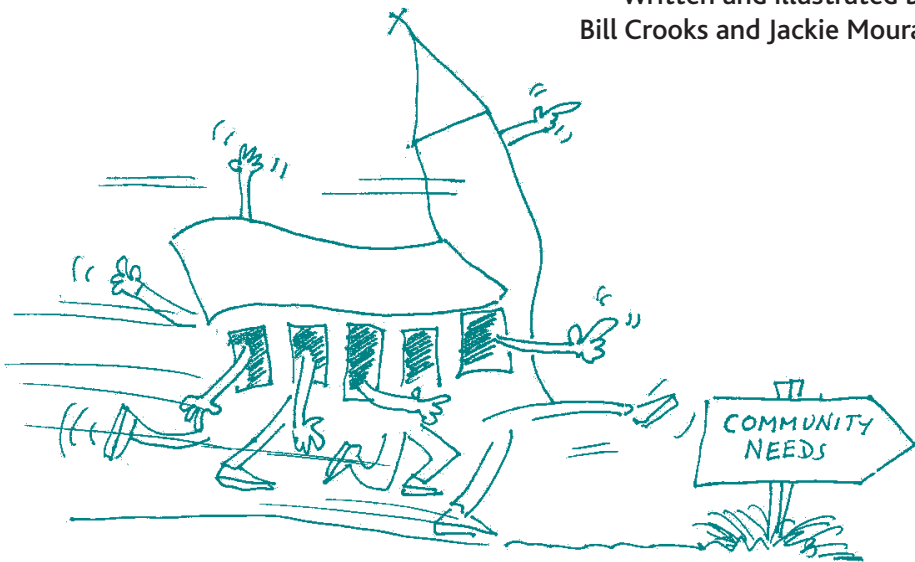


DISCOVERY

Facilitator's Guide

Written and illustrated by
Bill Crooks and Jackie Mouradian



tearfund

BE PART OF A MIRACLE

Bill Crooks and Jackie Mouradian of Mosaic Creative and Tearfund would like to acknowledge the following people for their contribution to the development of this guide: Pauline Edmiston and Cathie Kelly of the Transformation Team in Glasgow. Debbie King and Kath Rogers of the Resources Team of the Diocese of Liverpool.



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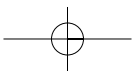
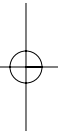
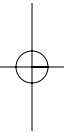
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Welcome



In Luke 5:23 Jesus asks which is easier: to say, '*Your sins are forgiven,*' or to say, '*Get up and walk*'? It's a question that remains a central conundrum in the activities of church to this day. Should we be preaching or feeding? Rebuking or rebuilding? Praying or providing?

At Tearfund, we believe that Jesus' question finds its answer when these two 'opposites' are no longer pitted in conflict. Only by offering material and spiritual transformation together - as Jesus did when he walked the earth - do we truly fulfil Christ's calling to be the gospel.

For 40 years Tearfund has been in the business of transformation across the world. And by this we mean more than just alleviating poverty, we offer spiritual transformation in equal measure - wholly with and inseparably from material transformation.

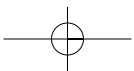
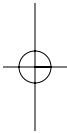
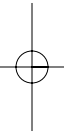
And we believe that local churches are best placed to offer this total transformation. They are practically placed in the centre of communities - offering salt and light to their surroundings. That's just as true in the UK as it is across the world. That's why we've devised this resource, to bring our expertise home to these shores and transform communities in exactly the same way.

By exploring this excellent, practical course and putting it into action, you are part of the global church's answer to material and spiritual poverty.

A handwritten signature in black ink, which appears to read 'Matthew Frost'.

Matthew Frost
Chief Executive, Tearfund

If you'd like to find out more about Tearfund's work visit www.tearfund.org or phone 0845 355 8355.



Introduction from the authors

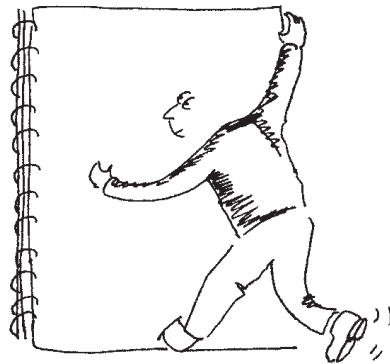
Welcome to this resource and we hope it will be enjoyable as well as make a difference to how your church works in your community. It is based on our experience of getting involved with and setting up projects in inner city communities.

This resource is specifically designed to build on the strengths and aspirations of a church group that wants to make a difference in its community.

Your pack consists of 7 sets of postcards or toolkits which include an introductory toolkit and then 6 kits that follow the 6 stages of the Discovery approach. Along with the postcards, you have a CD-ROM from which you can print A4 cards for all the Discovery activities as needed. Finally, this facilitator's guide is to help you use the postcards alongside the CD-ROM. It contains tips on running the activities, printing from the disc and using film clips along with suggested programme outlines for each toolkit.

All the best and have fun!

Bill Crooks and
Jackie Mouradian

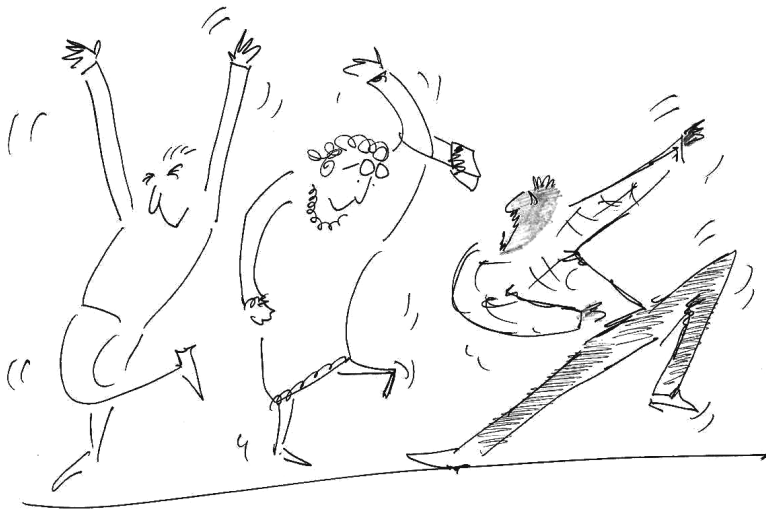


DISCOVERY?

Discovery is a creative process to enable churches to show God's Love through action in their community.

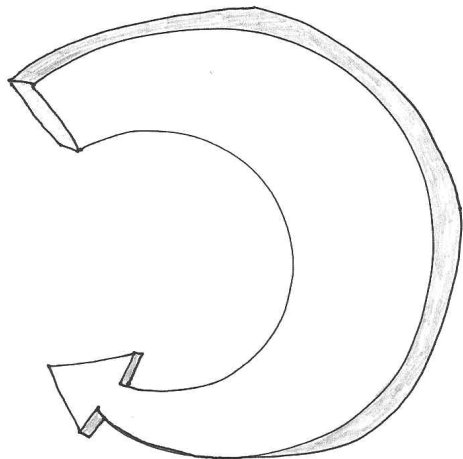
In providing a fun and dynamic set of tools Discovery aims to enable the local church to:

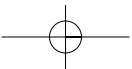
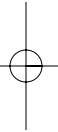
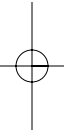
1. Reflect on the Bible and what it says about our role in meeting the needs of those who are marginalised and vulnerable through spiritual inspiration and reflection
2. Build confidence in working together as a team, discover new skills, share experiences, build friendships, give a sense of achievement
3. Bring positive change to the community, improve lives, give a sense of purpose and hope, a sense of well-being



THE SIX STAGES OF DISCOVERY

1. Celebrating who we are and where we live
2. Understanding the needs of the community
3. Gathering specific information on community needs
4. Dreaming dreams and mobilising communities
5. Planning for action
6. Organising ourselves and building a team



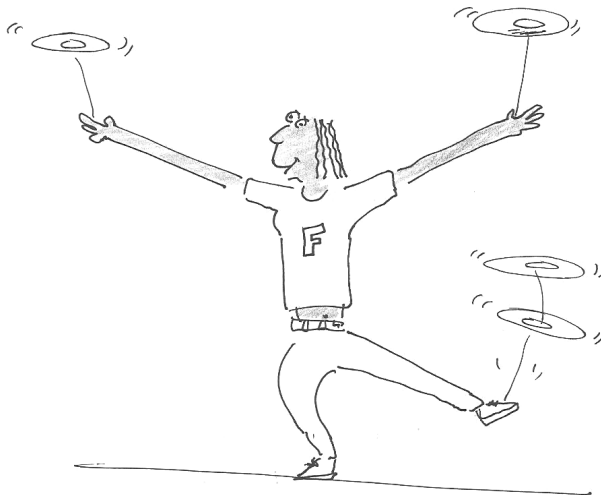


Chapter One:

My role as a Discovery Facilitator

THE ROLE OF THE FACILITATOR IS TO:

- Build good relationships and trust between themselves and the group and between group members
- Enable the group members to discover their potential as individuals and as a group to do something that will make a difference in the community
- Enable the group to reflect about what God might be calling them to be and do in the community



THE DIFFERENCE BETWEEN TEACHING AND FACILITATION

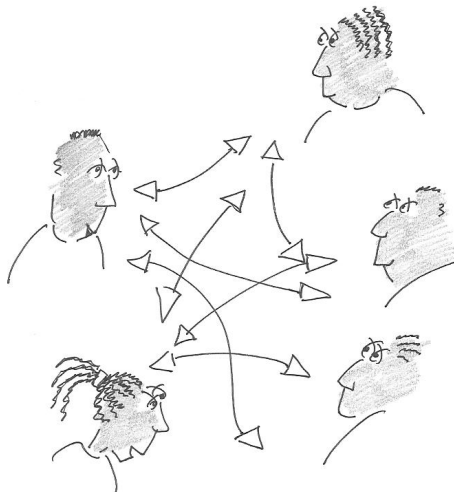
Discovery is a facilitated approach, as opposed to teaching people how to do something. Facilitation is about people being allowed to express their own ideas and experiences, and as a facilitator, it is important to work with the energy and the motivation of the group. The job of the facilitator is to keep the group motivated and excited about the issues they want to explore.

Teaching

- Sharing of information in one direction
- Presenting ideas from the front
- Formal relationship with students

Facilitation

- Sharing of information in several directions
- Facilitator sits with the group and encourages discussion
- Facilitator is a leader without primary leadership role





WHAT MAKES A GOOD FACILITATOR?

Personal Qualities

- Humility
- Generosity
- Patience
- Understanding
- Acceptance
- Affirmation
- Perception
- Ability to change
- Open-minded

Facilitation skills

- Listening to others
- Communicating clearly
- Checking understanding, summarising and drawing out different ideas
- Thinking and acting creatively
- Managing people's feelings
- Encouraging humour and respect
- Being well prepared while remaining flexible
- Keeping to time without being driven by it

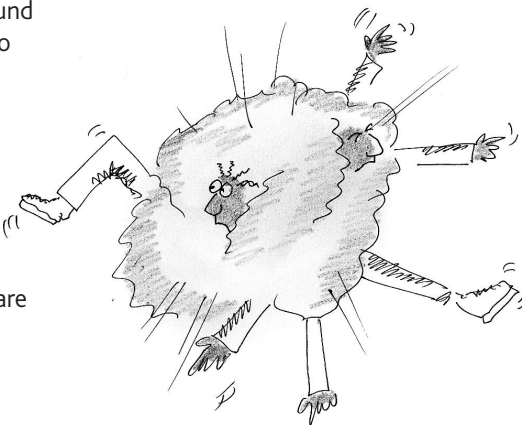
FACILITATION TECHNIQUES

Here are some useful tips for facilitating a group:

- Ask the group to present and share information using drawings, diagrams or visual aids
- Divide the group into smaller groups to encourage shy members to participate
- Use group discussion and activities which allow learners to be actively involved in the learning process
- Ask the group to agree on some ground rules so that each person feels free to share their ideas
- Give particular tasks to dominant people to allow space for others to participate
- Handle conflict in a sensitive and appropriate way so that differences are valued and respected

DIFFICULTIES FACILITATORS MAY FACE

- Participants taking control - often out of a genuine desire to move the group forward
- Difficult questions - facilitators may feel they should have all the answers
- Handling conflict - sensitivity to differences and tensions is needed and the ability to encourage people to work through these, keeping their common goals and interests in mind





UNDERSTANDING CHANGING DYNAMICS

A key quality of a good facilitator is to understand the dynamics of a group and how to respond appropriately to the different changes they go through. The facilitator needs to have one eye on the task that needs to be achieved and the other eye on what is happening in the group, in terms of individual and collective needs. It is not always easy to anticipate difficult moments or responses in the group and you can only learn how to deal with them through practice. However, it is always good to have a few ideas and tools up your sleeve for when things become tricky or heavy going.

A key response to coping with the changing dynamic of a group is to get the group itself to recognise that it is going through a change and to help it think through how it might manage itself.

Another important aspect to bear in mind is to monitor the energy of the group and to be ready to make a change in the method or pace of the discussions.

"A good facilitator is a magician, who is ready to pull something out of the hat when things go wrong; he's a comedian who can laugh at himself and learn from his mistakes and he's a fanatic who is passionate about helping people to learn"
(Anon)

Chapter Two:

Tips for making Discovery successful

1. WORK WITH THE CHURCH LEADERSHIP

Make sure the church leaders understand the purpose and approach of Discovery and are kept up to date with how it's going on a regular basis. Maybe you could have a permanent display of Discovery activities in the church and the leaders should be encouraged to use the material in the spiritual reflections in their sermons.

When starting Discovery, it is sometimes useful to launch it in a Sunday service and commission the group. Alternatively, you could have a church away-day.



2. BUILD RELATIONSHIPS AND TRUST

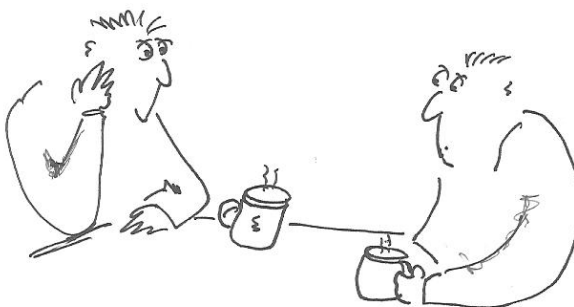
For Discovery to be successful the facilitator must build good relationships and a rapport with the members of the group. It may be difficult to get a group together due to lack of confidence. Try writing to people to reassure them and let them know how much you value their contribution. The group needs to be able to trust the facilitator as the programme develops and the activities become more challenging. The facilitator also needs to help build good relationships and trust within the group, members of a strong group will be able to support each other and implement and run good projects.

Listening and empathy

Listening and having empathy are key to building relationships and trust in a group. It's important to listen to what is being said and to what is not being said.

Enabling

Trust grows and develops when the participants are enabled to have a go and discover new things for themselves.



3. BE FLEXIBLE

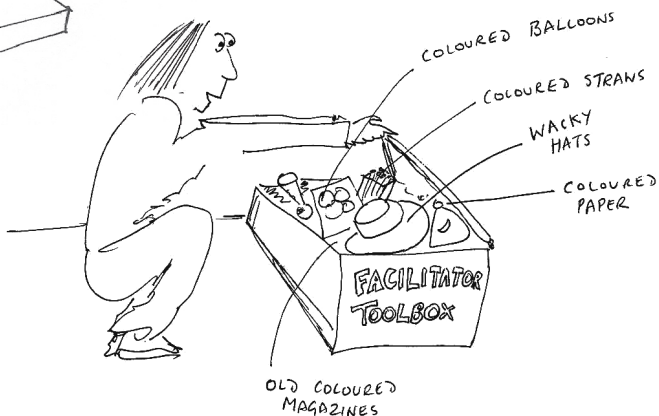
Feel free to adapt the material or add your own material and experience. The key thing is to put together what works for you and your group.



4. BE CREATIVE

While Discovery includes a range of creative activities, there is always scope to add your own ideas.

Take the opportunity to put together a facilitator's toolbox of weird and wacky resources which you can use to support some of the Discovery activities as well as develop some of your own.

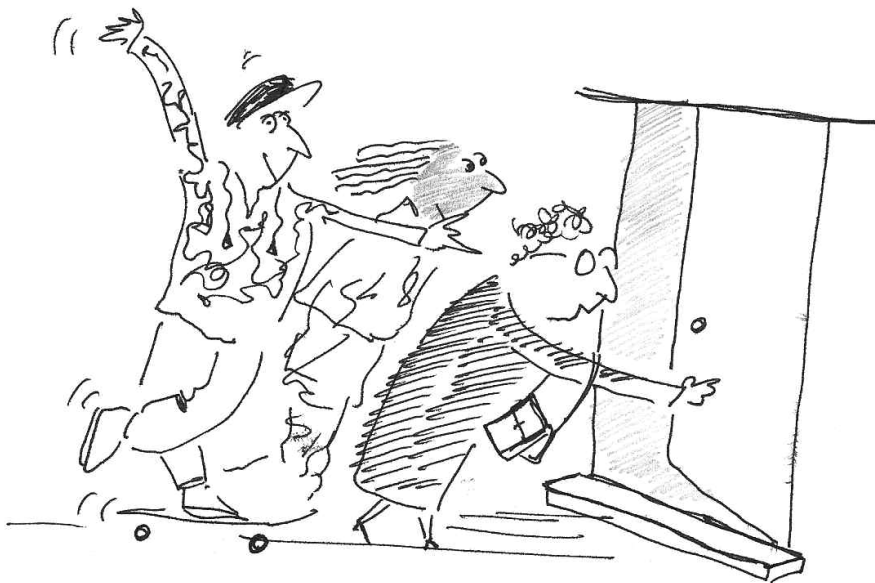


5. USE THE SURPRISE FACTOR

Food or snacks at each session are always a good idea, and occasionally to keep up the fun factor - give them a surprise. You could have a Christmas party in June or a curry night, pudding night, BBQ etc. You could also try a theme night such as Cowboys and Indians, characters from Grease etc.

6. BE CONSISTENT

Make sure, if possible, the sessions are at the same place and the same time each week. This helps to avoid confusion. It is important that the group decides where and when and for how long.



TOOLS TO SEE HOW THE GROUP IS DOING

The following tools are useful for reviewing how the group is working together:

Swimming pool (Toolkit 0: Introduction to Discovery)

This technique is good for getting an idea of what people think about how something is going as it encourages them to stand up and vote with their feet.

Spectrum Lines (Toolkit 0: Introduction to Discovery)

This is similar to the swimming pool but is about people responding to certain statements which they have to agree or disagree with.

The Traffic Light (Toolkit 6: Organising ourselves)

This helps people review by thinking about what they need to stop doing, start doing and continue doing.

Ground rules (Toolkit 6: Organising ourselves)

This is a collection of creative ideas to encourage people to stick to ground rules so they can work effectively as a team.

KEEPING IT GOING - REPEATING THE CYCLES OF DISCOVERY

The best way to think about Discovery is as a series of cycles, with each cycle building confidence and skills to address new needs.

Over time the church's experience of running Discovery should mean that this approach becomes part of its overall ministry.

It may well be that after the first cycle, the main benefit has been the increase in confidence of the core group, and that is absolutely fine. You now have something to build on with future cycles.

With each new cycle it might be useful to involve new members so that they too can gain new skills and experience of being part of a community project. This helps share the load and can prevent the original core group feeling over-burdened.

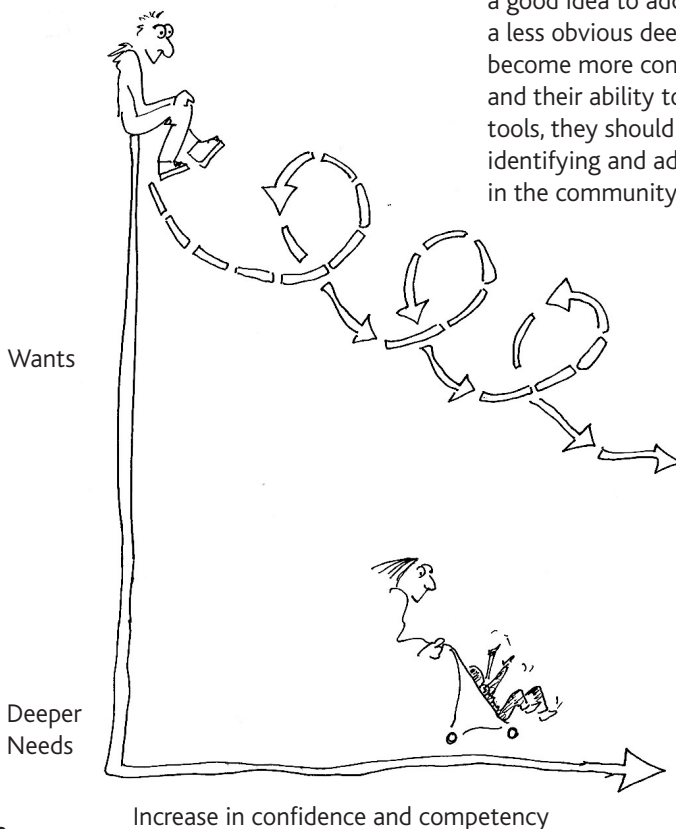
It's important, as the group gains confidence with each new cycle, that their work is shared and celebrated with the whole church so that they also can feel part of it.

WANTS AND NEEDS

In some cases, a community may only tell you what it wants, not what it really needs. For example, single mothers may tell you they want a kids' club, as this would be a way of offloading their

children. What they might really need is a means of spending time with their children and building strong family bonds.

For the first cycle of Discovery it may be a good idea to address a want rather than a less obvious deeper need, but as people become more confident in themselves and their ability to use the Discovery tools, they should be encouraged to start identifying and addressing deeper needs in the community.

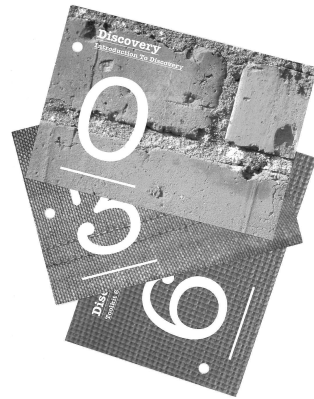




HOW TO USE THE POSTCARDS AND THE CD ROM

Postcards and CD-ROM

Discovery comes in the form of 7 sets of postcards and a CD-ROM. Each set of postcards contains explanations and step-by-step guides to all the activities. All these activities are also on the CD-ROM as A4 PowerPoint slides. It is really important that you use the disc as well as the cards, as the activities can be printed off in this larger form and more copies made for the whole group.



Printing off materials

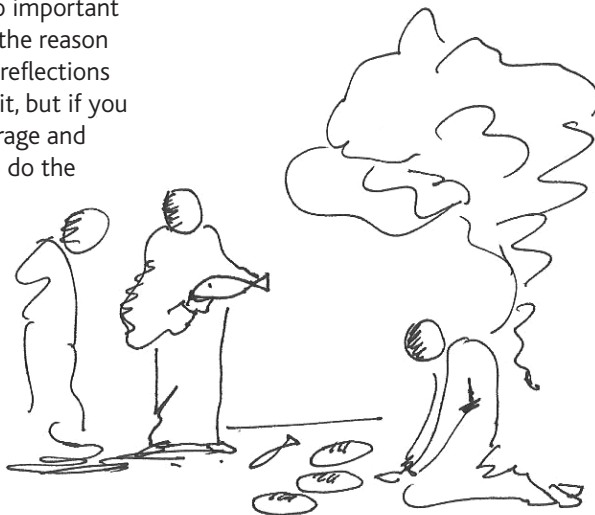
For some activities, you need to print off certain extra cards in order to do the activity properly. For example, in toolkit 2 there is a problem tree and to do this activity you will need to print off the leaves and the roots from the disc. It would be a good idea to laminate these cards as well so that you can use them more than once. The guides on the postcards indicate when you need to print something off from the disc.



Another way of using the disc is to get a projector and a screen and show the activity in this larger form on the screen. Certain activities really benefit from this, for example, the Story of the Swing in Toolkit 0: Introduction to Discovery, and certainly all the spiritual reflections.

Spiritual reflections

These reflections have been chosen to match the particular toolkit. For example, Feeding the 5000 is in Toolkit 1, the Celebration Pack, because it is about looking at what we have, celebrating it and bringing it to God to use it for his glory. These reflections are so important for reminding your group of the reason you are doing this work. The reflections are at the back of each toolkit, but if you think it would help to encourage and focus your group, feel free to do the spiritual reflection first.



PREPARATION

Take time to go through all the materials so you're familiar with it all before you meet with your group. Decide which are the best activities for your group and print off anything that needs to be printed.

As a general rule, you should print the activities on to white card. Laminating the cards is a good idea as you can then re-use them. Some activity cards will need to be printed 2 or 4 to a page and more than one copy made. These special printing instructions are listed in the section on Tips for using specific toolkits on page 27 of this guide.

PIC'N'MIX

While Discovery has a set order to the toolkits, it is really important that the facilitator feels free to select different activities from different toolkits to suit the needs of the group. In some cases, the facilitator might need to return to an earlier activity or, to strengthen the group, it might be worth using some group activities which come later in the series.



STRUCTURING THE SESSION

This is largely guided by the materials and depends on the energy levels of the group. In our experience it's good to have a combination of 3 things in each session which include:

- spiritual reflection
- a team-building activity
- a community-related activity

It's always important to have more material than you need so you can choose the most appropriate activity according to the group's energy and mood.



Chapter Three: Tips for using specific toolkits

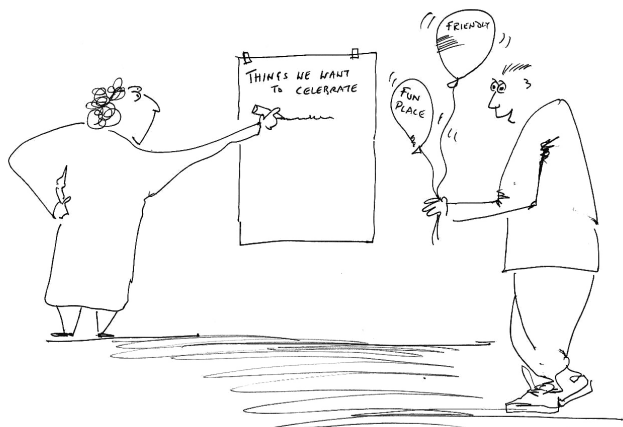
TOOLKIT 1: CELEBRATING WHO WE ARE AND WHERE WE LIVE

Suggested film clip - *Fever Pitch*
(see page 47)

Sometimes this session is done as an away-day for the whole church and this is really encouraging and inspiring for everyone who attends. It's useful to make a list of things people want to celebrate and refer back to this at different stages of the process, especially if people are not feeling confident.

On the next page is an outline of a programme and order in which to do the various toolkits. The timings are a rough estimate and will vary according to the size and capability of the group. In our experience some toolkits can take a lot longer than suggested because they catch the attention and inspiration of the group and uncover a lot of really useful information. It is therefore important not to be too bound to a strict timetable but be flexible enough to go with the energy of the group.

Many of the resources used in this toolkit could be used in church as part of the worship or in small group Bible studies.



Session Plan

Item Number	Activity	Timings (minutes)
1.	Recap on the Discovery approach	15
2.	Celebrating with Balloons/Pictures	30 - 40
3.	Celebrating our history /Celebrating through storytelling	30 - 40
4.	Break	
5.	Celebrating what our church does	20 -30
6.	Celebrating what we have	20 -30
7.	Spiritual reflection	30

Tips for printing from the disc

Most of these activities have question cards that can be printed from the disc. If you have coloured card, it would be good to print them on the same colour card as the pack - so for Toolkit 1: Celebrating who we are and where we live, the questions would be on yellow card.

Celebrating what our church does:

On the disc slides 4-15, should be laminated and each picture cut out.

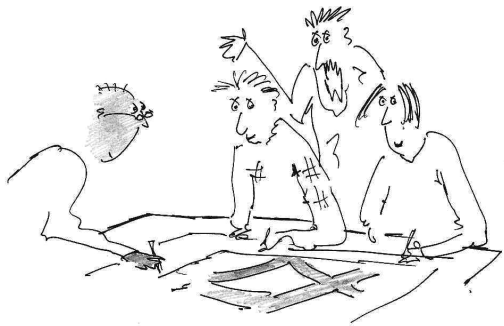
Celebrating what we have:

If you print off 5 copies of slides 8-9 this will give you 20 men which you can then laminate and cut out. This should be enough to do the exercise.

TOOLKIT 2: UNDERSTANDING THE NEEDS OF THE COMMUNITY

Suggested film clips - *Shrek 2* and
Bug's Life

Mapping is the most valuable tool in this toolkit and it's really important to print from the disc the small 'community needs' cards. This mapping exercise should be referred to regularly. A good idea would be to place the community map in the church so both the group and the congregation could add to it if they wanted to.



Session Plan

Item Number	Activity	Timings (minutes)
1.	Photo Parade and/or Community needs with pictures	20 - 30
2.	Mapping our community	40 - 50
3.	Break	
4.	The Problem Tree	30-40
5.	Spiritual Reflection	30

If possible, it is good to try and use the photo parade activity before the mapping exercise so as to help the mapping be more visual with the help of local images. This activity is often done using disposable cameras. However there are some logistics involved in distributing cameras and sorting out the developing of film. In addition, some people may not feel confident wandering round their local area taking pictures. Alternatively, it may be possible to obtain photos or images from local newspapers or magazines. Once the map is complete, agree two or three priority needs you think the group could take forward with their skills and experience. Use the problem tree to analyse each of the priority needs.

The problem tree is a good way of analysing key issues and working out a response. To make it easier to understand you can show the DVD clip *A Bug's life* (see following section on film clips).

Get the group to construct a problem tree and then show them the worked example on page 45 before talking through the root causes and effects. Then you could do a problem tree of the issues you have decided are the priorities in your area. (see examples on the postcards and the CD-ROM).

Tips for printing from the disc

Community Needs with pictures:
Slides 4-23 should be printed 4 to a page and laminated and cut out. These can then be used with the mapping exercise as well.

Problem Tree Parts:
Slides 4-11 should be printed 4 to a page and if you print 5 copies this will give you 20 leaves and 20 roots. Then laminate and cut to size.

TOOLKIT 3: GATHERING INFORMATION

Suggested film clips - *Toy story* and *Juno*

This toolkit is best used as a training resource for participants to learn and practise some basic skills of designing questionnaires, interviewing and running small focus groups.

Space should be built in for participants to go and practise these skills before going into the community. Ideally this toolkit would be run over two sessions. The first session is learning skills, and the second session is for them to improve their skills before going into the community.

Tips for printing from the disc

Review of information gathered:

Slides 4-5 should be printed 2 to a page.
(Fruit) 5 copies should be enough
Slides 6-7 should be printed 2 to a page.
(Bananas)
2 copies should be enough

Session Plan

Item Number	Activity	Timings (minutes)
1.	Attitudes for gathering information	20
2.	Designing simple questionnaires	30 - 40
3.	Running a focus group	30 - 40
4.	Break	20
5.	Review of information gathered	50 - 60
6.	Spiritual reflection	30

TOOLKIT 4: DREAMING DREAMS

Suggested Film clips - *Billy Elliot* or *Cool Runnings*

The outline below needs to be tailored to both the group and appropriateness of the venue. It is not essential to do all the activities included in this toolkit, but rather read through them and select what you think will work best. For example, the dreaming dreams activity which requires comfortable chairs and space to dream in the right atmosphere, may not be practically possible, so in that case it would be better to do dreaming with pictures.

The landmarks activity which has a set of inspiring landmarks (well, some think so) is designed to inspire people before they do the dreamy bit. However, this may not be right for the group and you might like to think of other sources of inspiring visionary stuff. Here are some alternative suggestions.

Show film clips from *Billy Elliot* or *Cool Runnings* or tell a story of a local person who had a dream and vision of something they could do and worked towards it.

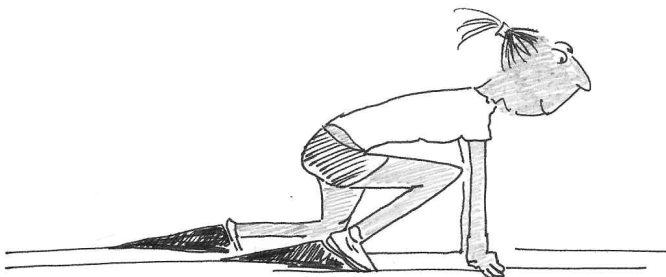
Tips for printing from the disc

Dreaming Dreams:

Slides 4-7 (clouds) should be printed 2 to a page. 5 copies should be enough. The scenario cards and ideas cards should be printed, laminated and cut out.

Session Plan

Item Number	Activity	Timings (minutes)
1.	Get people started with warm-up activity or Landmarks	20
2.	Dreaming options. 1. Dreaming dreams pack 2. Dreaming with pictures	40 - 50
3.	Break	20
4.	Optional - Strangers to neighbours	20
5.	Summary and review key things to take forward	20
6.	Spiritual Reflection	30



TOOLKIT 5: PLANNING FOR ACTION

Suggested film clips -
A Bug's Life (evaluation)
Vicar of Dibley (hot air balloon)

Be realistic and make sure the group chooses things they can do which are within their capability. In the first cycle of Discovery it is important for the group to have a positive outcome so it may be best to stick to the simpler activities that precede the more difficult ones.

Session Plan

Item Number	Activity	Timings (minutes)
	Session 1	
	Spiritual Reflection	30
1.	Hot Air Balloon	30 - 40
	Break	30
2.	Washing Line	30 - 40
3.	The Scenario Activity	30
	Session 2 (Optional)	
4.	Putting it all together	60
	Break	30
5.	Making a Difference	60 - 75
6.	Spiritual Reflection	30

Tips for printing from the disc

Washing line laminates:

It would be good to print off the washing line laminates on different colour card.

As a suggestion slide 1 could be red, slides 2-4, green, slides 5-8, blue and slides 9-11, yellow.

Making a difference:

Slides 20-31 (postcards) should be printed 2 to a page

Spiritual reflection:

If you like you can print off the reflections on slides 12-16, cut them up and put them round the room. The group can then individually choose the reflection that really speaks to them.

TOOLKIT 6: ORGANISING OURSELVES

Suggested film clips - *Vicar of Dibley* - Effective meetings

Don't feel you have to do all the activities in this toolkit - just the most appropriate ones.

Recruiting volunteers

Item Number	Activity	Timings (minutes)
1.	Brainstorm why people give up volunteering	10
2.	Review answers and provide input	10
3.	Use purple cards to look at what motivates people to volunteer. Choose the ones they identify with most	15
4.	Discuss why understanding people's motivation is key for recruiting	10
	Break	15
5.	Present the three principles of recruiting and discuss how these are being followed in participants' own projects	15
6.	Get the participants to look at the templates for volunteer recruitment and see which would be most suitable for them	20

Valuing volunteers

Item Number	Activity	Timings (minutes)
1.	In pairs role-play examples of volunteers not being valued. Give people 10 mins to prepare their role-plays and allow 20 mins for role-plays to be performed	30
2.	Use the brainstorm card to discuss how we currently value our volunteers	10
3.	Discuss the common themes from the brainstorm and identify gaps	20
	Break	
4.	Look at the input cards to gain ways to improve how we value volunteers	15
5.	Develop an action plan for ways valuing volunteers can be improved	20

Developing Volunteers

Item Number	Activity	Timings (minutes)
1.	Give the participants the picture cards to decide which order they would go in to show how a volunteer progresses	15
2.	Use the volunteer summary to show the right order and explain each stage using the notes	20
3.	Divide the group up and get them to stand at different points of the line and discuss the needs of a volunteer	15
	Break	
4.	Feedback on the line	15
5.	Get participants to reflect on how this works in their own project and where it is strongest and weakest	15

Team Building

Item Number	Activity	Timings (minutes)
1.	Traffic Light	15-30
2.	Team self-renewal	15-30
3.	Team Process Review	15-30
4.	Tower of Straws	30-40
5.	Drawing the team as an animal	15-30
6.	Toxic waste	45
7.	Yellow Brick Road	45 - 60
8.	Use of empowering questions	30-40

Effective Meetings

Item Number	Activity	Timings (minutes)
1.	Get the participants to brainstorm the nature and character of their meetings by drawing a picture of a form of transport	15
2.	Discuss the pictures and identify common themes	30
3.	Get the participants to look at the checklists and select 10 things that would help them improve their meetings	30
	Break	
4.	Plenary discussion on the 10 things they have identified	15
5.	Action plan	30

Good Governance

Item Number	Activity	Timings (minutes)
1	Introduce the governance cards outlining the main themes	10
2	Put the participants into pairs and get them to select a card to discuss with each other	30
3	Invite different pairs to feedback allowing 5 mins for feedback and 10 mins for group discussion on the topic they've chosen dependant on number of participants	
	Break	
4	Brainstorm in small groups the steps you take when recruiting a new trustee. 5 mins feedback and 15 mins using the washing line	20
5	Feedback from small groups	15
6	Put on a washing line the 10 recommended steps for recruiting trustees	15

Tips for printing from the disc

Volunteer management:

Recruiting volunteers:

Slides 5-12 (purple cards) should be laminated and cut out

Building a team:

Slides 15-16 should be 2 to a page. 3 copies should be enough

Good Governance:

If possible these cards should be printed back to back apart from slides 1-2 and 33-34

Effective meetings:

Having effective meetings includes 3 posters that need to be printed from an A3 printer. if you don't have one, don't worry, these are optional activities.



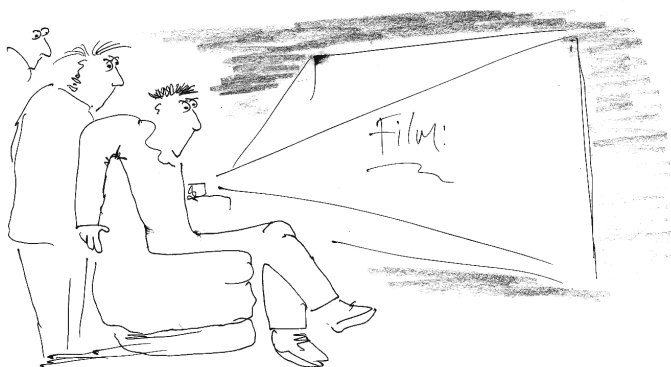
Chapter Four: Using film clips with Discovery

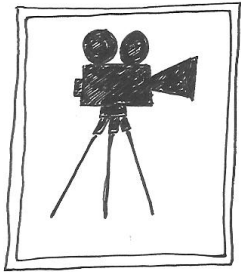
Drama is a powerful means of putting before an audience a situation that they can get involved in and perhaps identify with. The beauty of using film clips is that it is relatively simple to do and very little preparation is needed. All you will need is a laptop, screen projector and of course the relevant DVDs.

Another good thing about using film is that you have access to the skills of the film makers, the best actors, directors, the best photography and music. It is a familiar medium to most people and apart from anything else it is an enjoyable way to start a discussion.

There are various DVDs that can be used with the toolkits of Discovery. Some can be used as scene setters, and others are suitable to provoke discussion on a particular topic.

Below are listed some of the films that have been used, along with a brief description to set the context and some ideas of the questions you could use to start the discussion.





A BUG'S LIFE

We have included several cartoons in our suggestions as they are so accessible to everyone. *A Bug's Life* is a particularly good film to show and clips from this film can be used at various points during the Discovery process. Or you could show the whole film right at the start of the process or on an away-day.

The clip right at the beginning of *Bug's Life* is great to use at the start of the process. It is a clip about resistance to change which could be a challenge you face as you try to get Discovery off the ground.

Timings: 1.07 - 2.45.

It shows the ants gathering food for the grasshoppers in a big production line and then a leaf falls down from a nearby tree and lands right in the middle of the line.

Questions:

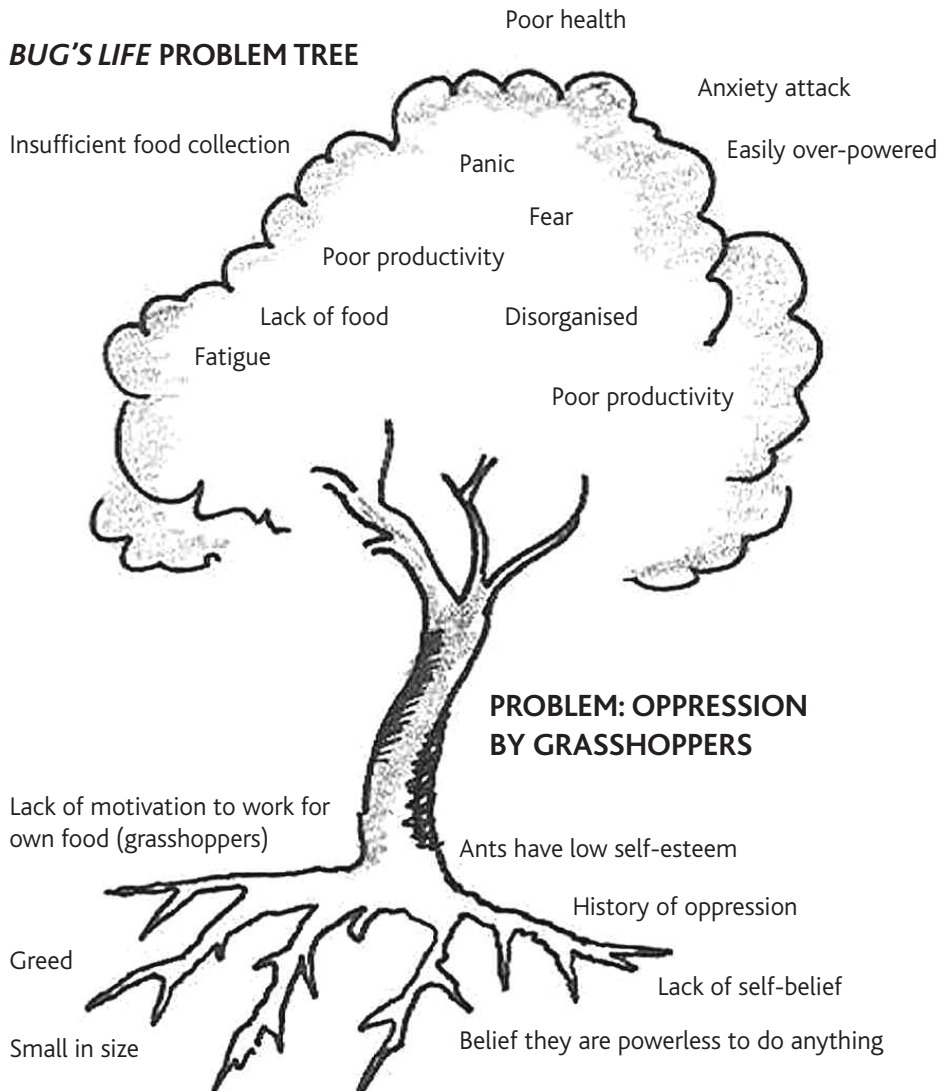
What's the leaf in your church or community?
How resistant are we to embrace new ideas and try them out?

Using *Bug's Life* to explain the problem tree (toolkit 2)

Timings: 7:33 to 12:40

This clip outlines the problems this ant colony faces and its a good idea to use it to practise constructing a problem tree. It's a good idea to explain the problem tree first and then get the participants to watch it and then look at the causes of their problem and what the symptoms might be. You should come up with something like the following example:

BUG'S LIFE PROBLEM TREE



Using *Bug's Life* to explain evaluation - (toolkit 5)

Timings: 7.33 -12.40 and 1 hr 15.06 to the end

The last part of the film, which shows the triumphant removal of the oppressive grasshoppers is good for demonstrating what changes have taken place among the ants in order to have a better life.

Start by showing the first clip, which is the same as the problem tree clip and shows the problems the ants face, and then show the second clip. You can then get the participants to look for all the different indicators of possible change. Get them to list what were the quantitative indicators of change and what were the qualitative indicators of change. Get them to make a list like this:

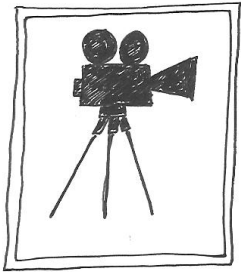
Qualitative changes

- Creativity
- Problem solving skills
- Confidence
- Willing to take a risk
- Courage
- Team work
- Mutual support
- Unity

Quantitative changes

- How much extra food do they have now the grasshoppers have gone?
- How much more free time do they have now they don't have to work for the grasshoppers?
- Less incidents of sickness because less stress

This can lead nicely into getting them to think about the sorts of changes that they would like to see in their own communities and how they would identify those changes.



FEVER PITCH

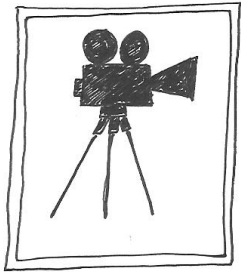
Toolkit 1: Celebrating who we are and where we live

Fever Pitch is set in 1989, a year when Arsenal won the league championship. Paul is an obsessive Arsenal fan and the film is about this obsession and the difficulties he has maintaining a relationship with his girlfriend. The clip we use is right at the end of the film when Arsenal do the impossible and beat Liverpool at Anfield to win the title. The whole of the community around the Arsenal ground, Highbury, come out into the street to celebrate. This is a great scene setter for the subject of celebrating our community.

Timings: 1hr 27.18 to 1hr 31.56

Questions:

- How does this clip show how success can unite a community?
- What are the benefits of celebrating achievements?
- In what ways does your church encourage celebration when something has been achieved?
- In what ways does your community celebrate achievements? How can your church encourage this?



SHREK 2

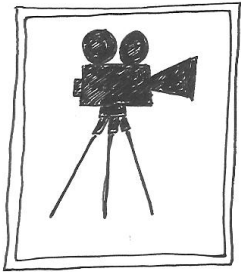
Toolkit 2: Understanding the needs of the community

This film is a good one for provoking discussion on how we treat people who are different to us – particularly those within our own communities. Shrek is an ugly ogre who has won the heart of the beautiful Princess Fiona who has also become an ogre as a result of a spell put on her. In this clip Shrek and Fiona travel back to the Land of Far Far Away to meet Fiona's parents who are of course expecting a beautiful daughter with her handsome prince. The whole town comes out to welcome them and then falls silent when they see what they look like.

Timings: 11.50 - 14.25

Questions:

- What kind of people do we find difficult to accept?
- Why do we find it difficult to accept people who are not the same as we are?
- What are some of the ways we can overcome our prejudices?



JUNO

Toolkit 3: Gathering information/ Breaking Destructive Cycles

This is a wonderful film about a girl who, after some experimental sex, finds herself pregnant at the age of 16, faced with the decision of what to do with her baby. She decides to have an abortion but then can't go ahead with it, and decides to have it adopted by a couple who can't have children of their own.

Like *Bug's Life*, this is a great film to show in its entirety as there are so many discussion points in it. It would be a good film to show if you are having an away-day. If you just want to show one clip, a good one would be when Juno discovers that the couple she is giving her baby to are going to split up. She walks into the kitchen and then has a very touching conversation with her father about whether it is possible for two people to stay together happily.

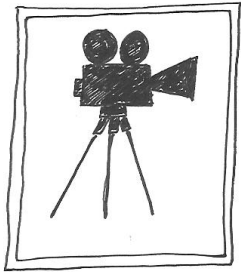
Timings: 1hr 14.00 - 1 hr 17.20

Questions:

- What makes it possible for two people to stay together? (clip)

General questions to ask if you watch the whole film:

- How do you feel about the reaction of Juno's parents to her pregnancy?
- Is there ever a winner in this situation?
- How is it possible to bring good out of an unwanted pregnancy?



BILLY ELLIOT

Toolkit 4: Dreaming Dreams and Mobilising Communities

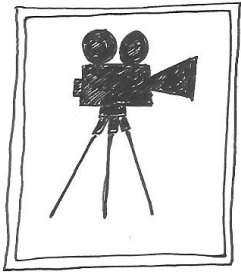
This clip is hard-hitting, gritty and contains strong language which should be explained before showing it. We are suggesting it for the Dreaming Dreams toolkit as it shows beautifully how difficult it can be to make our dreams a reality. We all want the best for our communities but making that possible will not be easy – there may well be many problems and strong opposition. Billy Elliot is from a poor family in the north-east and the film is set at the time of the collieries being closed down. Billy finds he has a talent for ballet dancing which is totally counter cultural. This clip shows what he is up against if he is to achieve his dream.

His ballet teacher Mrs Wilkinson has arranged an audition for him to get into the Royal Ballet School but Billy misses the audition due to a family crisis. The clip starts as Mrs Wilkinson turns up at Billy's home to find out what happened and is confronted with huge opposition from Billy's father and brother.

Timings: 56.00 to 1:01

Questions:

- What challenges did Billy have to overcome?
- What qualities do we need to stick with our vision in the face of challenges and opposition?
- What are the challenges we face in our community if we are to realise our dreams?

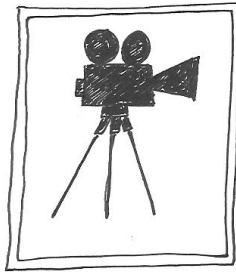


COOL RUNNINGS

Toolkit 4: Dreaming Dreams

This is a great film which shows a group of Jamaican runners who failed to get into the Olympic squad through an accident, so decide to enter as a Jamaican bobsled team. The film takes us through the journey of their struggle to be taken seriously by the home country and the other competitors at the Montreal Winter Olympics.

This film is similar to *Billy Elliot* in that it is about people overcoming opposition to achieve a dream. This is based on a true story and the questions used for *Billy Elliot* can be used here as well. It would be best to watch the whole film.



THE VICAR OF DIBLEY

Toolkit 6: Organising Ourselves/ Effective meetings

This is just a scene setter to show how different personalities can disrupt a meeting.

Timings: Episode 1 The Arrival (series 1)
2.20 - 7.00

The Vicar of Dibley could also be used as a way of demonstrating the Hot Air Balloon in toolkit 5. In the episode "The Window and the Weather", there is a clip that presents the problem of the PCC having to raise £11,000 to replace a broken stained glass window. You could show the clip and then ask the participants to use the hot air balloon to plan how to raise this money. Once they have used this for practice they can plan the community project using the hot air balloon.

Timings: Episode 4 The Window and the Weather 6.32 - 14.30

IS IT LEGAL TO USE FILM CLIPS?

Fair dealing is the term that is used in this country to protect the film industry from illegal use of film material. Basically fair dealing states that showing film clips is permissible when the film makers are acknowledged and the purpose of showing a clip is for criticism or review, or educational purposes.

In America, the term that is used is Fair Use. Fair Use states that the following is not an infringement of copyright:

"performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction."

Therefore, showing a film clip when it is educational and there is no monetary profit involved is OK.

Chapter Five:

Tips for measuring progress and impact

A key role of the facilitator is to measure the progress of Discovery as well as its impact on both the individuals involved and the wider community. This can seem quite a daunting task but hopefully in this section we have laid out an approach that you will find easy to use.

Learning how to measure progress and impact is important as the church and community often want to know how something is going and what difference it has made. Also, for those involved in running Discovery it's important to check that it is on track.

A common mistake of many church projects is that people list all the activities they have done without thinking about what sort of change has actually happened as a result of the activities.

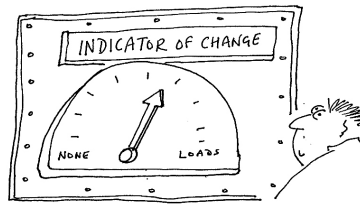
To measure progress and the impact of your project effectively you need to have a clear understanding of what problem the project is trying to address before you start. This requires a robust understanding and analysis of the problem. In addition, once the problem has been identified you need to have a good project plan which includes an aim and some objectives and list of activities or tasks that would be carried out to achieve the desired results.

Did we make a difference?

Did we do what we said we would do?

Could we have used our skills, experience and money differently?





To measure the progress and impact of a project effectively you need to identify some indicators before you start. An indicator is something you can measure that shows if any change has occurred. For example, the number of people attending an after school club is an indicator of attendance. This is what's called a quantitative indicator as it deals with numbers.



Another example of an indicator is what aspects of the after school club did the children enjoy most. This is a qualitative indicator which deals with feelings and attitudes. To measure progress you need to look at both these types of indicators regularly. For some projects this might be once a month and for others it might be once every three months.

"What do the children enjoy most about coming to the after school club?"
(qualitative indicator)

"How many children attend the after school club?"
(quantitative indicator)

WHAT ARE QUALITATIVE INDICATORS?

A qualitative indicator may relate to:

- Level of participation
- Opinions and levels of satisfaction
- Decision making ability
- Changes in attitude
- Ability to self-monitor the development of groups
- Behaviour changes
- Evidence of consensus

EXAMPLE OF QUALITATIVE INDICATORS IN YOUTH WORK

- Regular participation in alternative curriculum sessions
- Changes in attitudes towards the use of violence as shown in a reduction of violence towards peers and others
- Reduced animosity towards young people in the local area
- Increased self-esteem among young people who have attended the alternative curriculum sessions



WHAT ARE QUANTITATIVE INDICATORS?

Quantitative indicators may refer to the following:

- Numbers of things
- Percentages
- Ratios
- Growth rates
- Uptake of project inputs, such as loans, attendance, visits
- Adoption of project outputs, such as newsletters,
- Manuals, guidelines, advice

EXAMPLE OF QUANTITATIVE INDICATORS IN YOUTH WORK

- Number of young people in contact with detached youth workers
- Number of children attending the alternative curriculum sessions
- Number of volunteers who turn up on a regular basis
- Number of children attending youth alpha
- Girl to boy ratio across the sessions
- Percentage increase in incomes
- Percentage of people with qualifications
- Percentage of people getting jobs
- Percentage of people with improved health



NUMBERS OF YOUNG PEOPLE IN CONTACT WITH DETACHED YOUTH WORKERS

INDICATORS FOR MEASURING CHANGE IN A DISCOVERY PROJECT

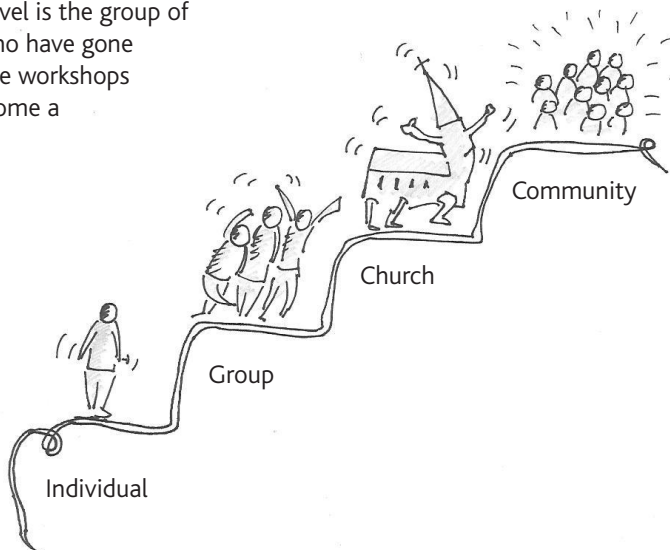
The following pages list indicators which can be selected by a small team who want to measure the impact of Discovery. There are 4 levels which represent the different levels of impact which Discovery can have.

The first level is the individual level which is about measuring how participants have changed and developed as a result of attending the workshops.

The second level is the group of individuals who have gone through all the workshops and have become a small team.

The third level assesses how Discovery has impacted the wider church and how a congregation has been encouraged to have a positive attitude towards the community and a willingness to be an influence in changing things for the better.

The fourth level is the community and how it has become transformed by the church initiatives.



LEVEL 1 - INDICATORS OF INDIVIDUAL CHANGE

a) How have individuals' attitudes changed?

- Feeling valued
- Feeling part of a team
- Having a more positive outlook regarding the needs in the community
- Having a sense of hope about the future
- Open to learn new things
- Being more self aware of prejudice
- Recognising they have something to offer

b) Knowledge

- Seeing how Bible studies relate to the specific issues of their situation
- Understanding how to look at the needs in the community
- Knowing how to gather information and how to analyse it
- Knowing how to plan a project and measure its progress

c) Skills

- Be able to listen to others and ask questions
- Be able to contribute to analysing information
- Be able to contribute to discussions
- Be able to contribute to planning an activity
- Be able to run an activity



LEVEL 2 - THE DISCOVERY GROUP

a) The capacity of the group to meet and work together

- They have mutual respect and trust
- They listen to each other
- They make group decisions
- There is a common sense of purpose and vision in working together
- Ability to resolve differences
- They share experiences and skills freely

b) The attitude and faith of the group

- They have become open to work with strangers and individuals who they are not used to
- They are open to have their prejudices and assumptions challenged
- Openness to taking a risk and trying something new
- Committed to praying together and seeking God's leading in future initiatives

c) Skills

- The group is using skills and gifts to their full potential
- The group has learnt new skills and is applying them
- The group invite individuals from outside to share their skills with them





LEVEL 3 - THE CHURCH

a) There is a shared vision for being with and working in the community

- The theology and liturgy encourage the congregation to look outward into the community
- The church is active in regular acts of kindness in the community
- There is a good understanding in the congregation of the root causes of some of the problems in the community and how they might be addressed

c) Leadership of the church

- There is a clear vision and commitment to working with vulnerable and marginalised members of the community
- There is frequent discussion and debate on addressing issues of marginalisation and vulnerability as they occur

b) Action

- The church undertakes a number of community initiatives each year
- Church members are actively involved in the community
- The church is confident in confronting and lobbying local authorities on behalf of vulnerable and marginalised groups

LEVEL 4 - THE COMMUNITY

The following indicators are useful for monitoring and assessing the impact of Discovery in the community.

a) There is an improvement in well-being in areas such as:

- Health
- Housing
- Diet
- Educational achievement
- Income

b) There is a greater sense of belonging

- Individuals feel safer
- Individuals feel they can be part of community groups
- Individuals are able to initiate new activities which improve community life
- People from different backgrounds and ethnic groups feel safe and accepted

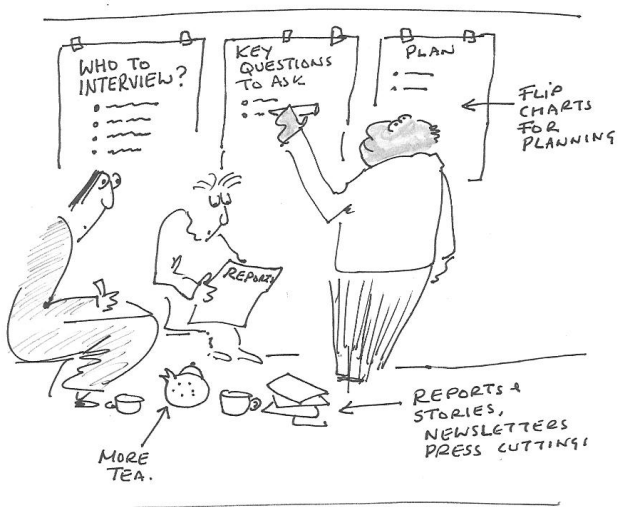
c) Community organisations

- The community has the skills and confidence to set up its own self-help organisations
- There is good cooperation between community groups and faith groups in dealing with local issues
- Community organisations are recognised by statutory bodies for their valued contribution to improving life

QUICK TIPS FOR SETTING UP YOUR OWN EVALUATION

1. Select a small group to carry out the evaluation. This could include a staff member, volunteer, a participant from the project and someone from outside the project
2. Look at any key document that relates to the setting up of the project such as aims and objectives, and the original assessment of the problem the project is trying to tackle. Use these documents to remind everyone what the project is about, and the questions we will use in the evaluation will be:
 - Has the project made any difference?
 - Have we done what we said we would do?
 - Have we used our skills, time and money effectively?
3. Review any documents that relate to the running of the project. This should also include a budget, expenditure, and attendance figures. Make a conclusion statement of what the documents are showing.
4. Think about which groups of people to interview informally in small groups to get their impressions of the project. Such groups could include the beneficiaries, volunteers, staff, clergy, local people or individuals from local authorities connected with the project.
5. Plan some simple questions to guide the small group discussions such as:
 - What has been your experience of this project?
 - What is the best thing about this project?
 - What actual difference does the project make to you?
 - What would help to make this project even better?

6. Write up the impressions of the different focus groups you have interviewed, including stories that give evidence of the change that has taken place.
7. Check out the impressions and stories with those who gave them to check they are an accurate account of what they said and is there anything else they would want to say.
8. Compare your findings to the three questions asked at the beginning of the evaluation:
- Have we done what we said we would do?
 - Have we made any difference?
 - Could we have done it more effectively?

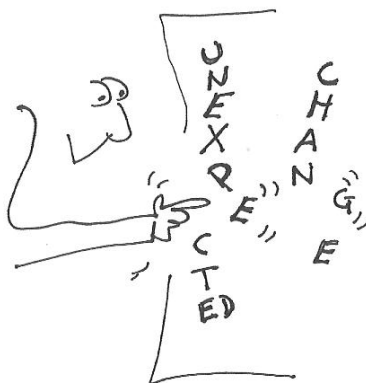


A final thought on measuring the impact of Discovery over several cycles.

We might see change at a variety of levels in individuals, in the group as they learn to work together, in the church as it sees the value of Discovery, and of course in the project the church does with the community. It is important to collect the stories of these different changes.

Getting people together to tell their stories is very important as it brings inspiration, encouragement and insight into what God is doing in people's lives.

We might also see some unexpected changes which are outside the plans of the project but are a result of a group of people experiencing Discovery.



QUICK GUIDE TO WRITING A PROGRESS REPORT

The structure of a simple report goes like this:

- Project title
- Aim and objectives of the project
- Brief description of the problem the project is trying to address

Highlights of what are the changes seen so far in the lives of the people the project is trying to help:

- Summary
- Key stories and evidence of change
- What are the challenges?
- What can we do to make it even better?

Comment on how the project is being run

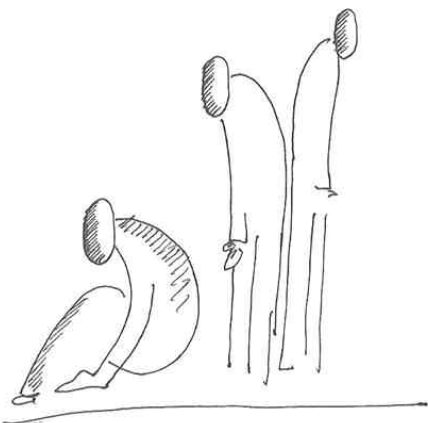
- Are we in budget?
- What is being run well?
- What is challenging in running the project?
- What can we do to make it even better?



Chapter Six: Final thoughts

We think sometimes that poverty is only being hungry, naked and homeless; the poverty of being unwanted, unloved and uncared-for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.

Mother Teresa



If you do away with the yoke of oppression, with the pointing finger and malicious talk, and if you spend yourselves on behalf of the hungry and satisfy the needs of the oppressed, then your light will rise in the darkness, and your night will become like the noonday.

The Lord will guide you always; he will satisfy your needs in a sun-scorched land

and will strengthen your frame.

You will be like a well-watered garden, like a spring whose waters never fail.

Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.

Isaiah 58 v 9-12 (NIV)

One of the wonderful things is how God depends on all of us, which is actually mind-boggling, because here you have a God who is omnipotent and yet waits on human creatures to be God's partners and collaborators. Each of us has a contribution, each and every one of us.

Archbishop Desmond Tutu

*Go to the people
Live with them
Learn from them
Love them.
Start with what they know,
Build with what they have.
But with the best leaders
When the work is done
the task accomplished
The people will say,
"We have done this ourselves."*

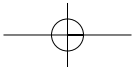
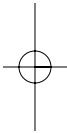
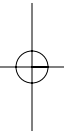
Lao tsu. China, 700 B.C.

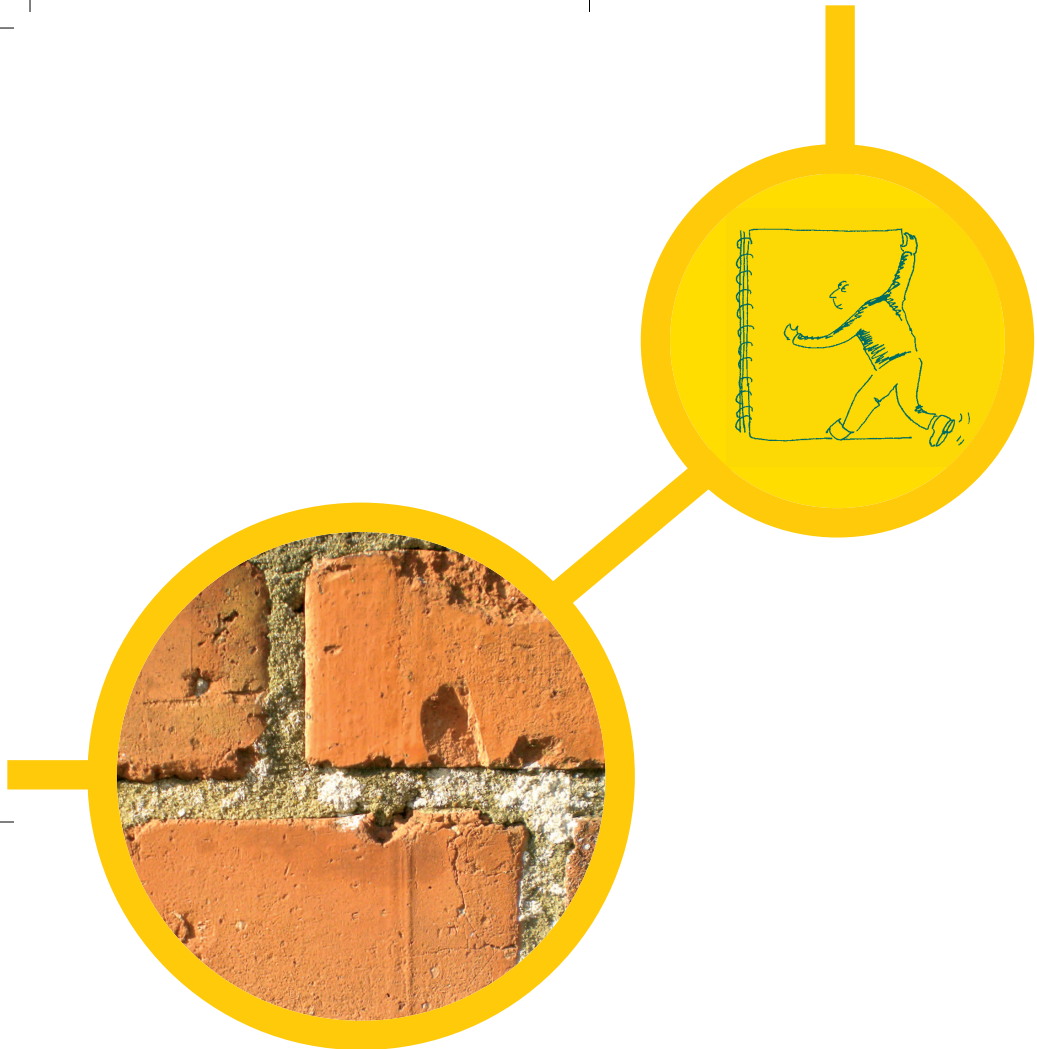


About the authors:

Bill Crooks and Jackie Mouradian founded Mosaic Creative. They specialise in the use of cartoons, illustrations and drama to enhance learning and development. Their approach is about provoking a reaction, communicating ideas, exploring meaning and unlocking the creative potential in others. They have extensive experience in supporting churches across the UK and Ireland to develop community initiatives.

www.mosaic.uk.net





tearfund

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