



Dream

EXERCISES

3 different options. You can chose the one that suits you best OR you can do all three if you are keen to go deeper.

- 1. Dream board**
- 2. Timeline** (*include your future dreams for the community*)
- 3. Community Map** (*put a special IMBY symbol where you'd like to see inclusive and peaceful hospitality*)

NOTE: many of the exercises we are using were developed by our partner Food for the Hungry Canada. They also offer facilitated workshops on Ending Poverty Together that we highly recommend... if you'd like to sign up for that please email shelaine.strom@fhcanada.org the National Education Lead at Food for the Hungry.

ALSO: Check out the IMBY Dream Spotify list for music to accompany your DREAM exercises!

Dream Board

TIME | 2 hours

OBJECTIVES

1. To let your imaginations run wild
2. To dream together about what your world/backyard/community could look like
3. To discuss the possibilities as you dream together

SPECIFIC MATERIALS |

You could use a big piece of paper/bristol board, a bunch of old magazines and some glue sticks to make this a fun participatory old school exercise that everyone can get involved in. OR you could go digital and check out a dream board on many different social media platforms. There are many for free. If you could project the image onto a wall you could create a digital dream board together.

How To Facilitate

Watch the DREAM video together.

Ask what part of the video captivated, challenged or inspired people and why? Discuss.

Explain your desire to imagine the world differently.

Pull out the DREAM BOARD (physical or digital) and ask everyone to start imagining what your world/backyard/community could look like according to your dreams?

We recommend starting with a section on world. Then community. Then backyard.

Celebrate the dreams by affirming one another.

Finish

Encourage everyone to keep dreaming.

Take a picture of the dream board and send it to everyone to put somewhere they can look at it so they don't forget to keep dreaming about their world.

Question: How can we work together to live the dream?



Timeline

TIME | 1.5 hours

OBJECTIVES |

1. To learn the general history of the community.
2. To recall key events or important people who caused significant change in the community.
3. To discuss trends and changes over time.

SPECIFIC

MATERIALS |

Many blank sheets of paper; tape, small cards (eg. index cards) or sticky notes, for pictures.

How To Facilitate

Explain the purpose of this historical timeline. (ex. “The purpose of the Historical Timeline exercise is to learn the general history of your community and to discuss key events and people who are important to your community.”)

Draw a line on the ground, or from one corner of a large sheet of paper to the other. Then ask, “I have a question for the oldest people in our group. What are your oldest memories of the community?”

Divide the line in years starting with the earliest year they remember or the foundation date of the community, up to the current year. (You may recommend doing this in decades (e.g. 1950s, 1960s, etc.), or 5-year periods. Decide this in discussion with the participants.)

As the oldest people recall the events, have them written down on index cards, or use an object to represent the event and place it on the timeline. Then ask, “Now I would like everyone else to recall any major events in the community that you don’t see shown here. You can either write or draw the event on an index card or use an object to symbolize the event.”

When they have recalled the events (and any drawing is done), write above the line a positive (+) symbol. Below the line, write a negative (-) symbol.

Then say, “I have added a positive symbol above the line, which indicates that an event is positive, or beneficial in some ways. Some of the events we have recalled have been helpful to us or to our community. Below the line, I have written a negative symbol. Other events we have talked may have been negative for our community. Of the events we’ve talked about, which events are positive?”

When the group identifies those events that are positive (+), ask a member of the group to place the events on the corresponding side of the line. The group should determine if each event was positive (+) or negative (-) and a participant should place (or tape) the symbol or completed drawing on the corresponding side of the line in chronological order.

NOTE: How to determine whether an event is positive or negative is entirely up to the community. The value of this discussion for the community is often in realising that an event can be both positive and negative – there is no right or wrong answer.



Timeline

How To Facilitate *continued*

Encourage the participants to consider indicating the following types of events but do not limit any ideas they may have:

- General history: including how and when the community began and got its name.
- Significant events: any natural disasters, any major political events or war.
- Significant personalities or community figures: for example, the first teacher, Mayor, woman to occupy an important position in the community, key religious leader, etc.
- Major developments in community: for example, the first school building; provision of health care or access; provision of external communications.

NOTE: Keep in mind that there may be a bias in the timeline as events in recent memory are more likely to be remembered.

Learning & Discussion

When the timeline is complete with the major events considered significant. Ask, have there been any:

- Changes in employment or migration over time?
- Changes in food security and nutrition; access and quality of water; land tenure, use and production?
- Changes in administration and organization or leadership in the community?
- Changes in attitudes towards religion (religious groups present, attitudes towards, effect on community)?

Invite them to add anything to the timeline if they feel there have been any significant changes in these areas.

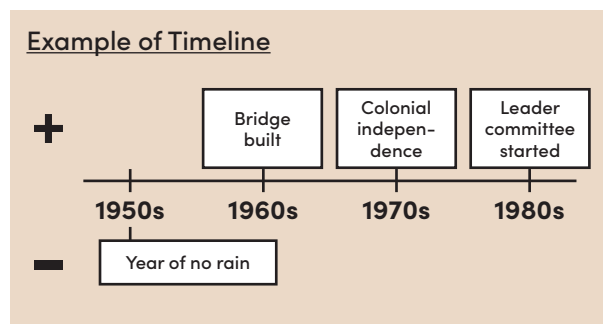
- Have there been organizations that have worked in the community? Ask them what the organization name and the type of intervention or work they did in the community. Invite them to indicate on a separate card this information and add it to the timeline too.

Finally, ask the participants to DREAM as they consider what they anticipate to come in the future. Ask:

- What would they like to see added to their timeline in the future?
- Do they think it possible to add more positive than negative events in the future? Why or why not?

To finish, “Thank you for sharing your history with us. We have learned a lot, and we hope you have too. You and your leaders will be able to use this knowledge as a starting point from which to plan for the future.”

Reminder: invite someone to share the results at the final community meeting; take notes on the discussion; invite someone to make 2 copies; take photos if possible.



Community Map

TIME | 1.5 hours
(60 min for map,
30 min for discussion)

OBJECTIVES |

1. To become familiar with the community's physical space and layout.
2. To identify basic geographic information, infrastructure, natural resources and land use, places of spiritual significance.
3. For community members to begin to conceptualise the assets or resources the community as a whole, has.
4. To dream together about future possibilities within the community.

SPECIFIC MATERIALS |

Large, representative group (15-30 people) from the community.

Any materials the community chooses to use to represent features in their community.

How To Facilitate

Explain, "In this exercise we are going to learn about your community by making a map of the community."

Discuss how would be best to make the map. Suggestions include: Choose a suitable place (ground, floor) and medium (sticks, stones, seeds, pencils, chalk) for the map. If the exercise is done indoors and the space permits, set up a table in the middle of the room and ask participants to stand around the table.

You can go old school and draw a physical map together which can be fun and inclusive (especially of kids!)... OR you could build a digital map if you'd prefer. If you have any 9-12 year olds around, no doubt you could build a map in mindcraft. OR, use google maps as a starting place... we can share tools as you discover the best ways to dream together about your own community. As you discover these tools please share them with us so we can pass the word around:

Ask, "Let's start by identifying a major landmark in the community. These can be schools, or markets, or another significant place in the community. When we've decided, I'm going to start us off by drawing a symbol (or use another marker) to stand for the landmark. I would like you to help fill in the rest of the map."

Have the participants draw the boundaries of the community relative to that landmark. Ask them to mark which direction is North.

NOTE: The facilitator should help the participants get started but let them draw/create the map by themselves.

Say, "Now, I would like for you to fill in the map with the location of settled areas, critical facilities and resources in the community. Use symbols or colors to represent things that are the same."

If they are having trouble thinking of all the areas to indicate, suggest they consider:

1. Infrastructure: Main roads & secondary access; key landmarks (mountains, bridges etc.), water sources (rivers, ponds, wells, pumps), public sinks, latrines. Health & education services. Community buildings & meeting places; sports facilities. Communications and electrical services (eg. cell phone towers and electricity exchanges)



Community Map

How To Facilitate *continued*

2. Location of all households within the community. (If not possible, get as many as possible, representing all areas of the community.)
3. The location of the dwelling places of community authorities or specialists: Political authorities; Religious authorities; Health specialists (Midwife, health workers, traditional healers, herbalists); Education specialists
4. Information on places that are important to livelihoods, for example: Markets or General location of forest resources, pasture resources, main cropping areas; fishing or aquaculture.
5. Places of religious significance: churches, mosques, madrassas (Islamic schools), temples, shrines, graveyards; Holy places, evil places (places people fear).
6. Places where important historical events took place.
7. Places where significant activities happen (for example, where leaders typically gather, where girls are vulnerable, where women wash their clothes).

Learning & Discussion

When the participants all agree the map is representative of their community, ask (with note takers recording the responses and marking the map):

- What is the scale of the map? How much time does it take to walk from one limit to the other, or from one significant place to another? Or public transport!
- Are there areas of the community that certain people are not allowed to access?

- Can you identify the exact number of families and individuals that comprise their community? If so, how do you do that?
- Are there any areas that only men, or women, or adults, or spiritual leaders can access? Are there reasons for limited access by certain groups?
- Are there places in the community that are safe and unsafe for children to go? Why? How do they keep their children from the unsafe places?
- For each of the key areas on the map, who has the responsibility to care for or maintain it? Are there certain areas that only men are expected to care for? Are there certain areas that only women are expected to care for? Why?



Example
A community map made during an HCA in Mozambique. It was initially conducted on the ground and then transcribed onto the flipchart paper for safekeeping.

DREAMing THROUGH the MAP:

Take a picture of this map and share the copy. After thanking everyone, invite them to dream together about how the map could change? What things could be added? What things could be removed? Where are the most strategic places to create room for others? Add to your map the IMBY symbol where you think a tiny house might help live out the dream of peaceful hospitality and community. Take another picture. And encourage everyone to keep dreaming.

