

# Data For Communities Lesson Plan (Feb 19)

Workshop facilitators	Sam Milsom ( <b>SM</b> ), Elyse Merriman ( <b>EM</b> )
Room setup	Theatre for presentation, cabaret seating in breakout area for exercises.
Tech/equipment	Projector (venue) Computer for facilitators (ODM) Computers/devices for workshop participants (venue/participants) Wifi for everyone (venue)
Documentation	Photos Feedback sheets
Materials	Marker pens Name badge stickers Data Explorer sheets DIKW pyramid info sheets Exercise sheets Feedback sheets.
Catering	Tea/coffee/biscuits provided by venue Suggest people bring sandwiches

Time	Activity	Lead	Materials needed	Learning Outcome
18.00  5m	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Housekeeping &amp; code of conduct</li> <li>- Maths question...</li> <li>- What is Open Data Manchester?</li> <li>- Run through agenda for evening</li> </ul>	<b>SM</b>	Slides	Introduction to evening.

18.05 15m	<b>Data Explorer</b> <ul style="list-style-type: none"> <li>- What type of a data explorer are you? Participants are told to fill in Data Explorer sheets to assess their skills.</li> <li>- Share and elicit responses.</li> </ul>	SM/EM	Data Explorer sheets	Self-assessment of skills.
18.20 5m	<b>What is data?</b> <ul style="list-style-type: none"> <li>- Brief explanation of what data is and some basic terminology</li> <li>- DIKW triangle</li> </ul>	SM	Slides DIKW sheets	Data doesn't have to be scary
18.25 5m	<b>What is open data?</b> <ul style="list-style-type: none"> <li>- Data freely available for all</li> <li>- Benefits of open data.</li> <li>- Examples.</li> </ul>	SM	Slides	Open Data is great!
18.30 10m	<b>Data Danger</b> <ul style="list-style-type: none"> <li>- Data will not answer your question - it will help you to understand but rarely an answer in itself.</li> <li>- Correlation / causation problem.</li> <li>- Strange correlations</li> <li>- Chicago story.</li> </ul>	SM	Slides	Warn against misinterpreting things...
18.40 10m	<b>How Community data is broken down</b> <ul style="list-style-type: none"> <li>- MappingGM, show areas/wards/LSOAs, IMD mapped on here.</li> <li>- Deprivation vs Representation / Deprivation vs Control</li> </ul> (Show these as another way of showing this information)	SM	Slides	Local characteristics  How data is broken down

18.50  10m	<b>Introducing Data Tools</b> Police.uk <ul style="list-style-type: none"> <li>- Lets you look up crime stats</li> <li>- Has useful mapping tools</li> </ul> NOMIS <ul style="list-style-type: none"> <li>- Census data / life events etc</li> <li>- Look up area profiles</li> </ul> GrantNav / 360 Giving <ul style="list-style-type: none"> <li>- In depth search function, look up funders, recipients, filter by area, amount awarded etc</li> </ul> MappingGM <ul style="list-style-type: none"> <li>- Different maps based around various themes such as housing and demographics.</li> <li>- Each map lets you drill down into different areas.</li> <li>- Use filters to display different stats etc ie brownfield sites or transport access.</li> <li>- Incredibly powerful too BUT a lot of complexity underneath, so may fall down a rabbit hole / draw conclusions.</li> <li>- Causation NOT correlation</li> </ul> <p>Only scratching at surface of these!</p>	<b>SM</b>	Live site, if possible If not, slides.	Introduction to some tools that might be useful to communities
19.00  30m	<b>Exercises</b> <ul style="list-style-type: none"> <li>- Data exploration, questions are set and groups explore using the tools</li> <li>- Facilitators help when needed</li> </ul>	<b>SM/EM</b>	Exercise sheets	Practical experience of using sites explored.
19.30  5m	<b>Interesting discoveries</b> <ul style="list-style-type: none"> <li>- Participants reveal any interesting discoveries they have made with data.</li> <li>- What connections have people made?</li> <li>- What questions has it raised?</li> </ul>	<b>SM</b>		Reporting back / summary

19.35 10m	<b>Wrap up</b> <ul style="list-style-type: none"> <li>- Recap what we have gone through this eve</li> <li>- Maths Question answer...</li> </ul> <p>(most will say that the bat costs £1 and the ball 10p. The actual answer is £1.05 &amp; 5p. Highlights how we need to be careful with how we look at and interpret data)</p> <ul style="list-style-type: none"> <li>- Feedback sheets. - please fill out &amp; leave.</li> </ul>	<b>SM</b>	Workshop feedback sheets	Reinforce learnings Feedback to participants
19.45	<b>Close</b>			