Developing communities that are prepared to help

TOOLKIT

ACKNOWLEDGEMENTS

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CONTENTS

INTRODUCTORY NOTES FOR FACILITATORS

These notes have been designed to help you get started as you have identified that the community where you live, work or play could be more involved in being caring about the people who form part of that community; people who may be lonely, bereft, at the end of life or those caring for someone who has a life-limiting illness. This toolkit provides you with a session plan and supporting facilitator's notes.

How these notes can help me

These notes:

- explain what community development is and its benefits
- provide guidance on facilitating the community development session and what would be expected of you as the facilitator
- offer advice about the support needed for facilitators and participants both during and after the session.

How to get started

Firstly think about what it is you want to change, e.g. do you want to set up a community network so you can make a 'call for action' to help people who are lonely? Or would you like to set up more support networks or activity groups (see page five for more examples)? Perhaps you would like to encourage individuals to make small differences and be more aware of what is happening in their community and the situations in which people may need more help. Be clear about what you want to achieve.

Decide what the community development session is about

- There are times in our lives when we think about the consequences of becoming seriously ill or disabled and who would be there to help us.
- All organisations such as schools, workplaces, colleges, clubs, places of worship, pubs, shops etc are affected by death and loss.
- This session explores what support our community currently has and could provide us with, and how it might help us at the end of life.

- It uses the principles of the 'Appreciative Inquiry Model', which is about people who share something in common supporting and learning from each other (see page seven for more information about this approach).
- People who attend the day may go on to do a whole range of things to develop a compassionate network – here are some examples:
  » Convene an informal group discussion at work or in a community group to explore ways they can promote local change.
  » Organise an 'information day' about developing their community to be compassionate and caring.
  » Display a poster in the local library or community centre (with permission) to raise awareness and/or advertise for volunteers.
  » Encourage their workplace to become a compassionate organisation.
  » Distribute leaflets, or staff a table at a community event, as a means of sharing information about support that is available.
  » Listen to the concerns of a neighbour and offer information, if requested, about sources of help.
  » Become a volunteer in your community.
  » Make links with other people (professional or non-professional) and join in their activities.
  » Offer sources of practical help individually, or develop a network to provide a series of support, e.g. mowing the lawn, fetching shopping, taking a dog for a walk.

Who might attend the session and what benefits would there be to them?

All sorts of people may be interested in attending and preparing to become community developers, e.g. members of the public; members of community groups (perhaps from support groups, local action groups); students; health and social care staff who want to make changes in their work places and/or their communities.

Inviting participants to the session

Use as many opportunities as you can to advertise the session, e.g. your local community centre, library, school, places of worship. You can download sample templates from the Hospice UK website. These templates include a promotional flyer to help advertise the session. Engage as many leaders in your community as possible to help you communicate the event and invite a good cross-section of individuals.

Think about the location

It is important that any venue is large enough to accommodate all the participants comfortably and that it's easily accessible, with transport links and parking. Ideally, you will have a main meeting room as well as somewhere quiet where participants can go for a break or time out.

Housekeeping and refreshments

When choosing your location it is necessary to factor in location of fire exits and expected drills, seating arrangements and smoking regulations. Having somewhere to get a hot drink will be welcome.

THE APPRECIATIVE INQUIRY APPROACH

This workshop session is built on the 'Appreciative Inquiry Model.

What does 'Appreciative Inquiry' mean?
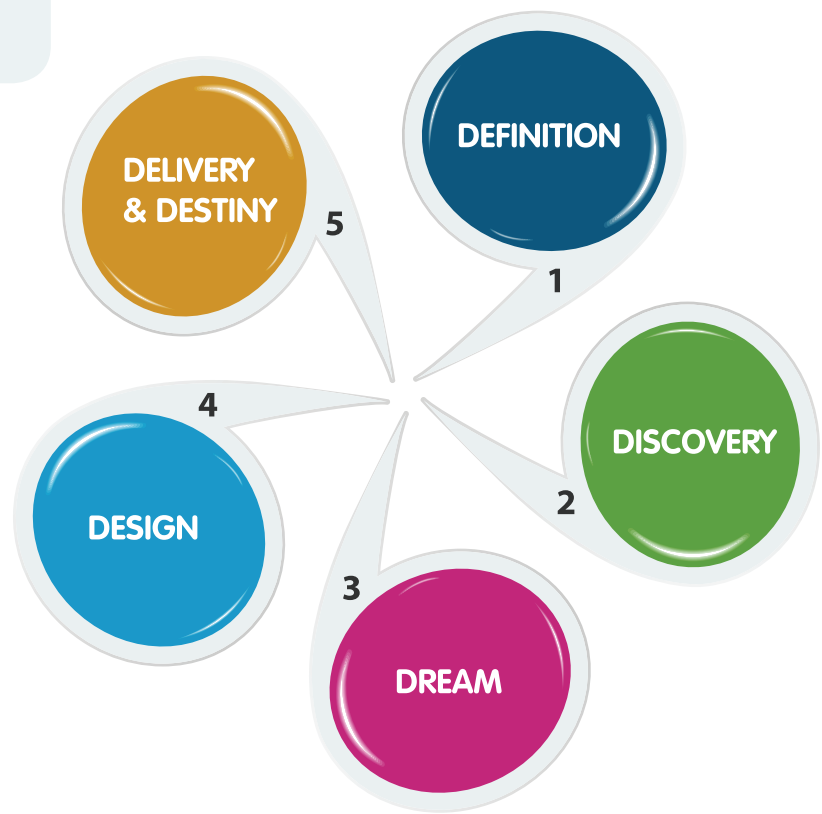
DEFINITION: It is about the participants understanding the meaning of the subject matter/topic (the inquiry) that you wish for the group to be engaged in. For example what does care and compassion in a community look like and/or mean to each person as an individual and/or as a group?

DISCOVERY: For the participants to reflect on and discuss the best of '**what is**' the purpose of the 'Inquiry' such as community development (this is key point of the Appreciative Inquiry method).

Their own 'best of' stories, e.g. tell me about a person or event that most inspired you to change the way you behaved or acted.

Telling and listening to meaningful stories is central to creating widespread engagement and building relationships.

DREAM: Participants are then asked to visualise how their 'ideal', e.g. community, might look if there was a 'wish list' or their 'dream' or 'if only'.

The aim is to attempt to identify common aspirations of a symbolic vision but *not* a mission statement.

DESIGN: With the participants having a common dream in place, they are then asked to develop concrete 'actions' or proposals known as 'provocative propositions' (design statements).

DELIVERY AND **D**ESTINY: Participants make self-changes commitments to take action.

Terminology

We have chosen to use 'community development' as the title for this **workshop**, and 'community engagers' for those participating, because people might understand these terms and relate to them more easily. Your role is as a facilitator rather than that of a trainer. You may need to clarify this point throughout the session.

What is the role of the facilitator within the Appreciative Inquiry model?

- To keep the group focused on the tasks set out in the session and emphasise its purpose.
- To remain as neutral as possible, treating each person and their contribution with respect.
- To manage a group of people in a sensitive manner and help them to gain confidence.
- To involve and encourage everyone in the group.
- Listen and contribute but let individuals provide the answers.
- Feedback at each task what the shared valued points were.
- Remind the group of the outcome of each task and overall session.

What support might I need and the needs in the room?

It is important to factor in breaks and time to reflect during the session. Some timings are suggested in the 'session plan', but you will need to be guided by your group and how long or short a time each task is likely to take.

As a facilitator, it's essential that you consider from whom you can gain some support in advance of running the session, and it is recommended two facilitators run the session.

An integral part of the session consists of helping participants think about the need for accessing further 'support' for themselves in developing community engagement.

In addition, you may wish to provide information about community development and support groups in your local area to sign-post further development.

What are the session objectives?

- To enable sharing and development of community development.
- To enhance awareness of issues about humanity at the end of life.
- To help participants think about the actions they wish to take to develop their community.
- To enable participants to locate the right champions to support their development in their community.
- To enable participants to identify and use appropriate resources to develop their community.
- To enable participants to consider their next steps as community developers.

Resources to help you

The resources listed below can be sourced at low budget stores, and wall or table space can be used instead of flipcharts:

- Facilitators guidance sheet (introductory notes)
- Session plan
- Photographs/newspaper/magazine cuttings/ images of, e.g: communities, people, worship (make sure you have copyright permission to reproduce these images and articles)
- Dying Well Charter
- Compassionate City Charter
- Flipchart and pens
- Blue tack/equivalent
- Post-it notes
- Pens/pencils
- Post cards

THE COMMUNITY DEVELOPMENT SESSION NOTES

As a facilitator it is important to remember that participants in the session may not know each other and may be feeling apprehensive about what to expect. Group work is an essential part of this process to help each person recognise their own value and contribution to the session.

INTRODUCTION (to start the essence of the session)

It is important to begin with the philosophy of community development, and using Appreciative Inquiry as a model for facilitating the session around community development will help to keep the group focused on discovering what each participant may be able to contribute to their community or support a proposal in their area.

As a facilitator it is helpful to start the session by introducing yourself and ask each participant to provide a short introductory summary of themselves. Remember it is about the group contributing and you leading and facilitating the discussion.

DEFINITION

To lead the discussion you are asking questions to understand the meaning of the subject matter (the inquiry) that you wish for the group to be engaged in. For example, what does community mean to each person as individual and/or as a group (how can they help encourage their communities to be more compassionate and caring)?

NOTE: This task is about the use of sensory images to influence response.

Task 1: What does community mean to you?

To support the participants understanding of the task, it may be helpful to write these questions on flipchart paper that is visible in order for the group to refer to during this group work session.

Group work

Depending on the number of participants in the group, divide into pairs and/or threes or a combination of both. Using the photographs/newspaper and magazine cuttings supplied, provide a selection to each group. Ask each group to look at the images and separate the photographs into answering the questions below:

What does community mean to you?

Ask each group to share images (at least one choice per person in the group) resulting in at least four to six photographs and/or newspaper/magazine cuttings in each group.

Using the blue tack provided ask each group to "stick" each image onto the flipchart paper or a flat surface, e.g. wall, table, this helps to unite similar beliefs and situations. If using flipchart paper and there is wall space, using blue tack stick the example community collages around the room (make sure you have permission to do so first).

Ask each group to share their community with the rest of the group.

- What does a 'community' mean/look like to you? (This maybe your workplace/residential area/faith group/gym/book group/college/university.)
- Examples of definitions include:
    - » "**Community** is a group of people who together are working towards a common goal, having the same beliefs and helping each other out through hard times."
    - » "**Community** to me is a sense of support around **you** from a big group of people who are just welcoming and supportive and loving of **you**."

DISCOVERY

The purpose of this task is for the participants to uncover the meaning by themselves of this 'Inquiry' thus 'community development'. Hence why we as individuals need to improve/change the areas/groups we belong to, to provide better support in that 'community'.

Task 2: Group work

Ask each person in each group to share a story or feedback about "what is good" about the community? (Examples for the facilitator could include where they live, work, play, share beliefs, study, shops, and visit including about the current support it offers, e.g. GP practice, pharmacy etc. Building on how we can enable our communities to be more caring and compassionate about:

- carers looking after loved ones at the end of life
- isolation
- loneliness
- people who are bereft.

What in particular made the difference?

Ask the participants in each group: "What do you feel could be better, what other help could be improved on/provided?"

Ask each group to feedback via post-it notes on the flipchart paper one titled 'what current good about their community' and 'what could be better?'.

The facilitator reads all the post-its back to the whole group and offers to the participants if they would like to clarify/offer more information.
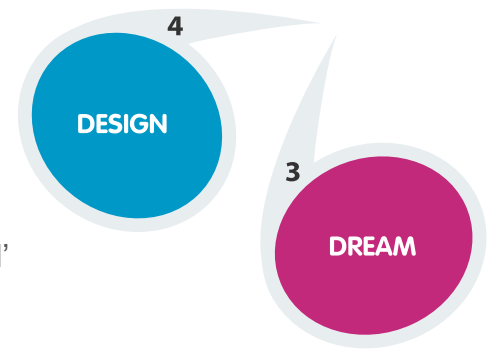
Task 3: Group work

Ask the same groups: "What does community development look like?"

What activities are there within:

- community engagement
- community development
- community improvement.

Provide a case study (examples are on the Hospice UK website) or use the online videos and ask each group one key point of what they understand community development means.

DREAM TO DESIGN

Participants are then asked to visualise how their 'ideal' community might look if there was a 'wish list' or their 'dream' or 'if only'. The aim of this task is to attempt to identify common ambitions of a joint emblematic vision but **not** a mission statement.

As the facilitator, you are asking the group: "If you could create a new vision for your community – what would you like it to look like?"

Task 4: Developing provocative propositions

With the participants having a common dream in place, they are then asked to develop concrete 'actions' or proposals known as 'provocative propositions' (design statements) and realistically designing their new community or what each participating person could do in their area, even one simple change.

Group work

From listening to the stories in the room and the case studies, ask each group:

- What could you do, in your community?
- How could you engage people to join you, offer support and help you get started?
- Are there any organisations which could help influence and help you?
- Who else do you need to talk to?
- What resources might you need and where might you find them?
- What are you going to do next?

DELIVERY AND DESTINY

Participants can now make self-changes commitments to take action.

Task 5: Make a pledge

Ask the whole group to individually provide their one top pledge (actions) and write this on a post card. Once completed each pledge is to be stuck on a titled (PLEDGES) flipchart paper or wall to capture everyone's anonymous pledges in the room. The facilitator reads back all pledges to capture the rooms' 'call for action'.

RECAP

The recap is to confirm aspirations and learning.

Task 6: Summarise the session

The crucial point of this session is for the facilitator to summarise three key points at the end so the participants are left with the importance of community development in their minds and their pledges to action. It is your role as a facilitator to identify these.

EVALUATION FOR FUTURE SESSIONS (OPTIONAL)

At the end of the session you may choose as a facilitator to ask each participant to provide their evaluation to support future sessions.

Task 7: Take feedback

You can use post-it notes to answer the questions below and stick on titled flip chart paper with the two questions written as below:

• What was helpful or useful?
• What was not so helpful?

REFERENCES AND RESOURCES

REFERENCES

Appreciative Inquiry Model in: Kessler EH (ed). *Encyclopedia of management theory*. Sage Publications, 2013.

Windle K, Francis J and Coomber C. *SCIE Research briefing 39: Preventing loneliness and social isolation: interventions and outcomes*. SCIE, 2011.

National Palliative and End of Life Care Partnership (NPELCP). *Ambitions for palliative and end of life care: A national framework for local action 2015-2020*. NPELCP, 2015.

National Council for Palliative Care (NCPC). *Each community is prepared to help*. NCPC, 2016.

Abel J and Kellehear A. Palliative care reimagined: a needed shift. *BMJ Support Palliat Care.* 31 January 2016.

RESOURCES

Compassionate Communities UK
www.compassionate-communitiesuk.co.uk

Why should we develop compassionate communities?
www.dyingmatters.org

Compassionate City Charter
www.phpci.info/tools

End of Life Care (Thames Valley Strategic Clinical Network)
http://tvscn.nhs.uk/networks/end-life-care/

End of Life Care (South West Clinical Network)
www.swscn.org.uk/improving-quality/end-of-life-care

Asset-based places: A model for development
www.scie.org.uk/future-of-care/asset-based-places

Community development: Everyone's business
View online

Community planning toolkit: community engagement
www.communityplanningtoolkit.org/community-engagement

SESSION PLAN

INTRODUCTION

Postscript:

Reinforce why participants are there – to be aware of and involved in the community they live, work and play in.

Introduction from the facilitator to explain their purpose in wanting to provide a session:

"The facilitator introduces to the group the concept of developing community networks to support vulnerable individuals that may be isolated, bereaved and carers supporting loved ones at the end of life."

The facilitator asks each individual to introduce themselves and explain why they were attending, e.g. their interest.

"The aim of the day, why we are here. Purpose to look at community development, it is enabler and to have a clear of purpose as an onward plan from the workshop. Needs to be lead and driven."

20:00

Time
Recommend **15-20 minutes**.

Top tips
Highlight a clear purpose from the start and that it is a "call for action".

Notes
How can we support our communities to be able to be more caring and compassionate about:

- carers
- isolation
- loneliness
- being bereft.

DEFINITION

Postscript 1:

This could be faith, social groups and interactions such as a GP practice, pharmacy.

Postscript 2:

Reinforce why participants are there – to be aware of and involved in the community they live, work and play in.

TASK: What does a community look like to you?

Group work:

a.   Ask each participant in each group to look at the images, newspaper cuttings and photographs etc and request: *"What does community mean to you from looking at the images?"*

b.   Ask each participant in each group to choose images and discuss with the others in the group what each image represents to them.

c.   Ask each group to stick their chosen images on flipchart paper (or equivalent) to produce a collage of 'their community'.

d.   Ask each group to feedback to the whole group on why they chose their images and what community means to them.

30:00

Time

Recommend **30 minutes**: 15 mins for exercise, 15 mins feedback.

Number in group

Two to three people depending on the number of participants.

Top tips

At least one image per person will result in four to six photographs per group. This will result in a collage of photographs, images and newspaper cuttings, providing a picture of community.

The key is each group develops a collage of their reflection on what community means to them.

If the room allows, stick each community flipchart on the walls with blue tack.

DEFINITION

1

SESSION PLAN

Resources required

- Flipchart
- Pens
- Photographs, newspaper cuttings, web based images – community and humanity
- Blue tack
- Case studies

Notes

Task 1 is about the use of sensory images to influence response.

Outcome 1: Each group sticks their chosen images on a flipchart.

Outcome 2: Each person in the group chooses at least one image resulting in a collage of photographs per group representing their new community.

DEFINITION

1

DISCOVERY

Postscript:

Reinforce why participants are there – to be aware of and involved in the community they live, work and play in.

What is good about your community and what could be better?

Group work:

TASK 2:

Ask each person in each group to share a story or feedback about *"what is good"* about the community? (for the facilitator – where they live, work, play, share beliefs, study, shop, and visit including about the current support it offers, e.g. GP practice, pharmacy, in regards to community support with those with life-limiting conditions, isolation the bereaved, vulnerability, carers. *"What in particular made the difference?"*

TASK 3:

Ask the participants in each group: *"What do you feel could be better, what other help could be improved on/provided?"*.

FEEDBACK

Ask each group to feedback via post-it notes on the flipchart paper one titled *"what current good about their community"* and *"what could be better?"*.

The facilitator reads all the post-its back to the whole group and offers to the participants if they would like to clarify/offer more information.

20:00

Time

Recommend **20 minutes**.

Number in group

Suggest joining the existing pairs/groups of three to join with another group.

Top tips

Using the two titled flipchart (as per the questions below) paper the facilitator asks:

- *"what is currently good about their community"*
- *"what could be better?"*

Ask each group to write their answers on post-it notes and when they have their answers to place on a wall/flipchart.

DISCOVERY

2

Resources required

- Flipchart
- Pens
- Post-it notes

Notes

Task 2: Telling and listening to meaningful stories is central to creating widespread engagement and building relationships.

Outcome: Each group shares one of their stories about their community to the rest of the group.

Task 3 is about what has been done well and what could be improved on (reflection).

Outcome: The combined feedback of what support is available provides a list of available support and what could be done to 'develop' communities to underpin ideas for the next task and shares ideas within the session.

DISCOVERY

2

TASK 4

DISCOVERY CONTINUED

Group work:

What does community development look like?

What activities are there within:

- community engagement?
- community development?
- community improvement?

Ask each group to read the scripts or listen to the case studies online, and then ask what they understand community development means.

20:00

Time

Recommend **15-20 minutes**.

Number in group

Five minutes to discuss in pairs and then feedback as a group.

Top tips

If individuals have a smart phone they can access the case studies on line. Alternatively the same case studies will be available via a script online.

Resources required

Stories/narratives via film clips with written script (one to two minutes). Examples include Morrisons and Costa.

Notes

Task 4 is about the use of real-life stories that have initiated change in community development.

Outcome: Each group feeds back one key point of what they think community development looks like.

DISCOVERY

2

DREAM TO DESIGN

Postscript 1:

Reinforce why participants are there – to be aware of and involved in the community they live, work and play in.

TASK: Inspiring what individuals could do/enable to do.

Group work:

The facilitator asks each group, e.g: **"From listening to the stories and feedback in the room:**

- **What could you do, in your community?**
- **How could you engage people to join you, offer support and help you get started?**
- **Are there any organisations which could help influence and help you?**
- **Who else do you need to talk to?**
- **What resources might you need and where might you find them?**
- **What are you going to do next?"**

The facilitator asks each group to feedback their thoughts on post-it notes and stick on the titled flipchart paper – one question per paper.

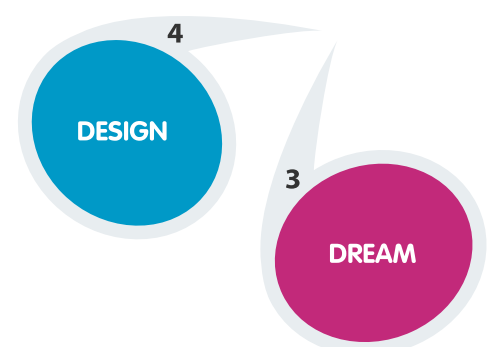**Expected outcome**: each flipchart paper will have the answers to each question on post-it notes.

20:00

Time

Recommend **20 minutes**.

Number in group

Suggested change in group dynamics to change group members around.

Top tips

Write all the questions on flipchart paper to support the group in their discussions.

4
DESIGN

3
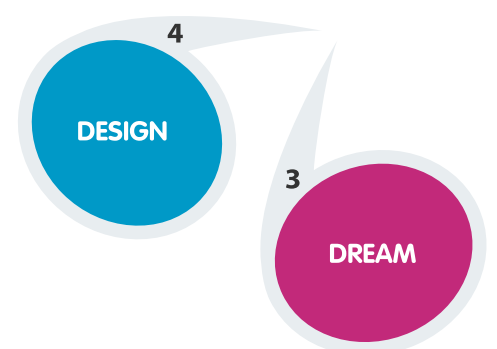**DREAM**

SESSION PLAN

TASK 5

Resources required

- Flipchart
- Pens
- Post-it notes

Notes

Task 5 is about creating a new vision for the future.

Outcome: Each participant identifies what they would like to see their community looking like in the future.

4

DESIGN

3

DREAM

DELIVERY AND DESTINY

Postscript:

Reinforce why participants are there – to be aware of and involved in the community they live, work and play in.

TASK: The call for action.

Group work:

The facilitator asks the whole group to provide at least one pledge (actions) and write their answers on post cards and stick on titled flipchart (pledges) paper.

The facilitator reads out the pledges at the end and takes a photo and asks the participants to collect their pledge as they leave.

15:00

Time

Recommend **15 minutes**.

Number in group

Whole group.

Top tips

Think about how to ensure that these pledges are committed to and followed through.

Resources required

- Flipchart
- Post cards

Notes

Task 6 is about each participant's commitment to take action.

Outcome: Individual commitment to change.

DELIVERY & DESTINY 5

TASK 7

RECAP

TASK: Confirming aspirations and learning.

As the facilitator, identify three key summary points at the end of the session.

10:00

Time

Recommend **10 minutes**.

Number in group

Led by the facilitator.

Top tips

It is your role to identify these but the below may help you to capture what these might be:

"The discussions in the room have highlighted that each community has unique challenges and differences but coming together with a common vision has enabled us individually and as groups to identify our own 'call for action' in local communities."

Resources required

- Flipchart
- Post-it notes

Notes

Task 7 is about making sure the participants are left with the importance of community development in their minds and their pledges to action.

Outcome: To reinforce key messages about the importance of community development.

TASK 8

OPTIONAL EVALUATION FOR FUTURE SESSIONS

TASK: Appraising what might benefit the session next time.

As the facilitator, identify three key summary points at the end of the session.

10:00

Time
Recommend **10 minutes**.

Number in group
Led by the facilitator.

Top tips
Think about what resources would be helpful next time, and whether the room could have been set up differently.

Resources required
• Flipchart
• Post-it notes

Notes
Task 8 is about measuring the impact of the awareness session.

hospiceUK

Professional Networks

Benchmarking **Intelligence**

Income **ehospice** Events

International Publications
Families Governance **Donate**

National Charity Care **Hospice**

Advocacy **Hospice Care** Finance

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