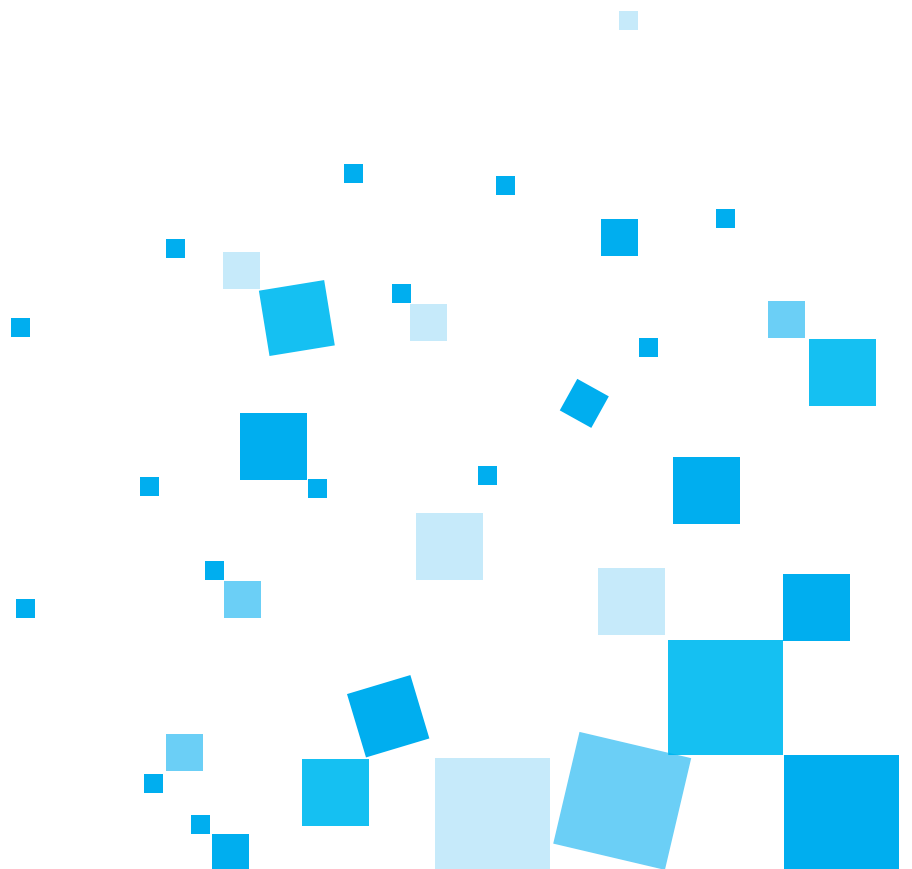


Awareness

Raising Activities



Activity Evaluation Summary

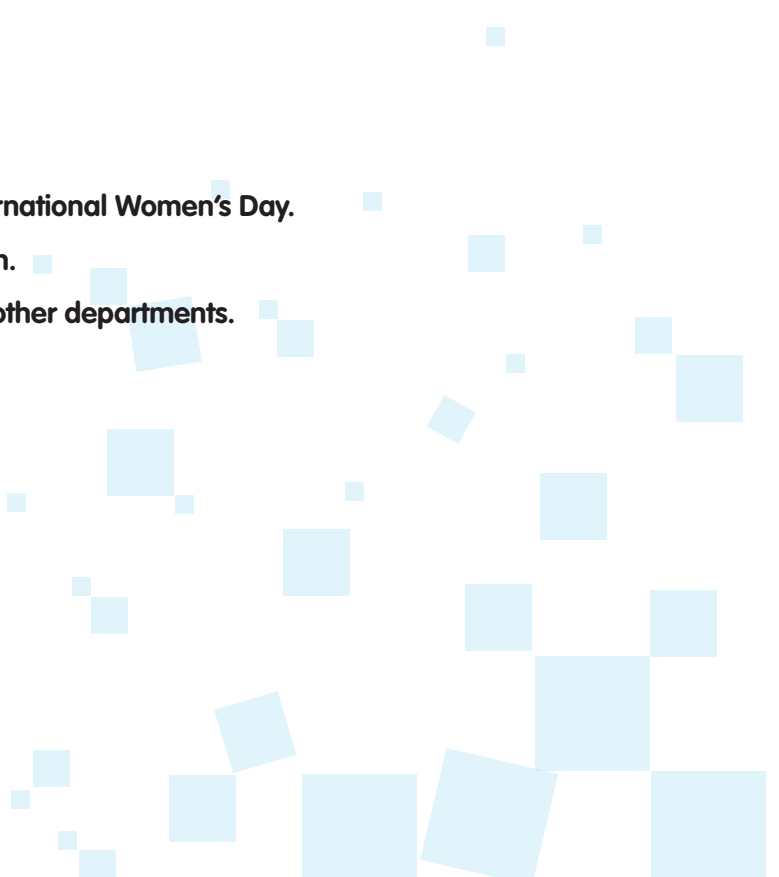
This summary contains evaluations of awareness raising activities which members of the pilot group have been directly involved in.

Each evaluation covers:

- a description of the activity and its purpose
- outcomes
- resources used
- who facilitated the activity
- how it went
- key lessons learned.

We have included these evaluations to show how awareness raising activities can take many different approaches. We hope to build on this bank of evaluations over the next few months, and make them available on the [Glasgow's Learning](#) website. If you would like to contribute any evaluation of activities you have been involved in, please get in touch – it's a learning experience!

List of evaluated activities:

- Awareness raising greetings card activity.
 - Awareness raising greetings card activity at International Women's Day.
 - Awareness raising learner focus group and lunch.
 - Awareness raising at Govan Initiative to staff in other departments.
 - Awareness raising session for YWCA staff.
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1. Awareness raising greetings cards activity

Activity

ALN awareness raising input at South West Community Planning Winter Wonderland Event, December 06, Greater Pollok Newlands/Auldburn Community Planning Partnership, Pollokshaws Burgh Halls, 2-4pm.

Awareness Raising Activity

The purpose of the wider Community Planning event was to provide an opportunity for the local community to engage with the Community Planning process. Our specific ALN awareness raising activity centred round greetings card-making and writing.

Purpose of ALN activity:

- To engage local people in a fun literacies-based activity while raising awareness of ALN provision in the area.

Outcomes

- We raised awareness with a number of people from local organisations and the wider community about ALN provision in the local area, through conversation and handing out promotional freebies and information leaflets.
- We gained experience in running a craft-type activity with the aim of directly involving local people and raising awareness about ALN provision.

Resources used:

- £50 worth of craft materials (plenty left over for future events!)
- posters of greetings in various languages
- leaflet of ALN provision in the local area and contact details
- specific project information
- [Big Plus](#) and [Glasgow's Learning](#) freebies
- laptop and [Aye Write!](#) DVD.

Facilitated by:

Clare Whiteford, Pollokshaws ALN Project; Abdah Javaid, YCSA; Maria-Elena Heather, ALN Central Team, Culture and Sport Glasgow.

How did it go?

We had one table for the festive card making in the middle of the hall and another table along a wall for handing out information. Above the information stall, we put up posters we had made with a number of seasonal and celebratory greetings in English and other languages. We made a few sample cards ourselves and supplied a wide range of craft materials.

The idea was that people could make their cards at the central table, have a chat with us and copy down any of the greetings on the wall. They could then come over to the information stall to get envelopes for their cards and pick up some ALN information and have a chat with one of us there. Or, do it the other way round!

We took it in turns to man the information stall and to help out with making greetings cards. We could probably have managed with two of us, given the numbers attending on the day, but three (or more) would have been necessary if more people had come along. It would have been great to have had existing learners there too, to mingle and talk about their own experiences – unfortunately, learners who had been approached about this couldn't make it on the day.

About 20 people made Christmas cards – a mixture of children and adults, and participants from other organisations. We gave away [Big Plus](#) and [Glasgow's Learning freebies](#). We also gave out a number of [leaflets](#) about ALN provision available across the area, specific information about the Pollokshaws project and YCSA activities and information about the WEA Numeracy project at the Science Centre. We displayed these items on the stall where they could be picked up by people passing by, and also made up bags containing a full range of the above materials to hand out.

We played the [Aye Write! For Learners DVD](#) on a laptop which attracted a bit of attention although unfortunately the hall was too noisy for it to be heard properly. It was a useful talking point however – for example, talking to a key person from a women's group about trying to build women's confidence, we were able to refer to the learners talking on the DVD about how their confidence had developed through access to ALN provision.

Our [target group](#) had been potential learners but the activity was probably more successful as a valuable awareness raising opportunity with other members of participating agencies – JobCentre Plus, Women Together group, Equip, Cardonald College, SWCHCP, Greater Pollok's Men's Health and Activity Forum, NHS Oral Health Team, Strathclyde Police, Strathclyde Fire and Rescue, SWAMP, Village Storytelling, Greater Pollok Kist, Glasgow City Council – who were perhaps more confident about approaching us in that particular environment. There were other attractions such as henna handpainting, massages, facials and jewellery-making taking place.

What did we learn?

- If we're 'tagging on' to an event organised by another body, it would be useful to also do some targeted marketing of the event ourselves beforehand.
- The greetings card idea is a good one, particularly at a community event – it involves literacy (and even potentially numeracy), it attracts the attention of a wide range of ages and provides an opportunity to chat informally to people while they are involved in the activity. It can be used and adapted at other times of the year. It's also an event that existing learners could be involved in.
- People seemed most interested in the area-specific information.
- At this kind of event, it's useful to have information on hand which is tailored to a range of audiences – learners, potential referral agencies, etc. – as you never know who's going to turn up!
- Remember to take a camera to take pictures of the event (and get permission if necessary).
- The hall was very noisy and not conducive for confidential conversations, which may put off potential learners. At future events, we could request a quieter corner of a hall, or even private rooms if someone wants to talk in confidence.



2. Awareness raising greetings cards activity

International Women's Day, March 07

Activity

Card Making/Awareness Raising Input at International Women's Day event hosted by Homestart Glasgow South, Pollokshaws.

Purpose of ALN activity:

- To raise the project's profile in the local community.
- To raise awareness about ALN provision in the local community.

Outcomes

- Awareness raised about ALN provision in local area through information leaflets and discussion.
- Local ALN project had a good profile at a public event.
- We recognised the value of having a practical literacies skill to draw people in at public events.

Resources:

- £50 worth of craft materials (left over from previous event)
- greetings in English for people to copy e.g. 'Happy Mother's Day, Thank you, Best Wishes, Love From'
- sample cards
- local ALN information
- [Big Plus](#) and [Glasgow's Learning Freebies](#)

Facilitated by:

Clare Whiteford and Evelyn Whiting, SWCLDP ALN Project, Pollokshaws

How was the event publicised?

Publicity was organised through the event's host, Homestart Glasgow South. Having attended the event last year, we knew that the event would be well publicised.

Attendance

The event was well attended. Many people took part in the card making activities. There were other local organisations there giving information, as well as attractions for the women attending including massage, henna, belly dancing, etc.

How did it go?

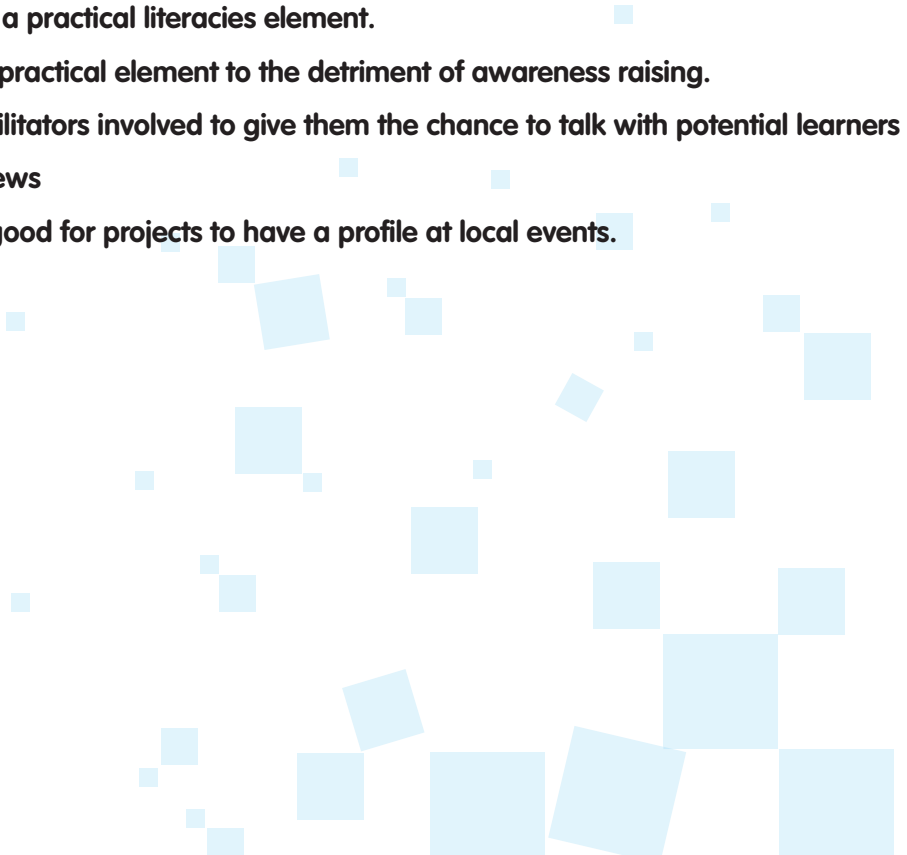
We had a good position and a large table for the craft making, with space to put the greetings up behind, and another table for freebies and info.

We were busy and could have done with another worker (only one person was there at any one time). This would have given more time to chat to people about potential learner opportunities. We could also have done with a more private area for dealing with enquiries.

Around 30 people made cards, all visitors to the event. We gave away lots of freebies.

There were no new recruits as a result of the event, but interest from both visitors to the event and other agencies.

What did we learn?

- Card making is a popular activity with a practical literacies element.
 - It is possible to get too involved in the practical element to the detriment of awareness raising.
 - There should be at least two-three facilitators involved to give them the chance to talk with potential learners
 - A private area is needed for 1:1 interviews
 - Even if there are no new recruits, it is good for projects to have a profile at local events.
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3. Awareness raising learner focus group and lunch, February 2007

Purpose of Activity

- To bring together local learners and provide an opportunity for them to discuss their ALN experiences and any ALN issues.
- To raise awareness of possible wider learner involvement in ALN in the city.
- To gain feedback to shape the learner event at the end of March and the new-look [Glasgow's Learning](#) website, and give their thoughts on a learner newsletter.

Outcomes

- Awareness was raised about ways in which learners can be involved in shaping provision and services.
- Participants contributed opinions which directly shaped the learner event at the end of March and the new-look [Glasgow's Learning](#) website.
- Participants agreed that they would like to be involved in future focus groups and meet on a quarterly basis to share learning experiences and discuss ALN issues. They also expressed an interest in trying out some taster sessions in other types of learning, eg focus on health matters, cooking, or driving theory workshops.
- Participants would like to involve other learners as well as other tutors in future focus groups.

Resources used:

- laptop with Internet access to access [Glasgow's Learning](#) website and others
- [Aye Write!](#) DVD
- flipcharts and post-it notes
- examples of newsletters
- information on [Aye Write!](#) book festival and copies of [Small Island](#) given out
- teas/coffees and lunch.

Facilitated by:

Anne Kennedy, Communications Officer, and Maria-Elena Heather, ALN Development Officer, Culture and Sport Glasgow.

How was event publicised?

By written and emailed invitation via individual providers in the south of the city. Most learners were accompanied by their tutors on arrival (tutors left once session started).

Attendance

Seven learners in total from five organisations – two learners and one tutor from Deaf Connections (+two BSL interpreters); one learner from YCSA; one learner from Govan and Penilee Opportunities; two learners from SWCLDP ALN project; one learner from YWCA. Another two learners had been expected to attend but couldn't come on the day.

Outline of session:

9.45am	Welcome, tea/coffee
10am	Introductions and aims of session – setting informal tone for event
10.10am	Aye Write! For Learners' DVD and discussion
10.30am	In small groups, brainstorming of ideas for learner event. Feedback to bigger group.
11am	One group focus on website; one group focus on newsletter. Swap.
11.30am	Group discussion on further involvement in learner focus groups.
12pm	Lunch for learners

How did it go?

The event was held at the Tulip Inn in the Gorbals. All learners were welcomed and offered tea, coffee etc. We had intended doing an ice-breaker activity but the participants said they would prefer straightforward introductions.

We explained the purpose of the day and invited any comments. We talked first about the learner event at the end of March and showed the [Aye Write! For Learners' DVD](#) to raise awareness of previous learner events. We didn't show all of it as it is quite long and people seemed to be getting restless near the end. It was well-received, however, with people commenting that there was a lot they felt they could relate to in the DVD and positive interest in being involved in a similar event.

The next step was to divide the group into two smaller groups to brainstorm ideas on post-it notes to put on flipchart paper. Everyone contributed really well.

The session continued with one group looking at the [Glasgow's Learning](#) website and other websites and giving their ideas for how the new website and its learner section should look, and the other group discussing a possible learner (e-) newsletter. The groups switched over after 20 minutes or so. Again, everyone contributed really well and comments were recorded, to help shape the development of the website and feed into possible newsletter ideas.

Time ran out really quickly and in the end only a brief discussion took place about being involved in future focus groups but some useful ideas were discussed. Participants indicated that they had really enjoyed the morning and the opportunity to meet learners from other provision and exchange ideas. Later feedback from tutors confirmed that the participants had got a lot out of the morning and would welcome the opportunity to continue their involvement.

The learners went on to have their lunch together – we felt it was important for the learners to have the chance to socialise informally on their own, and discuss how they had found the experience.

What did we learn?

- * An informal environment, with a mixture of opportunities for socialising and more structured discussion, works really well for an awareness raising activity like this – it engendered a friendly, supportive forum for discussing everyone's ideas.
- It can be hard to get the balance between creating an opportunity for learners to come together and get to know each other while trying to achieve more concrete outcomes, eg encouraging learners to become involved in future awareness raising, in terms of amount of time required.
- As expected, it was much less daunting for learners to come with their tutors than to have arrived on their own although they were very happy to be there without tutors once the session got going.
- Childcare and other support requirements are vital – these were catered for but it would have been better to have had an onsite crèche facility rather an offsite arrangement.



4. Awareness raising event for Govan Initiative staff, January 2007

Purpose of activity

- To raise awareness about ALN issues through an informal presentation to staff at the Govan Initiative
- To engage with staff and make them aware of what literacy and numeracy is, what the Literacy Development Officer does, and how to identify someone who requires literacy and numeracy support.

Referral methods were also discussed and the participants were shown some resources and what was available to learners.

Outcomes

- We raised awareness with staff about ALN provision in the local area through conversation and handing out information leaflets
- The two people who were shadowing gained experience in raising awareness about ALN provision
- Participants contributed opinions which meant we could arrange further individual meetings to see how Andy could link in with them.

Resources used:

- information leaflets
- examples of work we do with learners
- handout: [Signals](#), Handout 4 from [NALA Literacy Awareness Training pack](#), for identifying clients who may have literacy and numeracy issues

Facilitated by:

Andy McCann, Literacies Development Officer, Govan and Penilee Opportunities (no longer in post).

Abdah Javaid from Youth Counselling Services Agency in Pollokshields and

David Simpson, literacies worker from the Annexe Centre in Partick, shadowed this session for observation/learning purposes.

How did it go?

The session went positively and the 'shadowers' felt like they gained some knowledge and skills to use when awareness raising on their own. There was a lot of conversation and the [Aye Write!](#) DVD was played in the break and into part two of the session. It was quite easy going and the participants were eager to find out what the project was about.

What did we learn?

- The [Aye Write!](#) DVD was played although it felt a little too long and people were getting unsettled (it might be better to just play some targeted highlights from it).
- The participants were a bit quiet and an icebreaker activity would have been good at the start.
- The two people who shadowed were writing down notes so participants may have felt uncomfortable.



5. Awareness raising session for YWCA staff, February 2007

Purpose of activity

- To help staff recognise signs of ALN issues.
- To show that ALN tasks are context-bound.
- To highlight ALN as a lifelong learning issue.
- To provide information about YWCA ALN services.

Outcomes

- The participants learned to identify ALN difficulties.
- They discussed different ways of approaching potential ALN learners.
- They learned how to refer centre users to the in-house ALN service or external services.

Resources used:

- handouts (see below for details)
- flipchart
- [A learner's account of his life and the impact of literacy difficulties](#) – cassette and handout from Learning Connections Awareness Raising training pack
- post-it notes

Facilitated by:

Sophie Timsit, YWCA (now with Rosemount Lifelong Learning)

How did it go? / Outline of session

1. Ice breakers 30' 10.30

1.1 Your first job 15'

Think of your first job. If you had to go back to it, would you do the same tasks and the same way? Think of the amount of ALN involved and the role of ICT. Think on your own and share your thoughts with your group.

This activity generated a lot of discussion and raised two very important points right away: the importance of lifelong learning and the contextualised nature of literacy and numeracy tasks.

1.2 The Faulty Keyboard 15'

Try to complete the activity (10') and tell the group how you felt (5').

Handout: [The faulty keyboard](#), see Resource folder on CD.

2. Indicators, effects and causes 60' 11.30

2.1 Spelling 15'

Complete the True or False Spelling questionnaire and discuss your answers with the group.

Handout: [True or False Spelling](#) questionnaire, see Resource folder on CD.

2.2 Indicators 15'

How can you tell that a person is having ALN difficulties? Two groups with a page of flipchart and a marker.

Handout: [Signals](#), handout 4 from NALA Literacy Awareness Training pack

Comprehensive, participants came up with most of them quickly.

2.3 Effects on an individual 15'

What are the positive and negative effects of ALN difficulties on a person?

2 groups with a flipchart page (two columns) and post-it pads

Handout: [Effects of literacy problems](#), overhead 14 from NALA Literacy Awareness Training pack

2.4 Causes 15'

What can be the causes of ALN difficulties? 1 flipchart page with 4 boxes 'physical-psychological/ educational / family / social-economic'. Groups discuss briefly and give their answers to the class.

Break 15' 11.45

3. Case study 30' 12.15

3.1 Tape and questionnaire

Participants listen to the cassette from Learning Connections Awareness raising training pack: [A learner's account of his life and the impact of literacy difficulties](#) and fill in the handout. Discussion.

4. Responses to situations 15' 12.30

4.1 Ranking activity

Handout: [A good response](#), Rosemount Flexi Centre, see Resource folder on CD. On your own decide which are the most and least appropriate responses.

Follow up handouts: [Appropriate responses](#), handout 5 from [NALA Literacy Awareness Training pack](#); [Designing documents](#), see Resource folder on CD.

'A good response' is a ranking exercise that can be both challenging and irritating when you do not have the key! It generated a lot of debate among the participants, and it was very difficult to rank some of the sentences. I used the 'Appropriate responses' handout just after the above activity. The group disagreed with one of the 'Do' suggestions about encouraging clients to take forms home if they want to. The participants preferred the 'Good Response' positive suggestions.

5. Reading 20' 12.50

5.1 Sample reading texts

On your own read the two texts. How did you feel about the language? Did you have difficulties understanding them? Why?

Handout: Sample literacy text overhead 7 from [NALA Literacy Awareness Training](#); Reading exercise from [Learning Connections](#) Awareness raising pack.

6. Recap and evaluation 10' 13.00

6.1 Recap

- indicators and coping strategies
- lifelong learning (not just school practices)
- contextualized ALN (spiky profiles)
- support available within YWCA

What did we learn?

- Could be useful to include some numeracy-focused activities since there is less stigma attached to numeracy difficulties – could design a 'faulty calculator' task or even something about home decorating and DIY.
- It is important to consider how to approach different target groups (referrers, potential learners) when they are part of the same audience. There were managers who coped well with activities and volunteers who struggled with note-taking. Look at designing more activities with no note-taking.
- It's important to highlight the social practices approach to literacies at all times.