

# Improving the Environment Through Community Buildings

Resource pack for a 3-hour taster



## Taster Pack 2



Supporting Communities  
Creating Change



Save our resources  
Care for Your Area

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Front cover photograph 'The Ecology Building Society' GH 2006

# Introduction to the pack

The Federation for Community Development Learning (FCDL) is the national membership body promoting and supporting community development work learning for all those involved in community development as defined in the National Occupational Standards.

Community development work aims to collectively to bring about social change and justice, by working with communities to:

- Identify their needs, opportunities, rights and responsibilities
- Plan, organise and take action
- Evaluate the effectiveness and impact of the action

all in ways which challenge oppressions and tackle inequalities.

Community Development is a particular way of working with communities, it has a clear set of values and ethics which include:

- Working to achieve social justice through challenging oppression, addressing power imbalances, promoting equality and valuing diversity
- The self-determination of communities, supporting communities to identify their own concerns and interests and how to resolve them
- The promotion of sustainable communities based on the empowerment of individuals and groups developing their own skills and structures for working together
- A process of working and learning together, sharing good practice and encouraging people to contribute effectively to their communities
- Supporting the participation of communities, particularly those who are most often excluded, working to tackle the barriers to their participation and to promote community empowerment

Community development work has at its centre the concept of reflective practice - of learning from what happened in the past and to other communities.

Community development is a process which starts with developing working relationships with communities and their organisations, then encourages people to work and learn from each other - determining what their common interests and concerns are. It moves into supporting them to make plans and put those plans into action. Reflection on those activities leads into evaluation and re-planning. Sometimes community members decide they need to set up a new group or organisation and they may need support to do this effectively and legally.

The support that communities and community organisations need will depend on their particular situation and their stage of group development. The skill of practitioners involved in community development is to provide the appropriate support to enable the groups to achieve their aims, rather than trying to make the group fit other people's agendas.

As part of the Federation's work we produce a range of resource packs to support tutors and trainers. All of the packs contain sample session plans, handouts, trainers' guidance notes, worksheets and exercises.

This pack is one of a series being produced to support the Federation's contribution to DEFRA's Every Action Counts programme, which aims to raise awareness of environmental issues amongst voluntary and community groups and the wider community. DEFRA has been charged by our current government with taking action to tackle the bigger environmental issues of climate change and

natural resource depletion. For more information, and details of the whole programme, see the four-page leaflet on our website and the Every Action Counts website ([www.everyactioncounts.org.uk](http://www.everyactioncounts.org.uk)).

The Federation has become involved with this programme because it recognises that environmental justice is a key part of social justice – one of the core values of community development work. Poor and marginalised communities are on the receiving end of many social injustices, and likewise they are more likely to live in degraded environments and be adversely affected by current environmental changes.

The tasters are designed to raise awareness of particular issues within the Every Action Counts programme. They can provide progression to the National Open College Network (NOCN) unit on Community Development and Environmental Action, an optional unit at levels 2 and 3 within the national Community Development Work (CDW) awards. Details are provided in a handout at the end of this pack. The full CDW learning and qualifications framework is available on our website.

All the courses designed by the Federation within the Every Action Counts programme are informed by the values of community development work, and aim to support communities and those who work with them, by promoting an environmental justice approach.

This is a trainers' resource pack to support short, non-accredited taster programmes for activists within their communities, community development workers and those who are using a community development approach to their environmental work.

Trainer's packs, by their very nature, provide material on a particular topic, which is aimed at people involved in community development. It is not possible in packs that are being released nationally to provide material that relates to all the local situations. It is the trainer's responsibility to customise the material to their particular audience and contexts. The packs contain suggestions on where to find local material.

Some of the exercises can easily be extracted from this three hour session and used within more informal session with groups, provided they are contextualised appropriately.

We will be developing part of our website to encourage all trainers using the materials we create to feed back their views and suggestions. This pack is a revised version of an earlier edition, which has been substantially amended in response to the workshops of autumn 2006. We hope it is now a really useful resource to support your training, and look forward to hearing your views.

The Federation for Community Development Learning

2007



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# Outline Session Plan

<b>Session Title</b>	Improving the Environment Through Community Buildings
<b>Target Audience</b>	Anyone involved in community groups, community champions, community development workers
<b>Links to other Sessions</b>	Care For Your Area Climate Change Communications Food and Communities Community Development and Environmental Action Strategies and Policies to Support Environmental Action
<b>Session Length</b>	Three hours with a break
<b>Session Aims</b>	To explore ways in which community buildings can contribute to environment improvement and sustainable development
<b>Session Outcomes</b>	At the end of the session participants will: Understand more about changes in the environment The Government's expectations on communities The role of community buildings in improving the environment
<b>Indicative Content</b>	The bigger picture relating to the environment The Government's response, and Every Action Counts The role of community buildings in improving the environment The building itself The projects running through the building Action planning

Time	Content	Exercise/Method	Resources	Notes
00	Welcome; housekeeping; groundrules; session aims	Trainer Input	Trainer Guidance Note 1 Prepared flipcharts Outline session plan	
10	Introductions and warm up game	Weather quiz - people to work in trios to answer questions	Trainer Guidance Note 1 Worksheet 1 - Weather quiz	
20	The environmental big picture	Whole group round up of "what you have seen on TV/ papers etc. in the past year relating to environmental changes"	Trainer Guidance Note 2	
30	Government's response - a brief introduction	Trainer input on One Planet Living and involvement of communities through EAC. Discuss if every action does count - at individual and group level	Trainer Guidance Note 3 Handout 1 EAC leaflet	
40	Role of community buildings/ premises used by community groups in improving the environment	Trainer to introduce 5 themes and give some examples. Small groups/ Trios with worksheet groups	Trainer Guidance Note 4 Worksheet 2	
60	Looking at the building itself	Small groups with part of a building each to create checklist of what to look for. Feedback to create whole building	Trainer Guidance Note 5 Cards of parts of the building Worksheet 3 Case study Handout 2	
80	Break			

# Detailed Session Plan

Time	Content	Exercise/Method	Resources	Notes
95	Questions on the skills and knowledge needed for undertaking such an audit/assessment of a building, and help available	Trainer input; whole group to ask questions and try and resolve them	Trainer Guidance Note 6 Handout 2	
105	The people who use community buildings Role of centres in setting good examples to individuals Role in supporting projects which will meet local people's real needs	Small groups to produce ideas for their local centre/ hall	Trainer Guidance Notes 7	
135	Action planning	Individual or paired action planning using a time line and setting own objectives	Trainer Guidance Note 8 Worksheet 4	
165	Evaluation and endings	Individuals complete forms	Evaluation sheets or exercises	
180	End			

# Detailed Session Plan

# Trainer Guidance Note 1

## Introduction to the course

As you welcome people to the session you need to give them information about the venue: for example -

1. Fire exits and procedures. Ask if anyone is leaving early to let tutors know so they can amend the register
2. Toilets
3. Break times and where refreshments served

Remember to make a notice for the door of the training room so people can find you easily.

As this is a short course there will not be time to prepare ground rules as a group, so we recommend that you write down some ways of working together on a flipchart. Talk through the proposed rules, asking for any additions and check that people agree to working within them.

Some examples:

- We will keep to the starting and finishing times, and the timetable set by the trainer
- All mobile phones to be switched off during the session
- We will respect each other and our different views. We will take care not to offend others by our language and/or behaviour
- We can challenge each other's statements, but we will not do this as a personal attack
- We will listen carefully to each other and allow people to finish. We will try not to hog the conversation
- We will keep personal and organisational information confidential to the group
- People must take responsibility for their own learning – so if necessary you should ask for clarification about comments or instructions

### Weather Quiz

Give out **Worksheet 1** and ask participants to work in threes to match-up the year with the events. The aim of the exercise is to get people thinking about extreme weather events as well as acting as an ice breaker. Bring the group back together and see how many of them people got right.

The answers are:

Hurricane Katrina kills 1836 people	2004
Extreme flooding in Devon and Cornwall	2005
Flooding in Carlisle causing hundreds to be left homeless	2003
Drought across the whole of the UK	1995
Warmest autumn in recorded history of the UK	2006
Heatwave hits Europe with temperatures as high as 42 degrees Celsius	2003
The coldest year for 100,000 years	1690
30 million people left homeless by floods in Bangladesh	1998
Hurricane Mitch kills 18,000 people in Central America	2003
Hedgehogs born in November in England	2006
Serious forest fires caused by drought in Portugal	2003

# Worksheet 1

## Weather quiz

Match up the events or consequences of unusual or extreme weather on the left to the years on the right.

Hurricane Katrina kills 1836 people	2003
Extreme flooding in Devon and Cornwall	2003
Flooding in Carlisle causing hundreds to be left homeless	1998
Drought across the whole of the UK	2006
Warmest autumn on record in the UK	2003
Heatwave hits Europe with temperatures as high as 42 degrees Celsius	1690
The coldest year for 100,000 years	2006
30 million people left homeless by floods in Bangladesh	2003
Hurricane Mitch kills 18,000 people in Central America	1995
Hedgehogs born in November in England	2005
Serious forest fires caused by drought in Portugal	2004

## Trainer Guidance Note 2

# The environmental big picture

Ask everyone to recollect news relating to environmental change, which they have seen or read about over the past year – this could be anything from the big stories about lack of water in Africa or too much water in Bangladesh, to the smaller stories about bulbs flowering two months early or the toxic ships stuck at Hartlepool.

Give people a few minutes to have a think (and confer with neighbours) and then ask them to give one example. Work round the group until everyone has contributed something. Record the contributions on flipcharts.

The aim is to help you gauge the level of understanding and awareness of participants and contribute to raising awareness of the context.

## Trainer Guidance Note 3

# Every Action Counts

Follow on from the previous exercise by explaining that the Government says it is taking changes to the environment seriously and they want business, the public sector, the voluntary and community sectors and all communities to play a part in creating a better future through a more responsible use of natural resources.

If you want to understand more about the background and context of Government involvement and interest in environmental changes then look at Handout 1 in the pack called Community Development and Environmental Action.

Handout 1 in this pack gives a very brief introduction to the Government's current thinking. The four page EAC leaflet produced by the Federation (available on our website) explains more about this particular programme. Talk participants through this material.

Ask people if they really do think that Every Action will count in tackling the big picture. You may need to overcome the resistance of those who would argue that "there isn't any point because whatever we do will be wiped out by China etc.". The point is that unless we all take actions we can't expect other nations who have a much smaller footprint than ours to take actions. China produces 0.6 metric tons of carbon per person, the UK produces 2.5 tons per person, the world average is 1.1 and the United States figure is 5.5 metric tons per person per year.

You can recap on some of the questions in the initial quiz. If you need additional factual information to help you feel more confident, look at the sections on myth busting in the informal learning pack on the FCDL website or Handout 3 in Taster Pack 3, Communicating Climate Change.

You need to get participants to agree - or at least not actively block! - the idea that all actions will add up to something significant as far as the environment is concerned. Based on the premise that people working together in communities can collectively make a difference, the EAC programme seeks to support individuals in making (and keeping to) changes in their daily lives.

# Handout 1

## One Planet Living

Over the past 20 – 30 years concern has increasingly been expressed about the state of the planet and the way in which natural resources are being rapidly depleted.

In 1987 the Bruntland Report talked about the need for Sustainable Development, which it described as “Enabling all people throughout the world to satisfy their basic needs and enjoy a better quality of life - without compromising the quality of life for future generations”

The concept of One Planet Living was developed by the World Wildlife Fund (WWF) and is now being used by our Government to highlight how the UK (and all other rich countries) use far more of their fair share of the planet’s resources. It has been worked out that developed countries use about three planet’s worth of resources. The target is to reduce this ‘global footprint’ by two thirds, so that only one planet’s worth of resources are used.

The government has policies about tackling the big issues of climate change and creating a fairer world, as well as those for creating better local communities – making them cleaner, safer, greener and healthier, by reducing waste and recycling, travelling wisely or supporting local food initiatives. More information is available on the DEFRA website [www.defra.gov.uk](http://www.defra.gov.uk).

## Trainer Guidance Note 4

# The role of community buildings and premises in improving the environment

You need to check out what kind of community buildings people are involved with or know about – e.g. are they running community centres, using a village hall, hiring a room in a church hall, or renting an office from a private landlord.

Introduce the five themes of EAC

- Saving our resources
- Shopping ethically
- Saving energy
- Travelling wisely
- Caring for your area

This exercise is designed to start people thinking about what community buildings and premises used by community groups can contribute to each of these themes.

Here are some examples:

Saving our resources – using equipment / furnishings donated by businesses

Shopping ethically – using fair trade refreshments

Saving energy – using low energy light bulbs

Travelling wisely – putting a bike rack outside the building to encourage cycling

Caring for your area – adopting a derelict piece of land near the centre and making a wildlife garden out of it

Give out Worksheet 2 and ask people to work in small groups to come up with some ideas based on their experiences of community buildings they use.

Take feedback by asking each group to give an example avoiding duplication as far as possible.

## Worksheet 2

# What a community building can contribute to improving the environment

In your group discuss and agree up to three suggestions for each section.

<b>Save Our Resources</b>
1.
2.
3.
<b>Shop Ethically</b>
1.
2.
3.
<b>Save Energy</b>
1.
2.
3.
<b>Travel Wisely</b>
1.
2.
3.
<b>Care For Your Area</b>
1.
2.
3.
<b>Other Ideas</b>
1.
2.
3.

## Trainer Guidance Note 5

# The potential within the community building itself

This exercise is based on a community building – i.e. a centre or hall run by the community. People who hire other premises can still take part and then look at what they could transfer to their own situation.

There are a number of sections to this community building: copy the building outline onto card and cut out the different sections. Give one or two cards to each working group so that all the sections of the building are covered.

**Outside** – includes area near front door, the roof, windows, walls and an adjacent playing area

**Entrance hall** - includes all the energy used in the building

**Kitchen** – includes facilities for staff, as well as for groups such as the luncheon club

**Main room** – includes the tables, chairs, flooring, storage for playgroup, keep fit group etc.

**Toilets and washrooms** – includes the cleaning cupboard and its contents and all the water waste disposal for the building

**Offices** – includes all the office equipment

The task of each group is to produce a checklist of what to look for in the area(s) they have been allocated which would make the building environmentally friendly and reduce its footprint.

Worksheet 2 is designed to record the information. Take feedback from each section and use the list below for prompts if needed. Handout 2 gives ideas and you could give it out at the end of the exercise.

### Outside

- Bike racks
- Double glazing
- Insulated roof
- Insulation in walls
- Play area made of recycled materials
- Water butts from the gutters for watering the wildlife area
- Access information on noticeboards
- Recycling bins
- Using a 'Green Roof' to help with insulation and wildlife haven
- Plant trees and shrubs to provide shade in hot weather. Vegetation near a building can help keep it cool

### Entrance hall

- Buggy park

## Trainer Guidance Note 5 (continued)

- Green electricity supplier
- Generating own energy – solar panels/ wind turbines
- Draught excluders on doors
- Green notice board of local projects
- Bus timetables to and from the centre
- Doors that shut automatically to keep heat in
- Low temperature hot water system for heating – i.e. a condensing boiler

### Kitchen

- Energy saving kettle or water boiler
- Washable cups (not plastic)
- Type of cooker
- Type of microwave
- Type of dishwasher and type of non detergent it uses
- Where does the food come from - how many food miles has it travelled?
- Keep appliances serviced and clean to make them efficient

### Main room

- Furnishing made of long lasting materials
- Furnishings donated
- Play materials from scrap store
- The heating system
- Use as much natural light as possible to reduce lighting costs
- Flooring material made of recycled materials, or natural products (not oil based)

### Toilets and washrooms

- Toilets have flush options
- Older toilets have cisterns with hippos/ bricks put in them to reduce water usage
- Water meter
- Grey water system built in
- Cleaning materials all bio-degradable
- Lights are sensitive to movement
- Fit aerator faucets on taps to reduce water flow

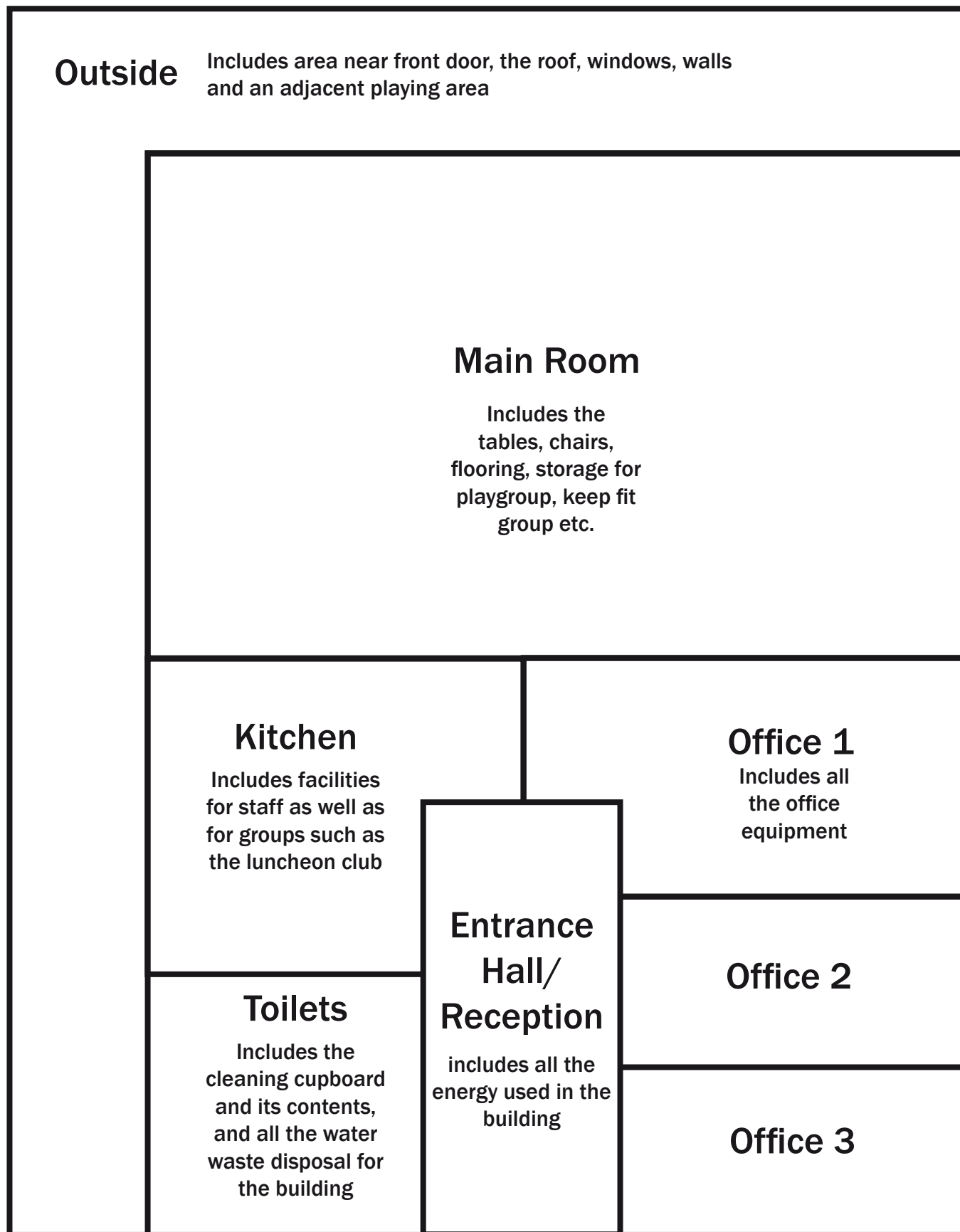
### Offices

- All machines switched off when not in use
- Computers from recycled store
- Scrap paper used in copier and printers
- Locally sourced office supplies
- Use as much natural light as possible to reduce lighting costs

One of the projects within the EAC programme is the production of a toolkit on greening community buildings, so keep an eye on their website for this pack to appear.

The Case Study handout shows what a green building can include.

# Building Cards



## Worksheet 3

# Making a community building environmentally friendly

Your group you will have been given one or more areas of a typical community centre or hall. Your task is to think about all the things in that area that might have an impact on the environment and to produce a checklist of what to look for.

Our area(s) of the building is/are \_\_\_\_\_

Our checklist is:

1.

---

2

---

3

---

4

---

5

---

6

---

7

---

8

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9

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10

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# Case Study

## The Ecology Building Society

When the Ecology Building Society built its headquarters in West Yorkshire they set out the following aims:

- To create an inspiring, attractive building which will be a pleasure to work in
- To demonstrate sustainable design as an inspiration for others
- To create comfortable and stable working conditions throughout the year
- To reduce the amount of material used in the building and therefore minimise the CO2 emissions in its manufacture and transport
- To reduce the level of energy needed to heat and cool the building and so minimise CO2 emissions in use

Some of the things that the Ecology Building Society considered when building were:

### **Natural light**

The building was designed to bring as much natural light as possible into the working areas. Light from above, from high level and roof windows was able to reach all floors via the double height-space over the main route through the building. This is a useful device to achieve a more even spread of light. Trees help to protect the building from any potential glare from the low westerly summer sun.

### **Floors**

Floor design was based on the principle of using the floors as heat stores. The floors absorb heat from sunlight reaching the floor surface through the windows, from the gas fired space heating system (in winter), from computers and other office equipment, and from the buildings occupants. This stored heat will be released from the floor, and radiated back into the room, when the surrounding air temperature cools down.

### **Roof**

The choice of a nature roof (RGC "Rootstop" Green Roof System by Ram Roof Garden ) was made partly on aesthetic grounds, and partly to allow the colonisation by insects, worms etc, of an area corresponding to the footprint of the new building. The sedum planting reduces the need for watering to a minimum.

### **Insulation**

High levels of insulation have been provided throughout. Warmcell recycled newspaper is used in the roof (300mm thick).

### **Heating system**

A low temperature hot water system was chosen, provided by a gas fired condensing boiler - the most efficient type available - and a range of radiators to suit their location. The system operates at flow and return temperatures of 60/40° to maximise the efficiency of the system, halving the amount of water circulating and reducing the pump duties to one eighth of normal design requirements.

### **Hot and cold water**

Hot water is provided mainly from an unvented central hot water storage cylinder adjacent to the boiler. Separate electric powered hot water storage is provided for the less frequently used kitchen

## Case Study (continued)

# The Ecology Building Society

and visitors' toilets, thereby avoiding the need for long pipe runs from the boiler. Cold water is supplied from the mains except to the WCs (low flush throughout), which are fed from an underground rainwater collection tank. The rainwater is channelled into the tank from the roof, and is also used to irrigate the planted roof.

### **Lighting and electrical systems**

The innovative high-efficiency lighting installation has been designed to make use of the reflective wall and other surfaces, reducing the power input required for the necessary lighting levels.

The power distribution is standard, but maximises flexibility by the use of inexpensive ducts in the concrete floors and purpose-designed power, lighting and data outlets within each bay.

A 5kW photovoltaic panel system has been installed on the southeast roof to contribute to the electrical power needed for the building.

# Handout 2

## Ideas to go with worksheet 3

### Outside

- Bike racks
- Double glazing
- Insulated roof
- Insulation in walls
- Play area made of recycled materials
- Waterbutts from the gutters for watering the wildlife area
- Access information on noticeboards
- Recycling bins
- A 'Green Roof' to help with insulation and wildlife haven
- Trees and shrubs planted to provide shade in hot weather as possible. Vegetation near a building can also help keep it cool

### Entrance hall

- Buggy park
- Green electricity supplier
- Generating own energy – solar panels/ wind turbines
- Draught excluders on doors
- Green notice board of local projects
- Bus timetables to get to and from the centre
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### Kitchen

- Energy saving kettle or water boiler
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- Type of cooker
- Type of microwave
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- Where does the food come from - how many food miles has it travelled?
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### Main room

- Furnishing made of long lasting materials
- Furnishings donated
- Play materials from scrap store
- The heating system
- Use as much natural light as possible to reduce lighting costs
- Flooring material made of recycled materials or natural products (not oil based)

## Handout 2 (continued)

# Ideas to go with worksheet 3

### **Toilets and washrooms**

- Toilets have flush options
- Older toilets have cisterns with hippos/ bricks put in them to reduce water usage
- Water meter
- Grey water system built in
- Cleaning materials all bio degradable
- Lights are sensitive to movement
- Fit aerator faucets on taps to reduce water flow

### **Offices**

- All machines switched off when not in use
- Computers from recycled store
- Scrap paper used in copier and printers
- Locally sourced office supplies
- Use as much natural light as possible to reduce lighting costs

## Trainer Guidance Note 6

# Skills and knowledge needed

The previous exercise will have left many people saying “where can I get this kind of information?”

Ask people to pose their particular question and see if other participants can help with the answer or where to find it. Record the questions and answers.

Handout 3 lists many useful web sites and organisations who could offer help and support. Ask if participants are aware of other sources of support locally – for example, Business in the Community. ProHelp can provide free/ pro bono architectural support with designing new buildings or major refurbishment exercises.

## Handout 3

# Useful information

[www.sustainable-development.gov.uk](http://www.sustainable-development.gov.uk) - the Government's sustainable development site

[www.sustrans.org.uk](http://www.sustrans.org.uk) - the sustainable transport campaign group

[www.sustainweb.org](http://www.sustainweb.org) - the home of the better food and farming alliance. Many publications available for downloading, including *Eating Oil: Food Supply in a Changing Climate*.

[www.communities.gov.uk](http://www.communities.gov.uk) - Home of the Department of Communities and Local Government

[www.wwf.org.uk](http://www.wwf.org.uk) - The World Wide Fund for Nature site containing many resources and publications

[www.sd-commission.org.uk](http://www.sd-commission.org.uk) - The Sustainable Development Commission

[www.ace.mmu.ac.uk/esd](http://www.ace.mmu.ac.uk/esd) - The Encyclopaedia of Sustainable Development, devised by Manchester Metropolitan University in conjunction with DEFRA and other parties

[www.sd-research.org.uk](http://www.sd-research.org.uk) - The Sustainable Development Research Network

[www.sustainability.com](http://www.sustainability.com) - Independent think tank and strategy consultancy dealing with corporate responsibility and sustainable development.

[www.dti.gov.uk/construction/sustain](http://www.dti.gov.uk/construction/sustain) - the Department of Trade guidelines for sustainable construction

[www.westden.co.uk](http://www.westden.co.uk) - Home of the West Devon Environmental Network. Lots of material and documents available including the Recycling Directory, which gives ideas on how and where to recycle practically anything ([www.westden.co.uk/acrobat/Junk.pdf](http://www.westden.co.uk/acrobat/Junk.pdf))

[www.greenmap.org](http://www.greenmap.org) - The Green Map System (GMS) is a locally adaptable, globally shared framework for environmental mapmaking. It invites design teams of all ages and backgrounds to illuminate the connections between natural and human environments by mapping their local urban or rural community.

[www.est.org.uk](http://www.est.org.uk) - The Energy Saving Trust

[www.travelwise.org.uk](http://www.travelwise.org.uk) - Travelling Wisely website

[www.recyclenow.com](http://www.recyclenow.com) - Reducing waste

[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk) -The home of the Environment Agency

[www.fairtrade.org.uk](http://www.fairtrade.org.uk) - Information about Fairtrade goods and history of the movement

[www.cleanersafergreener.gov.uk](http://www.cleanersafergreener.gov.uk) - website with information about sustainable communities

## Handout 3 (continued)

# Useful information

[www.segselfbuild.co.uk](http://www.segselfbuild.co.uk) - has a section on the provision of community buildings and can offer support and services to community groups

[www.cat.org.uk](http://www.cat.org.uk) - The Centre For Alternative Technology demonstrates practical ways of addressing sustainability issues

[www.carbontrust.co.uk](http://www.carbontrust.co.uk) - The Carbon Trust helps business and the public sector cut carbon emissions, and supports the development of low carbon technologies.

[www.energywatch.org.uk](http://www.energywatch.org.uk) - EnergyWatch is the independent gas and electricity watchdog

[www.greenspec.co.uk](http://www.greenspec.co.uk) - GreenSpec is the UK construction industry's definitive guide to sustainable construction

[www.acre.org.uk](http://www.acre.org.uk) - has a village halls advisory service

## Trainer Guidance Note 7

# Community projects based in centres or halls

The other important role community premises can play in improving the environment is through the range of projects and activities run through the centre/ hall which are designed to help individuals in the community.

These could be advice services that produce information and signposting for families to get grants to insulate their homes, or a fuel poverty campaign that obtain cheap or free energy efficient light bulbs for families on low incomes.

The centre could obtain water 'hippos' or similar devices which fit in toilet cisterns from the water company for the area and give them away to people to help reduce their water consumption.

A food co-op could be set up to bulk buy fresh fruit and vegetables from the wholesale market and sell it on to families, at a reasonable price, in areas where there is no quality fresh food available.

Taking over a derelict piece of land next to the centre and starting a new project to plant wildflowers and bushes could bring new people together and add to community cohesion.

In this exercise participants will work in small groups to consider how a centre/ hall could adapt its existing services or start new ones which would benefit local people and the environment.

Ask them to record their suggestions on a flipchart, which can then be displayed on the wall for feedback.

## Trainer Guidance Note 8

# Action planning

In this last exercise people can work on their own or with others. The task is to decide on some action they want to take and plan how to do this using a time line. Give out Worksheet 4 – talk through the example at the beginning and ask them to fill in the rest of the sheet.

For feedback go round and ask them to say what actions they plan to take.

Explain to participants that they can register their action plans and those of the groups they are working with on the Every Action Counts website - [www.everyactioncounts.org.uk](http://www.everyactioncounts.org.uk). Encourage them to look at the site and register.

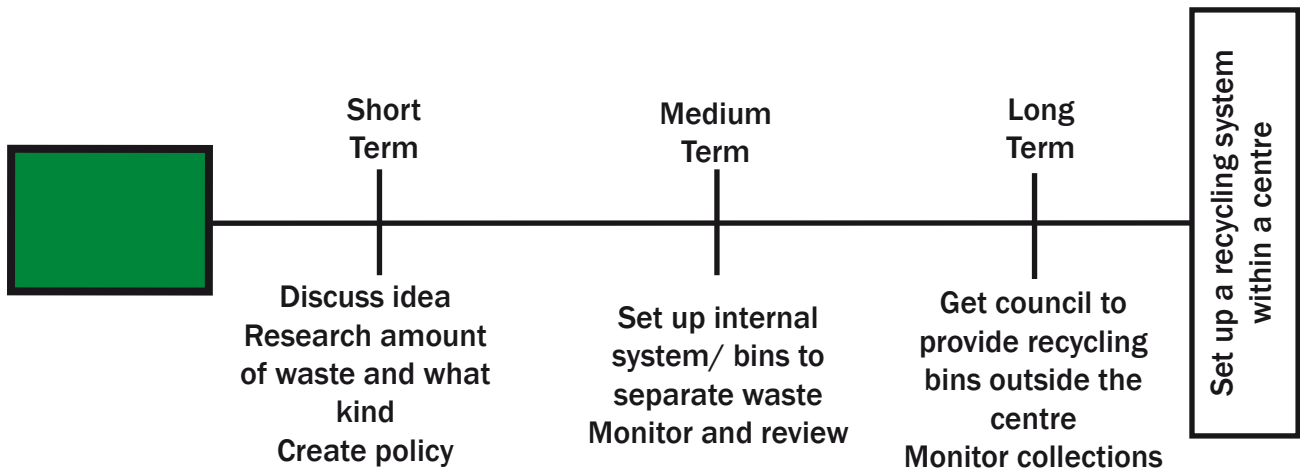
## Worksheet 4

# Action planning to green your community building

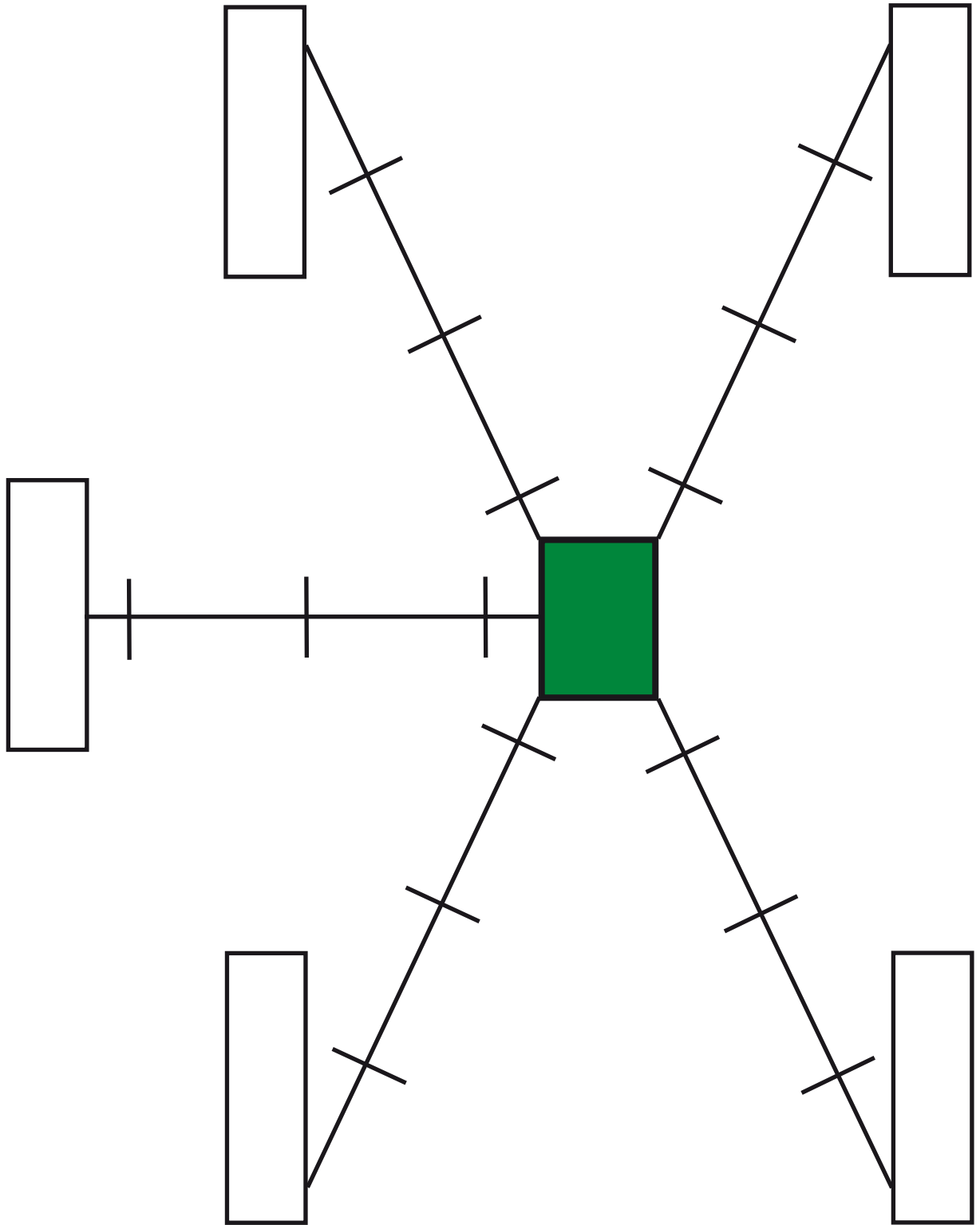
In this exercise you can either work on your own or with one or two other people. You will need to think about a number of outcomes (maximum five but more realistically choose two or three in the time available) you would like your community building, or a building you know/ use in the community to work towards.

Place the desired outcome in the box at the end of the line, and then list the actions that will need to be taken to achieve this outcome. Put the first actions that need to be taken by the green box and use the line linking the green centre box to the outcome box as a time line, so the longer term actions need to be nearest the outcome box.

Below is an example of how the worksheet should be completed using the idea of setting up a recycling system.



Action planning to green your community building



# Handout 4

## Other courses in this programme

Taster Title	Content
Care For Your Area	Uncared for areas and impacts on communities, Government's interest in environmental issues, Every Action Counts, Communities taking action and the resources needed and available
Community Buildings and Environmental Action	The bigger picture relating to the environment The Government's response and Every Action Counts The role of community buildings in improving the environment The building itself The projects running through the building Action planning
Climate Change Communications	Understanding climate change and how it affects people and communities Exploring actions that can be taken Understanding peoples motivational for change Communication methods and targeting your message
Food and Communities	Exploring the relevance of food to communities The importance of quality food The barriers to getting good food Actions communities can take Local food initiatives Food and the environment Community food growing projects Food and social justice
Community Development and Environmental Action	Understanding the background and concept of Sustainable Development and environmental action Why environmental actions are relevant to communities Work already being undertaken to protect the environment Other actions that could be taken Learning needs of community workers and communities
Strategies and Policies to Support Environmental Action	Key Government policies Regional bodies and their role Local policies and strategies Opportunities created for communities to influence policies and strategies Opportunities created for improving resources to support community actions on environmental improvements
<b>Unit</b>	
NOCN Unit	Community Development and Environmental Action level 2/3
HE Unit	Sustainable Communities: Integrating Sustainable Development and Community Development
Informal Learning	We have also produced material to support the day to day work of community development workers - there is an informal learning pack and a new Community Work Skills Manual will be coming out in 2007

# Additional Community Development Learning Resources

## FCDL Taster Sessions

Designed to be used as an introduction to key aspects of community development work, this series of 14 packs support three-hour sessions that can be used as a first step to further learning, or as a method for trainers to increase their confidence in this area. The packs can be ordered from the Federation for Community Development Learning - see back page for details.

### 1. **What is community development work?**

This session aims to outline the key purpose of community development and the skills needed by people undertaking community development

The contents include:

- Key purpose of community development work
- The values and principles of community development
- Different types of communities
- What community development workers do
- Skills of community development workers

### 2. **How groups work**

This session aims to introduce people to the importance of group work within community development and how to make the most of people's skills and expertise within the group

The contents include:

- Key purpose of community development work
- Formal and informal roles in groups
- How to help people take on appropriate roles
- How to get a group off to a good start

### 3. **Problems within groups**

The session aims to explore what happens within groups and ways to deal with problems and conflicts

The content includes:

- What can go wrong in groups
- The impact of different behaviour on groups
- What might be causing the problems
- Exploring approaches to handling problems and conflict

### 4. **Involving people**

The session aims to look at different approaches to involving people in issues affecting their community

The contents include:

- The ladder of participation
- What motivates people to engage
- Techniques/ ideas for involving people

### 5. **Understanding and getting involved in partnerships**

The session aims to put partnership working into a context and to explore different approaches to partnership working

The content includes:

# Additional Community Development Learning Resources

## FCDL Taster Sessions

- The context of partnerships
- Pros and cons of getting involved in partnerships
- Different types and models of partnerships
- Development model of partnerships
- Examples of partnerships
- What to look for when joining a partnership

### 6. **Skills for representing your community**

The session aims to introduce learners to the skills needed to begin to represent a community.

The content includes:

- Creating an action plan
- Identifying existing skills
- The main skills needed to represent a 'community'
- The main problems that can occur in partnerships

### 7. **Common issues in partnerships**

The session aims to explore some of the common issues that arise through partnership working

The content includes:

- How power operates within a partnership
- Barriers to full participation
- Looking at ways to resolve the issues

### 8. **Making meetings effective**

The session aims to help people to be aware of what is needed when organising and running a meeting to make it effective and productive

The content includes:

- Preparation: notifying people; agendas and how to get ideas for them; timetabling/ prioritising items; information people need; enabling people to attend; timing; support to get there and into the room; dependants care; roles people take – divvying up the tasks
- Running: setting out the room for different types of meetings; welcoming people; ground rules; introductions; processes within meetings and rationale; roles people take - formal and informal; decision-making processes – formal. Informal, unstructured; recording decisions- different ways; letting people contribute;
- Afterwards: checking on people doing what they said; reporting back to people/ groups not present; representing views of the meeting; preparing for the next meeting

### 9. **Contributing effectively to meetings**

The session aims too enable people attending meeting to be able to contribute effectively and feel confident at speaking at the meeting

The content includes:

- Preparing for a meeting; understanding different types of meetings; what the purpose of the meeting is; looking at agenda; getting ideas from people they represent; reading through material; checking the implication of a proposal; asserting your needs for information in a certain format; getting support

# Additional Community Development Learning Resources

## FCDL Taster Sessions

- During the meeting; how to introduce yourself – your role; roles people take at meetings; checking out decision-making proposals; asking questions; feeding in ideas; contributing without dominating; power plays
- Afterwards; reporting back to others/ keeping people informed;
- Doing what you agreed to do; getting support for proposals/ getting items on the agenda

### 10. **Assertiveness/ confidence building**

The session aims to improve the confidence of people wishing to take an active part in the development of their community

The content includes:

- Examining areas of work based confidence
- Recognising how confidence can spiral up or down
- Practical assertiveness exercises
- Creating a checklist to aid confidence

### 11. **Feedback and listening skills**

The session aims to enable participants to give and receive feedback effectively.

The content includes

- Identifying the purpose of feedback
- Giving and receiving feedback constructively
- Active listening skills
- Structuring feedback

### 12. **Report writing skills**

The session aims to improve peoples skills in preparing quality reports for different audiences

The content includes

- Examining why reports are written
- The structure of reports
- Different formats to use
- Checklists for reports

### 13. **Presentation skills – giving a short presentation**

The session aims to enable learners to give an effective presentation with confidence.

The content includes:

- The structure of a basic presentation
- What makes for a good presentation
- Presentation checklist
- Practice in presenting

### 14. **Presentation skills - Creating effective presentation materials**

The session aims to improve knowledge and creation of materials used in presentations

The content includes:

- A range of effective presentation materials
- Creating suitable resources from given materials

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

FCDL has produced a series of resource packs which complement the National Open College Network (NOCN) Community Development Work Programme. Each pack is designed to support the teaching of the module of the same name (or similar name), which can be built together to enable participants to gain qualifications at levels 1, 2 and 3.

Each pack contains: Session Plans, Handouts, Exercises, Worksheets, Tutor prompt sheets and Reflective journal sheets for students to reflect on their work.

A pack represents three credits, which build to form a complete award. At each level there are three core modules which are mandatory for achieving the qualification. At levels 2 and 3 these can be mixed with other modules allowing students to specialise in the area of community development most relevant to themselves. Please note: some topics can be delivered at several levels.

Each NOCN unit is equivalent to a notional 30 hours of learning. The packs are conveniently split into two hour slots of group based learning.

There are currently 11 resource packs available to order from FCDL (see back page for contact details), with more packs due to be published later in 2007.

1. Understanding community development work
2. Community development work skills
3. Group work skills
4. Involving people
5. Representing your Lesbian, Gay and Bisexual community
6. Monitoring and evaluation
7. Developing community organisations
8. Reflective community development work practice
9. Effective Partnership Working
10. Practice and Principles in Community Development Work
11. Social Justice

### **New titles available soon!!**

Funding and resources for community groups  
Publicity skills for community organisations  
Planning for community groups  
Identifying needs in communities  
Neighbourhood regeneration  
Community development and environmental action  
Sustainable communities

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

### **NOCN units**

#### **1. Understanding CD work level 1**

*Level One: Mandatory. NOCN Unit Code EE31QQ004*

To provide an introduction to the occupation of community development work by exploring the issues of:

The key purpose of community development work

The values and practice principles that underlie all good community development work

'Community' and its different meanings

Power and powerlessness within communities

The motivation of people to become involved in community development activities and the barriers to their full participation

Working with and within groups.

#### **2. CD work skills level 1**

*Level One: Mandatory. NOCN Unit Code EE31QQ001*

This course aims to give participants an understanding of the range of skills needed to be an effective community development worker, and the opportunity to develop these skills.

These include:

Gathering information about the communities they are working with and within

Understanding groups and how they work

Tackling exclusions and working to promote inclusion

Setting priorities and planning

Identifying resources

#### **3. Group work skills levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ013*

*Level Three: Optional. NOCN Unit Code EE33QQ003*

The aims of the course are to provide an insight into the workings of community based groups and how to make them more effective. The key areas to be covered include:

Understanding why people get involved in community groups

Understanding the dynamics that can develop in groups

Exploring conflicts within groups

How groups decide on their aims and objectives

Communication within groups

Different ways to organise within groups

Developing and sustaining inclusive groups

The roles that people take and how that affects groups

#### **4. Involving People levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ014*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

*Level Three: Optional. NOCN Unit Code EE33QQ034*

This course explores the involvement of people in community development activities.

In particular it will explore:

The motivation for people becoming involved in community development

The different kinds of community involvement

The governments interest in involving people from communities

Different approaches to making contact with communities

Participatory techniques for engaging with communities

Encouraging, maintaining and enhancing peoples involvement in community activities

Quality standards for community involvement

### **5. Representing your Lesbian, Gay and Bisexual community**

*Level Two: Optional. NOCN Unit Code EE32QQ022*

*Level Three: Optional. NOCN Unit Code EE33QQ049*

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

There is a unit within the NOCN national awards entitled Representing your community of interest. It has been designed to be general enough to cater for different communities of interest and identity.

This resource pack is aimed at LGB people and explores issues around sexuality as a basis for representation. It has been developed by the Consortium of LGB Voluntary and Community Organisations and the Federation of Community Development Learning.

The pack covers the skills and knowledge needed to represent the LGB communities on various partnerships and planning bodies; it examines the political context and the issues that representatives are likely to face.

### **6. Monitoring and evaluation levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ018*

*Level Three: Optional. NOCN Unit Code EE33QQ040*

This course aims to introduce participants to the basic concepts and terminology associated with monitoring and evaluation. It will take a critical look at the topic and explore how community groups can take control of the process and make it useful to their on-going work.

The course will examine the different stages involved in designing and implementing monitoring and evaluation – from deciding what needs to be evaluated, through to determining who to involve, what techniques to use, how to handle the information collected and how to share the results with others.

It is intended to be a practical course to give participants the skills and knowledge to be able to design and run their own evaluation.

### **7. Developing community organisations levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ016*

*Level Three: Optional. NOCN Unit Code EE33QQ033*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

Community Development Workers often work with people in communities to establish new organisations which they feel will better meet the need of their communities. People employed as Community Development Workers often work in disadvantaged areas where their employers have targets to increase the number of organisations involving and/ or run by local people. One of the nationally set indicators used to analyse the strength of a community is the number of community groups and organisations active within an area. Thus those agencies and institutions charged with building the capacity of communities are interested in generating more formal community activity that can be counted. Many of the less well-developed communities of interest have fewer groups and organisations and a less well-developed infrastructure to promote their interests, and members of these communities may wish to establish groups to support and promote their community. Many people assume that there are few options for organisational structure open to them and they can often end up with inappropriate structures being recommended or imposed upon them by funders or statutory bodies. This course aims to give Community Development Workers and community activists the skills and knowledge so they can appropriately advise the developing group or network about what they need to do. The focus will be on developing small groups and organisations. The main topics that will be covered on this course include:

- Developing a shared vision to meet the needs of a community
- Different organisational structures and their implications for group members
- Making meetings effective
- Deciding on volunteers and staff
- Project management
- Monitoring and evaluation systems

### **8. Reflective Practice levels 1, 2 and 3**

*Level One: Mandatory. NOCN Unit Code EE31QQ006*

*Level Two: Mandatory. NOCN Unit Code EE32QQ011*

*Level Three: Mandatory. NOCN Unit Code EE33QQ031*

Workshop 1 explores what this unit requires and how to plan to gather the evidence to show peoples achievement of the learning outcomes.

Workshop 2 explores the concept of reflective practice within community development work and examines key role F.

Workshop 3 explores how people can use the NOS to determine their learning needs and plan to meet them.

Workshop 4 explores different ways to record practice.

### **9. Effective partnership working levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ019*

*Level Three: Optional. NOCN Unit Code EE33QQ038*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

This course aims to introduce participants to the concept of partnerships and examine some of the issues for voluntary and community sector organisations in becoming engaged in partnership working.

This course will take a critical look at the topic and explore it from different perspectives. It aims to prepare groups and organisations to make considered judgments about when and where, and on what terms, to become partnership members.

This programme will look at the roles and functions of partnerships and different expectations on them. It will explore the different kinds of partnership arrangements that exist. It will discuss the issues for groups in deciding whether to become involved, what needs to happen to make sure that partnerships work, and it proposes ways to make partnership meetings more effective.

### **10. Practice and principles levels 2 and 3**

*Level Two: Mandatory. NOCN Unit Code EE32QQ012*

*Level Three: Mandatory. NOCN Unit Code EE33QQ032*

This programme will examine the key concepts of relevance to community development work including:

The key purpose of CDW and what it seeks to achieve in different communities

The values and principles of community development work

The contexts in which community development is taking place

The key roles undertaken by people practicing community development

Inclusions and exclusion within society and communities

Sustainability

### **11. Social Justice levels 2 and 3**

*Level Two: Mandatory. NOCN Unit Code: EE32QQ045*

*Level Three: Mandatory. NOCN Unit Code: EE33QQ047*

Social justice is one of the values underpinning Community Development Work and runs through all aspects of our occupational standards.

The course aims to

Explore our different understandings of social justice

Examine the role of community development in promoting social justice

Look at the meaning of concepts such as equality, diversity, oppression and discrimination and how they affect people's lives

Explore how systems and structure give some people power rather than others

Explore the idea of community empowerment and how it might reduce conflicts between communities

Look at why some people participate and how participation can be encouraged

Develop strategies for tackling inequality and discrimination using the strengths within communities

### **12. Planning for community groups**

*Level Two: Optional. NOCN Unit Code: EE3/2/QQ/020*

*Level Three: Optional. NOCN Unit Code: EE3/3/QQ/041*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in planning for community groups.

The course aims to cover:

The value and importance of planning

Strategic and operational planning

Different sorts of planning – action planning; development planning; business planning; financial planning; resource planning etc

Whose responsibility is it to plan?

Short, mid and longer term planning

Inclusive methods of planning

Gathering information to use when planning

Community planning approaches

Creating plans with groups

Techniques for use in planning with groups

Using the expertise within groups

### **13. Publicity**

*Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021*

*Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042*

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in publicity for community groups.

The course aims to cover:

How to become clear about the aim of any publicity and marketing

Assessing the intended audience

Developing a strategic plan for publicity

Designing different kinds of publicity material

Preparing press releases

The follow up work required with any publicity campaign

The legal aspects to be considered

Monitoring and evaluating a publicity campaign

There will be some input into the key aspects and there will be plenty of opportunity to practice the skills and knowledge required to be effective at supporting community groups with their publicity.

### **14. Identifying needs levels 2 and 3**

*Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021*

*Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

The course aims to introduce participants to some of the political and practical aspects of identifying needs within communities. Needs of people in both geographical communities and communities of interest can be identified in two different ways – by gathering existing information in a systematic way and by talking to the members of that community. The technical terms for these processes are community profiling and consultation and the various techniques employed in both are covered in this course.

The course will cover some of the political aspects of defining communities' needs which includes the power issues concerned with who identifies and articulates needs and the agendas within Government policy that advocate consultation. It will then go on to look at the different stages of the process, from planning and finding the resources through choosing the appropriate method and applying it to reviewing and evaluating the process. Some very practical skills are covered such as framing questions, preparing questionnaires, analysing data and writing and disseminating reports.

### **15. Funding and resources levels 2 and 3**

*Level Two: Optional. NOCN Unit Code: EE3/2/QQ/017*

*Level Three: Optional. NOCN Unit Code: EE3/3/QQ/039*

There are many courses on funding and resources for people working within the voluntary and community sector, this course looks at the role of community workers in supporting community groups with their funding and resource needs, it is not about directly getting and managing funding although it will look at where groups can access more specialist support.

Thus the aim of this course is to take a community development approach to:

Looking at groups needs for funding and resources

Exploring the different kinds of funding available, ethical issues around the different kinds of funding

Help groups to develop a funding strategy and action plan to put it into practice

How to access funding, helping groups to write funding applications, forms, letters

Developing monitoring systems and supporting financial responsibility within groups

Looking at different kinds of resources other than money

### **16. Neighbourhood regeneration levels 2 and 3**

*Level Two: Optional. NOCN Unit Code: EE3/2/QQ/015*

*Level Three: Optional. NOCN Unit Code: EE3/3/QQ/035*

The course will focus on neighbourhood regeneration by looking at:

Current government regeneration initiatives

Issues arising from Local Strategic Partnerships (LSPs)

Identifying and overcoming barriers to effective involvement

Consultation, Feedback and benchmarking processes

Communication skills and needs

Effective representation

The course aims to give community development workers and community activists the skills and knowledge to build effective involvement in local regeneration partnerships. Within the framework of

the purpose and values of community development work learners will be:

Looking at the regeneration needs of their own neighbourhoods

Recognising diverse regeneration needs of diverse communities

Understanding the need for regeneration partnerships

Working through issues around effectiveness of involvement, communication and community representation in regeneration partnerships

### **Further Information**

For more information and to order taster packs, resource packs, or other publications please contact the Federation for Community Development Learning or visit our website:

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