



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 3

**TRAINING WITH PRACTICAL ACTIVITIES AND
MATERIALS ON DIGITAL LEISURE AND E-LEARNING**

3.1 - PREPARATION



TIME:

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



LEARNERS:

People with disabilities wanting to know more about digital leisure and e-learning.



LEARNING OBJECTIVES:

Selecting leisure time activities and participating in those, sharing and disseminating online opportunities within communities, searching for e-learning opportunities, participating in e-learning opportunities and acquiring new knowledge and skills and finding online entertainment opportunities for a fulfilling leisure time.



METHODOLOGY:

Energizer, group work activities, discussion, action plan and reflection.



EQUIPMENT:

A4 papers, flipcharts, sticky notes, colour markers, pens, projector, computer(s) and internet access, bell/timer, materials from the resources ([3.2.1_Icebreaker_template](#), [3.2.2_Leisure_time_transcript](#), [3.2.3_Leisure_time](#), [3.2.4_Character_cards_template](#), [3.2.5_Reflection_template](#))



PREPARATION OF THE CLASSROOM:

When doing an activity in a virtual environment, choose the appropriate platforms for group work and handout designing (Zoom - offers breakout rooms for group work, Jamboard, Padlet...).



E-LEARNING PLATFORM MODULE:

Before the training session, it is recommended that learners go through the e-learning platform module 1 BASIC DIGITAL LITERACY FOR COMMUNITY PARTICIPATION, 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.

3.2.1 - ICEBREAKER

The aim of this activity is to motivate learners and get them thinking about the topic by asking a more general and personal question. The activity can be carried out using flip charts, post-its and markers or digital tools. In the case of physical implementation, the trainer should first draw shapes on the flip chart as presented in the material entitled [3.2.1 Icebreaker template](#). Alternatively, each user can open the Jamboard on their computer and fill it in.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes (the time might vary depending on the number of learners)	<p>ICEBREAKER:</p> <p>“How much leisure time do you have available in your day? What do you do at that time?”</p> <ol style="list-style-type: none">1. Ask the learners to think about how much leisure time they have available per day and let them fill in the pie chart. Optionally, the learners can also fill in the other hours of the chart and indicate what they are doing in their “non-free-time”.2. Additionally, each person should create a list with what they normally do in their leisure time. This does not need to have a specific order, they should just write down what comes to their mind.3. At the end, try to compare and summarise the lists of the learners. Discuss also what leisure-time means to them (e.g. do they count sleeping and eating as leisure time?) <p><i>*Digital hint: It will be easier on the Jamboard if learners use a different colour for each round (as in the example). If there is not enough space, you can also make several copies of the jamboards.</i></p>

3.2.2 - EXPLORING LEISURE TIME 3.0

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
20 minutes	<p>LEISURE TIME 3.0</p> <p>1. Since the learners already have basic knowledge about what leisure time it is and how it can be defined, let's watch a video on the topic of „Leisure time 3.0“: https://www.youtube.com/watch?v=RjyxIsE3V2g The learners can take notes when watching the video.</p> <p><i>*In case you don't have access to the video, you can use the written transcript of the video (3.2.2_Leisure time 3.0 transcript)</i></p> <p>2. The trainer discusses with the learners what they remember from the platform regarding the definition of leisure time.</p>
40 minutes	<p>“We do not change our behaviour just because we do have now possibilities. Change needs time.”</p> <p>1. The video gives a lot of interesting information on leisure time, although it is already 10 years old. Try to answer the questions (3.2.3_Leisure time 3.0_template) based on the information presented in the video and discuss your answers with other learners in small groups.</p> <p>2. Within the video, which is from 2013, the speaker gives some predictions about the future of leisure time. From what you experience nowadays: do you think he is right? Use the template 3.2.3_Leisure time 3.0 template (Activity 2) for your thoughts.</p> <p>3. What do you think: how could leisure time look in the future? Share your thoughts in the group.</p> <p><i>*Digital hint: Zoom and other online platforms offer breakout rooms, in which learners can do the group work. He/she can post questions in the chat, so everyone can see them.</i></p>
15 minutes per group, followed by Q&A from other groups	<p>LEISURE TIME 3.0</p> <p>1. Each group shares the information about the views on leisure time.</p> <p>2. The other participants and the trainer are involved for discussions.</p>

USEFUL RESOURCES:

- Leisure time in 2030: <https://www.frost.com/frost-perspectives/the-future-of-free-time-in-2030/>
- Quality of Life indicators – Leisure: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Quality_of_life_indicators_-_leisure&oldid=5
- Influence of the pandemic on free-time: https://www.youtube.com/watch?v=T0kN_oKmh7A

3.2.3 - ONLINE ACTIVITIES – LEISURE OR LEARNING?

There are two possible ways to do this activity. If there is enough space to move around, you can use a hat and post-it notes. If you are limited by space and would prefer a static performance, you can use Mentimeter or a board/papers. In this case, it makes sense to prepare the task on the [Mentimeter](#) platform beforehand. For both options, prepare the flipcharts for the second part of the activity.

The activity is done in groups, ideally with 4 people in each group. If learners are already in groups because of a previous task, they can stay in the same group.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
15 minutes	<p>HOW MUCH TIME DO YOU SPEND ONLINE AND WHAT DO YOU DO?</p> <p>1. Ask the learners what they do when they are spending leisure time online. Every person needs to name at least three things.</p> <p>If you are doing the activity with a hat, have each learner an activity on a post-it (each on a different piece of paper) and put it in the hat. If you have chosen Menti, learners will need a computer or a phone. They should write their activities in the task you have prepared.</p> <p><i>*Digital hint: On the Mentimeter platform, it is best to create the task using the “word cloud” tool. This way, the activities will be displayed graphically, and you will see which activities are most common among the learners, as these words will be larger. Example of word cloud.</i></p>
5 minutes	<p>GROUP ACTIVITIES</p> <p>1. The facilitator should pull a couple of activities out of a hat and read them aloud (e.g. 9 activities if there are 4-5 groups).</p> <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></p>
20 minutes	<p>THINK TWICE!</p> <p>1. Each group should think about whether each activity chosen has a re-creational effect or can be categorised as learning.</p> <p>2. The trainer presents a quote by Augusts T. Jones (the actor of Jake Harper in the series Two and a Half Men): “Everything is a learning experience.” The learners should discuss this quote in regards to their previous classification. Can you maybe also learn from free-time activities that are not specifically targeted at learning? Discuss.</p>

USEFUL RESOURCES:

- How to learn from everything and everyone: <https://moneyminiblog.com/productivity/learn-from-everything-and-everyone/>
- How to learn anything: <https://www.youtube.com/watch?v=H1mb3ARvSJo>

3.2.4 - FINDING A COURSE ONLINE

Nowadays you have access to so many materials online that you can basically acquire every competence that you want to learn online. The ACTIVATE platform already explained the advantages of online learning to you and gave you some examples on where and how to find suitable online activities that suit your learning needs.

In case the learners did not go through the platform in advance, the trainer should explain mention some examples and also talk about the advantages of participating in online learning.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
25 minutes	<p>DO YOU HAVE AN ADVICE?</p> <p>1. Since the learners have already gone through the ACTIVATE platform they already have basic knowledge about online learning (Remember the keyword “engagement” and the advantages of online learning: e.g. flexibility, variety, accessibility, customisation, cost-effectiveness, fast feedback) and how to find an appropriate course (level of involvement, own interests, way of learning, e.g. apps or platforms). To see what the learners remember, they receive character descriptions of persons who would like to improve their learning in a certain field. First of all, each group (e.g. 4-5 people) chooses a character description card and familiarise themselves with the person, see template 3.2.4. Character cards template.</p> <p>2. In a next step the learners receive the template for mind maps, which is also included in the template already mentioned. Without the help of the internet, they need to discuss about ideas on how to find the right online course for this person, filling in the respective sections on the mind map (keywords to type in, platforms to use, institutions to contact etc.)</p> <p>3. After filling in the templates, some of them are presented and discussed in the group.</p>
35 minutes	<p>GOOGLE IT!</p> <p>1. This next part is carried out digitally. The learners are asked to amend their posters with the help of the internet.</p> <p>2. Now the learners are required to find real courses that they would suggest their characters to participate in. Within the same groups, the learners are asked to explain why they chose a certain course.</p> <p><i>*Digital hint: Zoom and other online platforms offer breakout rooms, in which learners can do the group work. He/she can post questions in the chat, so everyone can see them.</i></p>

20 minutes	<p>DISCUSSION AND CONSULTATION WITH OTHERS</p> <p>1. At the end, there is a discussion in the whole group. Each group presents at least two options of courses they have found and gives explanations on why they decided that those would be perfect for their character.</p> <p><i>*Digital hint: Groups can use presenting software like power point or Canva do share their thoughts.</i></p>
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USEFUL RESOURCES:

- How to choose the best online course? Top 10 factors & tips to consider: <https://collegevidya.com/blog/how-to-select-the-best-online-courses/>
- Sharpen your skills with UN e-learning courses: <https://unric.org/en/sharpen-your-skills-during-lockdown-with-united-nations-e-learning-courses/>



3.2.5 - ACTION PLAN

This activity is done at the end and combines the competences the learners got by doing specific activities before that. This activity supports the learners in finding a new free-time activity for them by starting an online learning course that suits their needs.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p>INVOLVE YOURSELF IN ONLINE LEARNING</p> <ol style="list-style-type: none">1. The trainer shows the learners the platform EU Academy: https://academy.europa.eu/. This website offers a lot of opportunities for learning.2. The learners individually explore the platform to see the available possibilities.
30 minutes	<p>PARTICIPATING IN AN E-LEARNING COURSE</p> <ol style="list-style-type: none">1. The learners select a course that fits their learning needs.2. Each learner quickly presents the course he/she has chosen and explains why he/she decided to participate in this course.
30 minutes	<p>E-LEARNING IN PRACTICE</p> <ol style="list-style-type: none">1. Each learner starts with the course he/she was chosen and finishes the first learning portions.2. After the learning experience, the trainer discusses with the learners whether they liked about their courses. If yes, they are invited to continue the course and make a plan when to do that in their free-time (see exercise 1 with the hours inserted in the circle). The learners are required to assign a certain period within their free-time to this course. If they didn't like their chosen course, they need to explain what they did not like about it and their task is to find another course, which they could think of doing in the future.

3.2.6 - REFLECTION

The aim of this activity is that the learners look back at 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 [3.2.5_reflection_template](#).

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
25 minutes	<p>REFLECTION – 3-2-1</p> <p>The following document 3.2.5_reflection_template for an example contains 3 different parts that need to be filled in individually by each learners.</p> <p>Afterwards the learners discuss their answers with a partner.</p> <p>The topics are:</p> <p>3 THINGS I LEARNED – write 3 bullet points about specific things you remember (not just headlines like “e-learning” but rather something specific like “the EU Academy platform offers many different courses for e-learning, like...”).</p> <p>2 THINGS I DID WELL – think about the contribution you made for the learning today or what you were good in. Don't be shy to say positive things about yourself and your strengths.</p> <p>1 THINK I CAN IMPROVE – did you find any specific aspects that need to be further worked on? Think about how you can apply what you learned during this module and how it will help you to improve your competences. Those could be either soft skills (e.g. teamwork, being more open) or hard skills (e.g. within the specific course you chose to explore).</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 colours.</i></p>

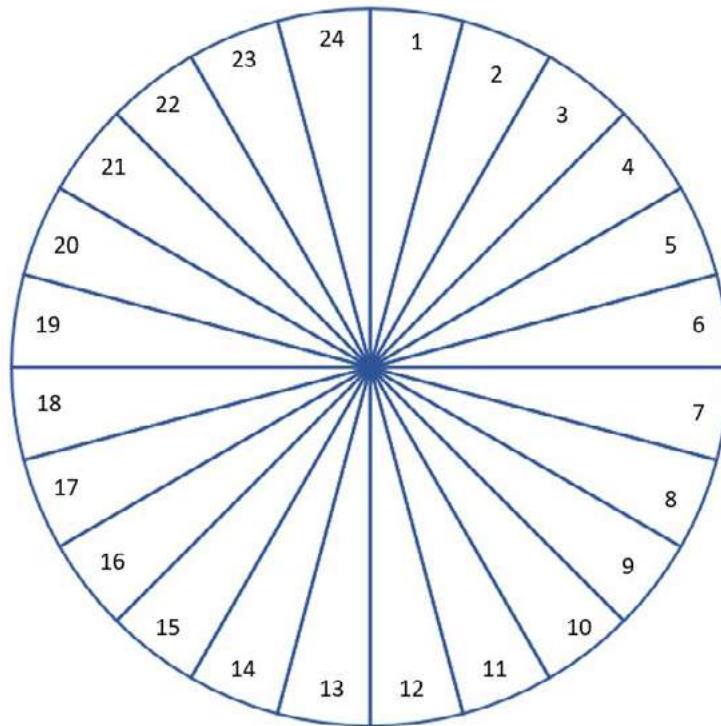
ASSETS FOR THE EXECUTION OF THE SECTION

SECTION 3

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

3.2.1. ICEBREAKER: “How much leisure time do you have available in your day? What do you do at that time?”

Below you see a pie chart representing the hours of the day. Colour those that you have available for leisure time.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

3.2.1. - ICEBREAKER



3.2.2. Leisure Time 3.0 – Transcript

Leisure Time 3.0 – TEDx Talks, speaker: Prof. Dr. Ulrich Reinhardt | TEDxBerlin

Video Link: <https://www.youtube.com/watch?v=RjyxIsE3V2g>

Transcriber: Nadine Hennig Reviewer: Elisabeth Buffard

Ladies and Gentlemen,

what is it that you are seeing here? Can we dim the lights for that? Is there something that you see? Mud. A cow. The Earth from above. Nothing. Cows. How many of you are seeing actually a cow? Oh, that's pretty good. The other ones are probably thinking: well, the cows must look different where he comes from. (Laughter). I want to give you a small hint. Aah! The cow is quite obvious now. Right? Actually it's pretty much the same if we talk about the future of leisure time.

The future of leisure time is absolutely obvious. We have this old saying in Germany that sometimes you do not see the forest because of all the trees. Well, that's not true, I mean, things are obvious and it's the same with leisure time. People have certain needs, we are all humans. We like certain things. We like to spend our time with other things like chumminess, for example. And that we sure do not change our behavior just because we have new possibilities.

A change in behavior needs time, and time is very, very limited. What does this number mean to us? 8,760. It's the number of hours we have each year. Now the big question is how are we spending this tremendous amount of time we are having? Are we spending it working? Are we spending it doing something we like during our leisure time? Or is there maybe something in between?

If we divided this time, we could divide it into three sections. The first one, of course, is working time.

When you are full-time employed, you work about 20 % of your time each year, 1,618 hours to be exact. You have 29 days of vacationing and you are sick for 7.6 days. Obligation time: Then we have this big huge field which takes about 55 % of your time. Well, it's not working time but it's not leisure time either. It's something in between. We call it "obligation time." There you do actually things because you more or less have to do it. Take sleeping for example. In average, you sleep for 7 hours and 14 minutes. That's about one third of your lifetime, you're not awake. You are in your own bed. Or take the time that it takes to get to work, the time to clean yourself or to clean your house. The time you have to take care of someone else. That also takes time. And, of course, we have this big fusion between work and leisure. I mean, when was the last time we really turned off our mobile phones on the weekend? When was the last time that we did not write an email, or read an email while we were on holidays? Or when was the last time that we went out for a beer with a friend or a colleague and skipped the topic work totally out of our conversation? Freedom of choice: So, work is always there. That's not then pure leisure. The time that is left, that actually is leisure. Leisure time can be defined when you do something without having to do it. It's freedom of choice. It's not easy to simply put an activity into this field. Think, for example, when you are visiting your relatives. Is that leisure time? (Laughter) Or for women it's normally leisure time when [they] go out shopping. Is it for all the men? I'm not sure. With sex, it's the other way around. But that's a different story. (Laughter)

3.2.2. - LEISURE TIME TRANSCRIPT



3.2.3. EXPLORING LEISURE TIME 3.0

1. In which three sections can we divide our time? (Answer: Working time, obligation time, leisure time)

2. How does the speaker define leisure time? (Answer: Do something not because you have to do it, you do it for choice).

3. Shortly describe how leisure time changed over time. (Answer: 50s... etc)

3.2.3. - LEISURE TIME

3.2.4. Character Cards:



Anna

- 29 years old
- Studied economics
- Interested in: numbers and figures, calculation
- Currently works in a business consultancy (full-time)



Leon

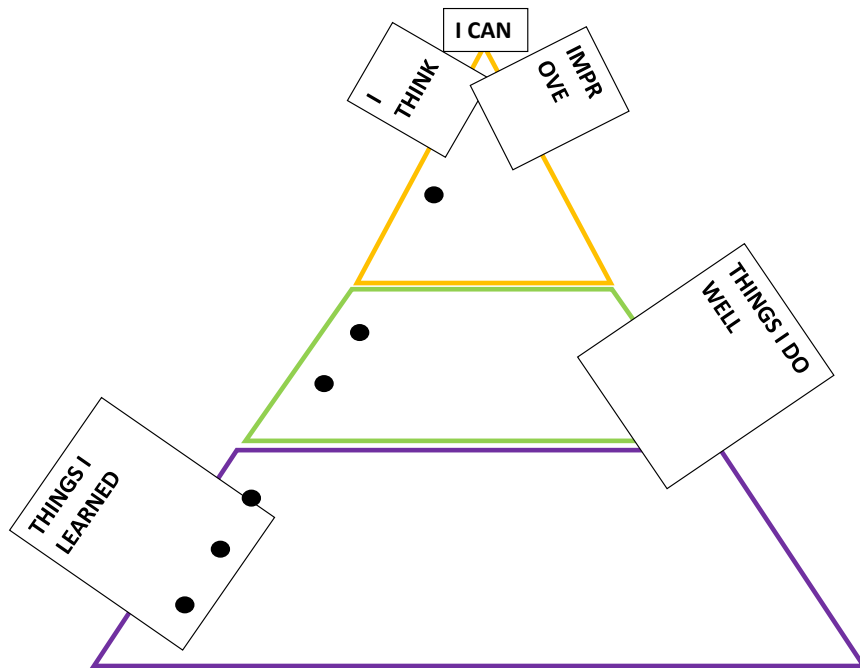
- 43 years old
- Made an apprenticeship in foreign languages
- Interested in: reading, writing
- Currently works in a communication agency (part-time)

3.2.4. - CHARACTER CARDS

3.2.5. - LEISURE TIME - REFLECTION



3.2.5. Reflection



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



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