

Community



! This could be completed instead of the *Community Audit* as a shorter and less resource-intensive alternative.

Activity 1



Aim(s)

- To explore what a community should look and feel like.



Resources

- Large sheets of paper and pens, suitable magazines/newspapers and other art materials as needed.
- *Egan Wheel* or *Community Headings*.
- *The Egan Wheel* Power Point. **OPTIONAL**



Delivery Guide

Part I

Ask the young people to think about what community means? What is a community?

Things that might come up include:

- A group of people like you
- Where you feel you belong
- People who like the same things
- A town, village, or city
- Your neighbourhood or estate
- Your school
- A place
- People of the same religion or race
- An online group

A community is commonly seen as a group of people who share something in common; such as values or identities, and often a particular place (for instance, a village, town, or neighbourhood).

Ask the group to think about the virtue of compassion as explored in the last activities. What role does compassion play in a community? Does a community need to involve compassion and empathy?

Some of the things that might come up include:

- Empathy allows you to think about what other people might need, especially those who are different to you.
- Being compassionate means you care about all people and you need that in a community.
- Compassion makes a community a nicer place.
- Compassion and empathy help people feel they belong.
- Compassion can motivate you to make changes or work hard to help the people in your community who are suffering.

What would a community WITHOUT compassion and empathy look like? Answers may include:

- Nobody would care about each other.
- Nobody would be able to understand each other.
- Everyone would focus on themselves
- Nobody would get any help.

Part II

What communities do they see themselves as belonging to (if any)?

- Their friends?
- The street?
- The local estate?
- A youth club or sports club?
- Their religion?
- The neighbourhood?
- The postcode?
- The town?
- The city?

They could draw a diagram with them in the centre and the other circles representing communities they belong to. An example is on the Power Point.

Is there a community that they belong to that is the most compassionate? Their community of friends? Their neighbourhood, where people help each other out if they need it?

Introduce the Egan Wheel using the Power Point, or print them as worksheets. The Egan Wheel was created by Sir John Egan to represent the things that make up a good community:

Governance

Is it well run? Are the people in charge making the right decisions in the right way? Does everyone have a say?

Transport & Connectivity

Are there good transport links? Are they affordable? Can people get around and reach their jobs, friends and other services?

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| Services | Are there schools, libraries, police stations, health centres and other services? Do they run well? Are they the services everyone wants and needs? |
| Environmental | Is it damaging the environment? Are there places to recycle? Are people encouraged to make sure they don't waste water or power? |
| Equity | Is it fair for everyone, and can everyone be included? Is it accessible for disabled people? |
| Economy | Are there enough jobs for people? Can people earn enough money to be able to meet their basic needs as well as luxuries? |
| Housing & Buildings | Are there enough houses and are they suitable for the people living in them? Do all the buildings look attractive and welcoming? Are they in a good state? Is it easy to get around? Is it safe and clean? |
| Social & Cultural | Are there lots of different things to do and events to take part in? Do people feel welcome in the community? Are they proud of their community? |

Go through them and check for understanding. Is there anything else that the young people think is important to consider? Has anything been left out?

They may not like the Egan Wheel and may think there is a better way to describe a 'good' community. An alternative 'checklist' for a good community is on the Power Point (slide 3). You can choose to create a whole new version, or adapt the current one.

Where would compassion and empathy fit in? Would they need a separate category?

Part III

Think about a particular geographical community: a town, neighbourhood, postcode, city etc.

What should it contain? What people, places, infrastructure, and services does it need? Think about the things included in the Egan Wheel. What role might compassion play in an ideal community?

Give them time to create a model of what they think is an ideal community. Depending on the art ability or willingness of the young people, you could do this as a big mural / model / art work: this could include finding pictures of different aspects of communities in magazines or newspapers and creating a collage, or perhaps creating models.

Alternatively, the ideal community can be explored by setting out the Egan Wheel headings and getting young people to write their thoughts on post-it notes and stick them onto the relevant

heading, or sticking the cards on flipchart paper and encouraging young people to write their thoughts on the paper.



This can be done as individuals, as a small group or as one big group.

Points to highlight

- A good community/neighbourhood needs lots of factors to be successful.
- It needs to cater to lots of different people, not just one type of person (ie. it could be an amazing community for skateboarders, but it may not be so welcoming to elderly people).
- Compassion and empathy are important when designing a community – you have to be able to imagine what it would be like to be in someone else's position and to understand their needs and wants.

