



# Advocacy, Leadership, Community Participation

A training program  
for health consumers  
and carers



May 2004



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## Forward

The North Central Metro Primary Care Partnership and its member agencies have been working towards a more consumer and carer responsive health care system. The North Central Metro Primary Care Partnership is a state government funded alliance of 60 health and community services from the Cities of Yarra, Darebin and Whittlesea in Melbourne's northern suburbs. The partnership aims to make positive, sustainable improvements to primary health care services, from the perspective of consumers, their carers and their families.

A Consumer and Carer Advisory Sub Committee was established and developed as part of the governance structure of the partnership. The Advisory Committee consisted of an equal number of consumers and service providers. The committee collectively identified the need for a consumer training program to enhance opportunities for consumers to participate more effectively in the opportunities available to them.

Although there were many resources to draw upon in developing this consumer training program the committee wanted to ensure the reach and relevance of the training program to the diverse communities included in the region. For this reason a pilot training program involving over 60 community members from the culturally, socially and diverse communities of the region took place. These community members had been nominated by 14 health and community agencies who were seeking to enhance the involvement of their consumers in health planning, governance, research and advocacy processes. This training manual was developed through this program.

It is evident from the work of the North Central Metro Primary Care Partnership that there is a strong need to continue to strengthen the capacity of consumers as stakeholders in the health system. Meaningful consumer participation in the health system contributes to quality and improved health services, improved access and equity, and improved processes and systems which are directed towards consumers and carers aspirations and needs. Importantly consumer participation can strengthen community action and build local democracy. In acknowledging the importance and contribution of consumers, the health sector must provide ongoing support and training to consumers to ensure their ongoing active participation. This ***Advocacy, Leadership and Community Participation. A training program for consumers and carers*** is a resource for consumers, carers and health services to use to build on the their skills, knowledge and resources.

The ongoing and strong involvement of consumers in the North Central Metro Primary Care Partnership has demonstrated the enormous capacity, skill level and willingness of consumers to participate in health system governance, planning and reform. Opportunities for consumer involvement should be created and enhanced where possible.

Nick Matteo  
Chairperson  
North Central Metro Primary Care Partnership

Vera Boston  
Chairperson  
Strengthening Community Action  
Project Committee

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## Acknowledgements

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**Project Officer:** Lauren Cordwell

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[www.ncmpcp.org.au](http://www.ncmpcp.org.au)

[www.dhs.vic.gov.au/phkb](http://www.dhs.vic.gov.au/phkb)

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## Introduction

This ***Advocacy, Leadership, Community Participation. A training program for health consumers and carers*** provides ideas and guidelines for the provision and facilitation of training for community members and health service consumers. It aims to assist community member's increase their participation in local activities.

This training manual is an initiative of the North Central Metro Primary Care Partnership, a state government funded alliance of services which aims to make positive, sustainable improvements to primary health services, from the perspective of consumers, their carers and their families.

The catchment of the North Central Metro Primary Care Partnership stretches north from the inner urban City of Yarra, through the traditional industrial suburbs, which make up the City of Darebin, to the newer suburbs and semi-rural towns of the City of Whittlesea. The population included in the catchment is characterised by high cultural and linguistic diversity, being home to a sizeable Aboriginal and Torres Strait Islander population as well as many newly arrived migrants, older migrant groups and refugees coupled with significant levels of social disadvantage. The North Central Metro Primary Care Partnership values the diversity of its communities and holds this diversity as one of its major strengths.

The development of this ***Advocacy, Leadership and Community Participation. A training program for health consumers and carers*** is a result of work by a consumer and carer advisory committee, more than 60 community members and a project officer. The community members who took part in designing this training program includes people from culturally and linguistically diverse backgrounds, semi-rural and inner metropolitan dwellers, women, men, people of various faiths, abilities, sexual preferences, values and ages. They came together to identify topics, which would strengthen their advocacy, leadership and community participation. They designed, tested and evaluated all of the workshops contained in this manual.

The community members involved in designing and evaluating these workshops invite other community members, groups and committees to consider setting aside time to complete these workshops. The workshops contained in this manual have been developed to promote discussion and reflection amongst group members and to increase the skills, knowledge and resources of community groups.

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## **Workshops objectives**

- To increase knowledge and skills among community members about participation processes.
- To promote opportunities for community members to discuss and reflect upon their participation in an open and supportive environment
- To provide a setting in which community members can come together to enhance and strengthen their participation.

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## How to read this manual

This *Advocacy, Leadership, Community Participation. A training program for health consumers and carers* is divided into three sections

### Section 1 Facilitation Guide

Contains general information about planning and conducting *Advocacy, Leadership, Community Participation. A training program for health consumers and carers*.

### Section 2 Workshops

Contains activities and advice for the facilitation of workshops covering the following topics

- Starting up – developing group understandings – setting priorities
- Working in groups and on committees
- Communicating with people
- Decision making
- Taking on a leadership role
- Advocating for change
- Finding funds for your group
- Feedback and celebration

**Thirteen workshops are included in this training program**

### Section 3 Appendices

Contains information sheets, practical information and resources all of which can be photocopied and used in the workshops.

### Facilitators

Potential facilitators of these workshops may include community leaders, consumer consultants, presidents or committee chairs, community health workers and interested community people. Although it is anticipated that facilitators will have a level of experience in facilitating groups, the workshops contained in this manual have been designed to be delivered by people of varying skill levels and experience.

### Suggested guidelines

We have attempted to make this ***Advocacy, Leadership, Community Participation. A training program for health consumers and carers*** as self-contained as possible in terms of the practical resources a facilitator needs in order to run the workshops. Each workshop is a self-contained topic. We recommend all participants begin with the first two workshops 'getting started' and 'healthy communities' before moving on to other workshops. Also recommended is workshop 13 'feedback and celebration'. Workshops can be conducted in any order. Some groups may choose to complete 2 or 3 workshops from the program whereas others may decide to complete the whole program. It is up to the facilitator and participants to decide the number of workshops and the topics. Recommended number of participants for workshops: 8 - 12

## Facilitators, read this section before commencing

This *Advocacy, Leadership, Community Participation. A training program for health consumers and carers* is designed to increase individual's skills and knowledge about participation in community groups. The information and content has been designed and tested by a diverse group of individuals and community groups.

### Conducting the workshops

All workshops consist of the following format with time allocations:

- A welcome and warm up activity
- Introduction to the topic
- A series of activities to be completed either as a whole group or in small groups
- Discussion of issues and ideas arising from the activities
- Refreshment break
- Development of ideas for action and follow up
- Workshop summary and feedback

Information sheets are available for several workshops and copies can be found in the appendices. The information sheets can be photocopied and given to participants, or read out to participants during the workshop. If unsure about the material contained in an information sheet talk with a colleague/expert to test accuracy or pilot with a community member before starting.

### Materials needed for workshops

The following supplies will be required

- Pens and paper
- Whiteboard or large paper to write on
- Blue tack
- Name tags
- Copies of any information sheets to be used

#### Quick Tip

To keep costs down, ask group members to bring along their own pens and paper.

## Facilitators, tips to consider

**A facilitator does not need to be an expert. A facilitator needs to help the group members hear each other and to come to shared understandings.**

The workshops included in this program have been designed to be facilitated by either one or two people. These people may be community leaders, consumer consultants, presidents or committee chairs, community health workers or any interested people working or living in the local community.

If you are a new facilitator you may consider pairing up with another group member or a friend to conduct the workshops. Ideally it is easier if two facilitators can conduct the workshops so you can share the responsibility. As it is not always possible to find another facilitator within your group, you may find a co-facilitator from a group or service you know e.g., community health center, church, school, migrant resource center or council.

### Quick Tip

If you are facilitating the workshops on your own it is important to have someone provide you with an opportunity to talk about the sessions after they have finished.

## Preparing for a workshop

Before commencing a workshop

1. Read through the workshop information to ensure you have all the resources you need, and to familiarise yourself with the exercises.
2. Organise sufficient sets of material – this may involve photocopying information sheets.
3. Make arrangements – organise a room, promote the training, take registrations.
4. Double-check all arrangements.
5. Prepare refreshments and set up the room.

### Quick Tip

As the facilitator it is your responsibility to make sure all logistic arrangements are made such as room bookings, parking and access to toilets. Always double-check these arrangements.

### Refreshment breaks are essential

Participants will generally need a break after an hour of talking and listening. Participants will enjoy informally talking with each other. A refreshment break is also an important break for the facilitator.

### Adult learners

When facilitating a session be mindful that participants will already have a wealth of knowledge, experience and skills. Participants will come with different levels of confidence and self esteem which may enhance or hinder their participation and learning. Some participants may be vocal while others quiet. It is the role of the facilitator to find a balance, where people feel comfortable and safe participating in the workshop.

### Facilitation tips

- Be aware of what is happening in the group - who is talking, who is not.
- Expect participants to take a while to warm up and to feel comfortable.
- Encourage alternative forms of communication - written and verbal. Participants who seem quiet in a large group will generally feel more comfortable talking in small groups.
- If people are reluctant to participate in activities, gently encourage but do not force their participation.
- Talk briefly when using personal examples.
- Encourage people to ask questions. If you do not know the answer ask other participants if they know the answer or inform participants you will find out the answer and report back to them. Remember you do not have to be an expert.
- Emphasise only one person speaks at a time.

**Quick Tip:** Groups typically move through four stages of group dynamics: from forming to storming to norming and performing. Each stage has its own characteristics. Groups grow in effectiveness as members spend time together and learn to overcome differences and build on their strengths.

**Forming** → **Storming** → **Norming** → **Performing**

(Tuckerman, B.W. 1965. Development Sequences in Small Groups. Psychological Bulletin, vol.63, pp.384-399.)

### Group exercises

All workshop guidelines suggest small group discussion (3-4 participants) followed by the sharing of these discussions with the larger group. This method promotes participation, engagement, active discussion and sharing of ideas. Participants often feel more comfortable speaking up in small groups than in front of the whole group.

Whilst participants are working in groups encourage them to nominate a scribe to record their comments and ideas on sheets of paper. Groups should also nominate a person to share their ideas and discussions with the larger group at the completion of the exercise. After discussion is had on the topic, encourage participants to place their notes on a board, wall or table so others can read them. This method promotes ongoing discussion about workshop topics and ideas.

### Feedback and celebration

Allocate time at the end of each workshop for reflection and feedback on the session. Feedback is an opportunity for facilitators to learn what group members have gained from the sessions and to also hear suggestions and improvements. Workshop 13 has been designed to capture participant's feedback on the workshops through questions and discussion. A workshop evaluation form can be found in the appendices to support this process.

## **Planning the workshops**

### **How much time do I allocate?**

All workshops have timings for the overall workshop and for individual exercises. Workshops have been designed to run between 40 – 120 minutes. Extra time will be needed to prepare and clean up the room. If possible ask participants to help with this process.

### **When do I hold the workshops?**

Workshops can be conducted during the normal meeting time for a group. Alternatively, groups may decide to set aside extra time to complete the workshops. If workshops are an extra activity consider an appropriate time. If workshops are held during the week, they should not be first thing in the morning or late at night. Weekends can be difficult for people due to family commitments, so weekdays are generally more suitable.

### **How do I encourage people to attend?**

Promote the workshops to group members, through newsletters, meetings and word of mouth. Set the date and time for the workshop at least 5 weeks in advance so people can organise to be there. Arrange for participants to indicate their interest and availability two weeks prior. Numbers attending should be known before workshops commence.

### **How many people should attend a workshop?**

Between 8 – 12 participants is ideal. The suggested timings for exercises are based on 8-12 participants.

### **Where should the workshops be held?**

You will need enough room for 12 people to sit down and comfortably move around and where they will not be easily distracted. Local libraries have rooms, as do Community Health Centres, churches, schools and some council halls. It is important to ensure the space is easily accessible to all participants.

#### **Quick Tip**

When organising a workshop space, check the availability of parking, public transport access, disability access, toilets, tea and coffee making facilities

### What do I do about refreshments?

If possible provide a small amount of food or to keep costs down ask participants to bring along a light snack to share. Participants will usually like to have drink during a break. Some community rooms have cups and hot water available but it is important to check. Often you will need to bring along your own supplies of tea, coffee, sugar and milk.

### How do I prepare the room?

Arrange seating in the room in a U-shape, square or circle. This promotes active participation and discussion. Some participants may choose to take notes so it might be useful to have tables in the room so people can lean on them. When dividing participants into small groups for activities it might be useful for them to sit around a table.

### Could I use the media?

Consider using the local media to promote your workshops or your group's activities. Many local newspapers are happy to do 'human interest' stories about innovative new community activities in their coverage area.

#### Quick Tip

Before contacting the local paper confirm all workshop details and provide a contact number if people are interested in participating or have further questions.

#### Quick Tip

Facilitating should be fun. Make sure you have fun. The community members involved in designing and testing these workshops all indicated the workshops were stimulating, worthwhile and lots of fun.

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## **Future consumer and carer participation training**

To assist the development of future consumer participation training programs please provide your comments and responses to the following question and send them to the Health Issues Centre.

**Send a copy of this page with your comments and suggestions to**

### **Health Issues Centre**

Level 5

Health Sciences 2

Latrobe University

Victoria 3086

Phone: 03 9479 5827

Fax: 03 9479 5977

[info@healthissuescentre.org.au](mailto:info@healthissuescentre.org.au)

**What would you like to see included in future training programs for consumers and carers?**

**Please indicate suggested topics and ideas**

**Other comments**

**Name:**

\_\_\_\_\_

**Group:**

\_\_\_\_\_

**Contact number:**

\_\_\_\_\_



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Advocacy,  
Leadership,  
Community Participation

A training program for health  
consumers and carers

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## Workshop Plan

<b>Workshop Topics</b>	<b>Timeframe</b>	<b>Page Number</b>
1. Getting started (essential)	60 minutes	18
2. Healthy communities (essential)	65 minutes	20
3. Healthy participation	90 minutes	22
4. Groups and committees	70 minutes	24
5. Good leadership	80 minutes	26
6. Supporting new group members	100 minutes	28
7. Communication	105 minutes	30
8. Decision making	60 minutes	32
9. Respect and confidentiality	80 minutes	34
10. Who else is out there?	40 minutes	36
11. Learning to make change	120 minutes	38
12. Finding funds for your group	85 minutes	41
13. Feedback and celebration (essential)	35 minutes	44

### **Quick Tip**

Familiarise yourself with the workshops. Read through the workshop plans thoroughly.

Use your own individual style. Feel confident to develop and change the exercises to suit your needs. For instance you can focus on a particular area of interest or need e.g., the environment, health issues.

Decide on your most preferred style of facilitation. It is important that you feel confident and comfortable in your role as facilitator.

## **Workshop One - Getting started** (Essential)

**Objective:** To inform participants about how the workshops will run and to clarify participants expectations.

**Timeframe:** 60 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### **Exercise**

1. **Welcome participants to the workshop.** Outline a bit about yourself, your skills and why you will be facilitating the workshops. This does not need to be long but it is important participants are clear about your skills and interests from the beginning.  
**(10 minutes)**
2. Give a **brief explanation about the training** - topics to be covered and workshop dates. Some groups may choose to use this first workshop to identify the workshops they would like to complete.  
**(10 minutes)**
3. **Meet your neighbour.** Ask participants to turn to their neighbour and introduce themselves, stating their name, community groups and activities they are involved in and something interesting about themselves. Invite each pair to introduce their partner to the whole group, explaining one interesting characteristic of the person. Alternatively, if the group is small in number you may ask all participants to introduce themselves to the whole group.  
**(10 minutes)**
4. **Asking for expectations of workshops.** Write on the whiteboard or a large sheet of paper the following question:

❖ What do you hope to gain from these workshops?

Allow participants a few moments to think about this question before inviting their responses. Ask participants to share with the group their expectations of the workshops, including the skills and knowledge they hope to learn. Write participants expectations on the whiteboard or a large sheet of paper. Keep this sheet of paper and bring it along to all of the workshops and display it as a reminder of people's expectations.

**(10 minutes)**

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## Workshop 1

5. Ask participants the following question;

- ❖ What are the characteristics of good workshop?

Invite participants to reflect on the question for a moment and then document their responses on a whiteboard or large sheets of paper. You might need to prompt the group with ideas. **(10 minutes)**

### Potential prompts could include:

- ❖ Listening when others are talking
- ❖ Respecting each others views
- ❖ Talking slowly so an interpreter can translate
- ❖ Not going for too long without having a break

6. Gain agreement from participants that they will aim to meet many of the characteristics identified in exercise 5 to ensure the following workshops are successful.

**(5 minutes)**

7. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop.

**(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ If the participants do not know each other be mindful that some people will feel uncomfortable sharing their name and interests to a group of strangers. Remember you don't want to scare people away - so don't force people to talk in front of the large group unless they are comfortable with it.
- ❖ As a facilitator you do not have to meet all of the participants' workshop expectations. Instead use the list of expectations developed in exercise 4 as a guide. When you complete your final workshop it will be useful to review the list of expectations and to see which of the expectations have been met and which ones can be addressed in the future.
- ❖ Ensure all participants have a common understanding of the purpose and intended results of the workshops.

## Workshop Two – Healthy communities (Essential)

**Objective:** To develop a broad understanding of what “health” means to participants.

**Timeframe:** 65 minutes

**Material needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Ask participants to brainstorm the factors they believe contribute to good health. Encourage participants to be as creative as possible. Write participants ideas on a large sheet of paper or on a whiteboard for all to see. Ask participants whether they were surprised by the list and whether they feel there is anything missing. **(15 minutes)**
3. Divide participants into small groups of equal numbers to complete the following questions. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
  - ❖ How does your group/committee assist people to be healthy?
  - ❖ Is there more your group/committee could do?
4. Encourage each group to share their discussion and ideas. Ask participants whether they have any actions arising from the workshop. Has the workshop given them new ideas? **(15 minutes)**
5. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

**Quick Tip:** Be flexible. Plan the session in advance but be ready to change or adapt it to meet the needs of the group.

### Facilitator's notes

Key points to emphasise:

- ❖ Encourage participants to consider physical, emotional, psychological and spiritual perspectives on health rather than just the absence of disease or sickness.

**Quick Tip:** Gain as much understanding as possible about the group, their members, their roles and any issues before starting.

## **Workshop Three – Healthy participation**

**Objective:** To explore the positives and negatives of participation in community life.  
To encourage participants to join or engage more fully in a community group or committee.

**Timeframe:** 90 minutes

**Material needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.  
Photocopies of Information Sheet 1 – enough copies for each participant.

**Exercise:**

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. With all participants in a large group ask them to answer the following question. **(5 minutes)**
  - ❖ Why do you participate in community life?
3. Write participants ideas on the white board or a large sheet of paper and promote discussion amongst group members about their ideas and experiences. **(10 minutes)**
4. Ask participants to turn to their neighbour to complete the following tasks. Provide them with paper and pen so they can document the answers. **(10 minutes)**
  - ❖ What are the positives of participation in community life?
  - ❖ What are the difficulties of participation in community life?
  - ❖ How can individuals and groups overcome these difficulties?
5. Encourage each pair to share their notes and ideas with the large group. **(10 minutes)**
6. **Short break** **(5 minutes)**

**Quick Tip:** Try to keep calm and relaxed. Slowing down your breathing can help you do this. Relax, prepare and remember you can always ask for assistance.

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## Workshop 3

7. Divide participants into small groups of equal numbers to complete the following short task. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(10 minutes)**
  - ❖ You have been asked to join a community liaison committee at your local hospital.
  - ❖ What information would be useful for you to know before attending the first meeting?
8. Encourage each group to share their discussion and ideas with all participants. As a large group read through Information Sheet 1 'Things to think about before joining a committee.' Ask participants to comment on information sheet. **(10 minutes)**
9. Ask participants whether they have any actions arising from the workshop. Has the workshop given them new ideas? **(5 minutes)**
10. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ Participating in community life has many advantages but unfortunately there can also be problems/difficulties. Encourage people to talk about their problems/difficulties as they may learn that other people also have similar problems/difficulties.
- ❖ Often people with no training or preparation are asked to be a community representative or to join a committee. Community members need to ask questions of the group leader/organisation before saying yes.
- ❖ The National Resource Centre for Consumer Participation in Health has good resources and easy to understand material about participating on committees. Check out [www.participateinhealth.org.au](http://www.participateinhealth.org.au)

## Workshop Four – Groups and committees

**Objective:** To review the purpose, roles and responsibilities of groups and committees.

**Timeframe:** 70 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Ask participants to explain the purpose of their groups and/or committee. Write participants responses on a whiteboard or large sheets of paper. Encourage all participants to discuss the varying roles and tasks for groups and committees. **(15 minutes)**
3. Divide participants into small groups of equal numbers to complete the following questions: Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
  - ❖ What are the good things about your group?
  - ❖ What problems, if any, does your group have?
4. **Short break** **(5 minutes)**
5. Encourage each group to share their discussion and ideas. Ask participants to brainstorm suggestions and ideas for overcoming some of the problems being identified by the small groups. Write participants responses on a whiteboard or large sheets of paper. **(10 minutes)**
6. Ask participants whether they have any actions arising from the workshop. Has the workshop given them new ideas? **(5 minutes)**
7. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ Groups and committees function for a variety of reasons, including social reasons, to complete a task, for support and information sharing. The structure of a group will depend upon the function of the group.
- ❖ Not all groups are the same.
- ❖ It is often good to talk about both the good things about groups and committees as well as the problems. However, make sure participants do not just talk about the problems. Explain that the workshop is not an opportunity to complain about their groups and or committees, but rather to identify problems and give everyone an opportunity to share ideas and suggestions for overcoming them.

**Quick Tip:** Keep the process simple. The larger the group the simpler the process should be. Allow time for meaningful discussion. Often the sharing of ideas and discussion will have the most value for participants.

## Workshop Five – Good leadership

**Objective:** To discuss the roles and attributes of leaders within groups

**Timeframe:** 80 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Ask participants to brainstorm; **(5 minutes)**
  - ❖ The attributes of a good leader.
3. Write these attributes on a large sheet of paper or on a whiteboard. **(5 minutes)**
4. Ask participants to turn to the person sitting on their right and discuss someone who they believe is, or was, a great leader. **(10 minutes)**

Encourage participants to answer the following questions when describing their admired leader

- ❖ What leadership skills did they/do they possess?
  - ❖ How did they lead?
  - ❖ What do you admire about them?
5. Moving in a clockwise direction ask all participants to say the name of the person they see as a great leader and to share one of their leadership attributes. **(10 minutes)**
  6. **Short break** **(5 minutes)**

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## Workshop 5

7. Divide participants into small groups of equal numbers to complete the following questions. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
  - ❖ Does your group/committee have a leader?
  - ❖ How does your group choose a leader?
  - ❖ What is the role of that leader?
  - ❖ What support does the group provide to that leader?
8. Encourage each group to share their discussion and ideas. **(10 minutes)**
9. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ A good leader in one setting may not necessarily be a good leader in another. For example a leader of yacht in the Sydney to Hobart Yacht Race may require a different set of skills and attributes than a leader of an arthritis self-help group.

**Quick Tips:** Always ask for participants to give feedback on the workshops. This is important for your learning as a facilitator as well as to understand what participants are learning from the workshops.

Ask participants if they would like to have a go at leading introductory activities in future workshops.

## Workshop Six – Supporting new group members

**Objective:** To discuss how groups recruit new members.  
To consider ways in which groups support new members.

**Timeframe:** 100 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Divide participants into small groups of equal numbers to complete the following questions. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
  - ❖ What are the good things about the size of your group?
  - ❖ Are there any disadvantages caused by the size of your group?
  - ❖ Does your group have the right membership? (range of skills, experience and perspectives)
  - ❖ Do you feel the size of your group or membership limits in anyway its ability to carry out its function?
3. Encourage each group to choose one of the questions to share their response with the large group. **(10 minutes)**
4. In a large group invite participants to brainstorm ideas and discuss the following question. **(10 minutes)**
  - ❖ How could you go about recruiting new members to your group?
5. Using a whiteboard or large pieces of paper adhered to a wall write down their ideas for recruiting new members. Encourage participants to discuss their ideas as well as strategies for recruiting new members, which have worked in the past. **(10 minutes)**

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## Workshop 6

6. **Short break** (5 minutes)
7. Ask participants to form into small groups of equal numbers to complete the following activity. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group (15 minutes)
  - ❖ A new person has come to join your group or committee. What feelings and concerns might this person be experiencing?
  - ❖ How could the group support this new member?
8. Encourage each group to share their discussion and ideas. (10 minutes)
9. Ask each participants to write on a sheet of paper to take away with them:
  - ❖ One new idea for recruiting people to their group and/or committee
  - ❖ One idea for how their group can support new members in the future(5 minutes)
10. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. (10 minutes)

### Facilitator's notes

Key points to emphasise:

- Groups and committees may either have too many members or too few.
- Recruiting new members to a group and/or committee can be lots of work and should not be the responsibility of just one person.
- Joining a group for the first time can be daunting. Groups need to find ways to encourage and support new members.

**Quick Tip:** Have you confirmed your room booking and have you made arrangements for refreshments

## Workshop Seven – Communication

**Objective:** To highlight the range of communication styles within groups  
To discuss ideas for how groups and/or committees can overcome communication barriers.

**Timeframe:** 105 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Divide participants into small groups of equal numbers to complete the following tasks. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
  - ❖ What is communication?
  - ❖ What things get in the way of good communication?
  - ❖ What things enhance communication?
3. Encourage each group to share their discussion and ideas. **(10 minutes)**
4. As a large group ask participants to complete the following tasks. As facilitator, write participants comments on large pieces of paper or on a whiteboard where everyone can see. **(15 minutes)**
  - ❖ What forms of communication are used in your groups
  - ❖ Are there other forms of communications, which you are aware of which are not commonly used in your groups?
5. Short break **(5 minutes)**

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## Workshop 7

6. Divide participants into small groups of equal numbers. Ask them in their groups to complete the following tasks. **(10 minutes)**
  - ❖ Develop a list of issues associated with the following forms of communication; written, verbal, body language, symbols
7. Encourage each group to share their discussion and ideas. **(10 minutes)**
8. As a large group, ask participants to discuss the following question **(10 minutes)**
9. How can participants ensure communication used in their groups/committees is accessible and understandable to all members?
10. Ask each participant to think for a moment about one thing they will try to do to improve communication within their group or committee. Encourage each participant to share their response with the whole group. **(10 minutes)**
11. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator notes

Key points to emphasise:

- ❖ Inform participants that every form of communication has limitations. For example not everyone has good English skills or has access to a computer.

**Quick Tips:** If conflict is occurring in the group or discussion is getting bogged down or unproductive, acknowledge it, take time out and then resolve it. It is important to address it.

Unless an electronic whiteboard is available using paper will save you from having to copy information and ideas from the whiteboard.

## **Workshop Eight – Decision making**

**Objective:** To highlight issues associated with decision making, problem solving and dealing with conflict.

To develop strategies for ensuring all group members views are listened to and valued.

**Timeframe:** 60 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### **Exercise:**

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Divide participants into small groups of equal numbers. Ask them in their groups to complete the following tasks and to be as creative with their ideas as they like. **(10 minutes)**
  - ❖ Scenario: Your group has been asked to provide the Victorian Minister for Health with suggestions for improving the health system. List all of the many ideas and suggestions, which come to mind. Each person should nominate at least three suggestions and briefly explain to the group why they are important.
3. Inform the groups, that from the list they developed in exercise 2 they must now identify the two most important issues for action by Governments. Inform the groups that all participants need to have an equal say in the decision and ideally should all agree with the chosen two actions for improving the health system. **(5 minutes)**
4. Encourage each group to share their ideas. **(5 minutes)**

**Quick Tip:** Remember, as facilitator your job is to keep the process on track rather than to dominate discussion on behalf of the group

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## Workshop 8

5. With all of the participants together, discuss the following questions; **(10 minutes)**
  - ❖ How did the group reach a decision on the two most important areas of action?
  - ❖ What made the decision making process easy?
  - ❖ What hindered the decision making process?
  - ❖ How did the group ensure all group members' views were listened to and respected?
  
6. Ask participants whether they would like to do anything further with their list of ideas for improving the health system. Potential ideas could include sharing the ideas with their local member for parliament or including them in their next newsletter.  
**(10 minutes)**
  
7. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop.  
**(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ Reaching decisions in groups can be difficult. The more people in the group, the harder it is to reach consensus.
  
- ❖ Good decision making and problem solving ensures all group members get to have a say.

## Workshop Nine –Respect and confidentiality

**Objective:** To highlight the importance of confidentiality within groups and/or committees.

To develop ideas for ensuring confidentiality is maintained within groups and/or committees.

**Timeframe:** 80 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.  
Photocopies of Information Sheet 2 – enough copies for each participant.

### Exercise:

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Invite participants write down on a sheet of paper the first word that comes into their mind when they hear the word “confidentiality”. Once completed ask each participant to share their word with all participants. **(5 minutes)**
3. Provide all participants with a copy of Information Sheet 2, ‘Confidentiality’. Ask them to read it and to write down any comments. Alternatively, as facilitator, read to the group the Information Sheet 2 ‘Confidentiality’ and encourage discussion. **(10 minutes)**
4. Ask participants whether the concept of confidentiality is new to any of them. Ask those who are familiar with the term to explain to the group the settings in which they have heard it used. **(10 minutes)**

**Quick Tip:** Is everyone, including yourself having fun and developing new ideas? These workshops are designed to be stimulating, rewarding and lots of fun.

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## Workshop 9

5. Divide participants into small groups of equal numbers to complete the following tasks. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(15 minutes)**
- ❖ Develop a list of topics/issues that should remain confidential within groups/committees.
  - ❖ Why do groups/committees need to be careful with information, which is confidential?
  - ❖ How do your groups/committees respect confidential information?
  - ❖ How do your groups/committees deal with a breach of confidentiality?
  - ❖ Is there anything your group/committee could do to improve its confidentiality practices?
6. **Short break** **(5 minutes)**

**Quick Tip:** Try and strike a balance between giving people time to express themselves and completing the activities.

7. Encourage each group to share their discussion and ideas. **(10 minutes)**
8. Ask each participants to write on a sheet of paper to take away with them:
- ❖ One new idea for ensuring confidentiality is maintained within their group and/or committee **(5 minutes)**
9. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ Committees often deal with matters that must remain confidential, and should only be known by committee members.
- ❖ Often a matter is confidential until a public announcement is made.
- ❖ Asking committee members to sign a confidentiality form is often useful.

## **Workshop Ten – Who else is out there?**

**Objective:** To learn about other groups in the local community and to explore how to build links with them.

**Timeframe:** 40 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.

### **Exercise:**

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Divide participants into small groups of equal numbers to complete the following questions: Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(20 minutes)**
  - ❖ Develop a list of local community groups and committees that you know well
  - ❖ Develop a list of local groups and committees you know little about
  - ❖ Ask participants to discuss and write down how they could find out more about these groups - what they do, their membership and when they meet
3. Once completed ask each group to share with the larger group their ideas for finding out more about other groups in their local community. **(10 minutes)**
4. **Short break** **(5 minutes)**
5. As a large group, ask participants to discuss the following question. Write participants responses on a whiteboard or large sheets of paper. **(10 minutes)**
  - ❖ Why is it important to be aware of other groups in the community?

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## Workshop 10

**Quick Tip:** An introductory exercise is always advisable even if all the group members know each other. It helps to give focus and to develop rapport between the group and facilitator. (See appendices for ideas)

6. Ask participants whether they have any actions arising from the workshop. Has the workshop given them new ideas? **(5 minutes)**
7. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitators Notes

Key points to emphasise:

- ❖ Groups often function in isolation.
- ❖ Being aware of other groups in your community can promote sharing of skills, knowledge and resources.

## **Workshop Eleven – Learning to make change**

**Objective:** To discuss advocacy and how community members can go about creating change.  
To learn from participants own involvement in advocacy campaigns both presently and in the past.

**Timeframe:** 120 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.  
Photocopies of Information Sheets 3, 4, 5 - enough for each participant.

### **Exercise**

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Invite participants to write their name in the middle of an A4 sheet of paper. Then ask them to fill in the corners as per diagram below. **(10 minutes)**

One word which motivates you	<b>NAME</b>	An issue you feel strongly about
What the words "advocacy" or "activism" mean to you		Something interesting about yourself

3. Once completed encourage participants to share their A4 sheets with others. You might like to encourage people to put them up on the wall or talk about them. Highlight any similarities and/or differences. Be mindful that the word advocacy is often a new word for people. **(10 minutes)**
4. Read to participants the definition of advocacy as outlined in the Information Sheet No 3 and 4. If possible provide participants with a copy of Information Sheet 3, 4 and 5 on the different types of advocacy. **(10 minutes)**

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## Workshop 11

5. Encourage participants to share examples of advocacy work they are currently involved in or have been involved with in the past. **(20 minutes)**

Questions to have participants consider:

- ❖ What was the issue?
- ❖ What happened?
- ❖ Why did you choose a particular strategy? (i.e., letter writing, rally)
- ❖ Who was involved?
- ❖ What difficulties did you have?

6. **Short break** **(10 minutes)**

7. Divide participants into small groups of equal numbers to complete the following questions. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. **(20 minutes)**

Have participants to look back at their A4 sheets to the issues people felt strongly about. Ask group members to choose one of the issues to discuss in this activity. (Examples could include lack of public toilets in a park or lack of health services for young people with a disability).

Questions to be discussed:

- ❖ What is the issue, which your group would like to address?
- ❖ How will your group address this issue?
- ❖ List the strengths of your group
- ❖ List the weaknesses of your group
- ❖ What opportunities does your group have?
- ❖ What might be a threat to your success?
- ❖ As a group, what help and support do you need to be able to achieve the above aims?

8. Encourage each group to share their discussion and ideas. **(10 minutes)**

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## Workshop 11

9. Ask participants whether they have any actions arising from the workshop. Has the workshop given them new ideas? **(10 minutes)**
10. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. **(10 minutes)**

### Facilitator's notes

Key points to emphasise:

- ❖ The word "advocacy" is often a new word to some people, so it is important that the term is clarified early.
- ❖ The strengths, weaknesses, opportunities and threats exercise (exercise 6) can be used for a range of programs and is often a useful tool for planning.
- ❖ There is potential for this activity to inspire people to increase their involvement in advocacy work. The activities may generate new ideas and energy. If this occurs it would be useful to think about how participants could be supported to further develop their advocacy work and ideas.



## **Workshop Twelve – Finding funds for your group**

**Objective:** To discuss money matters and funding within groups and committees.  
To share ideas for assisting groups and committees obtain more money and resources.

**Timeframe:** 85 minutes

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read. Photocopies of Information Sheet 6 – enough for each participant.

**Exercise:**

1. **Welcome and Introductions.** You may decide to use one of the warm up activities, located in the appendix. **(10 minutes)**
2. Ask participants to turn to their neighbour to complete the following tasks. Provide them with paper and pen so they can document the answers. **(5 minutes)**
  - ❖ What costs does your group/committee have to meet?
3. Encourage each pair to share their discussion and ideas with all participants. As facilitator, write participants comments on the whiteboard or large sheets of paper. **(10 minutes)**
4. Ask participants to discuss the following questions **(15 minutes)**
  - ❖ What is difficult about obtaining money?
  - ❖ What suggestions do you have for how groups and committees can obtain money?
5. Provide all participants with a copy of Information Sheet 6 on obtaining money for your groups. Ask them to read it and to write down any comments. Alternatively, as facilitator, read to the group the Information Sheet 6 on obtaining money for your groups and encourage discussion. **(10 minutes)**

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## Workshop 12

6. **Short break** (5 minutes)
7. Divide participants into small groups of equal numbers to complete the following task. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. (15 minutes)
- ❖ Ask each group to think of an activity, event or program, which requires more money than their group currently has access to (this can be a real need or hypothetical need). Ask the group to discuss and document their response to the follow tasks;
  - ❖ What is the activity, event or program which money is needed for?
  - ❖ How much money is needed?
  - ❖ How will the money be spent?
  - ❖ Who will benefit from the money (young children, refugees, people living in Bundoora)?
  - ❖ How will money be obtained?
  - ❖ How will you show evidence that the monies received are spent appropriately?
8. Encourage each group to share their discussion and ideas. Ask participants whether this activity highlighted any issues for them. (10 minutes)
9. Ask each participants to write on a sheet of paper to take away with them:
- ❖ One new idea which they will try to use when planning for obtaining money for their group/committees in the future (5 minutes)
10. **Summary time.** Provide a brief overview of the workshop and discussions. Ask participants whether they have any questions about the workshops. Provide details of the next workshop including the topics, location and time of workshop. (10 minutes)

**Quick Tip:** Think through any issues or problems which may arise during the facilitation of the workshop early. Think about how you might be able to respond to these.

### Facilitator's notes

Key points to emphasise:

- ❖ Groups and committees need money for a variety of things. Including mail outs, camps or new hospital beds.
- ❖ Explain to the group that this workshop is a chance to reflect on what group's needs money for and to share ideas for obtaining more money for activities and programs.
- ❖ Inform the group that the questions they worked through (exercise 7) are useful to remember when planning for obtaining money in the future.
- ❖ Check out [ourcommunity.com.au](http://ourcommunity.com.au) for good fund raising ideas.



## **Workshop Thirteen – Feedback and celebration** **(Essential)**

**Objective:** To bring the workshops to an end by reviewing the initial workshop expectations.

To obtain feedback about the workshops.

To celebrate the groups achievements.

**Timeframe:** 35 minutes + celebration time

**Materials needed:** A whiteboard or large sheets of paper. Name tags, whiteboard markers, pens and paper for participants to write with and Blu-Tack so ideas and notes can be put up on the walls for everyone to see and read.  
Photocopies of Evaluation Form and Certificate of Participation - enough for each participant.

### **Exercise:**

1. Display for all participants to see the list of what participants hoped to gain from the workshops, which was completed during workshop one. **(10 minutes)**

Ask participants to

- ❖ Identify the topics which the workshops covered
- ❖ Identify topics not covered in the workshops
- ❖ Their ideas for future workshops and training

2. Divide participants into small groups of equal numbers to complete the following task. Ask groups to nominate a person to take notes and a person to share the small groups discussion with the large group. Alternatively this activity can be completed in a large group with all participants. **(15 minutes)**

- ❖ What did you like most about the training?
- ❖ What did you learn most about?
- ❖ What did you enjoy the least?
- ❖ What suggestions or changes would you make to the training?

- 
- ❖ Have the workshops stimulated you to think in new ways about your involvement in community groups and on committees?
  - ❖ Are you interested in further opportunity to enhance your skills?
  - ❖ If yes, what would you be interested in?

3. Upon completion of the feedback process, bring the workshop to a close by thanking everyone for his or her participation. Invite questions or reflections from group members on the workshops. **(10 minutes)**

## **Celebration**

Organise a celebration or an informal get together at the completion of the training. This is a chance for participants to share their experiences of the training and to talk about new knowledge and skills. Facilitators may decide to hand out certificates to participants who have completed the training.

## **Facilitator's notes**

Key points to emphasise:

- ❖ Inform participants that the workshops were not designed to meet everyone's expectations and cover all the topics of interest for group members. Encourage participants to reflect on what they have learnt and to think about how they might address in the future issues not covered in the workshops.
- ❖ As facilitator feedback information is useful for you as you reflect on the experience of facilitating the workshops. The information is useful to you if you plan to run further workshops.
- ❖ The information collected from the feedback questions will be useful to share with other group members maybe through your newsletter or word of mouth. This is a good strategy to promote further participation in workshops.
- ❖ The excitement, which comes with successfully completing the workshops, can be carefully diffused via a celebration or closure ceremony. This will mark the formal end of training.

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# Appendices

## 1. **Warm up activities**

## 2. **Information sheets**

- ❖ Checklist to consider before saying 'yes' to joining a committee
- ❖ Confidentiality
- ❖ Advocacy
- ❖ Influencing governments
- ❖ Finding funds and resources for your groups and communities

## 3. **Evaluation Forms**

## 4. **Certificate of Participation**

## 5. **Useful contacts and resources**

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## Warm up activities

<b>Birthdays</b>	<b>5 minutes</b>
<b>Remembering names</b>	<b>10 minutes</b>
<b>Hats</b>	<b>10 minutes</b>

### Birthdays

**Description** The participants form themselves into a line in order of the month of their birthdays.

**Purpose:** This exercise develops group cooperation and problem solving skills and it promotes discussion between participants. It is also a good energiser.

**Duration** 5 minutes. This is dependent upon the size of the group.

**Procedure** Explain to participants that the objective is for participants to form a line in order of the day and month of their birthdays (1 January to 31 December order).

Ask participants to rise to their feet and walk around. When they meet another participant they exchange names and birthdays.

When the line has formed, move along the line asking each participant to call out his or her name and birthday so that you can check that the objective has been achieved.

**Variations** Sort by first names in alphabetical order or by shoe size

### Remembering names

**Description** Participants think of a personal characteristic which will enable other participants to remember their name and who they are.

**Purpose** This activity ensures that each person is introduced and an attempt is made at remembering each other's names through words and symbols.

**Materials** None

**Duration** 10 minutes. Depending upon group size

**Procedure** Organise the group into a circle. Ask each participant to think of a characteristic, which describes themselves. Encourage participants to be creative and to think about words, which describe themselves, distinguishing features, hobbies etc.

Ask participants to then introduce themselves stating their name and the word or phrase used to describe themselves. "Helen, I like playing tennis".

**Variations** Participants to describe themselves using a word starting with the first letter of their name. 'Joyful John, Energetic Erin'.

### Hats

**Description** Participants to learn other participant's names and something about each other.

**Material** Hats and scarfs. Old hats, new hats, sport hats, work hats, funny hats. This activity requires preparation in obtaining a number of different hats and scarfs prior to the workshop. Op-shops and charity stores are always useful, as are family and friends in obtaining different hats.

**Duration** 10 minutes. This is dependent upon the size of the group

**Procedure** Encourage participants to sit in a circle whilst you place hats and scarfs in the middle of the circle.

Invite each participants to stand up walk into the center of the circle and find a hat which reflects the type of person they are or the attributes and skills they poses. Choosing a gardening hat might indicate a participant enjoys the outdoors.

Ask participants to then place the hat on their head and inform the group as to their name and why they choose a particular hat.

**Variations** This activity can also be completed sitting around a table.

Participants can also be invited to choose a hat, which reflects how they are presently feeling about participation in the workshop. Choosing a sports hat may indicate a participant is feeling energetic about their involvement in the workshop.

## Checklist to consider before saying 'yes' to joining a committee

**1. What are your goals?**

What do you want to achieve in the community, for yourself, or for your family and friends?

**2. Can the committee help achieve your goals?**

How is your involvement in the Committee or Board going to help achieve your goals?

**3. Can it happen within your lifetime?**

It is ok, and sometimes essential, to set yourself a time limit – even if the goals are not fully achieved in that time.

**4. Will the committee support you to participate?**

Childcare	Yes/No
Sitting fees	Yes/No
Travel costs	Yes/No
Orientation and background costs	Yes/No
A 'buddy' to discuss problems	Yes/No
Clear information as you need it	Yes/No
Interpreting	Yes/No

**5. Do the expectations of the committee suit you?**

- When are the meetings?
- How many hours will you have to put in per week/per month/per year?
- How much reading will there be?
- Do you have the skills required? If not how can you get them?

**6. What further support do you need?**

- Is there an outgoing representative you can talk to?
- Who supports the committee? Is there an Executive Officer you can speak to?
- Are there other community members or groups you can consult with or get support from?
- Are their possibilities for attending courses, conferences or learning new skills?

Source: North West Suburbs Health & Social Welfare Council, 1997.

Little Purple Book of Community Rep-ing,

Access via the National Resource Centre for Consumer Participation in Health [www.participateinhealth.org.au](http://www.participateinhealth.org.au)

# Confidentiality

Confidentiality is about community members having control over who has access to information about them and in what form.

- Confidentiality means that information, given in the belief that it will go no further, is not discussed with others
- Confidentiality means that you do not identify a person to a third party (or parties) without that person's permission – and there are clear understanding of how, where, and to whom identification will occur
- Confidentiality means that you do not discuss another person's affairs where you can be overheard by those not directly concerned, for example in waiting rooms
- Confidentiality means treating any information you have about another person with respect for their privacy
- Confidentiality does not mean discussing the affairs of someone you are representing in confidence with everyone expect that person.
- Committees often deal with matters that must remain confidential within the committee. Sometimes a matter is confidential until a public announcement is made.

Source: Commonwealth Department of Health and Family Services. 1999. The Kit, A guide to the advocacy we choose to do. A resource kit for consumers of mental health services and family carers. pp68

### What is advocacy?

- Advocacy is a positive action
- Advocacy means different things to different people. But basically advocacy is about supporting another person's cause. It has been thought that sometimes people benefit from having others speak out on their behalf.
- Sometimes when a consumer or carer is particularly vulnerable, it is useful to have someone speak on his or her behalf.
- Advocacy is not just about people representing other people, but also about people representing themselves.
- Advocacy is often considered to be associated with actions to redress the injustices dealt to people.

Source: Commonwealth Department of Health and Family Services. 1999. The Kit, A guide to the advocacy we choose to do. A resource kit for consumers of mental health services and family carers. pp24

### What the words 'advocacy' and 'activism' mean for people

- Representing community views
- Wanting funding or changes
- Applying pressure to decision makers
- Representing people who can not represent themselves
- Caring
- Raising community awareness
- Protesting
- Complaints
- To be able to listen – be listened to

### Words that motivate people to be active

- Justice, frustration, the sun, more compassion, social justice, suffering
- Compassion aka love, anger, life, improvement – betterment
- Satisfaction

## **People become involved in advocating/ becoming an activist because**

- They want to change something
- They want better conditions
- They don't agree with something
- They want other people to understand
- They like participating

## **Reasons for people advocating in the health system (some examples)**

- In relation to their own health or health care, the health of family members, or community concerns
- They disagree with how a service operates or how a particular staff member behaves
- They disagree with the costs or the opening hours
- They feel the service should be providing services and programs that they are not currently.

## **Some examples of issues community people are advocating about**

- Improving hospital casualty waiting periods
- Doctors knowing what they are talking about
- Care of carers
- Community involvement and empowerment
- Helping older veterans obtain better hostel and nursing home funds
- Availability and access to health services
- Permanent housing and care for young brain injured people – other than nursing homes for the aged (which are unsuitable)
- Services for adult children of parents with a mental illness
- Weekend mental health services

Source: North Central Metro Primary Care Partnership, 2003. Strengthening Community Action Project Pilot Training Program. [www.ncmpcp.org.au](http://www.ncmpcp.org.au)

## **Examples of advocacy strategies and some questions to consider**

### **Writing a letter**

- Who do you address the letter too, have you got all your facts right?
- Is it the right time to send the letter?
- Should you encourage other people to send letters?

### **Speaking to a service provider or manager**

- What information will you need to know before you talk to these people?
- When will be the right time? Maybe first thing in the morning not the last thing Friday afternoon.

### **Writing to the newspaper**

- Have you got all your facts straight?
- Are you prepared to be interviewed and have your photo taken?
- Are you prepared to have other people talk about your issue and take action?
- How will you follow up the responses and actions generated by an article appearing in the paper?

### **Organising a public meeting**

- Where will this be held?
- Who should you have involved in this meeting?
- Who should be speaking?
- What information do you want to provide?
- How will you ensure your views are seen as credible?

### **Becoming a committee member**

- This can be a long-term approach.
- Are you willing to attend regular meetings?
- Are you prepared to be involved in other work as well as raising your issue?

### Planning a public rally

- Where will it be held?
- Who should know the rally is on? (Police and the media)
- Have you arranged a press release and organised a media contact person?
- How are you going to publicise this rally?

### Speaking to the media

- Have you got all your facts straight?

### Striking

- Are you prepared for the implications if you strike?

Source: North Central Metro Primary Care Partnership, 2003. Strengthening Community Action Project Pilot Training Program. [www.ncmpcp.org.au](http://www.ncmpcp.org.au)

## **Influencing Governments**

### **Some questions to consider**

#### **Which is the most appropriate level of Government for you to influence?**

- Federal, state or local

#### **Who is the most appropriate politician to influence?**

### **Ways of Influencing Politicians**

- Write a letter
- Request a meeting
- Table a petition
- Speak to ministers
- Make yourself known to ministerial staff

### **Meeting with Politicians**

- Prepare by writing your main arguments down
- Use a personal angle if possible
- Know the Politicians stance on the issues
- When meeting be assertive but not aggressive. Ask for clarification and agree on a process of follow up
- Provide a one page summary sheet for the Politician

**Write a follow up letter to the Politician and staff thanking them for their time and stating agreed process for following up.**

**Stay in contact even if nothing comes out of the meeting.**

Source: Carers Association Victoria, Having Your Say Action Pack 2003  
[www.carersvic.org.au](http://www.carersvic.org.au)



## Ideas for finding funds and resources for your groups and communities

<b>Fundraising activity</b>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Membership fees</b>	<ul style="list-style-type: none"> <li>• Increases members commitment to group</li> <li>• Provides some degree of independence for the group as these funds can be allocated according to members wishes</li> <li>• Increase communication between group and its members through recruitment campaigns and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Not usually a lucrative source of funds</li> <li>• Requires ongoing communication, reporting and management</li> </ul>
<b>Grant proposal to Governments, corporations and or foundations</b>	<ul style="list-style-type: none"> <li>• Sizable amount possible</li> <li>• May be able to develop on-going relationship to aid future development</li> </ul>	<ul style="list-style-type: none"> <li>• Considerable background work required</li> <li>• Usually need to demonstrate a 'track' record</li> <li>• Must be able to demonstrate community support</li> <li>• Evaluation and reporting requirements can be challenging</li> <li>• High dependency costs, need to satisfy funding body</li> </ul>

<b>Special events – small (BBQ, car wash, raffle)</b>	<ul style="list-style-type: none"> <li>• Attractive notices and signage can enhance your public profile</li> <li>• Large numbers of members can be involved</li> <li>• Promotes participation</li> <li>• Can be fun</li> </ul>	<ul style="list-style-type: none"> <li>• Usually does not raise a great deal of money</li> <li>• Often seen as a lot of work for little return</li> </ul>
<b>Special events – large (Concert, dinner)</b>	<ul style="list-style-type: none"> <li>• Can make a substantial return on investment</li> <li>• Can enhance public profile and promote your cause</li> <li>• Can be an introduction to potential donors</li> </ul>	<ul style="list-style-type: none"> <li>• Enormous amount of work</li> <li>• Generally very risk</li> </ul>
<b>Donor campaigns (door- to door, direct mail)</b>	<ul style="list-style-type: none"> <li>• If your cause is popular with the general public this may yield high returns</li> </ul>	<ul style="list-style-type: none"> <li>• Competition is severe – requires professional expertise – may not fit with some groups values and principles</li> </ul>
<b>Fee for service (e.g., consulting services, products developed)</b>	<ul style="list-style-type: none"> <li>• Offset operational costs</li> </ul>	<ul style="list-style-type: none"> <li>• May direct energy and resources away from the groups mission</li> </ul>

Source: Ontario Healthy Communities Coalition. The Ground Up. An Organising Handbook for Healthy Communities. [www.healthycommunities.on.ca](http://www.healthycommunities.on.ca)

❖ **Check out [ourcommunity.com.au](http://ourcommunity.com.au) for good fund raising ideas.**

## What is your responsibility if you get a grant?

- Spend the money as you said you would
- Keep records of attendances and numbers of people involved
- Have a key person responsible for the money. If you are not incorporated you may have to have an organisation hold the money. This is called an auspice and could be a church or a community health centre.
- You will be required to show evidence of how the money was spent
- Once all the money has been spent you will be required to write up a report detailing how the project/activity went.

**Quick Tip:** If there is an event, take photos and include these in any public documents you produce.

***Leadership, Advocacy, Community Participation. A training program for health consumers and carers***

1. **What was your interest in attending these workshops?**

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2. **How would you rate the workshops as an opportunity:**

To review your own role in community groups/on committees

Poor          fair          ok          good          very good

To generate new ideas

Poor          fair          ok          good          very good

3. **Overall, how would you rate the content and presentation style?**

Content

Poor          fair          ok          good          very good

Presentation style

Poor          fair          ok          good          very good

Written handouts

Poor          fair          ok          good          very good

4. **Which aspects of the workshops did you find most valuable?**

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5. **Which aspects of the workshop did you find least valuable?**

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6. **Has the workshops stimulated you to think in new ways about your involvement in community groups and on committees?**

Yes                      No

Comments

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7. **Are you interested in participating in further opportunities to enhance your skills?**

Yes                      No

If yes, what type of format and content would you be interested in?

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**Thank You**

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# Certificate of Participation

**This certificate is awarded to**

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In recognition of successfully completing  
**Advocacy, Leadership, Community Participation. A training  
program for health consumers and carers**

\_\_\_\_\_  
**Workshop Facilitator**

\_\_\_\_\_  
**Group Leader**

\_\_\_\_\_  
**Date**

**This training program was designed by the  
North Central Metro Primary Care Partnership Strengthening  
Community Action Project, Melbourne, Victoria.**

**[www.ncmpcp.org.au](http://www.ncmpcp.org.au)**



**North Central  
Metro PCP**

**May 2004**



## Useful Contacts and Resources

	<b>Web address</b>	<b>Phone / Email</b>	<b>Address</b>
Better Health Channel	<a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a>	1800 126 637	12/589 Collins St Melbourne VIC 3000
Carers Association Victoria Inc	<a href="http://www.carersvic.org.au">www.carersvic.org.au</a>	(03) 9650 9966	Lvl 5/ 130 Little Collins St Melbourne 3000
Carers Links North	<a href="http://www.mchs.org.au/carerlinks.html">www.mchs.org.au/carerlinks.html</a>	(03) 9495 2500  1800 059 059 <a href="mailto:cln@mchs.org.au">cln@mchs.org.au</a>	4 Bruce St Preston P.O. Box 2021 Preston BC 3072
Centre for Culture, Ethnicity and Health	<a href="http://www.ceh.org.au">www.ceh.org.au</a>	(03) 9427 8766	23 Lennox St Richmond 3121
Chronic Illness Alliance	<a href="http://www.chronicillness.org.au">www.chronicillness.org.au</a>	(03) 9805 9126	818 Burke Rd Camberwell 3124
Consumers Health Forum of Australia	<a href="http://www.chf.org.au">www.chf.org.au</a>	(02) 6273 5444	PO Box 3099 Manuka ACT 2603
Department of Human Services	<a href="http://www.dhs.vic.gov.au">www.dhs.vic.gov.au</a>	(03) 9616 7777	555 Collins St Melbourne 3000
Health Insurance Commission	<a href="http://www.hic.gov.au">www.hic.gov.au</a>	(03) 9605 7333  <a href="mailto:hic.info@hic.gov.au">hic.info@hic.gov.au</a>	Victorian Headquarters 460 Bourke St Melb VIC 3000 PO Box 9822 Melb VIC 3001
Health Issues Centre	<a href="http://www.healthissuescentre.org.au">www.healthissuescentre.org.au</a>	(03) 9479 5827  <a href="mailto:hic@latrobe.edu.au">hic@latrobe.edu.au</a>	Level 5, Health Sciences Building 2, LaTrobe University 3086
Health Services Commissioner	<a href="http://www.health.vic.gov.au/hsc/index.htm">www.health.vic.gov.au/hsc/index.htm</a>	1800 136 066	Health Services Commissioner 30th Floor 570 Bourke Street Melbourne. 3000
Mental Health Council	<a href="http://www.mhca.com.au">www.mhca.com.au</a>	(02) 6285 3100	PO Box 174 Deakin West ACT 2600
Migrant Resource Centre North East	<a href="http://www.mrcne.org.au">www.mrcne.org.au</a>	(03) 9484 7944 <a href="mailto:mrcne@mrcne.org.au">mrcne@mrcne.org.au</a> <a href="http://www.mrcne.org.au">au</a>	251 High St Preston 3072
National Resource Centre for Consumer	<a href="http://www.participateinhealth.org.au">www.participateinhealth.org.au</a>	1800 625 619	Level 5, Health Sciences 2 Building

	<b>Web address</b>	<b>Phone / Email</b>	<b>Address</b>
Participation in Health			LaTrobe University 3086
Northern Health Community Advisory Committee	<a href="http://www.nh.org.au">www.nh.org.au</a>	(03) 8405 8000	The Northern Hospital 185 Cooper St Epping 3076
Our Community	<a href="http://www.ourcommunity.com.au">www.ourcommunity.com.au</a>	(03) 9320 6800 <a href="mailto:service@ourcommunity.com.au">service@ourcommunity.com.au</a>	51 Stanley St West Melb 3003
VicHealth	<a href="http://www.vichealth.vic.gov.au">www.vichealth.vic.gov.au</a>	(03) 9667 1333	Ground Floor 15-31 Pelham St Carlton South PO Box 154 Carlton South 3053
Victorian Council of the Ageing	<a href="http://www.cotavic.org.au">www.cotavic.org.au</a>	(03) 9654 4443 1800 136 181 <a href="mailto:cotavic@cotavic.org.au">cotavic@cotavic.org.au</a>	4 <sup>th</sup> floor 98 Elizabeth St Melbourne 3000
Victorian Government Health Information	<a href="http://www.health.vic.gov.au">www.health.vic.gov.au</a>		
Victorian Multicultural Commission	<a href="http://www.multicultural.vic.gov.au">www.multicultural.vic.gov.au</a>	(03) 9208 3184	Level 15, 1 Spring St Melbourne GPO Box 2392V, Melbourne 3001

## **COMMUNITY HEALTH CENTRES**

	<b>Web address</b>	<b>Phone / Email</b>	<b>Address</b>
Darebin Community Health Centre	<a href="http://www.darebinch.com.au">www.darebinch.com.au</a>	(03) 9478 5711	Cnr Crevelli and Blake St Reservoir East 3073
North Richmond Community Health Centre	<a href="http://www.nrhc.com.au">www.nrhc.com.au</a>	(03) 9429 5477	23 Lennox St Richmond 3121
North Yarra Community Health Centre	<a href="http://www.nych.org.au">www.nych.org.au</a>	(03) 9411 4333	365 Hoddle St Collingwood 3066
Plenty Valley Community Health Service	<a href="http://www.pvchs.org.au">www.pvchs.org.au</a>	(03) 9409 8787	187 Cooper St Epping 3076

## **LOCAL COUNCILS**

	<b>Web address</b>	<b>Phone / Email</b>	<b>Address</b>
Darebin City Council	<a href="http://www.darebin.vic.gov.au">www.darebin.vic.gov.au</a>	(03) 9230 4444	274 Gower St Preston 3072
Whittlesea City Council	<a href="http://www.whittlesea.vic.gov.au">www.whittlesea.vic.gov.au</a>	(03) 9217 2170	Ferres Boulevard, South Morang 3752
Yarra City Council	<a href="http://www.yarracity.vic.gov.au">www.yarracity.vic.gov.au</a>	(03) 9205 5555	333 Bridge Rd Richmond 3121