another?
- How difficult was it to "let go" of the original?
- What is involved in casting aside older images or paradigms and creating new ones?
- Who do you know that successfully cast off an old image of themselves?
- What images do people have of this community?
- What can we do to help people cast off those images?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

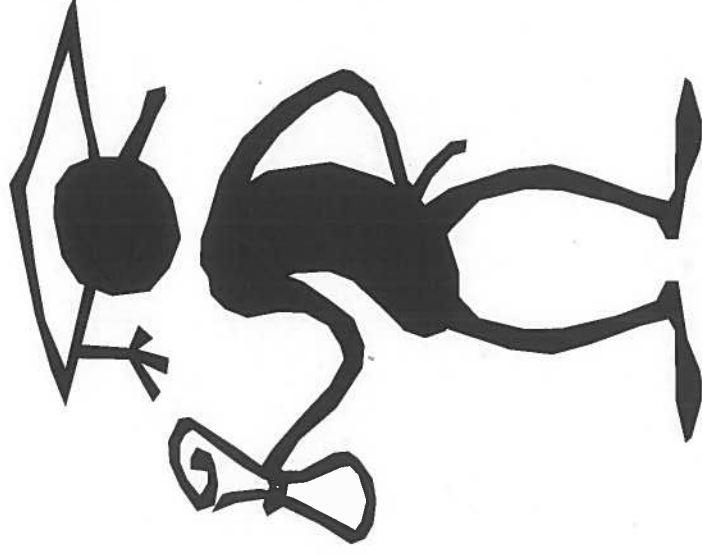
Decisional: How can you use what you learnt tonight throughout the week?

Closing:

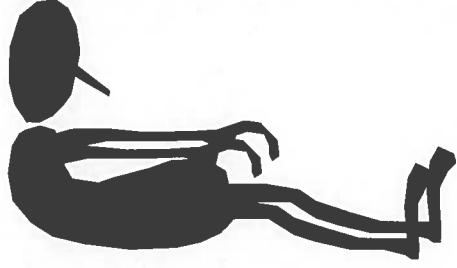
Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

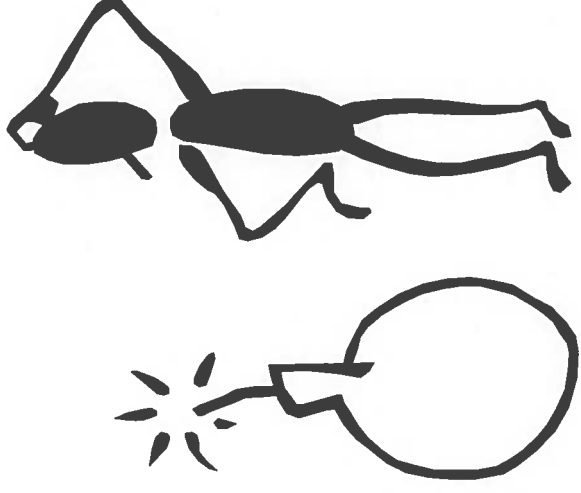
Symbol is Key



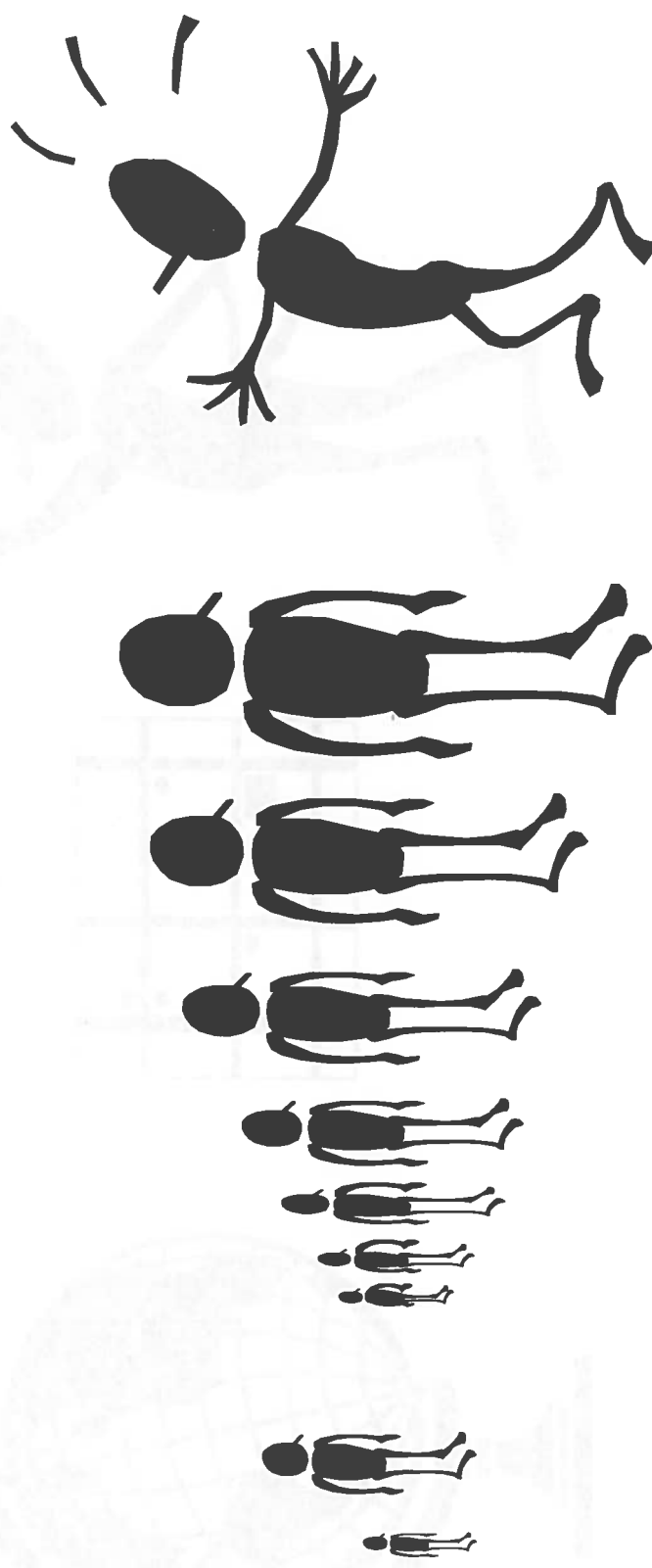
Address the Depth Human Problem



Deal with all the Problems



Involve all the People



NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Ten / Sesión Diez

AGENDA

Welcome / Bienvenida

**Action Planning Calendar
Calendario del Plan de Acción**

**Local Cultural Development
Desarrollo Cultural Local**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Plan de Trabajo para la sesión diez Plan for session ten Neighborhood Academy		
5:30pm	Set up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a participant on Culture	
6:20pm	Action Planning Calendar Working as teams Reports	
7:20pm	Break	
7:35pm	Local Cultural Development Presentation	
7:55pm	Local Cultural Development – Resources & Needs Exercise	
8:25pm	Group Dynamic – What's in your wallet?	
8:45pm	Closing Reflection Announcements & assignments for next week	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants reflect on what their culture means to them
- Participants work in their task forces on the community event
 - Participants think about local cultural development
- Participants reflect on the cultural needs and resources that the community has
- Participants reflect on what belongings say about individuals and communities

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Calendar cards
Questions flipchart from session 9
Cultural Development presentation cards

To create

Questions flipchart
Needs flipchart
Resources flipchart

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Action Planning report forms
Tasks for this week form
Rosettes
Reflection forms
Telephone list
Documentation from Session 9
Inserts for tab 10
Blank resource cards

TOPIC / TOPICO: Our Culture / Nuestra Cultura

Rational Aim: To look at the unique contributions that our culture makes to society / *Ver cuáles son las contribuciones únicas de nuestra cultura a esta sociedad.*

Experiential aim: To feel that what we are doing in helping this culture is very important and significant / *Sentir que lo que estamos haciendo y aportando a esta cultura es muy importante y significativo.*

Opening / Apertura:



Objective / Objetivo:

- What ideas or images come into your mind when you hear the word CULTURE?
- *¿Qué ideas o imágenes vienen a su mente cuando escuchan la palabra CULTURA?*



Reflective / Reflexivo:

- What are some things that we do that make us feel proud of our culture?
¿Cuáles son las cosas que nos hacen sentir orgullosos(as) de nuestra cultura?
- What things don't we like about our culture?
¿Qué cosas no nos gustan de nuestra cultura?



Interpretive / Interpretativo:

- In your opinion, what are the major contributions or support that our culture gives to US society?
En su opinión ¿cuáles son las mayores contribuciones o aportes de nuestra cultura a esta sociedad de Estados Unidos?



Decisional / Decisional:

- What things do we need to change or modify to be appreciated and recognized as a culture in this country?
¿Qué cosas necesitamos cambiar o modificar para ser apreciados y reconocidos como cultura en este país?

Closing / Clausura :

Introductions and Opening Conversation

RO: Participants reflect on what their culture means to them

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 9

Inserts for tab 10

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab ten of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to take a look at cultural development.
- But lets begin with talking about what we mean by culture and what our culture means to us.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto reviewing the methods.

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart from session 9
Action Planning Report form
Tasks for this week form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers
New Questions flipchart

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- First of all, let's look at the questions we had last week and decide which ones we still need answers to.
- *Check off questions that were answered, add questions still to be answered to new Questions flipchart.*
- Any other outstanding questions we still have about the community event?
- *Add questions to flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.
- Then, thinking ahead to the next week, write up on cards any new actions that your taskforce is going to do in coming weeks.

- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 30 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?

- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address next week? (*List on flipchart*)

Local Cultural Development

RO: To give people a good, clear introduction to ICA's concepts of Local Cultural Development.

EO: People understand the cultural resources and needs of their community, and feel energized to do something about this.

Materials:

Cultural Development presentation cards

Opening

- So tonight we're going to spend some time talking about Local Cultural Development.
- Do you remember what we talked about last week?
- We talked about the five principles of local social development.
- What were the five principles?
- And the week before that we talked about the five principles of local economic development.
- What were those five principles?
- And the week before that we talked about the five elements of community development.
- And we said that each element had three key aspects. What was the first key aspect of cultural development?
- **Stewarding local Living Environment.** Who can explain what that means?
- So, as a community we can make our neighborhoods attractive and safe to live in, places that we feel proud of.

- What was the second key aspect?
- **Promoting local Arts & Recreation.** Who can explain what that means?
- So, as a community, we can develop places for people to relax and gather in.

- What was the third key aspect?
- **Enriching local Identity Systems.** Who can explain what that means?
- So, as a community, we can create a strong identity and strong roots for ourselves.

Five Principles

- So, there are five principles to stimulate local cultural growth that we can use as a guideline to work from. (*Refer to Section 10 in manual*)
- We know that we have to do these three things (*point to arenas*), but how can we do them?
- The first thing we can do is **Create rapid, visible signs of change.**
- So, you're walking down the street and you suddenly notice that the alley, that was always full of rubbish, is clean and tidy, there's some small plants on the left, a new bench on the right. What do you feel?
- Ok, so you're surprised, you feel a sense of momentum, that you're on the road to changing your community.
- So what are some things we could do to create rapid, visible signs of change here in this community?
- Eg. Paint over graffiti

- The second thing we can do is **Broaden and Deepen Community involvement.**
- One of the reasons for having the Fun Film day is to get new people involved in the community.
- Why is it important to get more people involved?
- So, what are some things we could do to broaden and deepen community involvement?
- Eg. Implementation groups around Neighborhood Academy

- The third thing we can do is to **Identify Community Symbols.**
- What symbols do we have that represent this community? Building, organizations, etc.
- What do those symbols say about this community?
- Symbols come in many forms eg. sculptures, festivals, dramas, songs, celebrations, signposts, logos, stories
- What could we do to make those symbols in this community clear and loud, so they speak to the world?
- Eg. Create community symbol, put it on every letter, every flyer, every signpost, every shop billboard etc.

- The fourth thing we can do is to **Recreate the Community Story.**
- Somebody tell me a 30 second story about this community.
- Having a shared story gives people a common identity. Knowing the history of your community helps people to feel that they have strong roots to grow from.
- So, what are some things we could do to recreate community story?
- Eg. Start a community newsletter, interview people who have lived in this community for a long time and publish their stories, make a film about the community.

- The final thing we can do is to **Exceed our Local Boundaries.**
- What things are happening in this community that people outside the community know about? Eg. Neighborhood Academy, community Partnership
- What do we feel when somebody says, oh yes, I heard about that?
- So, we feel proud of ourselves, motivated and determined to keep going.
- What are some things we can do to exceed our local boundaries?
- Eg. Work with other communities, start a community exchange program, create a community webpage, etc.

- OK, so those are the five principles of cultural development.
- Any questions about that?
- So now lets do an exercise to get inside this.

Local Cultural Development – Needs & Resources

RO: Participants brainstorm the cultural resources that the community has and the cultural needs that remain.

EO: People are motivated to make the community a place that responds to its inhabitants' needs.

Materials:
Flipchart forms
Markers

Opening

- So now we're going to look at the cultural resources that we have and the needs that still remain.
- Lets divide into two groups.
- *Number off 1-2*
- Using the page in your manual, number 1s are going to make a list of all the cultural resources that this community has. And they're going to brainstorm those resources under the categories of the local environment, art and recreation, and identity systems.
- Number 2s are going to make a list of all the cultural needs that the community has. And they're going to brainstorm those resources under the categories of the local environment, art and recreation, and identity systems.
- So take 10 minutes to do that and then we'll have reports and reflect on the exercise.

Reports

- *Participants give quick 2 minute reports. After each report:*
- Any questions for this group?
- Anything to add?

Reflection

- What surprised you from these reports?
- Of all these needs that we have, which will be the easiest to bring about?
(Mark with a **star**)
- Which will be the most difficult or take the longest to put in place?
- What are some things we can do to bring these resources in?
- What are we doing now to get these things done?
- How can we use what we've learnt in this academy to make some of these things happen?

Group Dynamic – What's in your wallet?

RO: Participants look at what their personal belongings say about them

EO: Participants get better acquainted with each other

Materials:

- Take out three things from your wallet or purse or pocket that show three different things in your life that are important to you. These three items can be anything at all. Place the three items in front of you and begin thinking about what they mean to you.
- *After a few minutes, go round the room and have everyone explain why they chose the objects in front of them.*

Reflection

- Listening to everybody's presentation, what surprised you?
- What did you want to hear more about?
- If a stranger found and picked up your wallet, what do you think they would think of you?
- What would you like to have pulled out of your wallet to tell us about?
- If this community had a huge wallet, what three things would you pull out of it as being important to the community?
- What do these three things tell the world about this community?
- What three things would you most like to pull out of this community wallet?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls, volunteer to lead opening conversation, volunteer to lead group dynamic.*
- Goodbye and thank you for coming, see you next week.

NEIGHBORHOOD ACADEMY ACADEMIA COMUNITARIA

Session Eleven / Sesión Once

AGENDA

Welcome / Bienvenida

**Action Planning Calendar
Calendario del Plan de Acción**

**Local Political Development
Desarrollo Político Local**

Group Dynamic / Dinámica de grupo

**Closing Reflection and Announcements
Reflexión de clausura y anuncios**

Key purposes of session

- Participants reflect on what it takes to be an effective leader
- Participants work in their task forces on the community event
 - Participants think about local political development
- Participants reflect on personal resources available in this community
- Participants reflect on what it takes to juggle their lives with participating in the community

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Small post-it notes
Calendar cards
Questions flipchart from session 10
Political Development presentation cards
Circles of Involvement diagram

To create

Questions flipchart
Event flipcharts – to do & help needed x3
Station flipcharts x4

Handouts

Agenda
Questionnaires
Participant manuals
Conversation questions handout
Action Planning report forms
Tasks for this week form
Rosettes
Reflection forms
Telephone list
Documentation from Session 10
Inserts for tab 11
Blank resource cards

TOPIC / TOPICO: Effective Leadership / Liderazgo efectivo

Rational Aim: To talk about effective leadership and how we can be good and effective leaders in our community / *Conversar sobre el Liderazgo Efectivo y cómo nosotros podemos ser buenos y efectivos líderes en nuestra comunidad.*

Experiential aim: To see that we can be effective leaders and that leadership is a decision we can make / *Ver que podemos ser líderes efectivos y que el liderazgo es una decisión*

Opening / Apertura:

Objective / Objetivo:

- Who do you know that you consider to be a very effective leader?
¿Qué personas conoce y que en su opinión son líderes muy efectivos?

Reflective / Reflexivo:

- What are the principle characteristics of these people?
¿Cuáles son las características principales de estas personas?
- When have you played a leadership role in some situation? Share your experience.
¿En qué situaciones Usted ha jugado el rol de líder? Comparta una experiencia.

Interpretive / Interpretativo:

- What did you learn from these situations?
¿Que aprendió de esas situaciones?

Decisional / Decisional:

- Thinking about the future, what do we need to improve about ourselves to become more effective community leaders?
- *Pensando en el futuro, ¿cuáles son las cosas que necesitamos mejorar para perfeccionarnos como líderes comunitarios efectivos?*

Closing / Clausura :

Introductions and Opening Conversation

RO: Participants reflect on what it takes to be an effective leader

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 10

Inserts for tab 11

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab eleven of participants' manual.*
- *Walk through agenda*
- So, tonight we're going to take a look at political development.
- But lets begin with talking about what it takes to be an effective leader.
- So, now I'm going to hand over to who will facilitate our Opening Conversation.

After the opening conversation:

- What was your experience of leading the group? *(to facilitator)*
- What were the facilitator's gifts? *(to group)*
- What other hints or clues might you give to the facilitator? *(to group)*
- Let's give a clap.
- Now, let's move onto reviewing the methods.

Action Planning Calendar

RO: Participants work in their task forces and decide on tasks to do in the next week

EO: People are excited about next steps for the community event

Materials:

Questions flipchart from session 10
Action Planning Report form
Tasks for this week form
Rosettes
Pens
Half sheets – white
Calendar cards
Markers
New Questions flipchart
Event flipcharts

Brainstorm of Questions

- So now we're going to spend some time working on the community event.
- First of all, lets look at the questions we had last week and decide which ones we still need answers to.
- *Check off questions that were answered, add questions still to be answered to new Questions flipchart.*
- Any other outstanding questions we still have about the community event?
- *Add questions to flipchart.*
- Now, I'd like taskforces to answer the questions in their working time and then bring back a proposal to the group.
- So which taskforce will take which questions away to work on?
- *Allocate appropriate questions to each taskforce.*

Work in Taskforces

- Now gather in your task forces. And in your task forces I would like you to do four things:
- Firstly fill in this Action Planning Report form
- Then decide on three accomplishments from the past week – three things that your taskforce has done to make the community event happen. And write each of these events on a rosette.

- Then, thinking ahead to the event on Saturday, write on a flipchart what your group still needs to do between now and then, and then write down the help your group will need from all of us and from the volunteers on the day.
- And finally, take a look at the questions that we allocated to your taskforce and come up with a proposal in answer to each.
- Then be ready to report in 20 minutes.

Reports

- *After each brief, 2 minute report:*
- Any questions for this taskforce?

- *After all the reports:*
- Anything that we forgot?
- Any remaining concerns or issues that we need to address?
- Do teams need to meet between now and Saturday?
- Do we all need to meet between now and Saturday?
- Does everybody know what they are doing on Saturday?

Graduation

- Next week is our final session. In the session we will reflect on the Neighborhood Academy and evaluate what we have learnt together.
- After that, we have our graduation. When shall we have that – at the final session next week or on the following weekend?
- Where shall we have the celebration?
- What is the timeframe?
- So, next week we will have invitations for you to give to all your family and friends.
- And we'll talk about who will do what with regards to food, music, decorations etc.
- Any questions about the graduation?

Local Political Development

RO: To give people a good, clear introduction to ICA's concepts of Local Political Development.

EO: People understand the political resources and needs of their community, and feel energized to do something about this.

Materials:
Political Development presentation cards

Opening

- So tonight we're going to spend some time talking about Local Political Development.
- Do you remember what we talked about last week?
- We talked about the five principles of local cultural development.
- What were the five principles?
- And the week before that we talked about the five principles of local social development.
- What were those five principles?
- And the week before that we talked about the five principles of local economic development.
- What were those five principles?
- And the week before that we talked about the five arenas of community development.

- And we said that each element had three key aspects. What was the first key aspect of political development?
- **Formalizing local Community Organization.** Who can explain what that means?
- So, as a community we can create effective Neighborhood Associations that deal with problems and keep in contact with the local authorities.

- What was the second key aspect?
- **Fostering local Safety / Security.** Who can explain what that means?
- So, as a community, we can help people to feel safe.

- What was the third key aspect?
- **Strengthening local Political Voice.** Who can explain what that means?
- So, as a community, we can create a strong relations and connections with the city and elected authorities.

Five Principles

- So, there are five principles to stimulate local political growth that we can use as a guideline to work from. *(Refer to Section 11 in manual)*
- We know that we have to do these three things *(point to arenas)*, but how can we do them?
- The first thing we can do is **Create Relationships Free of Dependency.**
- So, as individuals if we rely too much on our friends and family, who we think have more experience than us or know more people than us, to make friends for us, to find jobs for us, what happens?
- Change can be very slow – they may find friends or jobs for us eventually but then those friends or jobs may not suit us. And we stay just the same, never learning from new challenges and increasingly dependent on others.
- The same thing happens with communities – if we rely too much on people with money, or on people with connections, or on people with expertise, the

community is slow to grow and has to grow in a way to please the people who are helping us so much.

- So, as a community, its smarter if we focus on the assets and resources that we have, rather than waiting for other people or resources outside our control.
- So, what are some resources or assets in this community that we could develop?
- Eg. young people trained in methods for leading groups,
- The second thing we can do is **Develop Structures and Opportunities for Participatory Decision-Making.**
- So, as a community we can help people to have their voice heard by using participatory methods for leading groups.
- What happens if you go to your local neighborhood association meeting for the first time and you go because you are concerned that there is nothing in this community for young people to do.
- And you're told that the neighborhood association is having a yard sale and you can help with that?
- Chances are after a very short time you'll stop going and the community has lost a valuable resource, someone interested in making positive, sustainable change in their neighborhood.
- If we can use participatory methods in our groups, then it's more likely that people will get involved, because they should feel that they are being listened to and that they can contribute in the way that they want to.
- The third thing we can do is to **Nurture a Multi-sector Framework of Support.**
- As a community, we can build relationships between all the people that live and work in the community.
- Machan is already working on this with the Machan Healthy Community Partnership meetings.

- The idea behind these meetings is for people from local businesses, organizations, schools, hospitals and community residents to get to know each other and to work together on programs.
- By building these relationships, when the local church needs office materials donated, they hopefully have a few friends in the partnership who can help them.
- What are some things that the Partnership has achieved that you know of?
- Eg. Neighborhood Academy,

- The fourth thing we can do is to **Continuously Extend Leadership.**
- As people working in the community, we can see every situation as an opportunity to develop new leadership.
- The Neighborhood Academy does this – we don't let someone else organize the event and we only just show up and help out.
- Instead we give people who have never made contacts with the media before the opportunity to have a go and develop their skills in this arena.
- What happens if we, as leaders in the community, have people wanting to start new projects and programs, and help out with existing ones and we do nothing to help them, we don't encourage them or give them a chance?
- They disappear, and what could have been a great program for Seniors, or an award winning clean-up campaign never gets started.
- So what can we do to extend the leadership roles in this community?
- Eg. One of us start a youth group,

- The final thing we can do is to **Work Towards Tangible Victories.**
- Politics and power is about getting things done that need to be done.
- As a community we can focus on action, on getting things accomplished, and then we can celebrate our victories.
- If we keep our victories attainable, always within our reach, it is more likely that we will accomplish them quickly.
- What are some tangible victories that we could work towards in this community?

- OK, so those are the five principles of political development.
- Any questions about that?

- Once we have completed the following exercise, we will be at the end of the community development part of the curriculum.
- So, before we finish, are there any questions about this screen that we have been using to see how we can work together to make things happen in our community?

- OK, so now lets do an exercise to get inside local political development.

Local Political Development – Circles of Involvement

RO: Participants brainstorm the personal resources and contacts that the community can access.

EO: People are motivated to develop the contacts in the community and to expand the number of people involved.

Materials:

Station flipcharts

Markers

Pens

Circles of Involvement diagram

Small post-it notes

Opening

- Now, we're going to do an exercise which will show us all the resources that we have, people and organizations, here in this community.
- But first we need to think about the four ways that these resources can be involved.
- They can be involved in the core group. *(Point to center of Circles of Involvement diagram)*
- These are people who are committed to what's going on in the community, the people who always show up for community activities and who are involved in the planning.
- They can be involved in the Circle of Involvement. *(Point to Circles of Involvement diagram)*
- These are people who turn up to special activities like clean-up days, festivals etc.
- They can be involved in the Circle of Supporters. *(Point to Circles of Involvement diagram)*
- These are people who support activities in the community, but who are not very well connected. They might contribute sodas and support with money, or resources, but not turn up to the event.

- They can be involved in the Circle of Information and Awareness. (*Point to Circles of Involvement diagram*)
- These are people who it is good to keep informed of what is going on in the community, such as the Mayor or the Senator.

Group work

- So, now lets number off 1 to 4. Gather in your groups by one of the flipcharts on the wall.
- Look at the top of your flipchart and refresh your memory about what that sector means.
- Then brainstorm under the “groups” section all the organizations in this community that would come under that sector. Lets take four minutes.

- Now move clockwise to the next flipchart.
- Again, refresh your memory about what that sector is about. Now fill in for each group contact people you know, the gifts that the group can bring to this community and the person here in the Neighborhood Academy who has the most connection with that person.
- If you don't know, leave the column blank.
- If you know other contacts, add them.

- Now move clockwise to the next flipchart.
- Again, refresh your memory about what that sector is about. Now again, fill in for each group contact people you know, the gifts that the group can bring to this community and the person here in the Neighborhood Academy who has the most connection with that person.
- If you don't know, leave the column blank.
- If you know other contacts, add them. 4 minutes.

- Now move clockwise to the next flipchart.
- Again, refresh your memory about what that sector is about. Quickly, fill in any gaps that you can and make any additions. 2 minutes.
- Now, as a group, write the names of the groups or people on post-it notes.
- Then come up and put them in the right circle of involvement for your sector.
- So, if you are doing “Informal”, are they an interest group (eg. sewing club) or are they a kinship group (eg. Terrazas family)?
- Are they core, involved, a supporter or just good to keep aware?
- 5 minutes and then be ready to report.

Group reports

- After each report; any questions?
- Anybody see names being placed in a different sector or circle?
- Any names missing? If so, write on post-it note and stick up.
- Lets congratulate that team.

- Who's interviewed someone during the course of this Academy? Are all those people on the chart?
- If not, write on post-it and stick up.

Reflection

- Where do we have the most connections?
- Where are we weak?
- What is this chart telling us about our connections with these four sectors of the community?
- What can we do to increase our influence in this sector where we are very weak?
- How can we use all this information in planning community events or projects?

- OK, now _____ is going to lead us in a group dynamic.

Group Dynamic – Flying Shoes

RO: Participants throw and catch shoes in unison

EO: Participants experience what it is like to have to juggle various tasks at once.

Materials:

- So, let's start by forming a circle and everybody take off their left shoe and throw it into the center of the circle.
- *Remove a soft shoe from the center.*
- Now we're going to throw this shoe around the circle until everyone has received the shoe once.
- So I'm going to call someone's name and then throw the shoe to them. Then they will call someone else's name and throw the shoe onto them.
- And we'll keep going until everyone has had the shoe and the last person will throw it back to me.
- *Once the shoe has been to everyone once:*
- Now we're going to do exactly the same thing again, so we're going to throw the shoe to the person we threw it to before.
- *Repeat throwing the shoe around the circle.*
- And now we're going to do the same thing again, but this time we'll introduce some more shoes.
- *Repeat throwing the shoe around the circle, introducing gradually about four more shoes.*
- *Keep going for about five minutes.*

Reflection

- What did you see and hear during this game?
- What did you do?
- What emotions did you experience?
- What did it feel like to have things coming at you all the time?
- When have you experienced a similar situation in your life?
- What do you do to cope with those situations?
- Given that we are all busy people, what can we do to make working in the community a part of our lives?

Closing Reflection and Announcements

RO: Give people the opportunity to reflect on what they have learnt & allocate tasks for next week

EO: People feel enthused to return next week

Materials:
Reflection forms

- *Hand out reflection forms and explain that want people's feedback at end of each session so that can improve each time.*
- Take about 3 or 4 minutes to fill this in.

Short reflection

Opening:

Objective: What did we do tonight?

Reflective: What did you enjoy most about tonight's session?

When did you feel tired or confused?

Interpretive: What did you learn tonight?

Decisional: How can you use what you learnt tonight throughout the week?

If tonight's session were a song, what would it be?

Closing:

Announcements

- *Make sure that: have people bringing food next week, everyone has signed in and has documentation from last session, people to make phone calls.*
- Goodbye and thank you for coming, see you on Saturday at the event.

LOCAL CAPACITY

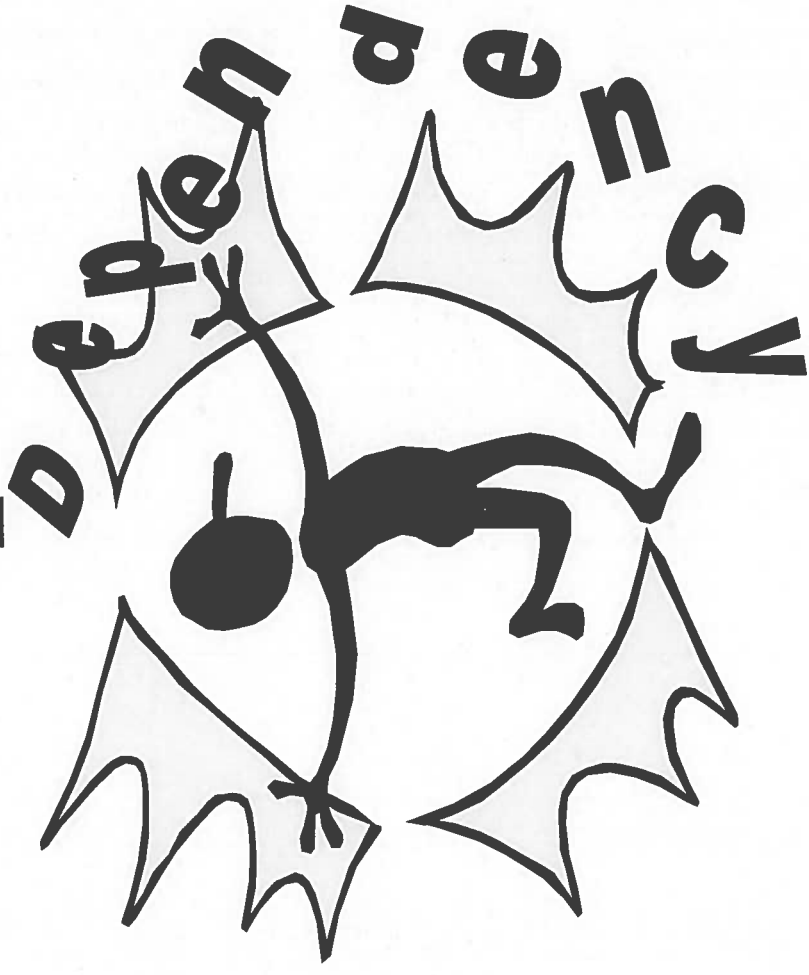
Community Care

Building

Local Catalytic

Core

Create Relationships free of Dependency



Formalizing

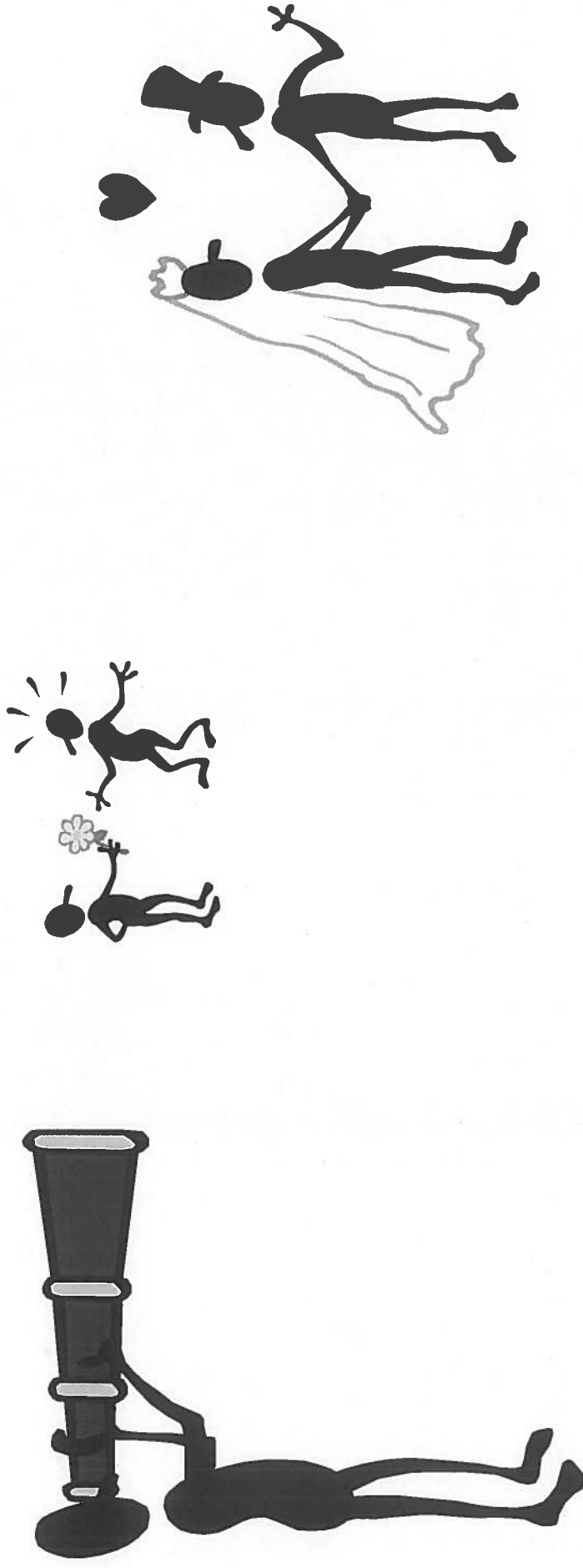
Local Community Organization

Strengthening

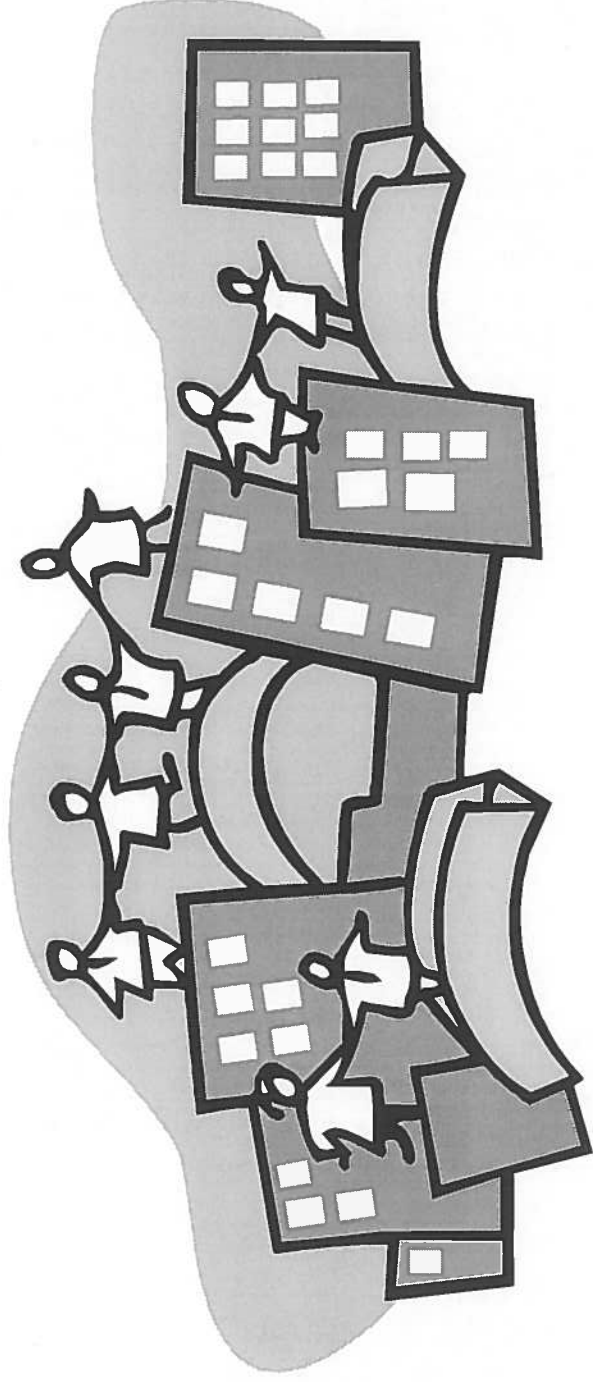
Local Political

Voice

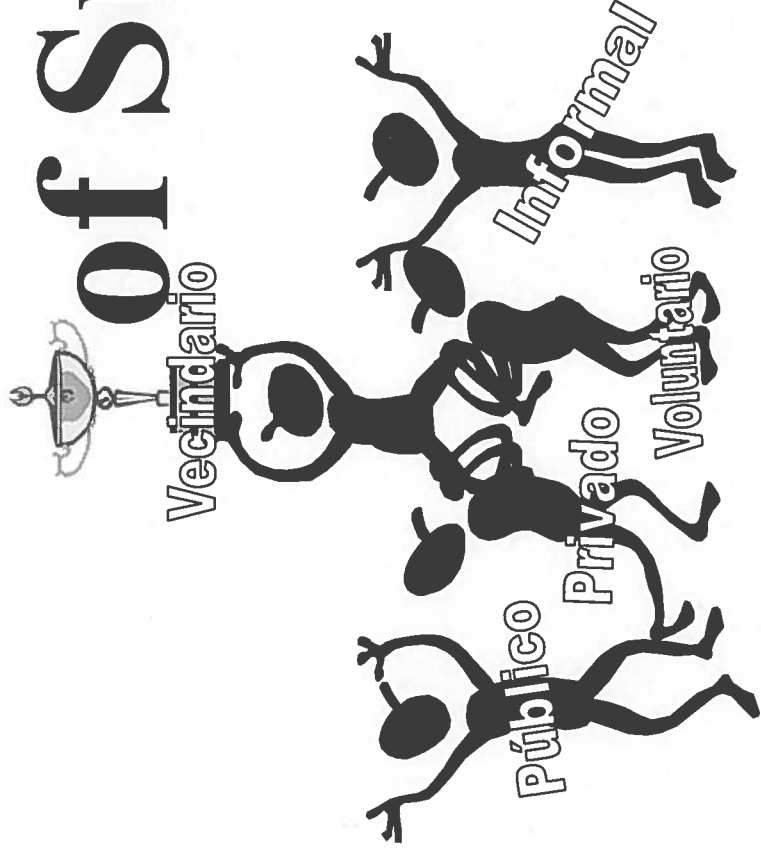
Work Towards Tangible Victories



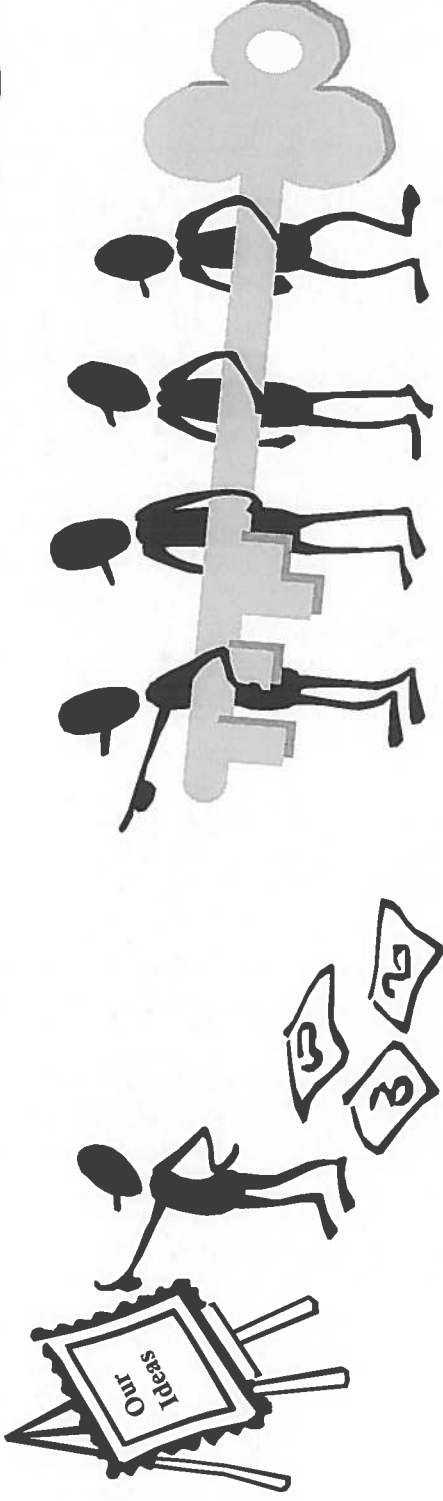
Continuously Extend Leadership



Nurture a Multi-Sector Framework Of Support



Develop Structures and Opportunities for Participatory Decision-Making



POLITICAL DEVELOPMENT

Community Power

**NEIGHBORHOOD ACADEMY
ACADEMIA COMUNITARIA**

Session Twelve / Sesión Doce

AGENDA

Welcome / Bienvenida

**Wall of Wonder
Muralla de Maravillas**

**Questionnaires
Cuestionarios**

Group Dynamic / Dinámica de grupo

**Next Steps
Próximos Pasos**

Graduation / Graduación

Plan de trabajo para la sesión doce Plan for session twelve Neighborhood Academy		
5:30pm	Set Up Tables, snacks, décor, name tags, documentation, agenda, other practical details	
6:00pm	Welcome & Opening Conversation Led by a trainer, reflecting on the community event	
6:30pm	Wall of Wonder Evaluation of the Neighborhood Academy	
7:30pm	Break	
7:45pm	Filling in the Questionnaires	
8:00pm	Next Steps How will we use what we have learnt in the next month Fill in commitment sheets	
8:15pm	Graduation Discussion of final details	
8:30pm	Closing Ritual What we have appreciated about each other	
9:00pm	Clean Up Connecting with participants as they leave	

Key purposes of session

- Participants reflect on the community event
- Participants reflect on all they have learnt during the Neighborhood Academy
- Participants provide trainers with feedback on changes in their skill level and details of the training
- Participants think about how they can use what they have learnt in the next month and what they are committed to doing in their community
- Participants get clear on what they need to do for their graduation
- Participants leave the last session feeling connected to the other participants and appreciated by them

Materials

Sticky Wall
Pins
Flipchart
Markers
Pens
Tape – scotch and clear
Name tags
Name stickers
Sign in sheet
Half sheets – white and colored
Sheets of colored paper

To create

Calendar cards – sessions 1-12
Category cards – NA, community & individual
6 x arrows
5 x section cards
Timeline title card
Learnings and Implications flipchart
Example Next Steps sheets
Graduation flipchart with details decided and potential agenda

Handouts

Agenda
Questionnaires
Final Reflection forms
Participant manuals
Conversation questions handout
Documentation from Session 11
Inserts for tab 12
Blank resource cards
Commitment sheets

Introductions and Opening Conversation

RO: Participants reflect on organizing the community event

EO: Participants relax, participate and are ready for tonight's session

Materials:

Agenda

Conversation Questions handout

Documentation from session 11

Inserts for tab 12

- Welcome
- Has everybody signed in? Got last week's documentation?
- *Pass out inserts for tab twelve of participants' manual.*
- *Walk through agenda*
- So, tonight is our last session. And so we're going to take this opportunity to reflect on all that has happened during this neighborhood academy.
- But lets begin with reflecting on the community event.

After the opening conversation:

- Now, let's move onto reviewing the academy.

Wall of Wonder

RO: Participants create a timeline of all that has happened during the past twelve weeks

EO: People are excited about all that they have learnt

Materials:

Pens
Half sheets – white
Calendar cards – sessions 1-12
Category cards – NA, comm., indiv
6 arrows
5 section cards
Timeline title card
Learnings & Implications flipchart
Markers

Context

- So, we're going to spend the next hour creating a visual picture of this neighborhood academy and all that has happened in the past twelve weeks.
- We'll create this picture by writing or drawing pictures on these sheets of activities and accomplishments for each week of the academy.
- Then we'll put them on the wall so we can see the whole picture and talk together about what this academy has meant to us.
- So what's something that you remember from this academy, an activity or a learning, or something you did that you were proud of?
- What about in this community and in the world? What's something that happened during the past twelve weeks?
- And what about in your own life, what's something that's happened to you in the past twelve weeks?

Brainstorm

- So, take a sheet of paper and a pen and write down as many events, activities and accomplishments as you can.
- Remember to include a couple for the community and the world but focus on this neighborhood academy.

- Now, in threes, share your ideas and come up with 12 cards per group. Try and write one card for each week of the academy.
- Pick the most significant events, activities and accomplishments and write the week that they occurred on the card.
- Now come up and put your cards on the wall, according to which week they occurred and whether they happened in the academy, in the community or world, or to you as individuals.
- *Read out all the cards on the wall.*
- Any questions of clarity?
- What have we forgotten? (*Ask participants to add these cards*)

- Which of these events stand out for you?
- What were sessions when a lot was happening?
- What seemed to be slow sessions?
- Which events/accomplishments/activities were high points in the life of this neighborhood academy? (*Mark with a smiley face*)
- Which were low points? (*Mark with a sad face*)
- Where were key turning points/shifts? (*Put up arrows*)
- Which were the 3-5 major turning points? (*Remove any extra arrows*)

Naming

- *Put up section title cards between each of the arrows. Ask group to name each section by asking:*
- What were the major things going on in this phase of the academy?
- What was the feel of it?
- What was its significance?
- What would be a good name for this phase of the academy? (*write between arrows*)

- What would you title the whole timeline that would describe the journey of this neighborhood academy? The Great Journey of..... *(write across the top)*
- *Ask a few people to tell a story about the timeline as though it were a fairy tale or epic drama.*

Reflection

- What can we learn from this neighborhood academy? *(record Learnings and Implications on a flipchart)*
- What recommendations do you have about future neighborhood academies? About the curriculum? For the trainers? *(Record on flipchart)*
- What should we do with our work?
- E.g., photograph it, put it up in a public place, create an artistic rendition, etc.
- Now lets take a break and then we'll come back and look a bit closer at what this academy means to us personally.

Filling in the Questionnaires

RO: Participants reflect individually on the Neighborhood Academy and offer feedback to the training team

EO: People feel that this feedback is important to the training team and taken very seriously

Materials:

Questionnaires

Final reflection forms

Pens

- We have very much appreciated all the feedback that you have given us at the end of each session.
- And now we'd like to ask for your feedback on the whole Neighborhood Academy.
- So, let's start by filling in this evaluation form (*Hand out final reflection form and explain*)
- Now I'd like to ask you to complete the same questionnaire that you completed at the beginning of the academy.
- This is to assess increases in your knowledge about your community and leadership, and your participation in local community organizations.
- If you filled in one of these before, take a look at what you wrote before so that you can compare your answers. (*Hand out previous questionnaires*)
- Please mark your questionnaires "Before the Neighborhood Academy" and "After the Neighborhood Academy".
- And if you didn't fill in one of these before, please write next to any of the things that you hadn't done before the start of this academy or that you'd done less times than now, the number of times you had done this before the academy started.
- Any questions?
- We very much appreciate your help with this and thank you for your feedback.

Next Steps

RO: People commit themselves to using what they have learnt in the community.

EO: People are serious about the Academy being only the beginning to their work in the community.

Materials:

Sheets of colored paper

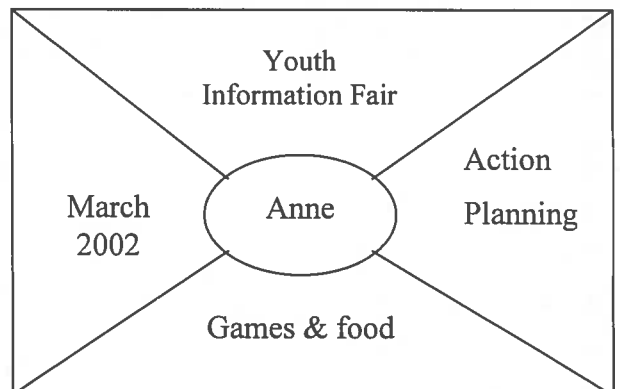
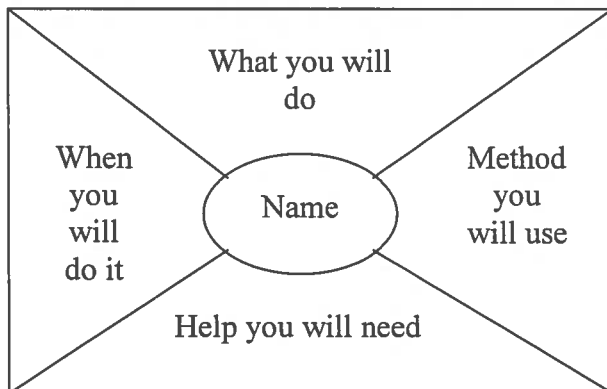
Markers

Commitment sheets

Example Next Steps sheets

Applications

- So now we're just going to spend a few minutes thinking about how we will use what we have learnt in the community.
- So, thinking about all you have learnt, what will you do now to use your new skills?
- For example, you might be interested in keeping the community clean.
- And to get more people involved in that, you might decide you will facilitate an action plan to organize a clean up day.
- Or you might be interested in getting people in your neighborhood involved.
- So you might facilitate a vision workshop with people, asking them what they want to see happen in their neighborhood.
- So have a think, then write up what you WILL do on a sheet of paper, like this:



- OK, so 2 minutes to fill that in.
- Everybody ready?
- So, we're going to walk around in a circle. As you walk past the sticky wall, put your sheet up and read out what you are going to do, when, how and what help you will need.
- OK, so now we're going to start to prepare for the graduation.
- We're going to ask each of you to fill in one of these commitment sheets.
- So, if you said you were going to do a clean up day, maybe you can commit yourself to keeping your neighborhood clean.
- I'm going to commit myself to ...
- So, take a few minutes and fill one of these sheets in.
- Hold onto it, because during the graduation, we're going to ask you to read out your commitment, before receiving your certificate.
- Any questions?
- OK, so now let's think about the graduation.

Graduation

RO: Participants are clear on what needs to be done to prepare for the graduation.

EO: Participants look forward to the graduation.

Materials:

Flipchart prepared with practical details and agenda for the graduation

- So, last week we talked about the details of the graduation. Now we just want to spend a couple of minutes making sure that everyone is clear what will happen at the graduation.
- *Explain what will happen.*
- So any questions about this?
- *Make sure all the practical details are covered eg. food, dress, gifts, certificates, invitations, décor, how many people are coming, location, time, people prepared to make testimonies, music ...*

Group Dynamic – What we have appreciated about each other

RO: Participants reflect on how each person has contributed to this Neighborhood Academy

EO: Participants leave the Academy feeling connected to the other participants

Materials:

- So, we're going to finish this Neighborhood Academy by talking about what we have appreciated about each other during this academy.
- So let's form a circle and hold hands.
- So I'm going to ask that each one of you take a turn standing in the middle of the circle.
- Everybody else can then say what they appreciated about that person's contribution to the academy.
- *Go around the circle until everyone has stood in the middle, including trainers and coordinators. Trainers should try and make positive comments about each participant.*

- So, on behalf of this community, we thank you for your participation in this Neighborhood Academy and your commitment to making this world a better place to live.
- And we hope that you will get more and more involved in the school and your local neighborhood organizations.
- We also hope that you will continue to meet and work on new projects together.
- In fact, we will organize a meeting to discuss what, as a group, we will do next.
- And with that, we'll close the Neighborhood Academy and we'll see you all at the graduation.

WALL OF WONDER



Evaluation of the Neighborhood Academy
Evaluación de la Academia de Entrenamiento Comunitario

1. What were the three methods that we learnt during the Academy?
¿Cuales fueron los tres métodos que aprendimos durante la Academia?
 - a.
 - b.
 - c.
2. What are the five elements of Community Development?
¿Cuáles son los 5 componentes del Desarrollo Comunitario?
 - i.
 - ii.
 - iii.
 - iv.
 - v.
3. In which sessions did you participate?
¿En cuantas de las sesiones participo Ud.?
4. What did you enjoy the most about the Academy?
¿Qué fue lo que más le gusto de la Academia?
5. What did you enjoy the least?
¿Qué le gusto menos?

6. What were the three most important things that you learnt during the Academy?

¿ Cuáles fueron los tres aprendizajes más importantes para Ud.durante la Academia?

1.

2.

3.

7. What recommendations would you make to improve the Academy?

¿Qué recomendaciones haría para mejorar la Academia?

8. Additional Comments / Comentarios adicionales

Please check the box that corresponds best to your experience /

Por favor marque con una cruz (+) la caja que corresponda

	Poor / <i>Pobre</i>		Regular		Excellent / <i>Excelente</i>	
	1	2	3	4	5	6
Facilitation <i>Facilitación</i>						
Materials <i>Materiales</i>						
Translation <i>Traducción</i>						
Space (room) <i>Espacio (el cuarto)</i>						
Participation <i>Participación</i>						
Organization <i>Organización</i>						

Comments on the trainers / *Comentarios sobre los entrenadores*

	Things that the trainer did well / <i>Cosas que el entrenador hizo bien</i>	Things that the trainer can improve on / <i>Cosas que el entrenador podria mejorar</i>
Anne		
Jorge		
Raúl		
Roberta		

Name / Nombre _____ Date/ Fecha _____