



ACTIVATE

TOOLKIT OF PRACTICAL TOOLS FOR THE
PROMOTION OF ONLINE COMMUNITY
PARTICIPATION



ACTIVATE

The present document is produced by ACTIVATE, ACTIVE COMMUNITY PARTICIPATION TRAINING AND RESOURCES FOR PEOPLE WITH FUNCTIONAL DIVERSITY.

The project aims to promote the active participation and inclusion of people with disabilities in their communities, as well as their independent living and autonomy.

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For more information about the project please access: <https://projectactivate.eu>

PARTNERS





SECTION 2

TRAINING WITH PRACTICAL ACTIVITIES AND MATERIALS ON ONLINE SOCIALIZATION AND COMMUNICATION

2.1 - PREPARATION



TIME:

Approx. 5 pedagogical hours and breaks. The trainer should adapt the timing according to the needs of the group.



LEARNERS:

People with disabilities want to know more about social media and communication.



LEARNING OBJECTIVES:

Using social media profiles to share personal opinions, interests, and life updates and find fulfilling social networking communities of support. Being able to communicate with friends and family through instant messaging, voice calling, and video calling.

Recognizing and avoiding cyberbullying, hate speech, scammers, and identifying theft attempts. Being aware of, and learning how to avoid filter bubbles, echo chambers, and disinformation on social media



METHODOLOGY:

Energizer activity, group work activities, discussion, action plan, and evaluation.



EQUIPMENT:

A4 sized papers sheets, flipcharts, sticky notes, colour markers, pens, projector, computer(s) with internet access, bell/timer, materials from the resources, and the templates created for module 2.



PREPARATION OF THE CLASSROOM:

Classrooms should be open with enough space for wheelchairs to comfortably move around. Tables, chairs, and a whiteboard will be needed as well. In case some learners would prefer to participate online and not with their physical presence, the classroom should be equipped with computers and cameras to facilitate their preference. When doing an activity in a virtual environment, choose the appropriate platforms to make group work efficient and fun (Zoom - offers breakout rooms for group work, Padlet...)



E-LEARNING PLATFORM MODULE:

Before the training session, it is recommended that learners go through the e-learning platform module 2, ONLINE SOCIALIZATION AND COMMUNICATION, available here:

<https://projectactivate.eu/training>

In case it is not possible for the learners to go to the e-learning platform in advance, they can go through the main contents during the training, or the trainer can present the most important online platform contents to the learners during the training.

2.2.1 - ICEBREAKER

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes (the time might vary depending on the number of learners)	<p>ICEBREAKER:</p> <ol style="list-style-type: none">1. This activity is called 'Two truths and a lie'. We ask learners to share three statements about themselves, 2 true statements, and 1 false statement. You can give them some examples by starting first. Then each participant shares the statements, and the rest of the group attempts to find the statement that is not true. After every participant has voted on the statement that is not true, the correct answer is revealed, and we find the winner/winners. All participants must give their statements.2. For Physical Participants, you can print the material provided. For Virtual Participants, you can share the document 2.2.1_Icebreaker. After the game, you can give an Award for the most memorable statements, you can find the template on the same document. <p>Rules of the Game:</p> <ol style="list-style-type: none">a. Make a copy of the game form that is provided and start filling it out with your name, your picture, and your three statements - two statements are true, and one statement is not.b. Once it's your turn, share your three statements and have your friends guess which statement is untrue.c. Have fun, and be prepared to explain if they ask you to! <ol style="list-style-type: none">3. Finally, ask them what communication skills they have used during this activity. Encourage them to list as many different communication skills as they know. They should start thinking about online communication and social activities. There are no right or wrong answers. They don't need to follow a specific order. The aim is to have as many ideas as possible. The trainers can use the examples given here.4. At the end, try to summarize what the learners have listed and try to relate it to the next activity or content of the module.

2.2.2 - FAR BUT CLOSE ACTIVITY

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p>WHAT IS COMMUNICATION?</p> <ol style="list-style-type: none"> 1. Since the learners already have the general knowledge regarding the online social media communication, subchapter Be Careful, the trainer offers a short introduction by reminding them, what they need to be careful of when creating an online profile. 2. The trainer asks learners what else they remember from the e-learning platform regarding instant messaging apps communication. If they have already considered which social media platform suits them.
30 minutes	<p>CREATE A SOCIAL MEDIA COMMUNICATION ACCOUNT</p> <ol style="list-style-type: none"> 1. Learners should start by discussing what the most suitable application for them is. Based on the online training, they should be able to recognize which application is more suitable and why. Then they can download the application on their device (phone/tablet) and start a more practical activity. If a participant already has a social media account, they can help another participant from their group to create theirs and help them decide which application to choose. If/ When everyone has a social media account, they can visit each other's profiles and show each other how their profile looks to a visitor. Participants can comment on each other's profiles and warn in case there is too much information visible and accessible publicly. 2. Everyone should check their privacy settings and set up their profile after everyone has an account. Then they can start navigating through the application and make trial video calls with each other. 3. It is essential that they collaborate in this activity to use their communication skills both for online and physical purposes. 4. In smaller groups, learners share their most used communication channels. Each learner tells how this tool is incorporated in his/her everyday or professional life. The trainer encourages the trainees to give very specific examples of the communication tools they use and how do they benefit from them. In the second round, each learner explains how he or she plans to use the account they have created and is encouraged to share that account with the group. <p><i>*Digital participants hint: Zoom and other online platforms offer breakout rooms, in which learners can do group work. He/she can post questions in the chat so that everyone can see them.</i></p>

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	<p>EXPLORING APPROPRIATE SOCIAL MEDIA OPTIONS</p> <p>1. In the same groups as in the previous activity, learners explore different options for online social media communication. These options can be found in the resources of this activity. Each group finds 3 different social media platforms/accounts or web pages that offer online communication, which align the most with the group's goals. They can use computers, mobile phones, tablets or whatever device is accessible to them during the course. Encourage the groups to think about a platform that their family members (grandchildren) also use, it can also be a virtual space.</p> <p><i>*Digital hint: Trainer can upload the template on Drive for each group so that every group member can edit it.</i></p> <p>2. After finding 3 different options, each group chooses the one that is the most interesting for them and explores it in more detail. They prepare a frontal presentation about it with the help of a template. Trainer supports them during the process by going from group to group and answering possible questions.</p>
5 minutes per group, followed by Q&A from other groups	<p>SHARING POTENTIAL ONLINE SOCIAL MEDIA COMMUNICATION PLATFORMS</p> <p>Each group shares information about possible online communication and why it fits their interest with other groups. Other groups and the trainer have the possibility to ask questions or provide feedback to the presenting group</p>

USEFUL RESOURCES:

Most common online communication tools:

- WhatsApp, Facebook Messenger, Telegram, Viber, Google Hangouts, Google Duo, Skype, Snapchat, Discord

Most commonly used for games or work communication:

- Gather Town is sort of a cross between Zoom and an 8-bit videogame. It allows you to create themed virtual spaces from scratch or based on a reasonable selection of templates, which include office complexes, conference rooms, schools, islands, castles, and more: <https://www.gather.town/>
- Kumospace is another popular platform for both work and play, set in a virtual yet realistic setting. It allows you to build Custom Spaces from scratch or add personalized touches to pre-made templates, such as logos, music, furniture, YouTube videos, and so many other cool elements: <https://www.kumospace.com/>

2.2.3 - SHARING IS CARING

There are two possible ways to do this activity. If there is enough space to move around, the trainer can use a hat and post-it notes. If there is limited space and a static performance is preferable, the trainer can use [Mentimeter](#). In this case, it makes sense to prepare the task on the Mentimeter platform beforehand.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
20 minutes	<p>TIME FOR POST-SHARING IDEAS AND BRAINSTORMING!</p> <ol style="list-style-type: none"> 1. Ask learners what creative ideas they have regarding posting on social media accounts. Each person should think about and write down three post-sharing ideas. 2. The facilitator should pull some post-sharing ideas and read them aloud (e.g., 9 ideas if there are 4-5 groups). <p><i>*Digital hint: If you use the Mentimeter platform, you can focus on those that are written the largest (and therefore most repeated).</i> <i>*Digital hint: On the Mentimeter platform, it is best to create the task using the “word cloud” tool. This way, the ideas will be displayed graphically, and you will see which ideas are most common among the learners, as these words will be larger. Example of the word cloud.</i></p> <ol style="list-style-type: none"> 3. Each group should choose the idea they find the most interesting. 4. They should then brainstorm in groups to find what material they need to create content and make a plan for posting ideas. 5. Once all the groups have come up with a few ideas, ask them to choose one and work on it. They aim to elaborate this idea in concrete steps to create the post.
25 minutes	<p>TIME FOR SOCIAL MEDIA PLANNERS</p> <ol style="list-style-type: none"> 1. In this activity, participants are expected to use the planner and note down their strategy of sharing and posting. Participants are encouraged to imagine a project they would like to post about. The project doesn't have to be imaginary. They can use examples from their lives. For instance, they can draw inspiration from their current or past places of employment. 2. At the end, they can share their ideas with each other and discuss their plans. 3. This activity aims to understand and appreciate the work that is required of content creators to maintain a daily posting routine. It is an activity that simulates a real working environment of a content creator job.

2.2.4 - USE IT SAFELY

It is important for the trainer to emphasize that cyberbullying is common when using social media. The ongoing discussion should focus on ways of overcoming cyberbullying and hate speech. For this activity, the trainer should embrace the whole group to participate together.

In case the learners did not go through the platform in advance, the trainer should explain what is cyberbullying and hate speech with the support of module 2, ONLINE SOCIALIZATION AND COMMUNICATION of the e-learning platform.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	<p>CYBERBULLYING</p> <ol style="list-style-type: none">1. Since the learners have already written what Cyberbullying is, they will discuss with the trainer what they have learned.2. The trainers will ask whether they identify the differences between other types of bullying. They can use the template to continue the discussion.3. The trainer will ask how they are planning to avoid cyberbullying.4. The trainer asks the learners what else do they remember from the e-learning platform regarding cyberbullying and what they have learned through this activity.
20 minutes	<p>HATE SPEECH BINGO</p> <ol style="list-style-type: none">1. With this activity, the trainer will ask the participants to write down words they consider Hate speech. The aim is to see how well the participants have understood what exactly hate speech is. After they fill in the spaces, they will start discussing some of the words.2. After the discussion, the trainer will ask the participants to replace the words discussed with an action that should be taken, to eliminate hate speech. To replace a word, the participants or the trainer will remove the first post-it note and then write their replacement below. Replacing three-four words should be enough. <p><i>*Digital hint: Groups can use the Canva link and write on the paper online.</i></p>

2.2.5 - USE IT WISELY

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
20 minutes	<p>WHAT ARE SOCIAL MEDIA ADDICTIONS, AND HOW TO RECOGNISE THEM?</p> <p>1. The trainer goes through the Training and identifies the possible addictions from social media. Then the trainer asks the participants if they can relate to any of these addictions. The following discussion may include whether they see members of their family having similar addictions.</p> <ul style="list-style-type: none">1. Spending increasingly more time on social media2. Increasing desire to check social media3. Using social media to escape from real-life problems4. Feeling agitated when unable to use social media5. Disturbed sleep patterns and lower productivity due to social media6. Failed attempts to stop using social media
30 minutes	<p>HOW TO OVERCOME SOCIAL MEDIA ADDITIONS?</p> <p>1. The trainer provides general tips for overcoming social media addictions and asks participants to make an active plan of how they plan to use them. Participants can be separated into groups and discuss these steps and how they are related to their everyday life. The trainer directs them to build and maintain a healthy relationship with social media and the virtual world.</p> <p>2. The trainer also encourages the participants to think of other ways to battle social media addictions.</p>

2.2.6 - REFLECTION

The aim of this activity is for the learners to look back on all the work they have done, and provide feedback on achieving specific learning outcomes in an interactive way. The template to use for this reflection is [M2ACTIVATE_Reflection_Template](#).

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
<p>Allowing 20 to 30 minutes is the perfect amount of time for this activity.</p>	<p>REFLECTION</p> <p>Reflection Activity Instructions</p> <ol style="list-style-type: none">1. Give them the first handout and ask them to complete the sections individually:<ol style="list-style-type: none">a. My favourite activity today was:b. Today I have learned:c. My feedback is:d. My goals for tomorrow are:2. After they complete the first activity, the trainer will divide participants into small groups of 4 to 6 people each, depending on the class size.3. Then, the trainer will give each group of participants a set of cards, 20 for instance, with words, ranking numbers, pictures(emojis), or statements. If relevant, also give them the items that they need to match these cards with (another set of cards, a map, etc.)4. Explain to them whether they need to sort the cards into groups of concepts, rank them, or match them with other items.5. The trainer will raise each topic, and the groups will raise the cards they sorted/matched/ranked. <p>*Give participants 10 minutes (or a bit more, depending on the complexity of the concepts).</p> <p>Ask each group to discuss with the rest of the class how they have matched or ranked the concepts.</p> <p><i>*Digital hint: You can use the Miro board or the Jamboard for this exercise. When using the Miro board or the Jamboard the learners can use posted notes in different colors instead of using the symbols.</i></p>

ASSETS FOR THE EXECUTION OF THE SECTION

SECTION 2

The resources are available for download so that the teacher and students can print the activities and follow the instructions to complete the assignments.

2.2.1 - ICEBREAKER

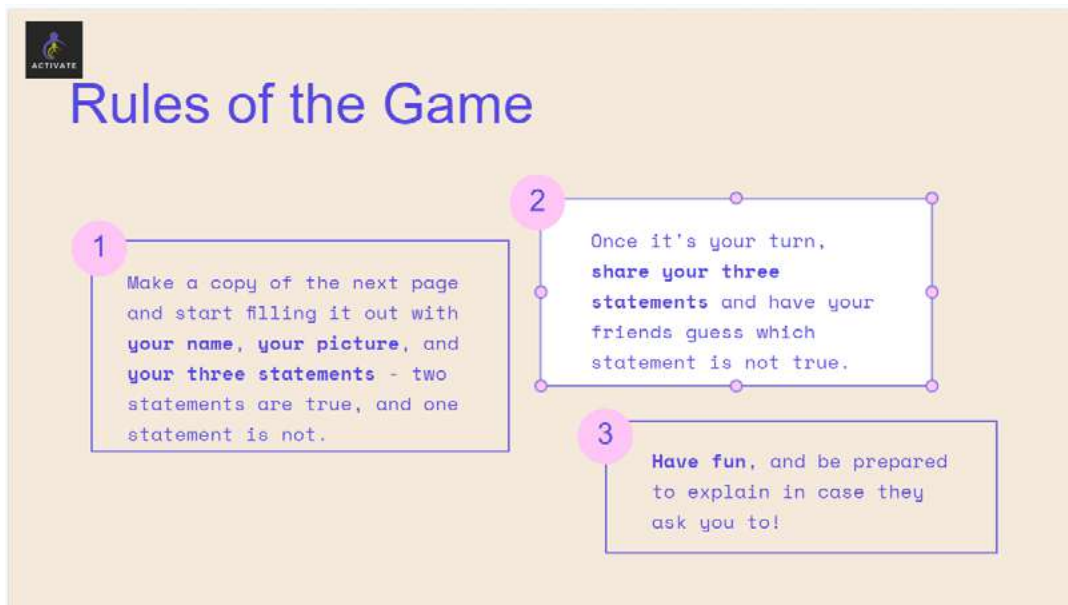


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Two Truths and a Lie

Time for us to get to know each other - with a twist!

The slide features a purple background. In the top left corner is a small black square with a white figure icon and the word 'ACTIVATE'. In the top right corner are four pink square icons: a crop tool, a hand cursor, a water drop, and a pencil. The main title 'Two Truths and a Lie' is written in a large, blue, sans-serif font. Below the title, a white rectangular box with a thin black border and rounded corners contains the text 'Time for us to get to know each other - with a twist!' in a blue, monospaced font.



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Rules of the Game

- 1 Make a copy of the next page and start filling it out with **your name, your picture, and your three statements** - two statements are true, and one statement is not.
- 2 Once it's your turn, **share your three statements** and have your friends guess which statement is not true.
- 3 **Have fun**, and be prepared to explain in case they ask you to!

The slide has a light beige background. In the top left corner is a small black square with a white figure icon and the word 'ACTIVATE'. The title 'Rules of the Game' is in a blue, sans-serif font. Below the title are three numbered steps, each in a white box with a thin black border and rounded corners. Step 1 is on the left, step 2 is in the middle, and step 3 is on the right. Each step number is inside a pink circle. The text in the boxes is in a blue, monospaced font.



Simple Steps of Great Communicators



Build the Relationship First

When a great communicator approaches a co-worker, he takes the time to say, "good morning" and "how's your day going?" The effect of the relationship-building forays is incalculable. The speaker demonstrates that, no matter how busy or overextended they are, they have time to care about others.



Know What They Are Talking About

Great communicators obtain the knowledge, insight, and forward-thinking ability necessary to earn the respect of their colleagues and acquaintances. Coworkers will not listen if they do not believe that the communicator is bringing expertise to the table, but will spend time with them if they respect their knowledge and the value that the communicator brings to the conversation.



Recognizing a person's motivations

When someone else is speaking, great communicators do not spend the time preparing their responses. Instead, they ask questions for clarification and to make certain that they thoroughly understand what the other person is communicating, focusing their mind on listening and understanding.



Listen to Nonverbal Communication

Nonverbal communication is a powerful voice in any interaction. The voice tonality, body language, and facial expressions speak more loudly than verbal communication or the actual words in many communication exchanges.



Open Their Mind to New Ideas

New ideas live or die in their first communication. Using the other communication skills presented here, you can make a new idea flourish or fail in an instant. Rather than immediately rejecting a new idea, approach, or way of thinking, excellent orators pause and consider the possibilities.



2.2.2 - FAR BUT CLOSE ACTIVITY



(Click the image to open and download the PDF of the document)



Types of bullying

Physical bullying

Hitting, kicking, spitting, pushing, tripping, blocking.

Stealing or destroying someone's possessions.

Verbal bullying

Teasing, insults, jokes, taunting, mean comments, threatening.

Commenting about someone's body or physical characteristics.

Social bullying

Ignoring, spreading rumors, embarrassing someone, lying about someone.

Sharing information or images that will have a harmful effect on the other person.

Cyber bullying

Making online threats, posting hurtful things, spreading comments or rumors.

Sharing hurtful texts, images, videos or emails about someone.





bingo

Hate Speech words/phrases
examples replace with an
action to eliminate it.

2.2.5 - USE IT WISELY

(Click the image to open and download the PDF of the document)



HOW TO GET RID OF SOCIAL MEDIA ADDICTION



REMOVE APPLICATIONS OR TURN OFF SOCIAL MEDIA NOTIFICATIONS

Most people check social media mindlessly, so create a little barrier by turning off notifications. If you don't see a social media symbol or alert next time you pick up your phone, you're less inclined to spend time there.



TRY A NEW HOBBIES OR ACTIVITIES

A new interest or activity might reduce social media use. You'll have less time on social media and more time to be present and socialize in person.



NO SOCIAL MEDIA CHALLENGE

Challenge yourself to spend a particular amount of time without checking social media, whether it's for a few hours or a whole week.



SET AND KEEP TO BOUNDARIES

Most phones and tablets enable you to view how much time you've spent on specific apps. Set a time limit for yourself and stick to it, or use an app that bans social media once you've reached your limit.



2.2.5 - USE IT WISELY

2.2.6 - REFLECTION

MY REFLECTIONS

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MY FAVORITE ACTIVITY TODAY WAS:

it's time to think about your day!

TODAY I LEARNED:

we learn things every day! What did you learn?

MY GOALS FOR TOMORROW ARE:

setting goals is important so we can keep learning

MY FEEDBACK IS:

EVALUATION CARDS

Online Socialization and Communication

1

Rate Today's Activities

2

Add your comments

ICEBRAKER ACTIVITY	FAR BUT CLOSE <small>Social Media Communication</small>	SHARING IS CARING <small>Social Media Profile</small>	USE IT SAFELY <small>Profile Security</small>	USE IT WISELY <small>Addictions</small>
<p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p>	<p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p>	<p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p>	<p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p>	<p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p> <p>Your awesome idea goes here</p>

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