



# 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 5**

**TRAINING WITH PRACTICAL ACTIVITIES AND  
MATERIALS ON ONLINE ADVOCACY/ACTIVISM**

# 5.1 - PREPARATION



## TIME:

Approx. 6-7 pedagogical hours. The trainer should adapt the timing according to the needs of the group.



## LEARNERS:

People with disabilities who want to know more about online advocacy/activism.



## LEARNING OBJECTIVES:

Understand what online activism is as a new form of collective mobilisation and its levels of participation. Learn about the different methods of online activism, and the main types that exist. To learn about the risks and opportunities of activism in social networks and to learn about successful cases as models to be put into practice.



## METHODOLOGY:

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



## 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 5.



## 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 5 ONLINE ADVOCACY/ACTIVISM, 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.

## 5.2.1 - ICEBREAKER: THE SPIDER'S WEB

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes (the time might vary depending on the number of learners)	<p><b>ICEBREAKER</b></p> <ol style="list-style-type: none"><li>1. This activity is called "The spider's web". All participants stand in a circle. One of them takes the wool end of a ball of yarn (or a string, or something similar) and, without letting go, throws the ball of yarn with the other hand to a partner, while saying something positive that he/she likes or values about the person to whom he/she throws it.</li><li>2. The person who receives the ball of yarn picks up the thread and, also without letting go, throws the ball of yarn to another partner, saying something that he/she likes or values about him/her. And so on until all participants pick up a piece of thread, while forming a colourful figure in the form of a spider's web.</li><li>3. Finally, the last participant to receive the ball of yarn will throw it to the first, as in this way we close the circle and everyone will have said something positive about someone and, at the same time, someone will have said something positive about themselves.</li><li>4. At the end, encourage them to say what kind of objective they have worked on with this exercise: self-esteem, communication skills, reinforcement of group bonds, etc. 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.</li></ol>

## 5.2.2 - WHAT IS ONLINE ACTIVISM

The aim of this dynamic is to raise awareness of successful online activism campaigns, as well as to encourage the use of new technologies. It is also important that, thanks to this exercise, the creative skills of the participants are enhanced, as well as their communication skills.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
15 minutes	<p><b>INTRODUCTION: WHAT IS ONLINE ADVOCACY/ACTIVISM?</b></p> <ol style="list-style-type: none"> <li>1. The trainer will give a brief introduction on what online activism is, the types and methods of activism, the goals they encompass and why they are important for communities.</li> <li>2. Participants will be asked a brief round of questions to share if any of them have at some point participated in an awareness-raising campaign, or similar.</li> </ol>
20 minutes	<p><b>INVESTIGATE AN ONLINE ACTIVISM CAMPAIGN</b></p> <ol style="list-style-type: none"> <li>1. Learners will be divided into groups of 4 people. Each group will be given a large piece of cardboard with coloured markers.</li> <li>2. Each team should ensure that they have at least one device with internet access. It would be ideal to have a computer or tablet so everyone can see the screen, but if you don't have this type of device, you can use a mobile phone.</li> <li>3. The team will do some research on successful online activism campaigns over the last few years, and take notes on them. Together, they will decide which one they will choose to give an oral presentation to the other groups.</li> <li>4. It is important that the facilitator keeps an eye on the campaign that each group chooses, to avoid repetition between groups.</li> </ol>
30 minutes	<p><b>PREPARING THE PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. Once the activist campaign has been chosen, the team will decide how they will present it to the rest of their colleagues, using cardboard and markers, designing an outline, a drawing or simply using words. This is a free and creative exercise!</li> <li>2. When they have designed their presentation posters, they will have to do a short rehearsal of how they are going to present it to the other learners. It may happen that only one of them speaks, or that they divide the presentation to be shared into parts, which would be ideal to foster the communication skills of each of them, as well as to work on stage fright.</li> </ol>

*\*Remember that there may be participants with communication difficulties. It is important that they participate in the same way as the rest, adapt to their pace, listen to them and make sure they have the same opportunities as their peers.*

5-10 minutes per group	<p><b>ORAL PRESENTATIONS</b></p> <ol style="list-style-type: none"> <li>1. Once the rehearsal is done, they will go on, group by group, to present it to the rest of the participants. They should set a maximum time limit, for example 5- 10 minutes.</li> <li>2. To conclude, there will be a round of questions to reflect on how they have felt about this dynamic.</li> </ol>
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## 5.2.3 - CREATE YOUR OWN ACTIVIST CAMPAIGN

This exercise helps us to encourage the creativity of the participants through the creation of their own awareness-raising campaign, fostering teamwork.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
20 minutes	<p><b>TIME FOR POST-SHARING IDEAS AND BRAINSTORMING!</b></p> <ol style="list-style-type: none"> <li>1. All participants will brainstorm together on awareness-raising campaigns that could be carried out online.</li> <li>2. One issue will be chosen for every 5 people, who will form a team. In other words, if there are 20 people in the classroom, 4 causes will be chosen. If there are 10 people, 2 causes will be chosen.</li> <li>3. The group will be divided into sub-groups of 5 people.</li> </ol>
45 minutes	<p><b>TIME TO REFLECT AND DESIGN THE CAMPAIGN</b></p> <ol style="list-style-type: none"> <li>1. Each group will create its own online activism campaign. For this, we will take into account the document linked here: <a href="#">Your own campaign</a>.</li> <li>2. Depending on the campaign that each team has been assigned, they will think about and write a document in which each team defines the following points:             <ol style="list-style-type: none"> <li>a) Justification of the campaign (detected need).</li> <li>b) Objective of the social cause.</li> <li>c) Slogan and logo identifying the campaign.</li> <li>d) Dissemination strategy.</li> </ol> </li> </ol> <p>Use the following document as a guide to the exercise for learners: <a href="#">Guide</a>.</p>

<p>5-10 minutes per team and 15 minutes for voting</p>	<p><b>SHARING (AND VOTING)</b></p> <ol style="list-style-type: none"> <li>1. Afterwards, there will be a presentation of the campaigns proposed by each team.</li> <li>2. You can vote on which campaign is the most striking or necessary, and make it real!</li> </ol>
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## 5.2.4 - VOLUNTEERING

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
<p>10 minutes</p>	<p><b>VOLUNTEERING</b></p> <ol style="list-style-type: none"> <li>1. The trainer will give a brief introduction on what volunteering is and the various areas in which online volunteering can be carried out.</li> </ol>
<p>20 minutes</p>	<p><b>BENEFITS OF VOLUNTEERING</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm with the whole group about the benefits they think volunteering can have. To do this, participants will be given sticky-notes and on each one of them, each participant will have to write one benefit. They will use as many sticky-notes as they consider. They will have about 10 minutes to write down their ideas.</li> <li>2. Once the time to write their ideas is over, they will distribute the sticky notes according to: <ol style="list-style-type: none"> <li>a) Personal benefits (for the person volunteering).</li> <li>b) Benefits for the person who receives it.</li> <li>c) Benefits for society in general.</li> </ol> </li> </ol> <p>To do this, the trainer will stick the posters of this document on the wall or blackboard and, underneath them, the students will stick their ideas. <a href="#">Benefits.</a></p>
<p>20 minutes</p>	<ol style="list-style-type: none"> <li>3. After pasting the sticky-notes in their corresponding sections, the trainer will make a presentation with the conclusions, with the participation of all the learners. The trainer can refer to this document: <a href="#">Brief list of benefits.</a></li> </ol>



## 5.2.5 - FIND YOUR IDEAL ONLINE VOLUNTEER

In order to carry out this dynamic, it is necessary that each participant has a mobile phone with internet access, or other devices (such as a computer or tablet) can also be used if available.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p><b>THINK ABOUT YOUR INTERESTS</b></p> <p>1. Each participant takes a pen and paper and writes on it what kind of interests they have in their life and, based on these, how they could apply them in online volunteering. For example, someone might be an animal lover and, through that interest, think of some form of animal-related volunteering.</p>
30-40 minutes	<p><b>LOOK FOR YOUR IDEAL ONLINE VOLUNTEERING</b></p> <p>1. Having reflected on personal interests, each learner will have to search on the internet to find out what online volunteering they could do. If there is more than one option, he/she will try to decide on the one that best suits him/her and review what steps he/she should take in case he/she wants to do it.</p> <p>2. The student writes the conclusions on the sheet, with his/her decision to volunteer and the steps to be taken (at least the first step).</p> <p>3. Afterwards, he/she will write down what benefits he/she thinks this particular volunteering could bring him/her.</p>
5 minutes per person	<p><b>SHARE THE CONCLUSIONS WITH THE GROUP</b></p> <p>1. Finally, each learner presents his/her interest to the others and the type of online volunteering that responds to this interest.</p>

# ASSETS FOR THE EXECUTION OF THE SECTION

## SECTION 5

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

## BENEFITS OF THE SPIDER'S WEB DYNAMIC



### 1 Self-esteem

Improves participants' self-esteem by receiving positive feedback about themselves.



### 2

### Self-knowledge

Increases self-awareness by receiving a comment the person may not have known about him/herself.



### 3 Focus on the positive things

It helps to look at life with a positive mentality, seeing the positive things about people!



### 4

### Giving and receiving compliments

Many people are embarrassed to receive compliments, or don't know how to express them when they want to give them, so it's a good social skills training!



### 5

### Communication skills

Verbal and non-verbal communication, public speaking, expression of ideas, etc. are applied.

### 6

### Group cohesion

It helps to improve and strengthen the bonds between the participants, to appreciate each other more and to improve the feeling of belonging.



### 7

### Working environment

All this makes for a much more enriching and productive working environment!!

POSITIVE VIBES

## 5.2.3 - CREATE YOUR OWN ACTIVIST CAMPAIGN

**How to design your own awareness-raising campaign**

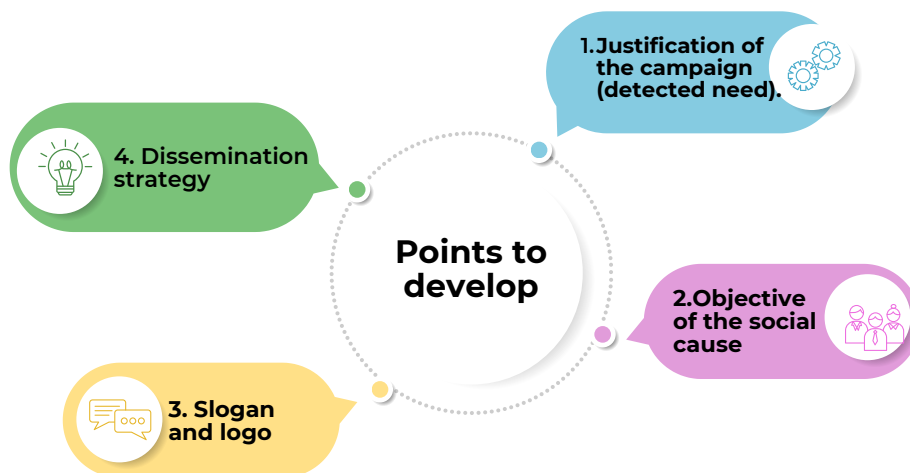
- 1. Justify it**  
It is important that you identify the need you want to address and that the campaign makes sense and is justified.
- 2. Define your objective**  
Once you know what the need is, you have to define the objective you want to achieve. It must be clear and realistic. Try to define them always in a positive format and starting with a strong verb that invites to action.
- 3. The message**  
Focus on the message you want to convey. It should be coherent and targeted.
- 4. Be creative!**  
Use a slogan, and a logo that identifies the campaign. Identity is very important! Be original and think different! You can use actions to be carried out so they become viral and people give it visibility on social networks.
- 5. Upload it to networks!**  
Think about which networks are most likely to enhance the dissemination of your campaign. And upload it!
- 6. Lean on your loved ones**  
Ask for support for the initial dissemination to those close to you, I'm sure they will be happy to support good social work!
- 7. Social organisations and NGO**  
You can also contact associations and organisations that can help you give visibility to your campaign, or that want to collaborate with you.



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

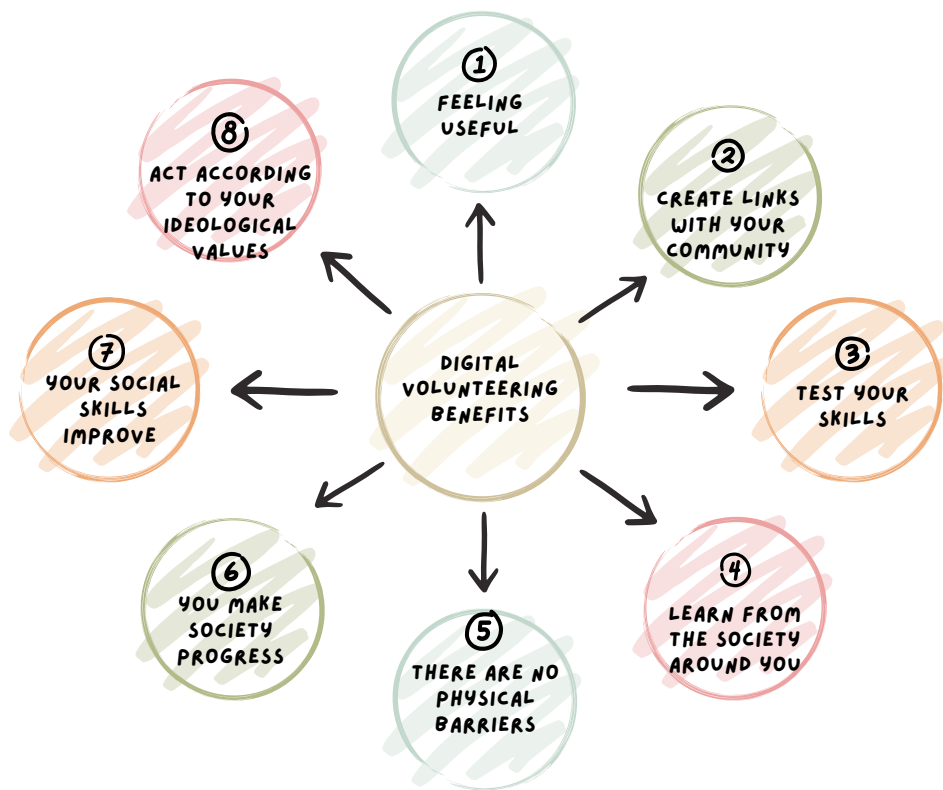
## 5.2.3 - CREATE YOUR OWN ACTIVIST CAMPAIGN

# Design your awareness campaign



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

## 5.2.4. - BRIEF LIST OF BENEFITS



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

## **BENEFITS FOR THE VOLUNTEER**

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## **BENEFITS FOR THE VOLUNTEER'S RECIPIENT**

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## **BENEFITS FOR SOCIETY**

### **5.2.4. - BENEFITS**

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



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