

Making a Difference 2015-16

AfC

17 June 2016

Community Learning Activities



Are activities supported by Community Learning making a difference?

Community Learning is supporting family learning

Brilliant Play Solutions – Dad's Go Wild

Description of Activity:

Brilliant Play solutions CIC aims to improve children's and families access to rich play environments. This is achieved through the provision of play sessions, training and consultancy.



The activity took place at Marble Hill Park, Twickenham. It began with Claire, the tutor, reading a story about the search for 'Super Worm'. The main purposes of this initial part of the activity is to promote the children's listening, reading and visual skills, attention to the spoken word, and ability to identify what they were seeing on the pages.



The group then moved to an area of the park looking for worms. Helped by their dads the children searched under logs, handled and temporarily kept the worms in jars they had been given. The children participated fully in the activity. At the end of the activity the worms were returned to where they had been found.



Learner's comments:

Benedict: *'A chance to do something with my son. It's a non-competitive activity. It's collaborative, cooperative, creative and spurs the imagination.'*

Ben: *'This is our first time on such an activity. Enables me to take my children on an adventure. Provides an opportunity to meet people and to learn. Did not know what to expect. Will come again.'*

Community learning is supporting people to learn traditional skills

Richmond Adult Community College - Creative Glass for Cancer Fighters and Survivors Description of Activity:



The tutor outlined the purpose of the session which was that learners would continue to develop their glass cutting skills and for each of them to make a coaster. Learners were reminded that their coasters would require two three millimetre layers of glass, with the coloured glass on top. Learners were advised to make a sketch of their design.

The tutor demonstrated the method of cutting glass by marking out the lines, firmly placing a ruler on the glass, using the appropriate cutting tool and how to correctly break the glass.

Learners' health and safety was paramount. They were provided with protective glasses and masks.

Specifically, they would be required to spread fine grains of coloured glass on their clear glass and to bend thin pieces of glass before their coasters are heated in the kiln.

Throughout the session the tutor went from learner to learner helping, advising and demonstrating aspects of the glass cutting process. Learners were also supported by a member of the group who has previous experience of a course of this kind and who was instrumental in approaching RAAC to apply to Community Learning for funding for this course. There was also support from a technician.



The learners quickly got into their stride assembling their equipment, glass, copper wire and then proceeded to draw their designs. Once they had cut their glass they followed the following procedure:

- Clean their piece of glass
- Draw their design on paper
- Lay the glass, smooth side up over their design
- Trace a line(s) of glue along the design, over which to spread their layers of fine glass
- place the glass with the design over the other 3mm glass to achieve the desired 6mm



The activity was therefore rich in resources, tutor expertise, technician support and support from a fellow member of the group.

Learner's comments:

Raksha: *'This is my first time at this session. I am making a coaster with a Cherry Blossom Tree. The course gives me a chance to learn new skills and to meet people.'*

Pauline: *'This is my third week. I love glass. I used to be on a glass course before my cancer. I lost my strength and impetus. I saw this course and took it up again as glass is a versatile medium. Anything can be included in glass. This course develops and strengthens my motor skills. I meet new people. The course is affordable.'*

Community learning is supporting people to learn English in an informal setting

Orleans House Gallery – EAL Bound Together Book Project

Description of Activity:



The session began with Ruth Durant asking each learner to introduce themselves by giving their names, home language and country of origin. There were learners from: Spanish, Israeli, Bulgarian, Italian, English, Japanese and Chinese backgrounds. This illustrates the range of nationalities and cultural backgrounds brought to the session. Learners were reminded of the 'new' words learnt by the group during the session on 27.02.16.

The tutor, Ursula then recapped work from the previous week and introduced learners to the activities for the session. Throughout, Ruth wrote on the flip chart words and phrases that were being said as part of the conversational style of the session. This enables not only translation and explanation of words and phrases but also cross cultural versions of English words and phrases.



Selected learners were then asked in turn to hold up the work they began the previous week or had been working on to stimulate discussion on the meaning the work has for the 'author'

and what meaning, feelings and emotions their own work convey to other members of the group. Work produced including ones entitled 'Create' and 'Et Cetera' engendered fruitful discussion among a group consisting of different language and cultural backgrounds.



Learners were then asked to continue to develop their pieces of work which showed a particular strength of this course and session namely, learners assisting each other and discussing aspects of their work.



Learner's comments:

Maite: *'Been attending since start of course. I feel really great. Nice people. I share ideas and experiences about different cultures and nationalities. The teacher encourages the use of your own imagination.'*

Yanbin: *'I have been attending since the first week. Teachers show new words. They slow down the pace to help with understanding. I can show my own feelings in my work. It's creative. I communicate with new friends from different cultures and share ideas which are fantastic.'*

Community learning is supporting dance, movement, fitness and well-being

Combination Dance – Senior / Elders Dance

Description of Activity:

The activity takes place at Whitton Social Centre, 111A Kneller Road, TW2 7DT. This was a highly motivated group who thoroughly enjoyed a 'Bollywood Inclusion Class'. Thomas McCann, the tutor, welcomed and introduced the session and explained the learning objectives. The session consisted of six activities with a 'cool down' involving stretches in their chairs and discussing what had taken place and enjoyed during the session. The learners performed the activities standing or in chairs (participants' choice). They enjoyed a range of music and dance styles including Bollywood, jazz, and Rock 'N' Roll.



Learner's comments:

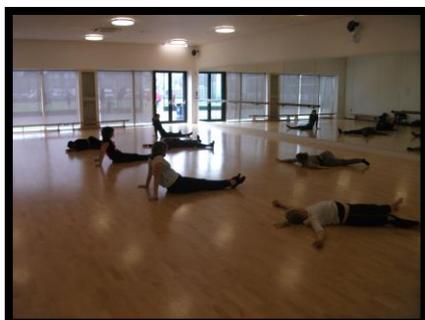
Arlene: 'The sessions are 'energetic and fun''

Sudesh: 'I like getting out, to dance and enjoy music'



Combination Dance – Adult Jazz Dance

Description of Activity:



Jodie began the session with an enquiry to the group regarding any injuries learners may have. Learners then began floor based stretching activity for hands, arms, legs, elbows, shoulders, hips and knees. Jodie reminded them of the need to retain the good posture they had been developing over the weeks.

Immediately recognisable contemporary music was used throughout session with quiet, slow, medium and up – tempo arrangements including Shaka Khan,



Annie Lennox and 'Message to Rudy'. The floor based movements were followed by walking activity which led to vigorous marching to raise the heart rate.



After a short break learners carried out a 'travelling' activity to Dexys Midnight Runners, 'Come on Eileen' which took them to each corner of the dance studio to slow and fast movements. Jodie, ensured that within a very tight period of time she took the group through all elements of the activities planned for the activity. There was a warm down exercise at the end of the session. Jodie took

the group through the planned activities set out on the lesson plan.

Learner's comments:

Katy: 'Nice to dance again. Not judged by younger people. Comfortable in group. Attended first 10 weeks. Had not done Contemporary Dance before. As a primary teacher I use it with children at school.'

Janice: 'I like to dance. Enjoy it. Nice group. Learning new things, moves and styles.'

Combination Dance – Contemporary Dance

Description of Activity:



Jasmine outlined what would be involved in the session during the evening. Specifically, the session was preparation for the series of three forthcoming public performances beginning with Hampton private school. There was explanation of timescale, phases to be addressed, the objectives for the session and the filming of the activity at the end.

The initial full body warm up was followed by a series of movements using the full expanse of the floor space. Jasmine's approach was a combination of demonstration and constant checking that each learner and the group understood each requirement of the dance phrases. Jasmine was supportive, encouraging, e.g. 'that's great'

and demanding throughout. The learners were eager and responded enthusiastically throughout the session.

After a short break Jasmine focused on the 'five phrases / poses' required of each person in their allocated groups which would constitute the overall performance. The final element of the session was rehearsing and working through the 'five phrases / poses' with each group to music in order to integrate the parts into the whole performance.



Jasmine worked with each individual group member to refine and develop the techniques of each pose so that all learners can be brought together in an ensemble manner for the performance.



Learner's comments:

Colleen: *'It's creative and exciting. Really enjoy being taken seriously as a dancer. It's been a challenge. The activity has really pushed me including leading up to the performance.'*

Cythare: *'Makes me feel good. Amazing teacher. Good, eclectic mix of ages and backgrounds and abilities. Group is a community. The cross section of ages is lovely.'*

Community learning is supporting people to learn computing, online skills and promote employability

Mencap – Obtaining Computer and Employability Skills Description of Activity:

The lesson took place in a computer room with a number of computers. Learners have a range of learning disabilities including Downs Syndrome and developmental delay. Learners were asked by Margaret to open the MS Word application. They were given the same printed document to type which included deliberate errors. On completion, they printed off the document and were asked to check for and circle the errors and to make corrections.

Specifically, learners were able to enter, edit, format, structure, present their documents; print off and check for errors, including those made by them. As such they were developing their proof-reading skills. Learners worked at their own pace because of their learning disabilities.



Some learners have visual impairment which required Margaret to provide individual support to identify the letters on the keyboard to help them type their documents.



Throughout the session Margaret provided clear and sensitive support to learners' development of keyboard and toolbar skills, producing their documents, printing of their work, proof reading and correcting their work.



Learner's comments:

Oliver: *'Learning to use Internet, Google YouTube and IPad'*

Robert: *'I like everything about computer class; proof reading and checking for errors and paragraphing'*

Community Connected – Get Online Skills

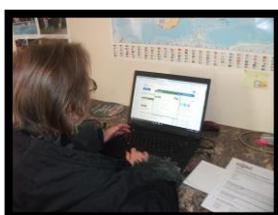
Description of Activity:



Get Online Skills takes place in the Community Hub of the Fulmer Close Residents Association. This is a flat given to the residents by Paragon Community Housing Group.

The purpose of the session was 'Staying Healthy' which was aimed at giving learners an overview of managing their health online, and enabling them to make good use of the NHS Choices Website. Learners were happy to logon to the website.

The group consisted of older learners who were new to the use of computers / laptops and going online. Philippa, the tutor was sensitive to this and was very supportive in helping them to carry out the tasks on the website, including that of a quiz.



One task was a 'Calorie Checker'- where you are able to calculate the calorie content of particular foods you are planning to eat or have eaten. Another link took them to 'Eight Tips for Healthy Eating'.

Learners were shown the various tools on the site which they can use to navigate around the various tasks and sources of information. They were also shown examples of 'Apps' to use such as 'Change 4 Life Sugar Swap App'. A volunteer from Paragon Community Housing Group helped one learner during the activity.

Learner's comments:

Anna: 'Learned about computers. Could not switch on the computer. Lovely atmosphere. Learning how to send emails, accessing NHS Choices website and various other websites. I have developed an incentive to get online.'

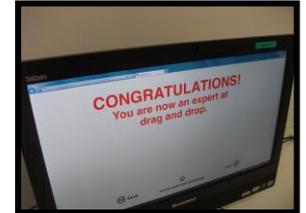
Mary: 'Basically knew nothing about computers. Informative. Happy environment. Learned how to access NHS Choices website, able to move about various sites and use skills at home.'

Richmond Housing Partnership – ECDL

Description of Activity:



MS Office - European Computer Driving Licence (ECDL) Level 2 is an accredited course and upon completion learners will be awarded a qualification - BCS ECDL Extra. The course is designed to cover the key concepts of computing. The modules covered for Level 2 are: Word Processing software and Spreadsheet software



Learner's comments:

Barry: *'Relaxed atmosphere for learning. Not pressurised. Course would be even better if it was delivered over 10 weeks instead of 6 weeks. Pal is a great teacher and is very patient.'*

Sheila: *'Pal gets you interested in what you are doing. Pal is very knowledgeable. He enables you to see the computer as a 'friend''*

Community learning is supporting Early Years Professionals who teach children in pre-school settings

Pre-School Learning Alliance – Maths Garden

Description of Activity:

The session was targeted at staff working in pre-school settings and was aimed at developing 'practical' ways of delivering outdoor mathematical learning. Along with the theoretical input, learners shared experiences of their own settings which were combined with 'hands on' activities.

The tutor, Leearna presented the learners with an 'expectation sheet' which required them to gauge their confidence levels in delivering aspects of maths in their settings and to indicate at the end of the session what they will do as a result of the learning. These were posted on the cupboard door in the room.



Using a slide projector Leearna outlined the five aims of the session, showed a short text about the purpose of play and then gave learners a five minute written maths test to assess their confidence with maths. Leearna informed them that they were Key Stage Two questions for 10-11 year olds.

This achieved an intended aim which was to place the learners in a situation of 'pressure and fears' as would be experienced by children when they are faced with a similar maths related situation. Learners were encouraged to put their fears of maths behind them as children will notice and 'model' this behaviour. Leearna used her experience to put the group at ease.



Learner's comments:

Angie: 'It's fun. Inspirational'

Sue: 'Practical combined with the conceptual'

Windham Nursery School – The Jigsaw Approach

Description of activity:

The Jigsaw approach, used by Windham Nursery School, provides practical support to parents of children on the autistic spectrum. The Workshop was offered to parents whose 3- 4 year old children have been referred by the SEN Panel to the specialist part of Windham. The aim of the workshop was learners to enable parents to understand as much as possible about how to help their children at home and to support them at school. The key aims of the activity involved:



- An overview of the Jigsaw approach
- Demonstrations of activities and strategies
 - Play
 - Mark making and literacy
 - Life skills and independence
- Questions and discussions



Initially, parents were shown slides of children involved in various activities which were fun, motivating, inspiring, encouraged investigating and engaged them in play. These activities encouraged the children to engage and learn. They broke eggs, enjoyed the mud corner, parachute game, dressing up, role playing as pirates and were aided with visual symbols on walls.

During this interactive, 'hands on' workshop parents saw and had explained the teaching skills designed to get children to get ready to learn. These included:



- Attention and listening
- Sit and work as a group
- Peer interaction- sharing an turn taking
- Communication skills- total communications approach
- Sensory regulation



The parents were introduced to information on:
Specialist learning environment; supporting language development; Language Pyramid; Language strategies; Attention Development and Play



Learner comments:

Cherry: Learnt useful ways to get my child's attention. Also, got inspiring ideas to use at home

Eliene: Practical ideas to use with my child, e.g. during shopping and at home with Richard. But also need to have special time with David.

Zohal: Enjoyed it. Lots of activities. Children will have lots of fun.

Adhanet: Learnt a lot. Use of pictures and activities to use with child. This will help my son to be more independent

Community learning is supporting people who experience a range of disabilities

Integrated Neurological Services - Music Club

Description of Activity:



This music provision is to promote the rehabilitation and well-being of those who have experienced strokes, those with Parkinson's Disease and others with Multiple Sclerosis. Apart from the social aspect of the Music Club, the sessions address learners' cognitive needs to aid recovery and or enabling them and their families to 'live' with their disability.

Prior to the start of the session the group had been enjoying their Christmas party. The group were led by Kate on piano organ with



each member of the group playing drums, tambourines and other instruments. A rehabilitation assistant supported members of the group. During ensemble pieces, each learner was asked to play a brief solo piece. An important part of the session was a rehearsal piece, 'Silent Night' to be performed at a carol concert at the nearby Holy Trinity Church on Thursday 17 December 2015.

Learner's comments:

Marie: *'I love being in a group with people with similar affliction. I can sing, but I cannot talk. I remember the words.'*

Ian: *'It's enjoyable. Good company. Encourages people to remain mentally and physically active. I am from a musical background. It's good for motivation. The breathing exercises get the heart and lungs going. Music is good for the soul. Music is very powerful for those who have had a stroke and those with Parkinson's.'*

Integrated Neurological Services – Nordic Walking

Description of activity:

Nordic Walking Nordic is an activity for individuals with Parkinson's disease, Mitochondrial disease, those recovering from stroke and other forms of disability.



Using Nordic Walking poles they undergo a series of exercises and activities designed to enable them to: re-learn walking, balance, develop and maintain a rhythm in their walking; prevent physical and social isolation; improve and maintain their health and emotional well-being; develop the physical and psychological strength to live with their long term conditions; and increase their confidence at home and in public spaces.



Information and guidance are included in the programme which is monitored for effectiveness. The tutor has discussion with INS's clients/ learners at the start and end of each session which also includes the other member of staff attending the sessions. Learners are signposted to other suitable provision. Discussions take place during last two sessions to signpost clients to community providers and



suggestions are made to learners when next attend Integrated Neurological Services groups.

Learner comments:

Muhammad: I Get total exercise of my body. Helps my rigid body to get exercise. My consultant emphasis the need to get exercise. The social side and friendships are very important.

Margaret: Help's me focus on my walking e.g. my muscles and spine and helps my posture. Helps me to use more energy and with the control of my weight. I have Mitochondrial disease so not enough energy going to parts of my body.

John: I have Parkinson's Disease and have a problem with my balance which can cause me to fall. Nordic Walking helps me to get back to walking and improving my balance. I take longer steps rather than smaller ones

Noelle: Getting more mobility. I am walking and standing for longer periods. Helps with strengthening and walking greater distance. Every exercise helps me get better. Doing Nordic Walking in a group is good because when you are on your own doing this you get very lonely. I know Muhammad and Mandy from INS

Richmond Home & Lifestyle Trust – Crafternoon Description of Activity:



RHLT supports people with learning disabilities. The majority of learners were elderly with a range of physical disability and learning needs such as dementia, tinnitus and Downs Syndrome. They were fully engaged in the session and enabled to do so by the excellent way in which they were encouraged and enabled to “get hands’ on with the devices and talk to each other about what they had done.

Learners were introduced to ‘iPad Art’. From the outset, the Tutor Manoj Nanda made it clear that he would be demonstrating various aspects of using the iPad for art and would give learners tasks to get them familiar with using their iPads.



Initially, having shown a photo of his assistant on his iPad at Richmond Adult Community College, Manoj demonstrated how to draw by hand around the person's face by using an application on the iPad. Having given each learner their own iPad, he told them to take photos of fellow learners. This was excellent example of active learning.

Learners were asked to share their photos and to describe what the photos showed. The first two tasks encouraged learners to use the equipment and to explain to each other the photos they had taken. Manoj had a ‘Skills Checklist’ for each learner and which he marked to demonstrate learners’ achievement of the tasks.



He then took them to ‘manage file’ on the iPad where they clicked on a ‘photo icon’, then demonstrated how to send their photos by email, Twitter and Face Book. They were showed how to locate their photos. The whole session demonstrated and promoted active learning by all learners.

Mary: *‘I enjoy it. It's pleasant. It encourages me to use my hands and fingers. I like the tutor. I have made friends. I took iPad photos and will continue to attend.’*

Pauline: *‘I have been attending since the beginning of the course. I am learning something new which sharpens you up a bit. I meet new people. So far on the course I have made a model of Leonardo Da Vinci, painted a stone elephant and a collage of a self-portrait surrounded by birds in a garden.’*