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NOGAP - **COMMUNITY** DEVELOPMENT FOR
NATIVE COMMUNITIES

Sector: Mining/Oil/Energy

s-I-86
Plans/Strategies

COMMUNITY DEVELOPMENT
FOR NATIVE COMMUNITIES

Prepared For:

N. O. **G.A.** P.
Department of Social Services

Government of the **N.W.T.**

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FOR NATIVE COMMUNITIES

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COMMUNITY DEVELOPMENT IN NATIVE COMMUNITIES

A Workshop to Help People Learn to Help Themselves and Their Communities

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WORKSHOP OVERVIEW

"community Development inNative Communities" is an introductory, 32 hour workshop for community residents and workers. The workshop provides background information, participant exploration of Community development principles and concepts, as well as preliminary skill development in areas such as project planning, organizing techniques and resource utilization.

The workshop process directly involves participants. It works to motivate and increase their willingness to get involved in community development activities.

WORKSHOP OBJECTIVES

After completing the "Native Commun ty Development Workshop", participants will be able to:

1. Define "Community Development".

2. Identify specific purposes for utilizing community development activities.

3. Identify specific community development projects and/or activities relevant to their communities.

4. Identify 2 factors that contribute to social problems i n their communities.

5. Develop a specific community improvement goal.

6. Write specific community development objectives.

7. Describe specific actions that must be taken to address social problems and improve their communities.

8. List ways resources can be utilized in community development activities.

9. Identify community development projects that exist outside of their community that they believe are important.

10. Identify specific types of community development projects and/or activities.

11. Increase written action planning skills.

12. Identify ways they can directly take part in community development.

13. Identify ways they will take an active part in community development.

WORKSHOP PARAMETERS

This "Native Community Development **Workshop**" incorporates the following teaching and learning parameters:

1. Native **people, and other workshop participants, have a** need **for certain background information, community development principles and concepts** as well as specific structures and tools for use in **their communities. It is** the responsibility of the workshop leader(s) 'to present this information **in** an understandable way.

2. **Native people, and other workshop participants, have a** need for **skills** development in specific areas related to community development. Workshop leaders have a responsibility to facilitate experiences that will increase the participants' **skills.**

3. Native people know best how Community Development activities and processes apply to the·r communities. All participants must be provided the opportunity and appropriate processes for application of materials, principles and concepts unique to the·r situations.

4. **Native** people learn best by applying teachings to their own experiences, sharing their experiences, **by doing and practicing.** They learn by building trust and confidence **in the training** process. Time and process must be **given** for this parameter.

WORKSHOP FORMAT

This workshop consists of eight (8) sequential sessions, each 3 - 3-1/2 hours long. The workshop is designed so as to allow for a week long (4 day) schedule, or a series of weekly or twice weekly sessions.

The presentation format utilizes the following strategies: information presentations, group discussions (explorations and personal adaptations), small group brainstorming sessions, individual and small group action planning and skills development practice sessions. The workshop is somewhat didactic with more emphasis placed on interaction practice session processes.

This workshop is designed to utilize 2 trainers/facilitators.

TARGET AUDIENCE

The target audience for the "Native Community Development Workshop" is: community and settlement residents, parents and volunteers, Native and non-Native community community workers, Native and non-Native field staff working in Native serving organizations, departments or agencies.

MATERIALS REQUIRED

Supplies

1. Journals for each participant
2. **Two easels and two pads of flip chart paper**
3. **Felt** pens - several **colours**
4. Masking tape
5. Pens, pencils, paper for participants
6. **Video equipment**
7. **Participant Handouts 1-12**

Supplementary Learning Materials

1. **Developing Youth Involvement Programs:** A   handbook for Native Community Workers published by Four Skies Training and Development Services Ltd.

2. **AMMSA Newspaper,** June 14, 1983: "No Place for Teens; Eagle Plains Drop-In **Centre."**

3. **Toward a Healthy Community:** Organizing Events For Community Health Promotion, 1980 (Handbook available from the U.S. Office of Health Information.

4. A video presentation featuring a community development project in a native community.

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BIBLIOGRAPHY

These materials have been reviewed and determined appropriate for the target audience and communities to be impacted by the workshop. The list is short but of excellent quality.

1. **Community** Organizing, **Brager** and Specht, Columbia University Press, 1973.

2. **Conflict in Culture; Problems of Developmental Change Among the Cree,** Norman Chance, 1978.

3. **A Model of "Grass-Roots" Community Development: The D.Q. Indian Education Project,** Jack Furber, 1976.

4. Strategy Straddling: **A Community** Organizing **Dilemma** in an Alaskan **Native Village,** Dorothy Jones, 1977.

5. **Regions, Radomes, Igloos: Some Prospects for Community Development in the Northwest Territories,** Jim Lotz, 1969.

6. **Social Services by and for Native Americans,** A handbook pub"ished by Pacific Consultants, 1978.

7. **Organizing the Community to Prevent Suicide,** Harold O. **Resn·ck,** 1979.

WORKSHOP CONTENT

The Workshop Content is divided into 8 segments presented sequentially:

Segment #1   Introduction to Community Development

Segment #2   **Participant Exploration of Community Development and Application To Home Communities**

Segment #3   **Planning Model - Step I: Identifying Problems, Contributing Factors, Goal Setting**

Segment #4   Planning Model - Step **II: Setting** Objectives

Segment #5   Resource Utilization

Segment #6   Action Planning

Segment #7   **Community Development Support Skills**

Segment #8   Personal Action Planning

WORKSHOP DESIGN

SEGMENT 1 - INTRODUCTION TO COMMUNITY DEVELOPMENT

Activity	Approximate Time	Trainer Notes
1. **Introduction of Trainers:** Trainers welcome participants and introduce themselves, their background, experience in community development.	10 minutes	It is recommended that participants be seated in a circle with tables available on the sides of the room.
2. **Introduction of participants:** Going around the circle, participants introduce themselves, where they are from, their role in the community.	20 minutes	
3. **Explanation of the Workshop Format:** Trainers explain the purpose and format of the workshop, ground rules, logistics (meeting times, etc.) and the kinds of activities that will be included. Participants ask questions, negotiate lunch times, etc.	15 minutes	
4. **Explaining objectives, determining participant expectations:** The objectives are passed out and explained by the trainers. Participants read through the objectives and are encouraged to share any expectations they have. Participants share expectations by going around the circle: One trainer records the expectations on a flip chart. The trainers respond to the expectations, including addressing those that may not be met.	30 minutes	**Handout #1. Don't** assume that your participants can read or write well. You may wish to read as they follow along. Participants **should** be told that it is **alright** if they have no specific expectations. Participants are encouraged for sharing their ideas.

Break 15 minutes

SEGMENT 1 (Cent'd)

Activity	Approximate Time	Trainer Notes
5. Trainers pass out the Community Development Definition Activity Examples handout. Participants read through the handout and ask any questions they have.	**10** minutes	**Handout #2.** **Encourage questions.** Set up a safe place for participants to ask questions freely.
6. Discussing community development. Participants are broken into 4 smaller groups and brainstorm additional community development activities they are aware of or have been part of. These lists are recorded on flip chart paper. After the small groups are finished, one person in each group reads out their additions to the whole group.	**30** minutes	During small group brainstorming the trainers circulate, encouraging and supporting the process and can give ideas to those who get stuck. Each participant should be encouraged to add to the process.
7. Further trainer input. To close this segment, the trainers respond to input from the participants or add any other input comments in regard to community development. Then, comment positively on the work **that has already** been done by the group.	**10** minutes	

SEGMENT 2 - PARTICIPANT EXPLORATION OF "COMMUNITY DEVELOPMENT" ANO APPLICATION TO HOME COMMUNITIES

Activity	Approximate Time	Trainer Notes
1. Trainers explain that the purpose of this segment is to explore community development in more depth.	5 minutes	
2. **Small group** work, "looking at **community development** at home". Participants are broken into smaller groups of people from the same community.	30 minutes	If all the people are from the same **community** the group is simply broken into 4 smaller groups.
a. Each group selects one activity that has been tried in their community or one they would like to see tried.		
b. The group discuss how this activity happened/could **happen** in their community and together discuss what went on during the activity.		Participants are **encouraged** to recall and describe an activity and are encouraged to be creative.
3. Determining Obstacles: As they finish with activity 2, groups are instructed to brainstorm a list of factors that did or could get in the way of developing this activity in their community. These factors are listed on flip chart paper to be shared with the whole group.	20 minutes	
	Break 15 minutes	
4. One person from each group shares out the written work from activities 2 and 3.	30 minutes	Ask for a volunteer to share.

SEGMENT 2 (Cent'd)

Activity	Approximate Time	Trainer Notes
5. Large group discussion: The whole group discusses the work done in the small groups and the products. Trainers make comments, provide ideas of their own or make input they consider appropriate.	20 minutes	During these discussions, the trainers build on the work of the participants by adding from their own experience and sharing from the experience of other community development projects or workshops.
6. Problem-solving: Continuing to meet as a whole group, the participants now brainstorm ways to address the specific obstacles identified. Trainers pick 3-4 obstacles and record participant ideas for addressing each one on flip chart paper.	30 minutes	During large group idea generating discussion, trainers can add their ideas to help stimulate the group and add ideas.
7* Trainers pass out Handout #3 "Doing it Ourselves". Participants read the handout and ask any questions they have.	5 minutes	Handout #3. Trainer can read handout out loud if s/he chooses.
8. Journal Work. Trainers explain that periodically during the workshop, participants will be given the opportunity to sit by themselves and make some notes or write down reflections for their own personal use. This is the first such occasion.	10 minutes	Individual Participant Journals should be provided.
9* Process Feedback. Reassembled into a large group, participants are asked to reflect on segments 1 and 2 and share their reactions to the day, share their feelings about how they feel the workshop process is going. Encourage negative as well as positive feedback - both are needed.	15 minutes	

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SEGMENT 3 - PLANNING MODEL - STEP I : IDENTIFYING PROBLEMS, CONTRIBUTING FACTORS AND GOAL SETTING

Activity	Approximate Time	Trainer Notes
1. **Reconnecting.** At the beginning of each day, participants should be given an opportunity to re-connect with each other. This can be done by sharing learning, sharing a piece of journal work or simply sharing how they are feeling at the time.	15 minutes	Reconnecting can be done as a whole group, or in pairs or small groups.
2. **Introducing the Planning Model.** Trainers pass out Handout #4 "The Community Development Planning Model" and explain that this model will be used during the rest of the work-shop. A brief explanation of the model is given.	15 minutes	The model should also be drawn on flip chart paper for visual reference.
3. **Participants are broken into small groups** for working with the model. **Each person is given handouts #5 "Typical Community Problems" and #6 "Contributing Factors".** The group picks a problem to work on and **fills out handout #6 as a group.**	40 minutes	Participants may have some difficulty getting started. Trainers should help, perhaps by explaining "contributing factors" and giving an example.
	Break 15 minutes	
4. After completing handout #6, each group should make a com-pleted contributing factor wheel for their problem and then share each with the whole group.	45 minutes	
5. Writing goals; an example. Using the flip chart, the train-ers demonstrate how to "trans-form" the contributing factors into goals for the community.	15 minutes	Pick 2-3 factors iden-tified by the groups and write goals. See trainer reference sheet (Appendix 3).

SEGMENT 3 (Cent'd)

	Activity	Approximate Time	Trainer Notes
6.	Participants return to their small groups and complete **handout #7 "What needs to** change/Goals".	20 minutes	Circulate to be sure participants are on task.
7.	After completing one flip chart sheet for the goals of each group, the sheets are posted on the **wall and looked at by all the participants.**	5 minutes	You may wish to read these out loud.
8.	Trainers make any additional comments about writing goals.	10 minutes	

SEGMENT 4 – PLANNING **MODEL - STEP 11 : SETTING OBJECTIVES**

Activity	**Approximate Time**	**Trainer Notes**
1. Trainers explain that the next step in planning is to set objectives or determine what needs to happen. Participants are given handout #8 "Planning Objectives". They read it and ask any questions they have.	10 minutes	Trainer may choose to give additional examples to help participants understand the objectives process.
2. Participants return to their small groups to work on objectives. They pick two of their goals and brainstorm a list of objectives that will make their goal happen.	30 minutes	Be sure to go around to each group and offer help or ideas.
Break 15 minutes		
3. Each group transfers their list of objectives on to flip chart paper and reports them out to the whole group.	25 minutes	
4. Reassembled in a whole group, the trainers return to the complete planning model **(handout #4)** and explain that the **groups have now completed the vision** of a community development plan. Congratulations are in order.	15 minutes	This explanation should emphasize that this vision, broken down, is necessary to understand the purpose of a community development activity.
5. Matching Activities to Plans: It's the trainers turn. The trainers pick one of the list of objectives and match it with one community activity discussed in segment one. They then explain in detail how one activity they know about met these kinds of objectives. This should be repeated for 3 projects (perhaps one each by each trainer and one participant).	45 minutes	To provide this input it will be necessary for the trainers to be very familiar with one or more community development activities in a Native community.

SEGMENT 4 (Cent'd)

Activity	Approximate Time	Trainer Notes
6. Video Presentation featuring a community development project **in a native community.**	**30** minutes	Obviously, it will be necessary to obtain this type of video presentation. Several exist.
7. Journal Work	10 minutes	
8. Process Feedback: Ask for comments or ideas about **video and/ or activities.**	15 minutes	

SEGMENT 5 - RESOURCE UTILIZATION

Activity	Approximate Time	Trainer Notes
1. **Reconnecting**	15 minutes	For this segment, trainers should prepost all flip chart material that lists all community development activities and objectives.
2. **Activity Selection. Participants are grouped into pairs or teams according to the communities they live or work in.**	20 minutes	This exercise makes the transformation from planning practice to actually picking a plan for their community.
a. These community teams select an activity or project they would like to see happen in their community and they are willing to work on.		
b. The teams then **relook** at the goals and objectives posted and choose those that fit their new target project.		
3. Trainers explain that the next part of the workshop deals with identifying and utilizing exist-**ing resources to help in the com-munity development activity.**	10 minutes	**Trainer gives examples of possible resources.**
4. In the community teams, partici-cipants brainstorm all the peo-ple, facilities and current com-munity programs that could help them with their chosen activity. The lists are recorded on flip chart paper and read to the en-tire group.	45 minutes	It is important that participants be spec-fit. They should wr te actual names of agen-ties or people.

Break 15 minutes

SEGMENT 5 (Cent'd)

Activity	Approximate Time	Trainer Notes
5. Returning to team **meetings**, **participants brainstorm speci-** **fic ways the resources could be** **utilized**.	**20** minutes	
6 . **Field work.** In **this activity,** **participants actually speak** **with potential resources to** **solicit help and arrange** f o r ongoing support. Participants are given **handout #9** and are instructed to utilize phones to contact resource people, <u>find</u> <u>others</u> and find out what <u>re-</u> **source people would be willing** **to do**. If the resource people are local to the workshop site, personal visits might also be helpful. In addition to the resources they have identified, participants are encouraged to identify and get support from one other person - a local or regional person with **specific** **expertise** in the activity they have chosen. They need this person for support, advice, back-up and help when they have problems. **Every effort should** **be made to contact this resource** **as part of the workshop field** work.	120 minutes note - the next segment has **been short-**ened to accommodate the time necessary for the field work.	**This activity is very** **productive and excit-**ing. Prior arrange-ments are needed for use of a variety of telephones. If resources are avail-able locally, personal appointments are en-couraged. It is important to let participants do this exploration on their own. **Team members can divide** up talks and contacts. Ask participant; if they feel comfortable with task. If they are at all hesitant, role play how a telephone contact might be made. **First role play should** **have trainer in the** role of community work-er. Participant takes role of agency person. Switch roles and give encouragement for suc-cess.

SEGMENT 6 - ACTION PLANNING

Activity	**Approximate Time**	**Trainer Notes**
1. **Reconnecting**	15 minutes	Ask **for positive and negative feedback. Be** sure to encourage success.
2. **Large group discussion - "How** did the **field** work go?" **Participants share the results of their** field **work and how they felt doing it.**	30 minutes	
3. Action planning in community teams meetings.		As the teams meet, trainers should circulate reminding participants of certain areas, including materials gathering, preliminary community meetings, political support, etc.
a. Participants brainstorm specific tasks they will need to do to get started on their activity. Once again these lists are recorded on flip chart paper. Should be 5-8 items on each list.	20 minutes	
		Being very **specific is critical.**
b. **Participants rewrite their beginning task sheets with the tasks** in order according to which needs to happen first, etc.	**10 minutes**	
c. **Participants fill out handout #10 "task completion"** for the starting tasks. It will be necessary to explain this sheet to each group. The "who will do it" section can include team members and identified resources.	20 minutes	
4. Participants share their task completion charts with the whole group.	30 minutes	

SEGMENT 6 (Cent'd)

Activity	Approximate Time	Trainer Notes
5. Trainers make any further comments in regard to planning and getting activities started.	10 minutes	**At this point it is very important that participants be encouraged.** They can do it - they have been planning.
6. **Process Feedback**	10 minutes	Remind them that setbacks and mistakes can occur and can be overcome.

SEGMENT 7 - COMMUNITY DEVELOPMENT SUPPORT **SKILLS**

This segment consists of one or more mini-workshops (the trainers can divide up) by need or skill areas the trainers and participants consider important.

In the past we have included the following mini-workshops:

practice in public speaking	- how to run a meeting
motivating the community	how to prepare a project budget
how to obtain band council support	how to write a proposal (Note: the planning process sets this up **nicely)**
how to get current programs to work better together	

In **order to ascertain** the needs of the group we recommend that trainees have **a preliminary discussion among themselves following segment 2 and participant group discussion after segment 4.** This still allows planning time. Obviously it would be helpful to anticipate and bring some materials to the workshop site.

SEGMENT8 - PERSONAL ACTION **PLANNING**

Activity	**Approximate Time**	**Trainer Notes**
1. **Reconnecting**	15 minutes	
2. Trainers explain that the general purpose of this final segment is to have participants think about what they can and will do in their community to help it become a healthier place to live.	5 minutes	
3. Trainers pose the question: **Why do community development? Continue with general discussion of this topic. Points to cover may include:** Why should we (the participants) start, become involved, support or work in community development? How **will** my community, my family and/or my friends benefit from it? What value is there in my participation and the participation of my community members in creating and supporting our own projects or activities?	15 minutes	Group **shold** be seated **in** a circle facing each other. Encourage **participants** to express their thoughts and feelings regarding community development.
4. "What I need". In pairs, participants think about two questions and share their thoughts and feelings with a partner.	20 minutes	No recording is necessary.
a. What do I want to get out of community development at home for myself?		Give examples. Stress that everyone has different needs and wants. Answers to these questions may not be alike.
b. What do I need to keep me involved and working on my project?	15 minutes	

SEGMENT 8 (Cont'd)

Activity	Approximate Time	Trainer Notes
5. **What is possible? Participants are given handout #11 "Community Development - What Can You Do?"**. Trainers provide a brief **explanation of** each role.	15 minutes	Stress that each participant has talents and skills that are needed. **Each participant's interests are unique but necessary to the success of the project or activity.**
6. Team Meetings. In a final team meeting participants **relook** at the starting tasks and make **personal commitments regarding this activity.** **Participants choose a next meeting time** for those who want to be actively involved.	**20 minutes**	**Careful supportive** instruction is critical here. **Be** sure participants feel free to be realistic about their time and desires. It is not realistic to assume that everyone is now going to work full time on this. Perhaps people will choose to contribute a single task or "simply support other members.
Break 15 minutes		
7. Participants are given **handout** #12 "The meeting after the workshop".	**5** minutes	
8. Individual Journal Work. Par-**ticipants** are encouraged to return to their journals to do 2 things: **a**. set some realistic goals for themselves in regard to community development; **b**. reflect on the overall workshop.	20 minutes	

SEGMENT 8 (Cent'd)

Activity	Approximate Time	Trainer Notes
9. **Closure.** In large group parti-**cipants** go around the circle and **share learnings,** closing thoughts, goals or pieces from their journal.	30 minutes	Encourage people to be specific but don't push. Ask for specific **learnings.**
10. Final Process Feedback. Verbal .	10 minutes	
11. Written Feedback and Post Evaluation	20 minutes	
12. Closing comments. Final trainer thoughts.	5 minutes	

APPENDIX 1 : EVALUATION

EVALUATION - ADMINISTERED PRE AND POST WORKSHOP

1. How would you describe "Community Development"?

2. **Could you list 2 reasons for getting nvolvedin community development activities?**

    1.

    2.

3. Could you describe one community development activity or project that **was** tried in your community?

4. **Please describe a community activity you thinkis needed.**

5. Could you describe 2 things **you think** add to the social problems **inyour community?**

    1.

    2.

6. **Would you please write one** specific goal you would have **in your** plan
    for improving your community?

7. Please write 2 **specific objectives** vou would include in vour **plan** to
    improve your **community.** "

    1.

    2.

8. Could **you** please list the names of 5 people you think would be helpful
    in **commun ty** development activities? Beside each name please **list**
    specific ways you think they can help.

Name	How they can help
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

9. Could you please list community development projects or activities you
    know about? Please put an x by the ones you think are most important.

10. Could you please list 4 tasks that you think would be important to **complete to have a successful community meeting.**

   1.

   2.

   3.

   4.

11. **Please fill out thispiece of an action plan. Project: Mothers Group.**

      Task   Resources   **Time** Line

   1.

   2.

   3.

12. **Please list 4 things a** community worker or volunteer could do to help in **community development.**

   1.

   2.

   3.

   4.

13. What do you think **you can** do to be **nvolvedin the community development for your** community.

APPENDIX 2 : HANDOUTS 1 - 12

WORKSHOP OBJECTIVES

After completing the "Native Community Development Workshop", participants will be able to:

1. Define "Community Development".

2. Identify specific purposes for utilizing community development **activities.**

3. Identify specific community development projects and/or activities relevant to their communities.

4. Identify 2 factors that contribute to social problems in their communities.

5. Develop a specific community improvement goal.

6. Write specific community development objectives.

7. Describe specific actions that must be taken to address social problems and improve their communities.

8. List ways resources can be utilized in community development activities.

9. Identify community development projects that exist outside of their community that they believe are important.

10. **Identify** specific types of community development projects and/or activities.

11. Increase written action planning skills.

12. Identify ways they can directly take part in community development.

13. Identify ways they will take an active part in **community** development.

COMMUNITY DEVELOPMENT - A DEFINITION

For this workshop "Community Development" means: People who live in a community, working together on a project that will make the community a healthier, happier place to live.

"Working together" means: Planning, organizing and running services, facilities, groups or programs.

EXAMPLES OF COMMUNITY DEVELOPMENT ACTIVITIES

- **Planning, setting** up and running day care services
- Building a community recreational centre
- Taking **young people into the bush**
- **Re-establishing** cultural ceremonies such as feasts, pow-wows, dances
- Setting up a community advisory committee to advocate for better housing
- Planning, setting up and running a **family** counseling service
- Fundraising to provide money for outings for community . members
- Organizing home **visits** for the sick or elders
- Developing a community owned business
- Developing and running a youth jobs program
- Becoming involved in the overall community economic development plan and activities
- Acting as a helper in the school
- Sitting on the community education committee
- Organizing a support group for young mothers, young people or homemakers

DOING IT OURSELVES

"The product of a community development project - a new support group, park, service or building are very important. These "products" help bring health to the community. They help meet critical needs.

However, just as important as the product is the process; what it takes to create the product. The action and energy that come from people planning and working together, sharing, supporting and helping each other is a critical part of community health. This is a very important principle in community development. It emphasizes the **doing** as well as the end result.

Community development, doing it ourselves, allows us to make the services, facilities or organizations meet our unique needs and ways. So, they fit our local history, customs and ways of doing things. **Doing** it ourselves gives us real personal ownership and feelings of success. Therefore, community development is much more useful, lasting, time consuming and more powerful than any government provided or outside set up product or service."

Mark Amy

COMMUNITY DEVELOPMENT PLANNING MODEL
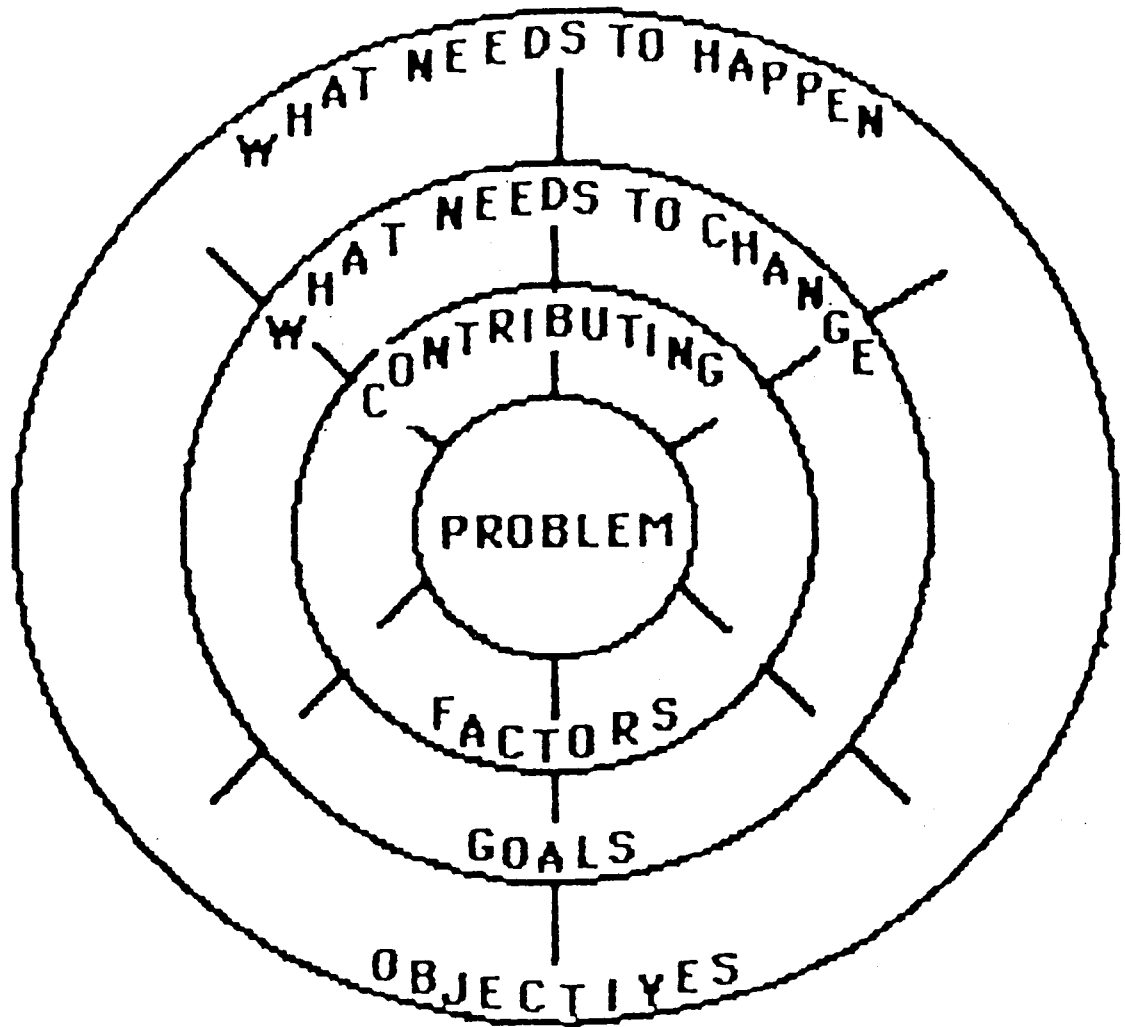
TYPICAL COMMUNITY PROBLEMS

LACK OF DAYCARE SERVICES

POOR NUTRITION HABITS

LACK OF RECREATIONAL ACTIVITIES

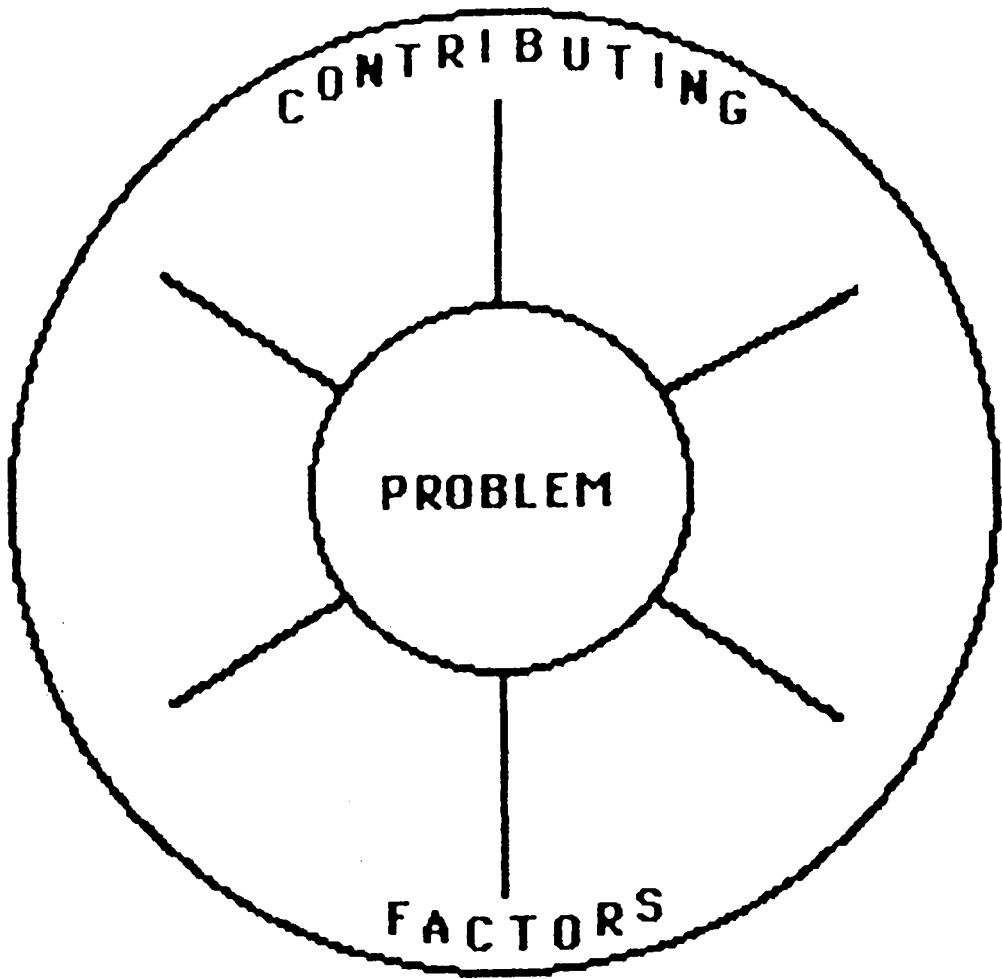ALCOHOL OR SOLVENT ABUSE BY YOUNG PEOPLE

LACK OF HEALTH INFORMATION

LOSS OF CONTACT WITH ELDERS
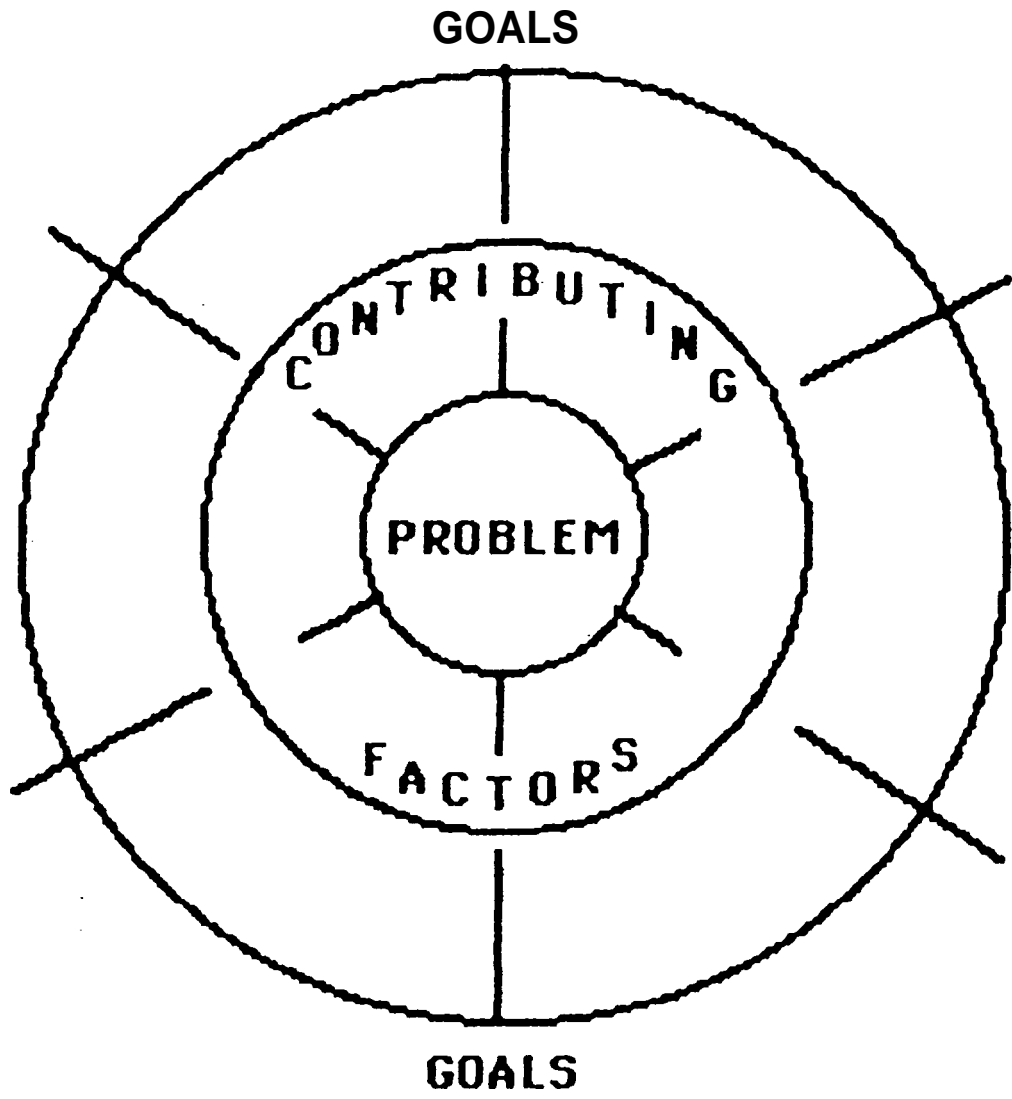
LACK OF PARENTING SKILLS

RIVALRY OR COMMUNITY FACTIONS

LACK OF JOBS

POOR SELF IMAGE

GOALS

GOALS

PLANNING OBJECTIVES

Planning **objectives** are simply statements of what we must do to meet our goals. **Objectives** are the action steps that we must take.

For instance, if one of our goals is to provide alcohol and drug information to **our young people, we** need to:

- ● **Find** someone knowledgeable to provide the information

- ● **Put together an information package or program**

- ● Get the young people motivated to hear the information

- o Get the young people together or get the program into
  the school

RESOURCE UTILIZATION - FIELD WORK

You are going to establish or **re-establish** working relationships with people or programs that can help you with your new project.   The purpose of these meetings or telephone calls is to make contact and get some commitments to help you.   In your meetings or conversations cover the following points:

o Introduce yourself, explain what you are doing.

● Explain the activity you want to start, including the
    goals and objectives.

o Ask if they would be willing to help you. How?

● **Ask** if there are other people you could get help from.

● Try to set up a meeting for the near future.

● **Thank them for their time and support.**

TASK COMPLETION

Tasks are all those things that have to happen to make your activity a **reality.** They include things like publicity, getting a **meeting** room, personal invitations, getting equipment, cleaning up, **arranging** for speakers and so forth.

TASK	WHO WILL DO IT	WHEN WILL IT BE DONE
1.		
2.		
3.		
4.		
5.		
6.		

COMMUNITY DEVELOPMENT - WHAT CAN YOU DO?

o   Join a Planning Committee - get an activity started.

0   Get on an existing advisory committee.

0   Encourage others to get involved - your family, your friends, **your neighbors**.

0   Advocate - speak up.   Suggest that certain community development activities need to happen and can happen.

●   Provide personal support to others who are trying. Thank them for caring.

●   Be a linking person.   Introduce people who are involved to others and to resource people.

●   **Lend a hand in simple** ways - provide transportation or baby sitting for others who want to get involved.

●   Give existing committees or programs your ideas. Share **your** experience or what You have learned.

● Find good people who can help - help them get involved.

● Write thank **yous. Make follow-up calls. Make tea.**

THE MEETING AFTER THE WORKSHOP   - OR - WHAT HAVE I GOT MYSELF INTO?

Meeting Agenda

- **Talk about the workshop. Share information from the workshop with new people you have brought along.**

- Review the task sheet. Talk about how each task is going to be done.

- **Talk about progress with resource people.** Who   is willing, what they do? Who **else do you need?**

- Talk about a strategy with the band council.

- Set a time and place for the next gathering. It may be another meeting or a community gathering. If it is a community gathering, do a new task list.

Remember you are not alone - Don't be afraid to call those resource people with more experience.

APPENDIX 3 : TRAINER REFERENCE SHEET

TRAINER REFERENCE SHEET

Example - contributing factors to the problem of alcohol and solvent abuse by young people:

1. Lack of information about alcohol and solvents

2. Peer pressure

3. Nothing else to do with their **time**

4. Parents do it - **modelling**

5. Advertising - T.V., magazines

6. Need **for** excitement

Sample Goals -

1. To **provide an alcohol and solvent abuse education program** in schools

2. To provide positive peer support for young people

3. To provide sober recreation opportunities for young people

4. To have parents discourage alcohol and solvent use

5. To develop non-drinking media messages

6. To provide sober ways for young people **to get excitement**