

The Journey of Life

COMMUNITY CONVERSATIONS GUIDE



ACTION WORKSHOP 4: SOCIAL CONNECTEDNESS

1st Edition, February 2016



Psychosocial Wellbeing For All Children

REPSI (the Regional Psychosocial Support Initiative) is a non-profit organisation working to lessen the devastating social and emotional (psychosocial) impact of poverty, conflict, HIV and AIDS among children and youth. Our aim is to ensure that all children have access to stable care and protection through quality psychosocial support. We work at the international, regional and national level in East and Southern Africa. We believe that the best way to support vulnerable children and youth is within a healthy family and community environment. We partner with governments, development partners, international organisations and NGOs to provide programmes that strengthen communities' and families' competencies to better promote the psychosocial wellbeing of their children and youth.

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A message from the CEO - REPSSI

Social connectedness is a key component of psychosocial support and psychosocial wellbeing. Helping children, families and communities to increase their connectedness is an important psychosocial support activity. Social connectedness refers to the (positive) quantity and quality of meaningful and supportive relationships between people. Social connectedness is the opposite of social isolation. Social isolation is the inadequate quality and quantity of social relations with other people. Social isolation can refer to how alone a person is but also to how lonely a person feels. A person may feel isolated even when surrounded by other people.

Socially connected people have meaningful and trusting relationships and bonds with those around them, including their peers, families and communities. We can strengthen psychosocial wellbeing and mitigate (minimize) people's feelings of being poor and marginalized (left out) by strengthening social connectedness. Social connectedness builds resilient children, adults, families and communities. Improving Social connectedness can also improve individual's access to support and resources. Culture plays a key part in being socially connected and to having meaningful relationships within communities and society.

Needing help and giving help gives us all purpose in life.

This workshop is an important addition to the Journey of Life series and looks at ways that we can support children (and the adults in their lives) to be socially connected.



Noreen Masiwa Huni
Chief Executive Officer
REPSSI

Foreword

Synergos Institute, in collaboration with Kim Samuel, welcomes this addition to the Journey of Life Series. We hope that the workshops on **social connectedness** will empower participants to help children to deepen and widen the connections they have with other people in their families, peer groups and communities. This is important work. Well-being, and especially the well-being of children, depends on positive connections with other people. Being connected with others means that people do not have to face life's journey alone or without support. Being connected also helps people to fulfil their rights.

This is why Synergos Southern Africa has a Social Connectedness programme. Together with different partners, the programme aims to build an awareness of the value of social connectedness and of the risks of social isolation. The programme also aims to cultivate skills for deepening

connectedness and overcoming isolation. The programme also aims to cultivate skills for deepening connectedness and overcoming isolation, particularly for children affected by poverty. Synergos is privileged to partner with REPSSI in several initiatives around social connectedness. This Journey of Life workshop is one such initiative.

Why is social connectedness so important? In all stages of life, people need meaningful bonds and relationships with others. This is a deeply human need. New-born infants, growing children, young and mature adults alike, as well as elderly citizens nearing the end of their journey through life – all need the recognition and care of other people. When the need for human connection is not satisfied, life's journey is lonely, bleak, risky and sometimes even destructive. Feeling all alone in the world can destroy a child's self-worth and

hamper their wellbeing and development. Children's psychosocial development depends on the number and quality of relationships they have with others, in their families, peer groups and communities. Through their interactions with other people, children learn to speak and think. The quality and kinds of social connections they experience also shape the development of their sense of self and their respectful sense of others.


Meaningful relationships are a foundation for social cohesion. They help children, as well as older people, to value others and to feel valued by them. They enable a sense of belonging to a community that children can trust and care about. Social connectedness also gives them access to the opportunities, services and resources they may need on their journey through different stages of their lives.



Foreword continued

Across Africa there are longstanding indigenous ways of nurturing social connectedness and a sense of belonging. Storytelling, song, ritual, prayer and community events are just a few examples. We encourage you to explore which practices in your own communities might help to build children's social connectedness and so contribute to their well-being and the fulfilment of their rights.

We wish you well in your community dialogues and in shared commitment to support the well-being of children in your community.



Len Le Roux

Senior Director, Synergos Institute

Acknowledgements:

Towards the development of this manual, REPSSI and Synergos would like to acknowledge Kim Samuel, the Samuel Family Foundation, Oxford University's Poverty and Human Development Initiative, Nelson Mandela Children's Fund (NMCF) and the Foundation for Community Development (FDC) in Mozambique, Hope Worldwide Kenya, BOCODOL, NAMCOL and the Institute of Social Work Tanzania.

The Journey of Life Series

The Journey of Life series is a REPSSI community mobilization tool which facilitates community conversations and action planning about important issues. The JOL community conversations bring together diverse groups of people to engage in a dialogue about a vision and priorities for improving child wellbeing in the area.

The basic methodology is as follows. A group of stakeholders look at a picture, discuss it following a series of prompts, then reflect on a series of key learning points (intended messages of the pictures).

The pictures used in this guide tell a story. People talk about the story and how it applies to their own lives. A picture is a useful way to allow groups of people of any educational level to share their knowledge and skills and to develop strategies to improve their lives.

Participants share what they think and feel, and listen to what others think and feel. Differences of opinion are respectfully listened to. The goal of the conversation is not to reconcile the differences, but to listen to and appreciate each view point, looking for areas of common ground that lead to specific recommendations on the issues that the conversations focus on.

The people who participate in a community conversation can all live in the same community. Or they may be a community who work together at the state or local level on behalf of young children and their families.

These conversations encourage the transfer of knowledge and skills within a community and between communities.

What will the community gain from holding a community conversation?

- An opportunity to participate in shaping the vision and priorities for improving the well-being of children and fulfilling their rights
- A platform to bring together a diverse group of community members to hold a dialogue about their hopes and concerns, creating a potential springboard for community based action
- An opportunity to increase the commitment of all sectors of the community to children across their life cycle stages, and increase the understanding of child well-being

What is the purpose of the JOL community conversations?

The information generated during the conversation will be used to help inform development plans. Communities can also use information from the conversation as they work together to create local approaches to building communities, and households that care for, protect and nurture children and young people.

Other Journey of Life Action workshops in this series are:

Action Workshop 1:

Community Parenting

Action Workshop 2:

Supporting Grieving Children

Action Workshop 3:

Lessons from Life:

Action Workshop 4:

Social Connectedness

Action Workshop 5:

Making our Communities Safer

Purpose of workshop

To introduce participants to the concepts of social connectedness and social isolation and to support them to come up with an action plan that reduces social isolation and strengthens social connectedness.

Who to invite to this workshop

The facilitator should make sure that a wide range of different people are invited to this workshop such as children who are 12 years and older, parents, caregivers and other community members such as teachers, nurses, community workers, police men and women etc.

Facilitation Tip

For each activity the following steps are recommended:

- 1) show the participants the picture
- 2) use the prompts to facilitate discussion
- 3) use the learning points to make sure that the intended messages were conveyed and covered
- 4) in small groups ask the participants to develop role plays that reflect local realities and that convey the lessons learned

Workshop schedule

Opening

Welcome and introduction to social connectedness

- Activity 1 Introducing the concept of social connectedness
 - Activity 2 Introducing the concept of social isolation
 - Activity 3 The relationship between social isolation and stigma
 - Activity 4 The relationship between social isolation and poverty
 - Activity 5 How social connectedness facilitates access to opportunities, services and resources
 - Activity 6 Recognizing social isolation
 - Activity 7 What can be done to strengthen social connectedness
 - Activity 8 Peer support and connection
 - Activity 9 Children's participation
 - Activity 10 Inclusion
 - Activity 11 Culture and social connectedness
 - Activity 12 Religion, sport and social connectedness
 - Activity 13 Making an action plan
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Welcome

The facilitator welcomes* the participants and outlines the purpose of the workshop.

“Welcome to the Journey of Life Social Connectedness Action Workshop.

This is a 1-2 day workshop that helps communities discuss how parents, caregivers and children can all build strong relationships with each other. So many things bring us together. We are all connected.

This workshop is about the connections we all have with one another, and how we can use these connections to help our own families and those families in need. Some of you may be in family groups today, and some of you may be connected in other ways. Can you think of a song or proverb that speaks about our togetherness, about belonging to each other, about being members of one family?

Let’s share those proverbs and sing that song.”

Activity 1 *What is social connectedness?*

Materials needed: Picture **SCI**

List of learning points on a flip chart for Picture SCI (to be only made visible after the group discussion)

⌚ Time required: 30 minutes

Purpose:

To get the participants to understand what social connectedness means.

Instruction to participants:

The facilitator divides the participants into groups of 5 and asks them to explain what is going on in the picture (SCI) and to work through all the prompts below.



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- Try and define the term “social connection” capturing your group’s definition on a piece of paper
- Why do you think the children look happy?
- Who is it important for a child to connect to?
- Was there a special person in your childhood who you connected to?
- What made this relationship special?
- Are there any proverbs in your culture that express the idea of social connection? For example, which translated from Zulu means, ‘Umuntu ngumuntu ngabantu’, People are people through other people”.
Or “Chara chimwe hachitswanyani inda” - Shona for “one finger can not kill a louse”.
Or “No person is an island unto themselves.”

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points:

- Social connectedness refers to the (positive) quantity and quality of meaningful and supportive relationships between people.
- Social connection refers to socially connected people who have meaningful and trusting relationships and bonds with those around them, including friendships, as well as connections to their families and communities.
- In the picture children and adults are connecting with each other.

- Social connectedness begins with babies being carried on their mothers’ backs where they are safe, warm, close to their mother, can hear their mother sing, the mother can easily know when the baby needs something.
- They look happy because they are connecting with each other.
- It is important to connect to friends, family, school, teachers, clinic, NGOs, government.
- Children and adults can connect at the family level and at the community level.
- If you are socially connected you feel more supported and less alone.

Activity 2 *What is social isolation?*

Materials needed: Picture SC2

List of learning points on a flip chart for Picture SC2 (to be only made visible after the group discussion)



Time required: 30 minutes

Purpose:

to explore what social isolation means.

Instruction to participants:

The facilitator divides the participants into groups of 5 and asks them to explain what is going on in the picture (SC2) and to work through all the prompts below.



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- Do you think the child is really at the bottom of a well or that is just the way they feel?
- What people and places are out of reach when you are socially isolated?
- At what age do you think a person can be socially isolated?
- Is it only children who can be socially isolated?
- Reflect back on times you have felt socially isolated.
- How does it feel to be socially isolated?
- Do you know people in your own community you think are socially isolated?
- “At different points in our lives we have all probably felt more and less socially isolated. Think about this for a minute and - if you want to - share with one other person.
- Try to define “social isolation” and write this on a flip chart.

Once the discussions in small groups have taken place, allow time for sharing in the wider groups and then share the following **Learning points**.

- **Social isolation** is the inadequate quality and quantity of social relations with other people.
- Social isolation can refer to how alone a person is but also to how lonely a person feels. A person may feel isolated even when surrounded by other people.
- When a person feels socially isolated they may feel lonely, sad, depressed, hopeless and unsupported.
- A depressed person might become withdrawn and socially isolate themselves.
- When a person is socially isolated they also have less access to resources.
- Children and adults can be socially isolated.

Activity 3 *The relationship between social isolation and stigma*

Materials needed: Picture **SC3**

Learning points for SC3 written on a flip chart but only made visible after activity 3 discussion.



Time required: 30 minutes

Purpose:

To explore the link between social isolation and stigma.

Instruction to participants:

The facilitator divides the participants into groups of 5 and asks them to explain what is going on in the picture (SC3) and to work through all the prompts below.



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- Why do you think the child is being teased / bullied / stigmatized / discriminated against?
- Is it only children who are teased / discriminated against / stigmatized?
- What other forms do you think discrimination can take?
- Why are children, families and adults stigmatized / teased / bullied / discriminated against?
- Do you know any children or adults or families who are stigmatized in your community?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points:

- The intended message of the drawing is that the isolated child is being teased (stigmatized / discriminated against) by other children.
- Stigma refers to discrimination on the basis of otherness such as racism (discrimination on the basis of race), age-ism (discrimination on the basis of age) etc.
- Social isolation often goes hand in hand with stigma.

- Social isolation often begins with stigma. First you are labeled as different and unworthy, then you are teased and then you are excluded.
- Stigma might not take the form of bullying or physical violence but can take the forms of gossip or simply ignoring or excluding people.
- Both children and adults can be stigmatized.

Activity 4 *The relationship between social isolation and poverty*

Materials needed: Picture SC4

List of learning points
(to be shared only after the discussion)



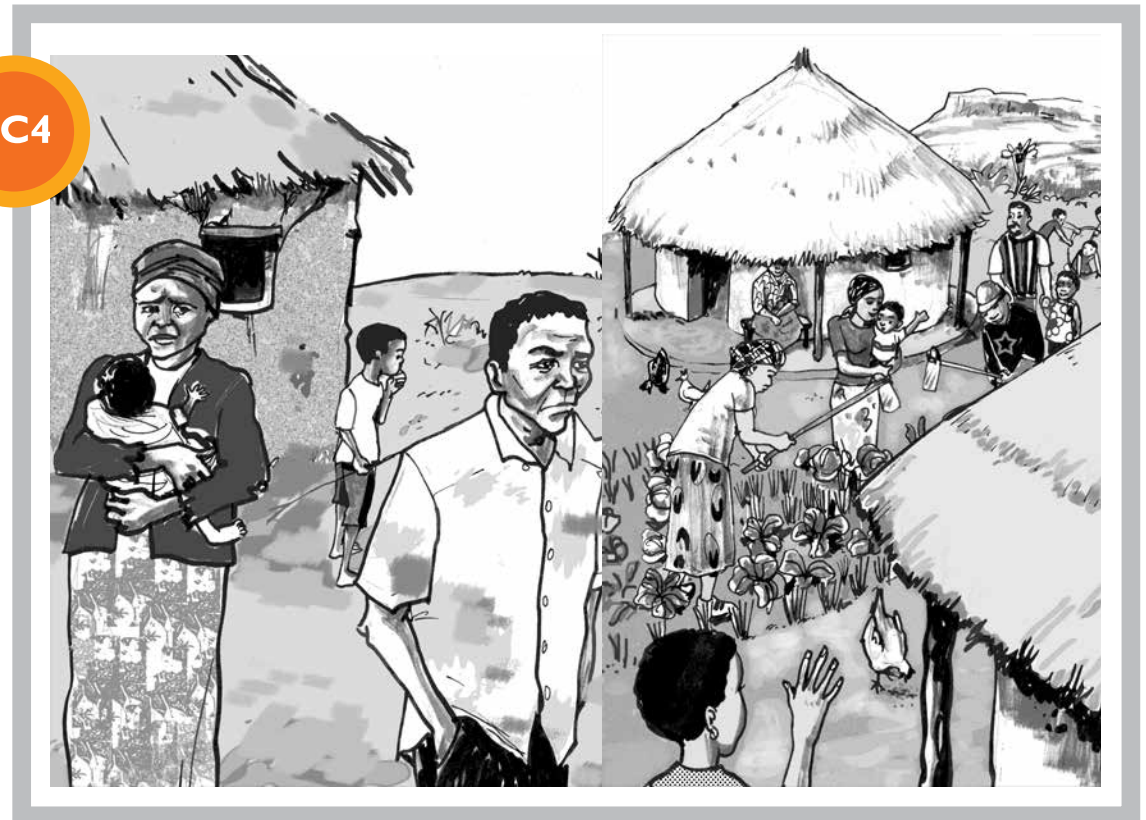
Time required: 30 minutes

Purpose:

To explore the relationship between social isolation and social connectedness with poverty.

The facilitator divides the participants into groups of 5 and asks them to explain what is going on in the picture (SC4) comparing the two sides of the picture and to work through all the prompts below.

SC4



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- What is the difference between the families on the left hand side the family on the right hand side of the picture?
- Do you think all the families are poor?
- Do you think all the families feel poor in the same way?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points:

- All of the families (the two on the left hand side and the one on the right hand side) are poor but the two on the left hand side are socially connected as well as proud. The families on the left hand side have connected with each other socially and economically by starting a communal vegetable garden. The third family on the right hand side is poor but added to that burden they are also socially isolated and filled with shame and humiliation.
- All families might be described as poor but the one family is more socially isolated than the other and is therefore less supported and has less access to resources that are available.
- This more socially isolated family is more likely to feel alone, shame and humiliation.
- We cannot easily change material aspects of poverty (that is give poor people money, better housing etc.) but we can strengthen social connectedness, which can improve psychosocial wellbeing and increase the chances of poor people breaking out of the poverty trap.

Activity 5 *How social connectedness facilitates access to opportunities, services and resources.*

Materials needed: Picture **SC5**

Learning points for SC5 written on a flip chart but only shared after the discussion.

 Time required: 30 minutes

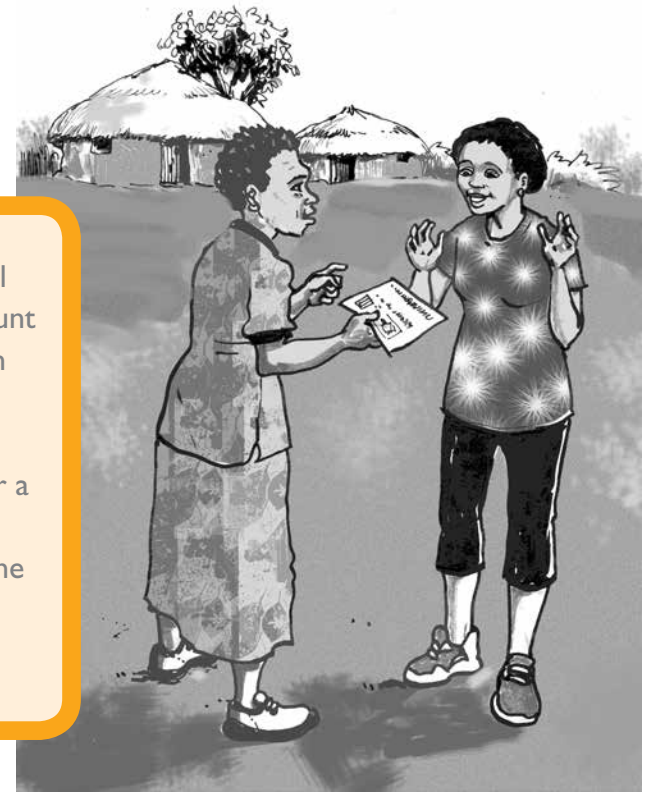
Purpose:

To explore how social connectedness facilitates access to opportunities, services and resources.

Divide participants into groups of 5 and tell them:

SC5

This teenager in a rural area is talking to her aunt who has a brochure on the university. He can then contact the university and apply for a scholarship. If she was more socially isolated he may never have discovered this opportunity.



Then ask the groups to discuss the picture using the following prompts

- How in your own lives has social connectedness opened up opportunities for you?
- How might social isolation have been or is a barrier to opportunities in your life?
- Can you define social capital?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points:

- Social connectedness facilitates access to opportunities, services and resources.
- We can help socially isolated families and individuals to become more socially connected.
- People, institutions and organisations can be seen as social capital which we can connect or be connected to.
- Social capital can be defined as the connections between individuals and organisations that can be economically or socially valuable.



FACILITATOR TIP
Tell the group that pictures SC6-SCI2 (to follow) explore what we can do to strengthen social connectedness and reduce social isolation.

Activity 6 *Recognizing social isolation*

Materials needed: Picture **SC6**

Learning points for SC6 written on a flip chart but only shared after the discussion.



Time required: 45 minutes

Purpose:

To explore the importance of identifying social isolation when and where it exists.

Instruction to participants:

The facilitator divides the participants into groups of 5 and asks them to explain what is going on in the picture (SC6) and to work through all the prompts below.

SC6



Prompts:

- What do you see in the picture?
- What is the intended message of the picture?
- What signs might a parent or teacher or community worker notice showing that a child is socially isolated?
- Is it only children who can be socially isolated?
- Do you know people in your community who are socially isolated?
- How do you know they are socially isolated?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- Picture shows a teacher observing a child who is socially disconnected and socially isolated. The child has no friends and is looking sad.
- We say that a child (or adult) is socially isolated if:
 - for the last 2 weeks, little or no time has been spent interacting with parents or caregivers in the household
 - for the last 2 weeks little or no time has been spent in face-to-face interactions with friends, relatives or significant adults living outside of the household
 - the child has no one to turn to for emotional support
- A child (or one adult) can be surrounded by lots of people but can feel lonely because he or she doesn't receive emotional support from any of these people.

- In this case we say that you are socially isolated because:

-You feel that people in your life do not care about you

-You feel that you don't belong in your community

-You feel rejected

-You feel that there is no one you trust

Allow time for further discussion once these learning points have been shared as well as for discussion in larger groups.

Activity 7 *What can be done to strengthen social connectedness.*

Materials needed: Picture SC7

Flip chart with learning points for SC7 but only shared after the discussion.

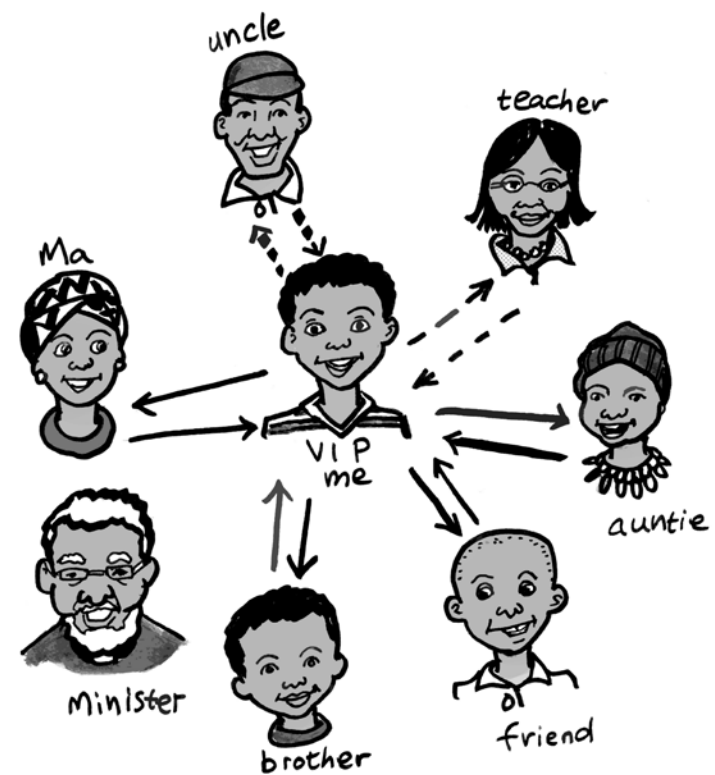
⌚ Time required: 45 minutes

Purpose:

To explore what can be done to strengthen social connectedness and to explore the idea that social connection is a two way process.

Divide participants into groups of 5 and ask them to discuss the following points using the prompts provided:

SC7



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- What do the solid lines represent?
- What do the dotted lines represent?
- What do no lines represent?
- Why are there arrows and lines in two directions?
- What can you do to strengthen relationships in a) a child who is socially isolated and b) in an adult who is socially isolated.

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- The intended messages of the drawing are these:
 - Strong unbroken lines show that the child is strongly connected to the other person.
 - The arrows show that the child is active in the relationship and offers something in return for the love and support she or he received.
 - Dotted lines mean that the child is loosely connected.
 - No lines mean that the child is not connected to the other person.
- To strengthen social connectedness we can help to build trusting and trustworthy relationships among all relevant role players in a child's immediate environment — children, family members, teachers and community organisations and governmental agencies.
- Do not see the child or socially isolated person as a victim who deserves help and with nothing to give in return. Think about things this person can offer others to strengthen their social connectedness.
- Draw a similar drawing for yourself - one which shows people you are more and less connected to.

Activity 8 *Peer support and social connection*

Materials needed: Picture SC8

Filp chart with learning points for SC8 but only shared after the discussion.



Time required: 30 minutes

Purpose:

To explore the importance of caring and trusting relationships between children and other children, and to find ways to build these intentionally.

Divide participants into groups of 5. Show them picture SC8 and explain that the “teacher” is facilitating play and contact between children.

SC8



Ask the groups to have a discussion using the following prompts

Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- How can we intentionally encourage children to play with each other?
- What can happen if parents and caring adults are not there to monitor and supervise play between children
- How important is it that children have a place and time to play which feels safe?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- Just by bringing children together and providing a safe space for them to play in you will be strengthening their social connection to each other.
- Some “games” that children play are more cooperative and less competitive than others, these cooperative games are the ones you want to encourage and promote.
- It is important to try and facilitate play involving the most socially isolated children.
- Left to themselves and without supervision children might bully, exclude and socially isolate certain children.

Activity 9 *Children's participation*

Materials needed: Picture **SC9**

Flip chart with learning points for SC9 but only shared after the discussion.



Time required: 30 minutes

Purpose:

To explore the importance of promoting children's participation in decision-making at home, at school and in their communities.

Divide participants into groups of 5. Ask them to discuss what is going on in the picture using the following prompts.

SC9



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- How do we engage communities to create opportunities for child participation in all matters that affect them?
- How was this done in the past?
- Have you heard the saying, “Children should be seen and not heard”? What do you think of this saying?
- What are the benefits of including children in all matters that affect them?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- The intended message of the picture is that parents should consult children at home regarding all matters that concern them.
- It is important to support children’s participation in decision-making at home, at school and in their communities.
- Child participation enhances self-confidence and builds resilience.
- Child participation results in children’s buy in and sense of responsibility.
- Through participation, children see themselves as contributing to their surroundings in ways that value their evolving capacities.

Activity 10 *Inclusion*

Materials: Picture **SCI0**

Flip chart with learning points for SCI0.

 Time required: 30 minutes

Purpose:

To explore the concepts of inclusion and acceptance of difference.

Divide participants into groups of 5 and ask them to discuss picture SCI0 using the following prompts:

SCI0



Prompts

- What do you see in the picture?
- What is the intended message of the picture?
- What categories of children are being included in the picture?
- Do you know children in your community who are socially excluded?
- Is there more social inclusion, or social exclusion in your community?
- How does inclusion and exclusion operate in your community?
- What can you do to promote social inclusion and acceptance of difference?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points.

- The intended message of the picture is one of inclusion, that is a child in a wheelchair, a visually impaired child, and children of different races, genders, cultural backgrounds and religions, all accept each other and play together.
- When you work to promote social inclusion and acceptance of difference we call this anti bias or anti stigma work.
- Children are not born with prejudice, they learn it from adults and there is a lot we can do to help them grow up as tolerant and accepting adults.

Activity 11 *Culture and social connectedness*

Materials: Picture SCII

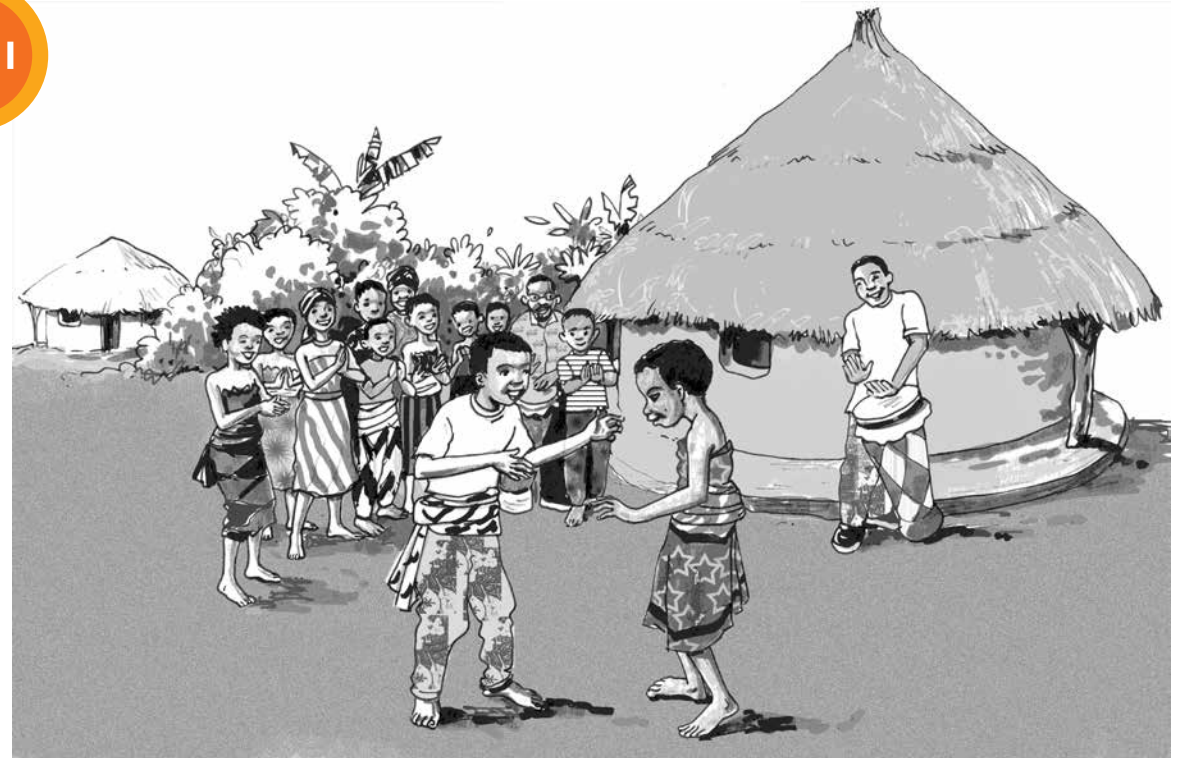
Flip chart with learning points for Picture SCII

 Time required: 30 minutes

Purpose:

To explore how cultural practices can promote social connectedness but also how they might have the opposite effect.

Divide participants into groups of 5 and get them to discuss picture SCII using the following prompts



Prompts

- What is going on in the picture?
- What is the intended message of the picture?
- What cultural practices (at family and community level) do you know that support social connectedness?
- How does this work?
- What cultural practices do you know that support and reinforce social isolation?
- How does this work?
- How can you adapt existing cultural practices to further strengthen social connectedness?
- What cultural practices that support social connectedness have died or are dying out?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- The intended message of the picture is that children can participate in cultural events and ceremonies that promote a sense of belonging and social connectedness.
- There may be existing cultural practices that support social connectedness.
- In the past children might have taken part in cultural practices that promoted social connectedness, gender equality and inclusion.
- These practices may be dying out but they can be revived.
- Culture is always changing and can be adapted to make these practices more gender sensitive and inclusive.

Activity 12 Religion, sport and social connectedness

Materials: Picture SCI2

Flip chart with learning points for Picture SCI2 but only shared after the discussion.

 Time required: 30 minutes

Purpose:

To explore how religion and sport can be used to promote social connectedness.

Divide participants into groups of 5 and ask them to discuss Picture SCI2 using the following prompts

SCI2



Prompts

- What do you see in the picture?
- What is the intended message?
- How does religion support social connectedness?
- How does sport support social connectedness?
- How can religion deepen social isolation?
- How can sport deepen social isolation?

The facilitator must then allow the groups to share the main points of their discussion with the larger group.

After this the facilitator shares the flip chart with the learning points with the whole group and allows for further discussion if necessary.

Learning points

- Picture SC12's intended messages are:
 - Religious practices can bring community members together and promote social connectedness
 - Sporting activities can also bring community members together and promote social connectedness
- Although most sports are competitive they also promote team work
- Children who are not chosen for teams in competitive sports will feel socially excluded.
- Where children are taught to be intolerant of other religions this promotes stigma and social isolation.

Activity 13 *Making an action plan*

Materials: Picture SCI3

A flip chart page and a marker pen
All the flip chart pages setting out the lessons learned for each picture.

Purpose:

Participants are able to make an action plan that reflects what they have learned and that strengthens social connectedness and reduces social isolation in their own communities.

Time required: 30 minutes

“Now you are familiar with all the social connectedness picture codes. You should also have a good understanding what social connectedness and social isolation mean.

Lastly we want you to experience the process of making an action plan to increase social connectedness and to decrease social isolation in a community.

This time we want you to get into groups with people from your own community. Each group should have no more than 6 members so as to allow for full participation from each and every one of you.

Using the grid below and by referring to the learning points for each picture code, build an action plan that can help to strengthen social connectedness and reduce social isolation in the community in which you live or work. Try to list at least 5 activities.

Once you have developed your anti-social isolation action plans, each group will have a chance to share these.

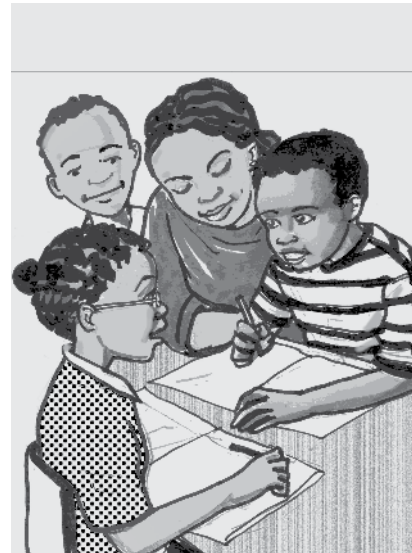
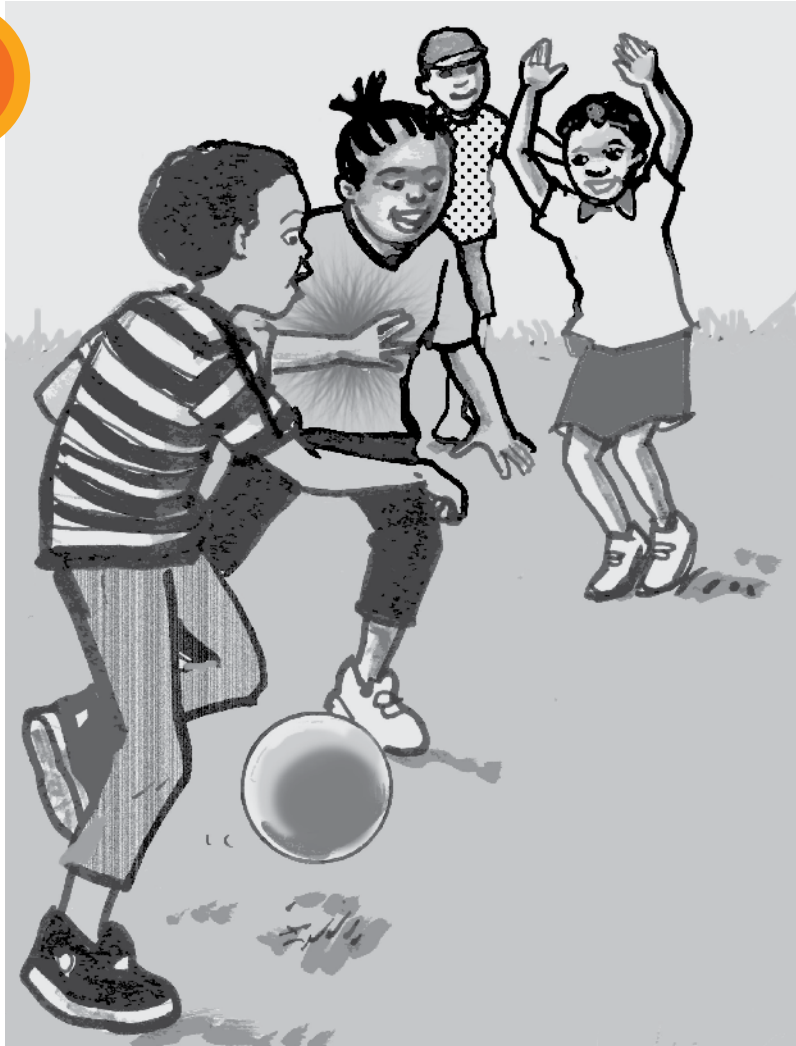
Please note that this is just a preliminary action plan. With more time and dialogue you will need to flesh out this plan and commit resources (financial and human) to your plan. To give you the idea we have filled out 2 activities as examples.

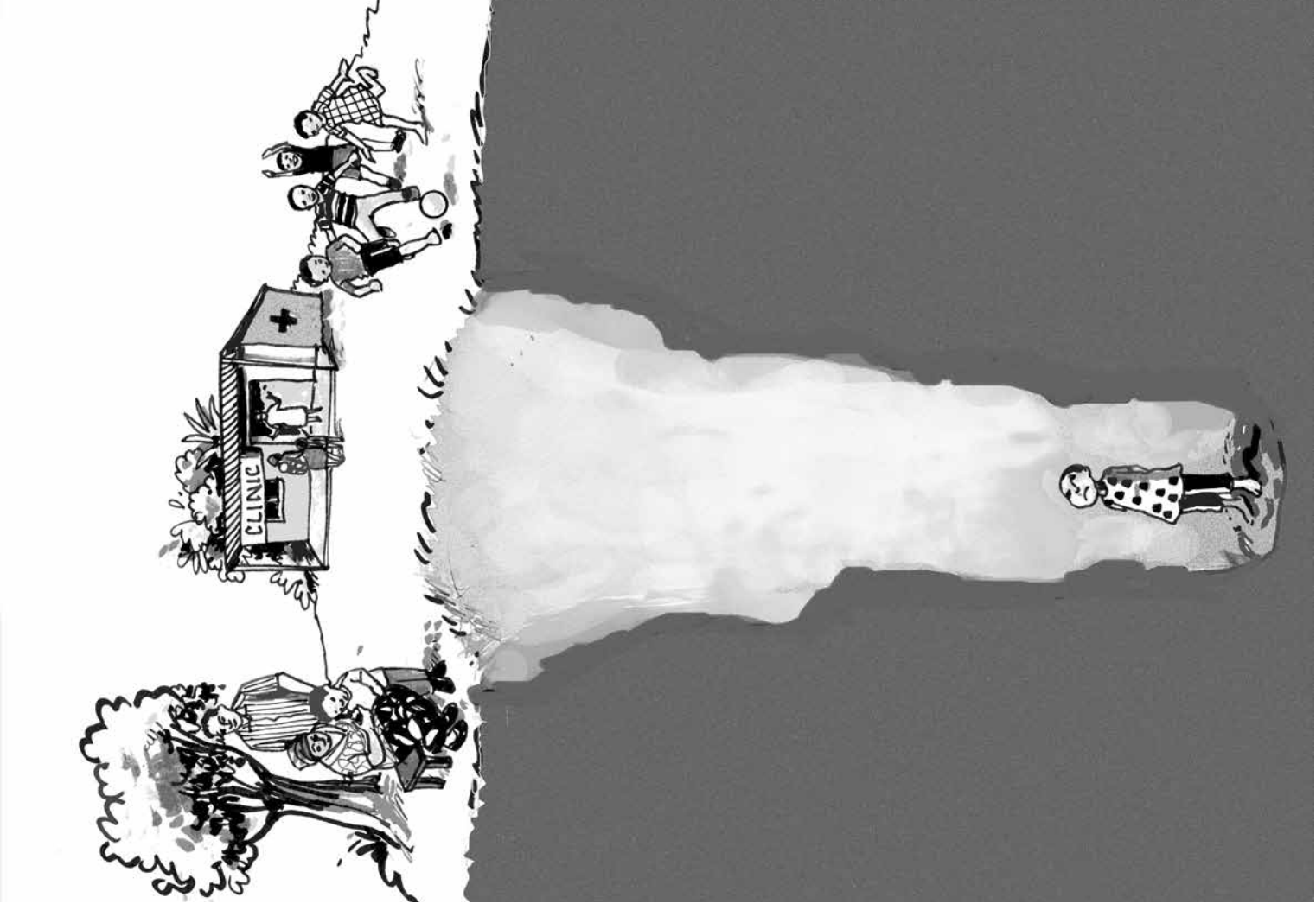
Once you have developed your action plan as a group, share it with the wider group.

ACTION PLAN

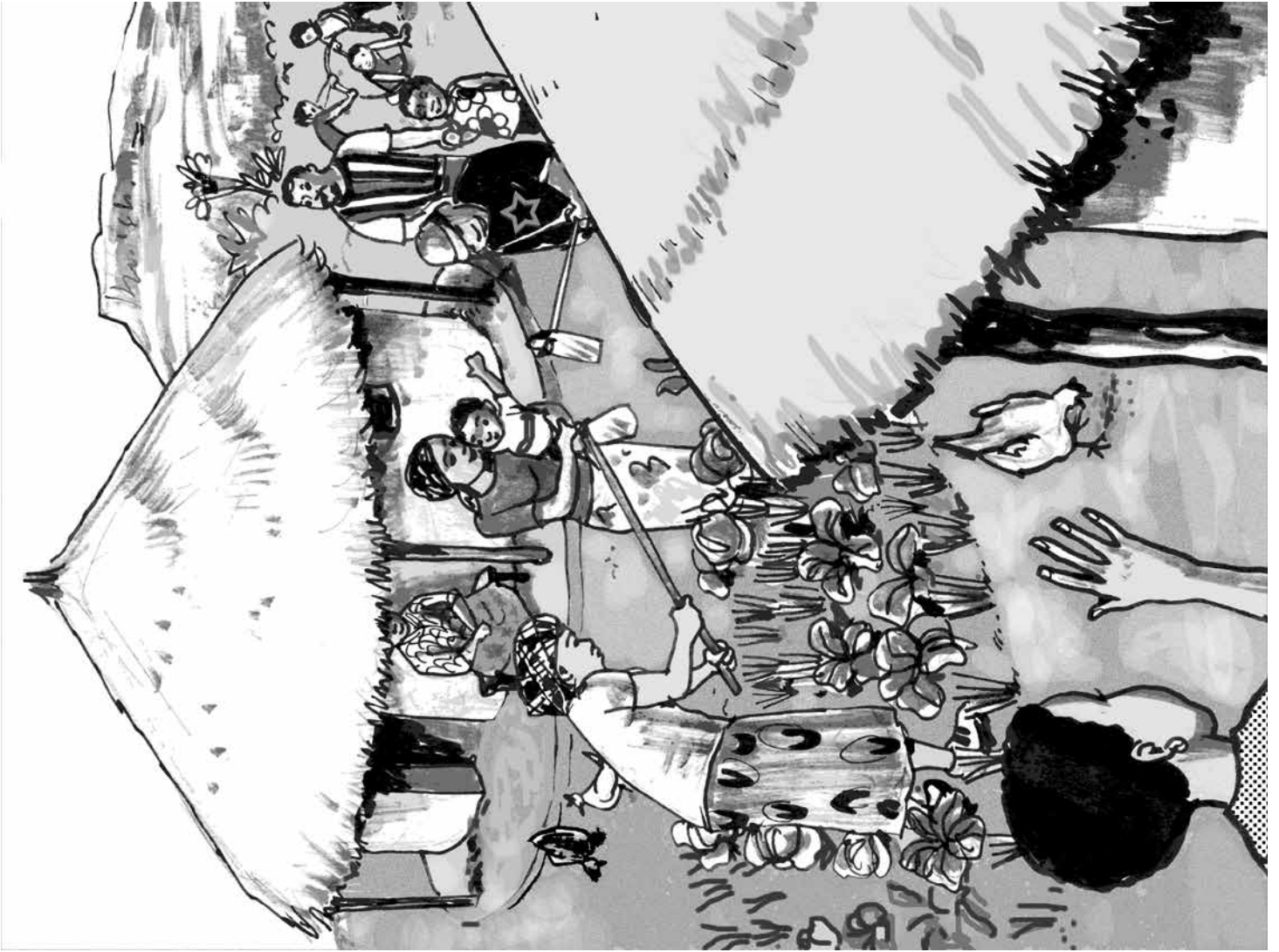
As a community, to strengthen social connectedness, we can:

SC	ACTIVITIES	THEME	WHO WILL DO IT	HOW (PROCESS)	TIME LINE
1	Develop an anti stigma – anti bullying campaign in schools	Stigma	Student representative council and teachers – contact person Mrs Dlamini	Weekend workshops and training of anti bullying monitors and mediators - launch of campaign during school breaks	October – development of campaign plan November – training of monitors December – monitor campaign in action
2	Develop a communal chicken and vegetable project	Social connectedness to reduce poverty	Elected committee – chairperson	Fund raise (in the community) for initial capital to buy day old chickens and chicken food	October – develop business plan November – begin project
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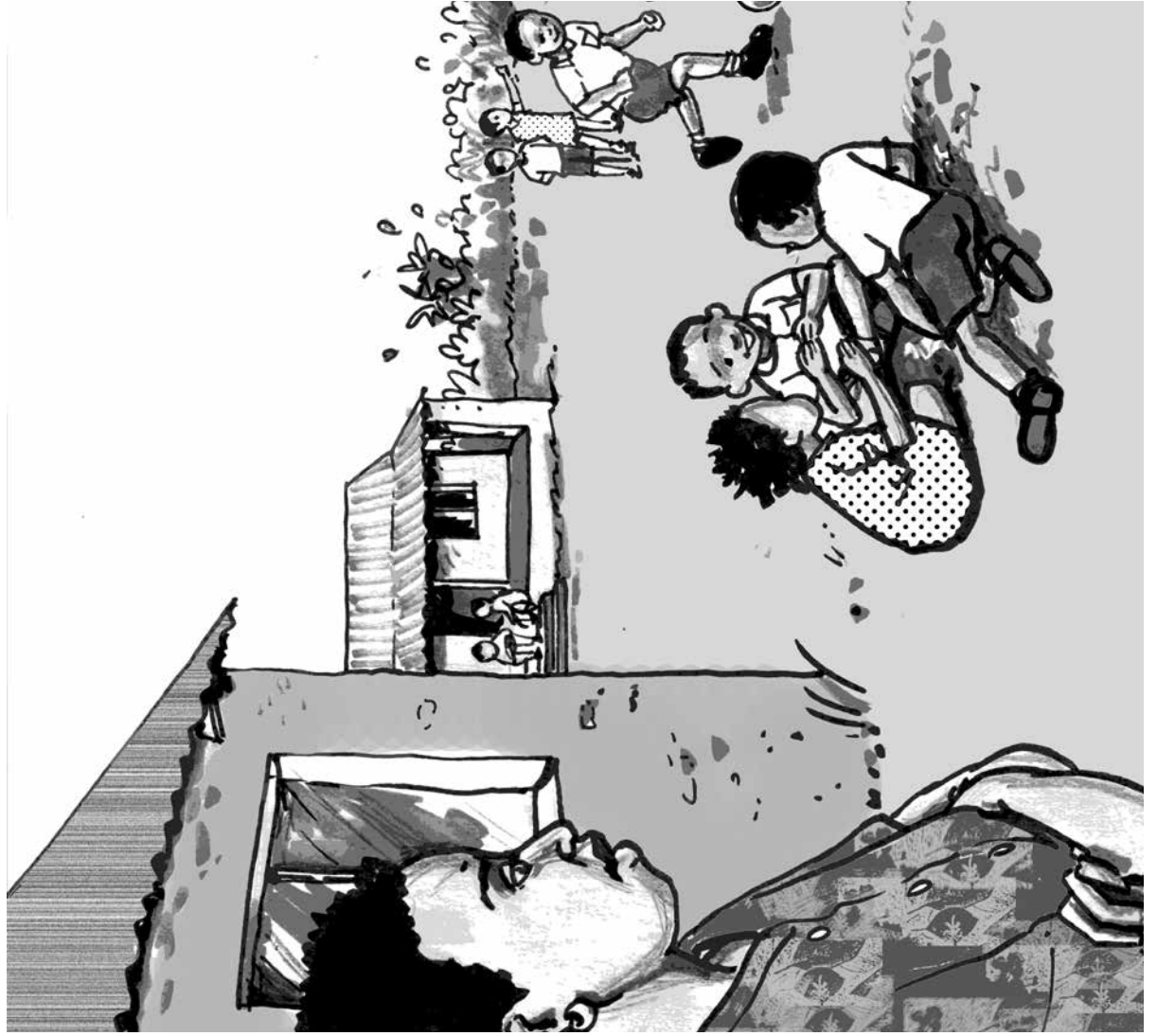


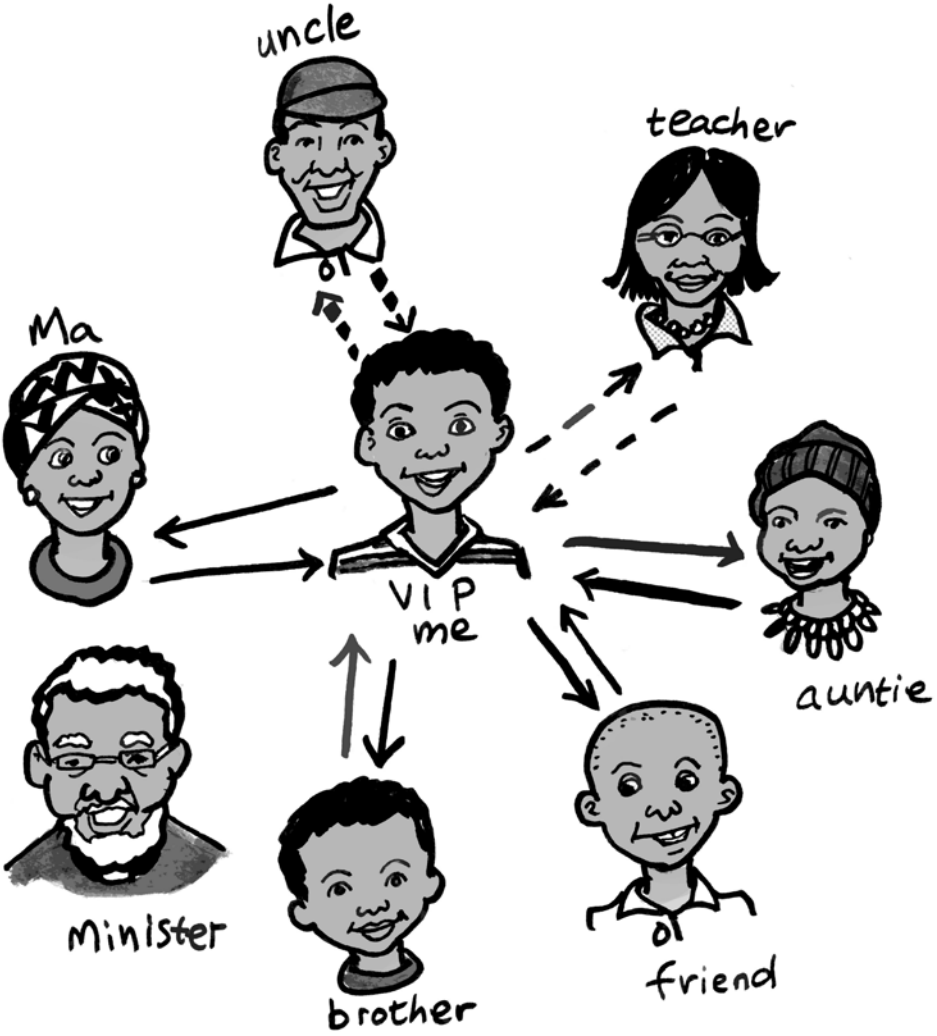








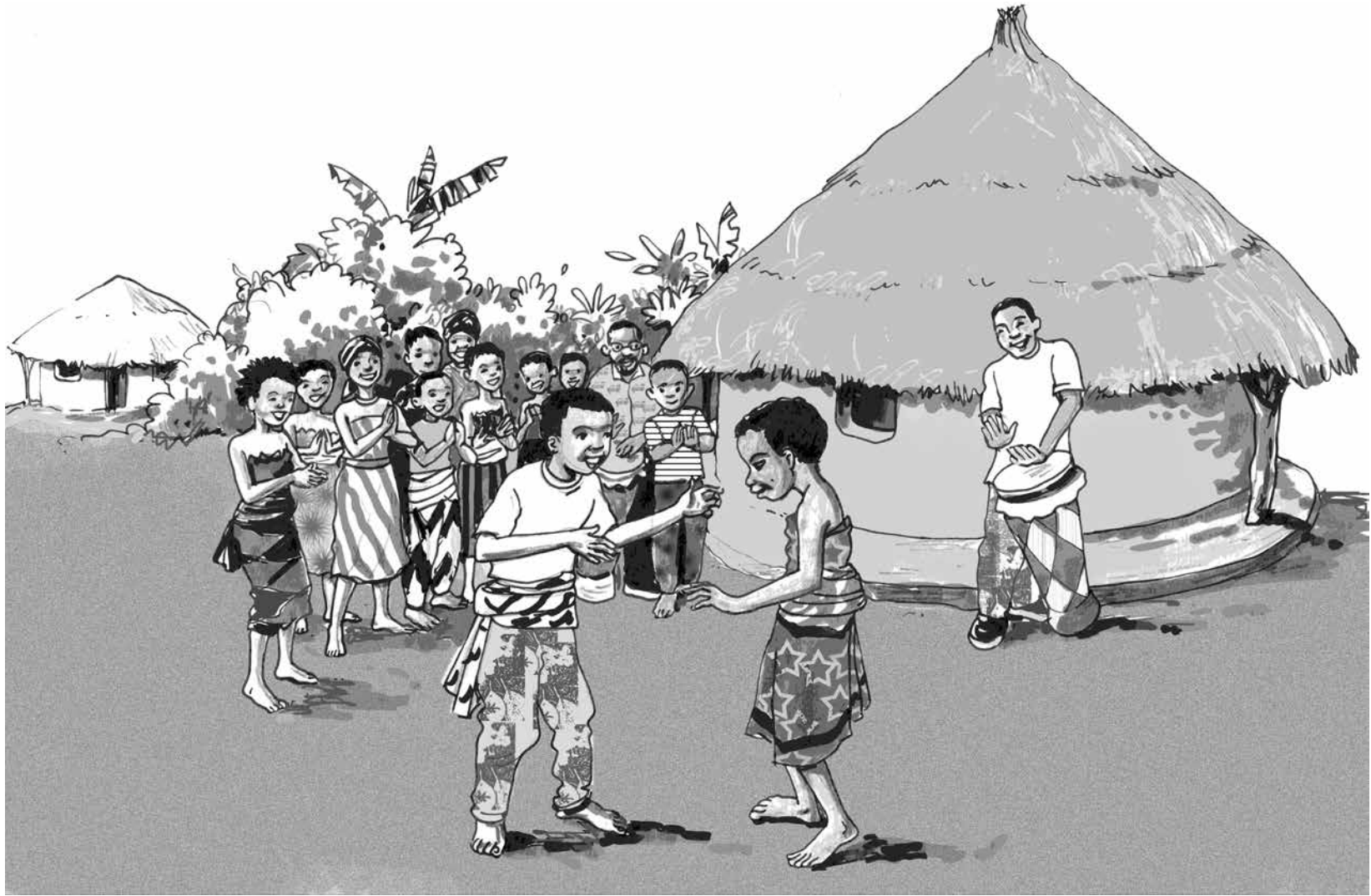


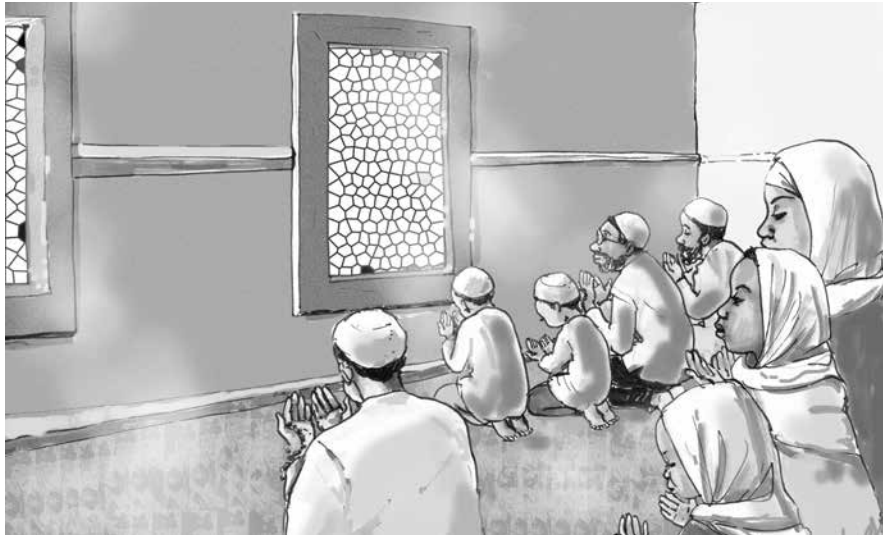














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