



# START POINT

Citizenship Learning in a Shifting Society

## Social and community action

### Lesson Plan - Module 3



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### Learning Outcomes:

On completion of this lesson, learners will be able to:

- define and identify social actions
- better identify and understand their community
- work together with their community in creating social actions
- search and apply for funds
- plan and create social actions in their community

<b>Activities</b> [Description of the activities]	<b>Objective</b> [What is the goal of this activity?]	<b>Methodology</b> [Advice for the trainer]	<b>Materials</b> [Are any materials needed? Write them here]	<b>Timing</b> [How much do you recommend be spent in each activity?]	<b>Further Reading/ Link to Resources</b> [If further reading is advised or external resources will be used]
Workshop 3.1  The facilitator is introducing himself/herself to the group if he/she didn't deliver the other workshops before.  At this point, the group should already know each other, but the	<ul style="list-style-type: none"> <li>- Get to know better their peers</li> <li>- Understand the basics and principles of social action.</li> </ul>		A big training room where participants have space to be split in smaller groups	50 min in total	The roots and processes of Social Action. Jo Aubrey  <a href="https://www.researchgate.net/publication/233556678_The_roots_and_processes_of_social_action">https://www.researchgate.net/publication/233556678_The_roots_and_processes_of_social_action</a>

<p>facilitator can propose a small activity to energize the group.</p> <p>The room will be split in YES/NO/MAYBE(or other options) areas and the participants will have to position themselves according to their answer. After asking each question/statement, the facilitator asks the participants sitting in the middle (maybe position) to explain why they choose to sit there.</p> <p>Possible statements, but they can be changed according to the previous day's discussions:</p> <ol style="list-style-type: none"> <li>1. Do you prefer living in the city/town or countryside? Both</li> <li>2. I work mostly with Youth/Adults/BOTH</li> <li>3. If I could choose again, I would still choose social work/Something else, but still related/ Something completely different</li> <li>4. I was involved in more than 5 social actions/NONE/less than 5</li> </ol> <p>Facilitator Asks the participants to sit down in a circle and introduces the topic!</p> <p><b>Introduction to Social actions</b></p>		<p>Tips: When in the big group, you might have to remind them about time, as they might take longer</p>	<p>Post-its and pens</p> <p>Flipchart and flipchart market</p>	<p><a href="#">d process of social action</a></p> <p>Principles of Social Action. Beena Antony, Archana Kaushik</p> <p><a href="https://www.studocu.com/document/bengaluru-north-university/social-action-networking-and-advocacy/unit-1-principles-of-social-action/32699722">https://www.studocu.com/document/bengaluru-north-university/social-action-networking-and-advocacy/unit-1-principles-of-social-action/32699722</a></p>
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<p>Creating a definition together</p> <p>The facilitator gives post-its to all the participants and asks them to write a definition of Social Actions by themselves without using the phones.</p> <p>Second part, ask them to group in small groups – 4 people for example and read to each other the created definitions and create a definition together putting their inputs together</p> <p>Third part is bringing all the groups together and asking them to create a definition all together</p> <p>Ask somebody to read it out loud and write it on the flipchart</p>		<p>than expected, as they can not get to a consent.</p> <p>Remind them that no answer is wrong</p> <p>If the final definition is still not complete, you can add your inputs or ask them if they think something else is missing.</p>		<p>5 – 10 – 15 min, 30 min in total.</p>	
<p>Showing on the PPT: Why should you engage in social actions?</p> <p>Asking them if they would like to add something else.</p> <p>Activity 2: <b>Identifying social actions</b></p> <p>Show them the video:  <a href="https://www.youtube.com/watch?v=14EYaUThB9Q">https://www.youtube.com/watch?v=14EYaUThB9Q</a> </p>	<ul style="list-style-type: none"> <li>- Understand why to engage in social actions</li> <li>- Learn to identify social actions in their communities, but also reflect on the past actions they worked on</li> <li>- Understand how social actions influence and change the communities</li> </ul>		<p>Notebook, internet and a video projector, as well as good sound.</p> <p>Paper, pens</p>	<p>30 min</p>	

<p>Ask them to identify the social actions they see and write them down.</p> <p>Ask them to share in the group.</p> <p>Ask them to think about similar actions in their community or work and ask them to share – Show them the slide with the Menti and share the access code with them.</p> <p>Read out loud the inputs.</p> <p>Follow up the discussion with the question: What difference do you think they made in your community?</p> <p>Write them down on the flipchart as a list</p>		<p>Prepare the Mentimeter presentation before and share the link and code with them.</p> <p>The image and QR code on the PPT are created as an example and should be replaced with the accurate code.</p> <p>Participants can use their phones, but you should show them the Menti presentation on the video projector, so they can see live the answers.</p>			
<p>Activity 3. How to create a social action</p> <p>Show them Slide 10 and read each of the steps, also tell them that each section will be explored further separately.</p> <p>Go to next Slide 11, explain what UNDERSTANDING their community/groups means</p>	<ul style="list-style-type: none"> <li>- Understand the basic steps for creating a Social Action</li> </ul>			5 min	

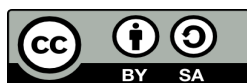
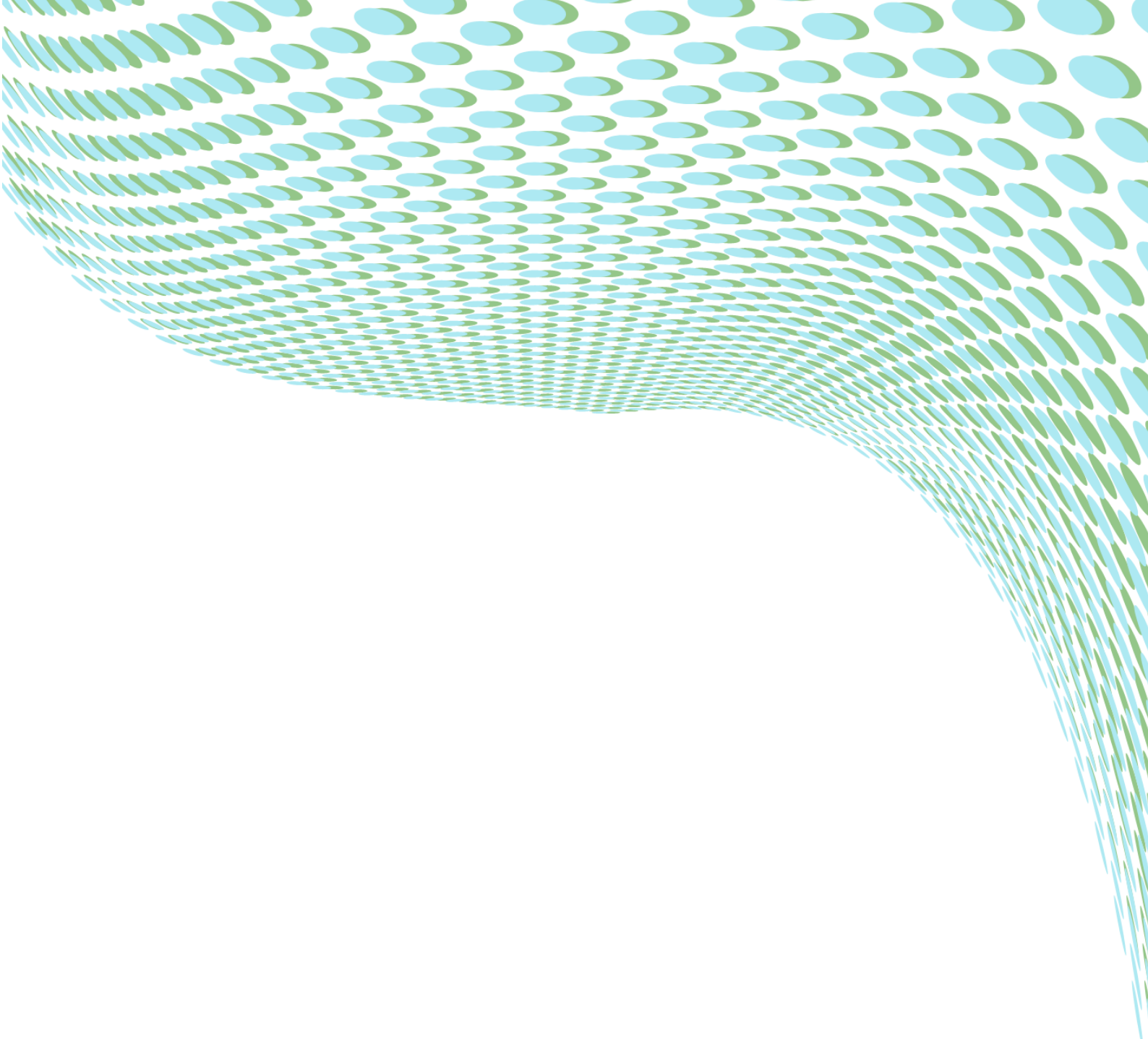
<p>Activity 4.</p> <p>Show them the definition of Community – next Slide 12</p> <p>Ask them to describe their own community – the one they live in or work with, if they are different.</p> <p>They should write down on a paper and then share in the big group. You can just ask some of the participants to share.</p> <p>Split them in pairs of 2 as they are seated and show them the questions on the PPT – Slide 14</p> <p>Give them 10 min for all the questions.</p> <p>Show them the next Slide and explain the Community organizing processes</p>	<ul style="list-style-type: none"> <li>- Understand what community means and understand better the community they live/work in</li> <li>- Understand the community organizing process.</li> </ul>			20 min	
<p>Small coffee break</p>	<p>-</p>			10-15 min	
<p>Activity 5. Go to the next section – Imagine and explain them what that involves</p>	<ul style="list-style-type: none"> <li>- Identify the needs of their communities</li> <li>- create SMART objectives</li> </ul>	<p>For this activity would be good to have some inspiring music on the background.</p>	<p>A speaker and soft music in the background</p>	15 min	

<p>Separate them again in pairs of 2 by counting 1-2 in a different language and show them the slide 17. They have 10 min to discuss</p> <p>Ask them to share some insights they got from their partners.</p> <p>Introduce the next activity and explain them what a vision board means.</p> <p>If the activity is done online on Canva.com, ask the participants if they worked before with this tool and if not show them the basic commands.</p> <p>The participants have to firstly think about a SMART goal for they community action, define it and then create a vision board in Canva or on paper.</p> <p>Tell them they can use images, drawings, photos, words etc</p> <p>After they are done, ask them the questions on the Slide 20 and ask them to show their vision board.</p> <p>After that you can put them on the wall as an exhibition.</p>	<ul style="list-style-type: none"> <li>- create a vision about their future actions</li> <li>- get inspired and empowered to work on the social actions in their communities</li> <li>- reflect on how based in reality their goals are</li> </ul>	<p>If using Canva.com, prepare an example to show to the participants.</p> <p>Tell them to create a new collage template.</p>	<p>All participants should have a computer for this activity and they have to create an account on Canva.</p> <p>If doing it analog, magazines, newspapers, pens, colored pens, markers, glue, scissors and A4 papers should be provided</p>	<p>30 – 45 min</p>	
<p>Activity 6. Introduce the next activity to the participants:</p>	<ul style="list-style-type: none"> <li>- learn about strategies for community change.</li> </ul>			<p>30-40</p>	

<p>Ask the participants about different ways in which you can help people come together. Write them down on a flipchart.</p> <p>Talk about Community building – Slide 22</p> <p>Ask them what other activities they can think of for involving people in creating a social action together.</p>	<ul style="list-style-type: none"> <li>- How to identify and contact key individuals and community groups and recruit community members.</li> <li>- How to build an active community</li> </ul>				
<p>Activity 7. Introduce the last step from the Social Action – The actual creation.</p> <p>Give them the Steps and Plan they have to fill up. You can go over the plan together to see in case there are some questions.</p>	<ul style="list-style-type: none"> <li>- How to plan and implement a social action strategy (identify the issues that are likely to lead the community to social action</li> <li>- Better understand the project planning and management process</li> </ul>	<p>If the workshops are going faster than planned. You can split them in small groups and ask them to Create the Social Action plan together and present it.</p>	<p>A printed version of the Social Action plan for each participant</p>	<p>10-60 min, depending if working on the plan or not</p>	
<p>Activity 8. Participatory systems</p> <p>Define the terms</p>	<ul style="list-style-type: none"> <li>- Better understand the terminology and participatory systems</li> </ul>			<p>20</p>	
<p>Activity 9. Funding opportunities</p> <p>Split them in 3 groups, each group will have a flipchart in front of them with the titles: Local funding opportunities, National funding opportunities and European funding opportunities</p> <p>The groups will rotate after 10 min, so each group will have the chance</p>	<ul style="list-style-type: none"> <li>- Get a better understanding of how to search and apply for funding opportunities</li> </ul>	<p>Prepare the flipcharts in advance and put them on the tables.</p> <p>Ideally here, each table should be facilitated by a person that has some knowledge about the funding opportunities in the respective category.</p>	<p>Flipchart, 3 tables and markers</p>	<p>35-40 min</p>	



<p>to share the things they know on each category.</p> <p>Ask the last groups to present what they wrote on the flipchart.</p> <p>Show them the Slide about the funding opportunities with the links</p>					
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