



## **APPENDIX 4**

### **Sample Program for a Mini-Workshop**





*The following program was used when three Numeracy and Literacy classes from across the Latrobe Valley came together for a pizza lunch. The three classes had never met each other. Over activities like cutting up tomatoes, grating cheese, slicing ham and peeling mushrooms people from the different classes started to interact. When it was time to put the toppings on there was a lot of laughter. Who wanted to share a pizza with pineapple? Were there any takers for anchovy? People started to make connections based on their food preferences. Other differences (like being from a different Numeracy and Literacy class, being of a different cultural background, or being a different age or gender fell away.*

*Once the pizzas had been eaten a community researcher (Yvonne) and an academic researcher (Jenny) led the group through the following workshop:*

## WORKSHOP

### NUMERACY AND LITERACY CLASS

- 1. Thank everyone for coming and joining in the pizza lunch. (Yvonne)**
- 2. Provide an update on Community Partnering. (Yvonne)**

#### People as the Primary Resource

- Give some feedback of Portrait of Gifts and draw attention to:
  - ◊ Gifts of the Hands (Latrobe Valley—a skilful community)
  - ◊ Gifts of the Heart (Latrobe Valley—a caring community)
  - ◊ Gifts of the Head (Latrobe Valley—a learning community)
- The portrait of gifts is a way of showing how people are the primary resource or asset of the Latrobe Valley.

See  
Appendix 2

#### Physical Resources

- Provide examples of the physical resources that are available for community initiatives (e.g., the flats, house, land, kitchen and hall at St Lukes; the welding equipment, photography equipment and developing room at Work Focus).

#### Business Resources

- Talk about some of the ways that businesses contribute to community projects (e.g. the restaurant that donates “waste” scraps to a worm farm, the hardware store that provides bbq facilities to groups for fund-raising).

Summary of the Community Partnering project:

- The project aims to bring people, physical and business resources together to develop community-based projects.
- Funded for 2 years to assist groups develop community-based projects.

### **3. Examples of community-based projects from other places. (Jenny)**

Fig Tree Community Garden

- Located in Mooroopna outside of Shepparton
- Started as an activity for people with physical disabilities, but quickly grew to involve many groups in Mooroopna (older people, Scout and Guide groups, kindergarten children, and other local residents).
- Currently 85 people between the ages of 2 and 80 use the garden each week (town has population of 6,500 people).
- Garden activities include herbs, vegetables, flowers, composting of food scraps, recycling of plastics (for seedlings), water conservation (uses roof runoff for water).
- What were the steps to get the garden started?
  - ◊ Early 1997, Council provided access to the land; people on Community Service Orders cleared the block; and someone from the Neighbourhood House started working on the project 3 hours/week
  - ◊ April 1997, first gardening group started
  - ◊ August 1998, officially opened
  - ◊ 1998, won a State Award in the National Bank Community Awards, and awarded Special Commendation in the Keep Australia Beautiful Awards.

### **4. Other ideas for community-based projects. (Yvonne, with support from Jenny)**

- Whiteboard/brainstorm other ideas that people have (looking for possibilities, not for problems and obstacles)
- If necessary, prompt with the ideas that the classes have already talked about:
  - ◊ Tool library
  - ◊ Home maintenance project
  - ◊ Car maintenance project

### **5. What to do with these ideas. (Yvonne, with support from Jenny)**

- Let the group know about the larger workshop that they are invited to. The workshop will bring together people from other groups like Lifeskills, the Men's Group in Moe, people who do classes at the Neighbourhood Houses, and people from SCOPE classes.

- There are three ways forward for the ideas from today's small workshop:
  - ◊ Present our ideas to the larger workshop
  - ◊ If there are projects people are really interested in, we can get more information together, or even invite someone involved in a project (like Fig Tree Community Garden) to talk at the larger workshop
  - ◊ Maybe some people would like to be identified with an idea now, and would like to get together to talk about the idea more before the bigger workshop.

*The Numeracy and Literacy classes decided they wanted to find out more about community gardens at another workshop; and a small group was interested in meeting again to talk more about a car maintenance workshop. People from the other groups that the Community Researchers were working with were also interested in community gardens so a workshop called 'How to create a community garden' was organised (see pages 101-102). This led to the establishment of a community garden and several people who were involved in the initial discussions on the pizza-making day are now members of the Committee of Management of the garden (see pages 115 to 118).*

*With the support of a Community Researcher the group interested in a car maintenance workshop held several meetings and then met with people who taught car maintenance at TAFE and other adult education classes. There was a lot of interest in the idea, particularly from young people. However, the group could not find a suitable building and could not find a way of addressing the safety requirements without a large injection of funding. The idea has been put to a number of service providers to see if they can come up with strategies for developing the workshop.*

