

## Extending Our Reach

### Extending Our Reach Workshop

#### Purpose

This workshop has been designed to encourage Groups & Branches (G&Bs) to think about how they can engage with communities in their local areas and to look at some of the issues that may prevent these communities from participating in their activities or volunteering.

#### Format

It is fast paced, collaborative and interactive, it uses discussion, small group working and optional exercises to generate enthusiasm, create a focus and engender a sense that the future approach is being co-produced.

#### Duration and timetable

The workshop is designed to last for one hour and fifteen minutes with a short break if required or helpful.

#### Delivery, content and priorities

The amount that can be covered during the session will depend on the participants and their level of engagement, detachment or even opposition. It is therefore important that the facilitator is flexible and able to adapt to the audience. It is however particularly important that time is spent encouraging participants to:

- Understand the ways in which they can engage and the tools available
- Recognise that there are barriers to participation and they can be overcome
- Appreciate how this work can help to attract new volunteers

#### Pre-workshop activity

N/A

#### Post workshop activity

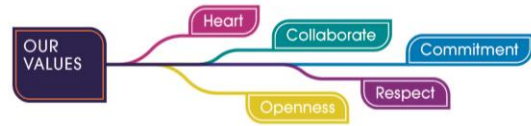
Work with Association staff to create plan(s)

#### Materials

- Exercises (Below)
- Projector and screen
- Flip chart and markers
- introduction to community engagement
- Extending our Reach Handbook, Community Profile Example and planning template
- Slide deck

#### Outcome

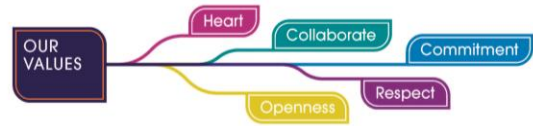
Within three months of the workshop participating G&Bs have created action plans and are in the process of implementing them.



## Session plan

<b>Number</b>	<b>One</b>
<b>Title</b>	Introduction
<b>Time allotted</b>	Five minutes
<b>Objective</b>	To ensure that participants are aware of the purpose and format of the workshop
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>• Outlines purpose</li> <li>• Refers to Community Engagement Plan</li> <li>• Explains why we are completing the work and future plans</li> <li>• Runs through topic headings</li> <li>• Explains format, how questions are handled etc</li> <li>• Checks understanding</li> </ul>
<b>Materials</b>	PPT slide 2 Community Engagement Plan
<b>Background</b>	Community Engagement sits under the work that is taking place under Promise 5 – We shall not rest until no-one faces MND Alone. We have now got a community Engagement Partner in place (Adam Brittain). He has put together a community engagement plan and will be providing assistance to ensure everyone is empowered to take part in community engagement.

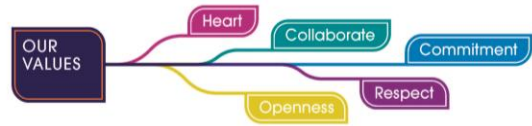
<b>Number</b>	<b>Two</b>
<b>Title</b>	Why are we doing this and what are we doing?
<b>Time allotted</b>	Five minutes
<b>Objective</b>	To explain to the participants the reasons for undertaking the community engagement work. How important it is in their activities and that they understand the work that is currently being done.
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>• Highlights the reason why we are engaging in this work &amp; its importance</li> <li>• Talks about the work and promise 5</li> <li>• Highlights the current areas of work that are taking place</li> <li>• Highlights how people can get involved</li> <li>•</li> </ul>
<b>Materials</b>	PPT slide 3&4 Flip chart Introduction to community engagement What Community Engagement means to me
<b>Background</b>	<p>MND does not discriminate. Although age and to a very limited extent sex at birth are both factors, regardless of a person's ethnicity, faith, education, gender, location or sexual orientation one person is as likely as another to have MND once prevalence is taken into account.</p> <p>It <b>appears</b> that only a limited number of people from different ethnic and faith backgrounds are using Association services or are volunteering for the Association. Prima facie the lack of take up is significant. At this stage we do not know whether sexual orientation, education, poverty or location are also factors.</p>



	We also do not know if this same lack of take up is seen by Health and Social Care services.
--	--

<b>Number</b>	<b>Three</b>
<b>Title</b>	<b>Knowing your local area</b>
<b>Time allotted</b>	15 minutes
<b>Objective</b>	To help participants understand that within their local area there will be a range of different communities that may or may not engage with G&Bs and/or the wider Association
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>Explains what is meant by the word community</li> <li>Gives examples of different communities</li> <li>Highlights the importance of using a community profile (show example)</li> <li>Talks about the need to add local intelligence</li> <li></li> </ul> <p><b>Participants singly or in small groups</b></p> <ul style="list-style-type: none"> <li>Draw up a list of communities in their area</li> </ul> <p><b>The facilitator</b></p> <ul style="list-style-type: none"> <li>Asks participants to provide examples</li> <li>Notes different communities on the flip chart</li> <li>Poses the questions</li> <li>-How many of these communities are represented in the room?</li> <li>-How many of these communities are involved with local G&amp;Bs?</li> <li>Summarises</li> </ul>
<b>Materials</b>	PPT 4 Flip chart Community Profiling Document
<b>Background</b>	We do not have reliable data, but we do know anecdotally that G&Bs, volunteers and the wider Association is not representative. Communities can be geographic, faith or culture based, defined by ethnicity, age, gender or sexuality, virtual and physical.

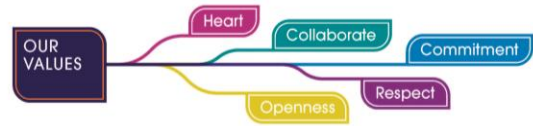
<b>Number</b>	<b>Four</b>
<b>Title</b>	<b>Barriers to participation</b>
<b>Time allotted</b>	10 minutes
<b>Objective</b>	To identify the reasons why people may not want to be involved and how we can unconsciously put people off.
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>Runs exercise one or two</li> <li>Demonstrates its relevance to participation</li> </ul> <p><b>Participants as one group:</b></p> <ul style="list-style-type: none"> <li>Gives examples of what could stop people becoming involved</li> </ul>



	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>• Notes key points on the flip chart</li> <li>• Summarises</li> </ul>
<b>Materials</b>	<p>PPT 6 Flip chart Exercise one: Active listening and active ignoring Exercise two: Conscious and unconscious bias</p>
<b>Background</b>	<p>The way in which we engage with people can be influenced by our unconscious bias. If we knowingly or unknowingly do not like a particular group we will not engage congruently with its members. People like and congregate with others they can identify with. People do not like to stand out or be singled out.</p>

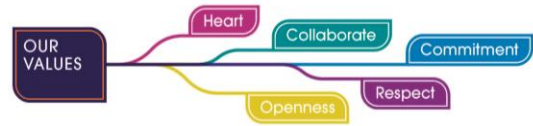
<b>Number</b>	<b>Five</b>
<b>Title</b>	Breaking down the barriers
<b>Time allotted</b>	10 mins
<b>Objective</b>	To help people understand that by thinking differently and by taking action communities and people from within different communities <b>will</b> get involved. To demonstrate the resources that are available from the Association
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>• Refers back to the previous flip chart</li> </ul> <p><b>Participants as a group</b></p> <ul style="list-style-type: none"> <li>• Give examples of how the barriers can be broken down</li> </ul> <p><b>The facilitator</b></p> <ul style="list-style-type: none"> <li>• Notes key points on the flip chart</li> <li>• Summarises</li> <li>• Describes the resources available from the Association</li> </ul>
<b>Materials</b>	<p>PPT7 Flip chart</p>
<b>Background</b>	<p>Using known contacts in a community can help. People with and affected by MND exist in all communities and can be our most effective ambassadors. We want to make sure that equal access exists.</p> <p>Support available from the Association includes:</p> <ul style="list-style-type: none"> <li>• Community Engagement team and Community Champions</li> <li>• ASC's working with G&amp;B to develop their plans</li> <li>• Tools and documents to support</li> </ul>

<b>Number</b>	<b>Six</b>
<b>Title</b>	Ways to Engage
<b>Time allotted</b>	10 minutes
<b>Objective</b>	To highlight the way in which we can engage with our local community, thinking about the communities and the best way to engage with them and the importance of planning



<b>Activity</b>	<p><b>Facilitator:</b></p> <ul style="list-style-type: none"> <li>Looking at some of the different methods of engagement and highlighting the pros and cons of some of the examples</li> <li>Thinking about certain communities and the methods that might be best used</li> <li>Highlighting the importance of planning and demonstrating the planning template</li> </ul>
<b>Materials</b>	<p>PPT8 Extending our Reach Handbook Planning template</p>
<b>Background</b>	<p>Seeking to engage with communities on our terms or in the way(s) with which we are familiar is unlikely to be effective.</p>

<b>Number</b>	<b>Seven</b>
<b>Title</b>	Volunteers and volunteering
<b>Time allotted</b>	Ten minutes
<b>Objective</b>	To ensure that participants are aware that we are listening to what they tell us, we understand the difficulties they face, are committed to working with them to find solutions and really do know what we are doing in the volunteering space.
<b>Activity</b>	<p><b>The facilitator:</b></p> <ul style="list-style-type: none"> <li>Outlines what people tell us</li> <li>Outlines different approaches to recruitment and how successful they are</li> </ul> <p><b>The group as a whole generates ideas about:</b></p> <ul style="list-style-type: none"> <li>Other ways of attracting volunteers</li> <li>What they could do</li> </ul> <p><b>The facilitator</b></p> <ul style="list-style-type: none"> <li>Encourages participation and notes key points on the flipchart, ideally to include: <ul style="list-style-type: none"> <li>-Word of mouth being most effective</li> <li>-Power of networking (personal contacts, clubs and societies, etc.)</li> <li>-Who we know who has or can develop the skills for the roles/tasks we need?</li> <li>-Local contact with people affected by MND (past carers, family and friends, etc.)</li> <li>-Local contact with HSCPs (especially those nearing retirement)</li> <li>-Develop relationships with universities or colleges (focus on those covering H&amp;SC)</li> </ul> </li> <li>Summarises</li> </ul>
<b>Materials</b>	<p>PPT slide 9 Flip chart</p>
<b>Background</b>	<b>G&amp;Bs say</b> they want/need more help. They want to offer more/better services, but don't have enough people. Would like to fundraise more or put on



awareness events or be more active around campaigning, but don't have volunteers who are keen on, or have time for, these activities. Are short of volunteers for main G&B roles. Are thinking about succession planning. Need additional AVs or volunteers to help at support & social groups.

Around 33% of our volunteers have been recruited after being asked by a volunteer or staff member. Being asked by a volunteer is more effective than being asked by a staff member (seen as an unbiased recommendation) and providing about 25% of our total enquiries. We have a 50% conversion rate for people who applied after being approached face to face in their own area (against 13% overall). The Association's website is the next most effective (26% of enquiries with a conversion rate of 20% ).

<b>Number</b>	<b>Eight</b>
<b>Title</b>	Next steps
<b>Time allotted</b>	5 minutes
<b>Objective</b>	To ensure participants know that we are working together and will be using what has been said during the workshop. To encourage G&Bs to create their own plans and to make use of the resources available.
<b>Activity</b>	<p><b>Facilitator to:</b></p> <ul style="list-style-type: none"> <li>Recap what we have gone through</li> <li>Say that the work that has been discussed today will be written up and sent out</li> <li>Ask B&amp;G to now complete a plan</li> <li>Ask participants to keep us and each other informed</li> <li>Confirm that regional staff and the Community Engagement Team are available to help with planning and implementation</li> <li>Ask if there are any further questions</li> <li>Thank participants</li> </ul>
<b>Materials</b>	PPT10 Extending our Reach Handbook
<b>Background</b>	N/A

## Exercises

### Exercise one

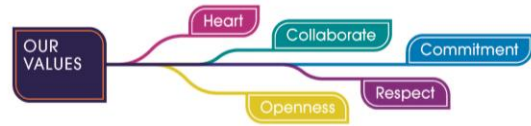
#### Active listening and active ignoring (role play)

The facilitator invites a participant to join them and explains that they will be taking part in a role play exercise the first part of which will be uncomfortable and the second very reassuring. The participant and facilitator sit at an oblique angle to each other.

The participant is asked to imagine a friend of theirs has been diagnosed with MND and they want to talk about how they feel.

The facilitator demonstrates a number of different behaviours designed not to encourage the person to speak openly:

- Crossing their arms or legs away from the participant
- Interrupting



- Changing the subject
- Looking at their watch
- Giving instructions
- Yawning and sighing
- Criticising
- Etc

At the end of the exercise the participant is asked how they feel.

The exercise is then rerun with the facilitator demonstrating a range of active listening skills including:

- Open body language
- Leaning inwards
- Nodding
- Encouraging
- Summarising
- Reflecting
- Etc

At the end of the exercise the participant is asked how they feel.

The facilitator thanks the participant, apologises for the first session and explains how people can very easily feel unheard, unappreciated and unwelcome.

**Exercise two**  
**Conscious and unconscious bias (group participation)**

The facilitator explains that they will read out a number of statements and participants should immediately based on their gut instinct go to one of three places in the room\*:

- That is just so wrong
- Fantastic, bring it on
- Whatever

**\*Where there is not enough space available participants should be asked to indicate how they feel**

The statements could include:

1. The Local Authority announces it is turning a large house in your road into a hostel for recovering alcoholics and addicts
2. Your 16 year old daughter turns up with her new boyfriend. He is 30 years old.
3. You receive an e-mail that is full of spelling mistakes and grammatical errors
4. Robert turns up at a committee meeting in a dress asking that they now be called Roberta

After each question the facilitator asks one or more participants why they are standing where they are.

At the end of the exercise the facilitator explains how conscious and unconscious bias can influence the way we talk to and interact with people.