

**Room/Space Observation Tool**

**Room/Space Name:**

**Day:**

**Date:**

**Time Start:**

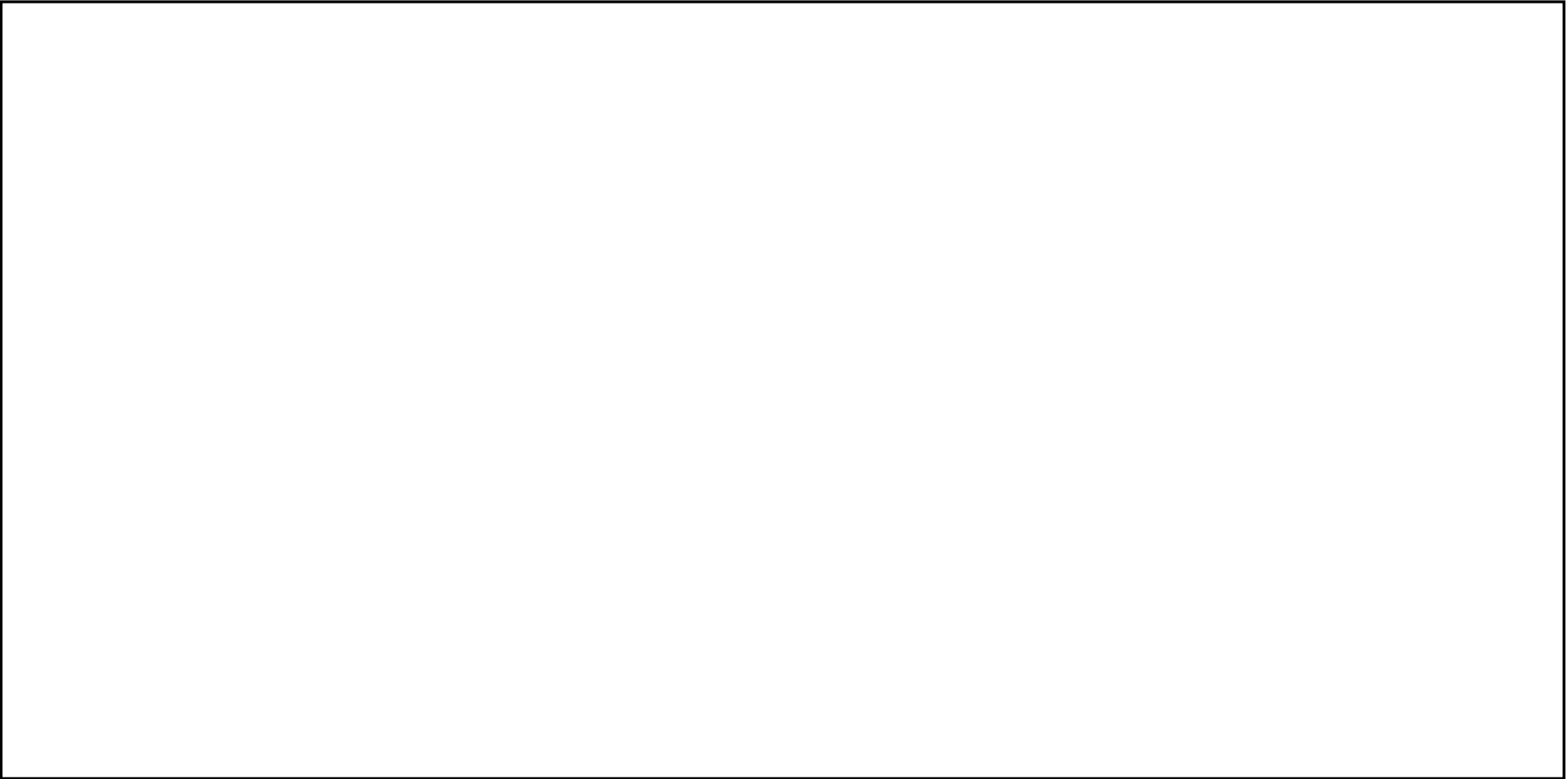
**Time Finish:**

**The activities are supposed to be occurring here today:**

**Physical location and objects**

Sketch layout of space/room, people, objects, movement, interactions & other notes here:

1. Draw & label the physical objects in this space
2. Mark where people locate themselves in this space (with an X)
3. Mark spots where people are interacting with another (with an O)
4. Note how people move through the space (with arrows)
5. Note the types of, and where different activities are happening



## Room/Space Observation Tool

<b>PEOPLE</b>	
Who is here? (e.g. supervisors, volunteers, public, supported workers, community etc.)	
What are they doing to interact? How do you know or interpret they are interacting... what's going on?	
Are diverse groups interacting? How are they interacting (i.e are they working together, are they talking, is it transactional?)	
Are people talking? What are they talking about – is it about the work, is it conversational or is it about their social or private lives?	
How do people behave? What is their body language? Are they animated or hunched/dull? Are they moving ... in what ways, in response to what?	
How do people move through this space? (Do people just come for a specific activity, do people who are walking through pause and talk, do others acknowledge the space/people in the space/s, do people walk quickly through) (Can mark on map if you want to?)	

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<b>PRACTICES (ACTIVITIES)</b>	
Do people work independently? What sort of assistance do they get/need? Are they supporting each other?	
<p>Are people :</p> <input type="checkbox"/> Learning a new task <input type="checkbox"/> Engaging in a task that requires certain skills or training <input type="checkbox"/> Engaging in a repetitive task <input type="checkbox"/> Have problem solving tasks (Can be more than one)	<p>Are people working:</p> <input type="checkbox"/> As part of a team / group <input type="checkbox"/> On their own / independently
<p>Are they being supervised/supported?</p> <input type="checkbox"/> Consistently <input type="checkbox"/> Intermittently <input type="checkbox"/> Supervision is unnecessary <input type="checkbox"/> No supervision or support given (though may have been needed)	<p>Are they engaged in formal training with a trainer?</p> <input type="checkbox"/> YES <input type="checkbox"/> NO
<p>Are they learning informally? e.g. by repeating things; watching and copying someone else; trial and error.</p> <input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Do people have the opportunity to engage with the public or community when working here? Who and when?</p> <input type="checkbox"/> YES <input type="checkbox"/> NO
Do people have to, or are they able to, solve most of their own problems?	

## Room/Space Observation Tool

Do you think there were spaces of wellbeing here? (circle, tick, whatever!)

<b>CAPABILITY (Learning)</b> <i>Facilitates physical and social mobility; the abilities and skills to lead a flourishing and satisfying life; overcomes or tackles issues of discrimination and stigmatisation</i>	<b>SECURITY (Support)</b> <i>Increasing understanding of, and offering protection from, contemporary social and environmental risk</i>	<b>INTEGRATION (Connection)</b> <i>Facilitating embeddedness in networks of social relations that, especially at the local scale, can build self-esteem and mutual valuing</i>	<b>THERAPY (Wellness)</b> <i>The nature and character of a place can offer physical, mental and emotional healing</i>
<ul style="list-style-type: none"> <li>• Opportunity for physical activity</li> <li>• Opportunity to develop employability. (1) specific 'technical' skills [write what skills] and (2) 'generic' skills <sup>1</sup></li> <li>• Opportunity to develop life skills</li> <li>• Normalises the act of going to work</li> <li>• Facilitates independent thinking and problem solving</li> </ul> <p>COMMENTS:</p>	<ul style="list-style-type: none"> <li>• Facilitates encounters of difference that can lead to informed understandings of risk</li> <li>• Offers escape from negative influences at home and in the community</li> <li>• Allows to draw on advocacy and support of staff</li> </ul> <p>COMMENTS:</p>	<ul style="list-style-type: none"> <li>• Opportunity to form networks of social relations</li> <li>• Opportunities for diverse mixing</li> <li>• Potential to draw on networks for problem solving</li> <li>• Exposure to discourses of inclusivity</li> <li>• Generation of feelings of team, group, family, belonging etc.</li> </ul> <p>COMMENTS:</p>	<ul style="list-style-type: none"> <li>• Generates feelings of value, worth and usefulness</li> <li>• Provision of an 'alternative' workplace</li> <li>• Exposure to discourses of physical and mental recovery</li> <li>• Allows volunteers to find a 'place' physically within the Enterprise and in terms of a useful role</li> </ul> <p>COMMENTS:</p>

<sup>1</sup>basic/fundamental skills; people-related skills; conceptual/thinking skills; personal skills and attributes; skills related to the business world; skills related to the community (see NCVET Brochure for details)