Making it Real - Communities Empowered – A Masterclass with Steve Skinner. Draft Programme

**9.15. Arrival and Registration**

**Session 1.**

**9.45. Introduction, Aims, and Housekeeping**

**10.00. Alasdair McKinlay**

**Session 2.**

**10.30. The Four Building Blocks for Community Capacity Building and the Community Empowerment Act**

* 10.30. Building the Skills of Groups – What’s needed to make use of the Act, including examples related to being a community representative and managing a building/organisation.
* 10.50. Practical activity using skills list – different sets of skills needed to be a community rep – 2 sets of 5 tables looking at different sets of skills. (Each table brainstorms on gaps in list.)
* 11.00. Feedback from 2 tables from each group of 5, with all tables putting feedback onto display boards for everyone to see. Facilitated by Steve with scribe helpers.

11.15. Tea/Coffee break

11.30. The Four Building Blocks for Community Capacity Building and the Community Empowerment Act. (cont.)

* Building Organisations – use practical activity in table groups looking at group skills that are transferrable***.*** Start with Café? Good examples of key steps along the way – Steve has some good examples. Feedback from 4 tables with other feedback going onto display boards.
* Building Involvement. Use social media example from Stockport. Develop theme of social media as a benefit if used well and properly.
* Building Equality - with practical example from Steve and local example from Falkirk? (Charlie or Mary with some details of barriers and successes. 5 mins max)

*Steve will frame inputs to refer to 4 parts of Act that relate to CLD and give practical examples.*

12.45. Lunch

**Session 3.**

**1.30. Skills and Roles of practitioners introduced by Steve.**

*This session to encourage staff to be positive about their skills – focus on asset based approach to staff skills, not a deficit model. Utilise questions such as “What skills do I have”? “What works effectively in building skills”? /“What’s effective around building these skills”?*

*Re staff being positive, and in relation to their roles, will look at what roles practitioners have when working with different groups - Facilitator/Devil’s advocate/leader/identifying opportunities/ giving hope? Steve can give examples*

* 1.45. Practical activity led by Steve. Skills and capacities of staff needed for working on each building block. 4 groups with each taking one building block using 4 breakout rooms and each with a facilitator. Each group to identify the key roles and skills for their building block.
* 2.20. Feedback, with each group identifying 6 key points on flip chart sheets. One person from each group – 5 minutes each.
* 2.40. Discussion on feedback

**Session 4.**

**3.10. Introducing wider picture of community empowerment and different views on its meaning.** *(+ Opportunity to comment on Act via 5 statements/questions on wallcharts)*

*Wallcharts will show statements on community empowerment and Community Empowerment Act with each having an Agree/Disagree box for coloured stickers and comments box.*

* 3.20. Practical activity. In table groups participants circulate around the plenary room to discuss and vote on the statements on a) community empowerment and b) the Community Empowerment Act. (Promenade Activity)
* 3.50. Discussion on the “voting patterns”/findings from the consultation on the Act.

4.10. Steve’s round up

4.15. Next Steps or Evaluation

4.20. Evaluation or Next Steps

4.30. Finish and cup of tea/coffee.