Thinking Comm-Unity™

Talking as one

"The specialists in attitude change"

nocn
CREATING OPPORTUNITIES

What we do

Thinking Comm-Unity™ is an accredited **(NOCN),** educational programme aimed at improving the **KNOWLEDGE**, **ENGAGEMEN**T, sense of **BELONGING** and **REGARDS** towards **OUR COMMUNITIES**.

This programme is specifically aimed at **CHANGING ATTITUDES** towards communities along with discussing important **EVERYDAY ISSUES** that affect the quality of our lives:

- ➢ Health and lifestyles
- ➢ Respect and courtesy
- ➢ Community engagement
- ➢ Families and parenting
- ➢ Drugs and alcohol misuse
- ➢ Inclusion and empowerment
- ➢ Rights and responsibilities
- ➢ Domestic violence
- ➢ Cleaner neighborhoods
- ➢ Community safety
- ➢ Crimes of dishonesty
- ➢ Hate crime
- ➢ Employment and volunteering
- ➢ Independent living
- ➢ Escaping the poverty trap

And many others………..

The programme is a minimum of 20 X 3 hour sessions delivered in a **CLASSROOM** over 3/6 months. Optional open learning sessions focused on KSI's **(KEY SPECIFIC ISSUES)** can be delivered as either classroom based or **ONE TO ONE SESSIONS**.

By examining different types of communities within communities we will gain an understanding of the importance of **DIVERSITY** and to offer and gain additional **SUPPORT**.

Through **COMMUNITY FOCUSED PERSONAL DEVELOPMENT PLANS** we will guide learners to achieve their goals whilst overcoming challenges using problem solving skills whilst helping to improve the lives and wellbeing of others.

A strong community benefits the individual, their family as well as the greater society. People of all ages who feel a strong sense of belonging tend to lead happier, healthier and more productive lifestyles.

The concept of community may be as simple as coming down to supporting and interacting positively with other citizens with whom we share common interests. Whether it is interest in the well-being of neighborhoods or extends to the wider global community, Remember communities are as important to the individuals as he/she are to it.

All completing learners will gain a **Level 2 Award in Individual Community Engagement (QCF)** which comprises of the following units: **INDIVIDUAL COMMUNITY ENGAGEMENT**; **INDIVIDUAL RIGHTS AND RESPONSIBILITIES IN SOCIETY** and **DEVISING AND REVIEWING A PERSONAL DEVELOPMENT PLAN.**

Who and how

Essentially **Thinking Comm-Unity™** is for anybody willing to gain or refresh knowledge and skills whilst gaining a **PIERCING INSIGHT** into their communities. The programme builds a logical and **COMPELLING CASE** for change and unity; encouraging learners to acknowledge the common bond of **SHARING AND RESPONSIBILITY** that connects all community participants. This **CONNECTIVITY** is dependent on individuals valuing "the common good" that is mutually acknowledged and crucial for the success of any community.

The Thinking Comm-Unity™ programme is best delivered with smaller class sizes of 6 – 10 and is suitable for either adults or young people. The programme can also be used to target or select individuals in need of **ADDITIONAL SUPPORT** from a variety of settings including:

  ➢ Drugs and alcohol services
  ➢ Criminal Justice
  ➢ Families Intervention Projects
  ➢ Community Rehabilitation
  ➢ Long term unemployed
  ➢ Victim Support
  ➢ Mental Health Services
  ➢ Gang Intervention Projects
  ➢ Support peer mentoring or volunteer training

Selection should be considered by common outcomes as we would like to focus the programme around key themes, skills and objectives.

The real assets in any community are its people and their assets are their strengths, experience, skills and qualities. By each person improving on these, their community improves and advances in equal measure.
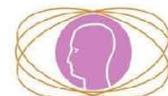
The key objectives of Thinking Comm-Unity are to bridge the gap for people leaving intensive support, custody and treatment through to community engagement, volunteering, families, employment, education or training. By utilising accessible resources we will skill people to build resilience and offer a credible plan to improve their standing within their communities
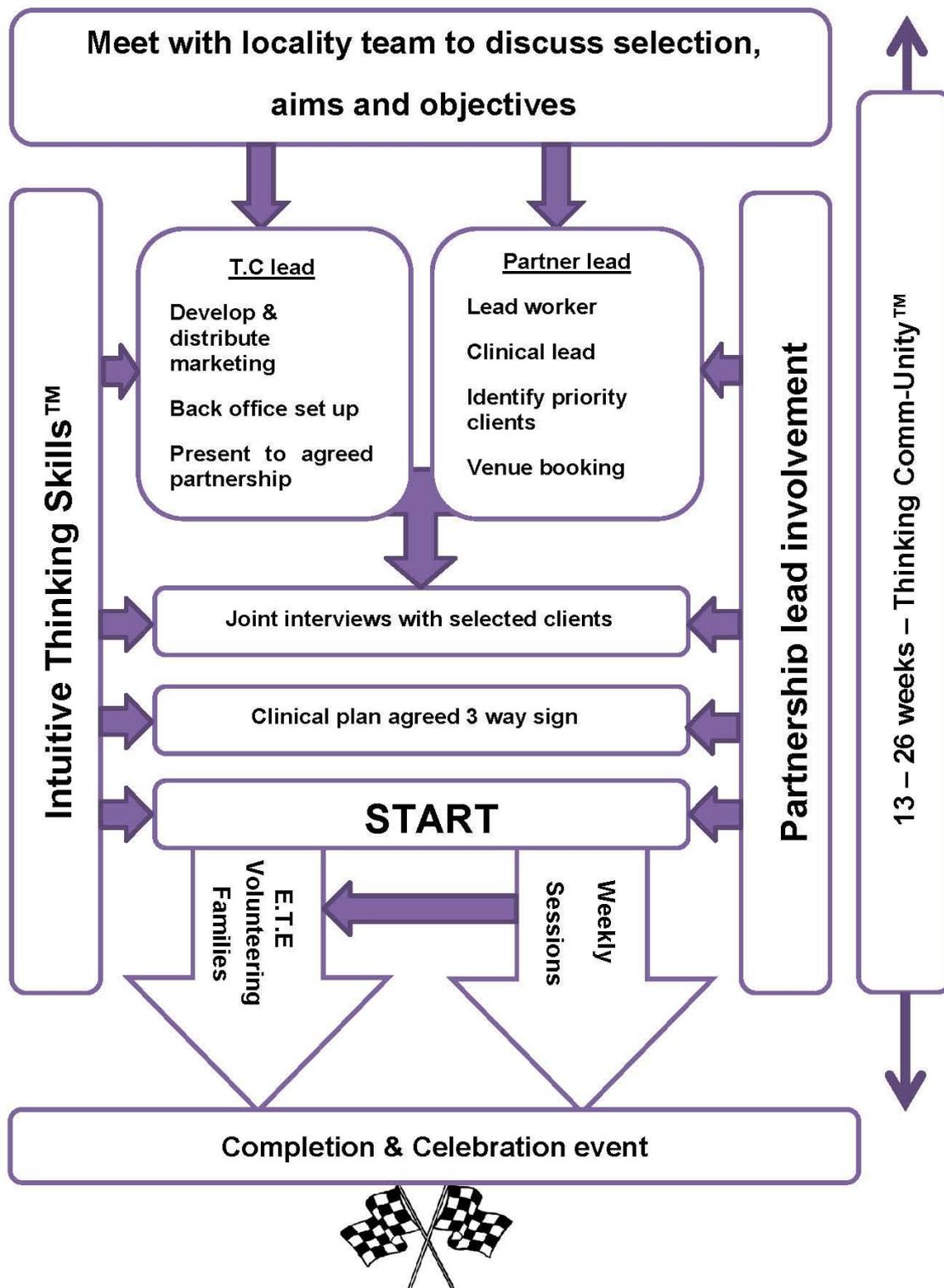
Interview and assessment

We ask that prospective learners attend a short 2 way interview and suitability assessment to ensure that the programme is right for the learner and that we have a buy-in regarding learning, task setting, NOCN compliance and willingness to engage in a meaningful personal development plan.

Each learner completes a separate self assessment (including demographic information) on commencement along with a consent agreement for appropriate information sharing. Each session includes a summary, question and answers along with a written reflection sheet to demonstrate learning and progress. Relevant partner leads are encouraged to become involved within the programme at varying levels to improve and maintain a productive ethos along with sharing ideas and best practice.

Programme completion is marked by a celebration and graduation event and a final self assessment to demonstrate distance travelled. This information will form the basis of a report including individual case studies.

Thinking Comm-Unity ™

Meet with locality team to discuss selection, aims and objectives

Intuitive Thinking Skills ™

Partnership lead involvement

13 – 26 weeks – Thinking Comm-Unity ™

T.C lead

Develop & distribute marketing

Back office set up

Present to agreed partnership

Partner lead

Lead worker

Clinical lead

Identify priority clients

Venue booking

Joint interviews with selected clients

Clinical plan agreed 3 way sign

START

E.T.E Volunteering Families

Weekly Sessions

Completion & Celebration event

Aims and objectives

Aims:

Promote rehabilitation

Restore or enhance community cohesion

Inspire positive change

Develop and build on community awareness

Encourage a culture of learning and tolerance

Objectives:

Achieve an understanding of positive community relationships

Create a visual representation of individual's unique skills and abilities

Take action to achieve goals set within the programme

Identify and create opportunities for positive change

Organise effective strategies to promote positive attitudes towards our communities

Narrate a piece of work to demonstrate self reflection

PRIDE + ACTION = POSITIVE CHANGE

Unit Title: Individual Community Engagement - Level 2

Learning outcomes

The learner will/can:

- ➢ Understand different types of community.
- ➢ Define community.
- ➢ Give examples of different types of community.
- ➢ For each of the communities identified describe its: (a) Common bonds (b) likely location.
- ➢ Understand own community interests.
- ➢ Identify own community interests.
- ➢ Describe the importance of own community interests.
- ➢ Know how to engage with communities.
- ➢ Describe ways of engaging with communities.
- ➢ Describe barriers to participating in communities.
- ➢ Understand equality and diversity within communities.
- ➢ Define: (a) Equality (b) Diversity.
- ➢ Describe how diversity can benefit communities.
- ➢ Give examples of language that promotes equality.
- ➢ Describe how the language promotes equality.
- ➢ Describe how to promote respect and tolerance within own community.

Unit Title: Individual Rights and Responsibilities in Society - Level 2

Learning outcomes

The learner will/can:

- ➢ Understand the relationship between rights and responsibilities.
- ➢ Describe, with examples, the difference between rights and responsibilities.
- ➢ Understand that individuals have rights.
- ➢ Identify current legislation relating to an individual's rights.
- ➢ Describe own rights as an individual in society.
- ➢ Give an example of where individuals' rights may conflict.
- ➢ Understand the responsibilities of individuals.
- ➢ Describe the personal, social and legal responsibilities of an individual in society.
- ➢ Understand factors that affect an individual's rights and responsibilities.
- ➢ Describe a situation that can affect an individual's rights.
- ➢ Describe a situation that can affect an individual's responsibilities.
- ➢ Explain the possible consequences when an individual does not undertake their responsibilities.

Unit Title: Devising and Reviewing a Personal Development Plan - Level 2

Learning outcomes

The learner will/can:

> ➢ Know own personal development needs.
> ➢ Identify own personal development needs.
> ➢ Assess own skills.
> ➢ Be able to devise own personal development plan.
> ➢ Devise own personal development plan identifying: (a) Key objectives (b) Timescales for achievement.
> ➢ Identify sources to support the achievement of objectives.
> ➢ Identify potential benefits of achieving personal development objectives.
> ➢ Be able to review personal development plan.
> ➢ Review own progress and achievements against objectives identified.
> ➢ Revise personal development plan following review.

Getting in touch

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Empowering people through education
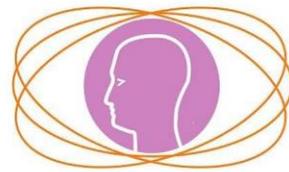
Intuitive Thinking Skills™

From dependence to independence

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