

UNIT 8

REFLECTION AND REVIEW OF LEARNING

The participatory evaluation methods featured in the HIIC Evaluation Guide should provide more opportunity for young people to reflect on their learning so far and the impact that the course has had.

http://www.chex.org.uk/media/resources/hiic/chex_evaluation_guide_complete.pdf

Please note that there is still a need for young people to fill in their course evaluations: Unit 8 Handout A

Young people do like to know that they are getting it right though so an additional option may be to use the domino game as a test of what they've learned so far. 'Dominoes', see below, should be pre-prepared as illustrated and then cut in half with the terms and definitions being split. These should then be distributed round the group with the participants' task being to match the term with its definition. To get the group moving around you should ask people to go and sit beside the person who has the other half of their 'domino'. It will probably take some time (and some debate!) before everyone is more or less paired up. Once this is done you should go round the group and get everyone to read out their terms and (hopefully) matching definitions. There will be a chance for discussion as this feedback is happening and also the chance for any clarification to be given if still needed.

Alternative approach to using the learning logs

If you have gone for the option of completing learning logs at the end of the course rather than at the end of each Unit you should ensure that all those who are submitting for accreditation have the opportunity and time to do so.

UNIT 8 – DOMINOES

<p>Inequitable</p>	<p>Refers to differences which are unnecessary and avoidable, rather than just ordinary differences amongst people. We also mean that this is the result of unfairness or injustice</p>
<p>Community Development</p>	<ul style="list-style-type: none"> • Promoting learning, knowledge, skills, confidence and the ability to act collectively. • Taking positive action to address inequalities in power, access and participation. • Strengthening organization, networking and leadership with and between communities. • Working for change through increased local democracy, participation and involvement in public affairs.
<p>Health inequalities (or inequalities in health)</p>	<p>The differences in people's health between geographical areas and between different groups of people</p>
<p>Community participation</p>	<p>Occurs when a community organises itself and takes responsibility for managing its problems. Taking responsibility includes identifying the problems, developing actions, putting them into place, and following through into action</p>
<p>Consultation</p>	<p>Local opinions are sought. Outsiders analyse data and decide on course of</p>

	action.
Social justice	Refers to the concept of a society in which justice is achieved in every aspect of society, rather than merely the administration of law. It is generally thought of as a world which affords individuals and groups fair treatment and an impartial share of the benefits of society. It can also refer to the distribution of advantages and disadvantages within a society.
Social model of health	Takes into account how other influences have an impact on people's health. Some of these other influences are a person's culture and belief system, or how much money they have compared to others, access to housing, how well they do at school, and opportunities as well as the wider environmental, political and socio-economic conditions in which people live.
Medical model of health	Defines health mainly as the absence of disease. This is because of the belief that medical science must find cures for diseases in order to return people to health
One dimensional power – visible power	When we can see power in action. We can observe conflict between groups or interests
Two dimensional power – hidden power	When you cannot see any obvious conflict but things are not dealt with - less powerful groups' issues don't reach the agenda
Three dimensional power – wasted power	When less powerful people have internalised the idea that they are less worthy, less important

Absolute Poverty	Assumes that it is possible to define a minimum standard of living based on a person's biological needs for food, water, clothing and shelter
Relative Poverty	When people lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in the societies to which they belong