

# Making a Difference 2016-17

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*5 December 2017*

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# Community Learning Activities



Are activities supported by Community Learning making a difference?

**Community Learning is providing funding for training to support learners to gain employment**

## Combination Dance Company



The 'Accessible Dance and Fitness' activity consists of learners being taken through a series of music based dance, movement, fitness and strengthening exercises tailored primarily for senior citizens. Activities are interspersed by short water breaks.

Thomas, a very experienced tutor, who knows the group very well, is conscious and sensitive to learners' needs regarding the pace and demands of activities and their individual underlying physical concerns such as difficulties with movements of joints, knees, etc.

### Comments from learners:

**Rajesh:** "I always enjoy it. Body movement is good. I am very active – swimming and walking. As a diabetic this session helps me to keep my blood pressure and cholesterol good."

**Sacha:** "New exercises each time. Exciting learning new skills. It's fun. Helped in my recovery from my mental health problems."

## EAL Friendship Group

This conversational approach to learning English generally begins with learners introducing themselves by name, stating their home language and country of origin. On this occasion there were speakers of:

- Arabic from Iraq and Lebanon
- Bengali from Bangladesh
- Spanish from Peru and Spain
- Mandarin/ Cantonese from Hong Kong
- Azeri / Russian from Azerbaijan
- Farsi / Dari from Afghanistan
- Moldovan / Russian from Moldova



### Comments from learners:

**Abdul Harim:** "I learn English- speaking and reading. I enjoy the group. I am happy with the teacher. My classmates are nice."

**Aracely:** "Number one thing I like is being with different people; cultures; backgrounds."

## Central and Cecil

Books are used with a range of photographs, a variety of images and other artefacts to prompt learners' imagination, to share memories with each other to encourage them to paint the activity and scenes the tutor has created outlines of.

These include outlines of boats and trees which learners use water colours or crayons to colour in. Learners join the session as and when they choose, are free to start their work when they choose and leave the session when they feel satisfied.



Christine has a very interactive approach with learners which encourages communication and assists learners to decide on what to colour, paint, and other activities to engage in such as drawing, mark making, lettering, sewing, collage and rubbings.

## Richmond Citizens Advice Bureau

### Session 1- Money Sense for Adults in Richmond Borough: Budgeting and Expenditure

This session helps participants to take better control of their lives and finances. This includes understanding the need to balance their income and expenditure, including developing savvy shopping skills.

#### Intended learning outcomes:

- Describe a budget and need for it to balance
- Identifying incoming and outgoing items that should be included in a budget (understand timeframes)
- Examine energy deals and switch provider if appropriate
- Calculate good value for money by comparing prices on like-for-like basis and suggest good shopping tips



### Session 2: Money Sense for Adults in Richmond Borough: Benefits and maximising income

This session helps participants to take better control of their lives and finances. This includes understanding the need to balance their income and expenditure.

#### Intended learning outcomes

- Undertake benefits check
- Consider additional sources of income
- Estimate impact on income of change in circumstances

### **Comments from learners:**

**Elizabeth:** “There was a lot to take in. Now able to find websites and do more research. I have more knowledge and enthusiasm to find out more in order to help families I work with.”

**Anne- Marie:** “Knowledge of websites. Had not known of them or how to calculate benefits. More confident.”

### **Richmond Borough Mind**

Learners were introduced to the definition of Motivational Interviewing and the Core Skills of MI. Learners were introduced to the main figures in the development and origins of Motivational Interviewing – United Kingdom and North America.

John stated that Motivational Interviewing is a ‘collaborative conversation which seeks to identify a person’s strengths, motivation and commitment to change’. Crucially, the process of guiding change is ‘gradual’, followed by what he described as a “seismic’ moment of change.

### **Learners discuss and then share with the whole group ideas on:**

- **What is change?** – Namely, ‘making or becoming different’ and to identify
- **What stops us from changing?**

Responses included fear, family pressure, the unknown, being stuck, not knowing how to change, lack of resources, time management, cost benefit, pride, duty, habits, familiarity and being in a comfort zone.

### **Comment from learners:**

**Georgia:** “It has been engaging, interesting and with lots to discuss.”

**Jimmy:** “Really enjoyed it. Will help me to communicate better with people I volunteer to help.”

## **Lennox Carty**

This is a basic Tae Kwon Do self – defence course. The session began on time with the tutor outlining the objectives of the session and course.

This was followed by health and safety information regarding evacuation routes and assembly points in the case of an emergency.

This was followed by warm up group exercise involving brisk walking around the hall and stretching arms and legs. This recognised the need not to pace learners at risk by going straight into the planned routines.

The following was done by each learner accompanied by counting by the tutor:

- A technique of blocking ‘blows’ being delivered to the head.
- Striking with the palm of the hand
- A step forward, leading with the left leg and punching, followed by backward steps and delivering a punch.
- Standing in front of their partners and delivering a blow to the nose.
- Various offensive and defensive stances

During these individual and paired exercises Lennox moved easily, with confidence and expertise from learner to learner, advising, demonstrating, correcting and encouraging them in the early development of these techniques.

Learners were clearly engaged, enjoying the activity and were working and learning comfortably in their pairs.

### **Comments from learners:**

**Agata:** “I have learnt techniques to defend myself.”

**Liz:** “Learnt blocking techniques for attack and improved my confidence.”

## **Orleans House Gallery**

Beginning in September 2017, this was the 3<sup>rd</sup> month of Dad Day drop-in sessions whose main aim is: ‘To enable dads and male carers to support the early development of their child’s learning using creative methods’.

The session began at 10:00am with a steady stream of dads and their children aged between 1-7 years. Speaking to the increasing numbers of dads and children, Ursula outlined the three activities for the morning. These were Fireworks scratch art, Fireworks sparklers and Fireworks long exposure photographs.

Ursula, Heather and Marianne provided great support, demonstration, information and advice, moving between groups of very active learners. There were:

- Lots of meaningful, activity related talk between dads and their children
- Tasks were being quickly and accurately completed such as the scratch art cards being set out to dry before going on to the next stage.
- Learners moved almost seamlessly between the three activities once they had finished the previous one or focused on one activity, such as the detailed attention to the scratch art cards. Parents identified some activities as being of particular interest of their child.
- Children were being asked what they would like to use such as foil, for the sparkler.
- One dad was heard to say to his daughter, 'Shall we go and make it together?'
- The storage cupboard was used by a constant stream of children each with small lighted lights strapped to their foreheads to have photographs taken by Ursula and printed by a colour printer. The printer was a source of fascination for the children as the 'photo card' from the camera was inserted into the printer which then commenced to print four layer of colours – yellow, magenta, Cyan/Blue and black, layer upon layer.
- Children and dads were introduced to and fascinated by this piece of new technology - a printer and printing process that printed colours in layers to produce a highly effective ' Fireworks long exposure photograph' which could be framed by them at home.
- Ursula explained the printing process to the children in great detail and they were delighted to press the button to start the process from the entry of the 'photo card' with the image to the final multi-layered product.
- One child said, "You can actually see the colours being printed"

The three activities were totally engrossing and successful for all learners. The two hours simply flew by in a room which was a 'hive' of purposeful activity, extremely well supported by a dedicated and knowledgeable staff team led by Ursula. Items from the three activities were taken home by the families.

#### **Comments from learners:**

**William:** "I am a regular. I don't do much art and craft with them. Busy working week. Great fun. Great idea. I would recommend to anybody."



## SPEAR



Dante, the tutor stated that the four objectives for the session were:

- Pressing
- Passing
- Movement and
- Communication

The football coaching sessions are aimed at SPEAR's target group, namely homeless men, to enable learners to set up a 5 a side team to join the league within the borough.

### **Comments from learners:**

**Dave:** "I have been attending since the beginning of the course 1 June 2017. The sessions improves my fitness. I am very satisfied with the sessions. I hope we get a team together."

**Ben:** "I have been attending since the start. I am enjoying it and getting fit."

## Pre-School Learning Alliance

This sessions took place at one of the local Children Centres. A game was played using-'Every Day Mathematics' Resource 1. Parents were reassured that maths is practical and useful in everyday life and when seen as such is a great help in developing children's understanding and laying the basis for them to succeed in the subject.

<b>Mathematical ideas</b>	<b>Every day activities</b>
Use counting to find out how many we have	Counting the number of bananas in the bunch to make sure that there will be enough for each person to have one
Measuring dimensions (length, width, height) to find out the size of an object	Measuring the window to work out how much fabric is needed to make curtains
Comparing the space needed by an object with the space available	Deciding whether the parking space is big enough for our car. Deciding which bag will hold all of the things we want to take with us

The tutor then explained the Early years Foundation Stage to the parents. By using the Early Years Foundation Stage – mathematics, to emphasise what most children should be able to do by the end of the Foundation Stage.

**Objectives:** By the end of the session, participants were be able to:

- Recognise the importance of the adult role in supporting children's mathematical learning.
- Identify how young children can begin to learn the concepts of maths.
- Recognise real life learning opportunities in the home.

**Community Learning would like to thank the providers who have identified and are delivering these opportunities and for the participants who have attended the courses and provided us with their feedback. For more information please do visit our website [www.richmond.gov.uk/community.learning](http://www.richmond.gov.uk/community.learning) or contact us by email: [community-learning@achievingforchildren.org.uk](mailto:community-learning@achievingforchildren.org.uk)**