PRODUCT 2
VIRTUAL PORTFOLIO

MODULE II
COMMUNITY PROBLEM-SOLVING

CESUR
Tu Centro Oficial de FP

E.Σ.A.με.A.

ACE-ES
România

FEDERATIA PENTRU ACCESIBILIZAREA ROMANIEI
FAR

LESSON STRUCTURE

INTRODUCTION/ACTIVITY 1:

Before starting the exercises, there will be a short discussion around the topic of community problem-solving and how important it is for them. Also, they should share some of their own experiences.

EXERCISE: ALTERNATE USES

Alternate uses is an exercise that encourages divergent thinking – the ability to generate ideas or solutions from a single idea or a piece of information. This skill is thought to be one of the most important factors of creativity.

The Alternate Uses exercise requires you to come up with as many ideas as possible of how to use a given item, with a limit of 3 minutes. A great thing about it is that the more you practice, the easier it gets, so it can be done a couple of times to encourage every participant to provide their own insights on community problem-solving.

Tools: Notebook or a sheet of paper for each participant and pens

How to:
Grab something to write on and a pen.
In 3 minutes, note down as many ideas as possible of how else you can use an everyday object.
Select several participants or ask each to present their favorite usage of the item.

Tips and tricks: Use a simple object that everyone knows, such as a hairdryer, chair, fork, etc.

MAIN PART/ACTIVITY 2:
PART 1: RUN-ON STORY

The Run-On Story is when a group creates a story one sentence at a time.

How it works:
Pick a moderator and have them share a simple prompt (like "Harry's beach vacation"), but related somehow to the topic of community problem-solving. The facilitator should let them pic this topic to make the exercise more interactive. Keep it simple and broad so the group can fill in the details as they go.

Then the facilitator will go around the room (if the session is conducted online, the facilitator will just let each person speak individually), one person at a time. Each person shares one sentence that continues the story.

Keep going until the story finds a natural conclusion or after you've gone around the group a few times. The Run-On Story activity is an exercise in improvisation, which relies on quick thinking and creativity. It also encourages active listening as each person has to pay attention to how the story is unfolding so they can add to the narrative constructively when it's their turn.

These are essential skills for brainstorming, too. Communities that listen and collaborate well during an ideation session are better able to build on one another's ideas **to create innovative solutions** (and they often end up with surprising conclusions).

Brainstorming is all about generating ideas without judgment. But getting people to share unpolished thoughts is easier said than done, so the facilitator should encourage and build this environment of shared trust among the participants.

The Bad Ideas exercise helps your team approach ideas with an open mind by encouraging them to consider all the possible benefits and applications of even the wildest proposals.

How it works:
Divide the group in pairs.

Assign each group an objectively bad idea for community problem-solving, like "Meeting where everybody is talking at the same time" or "Each person leads a project without explaining it to the rest".

Give the groups five minutes to discuss all the potential benefits, uses, and selling points for their assigned product.

Have each group pitch the group on their bad idea.
Bad Ideas is a simple activity that can kickstart out-of-the-box thinking and help the group focus on benefits and possibilities rather than all the ways an idea could fail—which is the perfect mindset for generating exciting and original ideas during the final discussion.

Final Discussion about the ideas that were brought up and how they can be reframed in a **positive way to help them build their communities.**

CLOSURE/ACTIVITY 3:
EXERCISE: GRAPHIC FACILITATION

The group will use of a combination of graphics such as diagrams, pictures, symbols, and writing to lead the session toward a goal. The graphics will be drawn by hand, and the main idea is to have a sort of storyboard that encompasses all of the main ideas that they take from these activities.

Assessment

Short description of how participants will be assessed/evaluated - concrete ways
The three main questions for the participants:

What is the most important thing I have learned, that will be my main takeaway from the session?
What are the main benefits of Community Problem Solving that I can use for my own community?
In which ways did this session make me feel more empowered?

Tips for the facilitator:

When it comes to evaluation, the facilitator should be flexible. It is important to base the entire module work in the basis of inclusion, support and empathy, trying to understand each one of the YWwD strengths and shortcomings, knowing that every experience and personality is unique and valuable. The main idea is to always help and guide them to find ideas to work as a community and reflect on their own lives, always from an acceptance standpoint.

CLOSURE/ACTIVITY 3:
EXERCISE: GRAPHIC FACILITATION

There are four main pillars to consider when assessing the results of the sessions:

Level of engagement: The facilitator should take note of how much the participants intervene, and they should try to level up so everybody feels welcome to join the conversation, both in the small group activity and in the main one. They should understand their value when it comes to brainstorming: the more they participate, the better for everybody.

Main activity work: the smaller groups will introduce their concept map around the 3 main issues, and they should be evaluated in terms of how much input were they able to demonstrate. The main objective is for them to be involved and show interest, creativity, and a good capacity for analysis.

Conclusions: the main lessons the YWwD can take and share with the group is a good way to check if the main objectives have been accomplished and if they understood the topics at hand.

Feedback: An evaluation opportunity for the participants to share their perspective on the module, and provide opportunities to implement positive changes in the future.

Evaluation:

Name: _____

Group Members: _____

Level of engagement: 1 Being not at all, and 5 being totally.

Engaged actively in the lesson: _____

Contributed effectively to group discussions: _____

Identified and prioritized important aspects of the problem: _____

Thought critically: _____

Worked collaboratively: _____

Main activity: from 1 to 5. 1 Being not at all, and 5 being totally.

Clearly articulated the problem: _____

Demonstrated deep understanding of the issue: _____

Proposed feasible and creative solutions: _____

Conclusions: 1 Being not at all, and 5 being totally.

Reflected thoughtfully on the learning from the lesson: _____

Demonstrated deep understanding of the issue: _____

Proposed feasible and creative solutions: _____

Feedback: Being not at all, and 5 being totally.

Provided constructive feedback to peers: _____

Comments:

The evaluation worksheet should be used as a tool to provide constructive feedback to the YWwD and encourage them to reflect on their learning.

The facilitator can use the scores to identify areas of strength and areas that need improvement and provide feedback accordingly

DIARY

Reflective journals are personal records of a learning experience.
The main aspect to keep a learning log is to see the progression over a period of time and to "gain a sense of achievement.

Types of reflections to integrate into a learning Log:

Journals and learning logs can be used to reflect on a range of issues and situations from numerous viewpoints and perspectives.

OBSERVATIONS

At this stage a student would write about what they actually saw or their viewpoint on a particular event. For example, At the pre-game parties outside the stadium I saw student groups guzzling buckets of beer.

QUESTIONS

Upon reflection, the student could ask the question, Why do the all of the student groups drink together at football games but don't seem to get along when they don't drink?

DIARY

SPECULATIONS

After thinking about the situation, the student could reflect, Maybe it's possible that that student groups drink because it's easier to socialize that way. Or, maybe they think that they have to drink because everyone else does!

SELF-AWARENESS

At this point a student may place himself or herself in the situation by considering the ramifications. I really don't think I need to drink to be able to socialize with my friends and think we would get into trouble if we decided to drink as much as the groups do.

INTEGRATION OF THEORY AND IDEAS

By reflecting on theories or ideas about cultural norms the student has connected the experience with what he or she has learned. The student might write, Social norm theory explains that particular group members think other group members drink more than their group does.

CRITIQUE

This is where the student may self-reflect on or "critique" the situation by writing, I can now reflect on my own drinking experiences to see if I really drink because my friends do.

As a proposed structure for a learning log, it could be based on this **5 step scheme**:

Write, record

Describe the situation (the course, the context)

Who was involved with the situation?

What did they have to do with the situation?

Reflect, think about

What are your reactions?

What are your feelings?

What are the good and the bad aspects of the situation?

What you have learned?

Analyze, explain, gain insight

What was really going on?

What sense can you make of the situation?

Can you integrate theory into the experience/situation?

Can you demonstrate an improved awareness and self-development because of the situation

Conclusions

What can be concluded in a general and specific sense from this situation/experience and the analyses you have undertaken?

Personal action plan

What are you going to do differently in this type of situation next time?

What steps are you going to take on the basis of what you have learned?"