Welcome

Welcome to the Community Development Capacity Building Toolkit for the Mount and Ballymacarrett areas of East Belfast.

This toolkit is a resource for community organisations in their day to day work. It provides support, methodologies, session outlines and helpful information to aid community organisations in their local communities.

This toolkit is split into two sections, which provide guidance, resources and worksheets in key areas of community work.

Sections 1-5 include strategic guidance for your organisation and sections 6-10 provide more practical guidance, with exercises and scenarios to help you think through the processes that you may experience in your journey.

What Is Community Development?

Code of Good Governance

Setting Up and Managing an Organisation

Writing Project Proposals and Funding Applications

Coaching

Facilitation

Personal Development

Citizenship

Relationships

Evaluating & Monitoring

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nicva

50 1970–2020 East Belfast Community Development Agency

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The Executive Office

Communities in Transition

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Introduction

The Communities in Transition Capacity Building Programme in the Mount and Ballymacarrett areas of East Belfast, was funded by The Executive Office and delivered by Northern Ireland Council for Voluntary Action (NICVA), with East Belfast Community Development Agency (EBCDA) as their community partner.

In producing this Community Development Capacity Building Toolkit, our goal is simple, we want the Mount and the Ballymacarrett areas of East Belfast to become better places to live. As part of the Communities in Transition Capacity Building Programme for these areas, we want to promote and support positive behavioural change.

The title of the Toolkit, 'The time is always right to do what is right,' is inspired by the words of Martin Luther King Jr. We believe that it is never too late to stand up for justice and strive to change what is wrong or has gone wrong.

Do what is right, simply means what it says – people by their actions and language are to do the right thing. This means in every situation from the workplace to the social club; from the sports field to family life, people should always seek to do the right thing; in doing so, community life will improve and active citizenship will be encouraged. Doing the wrong thing means breaking the rules, flaunting the law and often having no regard for the feelings or rights of others.

In doing what is right, it does not impinge or change one's views morally; politically; religiously or socially, but simply encourages people to express their opinions and act in ways that are acceptable. The outworking would be a more caring, tolerant, lawful and responsible community focussing on a non-violent approach to social justice, protest, objection, negotiation and working with people.

We want this toolkit to provide guidance, to engage, educate and empower the individuals in our community, we want to instil confidence, boost self-esteem and inspire them to want to do what is right, to benefit themselves and others around them.

By offering projects that help groups to make sense of their behaviours and understand triggers, it will help them on the road to change, offering an alternative route to take, as well as the skills to manage that new life, both mentally and practically.

Introduction

Background

Communities in Transition

The Fresh Start agreement was published in November 2015 and sets out the Executive's commitment to tackling residual paramilitary activity and associated criminality. As part of the commitment to Fresh Start, an independent three person panel was set up to report to the Executive with recommendations for a strategy for the disbandment of paramilitary groups.

The panel's report was published in June 2016 and subsequently the Executive responded to the report by publishing, 'The Action Plan for Tackling Paramilitarism, Criminality and Organised Crime'. The Executive Action Plan sets out 43 actions under four key delivery approaches:

- Long term prevention
- Building capacity to support transition
- Strategies and powers to tackle criminality
- Building confidence in the justice system

The Executive Office (TEO) is responsible for Action B4 of the Executive Action Plan which falls under section B – Building capacity to support transition. Action B4 states that – 'The Executive should establish a fund to support ambitious initiatives aimed at building capacity in communities in transition, including through developing partnerships across civil society and across community divisions' Action B4 is referred to as the Communities in Transition Project.

NICVA

NICVA, the Northern Ireland Council for Voluntary Action, is a membership and representative umbrella body for the voluntary and community sector in Northern Ireland. With over a thousand members - ranging from household name charities to grass roots community groups - we lobby and campaign to advance the interests of the people and communities that our members support. We offer a wide range of practical services, products and support to our members to help them do what they do best - find innovative solutions for social challenges.

East Belfast Community Development Agency

EBCDA is the 'umbrella organisation' supporting community development in East Belfast. Our membership is made up of community groups drawn from an area that contains almost 94,000 people. It is representative of a broad range of interests and needs within communities and encompasses a variety of groups, including local residents' associations, faith based organisations, sports clubs, older people's projects and women's groups.

SECTION 1

What Is Community Development?

What is Community Development?

1. Community Development is a process where people work together to respond to problems and needs within their own communities. It helps them to use their own assets to improve the quality of community life and promote social justice, to ensure fairness for all. It also enables community and public agencies to work together to improve the quality of government.

2. Community Development is an occupation (both paid and unpaid) which aims to build active and influential communities, based on justice, equality, and mutual respect. Its goal is to change the relationships between ordinary people and people in positions of power, so that everyone's voice can be heard, in the issues that affect their lives.

3. Community Development works with communities to:

   - Identify their strengths, needs, rights and responsibilities
   - Plan, organise and take action
   - Assess the effect of any actions taken.

4. In practice, community development helps communities and agencies to work together to develop understanding and collaboration. Communities can be based on: where people live (geographic communities), a shared concern, issue, or identity (communities of interest).

What Is Community Development?

Community Development is Not

1. Quick. Community Development is a long-term process, focusing on people and their needs and aims. This long-term approach is essential to ensure that changes are sustainable and long-lasting.

2. A numbers game. If only five people turn up to the public meeting, these are the five people you start working with.

3. Partnership working. Community Development is the activity which enables many people to get to the partnership table in the first place.

4. Consultation. Community Development is much more than consulting on decisions already made.

5. A cheap way of delivering services, demonstrating management efficiency, or validating funding bids.

6. Talking with a small number of 'community representatives,' and assuming that their responses are representative of the community. Community development enables many more voices to be heard.

7. Volunteering. Community Development is a vehicle for people to work together to improve services, but not necessarily by direct volunteering.

8. The answer to everything.

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SECTION 1

Code of Good Governance

This 3rd edition of the Code of Governance was agreed on 2nd February 2021 and is fully reproduced with the very kind permission of the Developing Governance Group and NICVA

Introducing the Code

The Code of Good Governance sets out the principles and key elements of good governance for the boards of not-for-profit organisations, including charities, voluntary, community, sporting, faith and social enterprises. The aim of the Code is to help the boards of these organisations to develop high standards of governance and improve their governance practice.

The Code was first launched in 2008 by the Developing Governance Group, following consultation with the voluntary and community sector which recognised the need to have its own principles of governance. While it is not mandatory, it has been widely accepted as the set of standards for governance practice in the sector.

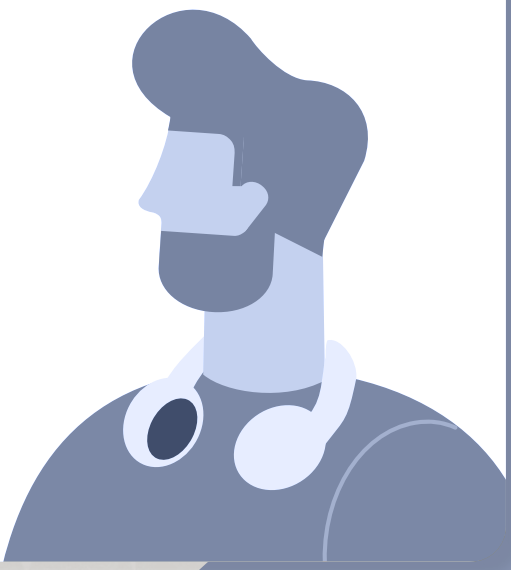
This Code of Good Governance in Northern Ireland has been produced by the Developing Governance Group which includes infrastructure support organisations as well as those that provide support across the sector. Members of the Group are listed at the back of this Code.

This third edition of the Code of Good Governance has been revised into five overarching principles following a review and consultation with the sector. The revision took account of other Governance Codes across the UK and Republic of Ireland.

Using the Code

This revised Code sets out **five key principles** that form the basis of the Code, together with the recommended practice. The principles are not laid out in order of importance or priority; each of the five principles are equally important. We recognise the diversity, complexity and structure of different organisations, however, our intention is that the Code will be able to suit your differing and changing needs over time. The principles are broad and generic so that organisations of any size or type can use the Code as a tool to support continuous improvement.

A glossary is included at the end of the Code to help with interpreting any terminology that some may not be familiar with.



SECTION 2

Code of Good Governance

Terminology

There are many different names used to describe the governing body of a voluntary or community organisation such as the committee, management committee, board, trustees, directors, council, or governors. In this Code we have used the term 'the board' to mean the organisation's governing body.

Equality and diversity

This Code recognises that all organisations should follow principles and practices that fully promote equality of opportunity and recognise diversity in all its forms including age, gender, faith, race, sexual orientation, disability, experience and thinking, these should be an integral part of good practice.

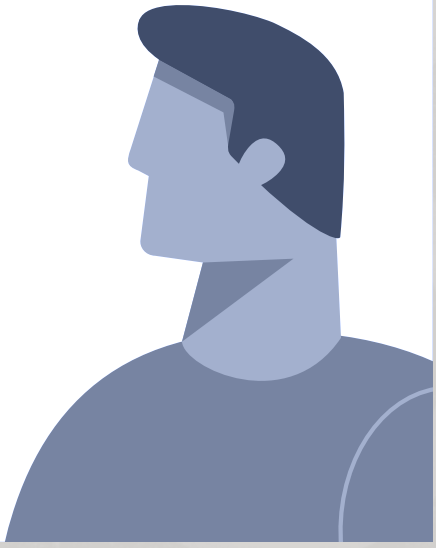
Complimentary practical resources

The Developing Governance Group has also created the '**Governance Health Check**' and remapped the practical resources on the '**diycommitteeguide**' website in line with the revised principles of the Code to assist organisations with implementing the Code. Both resources have been devised to provide practical information and a self-assessment framework for voluntary boards to assess their own governance practices, identify areas for improvement and demonstrate accountability.

Visit www.diycommitteeguide.org for further information.

Tell others about it

We encourage organisations that work to adhere to the Code of Good Governance to state this in their annual report and other relevant material.



Code of Good Governance

Revised Code of Good Governance 2020 as agreed at 2 Feb 2021

Principle 1

Understanding its function in delivering organisational purpose.

The members of the board are equally responsible in law for governance. They are collectively responsible for ensuring that the organisation remains faithful to its purpose. The board will lead by:

- Ensuring organisational purposes and rules set out in the governing document remain relevant and valid
- Setting and upholding the vision, values, and reputation of the organisation
- Understanding and fulfilling its legal duties.
- Ensuring the stewardship of assets
- Ensuring appropriate organisational structures are in place
- Understanding the organisation's operating environment
- Developing and agreeing a long-term strategy
- Reviewing and overseeing the work of the organisation in the interests of its beneficiaries and/or members

Principle 2

Working as an effective team

The board will ensure that it has an effective balance of knowledge, skills, attitudes and behaviours to deliver organisational purpose. The board will lead by:

- Structuring meetings effectively, including preparation, frequency, recording and communication
- Ensuring that all board members, including office bearers, understand and fulfil their respective roles
- Providing all board members with opportunities for training and development according to their needs
- Periodically reviewing their individual contribution and performance as a team.
- Finding, recruiting and retiring board members to meet the organisation's changing needs in line with the governing document, taking into account skills, experience and diversity
- Providing suitable induction for new board members
- Accessing external advice when necessary
- Developing and maintaining a positive working relationship within the board and with volunteers and staff
- Ensuring that all members are able to participate fully at meetings and carry out their challenge function in an open and constructive way

Code of Good Governance

Principle 3

Maintaining control, making effective decisions and managing risk

The board has ultimate responsibility for setting the vision and strategy and overseeing the activities of the organisation. While the board may delegate some of its functions to paid staff, boards must regularly review internal controls, risks, performance, policies and procedures by:

- Developing and monitoring organisational plans and budgets
- Evaluating results and assessing impact
- Ensuring proper arrangements/agreements are in place for partnership working and service delivery
- Understanding and complying with all legal, contractual and regulatory requirements that apply to it
- Implementing appropriate up-to-date internal financial and management controls
- Regularly identifying and reviewing the major risks to which the organisation is exposed including systems to manage those risks
- Ensuring that delegation to committees, staff and volunteers (as applicable) works effectively and the use of delegated authority is properly documented and supervised
- Making proper arrangements for the recruitment, remuneration, supervision, support and appraisal of all staff, including the most senior member of staff
- Making proper arrangements for managing and supporting volunteers

Principle 4

Acting with Integrity

The board should act at all times with honesty and probity in the interests of the organisation and its beneficiaries and members. The board ensures that the organisation's performance and interaction with its stakeholders is guided by the values, ethics and culture put in place by the board. The board should:

- Act according to high ethical standards
- Identify, understand and manage conflicts of interest and loyalty both within the board and across the organisation
- Maintain independence of decision making
- Adopt a suitable code of conduct
- Have a clear and effective approach to promoting equality, diversity, inclusion and good relations within the board and throughout the organisation
- Encourage inclusive and accessible participation of beneficiaries and members
- Understand and comply with its safeguarding responsibilities.
- Develop and provide a safe and respectful culture for all

Code of Good Governance

Principle 5

Being open and accountable

The board leads the organisation by being open and transparent, accountable and responsive. The board should:

- Ensure open and effective communication and engagement with beneficiaries, members and stakeholders about the organisation and its work
- Consider organisational responsibilities to the wider community, society and the environment
- Put in place arrangements to deal with complaints constructively, impartially and efficiently
- Ensure proper arrangements for the management of members as set out in the governing document
- Demonstrate public benefit/impact in line with its organisational purposes

Code of Good Governance

Glossary of Terms

Accountability is the duty to explain the ways in which an individual or group has carried out, the obligations placed upon them by law, a governing body or constitutional document. While the discharge of these activities/ obligations may be delegated to others, the obligation to account for the actions cannot be delegated.

Appraisal is a formal assessment of performance over a set time frame

Assets are everything your organisation owns that are of value, including buildings, equipment, money, trademarks and intelligence. Can also include intangible items such as reputation, skills and experience.

Autonomous is a self-governing, independent body which is free from external control and constraint.

Beneficiaries are the people your organisation is set up to help, those who benefit from what you do.

Board is a group of elected or appointed people who are ultimately accountable and collectively responsible for the governance and strategic direction of an organisation.

Compliance is the act of taking steps to comply with relevant laws, polices, and regulations.

Conflicts of interest may arise in a situation where a board member may obtain personal benefit from a particular decision in relation to the organisation, or when a personal interest may get in the way of making decisions in the best interests of the organisation.

Culture is the ideas, customs, and social behaviour of a particular people, society, or organisation

Delegate is to give another person the authority to do work and/or take decisions on your behalf.

Diversity can encompass many characteristics, such as: age, gender, race, ethnicity, religion, marital status, sexual orientation, economic, cultural and social background, level of educational attainment and professional background. Recognising diversity in governance is about respecting and valuing people's differences and enabling them to contribute and realise their full potential within an inclusive culture.

Effectiveness is being able to bring about the intended or expected result.

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents; it also means that we ensure that nobody is treated less favourably than other people or being harassed on any of the prohibited equality grounds

Ethics Standards of morality and conduct of either an individual or organisation.

Good relations is to promote the growth of relations between people that acknowledge the religious, political and racial context in NI, and seek to promote respect, equity and trust, and embrace diversity in all its forms.

Governance is about leadership and ensuring that an organisation is effectively and properly run. It has been defined as "the systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation"

Governing document is the written set of rules governing an organisation e.g. a constitution, trust deed or articles of association.

Integrity is used to describe soundness of moral character; this is demonstrated through adherence to moral and ethical principles.

Monitoring is collecting and recording information in a routine and systematic way to check progress against plans and enable evaluation.

Code of Good Governance

Glossary of Terms

Not-for-profit organisations may be better described as not-for-personal-profit, as these organisations may make a surplus in line with their objectives but they don't distribute this among the members but rather use it to further the purposes of the organisation.

Public benefit is one of the key components of what makes a purpose charitable. A benefit must flow from the charity's purpose; be capable of being demonstrated and be beneficial, not harmful to the public, or to a section of the public, and it must not provide a private benefit to individuals unless the benefit is incidental.

Probity is the quality of having strong moral principles, honesty and decency.

Prudence is exercising care, caution, and good judgement as well as wisdom in looking ahead.

Purposes is the statement of what your organisation has been set up to achieve, outlined in the governing document. It should reflect the organisation's broad aims, rather than the day-to-day activities. Also known as objects, objectives or aims.

Risk management is the analysis and management of risk. It involves the identification and assessment of risk, the decision whether to accept, guard against, prevent or insure against the occurrence and the process of implementing such decisions.

Safe culture means that anyone who interacts with the organisation should be treated with dignity and fairness and feel that they are in a safe and supportive environment which promotes and respects the rights of all.

Safeguarding means ensuring there are measures in place to prevent harm to staff, volunteers, beneficiaries and anyone who comes into contact with your organisation. It also means responding appropriately where harm has occurred to an individual. While safeguarding is everyone's responsibility, trustees need to provide leadership on culture, policy and procedures which promote and respect the rights of children and adults.

Stakeholder is anyone with a significant interest in the effectiveness of an organisation, e.g. members, trustees, beneficiaries, staff, volunteers, funders, suppliers or regulators.

Values are the principles and beliefs which the organisation seeks to apply, both in setting its mission and aims, and in its day-to-day operations.

Vision is what the world will look like if the organisation is successful in achieving its mission.

Voluntary and community sector is made up of organisations which are governed by voluntary boards. These non-statutory, autonomous, not-for-profit organisations are usually constituted formally and may or may not be charitable. They include sports, religious, societies and social enterprises, as well as any organisation registered as a charity, Community Amateur Sports Club, (CASC) or Community Interest Company (CIC).

Volunteering is defined as the commitment of time and energy, for the benefit of society and the community, the environment, or individuals outside (or in addition to) one's immediate family. It is undertaken freely and by choice, without concern for financial gain.

SECTION 2

Code of Good Governance

The Developing Governance Group

The Developing Governance Group is made up of the following sector support organisations:

Age NI, Early Years, NICVA, NI Sports Forum, Rural Community Network, Sport NI,

Supporting Communities, Volunteer Now and Youth Work Alliance.

Many of the member organisations of the Developing Governance Group will be able to provide practical assistance with subscribing to the Code through their governance work.

Online Governance Resource - www.diycommitteeguide.org

- a useful resource of practical help and support mapped to the principles of the Code of Good Governance
- a signposting directory which includes links to all Developing Governance Group members including the training and support they offer
- download the **Governance Health Check** - a self-assessment tool to assist boards to demonstrate their good governance practices and highlight areas where improvement may be needed

Pocket sized Codes of Good Governance

Copies of the Code of Good Governance booklets can be collected from any of the Developing Governance Group members or by contacting the Secretariat which is provided by NICVA on **028 9087 7777** or Volunteer Now on **028 9023 2020**

Setting up and Managing an Organisation

Management Committee

Most community organisations will have some form of management committee, trust or board, who has responsibility for decision making and who will be accountable for all activities. Therefore, it is important that workers, volunteers, and committee members are efficient and operating to standards.

Setting up a committee

A committee will be set up when a group of people identify a need and form an organisation to meet that need. This initial group will have several decisions and actions to take:

- What type of organisation will you be – a company limited by guarantee, a Community Interest Company (CIC) or a charitable group?
- Who will fill the positions of responsibility? – Chairperson, Secretary, and Treasurer
- Who will you target, how can they access your service, and how can they join your group?
- How will the work be funded?
- You must draw up a Constitution or Articles of Association – this is especially important as it will be an essential criteria with funders. Your Constitution or Articles of Association will also guide you through
  - AGM's and EGM's and procedures at both
  - Who your membership are
  - How your office bearers are appointed and their length of tenure
  - An 'alteration to the constitution' clause
  - Details of voting rights
  - A dissolution procedure
  - The Constitution or Articles of Association must be signed and dated by the Chair and one other committee member and distributed to all committee members.
- The committee will need to:
  - Open a bank account and establish an accounts system
  - Agree a system for making payments and how they are approved
  - have 3/4 designated signatures
  - agree purchasing procedures

Setting up and Managing an Organisation

Roles within a committee

All committees will have a Chair, Vice Chair Treasurer, and Secretary

Chair

- Plans agendas and manages meetings
- Ensures decisions are made as required. The chair has the casting vote
- Ensures workloads are evenly distributed, everyone contributes, and arguments are resolved
- Keeps the committee and/or staff focused on aims, policies and procedures

Vice Chair

- Carries out the roles detailed above in the absence of the Chair
- Occasionally, the Vice Chair will be the Chair of sub-committees

Treasurer

- Ensures bills are paid on time, receipts are kept, and strict accounts are maintained
- Reports regularly on accounts and finances to the committee
- Will advise on financial matters, funding opportunities and help plan for the future
- Should countersign cheques

Secretary

- Helps plan meetings and organises venues for committee meetings, issues invites and records minutes
- Processes correspondence and circulates information accordingly
- Promotes the organisation and manages publicity
- General administration, e.g. committee member's contact details and monitors the constitution or Articles of Association

Overall responsibilities of a committee

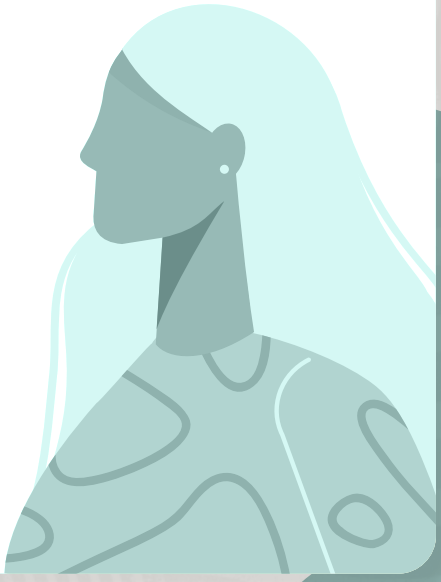
- To provide stability and control for the organisation
- To be accountable for all activities to the public, funders, users, etc.
- To plan strategically and make decisions that meet the needs of its client group
- To monitor (and occasionally control) finances
- To recruit, monitor and provide support to staff
- To dedicate the time and energy needed to keep the organisation running smoothly
- To develop and acquire the necessary skills to run the organisation

NB. If your group employs staff it may be more appropriate to delegate day to day responsibilities to them.

Setting up and Managing an Organisation

General Advice

- Only elect members if they are trustworthy, responsible and have the time to commit.
- Remember the role of committee member is unpaid
- It is advisable to have no more than 12 on your committee at any given time
- The Chairperson may have emergency decision making rights
- Members should have ownership of the organisation and feel involved
- The committee should reflect the whole community and have an equal opportunities policy. Consider asking users to become involved
- Accounts should be audited or independently examined annually by an outside organisation
- Make the most of member's skills
- Do not burden the treasurer with the sole responsibility of fundraising. This should be a shared task
- When setting up, negotiate charges and prices with banks, suppliers, stockists, etc. You will be using them again in the future!
- Remember to allow committee members to have access to any training opportunities your group has access to



Setting up and Managing an Organisation

Developing A Strategic Plan

A Strategic Plan is a document that outlines your organisation's mission, aims, objectives and plans for achievement over a specified period of time. Strategic planning is becoming increasingly important, not only to set your organisation's clear goals and help prioritise in a climate of limited resources, but as a requirement for many funders.

Tips on Strategic Planning

- Plan for 2-3 years at a time
- Be realistic, set targets that are achievable within your time frame
- Look at the strategic plans of similar service providers and identify prospects for sharing resources and working in partnership
- Know your limits e.g. financial, staff, resources etc.
- Add key milestones for each year to ensure you keep on track

Contents of a Strategic plan

- An executive summary
- A brief organisation history
- The context in which you work
- Your mission statement
- Your organisation's vision and values
- A SWOT analysis
- Your strategic aims and objectives
- Targets/ action plans to achieve your goal

Setting up and Managing an Organisation

Drawing up your plan - Step by Step

Once you have decided who will be involved in your strategic planning you should:

- Organise a meeting to talk through the mission statement, action plan, finance, targets, future plans and trends
- Write an executive summary (one page maximum), outlining your mission, values, benefits to the community, etc.
- Compose a **brief history** of your group and the context in which you work in East Belfast– Include your legal status, target group and area
- Clearly define your **mission** in one concise and user focussed **statement** (35-40 words or less)
- Using this statement expand on your role in the community and summarise your vision **and values** e.g. why do you continue to exist, what is your ultimate vision
- Carry out a **SWOT analysis**
- List your **strategic aims** i.e. broad statements showing what you want to achieve. Know your limits and prioritise
- Below your aims, list the **objectives** required to achieve each one
- Within each objective specify **targets** – You may want to set a time frame for each objective and cost it to help plan for future fundraising, outlining who is primarily responsible for each target
- Once completed, decide who will be responsible for the final compilation of the first draft
- Arrange another meeting to edit this draft and finalise
- Circulate your final plan to ALL members of staff and your committee and agree dates when you will review progress
- Remember all organisational activities should relate back to the Strategic Plan

Conducting a SWOT analysis

This is not as terrifying as it sounds and not all organisations will want to include a SWOT analysis in their plan. It is not essential, but many groups will find it is a useful tool when considering their aims and objectives, recognising their limits, and identifying 'threats' in the future that may need to be addressed in their planning.

S– strengths

Don't be modest. List all the strengths of your organisation. How can you maintain these and build on them?

W– weaknesses

Be honest, but try to avoid negativity. Consider how you can turn weaknesses around

O– opportunities

What opportunities may come up in the near future - e.g. a new funding scheme may allow you to expand.

T-threats

Anticipate changes or problems that may arise– do you need to plan for these now?

Setting up and Managing an Organisation

Insurance

All community organisations need to consider their insurance needs. Individuals within the group could be held responsible if you do not have adequate cover. However, as not all organisations carry out similar activities, the level of cover required will vary depending on the degrees of risk involved.

In sourcing your insurance you should:

- Nominate one person (committee/senior staff member) to be responsible for the issue of insurance and become the point of contact for the group.
- Establish the needs of your organisation in consultation with a qualified insurance broker who will be able to advise you.

In purchasing insurance you should:

- Ensure that the insurance company is fully aware of your needs as a community-based organisation
- Shop around for quotes
- Purchase an adequate level of insurance to meet your needs

Managing your insurance

Regularly review your activities and services to ensure that you do not require additional insurance cover

Renew your policy annually - before it expires!

Ensure appropriate risk assessment procedures have been carried out

Work within legislation requirements to ensure minimal risk liability

Everyone should know who to contact in an emergency

Employers' Liability Insurance

All organisations who employ individuals must have this cover, whatever their status. Employers are also responsible for the health and safety of their employees whilst at work.

Remember to obtain insurance that covers employees, volunteers, and trustees as well as temporary, part-time, and casual staff.

Public Liability Insurance

This cover is essential when working within the community and protects against claims made by the public. If your premises are open to the public, you MUST have this cover.

Always inform your insurer of special events, etc. to ensure that you do not require any additional cover. If your cover has exclusions, e.g. it may not include damage to property in car parks or reception areas, then a disclaimer notice should be displayed in a prominent position to inform the public of this fact.

Buildings Insurance

Whether you lease or own your building it needs to be insured against damage, fire, etc. If you own your own premises, your policy should include the cost of rebuilding the property after extensive damage, including builders' fees, demolition costs, architects' fees, VAT, etc. To ensure you have adequate cover, it is useful to ask a surveyor to give you a proper estimate for rebuilding.

If you rent your premises you should have a written agreement with your landlord detailing who is responsible for organising the appropriate insurances.

Setting up and Managing an Organisation

Insurance

Consequential Loss Insurance

This covers you for an emergency when your premises have been destroyed and cannot be used. It will cover costs for you to re-house your organisation during the rebuilding process. It can also cover loss of earnings for this period.

Contents Insurance

This covers loss or damage of property. You should take a policy that is on an, 'all risks' basis, so that your organisation is covered for theft and accidental damage as well as fire, flood, etc. Your policy should specify that goods will be replaced on a 'new for old' basis.

Other Insurance Issues/ Possibilities

Hired Premises/Contractual Liabilities:

When hiring premises you should clarify **in writing** which party is responsible for the insurance.

Ensure you have evidence that groups using your building have taken the appropriate level of cover required.

Personal Accident Insurance:

Employer or public liability insurance only cover claims made where an organisation has been negligent, but, personal accident insurance gives cover for accidents, regardless of who is at fault.

Professional /Personal Indemnity Insurance:

If your organisation gives advice or information, even if it is free advice, you should consider this cover. It ensures you are protected against claims from individuals who have suffered financial loss due to incorrect advice being given. This policy also protects you against defamation, breach of copyright, confidentiality, and loss of documents.

Legal Expense Insurance:

This covers solicitor and barrister fees, court attendance allowance, opponent costs in contract disputes, property disputes and unfair dismissal disputes. Some legal cover may be provided in other insurance policies but groups providing high risk activities or working with vulnerable groups may wish to consider this additional policy.

Trustee Indemnity Insurance:

Committee members/board members/trust members can be held personally responsible for breach of trust, if they fail in their duty of care to act as reasonable business people causing a loss to the organisation. This cover protects them from personal loss or bankruptcy. The policy does not include cover against fraudulent or dishonest activities.

Fidelity Insurance:

This provides cover against theft or dishonesty by volunteers, employees, or board members.

Using External Facilities, e.g. outdoor pursuits centres:

You should obtain written information from the activity centre detailing their insurance cover for visitors to the centre.

Setting up and Managing an Organisation

Insurance

Risk Assessment

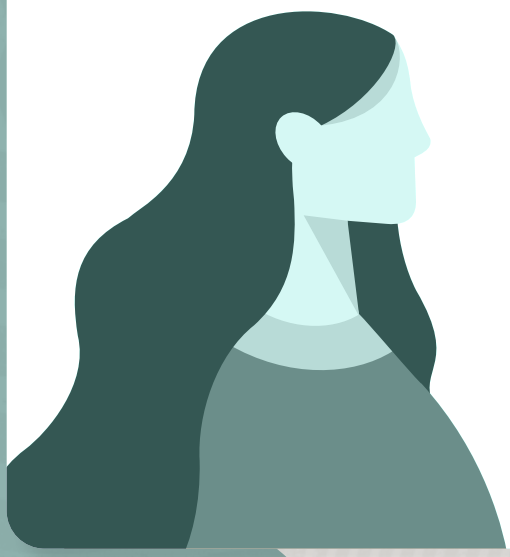
Many insurers require a risk assessment to be carried out, and some even offer cheaper insurance as a result. Risk assessments should identify the probability of an accident occurring, followed by the implementation of procedures to minimise the risks of those situations arising.

A risk assessment is a written document detailing the potential risks connected with the services and activities your organisation provides and it can include:

- Risks to data protected information that your organisation has
- Risks relating to use of equipment or machinery
- Risks relating to unreliable income
- Risks to your organisation's reputation

You should:

- Review your potential risks
- Score and prioritise risks, placing those most likely to happen as a high-risk priority
- Devise a risk management strategy; how will you minimise risk and potential accidents?
- Involve the committee and/or all relevant staff and ensure they know their responsibilities for risk minimisation
- Write up your document and review this every six months



Dealing With A Crisis

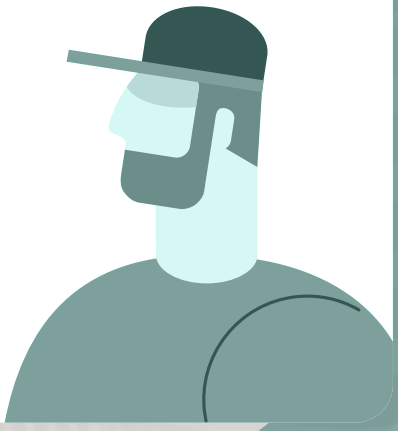
Forward planning is crucial in project management, however, this is not always possible, and you may find yourself in a crisis. The following steps should be taken immediately if a crisis occurs.

First steps

- Stay calm and approach the situation rationally
- Hold an emergency committee/board/ trustees meeting, as the ultimate responsibility will lie with them if the problem is not resolved
- Explain the situation and discuss the reasons for, and consequences of, the crisis
- Identify if the problem is short or long term, to help determine your course of action
- If it is a funding crisis, temporarily stop all non-essential expenditure
- Be sure you are justified in taking this action and you are aware of any consequences
- Do not scaremonger among the committee/staff/volunteers, it is important to maintain confidence
- If the source of the crisis was within your organisation take appropriate action

Questions to be answered

- What happened?
- Why? Poor management, funding cuts, delayed payments, failed project, short staffed
- Could the problem have been predicted? If yes, why was it not dealt with?
- What are your options?



Setting up and Managing an Organisation

Dealing With A Crisis

If the problem will affect your funding you must:

- Clarify and rectify the problem
- Prepare a case for your funder, to explain what happened, what can be done, and how this will be avoided in the future
- Be totally honest– do not risk your relationship with the funder

If the crisis is funding related you should:

- Get in touch with the funding body.
- Establish the possibility of the funding being withdrawn/affected/ temporarily suspended
- Check your contract/funding agreement to see if the decision is legitimate
- Find out who made the decision - Is it final?
- Investigate the appeal process
- Campaign for a reversal on the decision. Involve local media or councillors if you suspect a breach of contract or an unjust funding cut
- Work with the decision maker. Prepare your appeal and present a strong case for continuing to back your organisation– Show annual reports, accounts, evidence of need for your project (see advice sheet 1), success stories, etc.
- Gain support from local agencies who value your work and use this to strengthen your case
- Contact statutory bodies and large local funders to see if you qualify for emergency grant aid or gap funding
- Put procedures into place to avoid a similar situation in the future
- Begin to source alternative long-term funding

Writing Project Proposals and Funding Applications

Identifying the need

The starting point for any project or funding application.

Project Proposals

'Need' is the term we use to describe a problem, issue or situation, where something needs to change to make things better for a person, a group of people, an environment or an organisation.

It is important to identify need because:

- You will need a clear vision of what your project will tackle when designing your approach
- It will help you decide the best way to address it or how to complement other projects
- It will keep everyone involved in the project focused on the priorities
- It will help you revise and adapt your project if necessary

Writing Project Proposals and Funding Applications

Aims and Outcomes

Once you understand the need for your project, there are two key ways to describe the difference you want to make:

- **Overall aim** – a brief statement of the overall purpose of your project
- **Intended outcomes** – the specific changes that you want to achieve from your project

Why are they important?

Because they:

- help focus everything that you do
- explain the changes your project will bring about to meet the needs you have identified

Aims

The overall aim provides a clear focus by summing up the purpose of your project and the effect it will have. Choose a simple aim and word it carefully, it should be one sentence and something that you know you can achieve or at least influence strongly over the course of your project, for example:

"To engage young people/older people/ children/families/men/women etc. positively in the community". The needs that you have identified should help you to write your aim.

Outcomes

Outcomes are the changes that your project can make over time, to address the need(s) you have identified. They are the result of what you do rather than the activities or services you provide. Your outcomes might contribute to e.g. improved health, new skills or increased confidence.

Outcomes can be described by using words such as, more, better, less or improved. In some cases outcomes may involve keeping an uncertain situation stable.

Depending on your project, outcomes can occur at different levels, including:

- **Communities** – fewer people are involved in criminal or anti-social behaviour as a result of participating in a range of positive activities.
- **Organisations** – people have greater skills and capacity to meet leadership needs.

Writing Project Proposals and Funding Applications

Tracking Project Progress

Why is tracking progress important?

- To confirm if your project is making the difference you intended
- To understand what's working and what isn't and make any necessary changes
- To learn from your project

How to demonstrate the change your project achieves:

- Understand and identify the signs of change (using indicators)
- Measure the extent of change that is occurring (tracking progress)

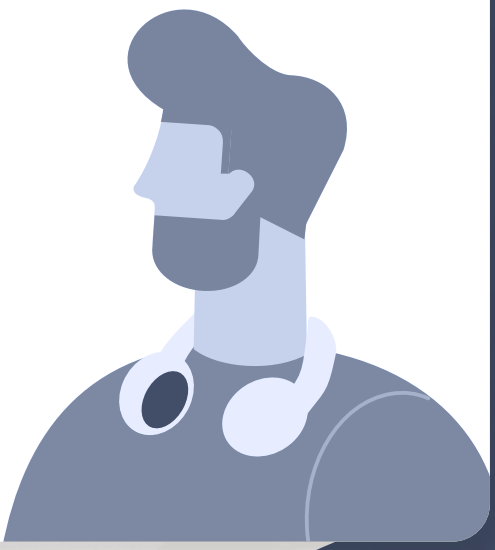
Workers and those involved should try and answer these questions together.

The journey from identifying need to intended outcomes

For example a youth project might progress like this:

Individuals involved in anti-social behaviour ▶▶ Individuals positively engaged in the community.

NEED ▶▶	INDICATOR ▶▶	INDICATOR ▶▶	INDICATOR ▶▶	OUTCOME
Individuals need opportunities to engage positively with community in order to divert or distract them from antisocial behaviour.	Individuals engage with project and talk about the difficulties they are experiencing.	Individuals start trusting and building relationships with those running the project.	Individuals start to take responsibility for running activities with support.	Individuals are positively engaged in the community and stop behaving in an antisocial way.



Writing Project Proposals and Funding Applications

Project Activities

These are the tasks, actions or services that will be implemented in the project.

- They will pinpoint what will be done, how, when and who by, to achieve the outcomes
- They will form the main content of your project planning
- They will determine the resources and budget that you need to run your project

Having identified the changes you want to achieve, you can now plan how to make them happen. Activities will bring about the changes that your project will deliver. They are the core of the project and should be the most appropriate and effective way to address the need(s) that the project is addressing.

Learning From Your Project

Learning from your project is important because it enables you to:

- Explore the reasons why things are (or are not) working well and make necessary changes
- Gather information about the impact of your project, which will be helpful when reporting on your project's performance and how you've adapted it to changing circumstances
- Build a culture of reflection and analysis within your organisation to improve understanding and quality of work

More information is available in Section 10: Evaluation and Monitoring.

Funding Applications

Writing funding applications can be daunting and each funder may require different information. In general, though, most applications will follow a similar pattern.

To complete some of the sections on your application form you will need

A Project Summary.

- Give your project an eye-catching title
- State your target group and area
- Highlight the need for your project (with evidence)
- Summarise how you intend to meet this need and what you will achieve
- Explain how what you are proposing is unique or innovative
- Emphasise the benefits of your project and what would happen if it did not exist

Writing Project Proposals and Funding Applications

Project Activities

To provide evidence of need for your project

- Check for research completed in East Belfast
- Complete your own needs analysis
- Consult research archives

Use the Northern Ireland Measures of Multiple Deprivation to show how disadvantaged your area is in relation to specific themes such as health, education, crime and disorder or employment – you can access these statistics at **www.ninis.nisra.gov.uk www.nisra.gov.uk www.statistics.gov.uk www.nicva.org**

To provide a project evaluation showing

- Your expected outcomes – who will benefit?
- What your performance indicators will be E.g. numbers participating in training, numbers achieving a qualification, etc.
- How you will monitor your success E.g. set and appraise targets, complete regular progress/ visit sheets, etc.
- How your Project will provide value for money – who will control the finances and what experience do they have?
- How you will measure and evaluate your outcomes – internally or externally?
- Will you need an audit or independent evaluation? Most statutory bodies will require this! If so, plan for the cost in your budget

To Provide A Detailed Budget

- Make a list of everything you need your funding to pay for (a template budgeting list is available from EBCDA)
- Include extras, such as telephone, utilities, advertising, evaluation costs, etc.
- Make a note of anything the funder will not cover– plan how you will meet these costs
- Be realistic and cost everything on your list
- Apportion utilities costs if your organisation currently runs more than one project (EBCDA can help with this)
- Decide on your salary scales, pension allowances, etc., and allow for these increments in your budget
- With salaries and pensions, allow for inflation in your 2nd and 3rd year budgets (normally a 3% rise)
- **Discuss final figures with other stakeholders**

Writing Project Proposals and Funding Applications

Tips for a better application:

When completing your application…

- Know your funder– double check criteria to make sure your project is suitable and ALWAYS read the completion and deadline guidelines
- Be enthusiastic about your project- how will it make a difference?
- Stand out from the crowd - give your project an eye-catching title and interesting details
- Show how your application is unique - do you have user input at committee level? Will you create jobs?
- Avoid vague statements, such as, 'we plan/ hope to….' Always say 'our project will…'
- Keep answers concise and to the point
- Substantiate your claims– use research, statistics, etc. as evidence of need

Remember presentation….

- Use letterheaded paper and type your application
- Two heads are better than one. Have someone else check your grammar, spelling, content, etc.

Before you submit….

- Supplement your application with relevant evidence of your previous success e.g. annual report, staff qualifications or press releases.
- Imagine you are the assessor. Would you commit funds based on your application?

After submission….

- If successful, send a thank-you note and keep in touch. You never know when you will need them again!
- If at first you don't succeed try again!

Recap

- Most application forms will ask for some or all of the following information:
- A synopsis of your current aims and objectives
- A project summary including evidence of need
- Plans for evaluation
- A clearly thought out budget
- How you plan to sustain your project beyond this funding
- Contact information
- Supplementary information (annual accounts, constitution/memorandum of association, annual report, success stories etc.)

Coaching

The Value of Coaching

Coaching is based on the premise that predictable, consistent relationships with a stable, and competent person (the coach) can help the coachee to cope with challenges and avoid high-risk behaviours. In a coaching relationship, the coach provides guidance and support to help people build self-confidence and learn positive behaviours.

Coaching is a series of conversations between the coach and the coachee. These conversations provide space to think, learn and reflect, in order to maximise personal and professional potential.

By encouraging restorative practices, coaching can lead to improved behaviour at home, at school, socially and in the work place.

Coaches provide

Support For Education

- Coaches motivate students to stay in school/college/university
- Coaches reduce non-attendance and drop-out rates
- Coaches re-engage students into non-formal and/or formal education

Support With Day-To-Day Living

- Coaches contribute to re-building a person's self-esteem and self-confidence
- Coaches provide people with a valuable place to spend free time
- Coaches decrease the likelihood of initiating substance/alcohol/drug misuse
- Coaches build trust and help people to strengthen their communication skills

Support in the workplace

- Coaches help with setting career goals
- Coaches can use their personal contacts to find internships and locate job possibilities
- Coaches introduce people to professional resources and organisations
- Coaches can help their coachee learn how to seek and keep jobs

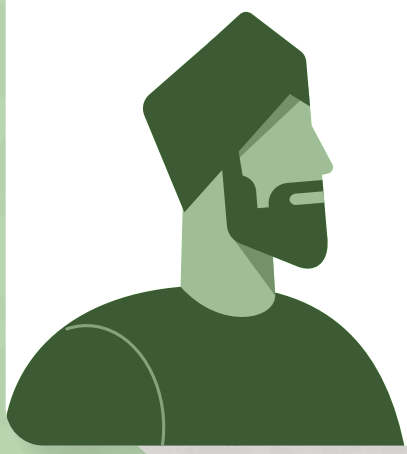
Coaching

Role of a Coach

As a coach you will be viewed as a more experienced member of staff or volunteer who is willing and able to pass on the benefit of that experience.

The role of the coach is:

- To be non-judgemental and open throughout the coaching process
- To be fully present during the coaching process
- To focus on the goals and outcomes of the coachee
- To encourage and challenge the coachee to reach full potential
- To be supportive of the coachee's development
- To ensure location of sessions is appropriate for privacy and productivity
- To observe confidentiality of all conversations at all times, unless there is potential for, or a risk to others, the organisation or the law
- To agree with the coachee when an issue cannot be dealt with through this coaching agreement
- To destroy any notes taken during conversations (in line with GDPR)
- To adhere to the coach's Global Code of Ethics
- To maintain coaching standards



Role of Coachee

- To recognise the coaching process is an investment in your development
- To be fully present during the coaching conversations
- To have honest and open communication with your coach at all times
- To bring your areas of learning/ development to the coaching conversations
- To be able to name what is working and not working for you during your coaching conversations
- To understand that coaching conversations are intended to empower not direct

Coaching

Benefits of Coaching

The benefits of coaching are as wide-ranging as the individuals involved.

Personal Benefits
• Can help you identify and work towards achieving goals
• Can build confidence and self-awareness and enhance resilience
• Can increase job satisfaction
• Can help you work more easily and productively
• Can help you become more solution focussed
• Can help your communication skills
• Can help you achieve a life/work balance

Organisational Benefits
• Can grow organisational resilience
• Can create positive change in the organisation and local area
• Can motivate staff/ volunteers/ board
• Can encourage shared learning and good practice
• Can encourage reflection on organisational strengths and areas for development
• Can increase staff satisfaction and productivity
• Can enhance and embed a solution focussed culture

Coaching

Guidance For Coaches

The coach can expect to take on a number of roles within the coaching relationship involving a range of skills and behaviours. The role which the coach adopts at any time will depend on the needs of the coachee, as well as the particular situation, and his/her own areas of expertise.

The role of the coach

Outreach

Engages and builds relationships with people who are in need of help, but have not made the decision or taken any necessary steps to seek this help. Provides the confidence to seek assistance when he/she decides and signposts to available services/resources.

Sounding board

Someone who listens and can be used to test ideas and suggestions.

Facilitator

Points to potential opportunities, arranges introductions and accesses key people.

Adviser

Provides objective advice on a range of issues, including career opportunities.

Expert

Is the source of technical/ professional knowledge.

Role model

Promotes and encourages positive behaviours in others.

Source of feedback

Provides objective and constructive feedback on development.

Confidant

Listens to fears and concerns.

Motivator

Encourages and motivates the coachee to achieve goals, and boosts moral.

Challenger

Plays, 'devil's advocate', challenges assumptions, encourages different ways of thinking.

As a coach you will have the opportunity to use your experience and knowledge in a facilitative manner to support the development of the coachee, although the responsibility for making things happen and putting plans into action lies primarily with the coachee.

Coaching

Skills and Qualities of a Coach

1. You are supportive

By far, the most important role of a coach is to support and encourage people, particularly as they struggle to overcome obstacles and solve problems. When people feel down, upset with their families, or unhappy in their life situations, coaches are beside them, letting them talk about anything and reminding them of their innate value.

2. You are an active listener

Coaches listen first and speak last – are you able to actively listen to others, not interrupting but listening and reflecting back what the coachee is saying?

3. You push – just enough

Most people don't respond well to being pushed out of their comfort zones, particularly within families. But people really like to have high expectations set for them – both academically and personally. They appreciate when coaches push them beyond what they may have imagined they could accomplish. In fact, this may be why coached people from disadvantaged backgrounds are twice as likely to attend college.

4. You have an authentic interest in the a person as an individual

We can all tell the difference between those who are authentically interested in them as individuals and those who are just playing a role. Coaches engage people to understand all aspects of their lives and interests. They value people's ideas and honour their changing feelings and moods.

5. You foster decision-making

Good coaches don't judge people or impose their own beliefs on them. Instead, they remind people who they are and help them believe they have the insight required to make good choices. Knowing they are not being judged helps people to think through decisions critically.

6. You lend perspective

Coaches provide perspective to people from their additional years of life experience. When obstacles seem overwhelming, coaches can help put those challenges into perspective. They also help people to see both sides of a situation.

Coaching

Potential Coaching Settings

Community

Community settings in this context refer to programmes offered through community agencies or organisations, who may offer coaching as a component of their programming. An agency may be disability oriented, such as an independent living centre or an advocacy organisation. Programmes offered by groups may already include people with disabilities in the population served, or programme leaders may be encouraged to do so with some assistance in making the necessary accommodations. Service organisations represent another opportunity, as well as civic or professional organisations. There are also clubs based on hobbies or special interests where people gather to encourage one another.

School

School-based coaching programmes may be affiliated with community groups or may be initiated by school personnel. Such programmes may involve adults with people in the classroom setting or out in the community. Sometimes, school-based programmes involve other individuals to assist in providing academic or social supports and may involve people in sports or other extracurricular activities.

Businesses

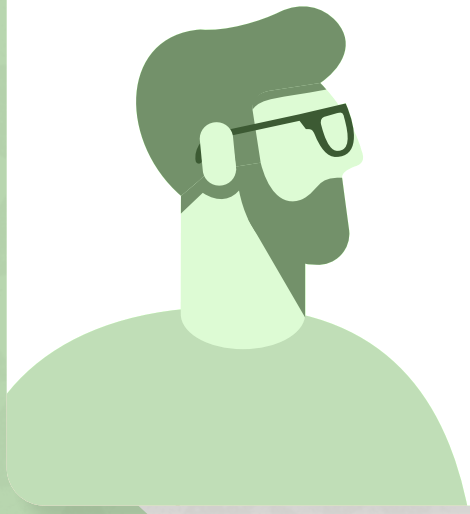
Companies are now seeing coaching as an opportunity to help people in the workforce, and businesses may work with school or community-based programmes to provide coaches. The coaching focuses on job skills and will include some involvement in the workplace, which can sometimes lead to better employment opportunities or reliable references that can be used in future job applications or further education opportunities.

Faith-based

Many churches, synagogues, mosques and other religious organisations offer some form of coaching to people. Some of these programmes are service or mission-oriented and involve people in a volunteering activity, while others are more socially oriented. Programmes may be specifically for people, families, men or women within a congregational membership, while others have open participation.

E-coaching

As with other forms of coaching programmes, this one also offers multiple approaches. Coaches can offer guidance to entire groups on projects online or one-to-one matches.



Facilitation

Facilitation – Definition and Tools for Training, Meetings and Workshops

Facilitation is a technique used to help people acquire, retain and apply knowledge and skills, through training, meetings or workshops. Participants are introduced to content and asked questions, while the facilitator manages the discussion, enhances the experience for the learners and provides guidance and suggestions. Their role is to steer participants toward a specific learning.

The Association for Talent Development outlines five facilitation tactics to keep people engaged:

- Define success ahead of time, so activities can be designed to help participants achieve goals
- Prepare the content and learning environment to suit virtual and face to face learning/meetings/workshops
- Start with impact, so that participants feel excited, empowered, and involved
- Keep learners engaged throughout the session by including, questions, role plays, practice exercises, and opportunities for learners to share their experiences and learn from one another
- Manage any dysfunction that may occur if a participant, whether consciously or unconsciously, expresses displeasure with the training, content, method, or outside factors

Over the next few pages there are a variety of tools and techniques that may be useful for participatory training, meetings or workshops. Always explain the purpose of the tool you plan to use and be prepared to adapt it, if necessary. It is also important to recognise that people might not be happy to share everything that was said in a small setting and individuals should always have the opportunity to decide on their own level of participation.

Facilitation

Core Facilitation Tools

Purpose of Meeting and Potential Outcomes

No matter what you are meeting for, it is always worthwhile to state the purpose of the meeting and suggest some potential outcomes from the meeting. This can help direct the focus of the meeting and allows the facilitator to steer things back if it begins to drift.

Group Agreement

10 minutes, any number of people

It can be useful to start your meeting or workshop by negotiating a group agreement. The aim of the group agreement is to create a safe and respectful space in which people can work together productively. Essentially a group agreement is a set of statements that set the tone for how people will behave within the meeting or workshop. It might include an agreement to, respect everyone's opinions, uphold confidentiality or switch off mobile phones.

Go-round

1-3 minutes per person, 3-30 people

Everyone takes a turn to speak on a subject without interruption or comment from other people. Go-rounds are useful for equalising participation and giving everyone some clear space to express their opinion. Allowing people to 'pass,' means that no one feels put on the spot. To keep it focused, clearly state what the purpose of the go-round is and write the question on a flip chart where everyone can see it.

Idea Storms

10-30 minutes, 5-15 people

A tool for sparking creative thinking and helping to gather a large number of ideas quickly. Begin by stating the issue to be idea-stormed and ask people to call out all their ideas as fast as possible – without censoring them. Crazy ideas are welcome – they can help people to be inspired by each other. Have one or two note takers to record the ideas where everyone can see them. Make sure there is no discussion or comment on others' ideas. Structured thinking and organising can come afterwards.

A variation ...

A roving idea storm is a useful variation of the idea storm that increases the level of participation and gets the group physically moving. It also allows you to think of ideas around several different but related issues at once. In a roving idea storm, small groups each start at a different 'station' (a table top or wall space with a sheet of flip chart paper on it) and have a short idea storm on that station's topic. You call time and they then move round the other stations, idea-storming as they go. A short, well-enforced time limit will keep the small groups moving from station to station and make this a dynamic experience.

So, for example, in a meeting skills workshop, you might want to get some ideas on tools to deal with problem behaviour encountered in meetings. One station might be labelled, 'dominant people', the next, 'shy and quiet people', a third 'speakers who take time to get to the point' and so on.

A roving idea storm allows the group to share their knowledge and creativity with no, 'top down' input from you and no need for a feedback session at the end of the exercise.

Facilitation

Core Facilitation Tools

Small Groups

Time dependent on task,
3-15 people per group

There are many reasons why you may want to split into smaller groups. Large groups can sometimes become dominated by a few people or ideas, stifling creativity and the contributions of others. By contrast, smaller groups allow time for everyone to speak and to feel involved and can be a lot less intimidating. This can increase the energy in the room because more people are more actively involved. It can also make it possible to discuss emotionally charged issues that would be difficult in a large group. The final advantage is efficiency – many topics can be discussed more effectively in a smaller group – for example, the details of a newsletter's layout.

Similarly, you can cover several different topics at once – with each group taking on one topic or task. Think about the sort of group you need – a random split (e.g. numbering off or by hair colour, etc.) or groups of people with particular experience or skills. Explain clearly what you want groups to do. Write specific questions or topics on flip chart paper beforehand. If you are going to have feedback at the end, you need to say clearly what they need to feedback and ask them to ensure someone from each group is ready to give the feedback. Sometimes, it is important to hear a full account of each group's discussion, often it is not necessary. Encourage the people giving feedback to be concise, think about setting time limits, or asking groups to feedback key points.

Paired Listening

5-15 minutes, 2 people per group

This tool creates a space where everyone is heard, enabling participants to explore and formulate their own thoughts or feelings on an issue without interruption. It can help in uncovering and resolving conflict, as well as allowing people to gather and consolidate their thoughts before a group discussion. Listening in pairs is also a good way of developing skills in active listening.

Split into pairs, one person is the listener, the other the speaker. The speaker talks about their thoughts or feelings on the issue that you've chosen. Encourage the thinker to say the first thought that enters their mind, without analysing or holding back. The role of the listener is to give full attention to the thinker without interrupting, questioning or commenting.

If the thinker gets stuck the listener may ask neutral questions such as, 'How does that make you feel? Why do you think that?' After a set time (four minutes is usually plenty) thinker and listener swap roles. This exercise can be followed by a go–round in the full group, with every participant summarising the thoughts of their partner.

Facilitation

Core Facilitation Tools

Plus-Delta-interesting

5-20 minutes, 3-20 people

This is a process that allows the expression of opposing views without generating too much conflict. This tool can be used in the whole group, in small groups or individually. Write the topic across the top of a large sheet of paper. Draw a plus sign, a delta sign and an 'I' (which stands for Interesting). Start with the plus and ask people to list anything that they feel to be positive about the topic. Write these without comment around the plus sign. When everyone has had their say, move on to the delta sign and list everything that people feel to be less positive. Around the 'I' sign list everything that people find interesting, ideas that could be explored further. Then move back to the plus sign and start a second round. The first round finds out what's happening with the group. The second round builds upon it. One particular issue can come up in every section as what seems positive to one person could well be not so positive to another.

Spectrum Lines

20 minutes to 1 hour, 5-100 people

These can help to explore the different views on an issue within the group.

Start by creating an imaginary or real line through the room (chalk or masking tape on the ground are good for outdoor spaces, string, rope or a long stick are good for indoor spaces). One end stands for, 'I agree completely', the other end for, 'I disagree completely.' Outline the issue under debate and formulate it into a statement to agree or disagree with. Ask people to position themselves along the line according to their views. They may try out several spots before making a final choice. Ask them to have a short conversation with the person next to them, explaining why they are where they are. Then invite participants to share their viewpoints and feelings with the group. Repeat this exercise with other statements that explore the issue under discussion and see whether and how people's viewpoints change.

You could also use a curved line so that people can see each other. This exercise taps into both our intuitive and rational sides and needs to be done quietly and thoughtfully. A spectrum line may require strong facilitation to stop the group from slipping into general discussion.

SECTION 7

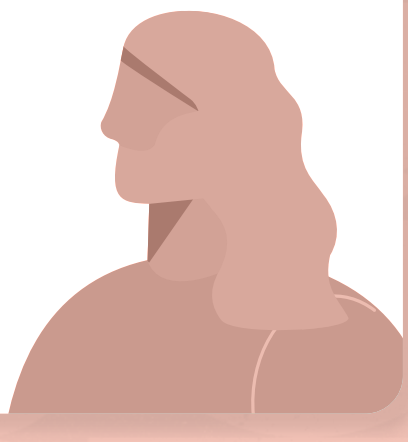
Personal Development

Introduction

Community Development is always concerned with the personal and social development of people. Personal and social development is about the individual gaining knowledge, understanding, and awareness of him/herself as an individual and as an active participant in relationships with others.

The relationship between the community worker and the individual is a key factor in this process. Individuals respond to people with skilled interventions and carefully planned programmes to help them to:

- Experience enjoyment and achievement
- Sample activities and develop interests
- Build self–esteem and confidence
- Clarify personal attitudes, values and beliefs
- Develop identity and a sense of independence
- Recognise, understand and respect difference
- Manage conflict and feelings
- Develop meaningful relationships
- Develop communication and social skills
- Identify and address inequalities
- Be involved in the community
- Acquire life skills and perhaps enhance employment prospects
- Develop respect for others



Personal Development

Five Areas of Development with Related Outcomes and Activities

1 WORKING

Intended Outcomes	Suggested Activities
• Meaningful engagement in employment development process	• Career exploration activities, including career assessment, job shadowing, job and career fairs, workplace visits and tours
• Demonstrated work development skills	• Internships, work experience, including summer employment
• Awareness of options for future employment, careers, and professional development	• Information on entrepreneurship
• Completion of educational requirements or involvement in training that culminates in a specific vocation or opportunity for career or personal advancement	• Networking activities
• Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency	• Mock interviews
• Positive attitude about one's ability and future in working in a particular industry or the opportunities to grow into another	• Work readiness workshops
	• Visits from representatives of specific industries to speak to individual about the employment opportunities and details of working within their industry
	• Mock job searches, including locating positions online and in the newspaper, 'cold-calling', preparing resumes, and writing cover letters and thank-you letters
	• Visits to education or training programmes
	• Career goal-setting and planning
	• Job coaching or mentoring
	• Learning activities using computers and other current workplace technology

Five Areas of Development with Related Outcomes and Activities

2 LEARNING

Intended Outcomes	Suggested Activities
• Rational problem solving	• Initial and ongoing skills assessment
• Ability to think critically towards a positive outcome	• Initial and ongoing career and vocational assessment
• Logical reasoning based on personal experience	• Identification of one's learning styles, strengths and challenges
• Ability to determine one's own skills and areas of academic weakness or need for further education and training	• Creation of a personal development plan
• Sense of creativity	• Contextualised learning activities such as service-learning projects in which individuals can apply academic skills to community needs
• Appreciation and the foundation for lifelong learning, including a desire for further training and education and willingness for further planning	• Monitoring of, and accountability for own grades, and creation of a continuous improvement plan based on grades and goals.
	• Showcase of work that highlights an individual learning experience
	• Development of a formal learning plan that includes long and short term goals and action steps
	• Group problem-solving activities
	• Peer tutoring activities that enhance the skills of the tutor and the student

Personal Development

Five Areas of Development with Related Outcomes and Activities

3 THRIVING

Intended Outcomes	Suggested Activities
• Understanding of growth and development as both an objective and a personal indicator of physical and emotional maturation	• Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development
• Knowledge and practice of good nutrition and hygiene	• Role playing adverse situations and how to resolve them
• Developmentally appropriate exercise (will vary depending on age, maturity, and range of physical abilities)	• Personal and peer counselling
• Ability to identify situations of safety and make safe choices on a daily basis	• Training in conflict management and resolution concerning family, peer, and workplace relationships and life skills
• Ability to assess situations and environments independently	• Community mapping to create a directory of resources related to physical and mental health
• Capacity to identify and avoid unduly risky conditions and activities	• Meal planning and preparation activities
• Ability to learn from adverse situations and avoid them in the future	• Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation
• Confidence and sense of self-worth in relation to their own physical and mental status	• Sports and recreational activities

Personal Development

Five Areas of Development with Related Outcomes and Activities

4 CONNECTING

Intended Outcomes	Suggested Activities
• Quality relationships with others, especially peers	• Coaching activities that connect to skilful and knowledgable people
• Interpersonal skills such as ability to build trust, handle conflict, value differences, listen actively, and communicate effectively	• Tutoring activities that engage individual
• Sense of belonging and membership (e.g. valuing and being valued by others, being part of a group or greater whole)	• Research activities identifying resources in the community which allow individual to practise conversation and investigation skills.
• Ability to empathise with others	• Letter writing to friends, family members, and pen pals
• Sense of one's own identity, apart from and in relation, to others	• Job and trade fairs to begin building a network of contacts in one's career field of interest
• Knowledge of and ability to seek out resources in the community	• Role plays of interview and other workplace scenarios
• Ability to network to develop personal and professional relationships	• Positive peer and group activities that build camaraderie, teamwork, and belonging
	• Cultural activities that promote understanding and tolerance

Five Areas of Development with Related Outcomes and Activities

5 LEADING Outcomes for the individual

Intended Outcomes	Suggested Activities
• Ability to articulate personal values	• Personal plan development with goals, action steps and deadlines
• Awareness of how personal actions impact the larger communities	• Resource mapping activities in which individual takes the lead in planning and carrying out a search of community resources
• Ability to engage in the community in a positive manner	• Voter registration and voting in local and general elections
• Respect and caring for oneself and others	• Participation in council meetings
• Sense of responsibility to self and others	• Community volunteering, such as organising a park clean-up or building a playground
• Integrity	• Participation in a debate on a local social issue
• Awareness of cultural differences among peers and the larger community	• Training to be a peer mediator
• High expectations for self and community	• Participation in a letter-writing campaign
• Sense of purpose in goals and activities	• Opportunities to meet with local and state officials and legislators
• Ability to follow the lead of others when appropriate	• Participation in a committee, school board, training centre, or other relevant organisation
	• Learning activities or courses about leadership principles and styles
	• Group activities that promote collaboration and team work
	• Coaching relationships with positive role models
	• Opportunities to serve in leadership roles such as club officer, board member, team captain, or coach

Personal Development Planning

Personal Development Planning

Introduction

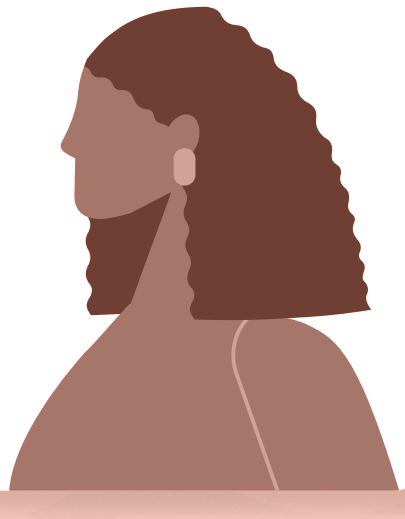
Completing Personal Development Plans (PDPs) with people as part of their group activity is a great way to help them reflect on their skills, consider what they would like to achieve and what benefits they are gaining from the activity.

The skills required to lead the PDP process with a group of peers, include time management, responsibility and communication.

The Process

The value of PDPs should be explained to the group so that everyone has a full understanding of what they are doing and why. The case study at the end of this guide could be used as an example to show why PDPs are useful.

At least 10-15 minutes should be set aside to do each PDP, ideally on a one-on-one basis with each individual.



Personal Development

Example Questionnaire

Personal Development Questionnaire

We would appreciate it if you could answer the following few questions to help us work together on your personal development for the rest of the project.

Question 1

How useful are you finding the Personal Development Planning process so far (including using your Skills Wheel and your one-on-one meetings)?

☐ Very useful ☐ Quite useful ☐ Not useful

Question 2

How do you think the Personal Development Planning process could be improved for the remaining months of the project?

Question 3

What have you done in the project so far that you feel has most challenged you or helped you to develop your skills? Please give details.

Question 4

Are there any particular skills that you would like to get the chance to use or try before the project finishes and if so, what are they?

Personal Development

Developing Skills

Using a Skills Wheel is a good starting point to get the individual thinking about what skills they have and what skills they would like to improve upon.

The individual should shade in how confident they feel about their personal ability on the skill wheel on a scale of 1-10 (1= not confident and 10 = extremely confident). It is important to reassure the individual that it is not a test and it doesn't matter if they don't feel confident in something. They should try to answer as truthfully as possible because the aim of the exercise is to help them on the road to improvement. Explain what the skills are, and when they might have used them, if the individual seems unsure.

It can be useful to have a general chat about the individual's past experiences and activities, which may have already helped them in the development of their skills. For example, if their Skills Wheel shows confidence in communication, you could ask them how they think they developed those communication skills.

Moving away from the specifics of the skills wheel and asking questions about their educational experiences, work history and activities/hobbies/interests can help you get a better sense of the individual's skills and personality, which is useful when helping them to plan.

After considering what the individual has already done to develop their skills, you can then start to plan for the future. The skills wheel can be useful at this point because it notes where the individual is now, what they have done in the past, what they would like to do in the future.

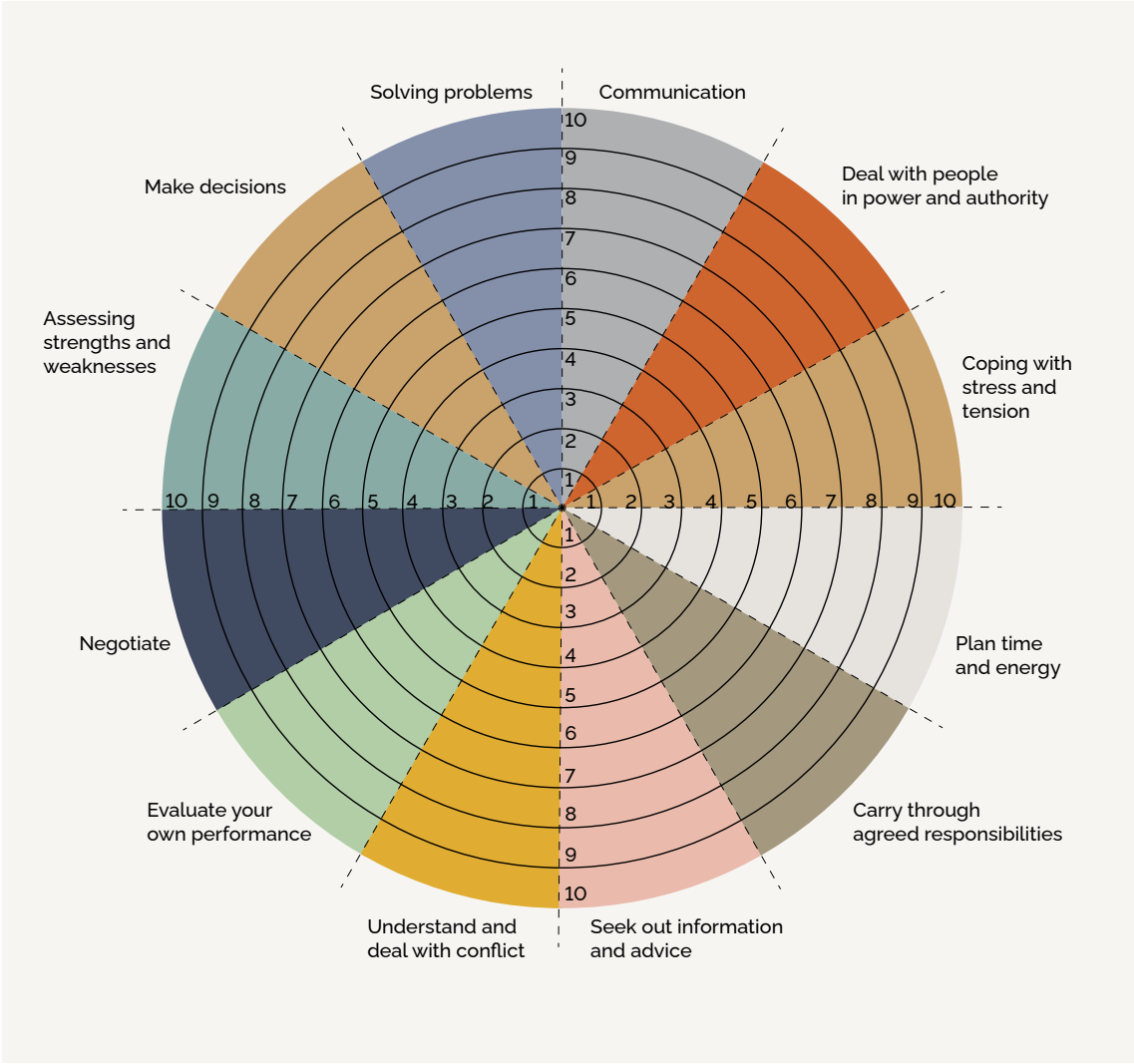
When looking at the future, you could consider how the activity you are participating in can help develop particular skills.

The individual may have a clear plan for their future, for example, if they want to be a journalist, you could look at what opportunities there may be within your activity for them to develop their writing skills. If they are unsure of future goals, encourage them to think as widely as possible about what they would like to get out of the experience of participating in this activity and what they hope to gain from it. Do not feel like your activity has to be able to develop every skill – if you are participating in something very specific, it will be difficult to apply the learning to everything that an individual might be interested in learning about. If they cannot develop a particular skill from your activity, try to support them in finding other ways they can develop that skill, such as through work experience, volunteering, or training courses.

Skills Wheel

Individual Skills Wheel

Individual's name:



0	I've never used that skill before
2	I've used that skill a little
5	I'm good at this
8	This is one of my strengths, but I can get better
10	No way I can improve

SECTION 7

Personal Development

Now you can make a plan of what you and the individual can do to help their development. It is important to note this plan down, either on the summary form or somewhere else in another format of your choice, so that you can go back to it at review stage, remind yourselves of what was agreed and see what progress has been made.

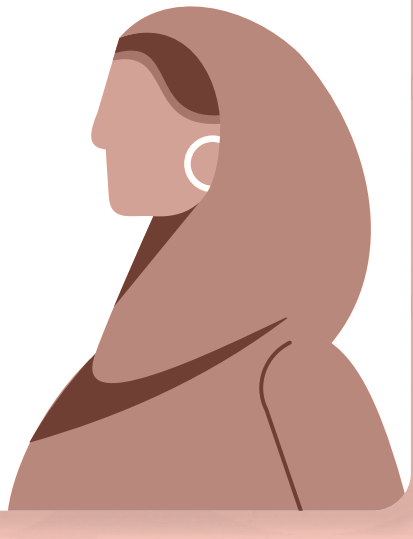
During the course of your activity, try to remember which skills which individual wants to develop and actively encourage them as best you can. People may say they need to practice something that they lack confidence in, for example, giving presentations. Their instinct may be to shy away from them when the time comes, but it is important to offer reassurance and encouragement, so that they can develop their skills. You can help build their confidence gradually by encouraging them to start slowly with one or two lines of a presentation.

It is important to review progress midway through your project or activity, to check that the individual is getting the chance to participate fully in the way that they want.

This could be done at a one-on-one meeting or by using a quick questionnaire. This halfway review process will help you evaluate how you are both doing and give you the opportunity to re-focus for the rest of the project.

At the end of your project or activity, it is useful to do a final evaluation to check on progress and also fill out another Skills Wheel for comparison purposes. Hopefully at this point the individual will have marked themselves as more confident in some of the skills than they did at the beginning!

This is also a good chance to look to the future again (even if your project or activity is not continuing and you will no longer be working with the individual). You could offer support or suggestions to continue their development via work experience, training, education or volunteering.



Participation

Personal Development

Session 1 – Participation – Introduction

AIM

To encourage people to discuss and create a common understanding of participation

LEARNING OUTCOMES

Individuals understand benefits of participation

WHAT YOU WILL NEED

- Flip chart, paper and markers

ACTIVITIES

01 Introduction

- Establish ground rules.
- Tell the group that they are going to explore participation and its benefits.

02 Development Activity

- Divide the larger group into smaller groups of three or four people.
- Ask the smaller groups to discuss participation and their understanding of it is – family, school etc., or more focused on your setting.
- Ask participants to draw their idea of participation.
- Stress that words are not to be included in the drawing.
- When the groups have finished the work should be shared with the other groups for discussion.

03 Suggestions for Debriefing

Common answers to the question, 'what is participation about?' often include:

Working together, a process, helping, ownership, non-hierarchical, about people, enabling, facilitating change, being inclusive, creative, equality, respect for people, sharing, listening and being involved.

Facilitator Guidance

If you wish to have more comprehensive discussions relating to your setting, you may wish to consider the following statements or questions:

1 Name some of the ways in which individuals can participate in decision-making

2 What are the benefits to people participating in decision-making for:
- themselves?
- their setting?
- the community?
- wider society?

3 What are the barriers that prevent people participating?

4 Think of solutions to the barriers that prevent people becoming involved in decision-making.

Personal Development

Session 2 – Participation – Stepping Forward

AIM

To explore barriers that prevent individuals becoming involved and having a voice

LEARNING OUTCOMES

Positive experience of participation

WHAT YOU WILL NEED

- Labels with names, role cards for each player, stepping forward statements.

ACTIVITIES

01 Introduction

- Establish ground rules.
- Tell the group that they will be exploring why people form relationships.

02 Development Activity

1. Distribute copies of the role cards to each person and ask them to read only their own card.
2. Ask them to make a label showing their name and where they live and to attach it to themselves.
3. Depending on the size of the group, more than one person may have the same role.
4. Ask them to think about who they are and where they live.
5. Now ask people to stand in character at one end of the room.
6. Ask the group to stand with their backs to the wall and use the full length of the room.
7. Explain that you are going to call out statements.
8. After each statement is read they must take a big step, a small step, or stay where they are depending on how easy it would be for them to participate in the activity.
9. Take a big step if you can participate easily, a small step if you can do it with difficulty, and don't move at all if you cannot participate.
10. Emphasise that the aim of the exercise is to try and experience what life is like in character – it is not about reaching the end first. Now call out the first statement.
11. Once everyone has responded, ask them to explain what they did and why.
12. Choose more statements from the list, read them out and allow participants to make their move.
13. When all the statements have been read out, start the debriefing.

03 Suggestions for Debriefing

Who got the furthest along? Why?
How did you feel when you could not move?
How did you feel when you were moving faster than other people?
Who moved the shortest distance? Why?
What can be done to make it easier for people who moved slowly?

Facilitator Guidance

Ensure that everyone has had the opportunity to contribute.
Resolve any tensions that are associated with the roles before the end of the session.

Stepping Forward – Role Cards

Role Cards	
Claire: You do not like school and often do not attend. You hang out with friends instead. At night you go into town and hang about and you are looking forward to being eighteen as there is nothing for young people to do.	**Andy:** You had polio as a baby and you now need a wheelchair to get about. You like reading but the local library has steps and you cannot get in without help. You do not like going out when it is dark because the street lighting is not good in your area and it makes it difficult for you to get about.
Cas: You have recently moved to Northern Ireland as a refugee with your parents and you can speak a little English but you cannot read English very well. You are shy and you do not like going to large meetings.	**Paul:** You are living in a residential children's home at the moment. You are interested in reading and playing football. You would like to get a computer because you do not have one. You attend school and your favourite subjects are music and drama.
Martin: You live in Tempo and have a slight visual impairment. Your computer is adapted so that you can read text that is sent to you via e-mail but you cannot read standard text very well.	**Janet:** You have two young children and you are a single parent. Your mother helps you out a lot with the children but she does not like babysitting at night because she does not feel safe walking to your flat in the dark. You plan to go to college when your youngest child starts school.
Marie: You live with your mother and sister in Bangor and you are fourteen. You have dyslexia and find it difficult to read and complete forms. You are very creative and enjoy photography and art-based activities.	**Patrick:** You live with your family who are Travellers in a caravan on the edge of Belfast. You have been to four primary schools, each in a different town. You like your current school best and you have met new friends in the area. You would like to get linked up to the internet at home but you do not think it will be possible.
Nitra: You live with your parents, your two brothers and sister in Ballycastle. You are planning to go to university next year and you would like to study computer science. You speak English at school but not at home.	**Tom:** You are fifteen and you live with your mother and younger sister. Your mum is a single parent and works during the evenings. When you get home from school you look after your sister until your mum gets home from work at about 7pm. You have a Saturday job to earn money for going out.
Peter: You live with your parents in Ballymena and you go to the local youth club on a Thursday evening. Your mother works as a community worker and your father works within the planning section of the Council. You enjoy surfing the net both at home and at the youth club.	**Helen:** You live on a farm with your family in Swatragh, a rural community. It is expensive to travel to Belfast or Derry and you have only visited these cities once in your lifetime. You do have a computer and access to the Internet.

Personal Development

Stepping Forward – Statements

A questionnaire is sent around primary and secondary schools about health issues.

Can you participate?

There is a meeting at the local library on Tuesday evening at 6pm about leisure facilities for young people.

Can you participate?

A survey is sent through the post for young people to express their views about drugs and alcohol.

Can you participate?

There is a workshop at the local college about transport in the area and it is based on photography.

Can you participate?

A drama company is touring schools in the area and running workshops about 'education is fun'.

Can you participate?

There is a meeting about a Northern Ireland Youth Assembly.

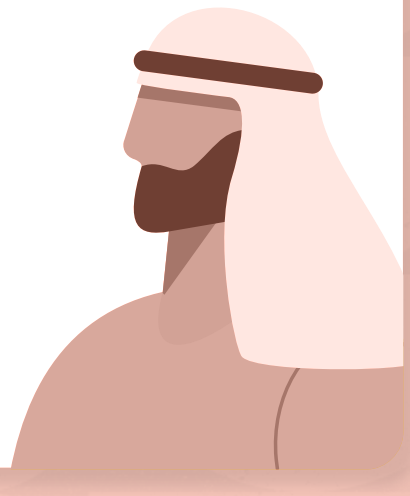
Can you participate?

You are asked on the street about your views on the health service.

Can you participate?

You are invited to a focus group between 7pm and 9pm next Thursday about services available and needed for children in the area.

Can you participate?



Life Skills:

Managing Stress

Personal Development

Session 1 – Managing Stress

AIM

To encourage people to discuss and create a common understanding of participation

LEARNING OUTCOMES

Individuals understand benefits of participation

WHAT YOU WILL NEED

- Flip chart, paper and markers

ACTIVITIES

01 Introduction

Establish ground rules.

02 Opening Activity

Have the participants make a fist really hard for 30 seconds and then say, "Let go". Ask them how it felt when they made their fist and when they relaxed it. Explain that today's activity will focus on how our body acts under stress.

03 Development Activity

1. Encourage participants to think of a time when each of them felt stressed out in the past two weeks. Tell them to think back to how the stress made them feel.
2. Continue the discussion by asking participants how they coped with the stress and if they did anything to make the emotional and physical feelings go away.
3. If you have time, explain that relaxation breathing is a useful method to manage stress (refer to handout notes).
4. Ask the participants to describe the difference between healthy and unhealthy foods. How do they know what is healthy? Explain that the ways we cope with stress in our lives can also be healthy or unhealthy. Ask for examples.

Explain that they will be participating in a skit activity to understand healthy and unhealthy methods of coping with stress (See handout section for activities and fact sheet).

04 Evaluating & Monitoring

This activity can be done over a number of workshops and events. Evaluation may also be delivered over a number of steps.

The first stage ask participants to lay down on the ground and close their eyes. With soft music playing in the background and dimmed room lighting, take participants on a journey through the activity/activities they did, the people they met, the places they visited and the emotions they have been through.

The second stage can be a written evaluation.

The third stage is a general evaluation. Using the pie/pizza diagram, ask participants to indicate their preferences on the flip chart and rate the training in terms of, methods used, topics discussed, free time activities, accommodation, team, etc.

For PDP, short interviews with each participant will allow the facilitator to assess people's awareness of stress in their lives and, subsequently formulate goals that will help them manage their stress levels.

Facilitator Guidance

Section of Unit >> Teaching Notes and Possible Answers

1.1 Identify two causes of stress.

Encourage the participants to talk about what causes them stress e.g. education, peer pressure, suicide, self-harm, sexual health, debt, paramilitaries, relationships, giving up smoking, insomnia etc. Use active listening skills and advise them to talk about the problem with you or someone else they trust.

1.2 Outline why each cause might result in stress for an individual.

Discuss how stress creates physical and emotional problems. Work with the individual to find out where the stress is coming from and find ways to help them cope in the future.

2.1 List the main effects of stress.

See stress checklist (optional). Discuss causes of stress on the body and what impact it might have, e.g. mood swings, suicide. Helping an individual to face these issues requires a long-term solution and may require a referral to a counsellor or other licensed professional for therapy.

3.1 Describe two stress management techniques.

Examine different ways of combating stress, such as taking a walk, breathing exercises, exercise itself and most importantly talking to someone about it. See breathing activity.

Explain how

UNHEALTHY coping strategies may harm you or others and in the long term they don't reduce the stress. Getting into a fight is an example of an unhealthy coping strategy.

HEALTHY coping strategies focus on the positive and what you can change or control in your life. Writing in a journal or playing a sport are examples of healthy coping strategies.

Active Listening Steps:

Encourage. Be open and positive.

Fact Find. Gather information (Who, What, Why, When, Where and How).

Restate. Repeat what the individual is saying in another way so you can be clear about what he or she means.

Reflect. Identify his or her feelings based on what you have heard.

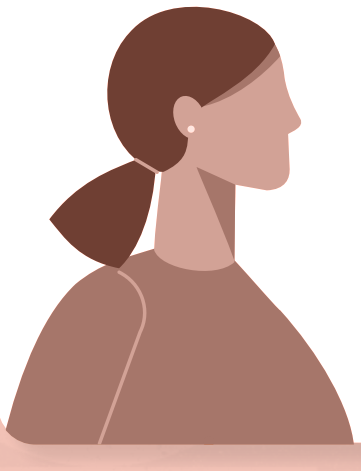
Summarise. Clearly state any conclusions or decisions made by both of you.

Personal Development

Managing Stress Resources

Relaxation Breathing

- Teach participants relaxation breathing with this three minute exercise
- Encourage them to sit comfortably in their own space
- **SAY:** 'Close your eyes and begin to breathe easily and evenly, in and out. It may help to think silently to yourself to get in tune with your breathing. One example is, breathing in, I am calming...breathing out, I am coping. Continue to breathe in and out in silence. If you are getting distracted, that's okay. Return to your breath.'
- **AFTER 2 MINUTES, SAY:** 'Take time just to notice and enjoy that you feel more calm and relaxed.'
- **AFTER ANOTHER MINUTE, SAY:** 'Now, to finish your relaxation breathing, take a final deep breath, open your eyes, stand up and stretch.'
- **Closure:** Remind the participants to pay attention to how their bodies feel when they experience stress and suggest that they can use relaxation breathing for self-calming.



Stress Causes - Fact Sheet

Stress is caused by various factors. Causes of stress – known as stressors – fall into two categories: external stressors and internal stressors.

External stressors – physical conditions such as heat or cold, stressful psychological environments such as working conditions and abusive relationships, for example bullying.

Internal stressors – physical ailments such as infection or inflammation, or psychological problems such as worrying about something.

Stressors are also described as either short-term (acute) or long-term (chronic):

- Short-term, 'acute' stress is the reaction to immediate threat. This is when the brain has a reaction to potentially harmful stressors or warnings (just as if preparing the body to run away or defend itself), such as noise, over-crowding, danger, bullying, harassment, or even an imagined or recalled threatening experience. When the threat subsides the body returns to normal, which is called the, 'relaxation response'
- Long-term, 'chronic' stressors are those pressures which are ongoing and continuous, when the urge to fight or flight has been suppressed. Examples of chronic stressors include: ongoing pressurised work, ongoing relationship problems, isolation, and persistent financial worries

Stress effects on health and performance

Stress is proven beyond doubt to make people ill, and evidence is increasing as to the number of ailments and diseases caused by stress. Stress is now known to contribute to heart disease; it causes hypertension and high blood pressure, and impairs the immune system. Stress is also linked to strokes, IBS (irritable bowel syndrome), ulcers, diabetes, muscle and joint pain, miscarriage during pregnancy, allergies, alopecia and even premature tooth loss.

Influencing factors

A person's susceptibility to stress can be affected by any or all of these factors, which means that everyone has a different tolerance to stressors. Stress susceptibility is not fixed, so each person's stress tolerance level changes over time:

- Childhood experience (abuse can increase stress susceptibility)
- Personality (certain personalities are more stress-prone than others)
- Genetics (particularly inherited 'relaxation response', connected with serotonin levels, the brain's 'well-being chemical')
- Immunity abnormality (may cause certain diseases such as arthritis and eczema, which weaken stress resilience)
- Lifestyle (principally poor diet and lack of exercise)
- Duration and intensity of stressors

Personal Development

Stress Checklist

This stress checklist may help you assess an individual's level of current stress. This is only a guide to explore stress and should not be used as a diagnostic tool. You may use this checklist to ask an individual about what he or she is experiencing or you may review it together.

Question 1

Have you recently encountered these or other life experiences that may cause you stress?

- [ ] Loss of a loved one
- [ ] Extra work
- [ ] Someone moving into the home
- [ ] An argument with a friend or family member
- [ ] Frequent teasing from family members or classmates
- [ ] Something that was said about you

Question 2

Have you felt any of the following symptoms once or twice in the past two weeks?

- [ ] Tired
- [ ] Overwhelmed
- [ ] Difficulty concentrating
- [ ] Headaches
- [ ] Low motivation
- [ ] Difficulty remembering things
- [ ] Not getting much done
- [ ] Difficulty making decisions

Question 3

Have you felt any of the above symptoms more frequently, and/or any of the following symptoms in the past two weeks?

- [ ] Sadness or worry
- [ ] Increased heart rate
- [ ] Changes in how you usually eat
- [ ] Difficulty breathing
- [ ] Feeling hopeless or helpless
- [ ] Difficulty sleeping
- [ ] Nightmares or disturbing thoughts
- [ ] Anger that you cannot control

Coping With Stress

Instructions

In your team, plan a short skit with a role for each person using the assigned situation.

Pick an unhealthy way that the individual in your skit will cope with the stressful situation.

After practising, present the skit to the entire group.

a After you present, the large group will comment on the unhealthy coping strategy.

b Choose one volunteer from the large group to take the place of the stressed individual and act out a healthy coping strategy. The volunteer should tell you the plan.

c For a second time, your team should act out the entire skit with the volunteer, this time with the stressed individual coping in a healthy way.

Situations (You will be assigned one of these situations.)

A. Bobby is 17 years old.

He is having some problems with his girlfriend. He feels that she is always checking up on him and says that she doesn't trust him. He is feeling a lot of stress from this situation. He can't seem to concentrate or getting anything done at school.

B. Karen is 14 years old.

She can't stand walking home from school every day. She gets harassed and called names by men in her neighbourhood. She is so anxious and stressed by the problem that she hasn't been able to get enough sleep.

C. Alan is 12 years old.

Every day, he is getting into arguments with his maths teacher. He feels that his teacher is treating him unfairly. Since he is so stressed out over this problem with his teacher, he gets angry with everyone in his life including his mum and his little brother.

D. Angela is 13 years old.

She feels like her mum puts too many responsibilities on her at home, such as taking care of her little sister every day. She can't stop thinking about all that she has to get done at home and at school.

E. Sandra is 15 years old.

She just heard that someone at school has been talking about her and telling stories that are not true. This problem is really getting to her.

Evidence Sheet – Managing Stress

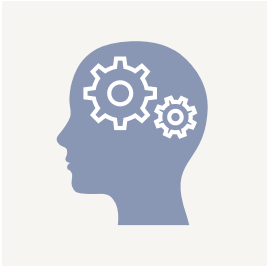
Name:

Date Completed:

Outcome 1.1: Identify two causes of stress.
Outcome 1.2: Outline why each might result in stress for an individual.

1.1 and 1.2 Identify **two** causes of stress and why each cause might result in stress for an individual.

Cause 1:



Why might this cause stress?

Cause 2:

Why might this cause stress?

Feedback

Evidence Sheet – Managing Stress

Name:

Date Completed:

Outcome 2.1: List the main effects of stress.

2.1 List the main effects of stress:

Feedback

Evidence Sheet – Managing Stress

Name:

Date Completed:

Outcome 3.1: Describe two stress management techniques.

3.1 Describe **TWO** stress management techniques.

1

2

Feedback

Life Skills:

Personal Finance

Personal Development

Session 2 – Personal Finance – Budgeting

AIM

To explore the concepts of personal budgets and how to manage them

LEARNING OUTCOMES

Understand how to create and use your budget

WHAT YOU WILL NEED

- Labels with names

ACTIVITIES

01 Introduction

- Establish ground rules.

02 Opening Activity

Ask participants:

- How can you track your income and spending?
- Why do you need a personal budget?
- What would a personal budget help you to achieve?

03 Discussion & Activity

Consider different ways to create a budget, for example using a spreadsheet or smartphone app, versus using a pad and pen. Discuss pros and cons of each (focus on keeping it up to date by 'counting it in and out') and see how many participants might prefer each approach.

- Discuss and share ideas for which items participants might want to include on the 'income' and 'expenditure' sides of their budget, including putting money aside for occasional expenses and emphasising that each budget should be tailored to suit each individual's circumstances.
- Explore how to group items of expenditure into meaningful headings that can help participants set limits and make spending decisions.
- Discuss how they can spot whether they have spare cash to save or they might be heading towards debts, again emphasising the need to stay up to date with their records to do this.

Worksheets for extended personal finance programme are included in the handout manual.

04 Evaluating & Monitoring

Summary and Take Control

Get participants to help summarise their recall of the main points.

- Emphasise that a budget needs to be an, 'active document', that is up-dated regularly.
- Review, 'Take control of your budget' and encourage participants to share the 'next step' they could take to get started or improve upon their budgeting.

Personal Development

Facilitator Guidance

Section of Unit >> Teaching Notes and Possible Answers

1.1 Rank in order the cost of five given lifestyle expenses.

Participants should consider personal expenses – e.g. house, car, bed, fridge, iron – and put them in order

1.2 Identify three different payment methods

Cash, cheques, credit card, debit card

2.1 Identify two reasons for saving money

For the future, for holidays, a house, car or to have money for a rainy day

2.2 Identify differences: current & savings account

Identify the main difference between a current account and a savings account:

- **Current account** – active all the time, bills, wages going in etc.
- **Savings account** – to save money and gain interest

3.1 Open a current or savings account

Get a sample form from the bank to complete together

4.1, 4.2 List one week's personal income and spending & compare

Discussion: Participants to consider their own spending habits.

Make simple comparison of income and expenditure and relate to debt advice. Use external resources to support learning and provide additional advice.

5.1 Make a contribution to the planning of a fundraising activity.

Participants are put into teams to start fundraising activities.

Suggest that they identify an activity that will have social impact e.g. intergenerational coffee morning, put together hampers for community support, etc.

5.2 Participate as a member of a group in a fundraising activity.

Participants take part in the fundraising activity: agree roles and responsibilities in the group (chair, finance, secretary, etc.).

Action plan on how to raise funds, e.g. bag packing at the local supermarket, fun run. Who could support it? Timeframe? Budget? Communication plan: Write letters to gain support, design posters, social media, etc.

5.3 Review own contribution to the fundraising activity.

Participants review what they have done in the fundraising activity. What worked well: communication, coordination, budgeting, results.

Personal Development

The Budget Planner

The problem with most budgets is they don't work! They look at a typical month's spending, but what about the daily coffee, weekly shop and annual holiday?

This unique budgeting guide counters that, and includes free budget planner tools, which analyse your finances to help you manage and control your cash.

What is the point of a budget?

A budget, if done correctly, is the most precise tool for analysing your finances. It answers two key questions:

1. Do I spend more than I earn?

An instinctive assessment is easy – if you're eating up your savings or building up debts, you're likely to be overspending. It's important to get an accurate idea of the size and scale of the problem.

This is nothing new – Dickens' Mr Micawber laid out the principle pretty well in the 19th century:

Annual income twenty pounds, annual expenditure nineteen six, result – happiness.

Annual income twenty pounds, annual expenditure twenty pounds six, result – misery.

Major overspending can lead to a debt spiral and severe problems. Budget Planners are all designed to definitively answer this problem and provide a real assessment of your finances.

2. What can I afford to spend?

Once you know where you're spending, you can start to alter and prioritise how you spend to enable you to stick within your means.

While the budget planners include tools to help you live within your means, the real difficulty is sticking to it.

What's different about this budgeting technique?

It's often said, 'In debt? Make a budget!', 'Skint? Draw up a budget!', 'Wife run off with the milkman? BUDGET!' Although budgeting can be seen as a panacea, most budgets are, unfortunately, bunkum.

The main problem is that because they concentrate on a typical month, they massively underestimate your real spend, which includes, Christmas, summer holidays, new sofas or even changing car every five years.

Broad categories like, 'motoring,' make it too easy to forget the small expenditures that add up, such as, MOTs, new tyres, petrol, insurance, breakdown cover etc. The budget planners can counter that by having nearly 100 separate categories.

See Budget Planner, select relevant option and complete.

Doing the budget planner accurately should take about an hour. Gather together your bank and credit card statements first, preferably from the last three months to give you an accurate idea of what you spend, including all standing orders and direct debits.

For food shopping, gather together all your receipts from the last three months, add up all food spending listed, then divide by three to reach your average monthly spend.

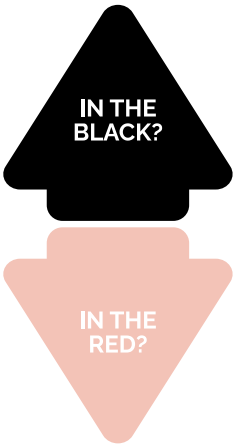
If possible, include your payslips or giro receipts to establish exactly what your income is, plus any bills or other documents.

The Budget Planner

What the result really means...

Now we have a true picture of your income expenditure. Either you spend more than you earn or you earn more than you spend.

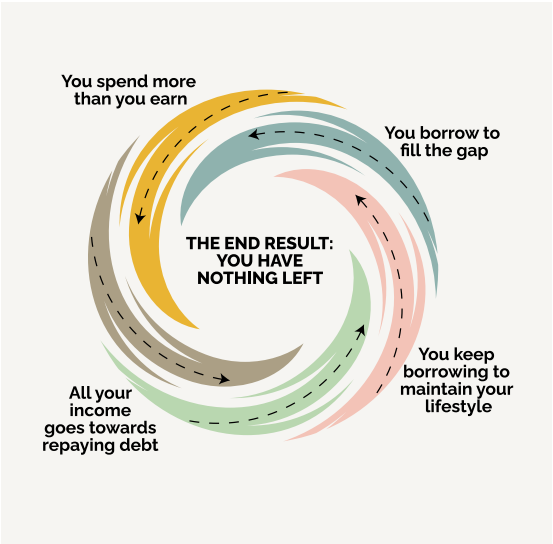
Don't run the risk of a debt spiral – sort it now!



Spending more than you earn may not seem like a big deal, but it's a potential disaster because you will need to borrow.

And, with this type of borrowing there's no planning to the debt and no end in sight. This debt crisis can hurt your home, family, mental health and relationships.

This may sound dramatic but when there's no money left, you can't borrow any more, and the creditors are asking for money back which you have no way of repaying, it becomes a very serious situation and can touch every element of your life. This danger is known as a 'debt spiral'. It works like this:



Cutting back – painful savings

You need to spend less, do less and sell things until you are living within your means.

Start small

Easy lifestyle changes make huge differences. Cutting out a daily £2.50 coffee reduces your annual expenditure by £625 per year. Add magazines, cigarettes, chocolate and more, and savings mount rapidly.

Run through what you don't need

Ask yourself two questions for every aspect of your life...

Do I need it? If I do, could I still satisfy the need in a cheaper way?

This may mean having the self-discipline to cut out cinema trips or spending less at Christmas, half-compromises like switching Sky for Freeview, or stopping costly holidays abroad in favour of holidaying at home.

Don't be afraid to sell things

If you have assets but are income poor, then, consider selling things you don't use or need to get the books to balance. Of course it's a one-off, but hopefully you can use the money to repay debts or get your savings back together.

You may decide to sell a car or motorbike, clothes, or old mobiles online. If you've got it and won't use it, consider selling it.

Are your debts severe?

If you are in serious debt and need urgent guidance you can visit free non-profit debt crisis agencies like Citizens Advice Bureau, a local debt charity, an advice centre or National Debtline as soon as possible.

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 1.1: Rank in order the cost of five given lifestyle expenses,

e.g. house, car, bed, fridge, iron.

1.1 Rank order the cost of **five** given expenses, e.g. house, car, bed, fridge, iron.

Item	Price	Rank Order

Feedback

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 1.2: Identify three different methods of payment.

1.2 Identify **three** different methods of payment.

1

2

3

Feedback

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 2.1: **Identify two reasons for saving money.**

Outcome 2.2: **Identify the main difference between a current account and a savings account.**

2.1 Identify **two** reasons for saving money.

Reason 1

Reason 2

2.2 Identify the main difference between a current account and a savings account.

The difference between a current account and a savings account is:

Feedback

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 4.1: List one week's personal income and spending.

4.1 List **one** week's personal income and spending.

Day	Balance	Money In	Money Out	Balance
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Feedback

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 4.2: Make a simple comparison of income and expenditure.

4.2 Make a simple comparison of income and expenditure.

Below write down a simple comparison of the two, from your one week's personal income.

Feedback

Personal Development

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 5.1: Make a contribution to the planning of a fundraising activity.

Outcome 5.2: Participate as a member of a group in a fundraising activity.

5.1 Make a contribution to the planning of a fundraising activity.

Write down your ideas for the fundraising activity:

What is your contribution to the planning of the fundraising activity?

5.2 Participate as a member of the group in a fundraising activity.

Explain in your own words how you participate as a member of a group in a fundraising activity:

Feedback

Evidence Sheet – Personal Finance

Name:

Date Completed:

Outcome 5.3: Review contribution to the fundraising activity.

5.3 Review your contribution to the fundraising activity.

What was your team's fundraising activity?	What was YOUR contribution to the fundraising activity?	What did YOU learn about money and teamwork?

Feedback

Life Skills:

Leadership

Personal Development

Session 3 – Leadership

AIM

To identify and develop leadership skills in individuals

LEARNING OUTCOMES

Better understand leadership skills

WHAT YOU WILL NEED

- Blindfolds

ACTIVITIES

01 Introduction

An effective leader has good communication and interpersonal, decision-making, and problem-solving skills. A leader is someone who motivates and guides his/her team members.

- Establish ground rules.

02 Opening Activity

To conduct this activity, divide the group into pairs of two, and blindfold one of them.

Place some objects in the middle of the room, like chairs, tables, books, etc. Instruct the pairs that the blindfolded person is the subordinate and the other one a leader.

The leader has to guide his/her subordinate from one end of the room to the other end, crossing the obstacles, without speaking.

Start with different pairs, one by one. You will see that some of the leaders are sensitively holding their subordinates and guiding them step by step, while others are only concerned with reaching the other side in the minimum time to win the game.

Also, some subordinates will readily take instructions, while others may try to do what they want, despite being blindfolded.

03 Development Activity

Continue with one of the partners being a leader and one a subordinate. Let the subordinate be blindfolded and allow the leader to give verbal instructions only to the subordinate in order that he/she can negotiate the maze.

04 Evaluating & Monitoring

At the end of this game, debrief.

Ask the subordinates how they felt when they were blindfolded. You might think of it as a stupid question, but their answers are important in determining the future camaraderie with their leader.

Ask them if they were able to trust their leader or not. If yes, then you have a positive side in the game. If not, you have to call the leaders individually and explain their mistakes.

If the leaders were lacking the right communication skills or level of sensitivity, explain how they improve.

In the end, explain the whole idea behind the game, i.e., it is the leader who has the bigger picture or goal in mind, so s/he should be responsible enough to guide and treat her/his subordinates in the right manner so that they play their part well in reaching that goal.

Citizenship

What is Citizenship?

Citizenship is about education, democracy, equality, participation and peace. Its key elements involve: rights and responsibility, democracy and justice, and diversity and inclusion in a local and global context. It requires active participation and learning methods, critical thinking and enquiry-based approaches.

Citizenship is membership in a political community (originally a city or town but now usually a country) and it includes, rights to political participation; a person having such membership is a citizen. In most nations, a non-citizen is a non-national and referred to as either a foreigner or an alien.

It is possible to have a citizenship from one country and be a national of another country. Citizenship derives from a legal relationship with a state.

Citizenship: relevant to all people:

- Citizenship – embracing all aspects of our lives as citizens – is relevant to all of us. Aspects of citizenship – from voter turnout to volunteering, from economic capability to cultural change, from crime to social exclusion and from understanding multiple identities to redefining Britishness – impact on all areas of our lives as some of the most challenging issues of the 21st century.
- Citizenship life skills are about a person's ability to understand and participate in the institutions, economics, politics, laws, rights and responsibilities of civic and civil society. Citizenship education, taught successfully, aims to give people the knowledge, confidence and skills to become active citizens, acquiring the skills that enable us to participate in the decisions that shape our future.

"Citizenship equips students with the knowledge and skills needed for effective and democratic participation. It helps students to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world."

BBC Citizenship website:
www.bbc.co.uk/northernireland/schools/11_16/citizenship

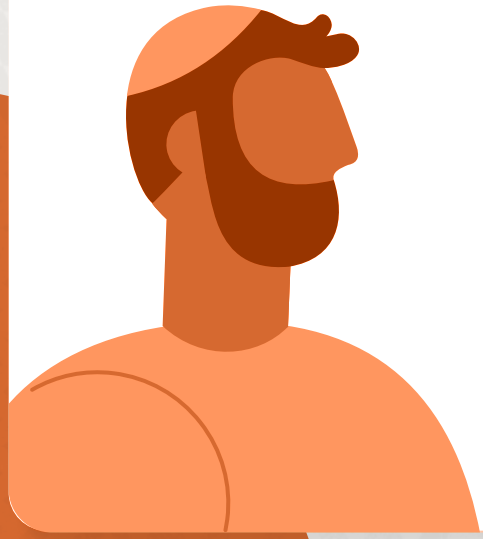
Citizenship

Citizenship Participation Discussion

1. What are the advantages and disadvantage of each of the following forms of participation?

2. Are these forms of participation equally important in protecting our basic human rights? Why or why not? Which seems the most important to you?

- Looking for information in newspapers, magazines, online and judging its accuracy
- Voting in local government and other elections
- Participating in political discussions
- Trying to persuade someone to vote in a certain way
- Signing a petition
- Wearing a button or sticking a sticker in a car window
- Writing letters to elected representatives
- Contributing money to a party or candidate
- Attending meetings to gain information, discuss issues or lend support
- Campaigning for a candidate of a particular political party
- Lobbying for special laws that are of special interest
- Demonstrating through marches, boycott, sit-ins or other forms of protest
- Serving as a juror
- Holding public office
- Serving the country through military or other services
- Disobeying laws and taking the consequences to demonstrate that a law or policy is unjust



Citizenship

Session 1: The Island Workshop

AIM
To explore the meaning of democracy

LEARNING OUTCOMES
The difference between democracy and consensus

WHAT YOU WILL NEED
- Pen, paper and markers

ACTIVITIES

01 Introduction

Split the group up and ask each group to name their own island. Each group should also come up with a national flag or symbol.

There should be at least three people in each group.

The groups should not have any contact with each other.

These instructions should be read out to each group:

Each group is stranded on an island with plenty of food, water and shelter.

There is no way off the island for at least twenty years.

Each group needs to create a safe and happy environment to live in peace and harmony without any form of conflict or violence.

Each person shares with their respective group members the skills and qualities they bring to their island.

Make up at least five rules/laws/guidelines you think are needed to create a safe and happy environment, free of conflict and violence. Facilitator brings group back and discusses each group's rules/laws/guidelines.

Now a storm takes place and a member is washed off each island but survives by reaching one of the other islands (ask for volunteers).

Questions to ask in a debrief:

- How did each island make their decisions?
- Did everyone take part?
- How were the leaders selected (if any)?
- What is the difference between majority decision & consensus decision making?
- What is a democratic society?
- Were any of the groups guilty of discrimination/racism etc.?

Session 2: Serving the Community – Advent & Christmas

AIM

To introduce the theme of Advent (waiting, preparing, appearance) and Christmas through theme of serving

LEARNING OUTCOMES

Individuals will:
- learn what advent is
- learn about serving
- have the opportunity to give practically and reflect on how it feels

WHAT YOU WILL NEED

- Pen, paper and markers

ACTIVITIES

01 Session Plan Agenda

Team meeting – staff & volunteers photo (30mins)

Set up (30 mins)

Participants arrive, registration, chill & chat, group photo (20 mins)

Group selfie (10 mins)

Welcome & Icebreaker (5mins)

Giving input (5mins)

Make Christmas cards (70mins)

Deliver cards (35mins)

Conversation on serving (15mins)

Finish

02 Equipment

- Registration desk
- Registration sheet
- Pens
- Sofas
- Sound system
- 2 laptops
- 2 large tables
- Ink
- Christmas cards
- Envelopes
- Link-d photos
- Larder cards
- Go-pro

Session 2: Human Rights Group Role Play - Global Warming Protest

LEARNING OUTCOMES

1 Learn how human rights ensure that people are not treated below a basic standard

2 Think about the criteria that have to be met before a right can be limited

3 Find out what happens when something that is already part of UK law seems to contradict the Convention

Facilitation Notes Key

SCENARIO 1 – THE PARADES COMMISSION: SHOULD THEY ALLOW THE PROTEST?

Several different environmental groups have planned the protest to take place in a month's time, to encourage the Assembly to take action against global warming.

The protest will take place in the busy area of Belfast city centre for maximum visibility. It is intended to be a peaceful but noticeable protest. The environmental group applied to PSNI/ Parades Commission for permission to hold their protest. The Parades Commission had to decide whether to approve or not approve the protest.

Opening Questions to the Group:

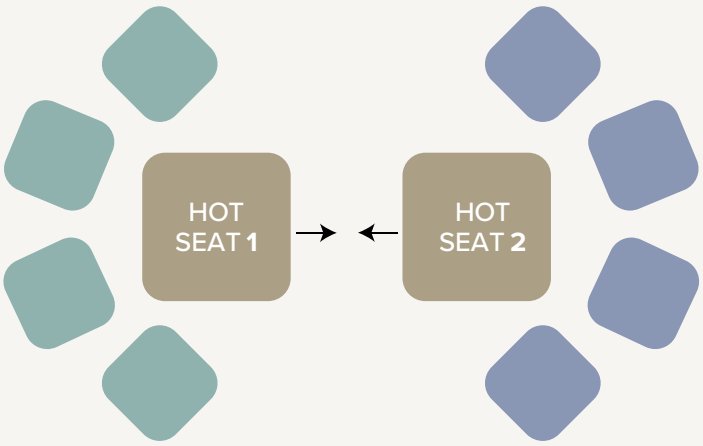
1. Who are the main parties in this situation, whose rights need to be considered?	<Allow discussion> • The public – pedestrians, shop owners, traffic etc. • The protesters *Give out 'UK Human Rights Act 1998' to each participant
2. Which rights of these two parties need to be balanced?	**Facilitation Option 1:** Group discuss and pick the three main sets of rights they think are involved. Articles 10 (Freedom of expression) and 11 (Freedom to associate) against Article 1 of Protocol 1 (The right to enjoy property) **Facilitation Option 2:** Give the group the following Options to discuss: Option 1: Article 2 and Article 5 Option 2: Article 8 against Article 5 Option 3: Articles 10 and 11 against Article 1 of Protocol 1 Option 4: Article 2 and Article 3 against Article 8

GROUP DEBATE ON THE FINAL DECISION

The group are the Parades Commission.

Method:

1. Split the participants into 2 groups:
   - Group 1 will favour the rights of the public and doesn't want the protest to go ahead or its nature to be changed.
   - Group 2 will favour the rights of the protestors and want the protest to go ahead as planned.
2. Give each group the, 'map of the city,' and, 'Parades Commission application' sheet.
3. Give each group five minutes to discuss the rights of their favoured party and to work out why, from a legal point of view, the commission should be in favour of their allocated party regarding the protest.
4. Set the space up as follows:



5. Ask each group to pick two people to represent them at the beginning of the debate in the hot seat.
6. Debate time: 10 Minutes
7. At any time the people in the hot seat can switch with someone else in their group who then continues the debate

SCENARIO 2 – POLICE: TO CORRAL OR NOT TO CORRAL	
Demonstration day	The Parades Commission weighed up the rights of the people affected and decided to let the protest go ahead. The day of the protest arrived: Superintendent Wilson was appointed as commander on the ground for the day. Over 3,000 people came out to take part. This was many more people than had been anticipated. Superintendent Wilson heard from the other officers that there was a small group of people determined to get violent, and sure enough some windows were smashed.
The Corral	Superintendent Wilson needs to make a decision whether to cordon off part of the city centre, and corral people in an attempt to calm down the unrest. The corral will catch lots of the protesters, but also many members of the public who had had nothing to do with the protest. Superintendent Wilson is aware that he has to factor people's human rights into any decisions he makes.
Interfering with Article 5	Superintendent Wilson is aware that the corral interferes with the Article 5 rights (the right to liberty) of everyone involved. He has to consider whether the interference can be justified. He decides to call Police Headquarters for advice:

GROUP DEBATE ON THE POLICE DECISION

The group are the Police Headquarter advisors to Superintendent Wilson.

Method:

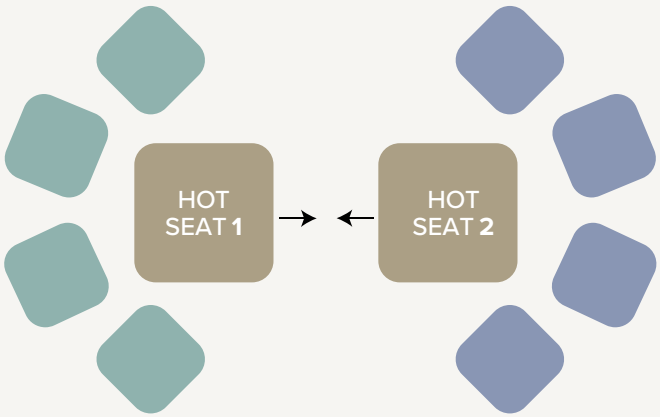
1. Split the participants into 2 groups:

- Group 1 will be in favour the corral
- Group 2 will favour the rights of the protestors and want the protest to go ahead as planned.

2. Give each group the 'Police Briefing'.

3. Give each group five minutes to discuss the questions on the 'Police Briefing' and decide how they inform their group's point of view.

4. Set the space up as follows:



5. Ask each group to pick two people from their group to represent them at the beginning of the debate in the hot seat.

6. Debate time: 10 Minutes – Allow the two groups to debate why their advice should be taken by Superintendent Wilson.

7. At any time the people in the hot seat can switch with some else in their group who then continues the debate.

Police Headquarters decided that:

The limitation was legal because the Public Order Act 1986 provides the police with powers to act in this way.

The legitimate purpose which it intended to achieve was to prevent violence and possible injury.

It was necessary to prevent violence and possible injury.

It was proportionate, as it wasn't excessive considering the possible risks. However, if the restriction carried on for a long time, it might have begun to fail the proportionality test.

SCENARIO 3 – QUESTIONING PROPORTIONATE RESPONSE	
Conditions at the corral	Superintendent Wilson had decided to continue the corral. Conditions in the area that had been cordoned off were not good: It was a hot day, and many people didn't have any access to food, drink or shade. Police decided to carry out weapons searches of people in the crowd using their powers provided by the Criminal Justice Act 1994. People who were in the area on business unrelated to the protest got caught up and detained. There was no access to toilet facilities.
A protester: Lily	*'They kept us all trapped for so long. I mean, I can see why they might have started it, but there was no need to keep us there for 7 hours. It was so hot and no one had anything to drink. There weren't even any toilets. It really was an unacceptable way to treat people. Especially as most of us hadn't done anything wrong.'*
A protester: Mike	*'The police just started searching anyone they felt like, just picking people at random. I don't see how they can just get people to turn out their pockets and search through bags like that. It's an invasion of privacy.'*
A businessman: Rick	*'I didn't have any intention of going to the protest. I was just trying to get to a meeting. It seems ridiculous that they should just treat everyone like that, not bothering to try and isolate the troublemakers.'*

TAKING THE POLICE TO COURT

Eventually, Superintendent Wilson ended the corral, but a group of people who had been caught up in it are suing the police for a breach of their human rights.

Facilitation Option 1:

They will be claiming a breach 3 Articles of the UK Human Rights Act 1998.

Which do you think they are?

Allow discussion

Answer: the rights they are claiming have been breached are Articles 3, 5 and 8.

Article 3: The right to freedom from torture and inhumane or degrading treatment.

Article 5: The right to liberty

Article 8: The right to a private life

Facilitation Option 2:

They will be claiming a breach of Article 8 (The right to a private life) due to the intrusive police searches, and a breach of Article 5 (The right to liberty).

They are also claiming that one other right was breached.

Which one do you think this is?

Start of options:

Option 1: Article 6: The right to a fair trial

Option 2: Article 9: The right to free thought

Option 3: Article 3: The right to freedom from torture and inhumane or degrading treatment.

Option 4: Article 2: The right to life

Answer: Conditions were so bad – Option 3

So the rights they are claiming have been breached are Articles 3, 5 and 8.

Let's have a look at their reasons for claiming that their Article 8 rights have been breached.

Incompatibility

The people caught up in the corral are arguing that the police searches were a breach of their rights under Article 8. The police were carrying out the searches under their powers to do so, provided by the Criminal Justice Act 1994.

As they were acting according to UK law, is it possible that human rights were breached?

Start of options.

Option 1: Yes. Parliament does not have to pay attention to the Convention when creating laws.

Option 2: Yes. Not all UK law is always compatible with the Convention although parliament should aim to make it so.

Option 3: No. Human rights are irrelevant when statutory powers are being exercised.

Option 4: No. All statutes are entirely compatible with the Convention.

Answer: Option 2

If the court finds that the Criminal Justice Act is not compatible with the Convention, it may make a declaration of incompatibility. This makes parliament aware that there is a problem with the law, so they can go back and reconsider that section of the Act.

Summary Facilitator Points

This story shows some important things that you should remember in your day to-day work:

Human rights provide protection to everybody, so you need to make sure that nobody's rights are being breached, even those whom you are not directly working with.

There are criteria that you need to make sure are satisfied before a right can be interfered with.

UK laws won't always provide rules that are consistent with the Convention. Sometimes they will be incompatible.

Citizenship Handouts

Handout: UK Human Rights Act 1998

UK Human Rights Act 1998 - The Articles

PART I: THE CONVENTION RIGHTS AND FREEDOMS

ARTICLE 2:	Right to Life
ARTICLE 3:	Prohibition of Torture or Inhuman Treatment
ARTICLE 4:	Prohibition of Slavery and Forced Labour
ARTICLE 5:	Right to Liberty and Security
ARTICLE 6:	Right to a Fair Trial
ARTICLE 7:	No Punishment Without Law
ARTICLE 8:	Right to Respect for Private and Family Life
ARTICLE 9:	Freedom of Thought, Conscience and Religion
ARTICLE 10:	Freedom of Expression
ARTICLE 11:	Freedom of Assembly and Association
ARTICLE 12:	Right to Marry
ARTICLE 14:	Prohibition of Discrimination

PART II: THE FIRST PROTOCOL

ARTICLE 1:	Right to Enjoy Property
ARTICLE 2:	Right to Education
ARTICLE 3:	Right to Free Elections

Handout – Map

Handout – Northern Ireland Parades Commission

11/1 – Protest Authorisation Application Form

Applicants:
Mrs. Pol Arbear – Northern Ireland Global Warming Coalition Mr. Mel Tingice – Greener Action Ireland
Protest Issue:
Global Warming
Estimated Protester Numbers:
800-1000
Proposed Date:
8th December 2009 (1 Month from now)
Proposed Location:
Belfast City Hall
Proposed Time:
Start: 12:00pm Finish: 15:00pm
Proposed Activity:
March – From Custom House Square to City Hall Speeches Music

*See Map for march route and protest area

Handout – Police Briefing

Police Headquarters Briefing

Date: 8/12/2009 Time: 2:38pm

Issue:

Global Warming Protest

Location:

Donegal Square (Belfast City Centre)

Number of Civilians:

+3,500 (Protestors: +3000, Other: +500)

Incident:

Small group of people determined to get violent (approx. 15) windows smashed (reported 2:31pm).

Escalation Risk Assessment:

Medium/High

Police Response Authorisation Requested:

Corral of Protest Area (Procedure 12.44a)

Requesting Officer:

Supt Wilson (reg. 234236)

Potential Human Rights Interference:

Article 5 - The right to Liberty (UK Human Rights Act 1998)

Requested Clarification for Response Approval:

Is the restriction legal?

Does the restriction have a legitimate aim?

Is the restriction necessary?

Is the restriction proportionate?

Response time:

5 Minutes

Additional Information

Proportional Representation (PR)

Information adapted from The Electoral Office for Northern Ireland.

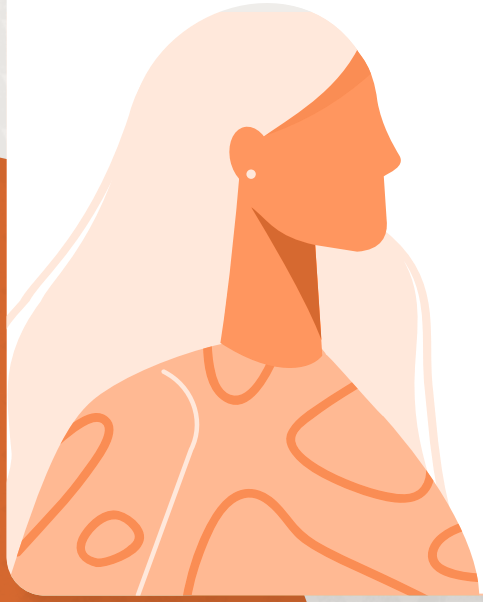
What is PR?

PR (Proportional Representation) is an electoral system designed to make sure that the candidates elected represent accurately the opinions of the voters.

- In other words, that the strength of each party in the elected forum is in proportion to its support among the people
- The system used in Northern Ireland is called the Single Transferable Vote, STV for short
- Every voter has only one vote, but they can ask for it to be transferred from one candidate to another to make sure it is not wasted. This is done by numbering the candidates 1, 2, 3, 4, 5 and so on instead of just putting an "X" against one of them

Why multi-member constituencies?

- In a single-member constituency (where the "X" vote system is used) all the votes not cast for the winning candidate are wasted, since they have not been able to elect anyone
- And so all the votes over a bare majority cast for the winner have no effect on the result
- If the strength of one party was consistent in every constituency, no opposition candidates could ever be elected.
- The single-seat majority-vote system works only because parties are stronger in some areas than others (and this is why there is so much difficulty in fixing constituency boundaries)
- With PR several candidates are elected together, representing all the sizeable bodies of opinion in the constituency, in proportion to their strength.
- The bigger the constituency, the more chance a small party has of electing a representative. In a seven seat constituency, for instance, any candidate who gets more than 12.5% of the votes will be elected. (See 'What is the quota?' opposite.)



Citizenship

How does it work?

One way of visualising a PR election is to think of how a class of children might choose three prefects. A number of candidates stand at the front of the room and the children line up behind their favourites. At first the most popular candidate has most of the children behind him, and the least popular only a few. The children at the end of the longest line see their favourite does not need their support, and move behind their second choice; the ones behind the least popular candidate see he has no chance, and they also move behind their second choice.

Finally all the children are arranged in more or less equal numbers behind just three of the candidates. Every child has had a part to play in the election, and has seen that their vote counts, even though some of them may not have got exactly what they first wanted.

What is the quota?

The quota is the number of votes a candidate needs to be elected.

The quota to be an elected candidate is one more than half the total valid votes.

- People often assume, for example, that if there are five candidates to be elected, the quota must be one-fifth of the total valid votes cast
- Similarly, in a two seat constituency a candidate needs only one-third of the total valid votes plus one to be sure of being elected. In a three-seater, one-fourth plus one, and so on
- In other words, to find the quota, you simply divide the total valid votes by one more than the number of seats to be filled, and add one vote to the result

The Northern Ireland Assembly – What's it all about?

Who does it affect?

All people living in Northern Ireland

Where is it based?

The assembly is based at Parliament Buildings, Stormont, Belfast. Assembly Members also have offices in their local areas.

What is it responsible for?

The Assembly has power to make decisions and pass laws about the following issues that affect Northern Ireland:

- health and social services
- education
- employment and skills
- agriculture
- social security
- pensions and child support
- housing
- economic development
- local government
- environmental issues, including planning
- transport
- culture and sport
- the Northern Ireland Civil Service
- equal opportunities
- justice and policing

Northern Ireland Assembly

Matters of national importance which, in the normal course of events, it is expected will remain the responsibility of HM government and Westminster, are known as 'excepted matters,' and the NI Assembly does not have competence to legislate on these. Schedule 2 of the Northern Ireland Act 1998 sets out these areas.

Many UK-wide issues, such as broadcasting and genetic research are known as, 'reserved matters'. This category originally included policing and criminal justice but those matters were devolved and therefore moved into the transferred field on 12 April 2010. Schedule 3 of the Northern Ireland Act sets out which matters fall into the 'reserved' category.

Anything that isn't explicitly reserved or excepted in Schedules 2 or 3 is deemed to be devolved and the Assembly has full legislative competence. It does not require consent from Westminster or HM government to legislate.

Registering to Vote

What is the electoral register?

The electoral register is a list of everyone who is registered to vote. You have to be on the register before you can vote in an election or referendum and you are not automatically registered, even if you pay rates.

Who can look at the electoral register?

There are two versions of the register – the full version and the edited version. Your details must always appear on the full version, but you can choose whether or not your details appear on the edited register.

- The full register is used for elections, preventing and detecting crime, and checking applications for credit
- The edited register is for general sale and can be used for commercial activities, such as marketing
- Anyone can look at the electoral register by going into their local electoral office
- The electoral register is not linked to rates

How do I register to vote?

You need to fill in an electoral registration form. You can register at any time of the year by downloading a registration form from **www.aboutmyvote.co.uk** or contacting the Electoral Office for Northern Ireland. Once you are on the electoral register, you do not need to re-register every year unless your personal details change or you move house.

Find out where your local area electoral office is by calling Electoral Office for Northern Ireland or visiting **www.eoni.org.uk**

If you are homeless or living in temporary accommodation:

Homeless people or people living in temporary or long term hostel accommodation may be entitled to register to vote. If you have lived and will be living in relatively stable accommodation for three months or longer it is possible to register in the normal way. If your situation is less stable, for example, if you are sleeping rough or in short term accommodation then you should contact the Electoral Office for Northern Ireland on **028 9044 6680** for further information on registering to vote.

If you are on remand or are a patient in a mental health secure hospital:

Remand prisoners and patients in mental health secure hospitals can also register to vote in this way, but can obviously only vote by proxy or by postal vote.

Stir it up

Why do you think people are least likely to vote in an election? What do you think should or could be done to encourage more people to vote?

Contact

Contact the Electoral Office for Northern Ireland on **0800 4320 712** or email info@eoni.gov.uk

Citizenship

National & Local Government Information

UK Institutions

- There are 650 Members of Parliament, each representing a different area of the UK. Most spend half their week in the area they represent and half at Parliament
- Parliament is the means by which the UK government makes and passes laws and is made of two main parts:
  - House of Commons: The members are publicly elected. The party with the largest number of members becomes government
  - House of Lords: Acts as a revising chamber for law and it works alongside the House of Commons. The Queen appoints members
- Parliament is different from government. It is made up of different political parties as well as individuals MPs and Lords who represent a wide range of views and interests
- Usually the party with the most seats in Parliament form the government, with the party leader becoming the Prime Minister
- Parliament checks the work of the government departments and ensures the Prime Minister and their team are running the country properly.

NI Institutions

- The Northern Ireland Assembly consists of 90 elected Members – five from each of the 18 Westminster constituencies
- A First Minister and a Deputy First Minister are elected to lead the Executive Committee of Ministers. They must stand for election jointly and to be elected they must have cross-community support
- The parties elected to the Assembly choose Ministerial portfolios and select Ministers in proportion to their party strength
- Statutory Departmental Committees are also established to advise and assist each Minister in the formulation of policy for his/her department and to scrutinise the work of that department

Your Rights

Your Rights

The Human Rights Act 1998 gives legal effect in the UK to certain fundamental rights and freedoms contained in the European Convention on Human Rights (ECHR).

These rights not only affect matters of life and death like freedom from torture and killing, but also affect your rights in everyday life: what you can say and do, your beliefs, your right to a fair trial and many other similar basic entitlements.

What is the Human Rights Act?

The Human Rights Act 1998 is an Act of the Westminster Parliament which makes the European Convention on Human Rights part of the law of all parts of the UK. The European Convention was drawn up in 1950, and since 1966 people from the UK have been able to take cases to the European Court of Human Rights alleging that the UK government has failed to uphold their human rights. The Human Rights Act 1998 makes the European Convention binding at national level as well, so that people in the UK can complain in their local courts about a failure to uphold their Convention rights.

Who upholds the European Convention?

The European Convention on Human Rights was agreed by the Council of Europe. The Council of Europe is an organisation made up of different governments and was created in 1949 with the general aim of enhancing the cultural, social and political life of Europe. It is different from what we now call the European Union, which was first created as the Common Market in 1957 and which consists of 27 countries (all of which are also members of the Council of Europe).

When did the Human Rights Act come into effect?

Although passed in 1998, the Human Rights Act did not come fully into effect until 2 October 2000. Since then cases can be taken in relation to the actions of any public authority in Northern Ireland.

What does it do?

Now that the European Convention is part of the law of Northern Ireland, individuals and organisations can go to court or to a tribunal to seek a remedy, if they believe that the rights conferred on them by the European Convention have been violated by a public authority.

If the violation has occurred because the public authority has been complying with an Act of the Westminster Parliament, the High Court of Northern Ireland is able to declare that Act to be incompatible with the European Convention. This sends a clear message to the government that it should ask Parliament to approve a corrective law as quickly as possible.

The declaration of incompatibility does not, however, achieve any other remedy for the person whose right has been violated. Courts are still not permitted to declare an Act of the Westminster Parliament to be invalid (unlike in many other modern democracies, such as Ireland, Germany, the United States of America or South Africa).

If the violation has occurred because the public authority has been complying with some law other than an Act of the Westminster Parliament, such as an Act of the Northern Ireland Assembly, a piece of secondary

legislation like an Order in Council or a Regulation, or a piece of judge-made law laid down in a previous case, any court in Northern Ireland is able to declare that law to be invalid and is able to grant any other remedy which it deems appropriate, including, on occasions, compensation.

If a court is uncertain whether a piece of legislation is or is not compatible with the European Convention, it must give effect to the piece of legislation in a way which upholds people's Convention rights so far as it is possible to do so.

Note: At the time of production, March 2021, the UK was still part of the European Convention on Human Rights

Which bodies have to comply with the Act?

Every public authority – including courts and tribunals – has to comply with the Act (and therefore with the European Convention). 'Public authority' means every person or body carrying out a public function, including private bodies authorities that do so, for example, a company that supplies electricity to members of the public, or a charity that provides services to the public.

Who is a victim of a human rights breach?

A victim is a person who is adversely affected by the action of a public authority. Victims can include companies as well as individuals and may also be relatives of the victim where a complaint is made about his or her death. Only a person considered a victim can bring proceedings against a public authority under the Human Rights Act.

What rights are protected by the Act?

The Human Rights Act protects the following rights from the European Convention of Human Rights:

Article 2 – the right to life

Article 3 – the right not to be tortured or inhumanly or degradingly treated or punished

Article 4 – the right not to be required to perform forced labour

Article 5 – the right to liberty and security of the person

Article 6 – the right to a fair trial (and to a range of other associated things, such as the free assistance of an interpreter if one cannot understand the language in a trial situation)

Article 7 – the right not to be punished for something which was not a crime at the time it was done

Article 8 – the right to respect for one's private and family life, correspondence and home

Article 9 – the right to freedom of thought, conscience and religion

Article 10 – the right to freedom of expression, freedom to hold opinions and freedom to receive and impart information

Article 11 – the right to freedom of peaceful assembly and freedom of association with others

Article 12 – the right to marry and found a family

Article 14 – the right not to have Convention rights secured in a discriminatory way

Protocol 1, Article 1 – the right to peaceful enjoyment of one's possessions

Protocol 1, Article 2 – the right to education

Protocol 1, Article 3 – the right to free and secret elections at reasonable intervals

Citizenship

Are there any absolute rights?

It should be noted that Article 3 – the right not to be tortured or inhumanly or degradingly treated or punished – confers an 'absolute' right to which there can be no exceptions. All the other rights are expressly qualified in certain respects. For example, the violation of the right to life is 'permitted' if a death results from the use of force which was no more than absolutely necessary to effect a lawful arrest. Likewise, the right to freedom of peaceful assembly can be restricted if this is necessary in the interests of public safety or for the prevention of disorder. The European Court has interpreted the Articles as imposing positive obligations on states to confer rights, not just negative obligations not to interfere with rights.

Rights v Responsibilities

Most rights are not absolute and may be limited where it is necessary to achieve a legitimate aim and if the limitation is proportionate to that aim. The court seeks to strike a 'fair balance between the general interest of the community and requirements of protection for the individual's human rights'.

What do these rights mean in practice?

The judgments of the European Court of Human Rights flesh out what is meant by the phrases used in the European Convention. They tell us, for example, that for the moment at any rate, the right to life conferred by Article 2 does not extend to an unborn child and that the right to respect for a private life conferred by Article 8 means that homosexuality between consenting adults cannot be a crime. Judges applying the Human Rights Act 1998 have to interpret the meaning of words used in the European Convention by taking into account the judgments already issued by the European Court of Human Rights. These judgments are all available on the Council of Europe's website.

Is it still possible to take cases to Europe?

Since 1966 relatively few cases from Northern Ireland have resulted in a full judgment by the European Court of Human Rights. The Court now issues several hundred judgments each year. It has a huge backlog of cases, which can take years to be dealt with. An individual who has sought a remedy in our local courts and who is dissatisfied with the outcome can still pursue a remedy at the European Court.

What other documents on human rights need to be borne in mind?

The European Union often issues Directives which protect human rights (for example, the Equal Pay Directive). It is also in the process of agreeing a Charter of Fundamental Rights, although the exact status this will have is still uncertain. The UK government has also agreed to comply with a number of other treaties on human rights, such as the United Nations Covenant on Economic, Social and Cultural Rights, but virtually none of these treaties has yet been made part of the national law of the UK.

The role of the Northern Ireland Human Rights Commission

The Northern Ireland Human Rights Commission can give general advice on the scope of the Human Rights Act and from time to time runs educational seminars to train people in how to use the Act. The Commission also has the power to support people who wish to take a human rights issue to court, but because of its limited resources it has to apply its criteria very strictly when deciding which cases to support. In respect of human rights violations, the Northern Ireland Human Rights Commission can:

Provide advice to individuals, investigate complaints, assist individuals to bring legal proceedings, bring proceedings in our own name and, intervene as a third party or amicus curiae in legal proceedings.

The Universal Declaration of Human Rights

- Everyone is equal no matter what age, sex, race, religion or colour of skin.
- Everyone has the right to life, freedom and to be secure.
- No one can be kept as a slave.
- No one should be tortured or treated in a way that is cruel.
- The law should treat everyone in exactly the same way.
- No one should be arrested, sent to prison or sent away from their country for no good reason.
- You have the right to a fair and public trial.
- In a trial you are innocent until it can be proven that you are guilty.

Everyone has the right to:

- privacy
- move about from place to place
- a nationality
- marry and have a family
- own property
- freedom of thought, conscience and religion
- have and express an opinion;
- hold peaceful protests and meetings
- take part in voting in fair elections
- work and get equal pay for equal work
- join a trade union
- rest & leisure
- a healthy standard of living
- education

Citizenship

Case Study

- There is an election for President every five years
- Only people over the age of 18 may vote in the elections
- You cannot stand for election if you have been convicted of a crime
- People can watch what happens in parliament because all debates are broadcast on television
- The police are caught on camera beating up a known criminal. The criminal had not been resisting arrest and had not tried to run away when stopped
- Once a year the President must answer questions in parliament about his/her plans for running the country
- There are over five different political parties
- It is illegal to discriminate against people from different religious or ethnic backgrounds
- It is difficult for older people or people with disabilities to get good jobs
- There is a youth parliament where participants' can debate ideas but the politicians do not have to act on their suggestions
- Human Rights groups in the country are concerned that the President does not take human rights seriously

Read the case study carefully and decide how democratic the country appears to be. Rate each of the statements below by circling the number which you think best describes the country in the Case Study Statements on the following page

Case Study – Statements

1 **poor** 2 **OK** (but there are some problems) 3 **very good**

People can take an active part in society	1	2	3
Everyone is treated equally	1	2	3
People's views are listened to and respected (even if they are not the majority)	1	2	3
The government is open about what it does	1	2	3
There are regular, free and fair elections	1	2	3
Human rights are protected	1	2	3
The law is applied fairly to everyone	1	2	3
People can vote for more than one political party	1	2	3
Total			

Relationships

Understanding Relationships

Relationships are a hot topic but what exactly is a 'positive' relationship? This section is packed with ideas to explore all kinds of relationships – including friends, family, sexuality, community, PSNI, section 75 and everything in between – promoting assertiveness, self-respect and ways to support people and each other to make good choices.

Relationships

Session 1: Who Are You?

AIM

To learn about the individuals who appear in *Underage and Pregnant*

LEARNING OUTCOMES

To consider why teenagers form relationships and how those relationships might develop in the future

WHAT YOU WILL NEED

- Teenager photo cards
- Pregnancy discussion map
- Flip chart and markers
- Sticky notes

ACTIVITIES

01 Introduction

- Establish ground rules.
- Tell the group they are going to explore why people form relationships.
- Briefly explain the Underage and Pregnant series.

02 Opening activity introducing the teenagers

Give each member of the group a different photo card.

- Ask them to read through the profiles and reflect on the information given.
- Invite them to circulate and introduce themselves as the teenager on their photo card to as many people as possible. Tell them that the idea is to find out as much about the individuals on the others' cards as possible by asking questions.

For example:
How old are you?
Do you have a boyfriend / girlfriend?

- After ten minutes call time and ask them to sit down, choosing the nearest person to become their partner for the next part of the activity.
- Invite each pair to spend another minute or two discussing the information on their photo before introducing each other to the whole group and sticking their card on the wall.
- Now ask all the people to come to the wall and match up the photos of the teenagers who are in a relationship.
- Facilitate a short feedback session.

Session 1: Who Are You?

03 Development activity pregnancy discussion map

Using the pregnancy discussion map, encourage the group to think about all the different issues the teenagers from the series might have faced when they first started a relationship/had sex/found out that they were having a baby.

Areas to think about could include:

- What is a 'positive' relationship?
- What is the 'ideal partner?'
- Why do some people have sex? Is it different for couples and singles?

04 Evaluating & Review

- Ask the group to think about some of the things that need to be taken into consideration when having a baby.
- Record ideas on flip chart paper.
- Take another sheet of flip chart paper and draw a line down the middle. On one side write the heading 'Would be able to cope'. On the other side, write 'Would not be able to cope' and then stick it onto the wall.
- Hand out two sticky notes to each person. On the first they should write one reason why they would be able to cope with having a baby, and on the other a reason why they would not be able to cope.
- Ask them to place their sticky notes onto the flip chart sheet under the correct heading.
- Invite volunteers to give feedback. Summarise.
- Positive relationships are based on mutual trust, respect and consideration.
- Relationships are different for different people.
- The teenagers in the series have a great deal to think about and a number of choices to make when considering their relationships.

Facilitator Guidance – It's the Law (Age of Sexual Consent)

Facilitator Guidance – it's the law

1. The age of consent is different for heterosexual and homosexual people.

FALSE – In the UK the age of consent – the age at which heterosexual and homosexual people can agree to have sexual intercourse – is 16.

2. Having sex with someone who is under the age of 13 could result in life imprisonment.

TRUE – It is illegal for anyone to have sex with someone under 16 even if both people are under 16. At any age, in the UK, it is illegal to have sex unless both people agree to it. The law also says people must have sex in private.

A boy (over the age of 10 in England, Wales and Northern Ireland and over the age of eight in Scotland) who has sex with a girl under 16 is breaking the law – even if she consented. If the girl is between 13 and 15, he could go to a Young Offenders Institution/Youth Detention Centre/prison for up to two years. If she is under 13 the boy could be sentenced to life imprisonment.

In Scottish law, sexual intercourse with a girl under 13 is classed as rape, even if it was consensual. This also applies to anyone having sex with a boy aged 13 and under.

Sexual Touching

It is also an 'offence,' to sexually touch a young person aged between 13 and 15. 'Touching' covers all sexual physical contact and penetration, even if it's through clothing. If the offender is found guilty they could face:

- 14 years of imprisonment if they are over 18
- Five years of imprisonment if they are under 18

Sexual touching, not involving penetration, of someone under 13 could result in 14 years of imprisonment.

Sexual touching, involving penetration, of someone under 13 can result in life imprisonment.

3. If a person is prosecuted for having sex with someone underage, they can defend themselves by claiming they thought that person was 16.

FALSE – Across the UK, there is no defence of mistaken belief about the age of the child for those under 13 (12 in Scotland) but there is for those aged 13–15 years.

4. Doctors and nurses can provide contraceptive advice and treatment to under-16s.

TRUE – In England, Wales and Northern Ireland, Fraser Competence is used to assess if a person is capable of understanding the medical procedure and/or treatment. Therefore, an under-16 year old is entitled to confidential advice and treatment, provided that:

- he/she is mature enough to understand what is involved and the health professional has explained the importance of discussing this with her/his parents but s/he does not feel able to
- the individual is likely to begin or continue to have sexual intercourse
- without contraceptive advice or treatment, the individual's physical or mental health will suffer

Relationships

5. If someone you have had sex with before, forces you to have sex against your wishes another time, it isn't really rape because you know them.

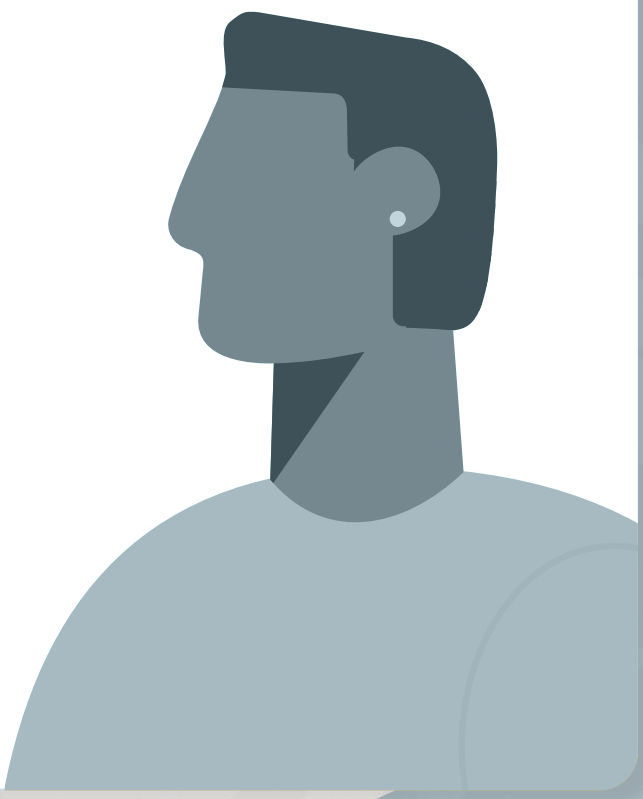
FALSE – Sex without consent is rape, regardless of how well you know the person. All sex should be consensual, with both partners agreeing and wanting it. Many people have sex and then decide that they would like to wait before they do it again.

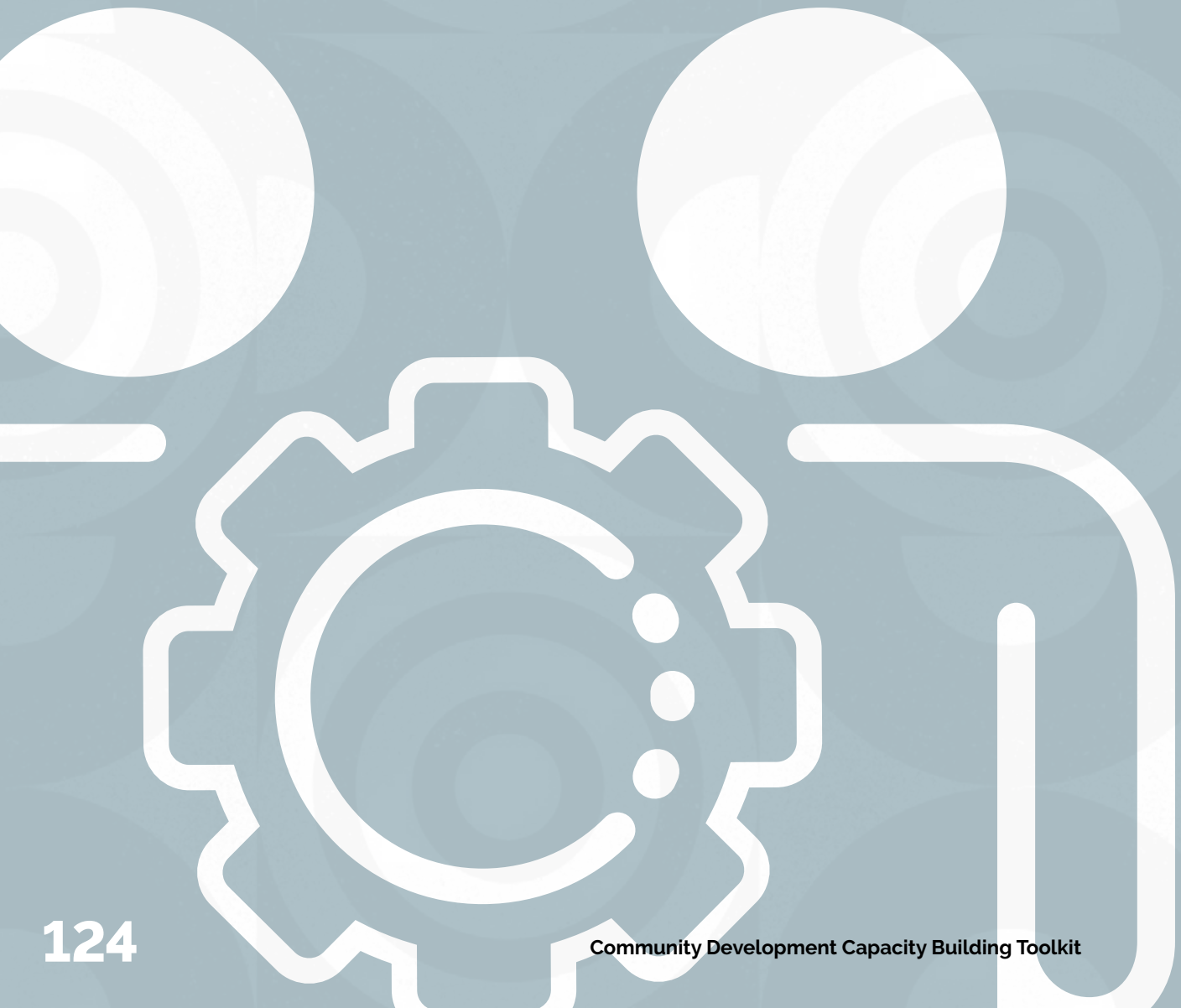
6. A person has to be 16 or over to buy the emergency contraceptive pill from a pharmacy.

FALSE – Anyone can buy emergency contraception in a pharmacy. In certain parts of the country, schemes operate to provide free emergency contraception to people.

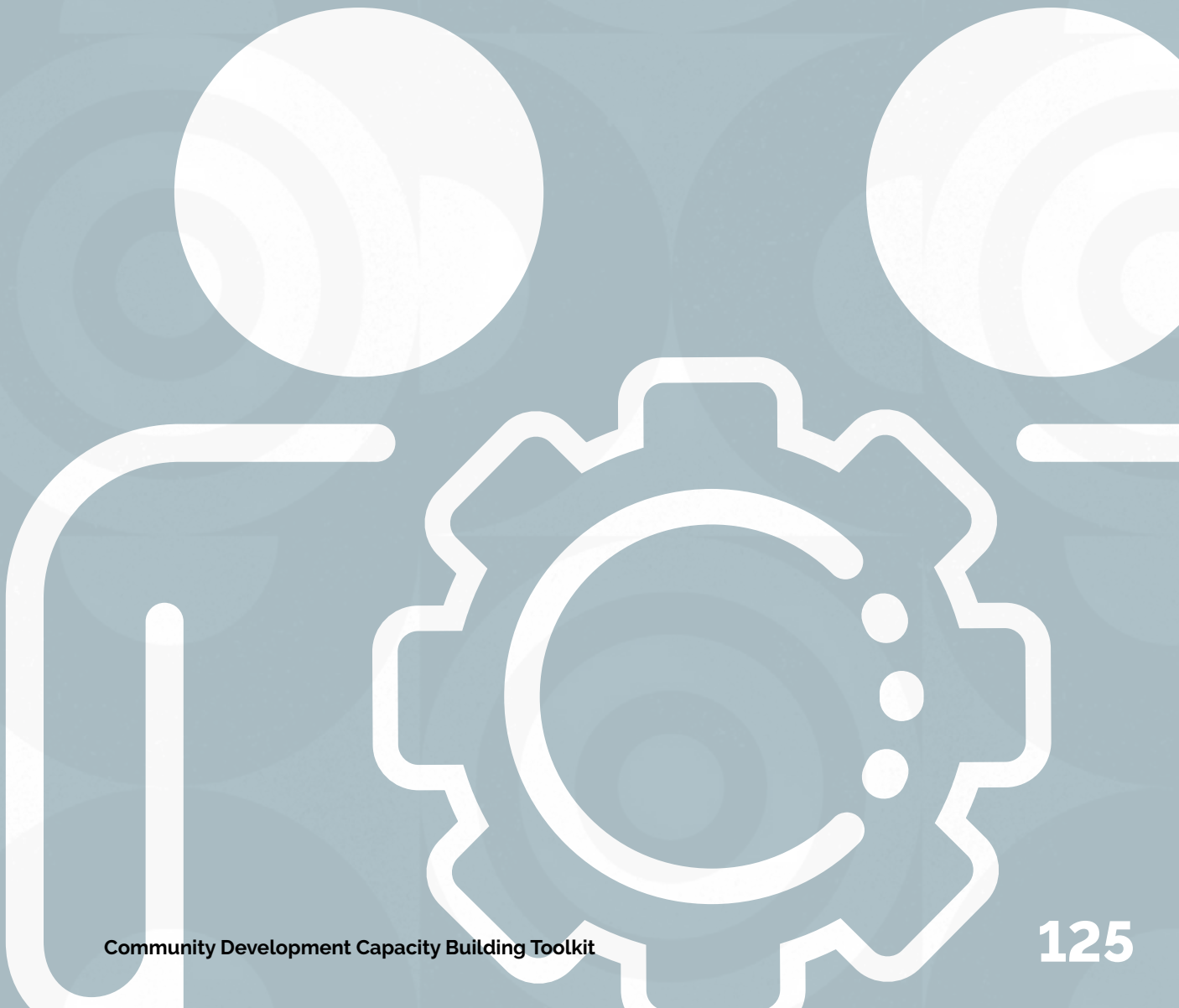
8. Having sex with a woman if she is too drunk or drugged to say 'yes' or 'no' is not considered rape.

FALSE – All sex should be consensual, so it is rape. This means that both partners should be making the decision to go ahead. However, research shows that drinking too much alcohol or taking drugs can impair judgement and increases the likelihood of people engaging in risky behaviour or unsafe sex.





Introduction to Relationships



Relationships

Introduction to Relationships
Session 1 – Assessing Relationships

AIM

The aim is to explore feelings about relationships

LEARNING OUTCOMES

- Improved self-respect
- Greater understanding of relationships
- Ability to identify negative and positive relationships

WHAT YOU WILL NEED

- Newsprint and markers
- One copy for each participant of the handout 'Assessing Relationships'
- Pens & pencils

ACTIVITIES

01 Introduction

- Establish ground rules.
- Agree group contract.

02 Opening activity introducing participants

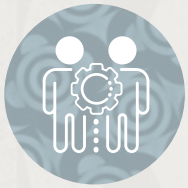
- Icebreaker (use your own or choose from pack).
- Draw a large ship on flip chart, with lines beneath it for water and waves. Label the drawing 'RelationSHIP'.

Title eight sheets of flip chart with one of the following:

1 Relationships with parent(s)
2 Relationships with step parents/guardians
3 Relationships with brothers and/or sisters
4 Relationships with grandparents
5 Relationships with best friends
6 Relationships with adult friends
7 Relationships with favourite people
8 Romantic relationships
9 Relationships with your children

- Briefly outline Discussion point no 7 (on the following page) on the board or flip chart.

Relationships



03 Development activity

1) Write the five qualities below on flip chart and ask the group to define them. Use their words as much as possible to create a group definition.

- Respect
- Responsibility
- Understanding
- Effort
- Caring

Point out that the best relationships result from both people contributing all these qualities. Many relationships are far from perfect. The best are those relationships that participants work hard to develop.

Explain that participants will identify behaviours useful for showing respect, responsibility, understanding, effort, and caring for one another.

Divide participants into four groups and clarify the instructions for the activity.

Distribute the handout, 'Assessing Relationships' to each group and give them examples to get started. Remind them that these are just examples.

04 Evaluating & Review

- Group discussion using guidelines and write up.
- Facilitate a short reflective practice session.

Facilitator Guidance – Introduction to Relationships

Activity >> Teaching Notes

Activity 1:

Assign each small group with one of the five qualities necessary for a good relationship and distribute a handout that describes four different imaginary relationships — with parents, friends, or a romantic partner.

Your group will create two examples of what the individual on the handout could do to demonstrate the assigned quality.

When you have finished, each group will share its results.

Activity 2:

Distribute the handout, 'Assessing Relationships' to each group and give the following examples to get started. Remind them that these are just examples.

Respect: you can show respect for a parent or step parent by obeying the rules they set for you.

Responsibility: you can show your friend responsibility by showing up on time when you make plans to meet somewhere.

Understanding: you can show understanding for a friend who is having problems at home by being a good listener and spending time together.

Effort: you can show effort when you work hard to communicate honestly in a romantic relationship.

Caring: you can show caring by helping a family member who is sick, bringing books or music for them to enjoy, or sitting and listening to them.

Allow 10 minutes and then ask for group reports.

Discussion Points:

1. If you had to give up one quality in your relationship with a parent, brother, sister or another trusted adult, which of the five would you be most willing to give up? What about in a relationship with a friend? Romantic partner? Why?
2. Which of the five qualities would you be unwilling to ever give up? Why?
3. How do we put the five qualities into our relationships? (Answers may include but are not limited to: by observing and imitating others in their relationships with us; by listening to what others say about their good and bad relationships; by having a relationship without one or more of these qualities).
4. How would you feel about a friend who did not respect you? Who did not put enough work into the friendship? What could you do about it?
5. How would you feel if a parent didn't understand you? If you could not depend on that person? What could/would you do about the relationship?
6. Describe a relationship in your life that makes you feel very good. What makes that relationship work?
7. Describe a relationship in your life that you would like to improve. What makes that relationship difficult for you?

Resources – Assessing Relationships – Activity 1

Circle the relationship quality that has been assigned to your group:

RESPECT **RESPONSIBILITY** **UNDERSTANDING** **EFFORT** **CARING**

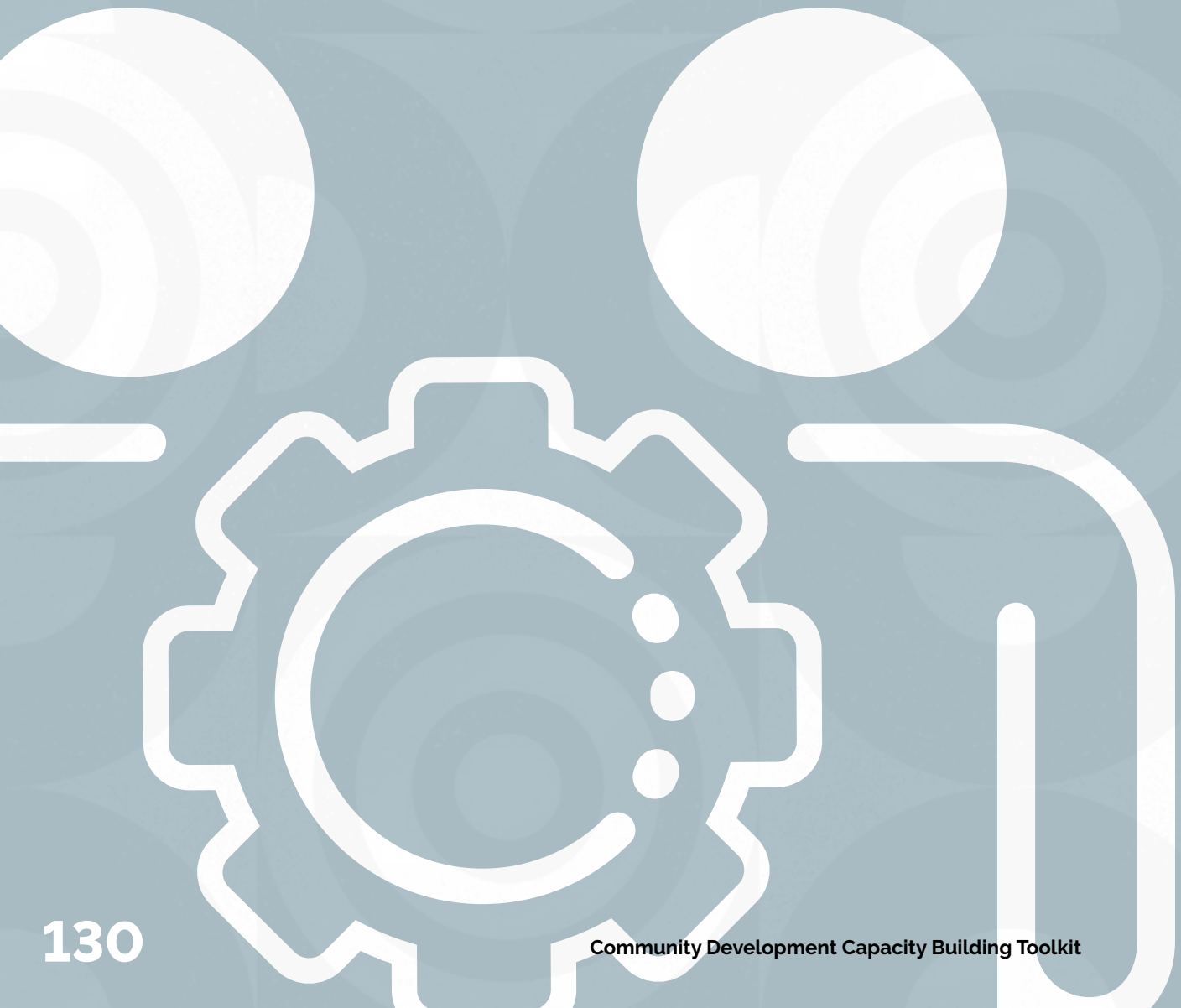
For each of the relationships described below, write in two things individuals can do to demonstrate the quality you circled.

RELATIONSHIP 1 Kayla lives with her mum and her stepfather, Dwayne. She and Dwayne don't always get along but she is trying to build a better relationship with him.

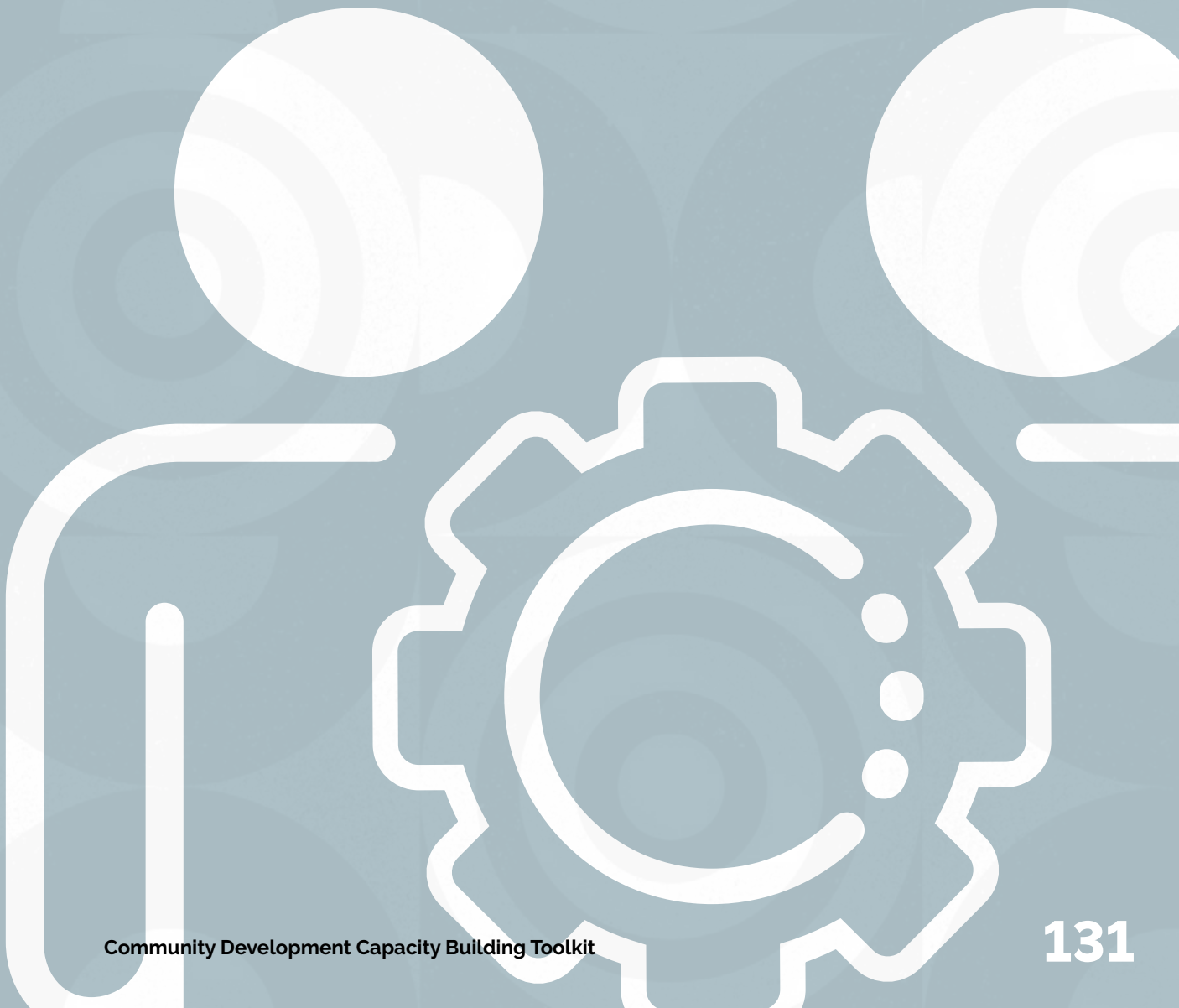
RELATIONSHIP 2 Rosa and Sharon have become better friends this year. They try to do things together on the weekends, but Rosa has been pretty busy lately with the track team.

RELATIONSHIP 3 Rodney and Malcolm had a fight they both regret. They both need to apologise before their friendship can get back on even ground.

RELATIONSHIP 4 Salisha and Tyrone have been going together for six months. Most of the time they get along really well. Sometimes, though, they argue about stupid stuff. They both want to try to communicate better and argue less often.



Relationship and Sexuality Education Programme



Relationships

Relationship and Sexuality Education Programme
Session 1

AIM

The aim of this session is to introduce participants to the content of the programme and to explore their hopes and expectations. It also looks at what they want to achieve in life and how early pregnancy could affect that.

Time:
2 hours

Activity	Time	Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens, registration forms, consent forms
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Group Contract	10 minutes	Flip chart, colour pens, post-its
Activity 2: Expectations	10 minutes	Flip chart, colour pens, post-its
Comfort Break	10 minutes	
Activity 3: What do you really want?	25 minutes	**Worksheet 1.1**
Activity 4: Introduction to Baby Simulation Dolls	20 minutes	
Closing and Evaluation		

Welcome & Introduction

Welcome everybody.

Explain briefly what you are going to do in this session.

Icebreakers

Icebreakers are particularly important at this stage to help the group feel more comfortable together, and to create a safe and fun environment for discussion.

Recommended icebreakers for first session:

- Group juggle/ beanbags
- All change-include questions about relationships, travel, etc., which will tap into a later worksheet.
- Three truths and a lie – encourages people to share about themselves, helps break down barriers, and get to know each other.

Relationships

Activity 1 - Expectations & Concerns

- Ask the group what they are expecting to get from the session/programme.
- Record these on a flip chart. Keep this as it can be reviewed at the end to see if expectations have been met.

Example:

- Expectations :

- To learn about contraception
- To have fun
- To learn about relationships i.e. boyfriends/girlfriends

FACILITATOR TIPS

Ensure parental consent forms are received before beginning the course.

Activity 2 - Group Contract

- Draw up a contract with the group. Ask them what rules they want to abide by. Write suggestions on a flip chart. It must be usable and agreed by the group. This is a 'living document' and can be added to. It should be on display at each session.

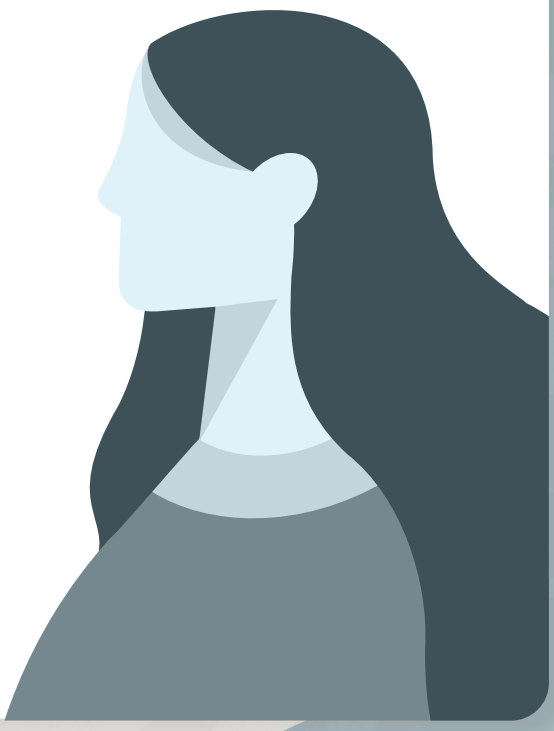
Group Agreement

10 minutes, any number of people

Examples:

Expectations :

- Be on time
- Only one person talking at a time
- No put-downs
- Confidentiality



Relationships

Activity 3 - What I Want Out of Life

Group discussion:

- Give participants a copy of the worksheet 1.1: What I want out of life
- Ask them what they want out of life. Highlight the examples of the worksheet and then ask them to choose five things from the list that they want to achieve.
- When they have finished, ask for feedback and encourage discussion around the impact that having a child would have on each of these.

FACILITATOR TIPS

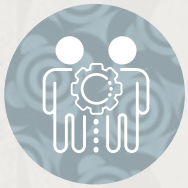
This activity establishes the main aim of the programme. In the following sessions, participants will be encouraged to make a responsible and informed choice regarding sexual relationships.

Activity 4 - Introduce Baby Simulation Dolls

- Allow the participants to hold and try caring for the baby simulation dolls for a few minutes at the end of the session. Only do this if you plan to use the babies later in the programme, otherwise you may raise expectations which will not be met.
- Explain briefly the purpose of the baby simulation dolls and how to use them. There is an 11-minute explanatory video that you must show to participants before the residential.
- You can also use the pregnancy simulator which can be used in weekly sessions and/or the residential. If you are planning to use it, please ensure that all the participants have the opportunity to wear it.

Closing and Evaluation

- Re-cap on the points that have been discussed during the session and mention briefly the topic for the following session.
- Ask participants for feedback on the session and record it on the flip chart.



Worksheet 1.1 – What I Want Out of Life

STATEMENT	
To travel all over the world	
To have a great job	
To change things in the world for the better	
To have someone to love	
To have a happy family life	
To be really successful	
To have loads of money	
To have fun	
To do something useful for others	
To have happy children	
To be respected by other people	

Relationships

Session 2

AIM

The aim of this session is to explore different types of relationships, and what characteristics are associated with each.

Time:
2 hours

Activity	Time	Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens.
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Relationships	30 minutes	
Comfort Break	10 minutes	
Activity 2: Role Play	30 minutes	**Worksheet 2.1**

Welcome & Introduction

Welcome everybody.

Icebreaker

Choose 1 or 2 icebreakers from the Icebreaker section.

Relationships

Activity 1: Relationships

Word-storming exercise:

- Split participants into two groups
- Give them a flip chart sheet
- Ask participants to define the following questions:

1. What is a Relationship?

- Participants will start thinking about the relationships they are in and try to define them
- Ask participants to feedback to the whole group and follow up by discussion
- To encourage this, you could ask participants to list and describe types of relationships

2. What types of Relationships are there?

- The discussion will start to challenge people's values and beliefs. The facilitator must be confident in talking about all types of relationships. This creates the opportunity for participants to think about their own lives. Ask them to think about the types of relationships they are in. Ask participants to feedback to the group and encourage discussion
- Opposite-sex relationships, families – different type of families, lone parents, same-sex friendships, opposite-sex friendships, mixed relationships, same-sex relationships

3. What characteristics are associated with a relationship?

- This part of the session can be explored as a group and can lead to an open floor discussion with the facilitator documenting what the participants are saying. Participants will probably mention things such as friendship, sex, love, trust, etc. As a facilitator, this could also challenge your own values and beliefs

Activity 2: Role Play

Divide participants into smaller groups and give them a role play scenario to look for solutions for the situation. See role plays in Worksheet 2.1

Materials

- Flip chart, colour markers
- Worksheet 2.1 Role play scenarios

FACILITATOR TIPS

This activity aims to explore participants' perceptions about relationships and types of relationships. This activity is a good exercise to challenge stereotypes. You need to encourage as much discussion as possible.

Relationships

Worksheet 2.1 – Relationships/Role Play Scenarios

Discuss these scenarios and write down the main points

1. John is a handsome and athletic football player in College. He is popular and likeable. John has a lot of energy but an impatient personality. He loves sport and finds college work boring. His sport commitments take up much of his time and he also likes hanging out with his mates after football. John is keen to play football professionally. John met Sarah at college and was quickly attracted to her sense of fun. They shared many interests and he appreciated her calm and patient manner. She dreams of studying medicine at university. Sarah's parents want her to do well and are worried about the amount of time she spends with John, while he is pressured by his coach to spend more time in training. They both enjoy each other's company and feel sure the relationship will work.

2. Sally and David have been friends since primary school. They don't 'fancy each other,' but are the best of friends and confide in each other about nearly everything. They often visit each other's homes but recently David's widowed father has become unemployed due to a work accident. Sally's mother is concerned that his depressions and bouts of drinking will affect Sally. She often makes pointed remarks to David, who is increasingly protective of his father and is becoming critical of Sally's 'easy' lifestyle.

3. Megan has fallen head over heels in love with Mark. He is so romantic! He phones her every night and makes Megan feel special. He constantly tells Megan how much he cares for her and would like to spend all their spare time together. Mark also likes Megan to watch him play football at the weekends. Megan sees a lot less of her friends than she used to, but Mark insists that their relationship is the most important. She has also stopped her swimming sessions as it clashes with Mark's football games and he gets grumpy if she doesn't come with him. He insists he plays better when she is there. Megan sometimes misses her friends and hobbies but she is flattered by Mark's attention. How often do you find a romance this special?

4. Paul and Linda met while backpacking in Europe. They travelled together and fell madly in love. Paul is about to start a well-paying career in London so Linda is more than happy to quit her boring job at the bank to join him. She is sad, however, at the thought of leaving her family. They have always been close, especially Linda and her three sisters. Linda, however, comforts herself by promising to save up enough money to visit them for holidays. She hopes Paul will understand as he has never enjoyed a good relationship with his family and wants them to do more travelling on their holidays. Linda is tearful when she says farewell to her family and friends at the airport. She hopes she can find a job quickly and promises to ring her parents every week.

5. Sarah and Ray are engaged. Their wedding plans are postponed, however, when Ray is badly injured in a car accident. Although he is recovering, Ray suffers from headaches that leave him depressed and moody. Ray has stopped seeing his friends and is no longer interested in many of the activities he once enjoyed. Sarah worries about the changes in Ray but is confident that her love and support can overcome this bad patch.

6. Well, they say opposites attract! She is a Catholic and he is Chinese. She is messy and he is a neatness fanatic. He loves spicy food and she loves MacDonald's. He loves to read and she is addicted to television. Their relationship is never dull and they love the way their differences only seem to complement their relationship.

Relationships

Session 3

AIM

This session aims to encourage participants to explore their own values and attitudes towards sex and relationships.

Time:
2 hours

Activity	Time	Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens.
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Exploring Exercise	30 minutes	**Worksheet 3.1**
Comfort Break	10 minutes	
Activity 2: Agony Aunt	30 minutes	
Closing and Evaluation	10 minutes	

Welcome & Introduction

Welcome everybody.

Icebreaker

Icebreakers are useful to prepare participants for the session.

Relationships

Activity 1 - Exploring Exercise

Group discussion

- Get the group to stand up and mark one end of the room 'I agree' and the other 'I disagree'.
- Then read out a list of statements one by one. Worksheet 3.1
- Ask the group to stand at the point in the room that indicates how they feel about the statement. So if they totally agree they should stand at the agree end of the room. If they agree more than they disagree stand more towards the agree end. If they are undecided they would stand in the middle, etc.
- Once they have picked their positions ask some individuals why they chose to stand in that particular place – why do they agree or disagree, or why are they uncertain? Ask people standing in all different parts of the room for their opinion, and as discussion develops among the group, encourage them to keep debating the issue.

FACILITATOR TIPS

The facilitator may have to play 'devil's advocate,' especially if all or most of the group seem to share the same opinion. If aspects of the discussion are not being drawn out, it can be helpful for the facilitator to introduce these ideas. Tell the group that they can move to show a change of opinion at any time in the discussion and do not have to remain fixed in their original position.

Activity 2: Agony Aunt/Uncle

Group discussion

- Break the group into small groups and give them two or three agony aunt letters to read. See Worksheet 3.2: Agony Aunt/Uncle.
- Tell them they are now agony aunts/uncles for a teen magazine. Ask them to discuss the letters and write a response for the person.
- Then get each group to read their responses to the wider group and discuss any similarities or differences in responses. Discuss how difficult/easy it might be to follow their advice. Ask the group if they would actually follow it?

Closing & Evaluation

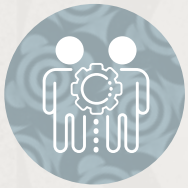
Re-cap on the points that have been discussed during the session and mention briefly the topic for the following one. Ask participants for feedback on the session and record it on the flip chart.

Materials

- Flip chart, colour markers
- Worksheet 3.1 Exploring Exercise
- Worksheet 3.2 Agony Aunt/Uncle

FACILITATOR TIPS

Sample letters are again included. However, the facilitator may wish to write different ones. Be aware that if the group advises them to do something which is contrary to the law (e.g. which goes against the age of consent) the facilitator must point this out. Also make sure the group recognises the need to challenge the assumptions in the letters (e.g. in letter 2, 'all my friends are also sleeping with their boyfriends.' Or in the third that 'he doesn't seem to have any STIs.')



Worksheet 3.1 – Exploring Exercise

Below are a list of possible discussion starter statements. These are not exhaustive and the facilitator may add his/her own, or change the wording according to the needs, or possibly gender of the group. It is also likely that only five or six statements may be covered in a session if discussion is plentiful.

Statements

- Parents treat boys differently than girls
- Women are better at looking after kids than men
- After a woman has a baby, she should stay at home and look after it, not leave it with a babysitter while she goes to work
- It is OK for men to stay at home with the kids while the women go out to work
- Girls who sleep with lots of boys are sluts
- Boys who sleep with lots of girls are studs
- It is OK for a girl to sleep with more than one boy
- Girls who don't use contraception are stupid
- Wearing a condom spoils the fun
- It is a girl's responsibility to use contraception not a boys
- A person should wait until marriage before having sex
- A person should be in a stable, committed relationship before they have sex
- People often regret their first sexual experience
- Sex is a natural act – you should be able to do it whenever you want
- There is a lot of pressure on girls/boys to have sex before they are ready

Worksheet 3.2 – Agony Aunt/Uncle

Imagine you are Agony Aunt/Uncle working for a teen magazine.
You receive the following letter. Read the letter carefully and write a response.

Letter 1

Dear Agony Aunt,

I'm a 14-year-old girl and really love my boyfriend. We have been going out for six months. He is 16 and wants to have sex. I don't feel ready, but I'm scared he'll dump me if I don't have sex. What should I do?

Letter 2

Dear Agony Aunt,

I am a 15-year-old girl and have been going out with my boyfriend for two years. We have never had sex. He now wants to but says he loves me and will wait till I'm ready. I would rather wait until I'm older, maybe even married, but all my friends are sleeping with their boyfriends, and I don't want everyone thinking I'm boring or a prude or something. What should I do?

Letter 3

Dear Agony Aunt,

I am 39 year old divorcee and have been going out with my 41 year old boyfriend for over a year. We want to have sex. He has had a lot of partners before, but refuses to wear a condom, as he says it spoils the fun. I really want to have sex with him. He doesn't seem to have any STIs, what should I do?

Letter 4

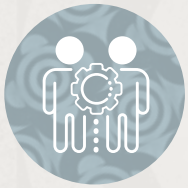
Dear Agony Uncle,

I am a 17-year-old boy and all my friends are slagging me because I haven't had sex yet. I have had a few girlfriends but nothing serious. I just don't want to rush into anything until I really like the girl. Now my mates are calling me gay. I know I'm not, but the pressure is really getting to me. What can I do?

Letter 5

Dear Agony Uncle,

I'm a 35 year old man, and I have slept with a number of different women over the years. I didn't use a condom every time, and now I'm worried I might have a sexually transmitted infection. What should I do?



Role Play – Scene 1

Male

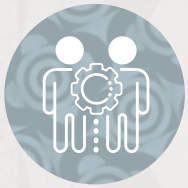
Mike	At least do it for me!!
Sarah	If I wanted to have sex, I would be doing it for myself, not you.
Mike	If you want to be popular you'd do it.
Sarah	I don't have to depend on sex to be popular. I have more to offer than that. People like me because of the kind of person that I am, not because I'm having sex.
Mike	Don't you want to try it to see what it's like?
Sarah	That's not a good reason to have sex, pretending to care just so you can see what it's like. No thanks.
Mike	You've got me all excited. If you love me you'll prove it.
Sarah	Having sex doesn't prove you're in love. I have too much self-respect to be blackmailed into it. I've decided to wait.
Mike	You want it as much as I do!!
Sarah	No I really don't. I've got a lot of plans for my life and I don't want to mess it up by getting pregnant or catching something, especially AIDS.
Mike	I know you want to do it. You're just afraid of what people will say.
Sarah	If I wanted to do it, I wouldn't be arguing with you about it and I don't care what other people say. This is what I'm saying.

Role Play – Scene 2

Male

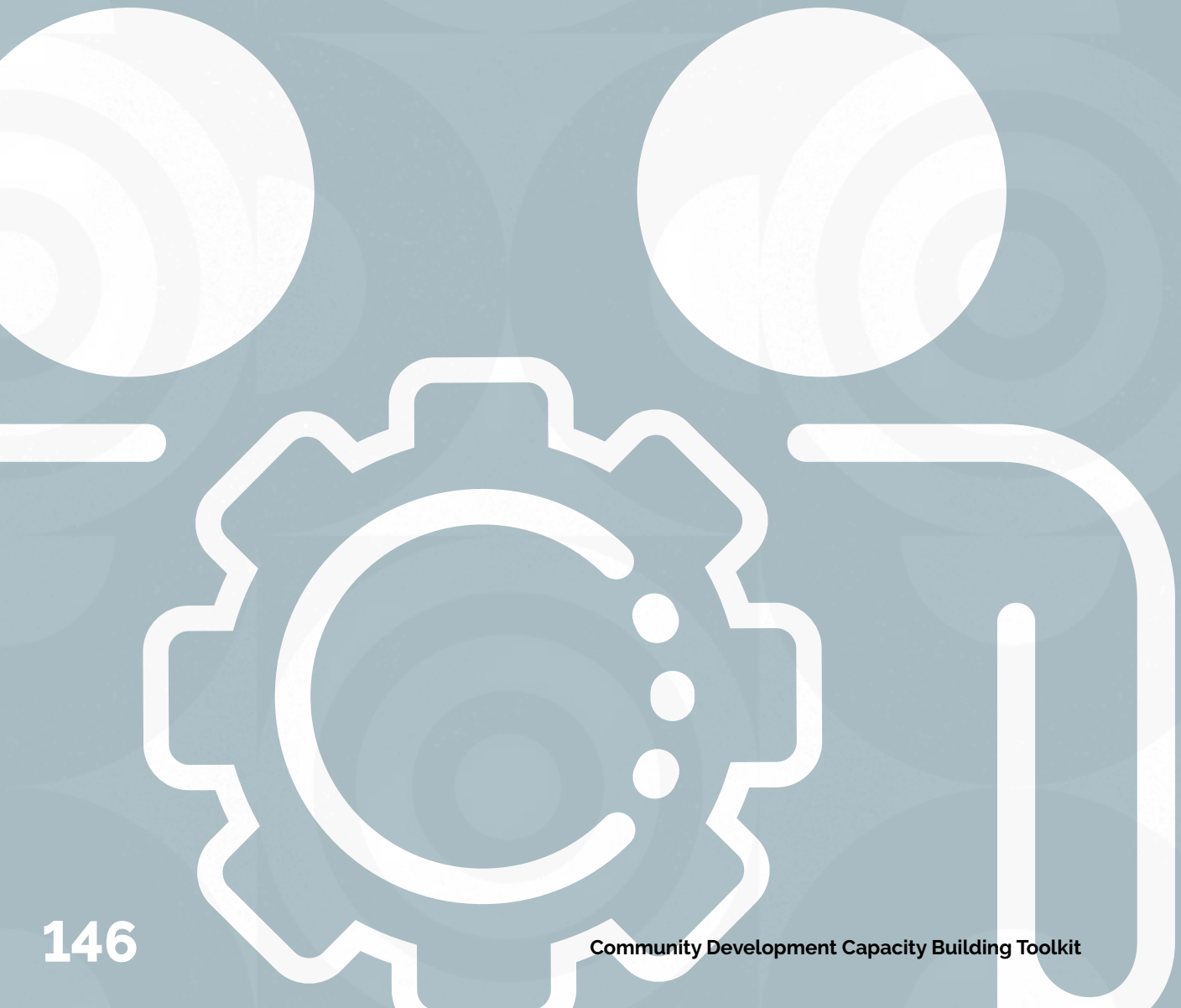
David	I want to marry you someday.
Julie	Marriage is a long way off for me. There's lots that I want to do and see. I want to wait until I'm older to have sex.
David	We have had sex before, so what's the problem now?
Julie	I have a right to change my mind. I've decided to wait until I'm older.
David	If you don't want to have sex with me, then I don't want to see you any more.
Julie	Well if that's how you feel, I'm going to really miss seeing you, but it's your decision and that's how it's going to be.
David	It's just part of growing up.
Julie	Having sex doesn't mean you're grown up. Being grown up means deciding what I believe and then sticking to it.
David	It will bring us closer together.
Julie	I think we're close enough now.

Relationships

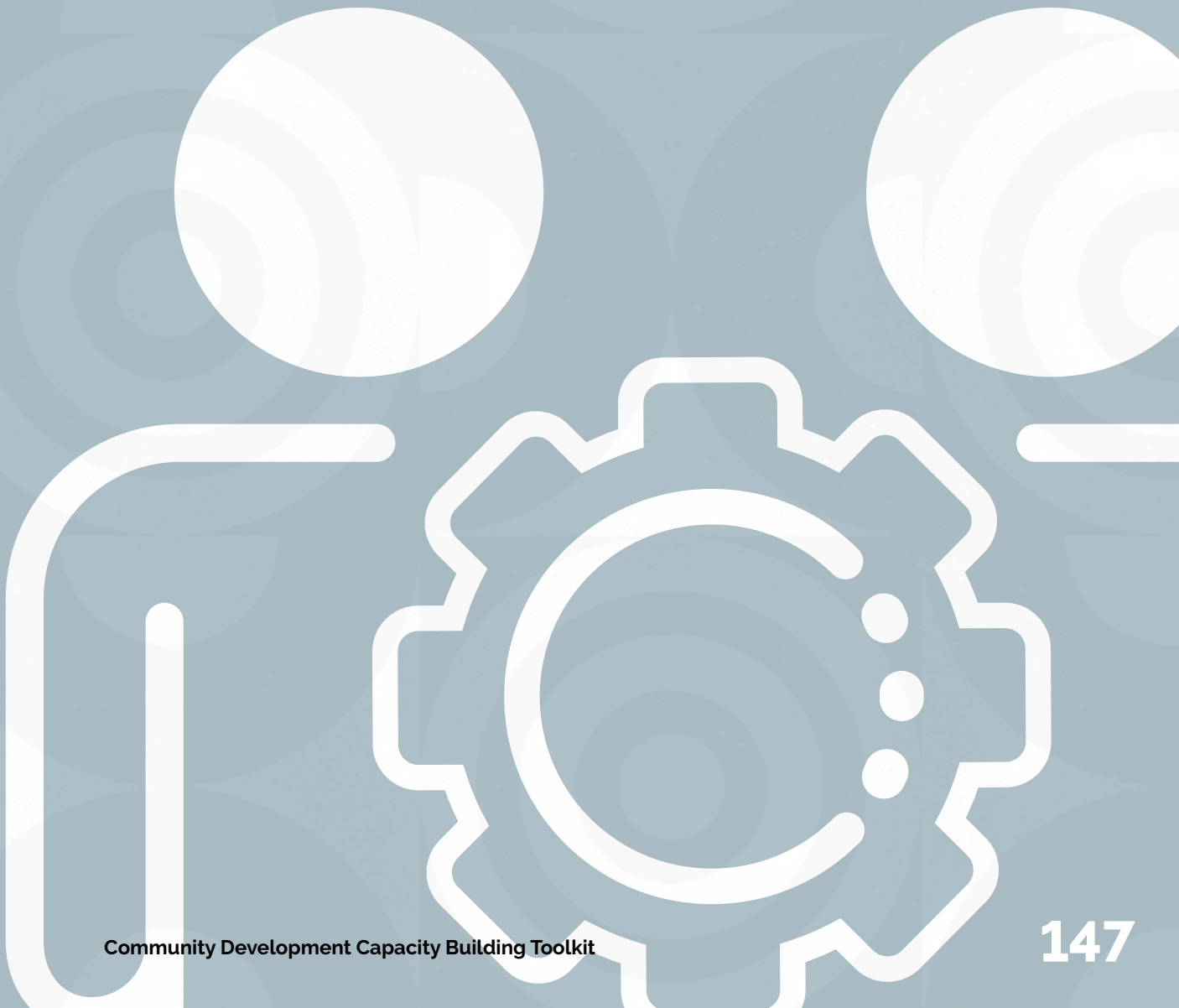


Acceptable or Unacceptable

Statement	Yes	?	No
Parents discussing their sex life with their children			
Two people having sex the first time they meet			
An elderly couple holding hands as they walk along			
A young couple kissing in public			
A young man hitting his girlfriend because she has cheated on him			
A young man kissing his friend's girlfriend			
A man telling his friends that he has had sex with his girlfriend			
A woman slapping her boyfriend during a play fight			
A young man lying about losing his virginity			
A man crying at a party because he has been dumped			
A lesbian couple holding hands in the cinema			
A couple having sex in a car after dark in a public place			
A young couple having sex at a party while drunk			
A gay couple cuddling at a party			
A young woman fighting with another female who is going out with her ex			



Relationships, Behaviour and Practice in the Workplace



Relationships

Relationships, Behaviour and Practice in the Workplace

AIM

The aim is to explore the rights and responsibilities of employers and employees

LEARNING OUTCOMES

- Better understanding of the different roles in the workplace
- Equal opportunities, health & safety in the workplace
- Know about the role of trade unions

WHAT YOU WILL NEED

- Flip chart
- Worksheets
- Fact sheets
- Pens & pencils

ACTIVITIES

01 Introduction

- Establish ground rules.
- Explain the programme and purpose of project.

02 Opening Activity

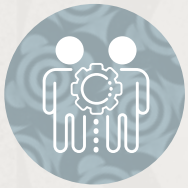
- Icebreaker (use your own or choose from pack).
- Agree group contract.

03 Development Activity

- Ask participants about their experience of work and get them to discuss a range of workplaces and job roles. Write up on flip chart
- Ask participants to write on post-it notes two major responsibilities of an employee and employer. Discuss
- Case study: equal opportunities at work and critique
- Distribute handout on trade unions, hold short discussion and ask participants to complete a quiz and worksheets
- Ask people to identify health and safety hazards
- Distribute health and safety handouts
- Complete health and safety activity and worksheet
- Meet with your local health and safety officer to find out the organisation's health and safety procedures
- Choose an area and complete an H&S check
- Complete risk assessment form

04 Evaluating & Monitoring

- Group discussion on all the themes discussed.
- Create a writing wall for each of the themed areas and ask participants to write on post-it notes what they have learned about.
- Facilitate a short reflective practice session.



Resources – Relationships, Behaviour and Practice in the Workplace

Name:

Date Completed:

Outcome 1.1: **Identify three job roles in a given workplace, e.g. a hotel, a supermarket.**

Outcome 1.2: **State the relationship between two of these jobs.**

1.1 Identify **three** job roles in a given workplace, e.g. a hotel, a supermarket.

Workplace:

Job Role 1:

Job Role 2:

Job Role 3:

1.2 State the relationship between two of these jobs:

1.

2.

Feedback

Relationships

Name:

Date Completed:

Outcome 1.3: Identify the roles of three different departments in an organisation.

Outcome 1.4: Outline two major rights and two major responsibilities of (a) an employee (b) an employer.

1.3 Identify the roles of **three** different departments in an organisation.

1:

2:

3:

1.4 Outline **two** major rights and **two** major responsibilities of (a) an employee (b) an employer.

	Right 1	Right 2	Responsibility 1	Responsibility 2
A. Employee				
B. Employer				

Feedback

Relationships

Fact Sheet – Rights and Responsibilities in the Workplace

The Health and Safety at Work Acts set out responsibilities and rights for both employees and employers.

Employees are expected to carry out their work in a way that has regard to the safety of others. Employers are expected to abide by a range of requirements governing such aspects as providing safe machinery and equipment, carrying out regular health and safety checks, ensuring the training of employees in health and safety issues, and carrying out a risk assessment to assess the dangers of particular work activities. There are also specific regulations about the way in which potentially harmful substances should be used and stored. There are a number of requirements about the minimum temperature at work, and other aspects of working conditions.

Employees are expected to receive the terms and conditions of their work, setting out when their work commences, what their main duties are, who they are accountable to, rates of pay, and other entitlements.

Equal Opportunities legislation sets out that all employees should receive the same pay and conditions for carrying out the same or broadly similar work. There are also laws against sexual, racial and disability discrimination.

The minimum wage Act sets out the minimum wage that workers can expect to receive which today is just under than £9.00 an hour. The minimum wage is regularly reviewed and will increase over time. There are also government requirements which covers the maximum number of hours that workers will be expected to work in a typical week, which is currently set at 48 hours.

Employers and employees are expected to meet minimum legal requirements for such areas as Health and Safety at Work, and minimum standards and conditions related to hours, and the treatment of people in the workplace. Along with rights for employees, there are corresponding responsibilities such as the expectation to work in a safe way and to have regard for the safety of work colleagues.

Relationships

Name:

Date Completed:

Outcome 2.1: List three areas of equal opportunities to be taken into account in the workplace.

2.1 List **three** areas of equal opportunities to be taken into account in the workplace.

1:

2:

3:

Feedback

Fact Sheet – Trade Unions

Trade unions

Trade unions are organisations that represent workers and give individuals a way of communicating with their employers, even in large organisations. Around 30% of workers in the UK belong to a trade union.

Trade unions often make the news headlines when they are involved in strikes or threats of strike action, but their role in the workplace is much wider than this. They work with employers on a range of ongoing issues, such as health and safety, or childcare provision. Many issues are agreed in discussions between the union and the employer. Strike action is a last resort if a disagreement cannot be settled.

Participation in a trade union

To participate in trade union activities, workers need to join a union and pay a membership subscription. They can then:

- attend union meetings in the workplace and discuss issues like pay and conditions
- vote in ballots held by the union. Sometimes these ballots will be to decide whether or not the union should take industrial action. At other times the ballot may be to elect a new representative within the union such as a shop steward
- stand as a candidate in an election to become a shop steward
- take part in a form of industrial action such as a work-to-rule or a strike

Relationships

The role of the shop steward

The shop steward has one of the most important jobs in the trade union, as they provide a link between the workplace and the union. Shop stewards are members of the workforce who also work for the union, so they are directly connected to the other workers and share their experiences. This is important because many people who work for the union itself do this full time and are NOT part of the workforce they represent.

The shop steward is the first person a member will go to in order to seek help or advice about a problem at work.

A shop steward has three main responsibilities:

1. Representing members in dealings with their employer

- Dealing with worker disciplinary hearings
- Accompanying workers during management interviews
- Negotiating with employers over worker concerns such as pay, overtime, holidays and health and safety
- Raising issues with management formally or informally

2. Recruiting new members

- Actively persuading people to join the union
- Distributing leaflets, putting up posters and encouraging membership

3. Communicating with members

- Passing on information from headquarters to members, such as changes in pay
- Distributing leaflets, putting up posters and encouraging membership
- Distributing union magazine and distributing newsletters
- Maintaining the union notice board and organising meetings for members
- A shop steward may also attend the annual conference as a delegate

Rights and responsibilities of trade unions

Trade unions have rights that they are entitled to but they also have responsibilities which they must adhere to

Right

To take industrial action in order to in order to protect the rights of the workers

Responsibility

To hold a secret ballot in order to see if the majority of members are in favour of taking the action. To ensure that all forms of industrial action are peaceful and within the law

Right

To try to attract new trade union members

Responsibility

Not to pressure anyone into joining a trade union

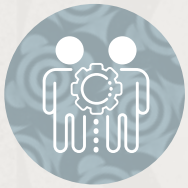
Right

Trade unions can ask members about changes in the workplace

Responsibility

Trade unions have a responsibility to make reasonable demands

Relationships



Name:

Date Completed:

Outcome 3.1: Identify three major roles of trade unions.

3.1 Identify **three** major roles of trade unions.

1:

2:

3:

Feedback

Activity – Health & Safety

There can be all kinds of hazards in the general working environment.

This could be at home or in an office.

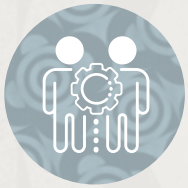
There are just a few things you can do to help minimise the risk:

- Arrange your work space properly
- Make sure your equipment is checked regularly
- Ensure you have the right fire extinguisher

Activity

Have a look at this picture and circle anything you think might be a potential safety hazard.

Relationships



Name:

Date Completed:

Outcome 4.1: State the main health and safety requirements relating to work in a given area.

4.1 State the main health and safety requirements relating in a given area.

Given Area:

Main health and safety requirement:

Feedback

Relationships

Name:

Date Completed:

Outcome

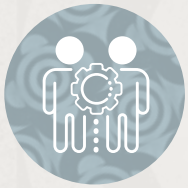
4.2: Carry out a risk assessment to find and report on **three** health and safety issues in a known environment

Known Environment:

	Health and Safety Issues
Risk Assessment 1	
Risk Assessment 2	
Risk Assessment 3	

Who did you report this to, and what was the outcome of this report?

Feedback



Facilitator Guidance – Behaviour and Practice in the Workplace

Section of Unit >> Teaching Notes and Possible Answers

1.1 Identify three job roles in a given workplace.

A hotel: receptionist, cook, waitress/waiters, cleaners, night staff, porters, managers – all for customers' services. A supermarket: shelf packers, till people, managers, providing customer services and providing for the public.

1.2 State the relationship between two of these jobs.

Both are providing a service to the public to meet their needs.

1.3 Identify the roles of three different departments in an organisation.

Select one known to the people. If possible, arrange for guest speakers.

1.4 Outline two major rights and two major responsibilities of a) an employee, and b) an employer.

Employers and employees have responsibilities to each other, they should also expect their rights to be upheld. These rights and responsibilities relate to areas such as health and safety, the provision of terms and conditions of employment, equal opportunities and the right to be paid a minimum wage. See fact sheet.

2.1 List three areas of equal opportunities to be taken into account in the workplace.

Workers in the United Kingdom are entitled to certain health and safety protections, a workplace free of discrimination and harassment, protection of basic human rights and representation such as in a union or by a rights watchdog agency. See fact sheet.

3.1 Identify three major roles of trade unions.

See fact sheet.

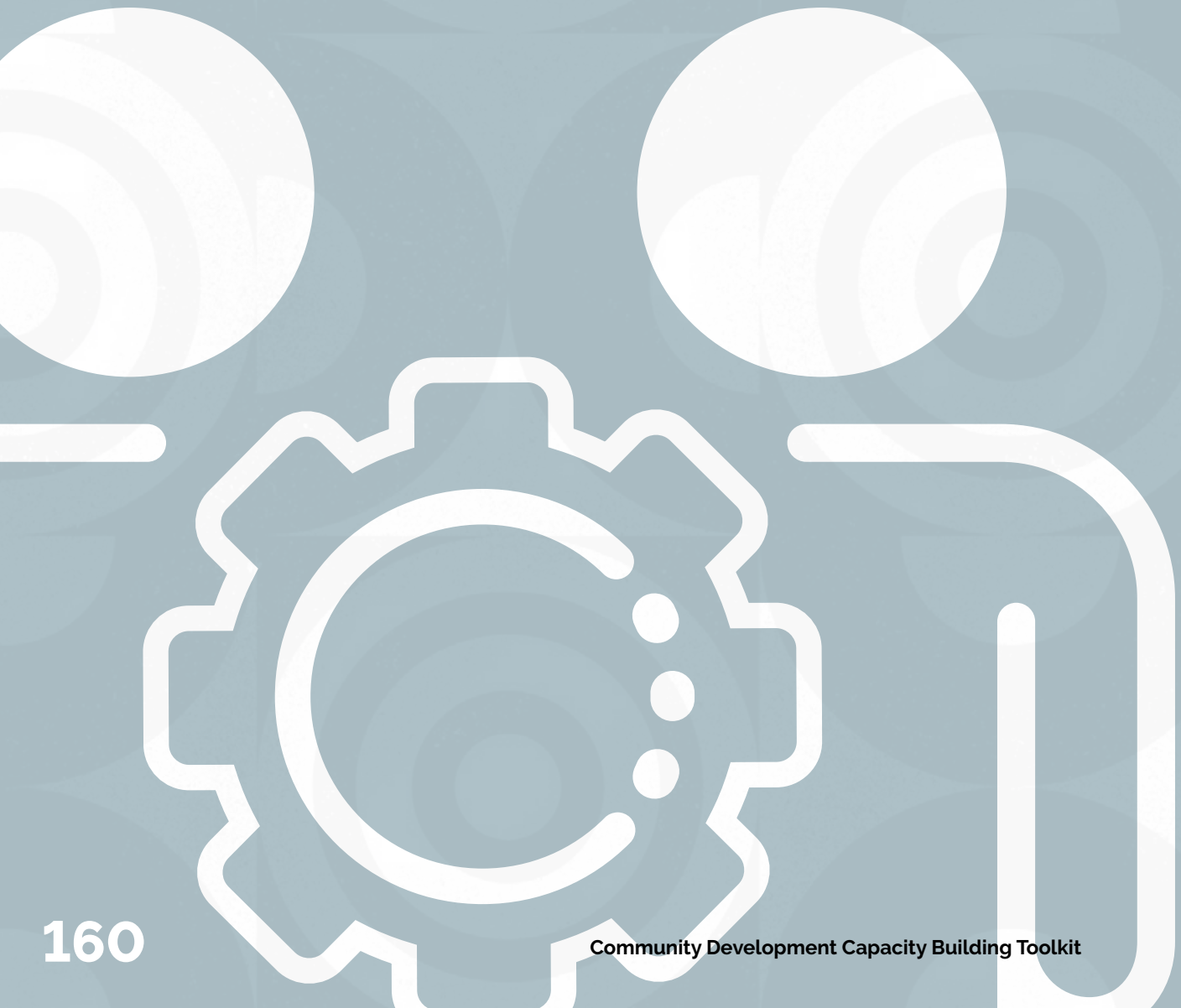
4.1 State the main health and safety requirement relating to work in a given area.

Use sample H&S policy which will outline the legislation requirements, the role and responsibility of employee and employer and training. See www.hse.gov.uk for advice and guidance.

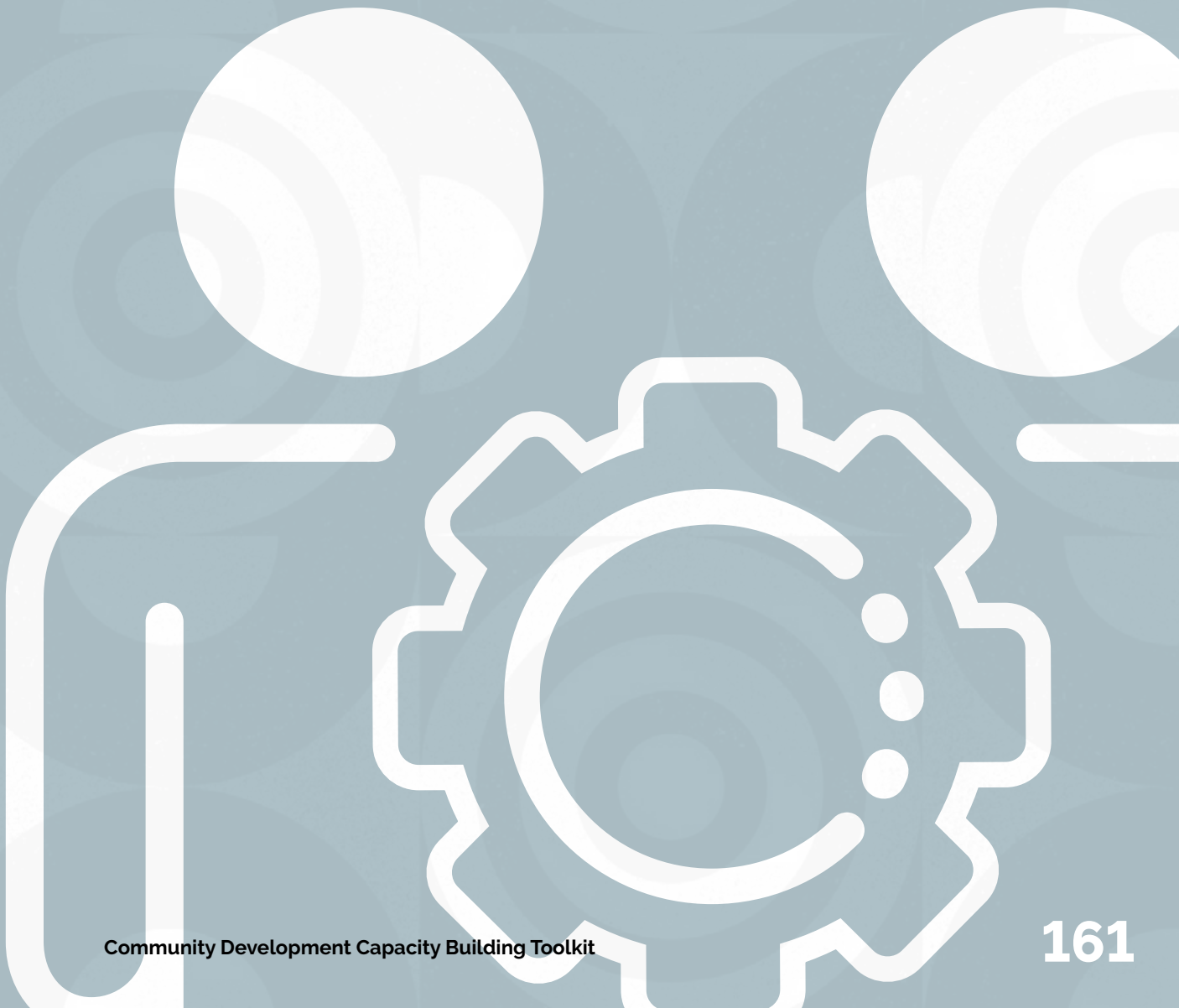
Employment rights. Find out more about your employment rights at: www.direct.gov.uk

4.2 Carry out a risk assessment of environment.

Participants to carry out a risk assessment of the centre, each group given a different room then discuss the matter.



Personal Safety



Relationships

Session 1 – Personal Safety

AIM

The aim is to develop the learner's ability to recognise threats to personal safety in a range of contexts

LEARNING OUTCOMES

- Be able to identity dangers found in the home and garden
- Know how to cross a road safely
- Know about the safe use of social network sites

WHAT YOU WILL NEED

- Worksheets
- Flip chart and markers
- Sticky notes

ACTIVITIES

01 Introduction

- Establish ground rules.
- Tell the group that they are going to explore threats to personal safety, in a range of contexts, and how to avoid them.

02 Opening activity introducing the teenagers

- Icebreaker (use your own or choose from pack).
- Ask participants to discuss potential dangers in three contexts and record on flip chart.
- Invite them to rank the top three, using post-it notes, and discuss why they are a threat.
- Discuss ways each threat could be avoided.
- Facilitate a short feedback session.
- Now ask all the participants to complete worksheets using discussed dangers or other examples.

03 Development activity

- Produce a plan to evacuate your own household in case of a fire.
- Using their own home layout, encourage participants to think about the quickest safest route: meeting point, going straight out, different techniques which will help you reach safety.
- Complete worksheet.

04 Evaluating & review

- Ask the participants to think about some of the things that need to be taken into consideration to improve their personal safety.
- Record ideas on flip chart paper.
- Hand out sticky notes to each person. Invite them to write one thing they would do differently as a result of the session, or if they wouldn't change anything, explain why.
- Facilitate a short reflective practice session.

Facilitator Guidance – Personal Safety

Section of Unit >> Teaching Notes and Possible Answers

1. Identify three possible dangers in each: a home, a workplace and a learning environment.

Encourage participants to be more aware of possible dangers around them.

A home might include: carpets, kettle, electrics, bleach, fire, etc.

A workplace: boxes, wires, items stacked too high, lifting too much weight, etc.

A learning place: broken equipment, books, objects hung incorrectly etc.

2. Indicate why each of the identified dangers is a threat.

Participants understand that these are a threat, possibly endangering their own lives. Look at effects of being taken to hospital, losing eyesight, poisoned, being badly injured, etc.

3. Outline one way some of these threats could be avoided.

Get the participants to understand how to avoid these situations and to look after, not only their personal safety, but others around them. Put things away, have electrics tested, etc.

4. Produce a plan to evacuate own house in case of a fire.

This has to be the participant's own home layout. Understand how to get out, meeting points, look at short routes out of their own home, importance of testing doors with the back of the hand, leaving items in the home, not going back for anyone, and crawling on hands and knees as the air is much cooler at the bottom.

5. Identify a situation where a participant is responsible for his/her own safety.

This will encourage participants to be more responsible for their own safety, e.g. not standing on chairs, or how to get home safety from a night out etc.

6. Identify one area where the state imposes safety on the individual, e.g. wearing a seatbelt.

Ask the participants to consider why the state intervenes in safety – such as the wearing of seatbelts which is the law, or when social services have to step in and why this happens. Is it just because they are interfering or are they trying to ensure people's safety?

7. Identify two social networking sites and their age restrictions.

Consider WhatsApp, Snapchat, Facebook, Twitter and other networking sites, understand why there is an age restriction on them.

8. Outline two potential dangers of social networking sites.

Look at the negative issues associated with social networking sites, such as grooming, the assumption of false identities for negative reasons, bullying and possible suicide.

9. Identify one threat to an individual if personal information is disclosed when using modern technology.

Discuss how personal information can be misused when e.g. sharing credit card details, or how your personal information could be used to create false accounts.

10. Describe briefly the support available from an organisation that gives advice on personal safety, other than in the area of modern technology.

Let the participants know that there are organisations that can help them with their personal safety, from education by choice itself, to the police and alternatives. Discuss other organisations and add these to their portfolios.

Resources for Personal Safety Training

Session 1 – Personal Safety

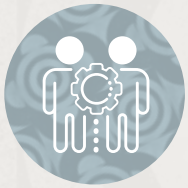
Name:

Date Completed:

Outcome 1.1: Identify three potential dangers in each: a home, a workplace and a learning environment.

1.1 Identify **three** potential dangers in each: a home, a workplace and a learning environment.

	A Home	A Workplace	A Learning Evironment
Potential Dangers **1**			
Potential Dangers **2**			
Potential Dangers **3**			



Session 1 – Personal Safety

Name:

Date Completed:

Outcome 1.2: Indicate why each of the identified dangers is a threat.

1.2 Indicate (in the box below) why each of the identified dangers is a threat.

	A Home	A Workplace	A Learning Evironment
Why is this danger a threat? **1**			
Why is this danger a threat? **2**			
Why is this danger a threat? **3**			

Feedback

Session 1 – Personal Safety

Name:

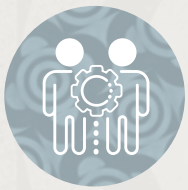
Date Completed:

Outcome 1.3: Outline one way by which each threat could be avoided.

1.3 Outline (in the box below) **one** way by each threat could be avoided.

	A Home	A Workplace	A Learning Evironment
How can this threat be avoided? **1**			
How can this threat be avoided? **2**			
How can this threat be avoided? **3**			

Feedback



Session – Personal Safety

Name:

Date Completed:

Outcome 1.4: Produce a plan to evacuate own household in case of a fire.

1.4 Produce a plan to evacuate your **own household** in case of a fire, in the box below.

Feedback

Relationships

Session 2 – Personal Safety

Name:

Date Completed:

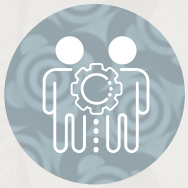
Outcome 2.1: Identify a situation where a person is responsible for his/her own safety.

Outcome 2.2: Identify one area where the state imposes on the individual e.g. wearing a seat belt.

2.1 Identify a situation where a person is **responsible** for his/her **own** safety.

2.2 Identify **one** area where the state imposes on the individual e.g. wearing a seat belt.

Feedback



Session 3 – Personal Safety

Name:

Date Completed:

Outcome 3.1: Identify two social networking sites and their age restrictions.

Outcome 3.2: Outline two potential dangers of social networking sites.

3.1 Identify **two** social network sites and their age restrictions.

	Social networking site	Age restrictions
Site 1		
Site 2		

3.2 Outline **two** potential dangers of social networking sites.

	Potential dangers of a networking site
Danger 1	
Danger 2	

Feedback

Relationships

Session 3 – Personal Safety

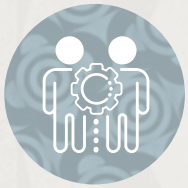
Name:

Date Completed:

Outcome 3.3: Identify one threat to an individual if personal information is disclosed when using modern technology.

3.3 Identify **one** threat to an individual if personal information is disclosed when using modern technology.

Feedback



Session 4 – Personal Safety

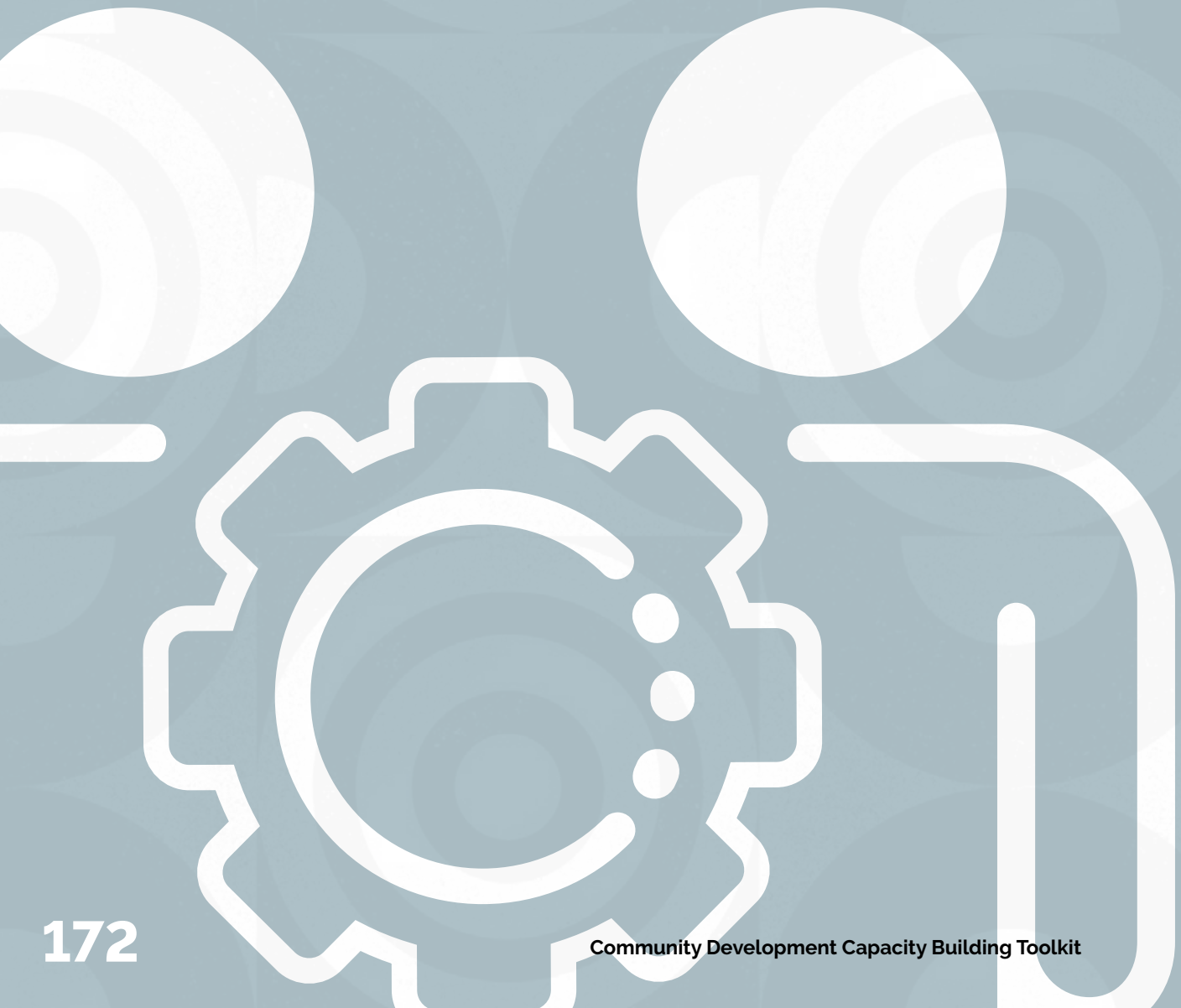
Name:

Date Completed:

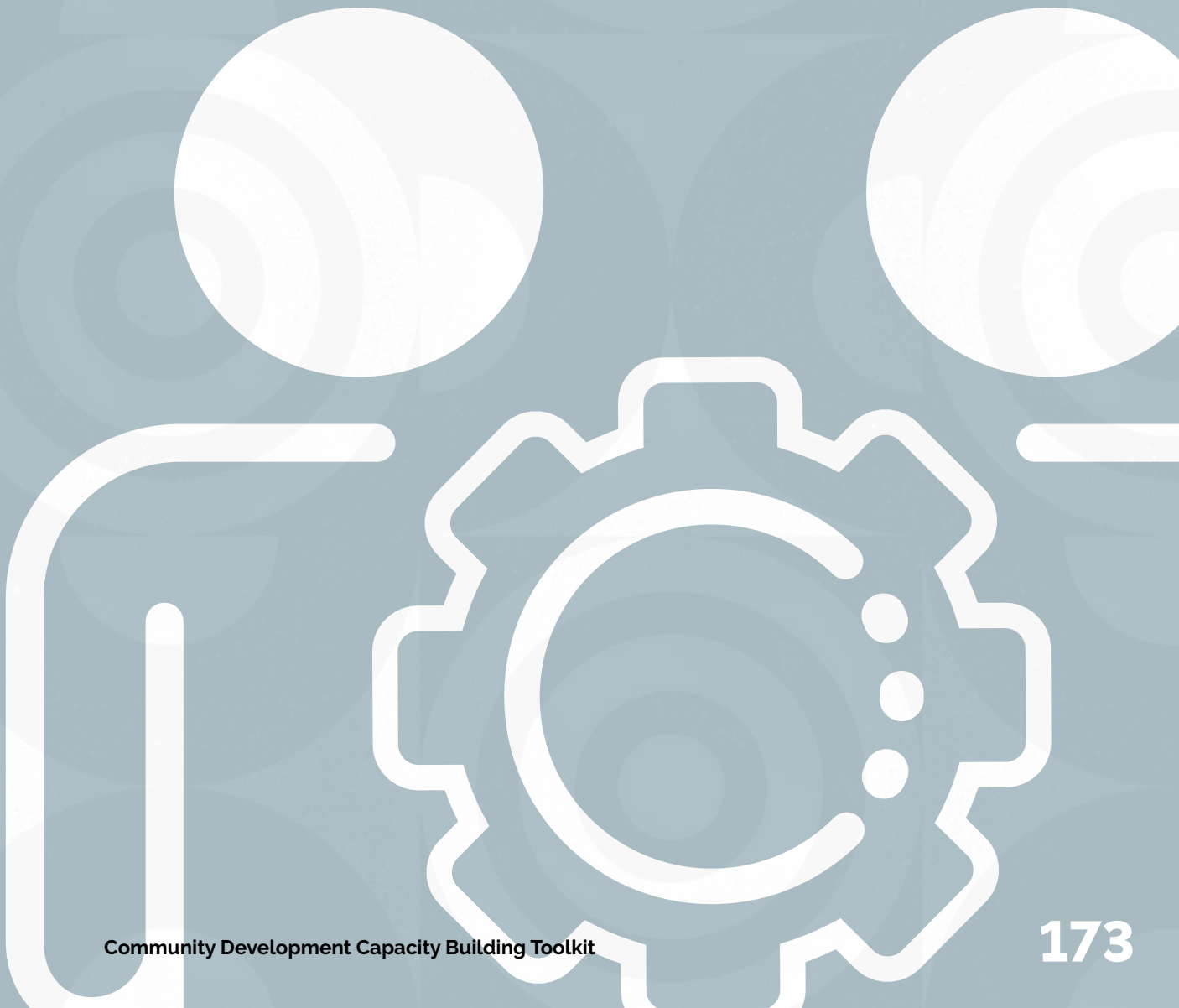
Outcome 4.1: Describe briefly the support from an organisation that gives advice on personal safety other than in the area of modern technology.

4.1 Describe briefly the support from an organisation that gives advice on personal safety other than in the area of modern technology.

Feedback



Spirituality



Relationships

Session 1 – Personal Safety

AIM

The aim is to explore spirituality with young people

LEARNING OUTCOMES

Individuals will have wider understanding about the meaning of 'spirituality'

WHAT YOU WILL NEED

- Film (see YI)
- Spirituality ppt
- IT equipment: projector, sound system
- Cards

ACTIVITIES	
01 Introduction	• Establish ground rules. • Explain the programme and purpose of project.
03 Opening activity	• Chill & chat. • Agree group contract.
03 Development activity	• Talk through Spirituality PowerPoint presentation asking participants to contribute to discussion and ask questions. • Ask participants to watch a short film to show spiritual awakening and self-reflect. Facilitate a short feedback session. • Organise participants into smaller groups to discuss personal spirituality.
04 Evaluating & review	• Group discussion • Evaluation sheets • Facilitate a short reflective practice session with volunteers and staff

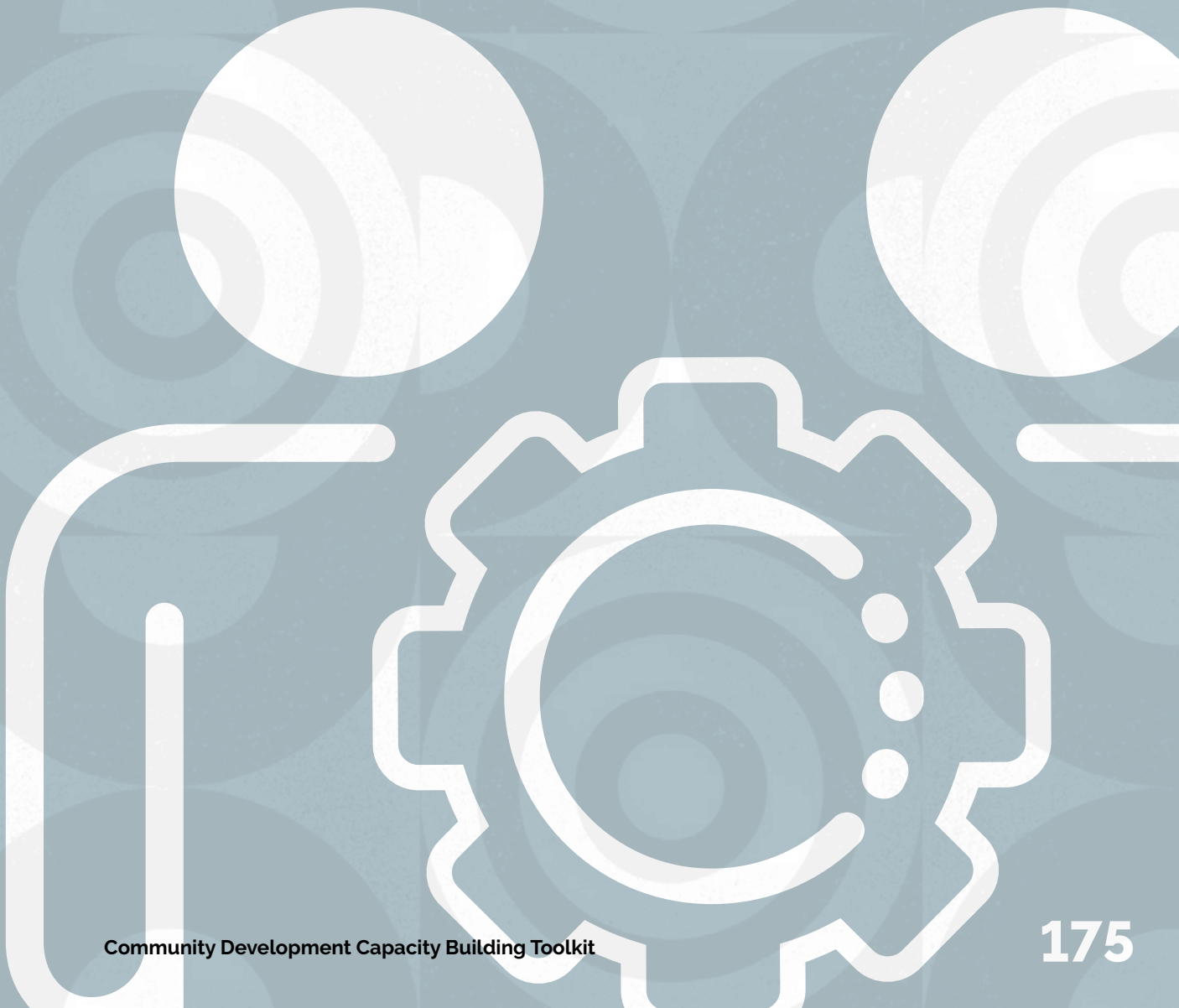
Facilitator Guidance – Spirituality

Your job is to direct the group through the material, clarify the concepts, answer questions, and redirect questions you can't answer back to your co-worker to explore together.

So here's how to start:

1. Make sure you have read the PowerPoint slides before the session and understand the content. Get some external support if necessary.
2. Watch the short film and make notes to help you facilitate the lesson.
3. Before delivery, mark those questions and discussion items that are the most appropriate and relevant to your team. Be selective, reword — do whatever it takes to convey the essential principles of spirituality.

Mental Health (A Beautiful Mind)



Relationships

Mental Health (A Beautiful Mind)

AIM

The aim is to raise awareness of mental health & wellbeing issues

LEARNING OUTCOMES

- Individuals are able to recognise signs and symptoms of common mental health problems.
- Will know how to respond and where to get help

WHAT YOU WILL NEED

- Refreshments
- Mental Health Cards
- DVD & IT equipment
- Flip chart, paper, pen

ACTIVITIES

01 Introduction

- Establish ground rules.
- Explain the programme and purpose of project.

02 Opening activity

- Icebreaker (use your own or choose from pack).
- Agree group contract.

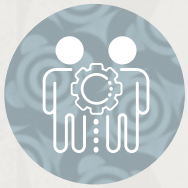
03 Development activity

- Using the slides, display images of different experiences and ask students to describe how they make them feel. Some adjectives are provided. As a class, categorise the images as 'happy' or 'stressed'.
- In a speed-dating style activity, students describe things that stress them out to the person opposite. Then with a new partner, they describe things that help to keep them happy. This can be completed in a range of ways:
  - Line participants up in two rows. They talk to the person opposite, then they swap partners by taking a step down the row, moving to the opposite end.
  - Stand participants in two circles, one inside the other, with the inner circle facing the outer circle. They talk to the person opposite. Then the inner or outer circle moves along to the next partner.
  - Keep participants seated and get them to alternate with their partners either side.

04 Evaluating and review

- Highlight the common issues that people have identified as stressful during the speed dating discussions.
- Worksheet 1 contains five factors that are important in maintaining mental health. Cut these out so students can organise them in order of importance. They should complete this exercise independently, in pairs and then as a group.
- Activity 4 asks students to research mental health problems further and examines careers in this field.
- Evidence will be gathered throughout the activity by noting discussion points.
- Tutor observations sheets.
- Summarise and write up results of workshop 1.
- Facilitate a short reflective practice session.

Relationships



Worksheet 1 – Maintaining Mental Health

FIVE FACTORS FOR MAINTAINING MENTAL HEALTH
Feeling safe and looked after
Being able to voice your opinions and have people listen to you
Giving positive attention to others (it could be a person or a pet)
Getting respect for things you are good at
Having help with money and finances

Worksheet 2 – Maintaining Mental Health

What do we know?
What do you think of when you hear mental health?
What affects our mental health?
What do you look out for if you think someone's mental health is affected?
How many people on average are affected by mental health issues? Answer out of 10
What sort of things can you do to help your mental health?

Evaluating and Monitoring Tools

About Evaluation And Monitoring

You may be gathering information on a regular basis to see how your project is doing. This monitoring information will help you check progress against agreed plans and will be useful when you report back to others in your organisation, to trustees and to funders.

You may also wish to answer key questions, for example, how and why certain outcomes were achieved. This will mean bringing your monitoring information together and collecting additional information, analysing it, then reflecting and learning from your findings. This is usually called self-evaluation.

Evaluation goes further and deeper than monitoring. Evaluation explores how and why certain outcomes were achieved (or not, as the case may be). It also looks at issues of quality and worth, most importantly asking: what has been the value and significance of the project to those it was intended to affect? (and others who have been affected) It may also identify additional and unanticipated outcomes of the project.

What is monitoring and evaluation?

Monitoring refers to setting targets and milestones to measure your progress and achievements, and whether the inputs are producing the planned outputs. In other words, monitoring sees whether the project is delivering what it says it will.

Evaluation, for the purpose of this guide, we will define as "a structured process to assess the success of a project in meeting its goals and to reflect on the lessons learned".

Why evaluate?

- It is good practice when managing a project
- Allows you to track progress
- Allows you to identify issues early and enables you to take corrective action
- Allows you to manage projects and programmes based on the results of the activities you undertake
- Provides accountability to your funders
- Allows you to repeat activities

Reasons to undertake an evaluation

- To assess whether a project has achieved its goals
- To understand how the project achieved its intended purpose, or why it may not have done so
- To identify how efficient the project was in achieving activities, objectives and goals
- To assess how the project impacted on the participants
- To inform decision makers about how to build on or improve a project
- To identify what isn't working and correct it
- End of project evaluation allows you to judge the success of the project

Evaluating & Monitoring

Types of evaluation

Evaluation can be characterised as being either formative or summative.

Formative evaluation

This usually takes place before or during the project implementation stage with the aim of improving the original design of the project.

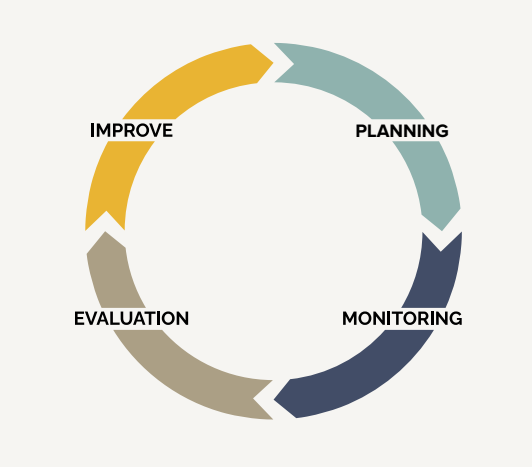
Summative evaluation

This usually takes place at the end of the project and focuses on the outcomes and impacts of the project.

	Formative				Summative
When to use	Pre-project	Project Development	Project Implementation	Project Implementation	Project Implementation and post-project
Why use it?	To understand or clarify the need for the project.	To make clear the changes that you expect the project to make.	To improve the project's design (continual improvement) as it is rolled out.	To ensure that the project activities are being delivered efficiently and effectively.	To assess whether the project has met its goals, whether there were any unintended consequences, identify what learning took place and how to improve.

Evaluating & Monitoring

The Evaluation Cycle



Planning – Questions to ask yourself:

- Why do we want to do it?
- Who is it for?
- What will we monitor and evaluate?
- How will we do it?
- Who will do it and do we have the skills to do it?
- What resources will we need, including outside support?
- What will we do with the information we get?

Monitoring – What do we monitor?

- Inputs: what you need to put into the project, such as money, staff or volunteer time, equipment, in-kind donations.
- Outputs: specific numbers of things you do, such as providing training sessions, numbers of people you work with, number of residential programmes held.
- Outcomes: the changes you are making as a result of your activities.
- Impacts: the long-term changes you are making, or changes in the wider community, as a result of your project.

Types of things you might monitor:

- Profile information on your users
- Minutes of meetings
- Case records and case studies
- Attendance numbers
- Feedback sheets from training courses and workshops
- Personal reflections and other records of events
- Complaints and compliments from users

Evaluation – Before you begin:

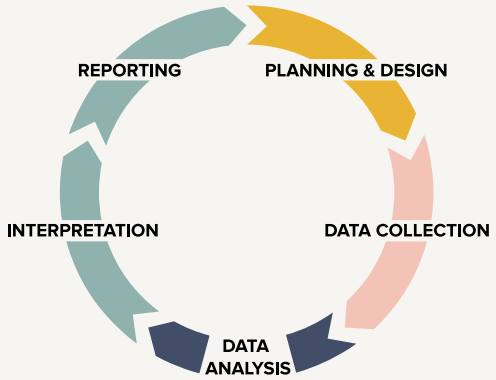
- Evaluation should be planned at the beginning so you know what information to monitor throughout the project
- Ask yourself, what additional information do we need?
- Think clearly about what the focus of the evaluation will be and how you will get the information you need
- Where will you get the information if you don't already have it?
- Make sure you have set aside the time needed to complete the evaluation or assist those who are doing it for you
- Test your questionnaires out with a pilot group first to see if you get the information you want

Review – What to do with the information:

- Collate and write up the information in a report format
- Use the information to feed into the management of the project
- Make use of the findings to improve your activities
- Tell others about your progress and what you have learned
- Use the information to influence policy change or secure further funding

Evaluating & Monitoring

Stages in Carrying Out the Evaluation



Types of data collection	
Primary data	Questionnaires, interviews
Secondary data	Statistical information such as NINIS
Quantitative data	Numbers: How many? How often?
Qualitative data	Personal reactions and feelings, changes made, quotes from participants
Piloting	Testing questionnaires out with a small group of people first

Evaluation tools – Methods of collecting information

Semi-structured interview

Semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further.

A semi-structured interview does not limit respondents to a set of pre-determined answers (unlike a structured questionnaire).

Focus Group

A focus group is where a group of people (from around four to 12) are asked questions about their experiences and opinions on particular topics.

Focus groups use a facilitator and a semi-structured interview process to prompt discussion amongst a group of people.

Observation

Participant observation provides a means to monitor the way in which people interact in a workshop or other activity.

Participant observation can include whether participants seem attentive, or ask questions and engage in discussion.

Dartboard

The evaluation dartboard is a quick and simple method for participants to rate the delivery of a workshop, training session or similar activity.

Participants, using sticky dots or a marking pen, make a mark on the dartboard based on a rating scale, for example from 'highly satisfied' to 'highly dissatisfied' or 'exceeded expectations' to 'missed the mark'.

An evaluation dartboard consists of drawing a large circle on a flip chart paper, a whiteboard or similar. You can then draw another ring in the centre of the circle to represent the bull's eye, and one in between the centre and the outer ring.

Participants are asked to place a separate mark within each sector that represents a question. The nearer the bull's eye, the more satisfied a participant is, and the further they are away from the centre, the less satisfied s/he is.

Questionnaire

Questionnaires are one of the most common and popular tools to gather data from a large number of people. A good questionnaire can be a powerful tool to inform your evaluation, and a poorly designed questionnaire can make life difficult for both those that have to complete it, and those analysing the data.

On-line Surveys/Questionnaires:

These can provide both quantitative and qualitative data depending on what type of questions are asked and which company is used. They are relatively cheap and can be promoted through other social media such as Facebook and Twitter.

Case Study

Allows you to examine the impact and changes on an individual, event or activity in greater detail by focusing on an individual's progress and recording this or writing it up or by focussing on a particular element of your project and writing up the process.

Evaluating & Monitoring

What a Basic Evaluation Report Covers

- Introduction
- Aims & Objectives of the evaluation
- How the evaluation was carried out
- Findings
- Conclusions and recommendations

Other Models

Inspiring Impact is a programme that aims to change the way the UK voluntary sector thinks about impact, and make high-quality impact measurement the norm for charities and social enterprises. The five main objectives, under five themes, aim to answer the key questions for the sector:

- What does good impact measurement look like?
- How do we know what we need to measure?
- How do we measure it?
- How can we compare with and learn from others?
- What is the role of funders?

For further information and other ideas go to **www.inspiringimpact.org**

Tracking Project Progress

When you are clear about your aim and outcomes, you need to work out how you will show the change your project is achieving over time.

There are two key steps to this process:

- Understanding and identifying the signs of change (using indicators)
- Measuring the extent of change that is happening (tracking progress)

Why is tracking progress important?

Tracking project progress will help you to:

- Know if your project is making the difference you intended
- Understand what is working and what isn't and help you make changes to your project, if you need to
- Track progress and provide information to your funder(s)
- Learn from your project

Looking Back

Purpose

This activity is designed to obtain views from people about whether they feel they have changed in any way since the beginning of the programme, and to identify:

1. How they feel they have changed
2. What contributed to this change
3. What it would take for them to change even more.

This activity could be used to produce evidence to contribute to recorded outcomes for some individuals.

Conducting the activity

- Remind people of the activities you would like them to think about. Explain that this activity asks them to identify what they have gained from that experience.
- Give everyone a, 'Looking Back' sheet and a pen and go through the questions with them.
- It is helpful to explain that the numbers are entirely individual and are used to indicate where people feel they were and are now on the scale.. It is not a test or a competition and each person's numbers will probably be different. Generally, people use scaling readily. If some are puzzled, prompt with, 'Five is a mid-point. Do you think of yourself as being above or below that?' Explain the numbers are a means of helping them think about their answers to the questions.
- Questions three, four and five may need some illustration by way of gentle prompts. For example: Q3 – Are there things you know now that you didn't before? Are there things you can do now you couldn't before? Are there things you think about, see differently or understand differently? Q4 – Might it be to do with the activities, the workers, your peers, other things? Q5 – What would it take for you to change even more?
- Remind people there are no right or wrong answers – only responses that mean something to the person filling it in.
- If people are working in pairs – maybe 'interviewing' each other – make sure a sheet is completed for each person. Encourage different rather than duplicate responses.
- Debrief appropriately. In a small group, the worker might ask individuals to share their answers with each other. The worker might ask a representative to report key findings, or alternatively, via discussion, draw on everyone's contributions to form a verbal summary.
- If you intend to draw together responses from the group, ask each person to put their name on the sheet and hand it in. (You may want to photocopy them and return them immediately or return them once you have drawn information from them.)

Evaluating & Monitoring

Looking Back

Capturing and using the evidence

Make a note of the points raised in the debriefing as these may be additional to ones written on the sheets. You might use both sources of evidence in reports about the work and its outcomes.

Information from the sheets and discussion can be written up under three headings:

- Changes in people – how they say they are different
- What people say contributed to these changes
- Things people say that will increase the changes

This can be used as a basis for further discussion with individuals perhaps using some of the questions from the interview as prompts.

With groups it can form part of the process of taking stock and reviewing what has gone on and perhaps inform a discussion of programme planning. It can also be used as an introduction to other activities in the pack (e.g. Looking Back can usefully precede or follow the Wallpaper Walk).

Looking Back – Programme Evaluation

Name:

Date Completed:

1. Think back to when you started the programme. How did you feel/what were you like?

Give this a number between 1–10 (10 being the highest score and 0 being the lowest).

At the beginning
/10

2. Now you have finished the programme. How do you feel/what are you like?

Give this a number between 1–10 (10 being the highest score and 0 being the lowest).

Now
/10

Now think about the change:

3. In what ways have you changed? How are you different now?

For example: *I'm a nicer person – calmer*

I know more people

4. What caused the change (who, what, how)?

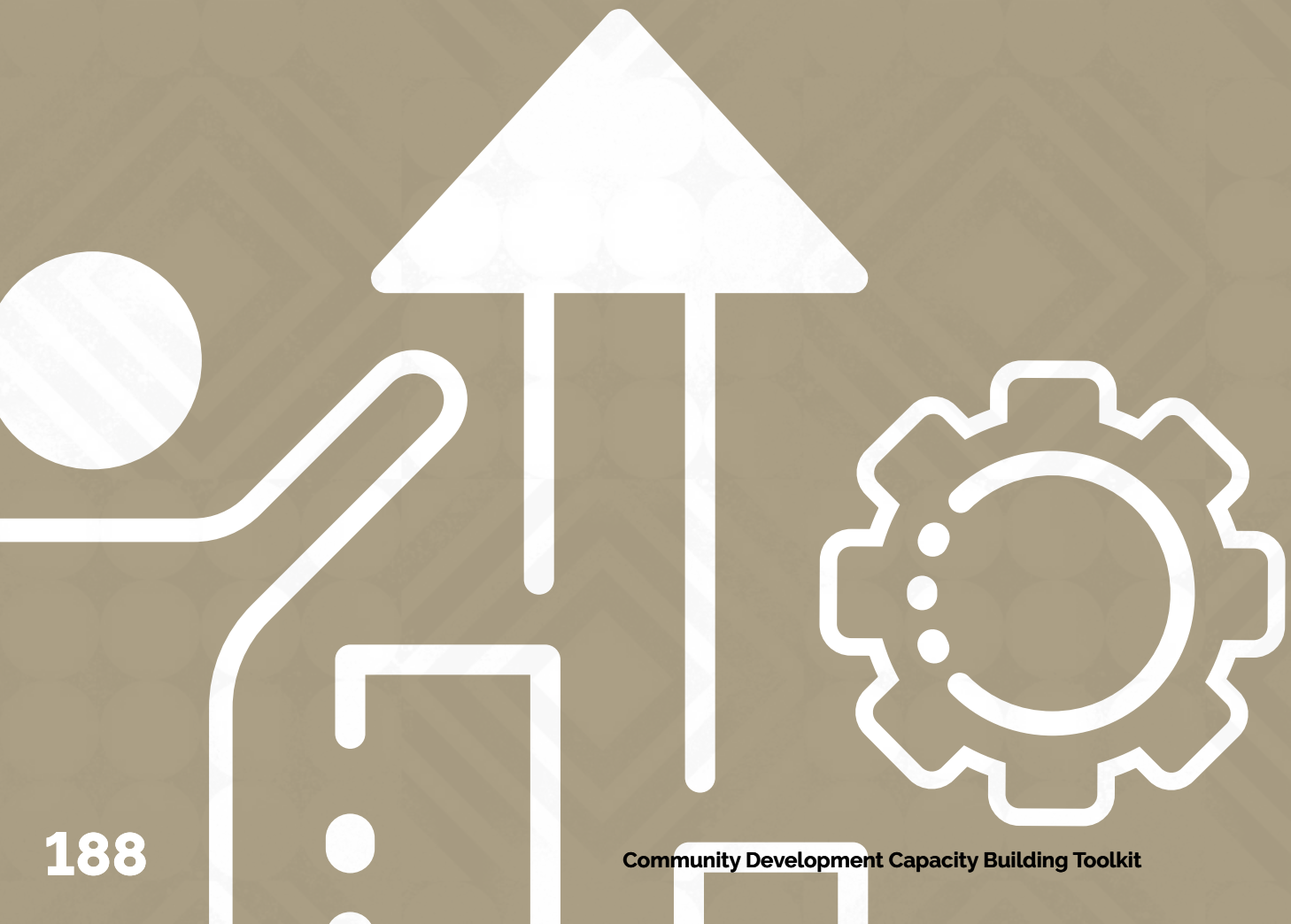
For example: *Coming in instead of being out on the streets and messing about.*

The trips out. J's really sound.

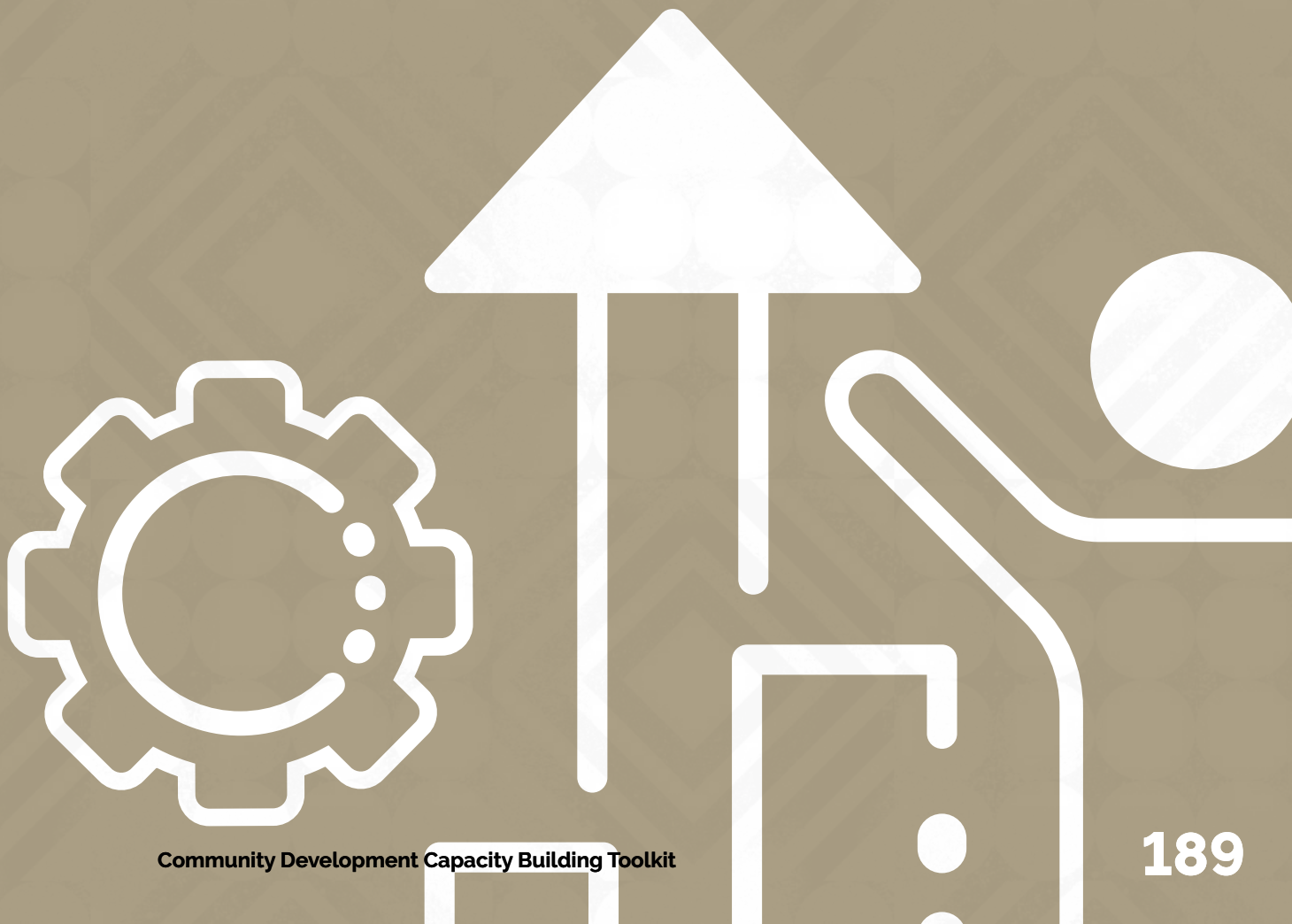
5. What would it take to increase your final score by 2?

For example: *More trips.*

If we were open more nights especially the one they closed.



Triggers for Talk



Triggers for Talk

One – Start a Discussion

Purpose

- This activity can be used to get small groups of people talking about their experience of a shared event or series of events.
- It can be used as a warm up and lead in to another reviewing activity. Alternatively, the discussion can be deepened and the prompts below used to 'dig deeper' to discover what people learned/gained.
- Workers can use this as part of the evaluating process to note particular achievements and in discussions with individuals and groups about planning ongoing work.

Preparation

- Gather together things that will trigger people's memories of the event – photographs, posters, artefacts/ memorabilia, music, etc. – any things you think will provoke a response that can be built on to form a conversation where everyone is drawn in to begin reviewing an event or set of experiences.

Conducting the activity

- Using the triggers you have gathered, ask people to tell others one thing that comes into their mind that relates to the event or experiences you are discussing.
- This can be done as a round (each person in turn contributes a memory) or in pairs moving to fours (two people share a memory each, then they pair with another couple and the four share and then declare to the group what they recall). It can be started as a game where the one who is 'on,' faces the wall and periodically turns round to 'spy' anyone moving, and others line up along the opposite wall and aim to get to the other side and declare their recollections before they are 'seen' and take over as the one who is 'on'. If you use this more active start, move into the discussion by asking everyone to share their memory.
- You may like to draw everyone in to a discussion of the event or set of experiences focusing on 'what we did' and 'what we got out of it'. These prompts may be useful:

– What do you know now?

– What can you do now and/or what do you do differently?

– What do you think and feel differently about?

Resources

Photographs and/or other artefacts to trigger reminiscing.

Capturing and using the evidence

It is useful to make a note of what people say. It may be that a colleague can act as scribe and note key points made during the activity. You may choose to use a flip chart to record key points. This way you can check with the group at the end that you have captured their responses accurately.

Workers may wish to return to some of the points made by individuals in their conversations with them as part of their ongoing work.

The evidence can be used with the group at another time as a lead into other activities designed to review achievements and progress.

Two – Produce a Poster/Create a Visual Image

Purpose

- This activity can be used to involve participants in reviewing their experiences of a shared event by drawing a poster or making a visual representation of aspects of it
- It can be used as a warm up and lead in to another reviewing activity
- Alternatively, it can be used to begin a discussion, 'digging deeper,' to discover what people learned/gained. Workers can use this as part of the evaluating process to note particular achievements, and in discussions with individuals and groups about planning ongoing work

Conducting the activity

- Inform the group of the event or set of experiences that you wish them to focus on, and explain the purpose is to produce visual images of, 'what we've done and what we got out of it'
- People may like to work individually or in pairs and you may decide to encourage them to illustrate the experience as they wish or to structure what they include by asking them to draw things in response to instructions you give, such as:
- What did we do? First, draw or denote the activity/programme, now draw an image you associate with it. E.g. What was the music at the time? Who had the least sleep? Add these in (i.e. variations to suit)
- What did you get out of it? Draw some of the things you gained
- You may find it useful to prompt the various levels of learning by moving from the general and probably descriptive to the more reflective and specific
- Descriptive: e.g. 'I got a weekend away from my family', 'I bought a new hat', 'I learned how to abseil'
- Reflective: e.g. 'We had lots of fun together and have good memories.' 'We learned to sort out our differences by having time at the end of the day for everyone to say how it went
- What knowledge did you take away with you? Did you learn anything about yourself/ others, such as an understanding of how you behave?
- What you can do? Do you think any differently? How you can illustrate this? Add them in
- Show and share creations

Resources

Paper and pens/paint, etc.

Capturing and using the evidence

- The evidence of this activity is, 'preserved' on paper. Some people may like to display their products yet others may feel self-conscious about their artistic abilities. If this is the case, a worker might pick out elements from each 'poster' and produce a composite version – either visually or in written form – which indicates all the learning gains identified by the group. Where particularly personal gains are identified, these should be rephrased/modified appropriately to preserve confidentiality
- Workers can use the process (and the products) to become aware of particular achievements of individuals and use this in their ongoing work with groups and individuals

Sample recording document on following page.

Triggers for talk – Recording Document

Project: Project:

Date Completed:

Names: (list here and then use initials to identify their contributions below)

I know...

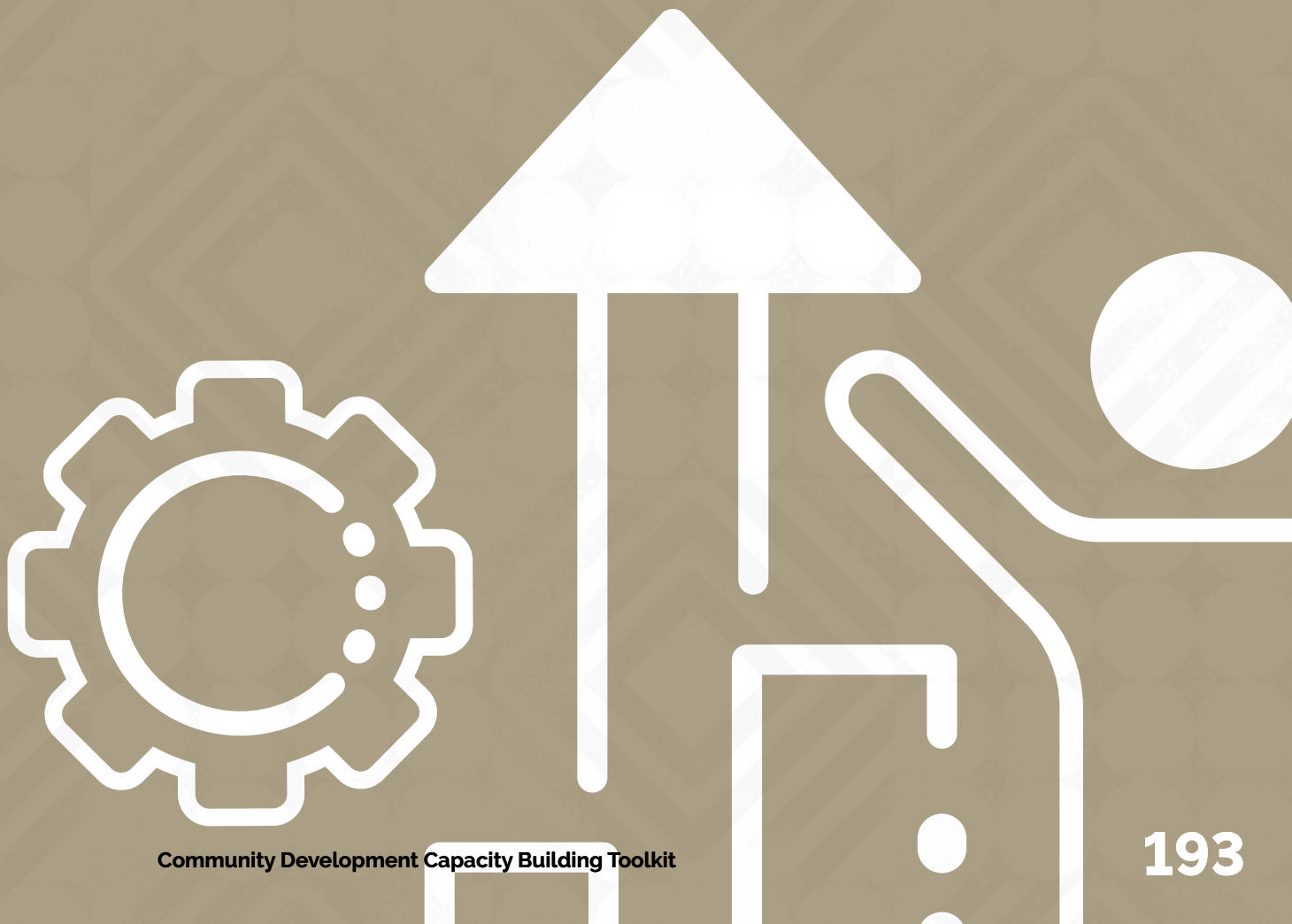
or, more broadly, what I got out of it...

I can do...

I think/feel differently about...

I will use this in/at/with...

Outcomes Wheel



Outcomes Wheel

Purpose

- This activity is designed to enable people to identify changes over time, in relation to indicators of personal and social development
- It provides a record of how people feel they have moved over time. Visually representing their progress can have a motivating effect on the people who complete the wheels. Workers can draw from the evidence of people's progress to record outcomes and to illustrate to a wider audience the progress participants have made

Preparation

- Decide whether you wish to undertake this activity at the beginning and again at the end of a programme; or whether you will ask people to complete two wheels at the 'end' – one for 'now' and one thinking back to how they were 'before'

Resources

- Copies of wheels and guidance sheets colouring pens
- Conducting the activity
- Explain to people that the wheel shows indicators of personal and social development from things they may do as part of what they are involved in. The guidance sheet gives more detail of each indicator and may help people complete their wheel, talk it through together if appropriate
- Ask participants to mark their position on a scale 1-10 where 1 is low and 10 is high. Emphasise that it is not a test or competition and that participants will be likely to have different places on the scale
- Encourage participants to colour in the 'wedge' from 1 to wherever they decide they are to maximise the visual effect

Capturing and using the evidence

- People may want to keep their wheels as they show the movement they have made – in either direction – in accessible and visual form. They form neat records of development over time and people undertaking accredited awards may find them to be useful evidence of their progress
- Workers may like to request a photocopy for their records. They are useful evidence to use when planning work with individuals and groups
- The evidence on the wheels may indicate that a recorded outcome could be made for particular individuals. Ask them to tell you more detail about the changes in their scores. What they say is useful evidence of the movement they have made
- It is important to note that no emphasis should be placed on the numerical scores. They do not indicate the amount of movement in any 'true' sense as there are no fixed intervals between the numbers
- The evidence may thus only be used in conversation with individuals and cannot be added up to claim to others the amount of movement individuals have made – or the amount of value the programme in which they have participated has added
- It is possible to identify indicators where there is greatest movement for individuals and plot these across the group. The outcomes are listed down the side and individuals' 'before' and 'after' scores are recorded. Taking each individual in turn, work down their scores and identify the outcomes where they have made greatest movement (e.g. the three highest scores for each individual). Three stars denote the outcome where an individual has moved the greatest amount, two stars next greatest and one star the third greatest movement. This sort of evidence can be used in reports to demonstrate to others the progress a number of individuals have made

Sample Outcomes Wheel on following page.

Outcomes Wheel – Before Involvement

Name:

Project:

Date Completed:

Outcomes Wheel – Help Notes for People

If you are not quite sure what each heading on the Outcomes Wheel covers, here are some prompts that can help you think about each part.

Examples – but choose your own:

1. Knowing what I'm good at:

- What things do you know you are good at because they have worked well in the past?
- What things would you like to do better because they have gone wrong in the past?

2. Looking after myself:

- How good are you at looking after your health and fitness?
- How well do you manage stress?
- How effective are you in managing risky behaviour? Can you keep yourself safe?

3. Understanding my feelings:

- What understanding do you have of your feelings and how they affect your thoughts and behaviour?
- Do you sometimes get angry with others because you are feeling unhappy, down or stressed? Can you control your emotions?

4. Sensitive to feelings of others:

- How sensitive are you to the feelings of other people?
- Can you change your behaviour if someone says you have upset them?

5. Dealing with setbacks:

- How do you cope if things don't always go well and can you bounce back from disappointments?
- If someone upsets you, do you find it easy to move on from this?

6. Developing interests:

- Would you say you developed any new interests from the programme you have been involved in?
- Do you take part in any creative activities (music, art, writing, dance)? Have you taken part in any outdoor or sporting activities that you don't usually do? Have you been involved in other things you don't usually do?

7. Having a say:

- Do you have a say in what goes on in your club/project?
- Have you become involved in any members' group, in finding out what other people would like, or in telling other people about people's views?

8. Learning from mistakes:

- Do you learn from mistakes you make or do you seem to make the same ones again and again?
- Do you think about how you could do things differently next time?

9. Value people who are different from me:

- Do you feel comfortable with people from all sorts of backgrounds?
- How can you learn from people who aren't the same as you, rather than disliking them?

10. Compromise and negotiation:

- How good are you at, 'give and take'? Do you recognise that you can't always have your own way all the time?
- How do you compromise, negotiate and change your behaviour to get what you want?

11 Feeling part of my local community:

- Do you think of your community positively? Consider how you feel about people in your community – do you feel good about them?
- Are you involved in any aspect of community activity? Are you perhaps a volunteer in any community project or in your club/project? Do you help?

12 Finding information:

- Can you ask for the information that you need?
- How good are you at getting information/ help that you need?
- Do you know what services are available to you and how to find them?

Outcomes Wheel – After Involvement

Name:

Project:

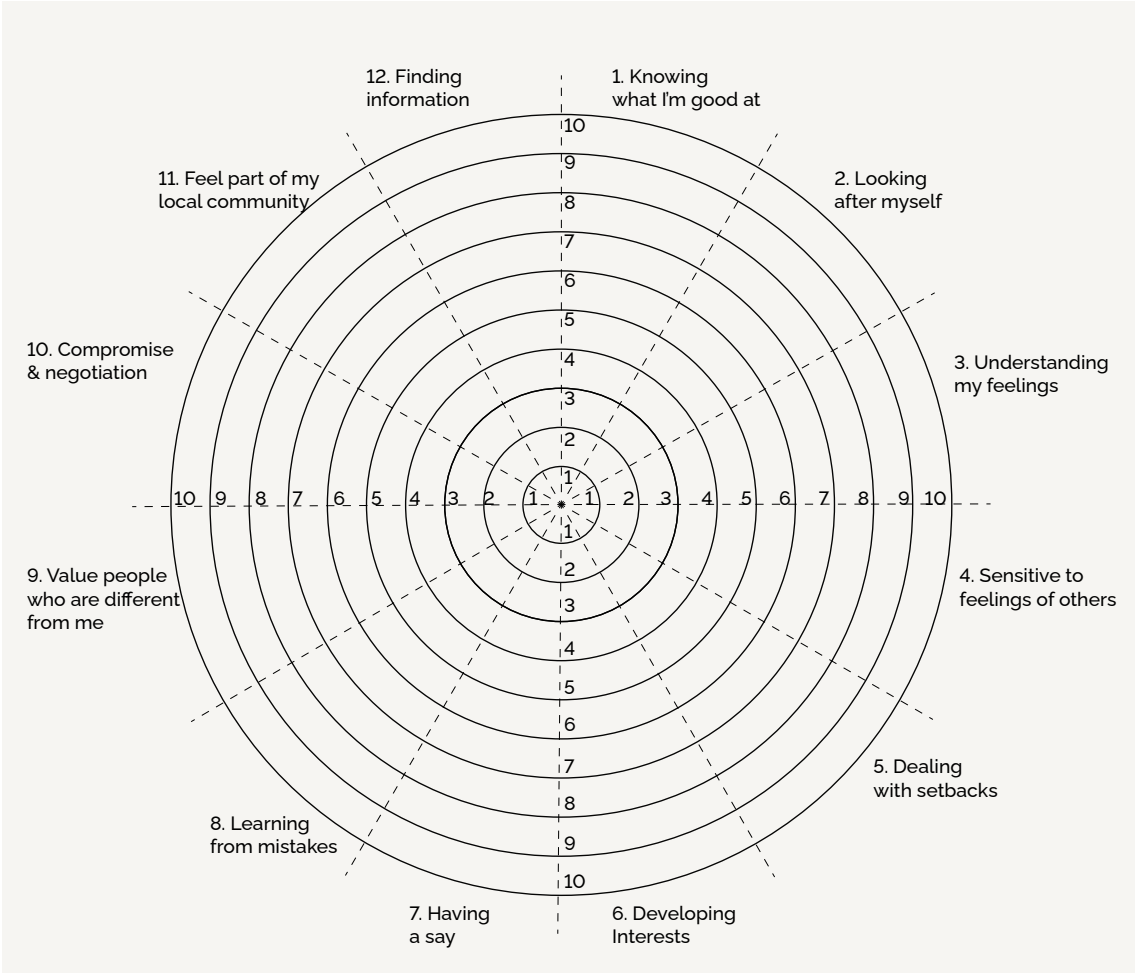
Date Completed:

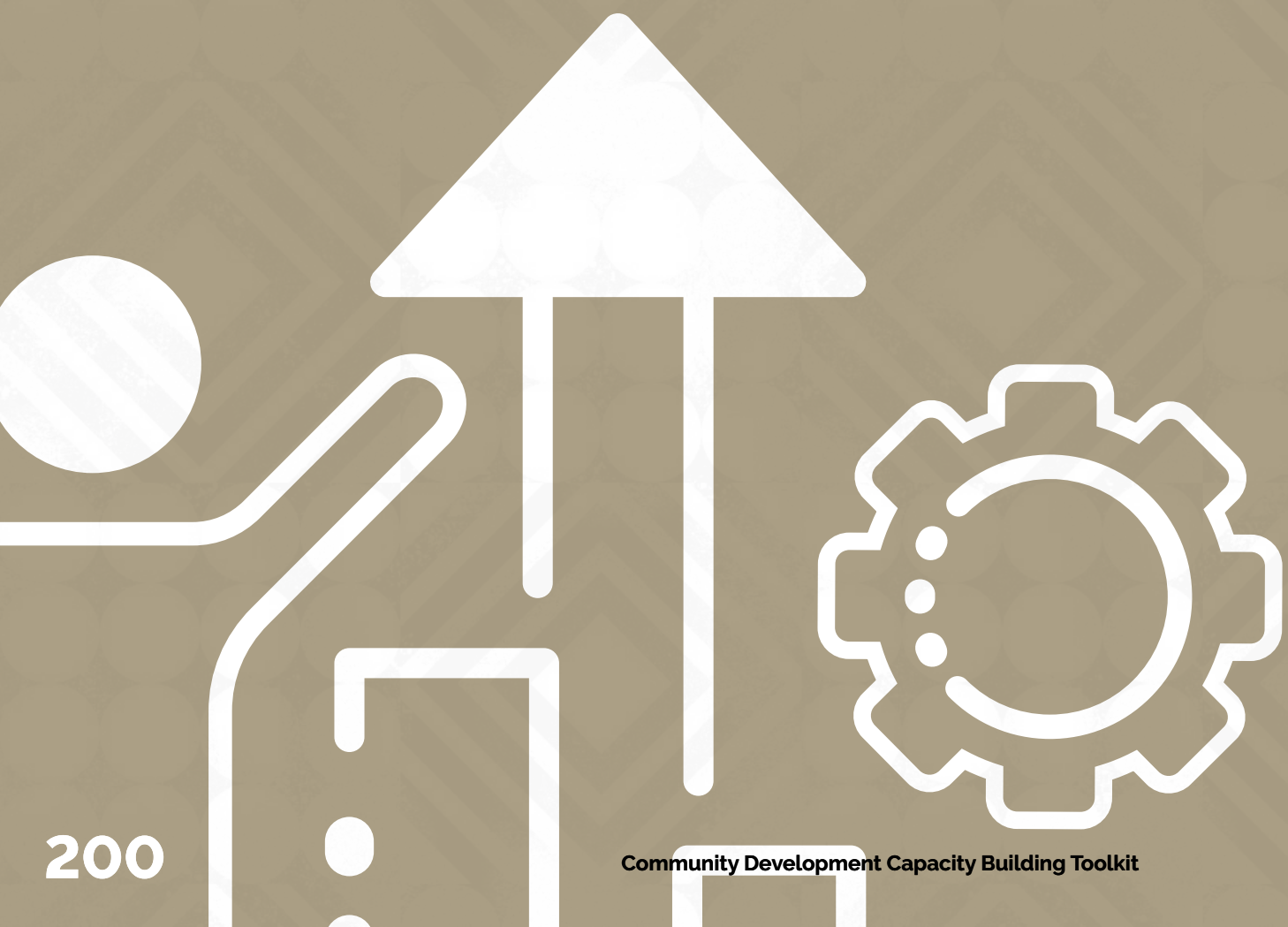
Outcomes Wheel – For Student Use

Name:

Project:

Date Completed:





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