

# Passion in Action – Creating Effective Social Change Projects

## I. CREATING A CREDIT UNION

MY BHAG was to be able to ask people for money for our Credit union! On our last day we did an exercise designed by Robert Dilts that made a huge difference to me. The exercise enabled me to ask all attendees for cash. We collected money, sweets and a couple of business cards. From this we came to work with Phil of Excitant and produced our strategy that is now pinned on the office door. We open for business on June 2<sup>nd</sup> and have just had an Open Day for volunteers.

Many have remarked on my unflagging enthusiasm. When we finally got our approval from the FSA – I went down like a stone. After a weekend away I had a new goal to aim for and a vision of being the most successful start up Credit Union in the UK.

It was great to work with so many people with shared vision of how the world can be and to meet enthusiasts.

All working to make the world a better place ENORMOUSLY ENCOURAGING.

Check our website [www.southendcreditunion.co.uk](http://www.southendcreditunion.co.uk) - better still come and see us !  
Christine Robinson

## 2. EVERY CHILD MATTERS

Since the Social Change workshop:

I have been working within my LA (Redbridge) to support schools to make them more aware and encouraging them to develop and work in collaboration with partners to deliver Extended Schools Agenda (8am-6pm)- What we call the Core Offer, consisting of: Quality Childcare, A varied Menu of activities eg out of school hours learning before school, lunch time, afterschool, weekends and holidays; swift and easy referral eg putting parents in contact with relevant community and statutory organisations eg psychologists, speech and language therapists; community access eg the schools should be provided community providers access to their buildings and working in partnership with external providers; and parenting & family support - including parenting classes, access to ICT, developing parenting skills, enabling parents to access work, involving them in the life of the school, involving them in providing learning opportunities for young people eg mentoring, delivering out of school hours activities, involvement in the classroom, involvement in sports. The core offer should be accessed by parents either within or through the school.

A Framework for this delivery is around the 'Every Child Matters' agenda, organisations and schools need to consider providing opportunities that enable: Safety, healthy, economic well being, enjoy and achieve, positive

contribution and participation.

This is all about social inclusion and reducing barrier to learning, poverty, reducing teenage pregnancy, drug dependancy, worklessness, unemployment, reducing crime, combatting bullying, behaviour management; enabling attainment and achievement, enjoyment, promotes positive and good mental health, and providing improved life chances for those who would not otherwise have opportunities for life enhancement and reducing the poverty cycle for some families, and enabling better life choices.

Through my support as a Critical Friend, two of our Schools have achieved Quality in Study Support (Qiss) Recognition Status at emerged level, this was publicised in the local press, and information shared within the local authority schools through internal newsletter 'Redpen' and also Redbridge Life - a newspaper that circulates to every household in Redbridge.

I am also now managing a project with 7 of Redbridge schools in the South of Borough - these schools are accessing The Big Lottery Young People's Fund to deliver Extended Learning Opportunities (out of school hours learning) and the main criteria is that they show evidence of involving the young people and show that young people actually have a say in what is provided - the funding provides a range of activities for these schools, and may change according to the needs of the pupils.

I have supported Usha Chudasama to provide opportunity for her to deliver a course in school, based on enhancing the emotional intelligence of the young people, and have supported her in the making of a DVD utilising the specialism of Media Department of one of Extended Schools in Redbridge 'Mayfield High' - I have asked her to write up a case study and forward to PPD Learning.

I will be developing a partnership with University of the First Age, which provides training and accelerated learning work programmes to be delivered in out of school hours learning context - participants involved with deliver 'super learning days'; My aim is to support some of the black and ethnic minority pupils to benefit from peer tutoring/mentoring and help to raise the achievement and attainment of pupils in this particular target group, as well as other under achieving groups. This will build on some of the work of The Stepladder Foundation which have been working with Ethnic Minority Achievement Team to support BME pupils to reach higher potential. I would like to provide more opportunities for parents to get involved and more volunteering.

However, we need to find further funding to enable more young people to access extended learning activities and study support (out of school Hours Learning), and to provide opportunities for more creativity, and reduce the level of bureaucracy and multitudes of paperwork required by mainstream funding. Making links with local voluntary sector organisations is also important for the development of Extended Services, and establishing different ways of working with external agencies who might have similar agenda with targets that they also need to meet.

I have made a formal request to people who would like to volunteer a little time to support us in Redbridge by way of: mentoring, coaching, provide opportunities for work experience, training, working with schools and linking with Redbridge Business Education Partnership.

I have been engaging with people from the NLP community to support our agenda and invited people along to Redbridge Workshops, enable links between providers and schools, provided opportunities for people to come along to the NLP practice group to meet and network with providers and share skills.

I have also been approached by Youth & Community to sit on a steering group to develop a Summer University for young people.

Keeping abreast of current Social Exclusion issues: PPD Learning can make a link to regular newsletter: [www.socialexclusion.gov.uk](http://www.socialexclusion.gov.uk); email: [enquiries@odpm.gsi.gov.uk](mailto:enquiries@odpm.gsi.gov.uk).

A Leading organisation that supports schools, LAs, community providers to develop inclusive practices is: [www.continyou.org.uk](http://www.continyou.org.uk) – Continue to provide workshops and opportunities for networking and share knowledge, case studies and good practice.

visit: [www.redbridge.gov.uk/schools/out\\_of\\_school\\_hours\\_learning](http://www.redbridge.gov.uk/schools/out_of_school_hours_learning)  
[www.redbridge.gov.uk/learning/ooshl.cfm](http://www.redbridge.gov.uk/learning/ooshl.cfm)

Glenda Yearwood

### **3. THE HEALING FEELING**

My project – “The Healing Feeling” - involves introducing children aged 6 – 11 to simple but powerful exercises and activities to help them believe in their abilities and their own potential. I am the ‘light in a darkened room’ for the children in my care.

“The Healing Feeling” is a 10 week programme that evolved as a result of my experience as an authorised leader of ‘Heal Your Life’ personal development workshops for adults – They are based on Louise Hay’s philosophy that “It’s only a thought and a thought can be changed.” That was before I had even heard about NLP, and upon the realisation that our childhood beliefs and experiences are so important to how we live our lives as adults that in an attempt to help children to overcome the negative messages they get in life, I holistically teach concepts and life skills to stretch their minds so they are capable of thinking creatively and critically to analyse problems, accept challenges and make the right choices in life. I teach the children breathing techniques, how to use positive affirmations using mirrors; and discussion and creative visualizations are used for relaxation and to solve problems ‘mentally’. During the hour long sessions, I also teach drama, art and simple massage skills (with parental permission).

## **Why Creating Effective Social Change with NLP?**

I believe in the saying that 'when the student is ready, the teacher appears'.

My 'teachers' were in the guise of not only of the trainers, but also, the many other delightfully, down-to-earth, talented, qualified, and genuinely encouraging course participants, both young and 'young at heart,' that I met from a diversity of backgrounds - some of whom I have kept in contact with. There were people there that were new to NLP, whilst others were master practitioners and very experienced, but I wasn't made to feel like an inexperienced trainee NLP practitioner, instead, my participation was welcomed as a 'fresh perspective' and that made me feel at ease.

Everyone that came had many fantastic projects, or ideas of their own. For example, some wanted to start their own life coaching companies, do different church projects, improve and create changes within the organisations they were working for, others had left their own jobs and businesses to make global environmental changes, and there were retired people who still wanted to do more – all very worthwhile and commendable projects to serve the community.

### **What did I get?**

I came to the seminar wanting some help with taking this project forward as I consider it such a worthwhile project. For a year I have been, and still am, continually developing and refining the workshop with excellent results and the time had come to take it to another level but I didn't have the self-belief that I could take it forward or the know-how. I felt within my depth. The negative 'What if's.... from myself and those around me kept holding me back. I lacked the confidence in myself, and I felt quite isolated because I didn't have the contacts nor the finances – the leadership nor the necessary communication skills, but I knew that somehow I was going to do it. I had the faith and determination.

In the seminar, techniques were introduced through live demonstrations that everyone practised in groups of between 3 – 8 people depending on the exercises. This helped to understand the importance and relevance of the wisdom within the activity and how you can incorporate it in your daily life.

Before I could start with anything, I needed to learn how to be grounded and connected with myself and "Connecting to the core" was really powerful for boosting my confidence and understanding how I can find a balance between strength, compassion and playfulness – three archetype energies that helped me to 'lighten up' generally. People who have known me for years have commented on how 'relaxed' I am now with a quiet confidence.

I thoroughly enjoyed the "Gathering the allies" exercise which helped me to realise how many people were actually encouraging and helping me to push this project forward. At first, I found it difficult to identify even two people but then as I was lovingly guided along the time line by two other participants, I realised that actually there were so many of 'my allies – that 'sung my song' that they were filling up the room!! That exercise plus the speech by Neva (Judith Delozier's friend) gave me the urgency to put this project into practise and to start 'knocking on doors.' The following week, I contacted the media department of a local secondary school to come and film the activities of my workshops so I can use it as advertising material – something I would have just wished for before!! Now, when I have those moments of

self-doubt and what if's.., I visualise the room filling up with those allies and it helps to perk myself up again. I now had the confidence, self-belief and the know-how.

Also, I think having the awareness of the skills of sponsorship and supporting someone at the identity level has given me a way of connecting with people at a level that is more than being in rapport with them; There is an inner congruence and I think it really helped me to 'clinch the deal' with the media department. It is becoming a habit in my everyday life.

The Dream Guardians exercise by Robert Dilts was a brilliant 'suggestions and possibility focussed – rather than a solution focussed' exercise which helped me to consider problems or issues that might arise at the different logical levels and the 'guardians' helped with solutions and gave their professional advice which was very much appreciated.

Anyone who goes on this seminar and experiences what I did will come away inspired, gain inner strength and confidence (in bucket-loads), and wisdom they didn't know they had! I went away feeling like I could tackle my project with renewed self-assurance and vigour.

That's not bad for three days out of your life!

Usha Chudasama

Update (May 2006)...

Gosh, has it been 9 months since doing the course?!

I now have my DVD made (which I mentioned previously) so I can use it now when I start to advertise myself. Also, I was given funding and ran the workshop for 10 weeks and the case study can be seen from this link. [www.continyou.co.uk](http://www.continyou.co.uk) then follow these links:

([Home](#) > [Areas of work](#) > [Extra Time - Study Support / Out-of-school-hours learning](#) > [Extra Time 8 to 6](#) > [Case studies database](#) > Healing Feeling - Think Happy, Be Happy © ContinYou 2006 ).

I am running the programme again at the moment for 12 weeks which runs out at the end of this month with age 5/6 year 1 children. I am now in the process of going completely freelance rather than working from within schools.

Usha

#### **4. WHAT CREATING SOCIAL CHANGE WITH NLP WAS LIKE...**

"I came to the Creating Effective Social Change seminar with five colleagues from three different organisations, who have a range of NLP experience from beginner to old hack. The seminar was inspiring and refreshing and got us straight down to progressing our heart-driven projects for bringing beneficial change into the communities we belong to and the world we live in. Establishing a shared vocabulary for supporting organic progress, communication and actioning has since impacted on meetings, planning,

mutual support and efficient use of those priceless commodities - peoples' time, resources and passion for contributing the best of themselves. In all three organisations that we represented, the realisation of dreams has been impacted by our time together on the seminar, through what we learned, what we shared and the great people we met there.

It is so heartening to see that NLP is still being offered by some trainers as a systemic, generative and ecological model for making the world a better place and empowering individuals and groups to celebrate their fabulously creative humanity. PPD Learning sets the gold standard for bringing the best trainers together for an ultimate experience of what's best in NLP. Judith Lowe was a walking, talking exemplar of Creating Effective Social Change through her forming and leadership of this group."

Pamela Gawler-Wright, Key Trainer, BeeLeaf