



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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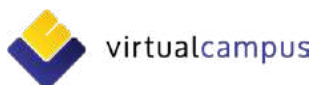


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PARTNERS



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INTRODUCTION

The aim of this Toolkit is to **give professionals tools** so they can raise awareness among the people they work with (namely, people with functional diversity) and show the opportunities that digital and online tools can offer them to be active in their community, as well as to be able to have fulfilling leisure time and social relationships without any physical barriers.

The tools offered in the Toolkit were designed so that they help professionals to give that last push that **some people with disabilities** may need to become involved in their communities on their own.

The Toolkit was developed to include:

- **Practical tools and resources** to use with the people they work with, such as videos, good practices of successful active participation and dynamics to be carried out.
- **Methodological recommendations and instructions** so that professionals are able to adopt the materials in their dynamics with the target group, obtaining the best results from them.

Additionally, it is **structured** as follows:

- Preparation guidelines;
- Activities;
- Additional and useful resources;
- Action plans;
- Evaluation activities.

It is important to highlight that all the tools were organized and systemized, to be used in different situations and to work on specific topics/environment related to community participation and the areas covered in the training course.

GUIDANCE ON HOW TO SUPPORT PEOPLE WITH PHYSICAL DISABILITIES IN USING THE PLATFORM

1. IDENTIFY THE USER'S DISABILITIES (WHAT KIND OF MOBILITY HE/SHE HAS AND WHERE)

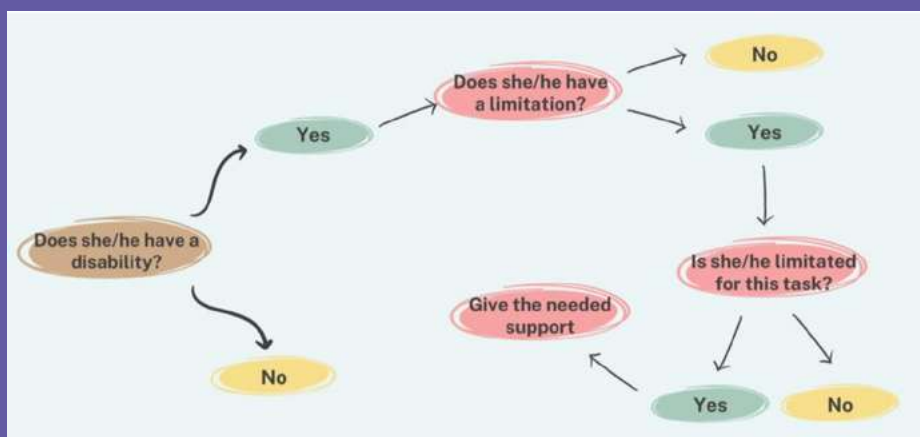
First of all, it is necessary to explain what the activity consists of and what it requires. From here, ask the user what needs he/she considers necessary to carry out this activity. It is important not to assume that a person may have a limitation just because we have observed the visual aspect of a limitation. In other words, that person, despite having a limitation, may be functional. Or, in fact, he or she may have other limitations that cannot be observed. For this reason, it is essential to adopt an open communication with respect, in order to be able to understand their situation.

2. ASSESS THE EXTENT TO WHICH THE USER NEEDS SUPPORT

In relation to what we have been able to identify in the previous point, we will therefore assess what kind of support, if any, they will need to carry out the proposed task.

In the case of people with disabilities, it is a very common mistake to fall into paternalism and not to provide autonomy. This is why it is important for the professional to be aware of this fact and to be guided by the indications given by the person with a disability.

An example of this would be the case of a person who has mobility in the arm and hand, so that they can move the touchpad and explore the platform without any problem, but do not press the touchpad button due to lack of strength in the hand or lack of sensitivity. In this case, we will give the person the freedom to explore at their own pace and we will provide support in the occasional case that they need to press the touchpad button. We should not overdo it or supply someone who does not need it.



3. ANALYSE HOW WE CAN PROVIDE SUPPORT

To begin with, we would like to clarify that the use of support products is complementary, but not essential.

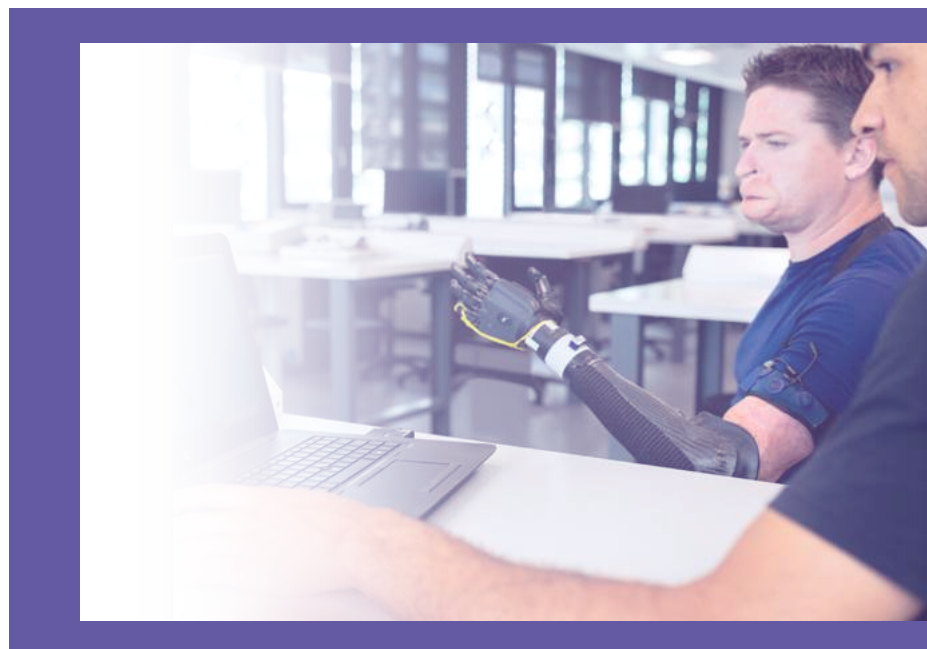
A simple example without the use of support products would be to analyse whether the person would find it easier to use the classic mouse or the touch pad instead.

Most probably, in the majority of situations we will not have support products and this will imply more intervention from the professionals, as the people in the target group will be able to participate, but in a less autonomous way.

4. RECOGNISE THE AUTONOMY OF THE USER

At this point, we know the needs of the person we are attending and we have agreed on how support will be offered. From this point onwards, the professional will carry out the specific task that the user is unable to carry out, but respecting the other aspects that the person can do.

A visual example: A person has reduced mobility on the right side of their body and is right-handed. In this case, the person cannot move their arm or hand. The professional who attends the person will be the one who moves the touchpad but following the steps and/or directions provided by the person with a disability. In this way, the person is assisted specifically in the task that he/she cannot carry out (moving the touchpad), but the abilities that he/she does have (decision-making) are respected.



METHODOLOGICAL RECOMMENDATIONS FOR DIDACTIC WORK WITH THE TARGET GROUP

1. HOW TO ORGANIZE THE SESSION

Before implementing the activities, clearly define who the target population is. Pay attention to any specificities or barriers your participants may have.

Determine the expected duration and format of the activity, whether it will be live, online or a combination.

Make a list of the material you need and prepare it carefully.

Clearly define the objectives of the planned activities. Make them as concrete as possible. You can use the SMART method.

To make sure you take all these components into account, you can draw up a “workflow plan” before you start. This is an implementation planning document that should contain the following components:

- Title of the activity,
- Duration,
- Content,
- Learning objectives,
- Methods,
- Material.

When you plan your training, take time buffers into account. Participants may vary in terms of prior knowledge and active participation. It is always a good idea to have a spare activity or energiser if time permits. At the same time, anticipate which content can be shortened without affecting the quality of the session.

Plan some time at the start of the activity to get to know each other. This is a very important element for a successful implementation. Ask participants what they expect, you can also set internal objectives.

Always have additional materials (e.g. flipcharts for live sessions, virtual whiteboards for online) on hand in case participants need further explanations.

2. USEFUL DIDACTIC METHODS

A. ICEBREAKERS AND ENERGIZERS

Icebreakers are methods designed to warm up participants for conversation or other activities. The purpose of energisers is to raise energy levels during session when motivation seems to be dropping.

Example 1: **Object stories**

This activity is designed to be performed live. Select a few objects in the room and put them in a bag. They can be everyday items or something unusual. Invite participants to reach into the bag and pull out one object at a time. The first person to pull out an object starts to tell an imaginary story with that object. Then, after 20 seconds, the next person pulls out the next object and continues the story until everyone has had a turn to contribute to the story.

Example 2: **Mood cloud**

The activity can be carried out digitally, using tools such as Mentimeter or Jamboard. It is easy to implement. Participants are asked how they feel - each contributes anonymously about how they feel. This way, we will have already started the activity with a reflection. The facilitator can start and use a mood that is not completely basic (i.e. not just sad or happy) to encourage the participants to reflect as well.

Example 3: **Random counting**

The activity can be implemented live or digitally. The task is to count together, but not all at once. Someone starts and says one, and then they count consecutive numbers in random order. The task is to get to as high a number as possible and not to have two people say the same number at the same time. The participants must therefore take turns at random after counting. The task can be made more difficult by asking the participants to close their eyes.

B. DISCUSSION METHODS

Example 1: **1-2-4-ALL**

This method gradually increases the discussion on a topic. We give participants one question and ask them to think about the answer for one minute each. Then they discuss their answers in pairs. Then, two pairs get together in a group of four to debate the same topic. Then all the foursomes get together to form a whole group. Sub-questions can be added at each turn. The idea is to involve each person more actively in the topic than if the whole group debated from the beginning and some people became passive.

Example 2: **Traditional debate**

In a traditional debate, participants are divided into two groups. One argues "pro" and the other "contra" on a particular topic. There can be several rounds, e.g. first representative of each group presents their position, then they have a limited time to prepare counter-arguments, and present them. The debate should be moderated.

Example 3: **Voices in a circle**

Participants create groups of five people. Groups get 3 minutes of silence to think about a specific topic. Each member of the group has three minutes of uninterrupted opportunity to discuss the issue with other members of the group. After, other members can respond to the comments that have been made.

3. REFLECTION

Reflection is a very important part of the end of the activities. It is the facilitator's main task to allow participants to reflect on **what they have learned and how they felt about it**. It is valuable that the facilitator of the activity also reflects on the session.

Several approaches are possible. An interactive group technique can be used, and the reflection can be done through **discussion**. Participants can be given questionnaires to answer **anonymously**. Alternatively, one of the **digital tools** can be used (for example Mentimeter), where everyone anonymously gives their answers about the session and then they are reviewed and discussed together.





SECTION 1

**TRAINING WITH PRACTICAL ACTIVITIES AND
MATERIALS ON DIGITAL LITERACY**

1.1 - PREPARATION



TIME:

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



LEARNERS:

People with disabilities wanting to know more about applying basic digital skills.



LEARNING OBJECTIVES::

Raising motivation for volunteering, developing proactive approach in searching for opportunities, understanding the benefits of basic digital literacy and empowering individuals by recognizing their strengths.



METHODOLOGY:

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



EQUIPMENT:

A4 papers, colour markers, pens, projector, computer(s) and internet access, bell/timer, materials from the resources ([1.2.2.Digital_Profile_Template](#), [1.2.4.Keys_of_Storytelling](#) and [1.2.6.Reflection_activity](#))



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:

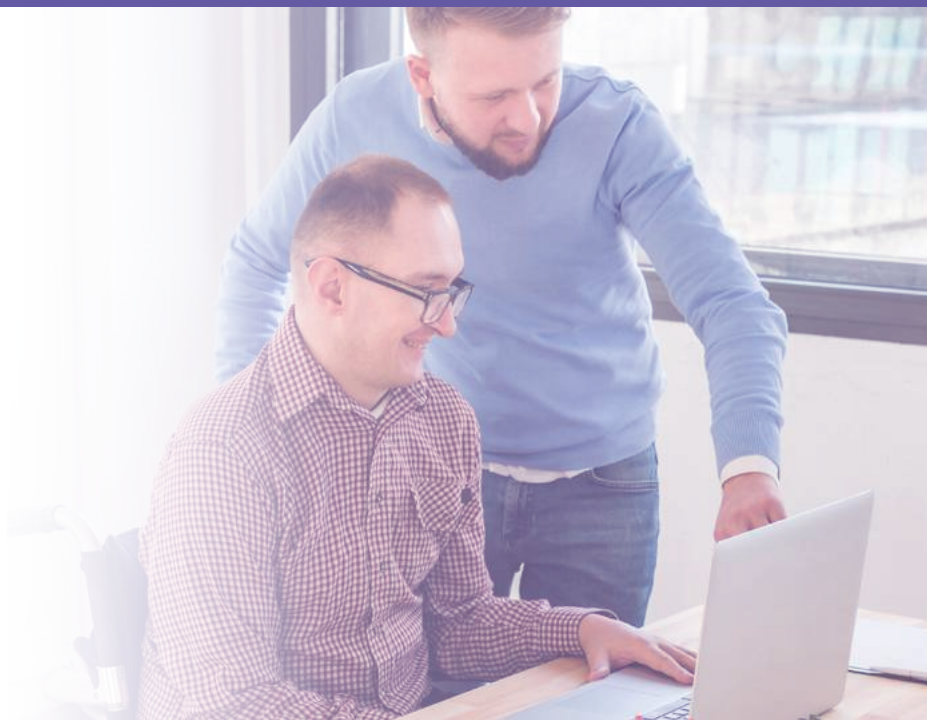
E-learning platform module: Before the training session, it is recommended that learners go through the e-learning platform module 1 BASIC DIGITAL LITERACY FOR COMMUNITY PARTICIPATION, available here: <https://projectactivate.eu/training>

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.

1.2.1 - 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.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes (the time might vary depending on the number of learners)	<p>ICEBREAKER: “Basic Digital Skills. To introduce the concept of virtual opportunities and their benefits”</p> <ol style="list-style-type: none">1. Start by discussing the benefits of digital skills, such as the flexibility it offers and the ability to contribute from home.2. Then, research virtual opportunities for participation online and discuss as a group which opportunities align with their interests and skills. <p>Participants will learn how to research virtual opportunities, as well as understand the benefits of basic digital skills.</p>



1.2.2 - CREATING A DIGITAL PROFILE

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
15 minutes	<p>THE IMPORTANCE OF A DIGITAL PROFILE</p> <p>1. Start by presenting the importance of having a digital profile and what should be included in it. You will find several tips in the section named I like it! Finally, have participants share their profiles with the group and discuss what they learned.</p> <p><i>Participants will learn how to create a volunteer profile and understand the importance of having one.</i></p>
45 minutes	<p>CREATING A PROFILE</p> <p>2. Then, let participants create their own digital profile using the template 1.2.2 provided. They can edit colours, images, font type, as well as add their own information. It can be used for volunteering, job searching, getting involved in programs, etc.</p>
30 minutes	<p>SHARING THE RESULTS</p> <p>3. Finally, participants will share their profiles with the group and discuss what they learned.</p> <p><i>*Digital hint: Trainer can upload the template on Drive for each group, so every member of the group can edit it.</i></p> <p>4. After showing their profiles, learners can choose the one they like more and the winner can be shared on the social media profiles.</p>

1.2.3 - DIGITAL SECURITY & HEALTH AWARENESS

Related to the section Keeping digital health and safety, the objective of this group activity is to increase awareness and understanding of digital security and health risks associated with the virtual world and how to mitigate them.

Learning Objectives:

- Understand the potential digital security and health risks associated with the digital environment
- Develop strategies to mitigate these risks and protect personal information.
- Gain a deeper understanding of the importance of digital security and health.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
5 minutes	<p>TWO SCENARIOS</p> <p>In this group activity, participants will work together to identify potential digital security and health risks associated with the online world and ways to mitigate these risks.</p> <p>1. You will divide the people into two groups and there will be two different scenarios.</p> <ul style="list-style-type: none"> • Creating a social media campaign for a local charity • Coordinating a food drive through email
20 minutes	<p>GROUP DISCUSSION</p> <p>2. By providing hypothetical scenarios, participants will have the opportunity to apply their knowledge of digital security and health to real-world situations. Through group discussion and feedback, participants can learn from one another and develop a deeper understanding of the importance of digital security and health in volunteering.</p> <p>3. Each group will identify potential digital security and health risks associated with the scenario and brainstorm ways to mitigate these risks.</p>
20 minutes	<p>TIME FOR SOLUTIONS!</p> <p>4. Each group will present their scenario and their findings to the larger group for feedback and discussion.</p>

1.2.4 - DIGITAL STORYTELLING

In this group activity, participants will work together to create a compelling digital story to apply for a volunteering opportunity. By developing digital storytelling skills, participants can create engaging content that attracts potential recruiters. Through group feedback and discussion, participants can refine their digital stories and learn from one another's experiences.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
5 minutes	<p>HOW TO APPLY TO A DIGITAL OPPORTUNITY</p> <p>1. Divide participants into small groups. In this group activity, participants will work together to create a compelling digital story to apply to an association/job/volunteer opportunity.</p>
*30 minutes	<p>CREATING A DIGITAL STORY</p> <p>2. Each group will create a digital story (using video, audio, or images) that promotes their previously selected opportunity.</p> <p>3. Participants can find a template with the 4 keys of storytelling in document 1.2.4. It is recommended to check Module 1 on the platform in order to know about the impact of social media.</p>
20 minutes	<p>DISCUSSION AND CONSULTATION WITH OTHERS</p> <p>4. Each group will present its digital story to the larger group for feedback and discussion. By sharing the digital story with others, they will reflect on the effectiveness of the digital story and identify areas for improvement.</p>

1.2.5 - ACTION PLAN

An action plan is a written document that outlines the goals, objectives, and strategies for a virtual project or initiative. The plan typically includes details such as the project’s purpose, target audience, timeline, resources needed, and specific tasks to be completed.

Creating an action plan for a virtual project can help to ensure that their effort is well-organized, efficient, and effective. It can also help to identify potential challenges or obstacles, as well as ways to address them. Overall, an action plan provides a roadmap for their tasks and can be a useful tool for volunteers, project leaders, and stakeholders.

In this activity, participants will create an action plan that incorporates the knowledge they have gained throughout the document. By incorporating digital skills, health and safety considerations, and social media strategies into their plan, participants can ensure that they are working effectively, efficiently, and safely.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p>WHAT HAVE WE LEARNED?</p> <ol style="list-style-type: none">1. Review the information provided on digital skills, health and safety considerations, and social media strategies for volunteering.2. Work individually or in small groups to create a plan or action for a virtual project that incorporates these elements.
30 minutes	<p>CREATING THE VOLUNTEER PLAN/ACTION</p> <ol style="list-style-type: none">1. Apply digital skills to planning and implementation.2. Incorporate health and safety considerations into planning and implementation.3. Develop social media strategies for opportunity outreach and promotion.4. Create a comprehensive action plan that incorporates these elements.

1.2.6 - REFLECTION

The aim of this activity is that the learners to 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 [1.2.6.Reflection activity](#).

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	<p>The document is divided into five sections and each part represents topic learners are providing feedback on.</p> <p>The topics are:</p> <p>1. Self-awareness:</p> <ul style="list-style-type: none"> · What did you learn about yourself throughout these activities? How did you feel about your participation in these activities? · Did you encounter any challenges during the activities? How did you overcome them? <p>2. Learning:</p> <ul style="list-style-type: none"> · What specific knowledge or skills did you gain from these activities? · Were there any concepts or topics that were particularly difficult to understand? How did you address those challenges? · Are there any areas where you feel you need more development or further exploration? <p>3. Application:</p> <ul style="list-style-type: none"> · How can you apply what you learned in these activities to your future digital skills? · How might the skills and knowledge you gained be relevant to your future career aspirations? · How might you incorporate what you learned into your personal life? <p>4. Feedback and improvement:</p> <ul style="list-style-type: none"> · What feedback do you have on the activities you completed? · What would you do differently if you were to repeat these activities? · How can you use the feedback you received to improve your future performance? <p>5. Participate in a cause that is important to me</p> <ol style="list-style-type: none"> 1. Bearing in mind the answer to these questions, the student will evaluate each section from 1 to 3, with 1 being the worst mark and 3 being the best. 2. Students will give a star to the section they liked the most or the one that stands out the most. 3. After everyone completes it there can be a discussion about it. If the learners want to speak up they can.

ASSETS FOR THE EXECUTION OF THE SECTION

SECTION 1

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

Digital profile



PERSONAL PROFILE

Who you are; name, age, life goal, interests, etc.

SKILLS & STRENGTHS

This section is a good opportunity to present yourself a bit better, and take note of any strengths that you could use to help grow the organization.



PREVIOUS EXPERIENCE

Previous experiences you may have.

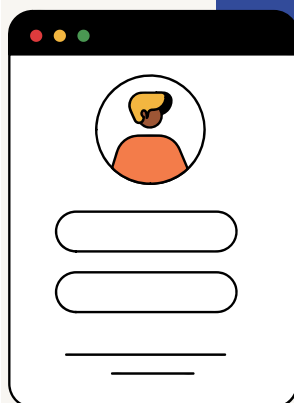
MOTIVATION

It's important you find out what is your motivation



EXPECTATIONS

What you expect from the organisation you are applying to.



CONCLUDING REMARK

Final message to show commitment and leave a good taste in the mouth.

ACTIVATE project

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

4 keys of *Storytelling*

01 message

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motivation

persuasion

curiosity

02 conflict

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challenge

duality

improvement

03 characters

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empathy

connection

emotion

04 plot

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content

structure

narrative

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Self-Reflection activity

1	2	3	★	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Awareness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Application
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback and improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in a cause that is important to me



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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
<p>10 minutes (the time might vary depending on the number of learners)</p>	<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 media 2. Increasing desire to check social media 3. Using social media to escape from real-life problems 4. Feeling agitated when unable to use social media 5. Disturbed sleep patterns and lower productivity due to social media 6. Failed attempts to stop using social media
30 minutes	<p>HOW TO OVERCOME SOCIAL MEDIA ADDICTIONS?</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.

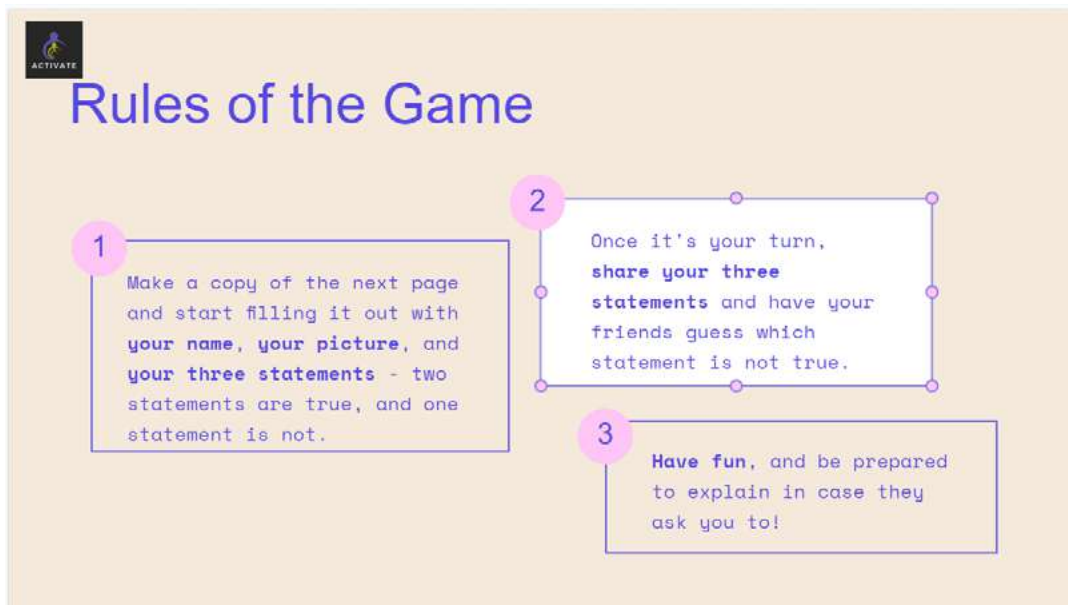


ACTIVATE

Two Truths and a Lie

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

This slide features a purple background. In the top left corner is the 'ACTIVATE' logo. The main title 'Two Truths and a Lie' is written in a large, blue, sans-serif font. To the right of the title are four small, pink square icons: a crop tool, a hand cursor, a water drop, and a pencil. 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.



ACTIVATE

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!

This slide has a light beige background. It starts with the 'ACTIVATE' logo in the top left. 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. The numbers 1, 2, and 3 are inside pink circles to the left of each box. The text inside the boxes is in a blue, monospaced font.

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



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.



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

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.



MY REFLECTIONS

ACTIVATE Co-funded by the European Union

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

ACTIVATE 1 Rate Today's Activities 2 Add your comments ★

Online Socialization and Communication

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

Co-funded by the European Union

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



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
<p>10 minutes (the time might vary depending on the number of learners)</p>	<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 Augustus 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>

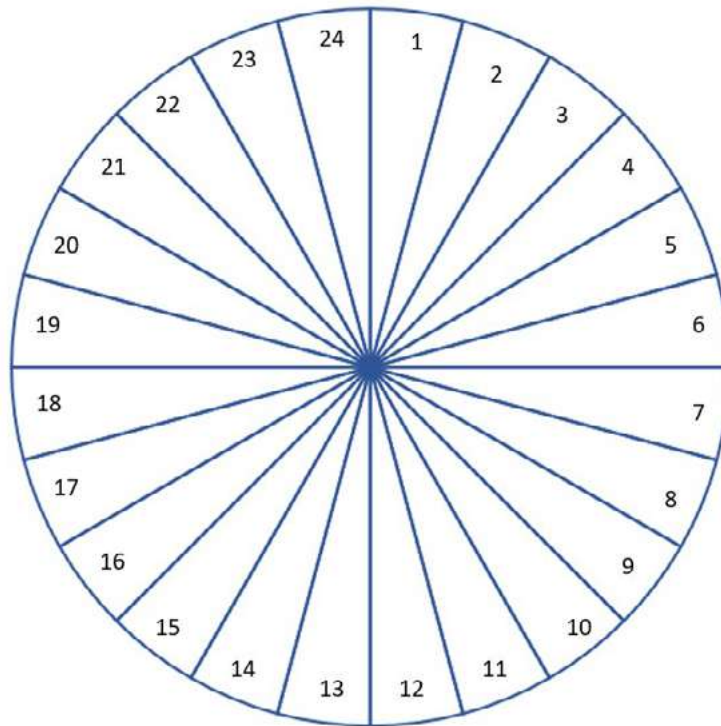
ASSETS FOR THE EXECUTION OF THE SECTION

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



3.2.2. 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)




3.2.3. 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)

3.2.4. Character Cards:

	<p>Anna</p> <ul style="list-style-type: none">● 29 years old● Studied economics● Interested in: numbers and figures, calculation● Currently works in a business consultancy (full-time)
--	--

	<p>Leon</p> <ul style="list-style-type: none">● 43 years old● Made an apprenticeship in foreign languages● Interested in: reading, writing● Currently works in a communication agency (part-time)
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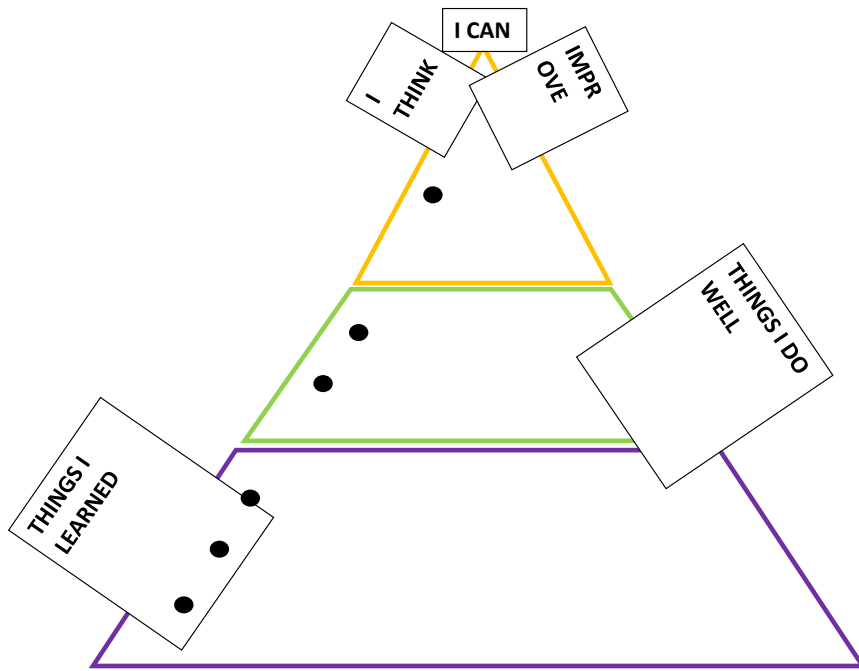
3.2.4. - CHARACTER CARDS

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

3.2.5. - LEISURE TIME - REFLECTION



3.2.5. Reflection



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



SECTION 4

TRAINING WITH PRACTICAL ACTIVITIES AND MATERIALS ON VOLUNTEERING

4.1 - 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 volunteering opportunities.



LEARNING OBJECTIVES:

Raising motivation for volunteering, developing proactive approach in searching for volunteering opportunities, understanding the benefits of becoming a volunteer and empowering individuals by recognizing their strengths.



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 ([4.2.1_Icebreaker_template](#), [4.2.2_Organisation_presentation_template](#), [4.2.3_Fears_and_solutions_template](#), [4.2.4_Creating_a_curriculum_vitae_\(CV\)_and_writing_a_motivational_letter_\(ML\)](#), [4.2.5_Reflection](#))



PREPARATION OF THE CLASSROOM:

Classroom should be open with enough space to move wheelchairs, and have tables, chairs, and whiteboard/board/space on the wall. In case some learners would prefer to cooperate through the computer, also this should be enabled. 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 4 ONLINE OPPORTUNITIES FOR VOLUNTEERING 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.

4.2.1 - 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 circles on the flip chart as presented in the material entitled [4.2.1_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 the learners)	<p>ICEBREAKER: “What does volunteering mean to you?”</p> <p>1. Ask learners what volunteering means to them. Encourage them to list as many different associations as possible. They should think about what it means to them personally, locally, nationally and globally. 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 trainer can also contribute an association of his/her own.</p> <p>At the end, try to summarise what the learners have listed and try to relate it to the next activity or content of the module.</p> <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>

4.2.2 - EXPLORING CHARACTER STRENGTHS AND VOLUNTEERING OPPORTUNITIES

As a preparation for this activity, it is recommended that learners solve the personal strengths questionnaire in advance. The link to the questionnaire is available on the e-learning platform in the module 4, or they can access it directly on this link: <https://viacharacter.org/account/register>

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p>WHAT ARE CHARACTER STRENGTHS?</p> <p>1. Since the learners already have the general knowledge regarding the character strengths from the materials of module Online Opportunities for Volunteering, subchapter Exploring my strengths, trainer offers a short introduction by reminding them, what are 24 character strengths and 6 virtues, as well as their importance through this video: https://www.youtube.com/watch?v=kq-rOeILciE&t=88s Use the option of auto-translation of the video, which can be found in the subtitles section in settings.</p> <p>2. Trainer asks learners what else they remember from the e-learning platform regarding the character strengths.</p>
30 minutes	<p>WHAT ARE CHARACTER STRENGTHS?</p> <p>1. Learners share their results of their top character strength, which is a result of the via character strengths survey. Each of the strengths is a part of a specific virtue. With the help of the trainer, everyone reflects what are the character strengths and the virtues of the whole group. Later, learners are divided into groups of 3 to 5 learners. Those who have more similar top strengths that fit under the same or similar virtues, work together. The trainer can show the classification of character strengths and virtues, available here: https://viacharacter.org/resources/activities for easier division in groups.</p> <p>2. In smaller groups, learners share their top strengths. Each learner tells, how does this strength show in his/her every day or professional life. Trainer encourages them to give very specific examples of their behaviours that support their top strengths. In the second round, each learner shares how he or she can contribute to society and other people with his or her top strengths. How does she or he already do it?</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>

<p>30 minutes</p>	<p>EXPLORING APPROPRIATE VOLUNTEERING OPTIONS</p> <p>1. In the same groups as in previous activity, learners explore different options of online volunteering with the help of the template, which can be printed out: 4.2.2. Organisation presentation template, which can be found in the resources. Each group finds 3 different organisations or web pages that offer online volunteering, which is in line with the group's most important character strengths and virtues. They can use computers, mobile phones, e-learning platform, and other useful resources.</p> <p><i>*Digital hint: Trainer can upload the template on Drive for each group, so every member of the group 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 more in 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>
<p>5 minutes per group, followed by Q&A from other groups</p>	<p>SHARING POTENTIAL ONLINE VOLUNTEERING OPPORTUNITIES</p> <p>1. Each group shares the information about possible online volunteering opportunities and why it fits their character strengths with other groups.</p> <p>2. Other groups and the trainer have the possibility to ask questions or provide feedback to the presenting group.</p>

USEFUL RESOURCES:

- Science of Character - VIA Institute: <https://www.youtube.com/watch?v=kq-rOeLLciE&t=88s>
- Strengths-Based Activities & Exercises: <https://viacharacter.org/resources/activities>
- Virtual Volunteer Abroad Programs: <https://www.gooverseas.com/volunteer-abroad/online>

4.2.3 - FEARS & SOLUTIONS

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. 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
5 minutes	<p>WHAT ARE YOUR FEARS?</p> <p>1. Ask learners what their fears are when taking part in volunteering activities. Each person should think about and write down three fears.</p> <p>If you are doing the activity with a hat, have each learner write the fear 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 fears 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 fears will be displayed graphically, and you will see which fears are most common among the learners, as these words will be larger. Example of word cloud.</i></p>
5 minutes	<p>GROUP FEARS</p> <p>1. The facilitator should pull a couple of fears out of a hat and read them aloud (e.g. 9 fears 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>TIME FOR SOLUTIONS!</p> <p>1. Each group should choose the fear they find the most interesting. They should decide together democratically as a group on the fear they have chosen.</p> <p>2. They should then brainstorm in groups to find as many solutions as possible to address this fear. Ask them to write the solutions on a flipchart.</p> <p>3. Once all the groups have come up with a few solutions, ask them to choose one and work on it. They can help themselves with the questions on the template 4.2.3 Fears and solutions template. Their task is to elaborate this solution in concrete steps.</p>

20 minutes	<p>DISCUSSION AND CONSULTATION WITH OTHERS</p> <p>1. At the end, there is a discussion in the whole group. The role of the trainer/facilitator leading the discussion is very important here. Smaller groups can share their chosen fear and solution if they wish. It is not necessary for everyone to report. The other learners should then give feedback on the chosen solutions and add their own ideas. The main aim of this part is to empower learners to find solutions for their fears. Learners can also share how it was for them to search for fears/ solutions, did they have any problem...</p>
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USEFUL RESOURCES:

- Why you should define your fears instead of your goals | Tim Ferriss: <https://www.youtube.com/watch?v=5JGjAC6XxAI>
- Possible additional activity: [Crumpled Reminder](#)



4.2.4 - CREATING A CURRICULUM VITAE (CV) AND WRITING A MOTIVATION LETTER (ML)

Since most organizations are used to receiving many motivation letters it is important to acknowledge that the stakeholder usually focuses more on the applications that are different than the majority. The purpose of this activity is to guide the learners to write good CVs and motivation letters. For this activity the trainer should divide the learners in smaller groups, which can be similar as in the previous activities.

In case the learners did not go through the platform in advance, the trainer should explain tips on how to write a good CV or a motivation letter with the support of the module 4, PROACTIVE APPROACH of the e-learning platform.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	<p>GOOD OR BAD?</p> <p>1. Since the learners have already written a CV and ML when going through an e-learning platform, they already have some knowledge about the important aspects of a good CV and ML. In this activity each group gets a combination of CV and ML from an imaginary person. The trainer decides whether the group will work on the CV or on the ML. The other document is just meant as a support to work on the feedback. It is recommended that some groups work on ML and the others on the CV. The CVs and ML examples are available in the 4.2.4. Margaret Smith template, 4.2.5. John Riley template.</p> <p>2. The goal is that each group improves one of the given documents and provides feedback on three strengths and three weaknesses of it, as well as to make specific suggestions to correct the weaknesses. It is recommended to check module 4 on the platform in order to have guidance on what is important when correcting the given documents.</p> <p><i>*Digital hint: When working with a group online they can correct mistakes by writing comments in a word document.</i></p> <p>3. Trainer asks learners what else they remember from the e-learning platform regarding the creations of CV and ME and what they have learnt through this activity.</p>
*15 minutes	<p>ELABORATING ON</p> <p>This part of the activity is optional, depending on how much time you have.</p> <p>1. The trainer collects the corrected documents and circles them around. The groups have to elaborate on and provide three more weaknesses and strengths to the document. The weaknesses have to be improved.</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 the feedback and improvements they provided (either in the first or the second round).</p> <p>2. Together with the trainer they design a list of 10 tips for writing a CV and 10 tips for writing a ML.</p> <p><i>*Digital hint: Groups can use Mentimeter in order to select the top 10 tips when creating a CV or ML.</i></p>
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USEFUL RESOURCES:

- Useful template to make CV's: [create-europass-cv](#)
- Tips to create a CV in Canva: <https://www.canva.com/search/templates?q=curriculum%20vitae>



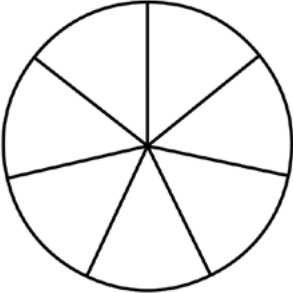
4.2.5 - ACTION PLAN

This activity is done at the end and combines the competences the learners got by doing specific activities before that. This activity is done individually with the goal that each learner writes or updates CV and ML for themselves (in case they have already created it with the help of the e-learning platform). Before the beginning of the activity the trainer should ask the learners in advance to have with them an example of their own CV and ML they have already created (they can also upload it on a Drive folder in advance). The activity can be also done at home and later checked with the trainer.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	<p>WHAT IS THE ORGANIZATION?</p> <ol style="list-style-type: none"> 1. The trainer asks the learners to pick the organization they want to volunteer at and do the research around the company. It can be one of the organisations they have found in the previous activities. 2. The trainer explains to the learners that research is important in order to see what the main goals and values of organizations are. This way they can really think about whether the organization would be a good fit for them as well as to think about what they could provide the organization with by their volunteering.
30 minutes	<p>WRITING THE CV</p> <ol style="list-style-type: none"> 1. The trainer provides general tips for writing the CV as well as a good example. The learners individually think about what template to use and what tips can benefit them when writing a CV for the organization they have picked. If they have already created their CV in advance, they should make it better with the knowledge they have gained during the training. 2. The learner picks their strengths and references and includes them in the CV. 3. The trainer looks at the written CV and provides feedback and guidance on how to improve it even more.
30 minutes	<p>WRITING THE ML</p> <ol style="list-style-type: none"> 1. A Motivational letter should be a companion to a good written CV. The trainer provides general tips for writing the ML as well as a good example. The learners individually think about what template to use and what tips can benefit them when writing a ML for the organization they picked. If they have already created their ML in advance, they should make it better with the knowledge they have gained during the training. 2. The learner picks their strengths and includes them in the ML. 3. The trainer looks at the written ML and provides feedback and guidance on how to improve it even more.

4.2.6 - 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 [4.2.6 reflection template](#).

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	<p>REFLECTION - Gravity</p> <p>The circle is divided in seven parts and each part represents a topic learners are providing the feedback on. See the document 4.2.6 reflection template for an example.</p> <p>The topics are:</p> <p>USEFULNESS - How useful were these activities to you? Did you learn anything new? Are you going to use the knowledge further on?</p> <p>TIME MANAGEMENT - Were you satisfied with the amount of time you had for each task? Was the length of the training appropriate for you?</p> <p>ENGAGEMENT - Were you able to engage in the activities as much as you wanted to?</p> <p>FACILITATION - How was the facilitation? Were you satisfied with their work?</p> <p>GROUP DYNAMICS - How did you feel about the group dynamics? Did you feel as a valuable part of the group?</p> <p>INTERACTION - How was the interaction between you and other learners?</p> <p>SAFE SPACE - Did the trainer provide you with the safe space so you could express yourself and fully participate in the activity?</p>  <ol style="list-style-type: none"> Each learner chooses a symbol and they draw that symbol on the chart. The more they liked the specific topic, the more to the center they draw their symbol ("the more they are pulled by gravity"). After everyone draws their symbol on all topics there can be a discussion about it. If the learners want to speak up they can. <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 4

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

4.2.1. - ICEBREAKER



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



LIST 3 ORGANISATIONS THAT OFFER OR COULD OFFER ONLINE VOLUNTEERING

List organisations here. Make sure to take into consideration how the volunteer can develop or use his or her own character strengths at the specific organisation.

- ORGANISATION 1:
- ORGANISATION 2:
- ORGANISATION 3:

PRESENTING THE CHOSEN ORGANISATION

Choose an organisation that fits your needs the best and describe it more in detail.

- TITLE OF THE ORGANISATION, WEBPAGE
- WHAT DO THEY DO? FOR WHO? WHAT IS THEIR VISION?
- WHAT MAKES THE ORGANISATION SPECIAL?
- SHORT DESCRIPTION OF THE ORGANISATION
- WHICH CHARACTER STRENGTHS DOES IT SUPPORT? HOW?

VOLUNTEERING OPPORTUNITIES OF THE ORGANISATION

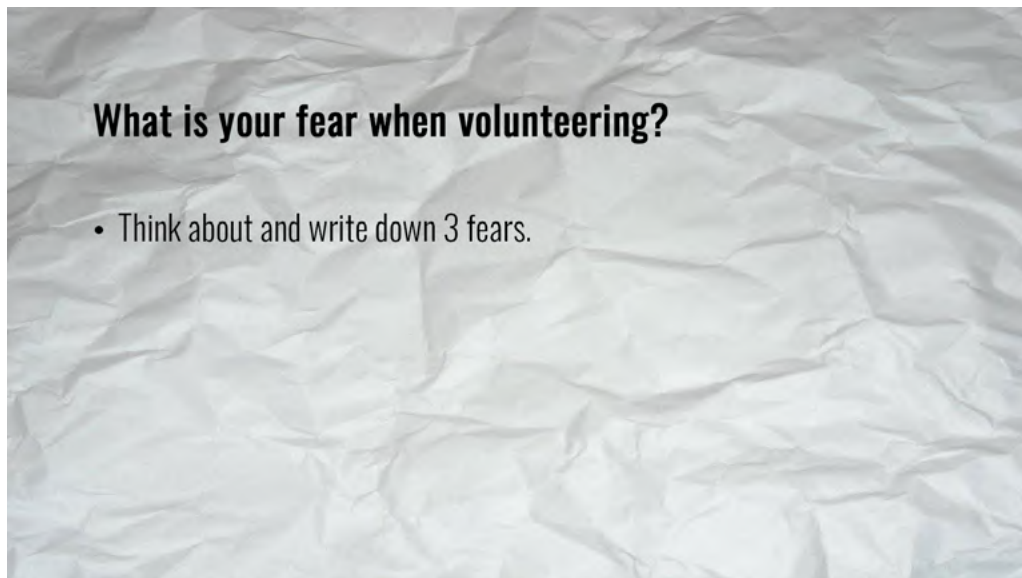
- WHAT KIND OF VOLUNTEERING OPPORTUNITIES DOES THE ORGANISATION OFFER?
- CAN THE VOLUNTEERING BE DONE ONLINE? WHAT ABOUT OFFLINE?
- IF THEY DON'T HAVE VOLUNTEERING OPPORTUNITIES YET, HOW CAN A VOLUNTEER SUPPORT THEM?
- HOW CAN YOU GET IN CONTACT WITH THIS ORGANISATION?

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



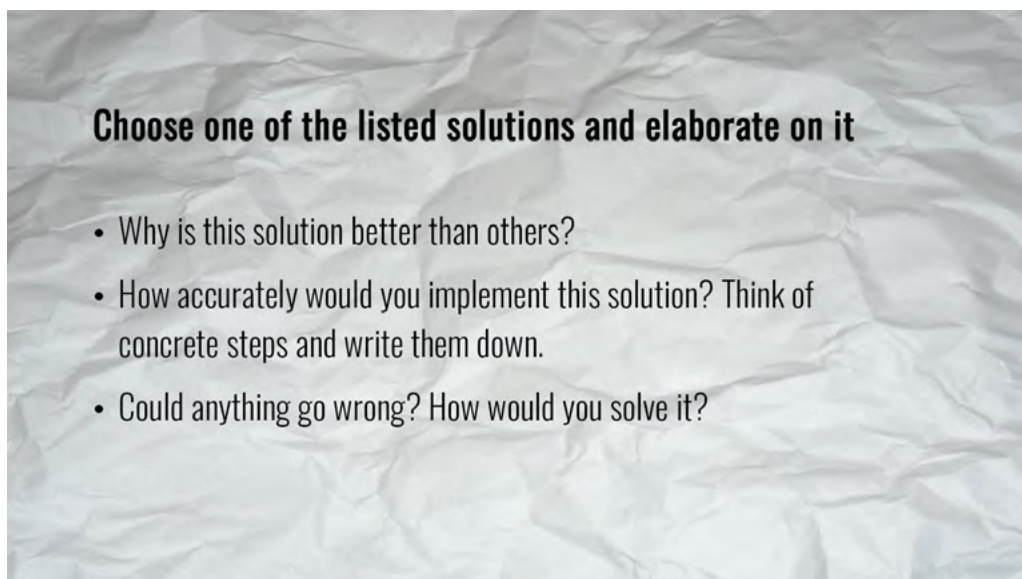
FEAR IN A HAT

or on Mentimeter



What is your fear when volunteering?

- Think about and write down 3 fears.



Choose one of the listed solutions and elaborate on it

- Why is this solution better than others?
- How accurately would you implement this solution? Think of concrete steps and write them down.
- Could anything go wrong? How would you solve it?

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

Margaret Smith
Volunteer Coordinator
662-241-7824
margarethsmith@gmail.com
linkedin.com/in/marge_smith

Summary

Enthusiastic motivated volunteer coordinator with multiple years of experience. Established a volunteer networking group of 700+ members. Eager to leverage organization and interpersonal skills to coordinate day-to-day volunteer operations.

Experience

Volunteer Coordinating

University Hospital, Bristol and Weston
February 2015–March 2019

- Coached 1000+ hospice volunteers, on providing emotionally supporting and respite care.
- Developed and distributed comprehensive hospice home health and volunteer brochures!
- Initiated and established a volunteer networking group of 700+ members by actively reaching out to a broad range of entities,
- Conducted regular educational training for church organizations and civic groups on end-of-life issues and on recruiting volunteers.

Key achievement: Designed and coordinated delivery of public services announcements to 15000 professionals and nursing homes.

Education

Bachelor of Biomedical Engineering

Imperial College London
2013

Courses and Certification

- Certificate of International Volunteering, International Volunteer HQ, 2014

Skills

- Communication
- Management
- Teamwork
- Problem Solving
- Decisionmaking
- MS Word Excel PowerPoint Publisher

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

John Riley
52 My Street, Fourtown,
Fiveshire, WX59 9XW
rileyj@gmail.com
07979999777

A recent graduate with a degree in archaeology, I have skills and attributes to offer help with volunteering at the spacefaring industry. My competences include coffee brewing, understanding of political science, culture navigation, team working and archaeology. I am keen to learn on a graduate programme and to make a contribution to the organisation.

Education

University of Exeter (2017-2020)

BA Archaeology 2:1

Fourtown School (2009-2016)

A-levels: history, English, French. AS level geography

10 GCSEs including maths and double science.

Skills

Working as an individual

- Staff member at Starbucks fulfilling orders and providing excellent customer service
- Project assistant for Dig NW collaborating with the project team to plan Summer Dig events and ensure each day ran smoothly
- Editing and publishing newsletter for South West Branch of Council for British Archaeology

Organisation

- Successfully combining study, part-time work, volunteering and extracurricular activities
- Coordinating well-received archaeological events for Dig NW and the university Archaeological Society. Summer Dig participants commented, 'What a well-organised day. It rekindled my interest in archaeology'. 'It was so exciting finding real pieces of ancient pottery'. 'Mia showed me how to interpret and care for the pottery we found'

Verbal communication

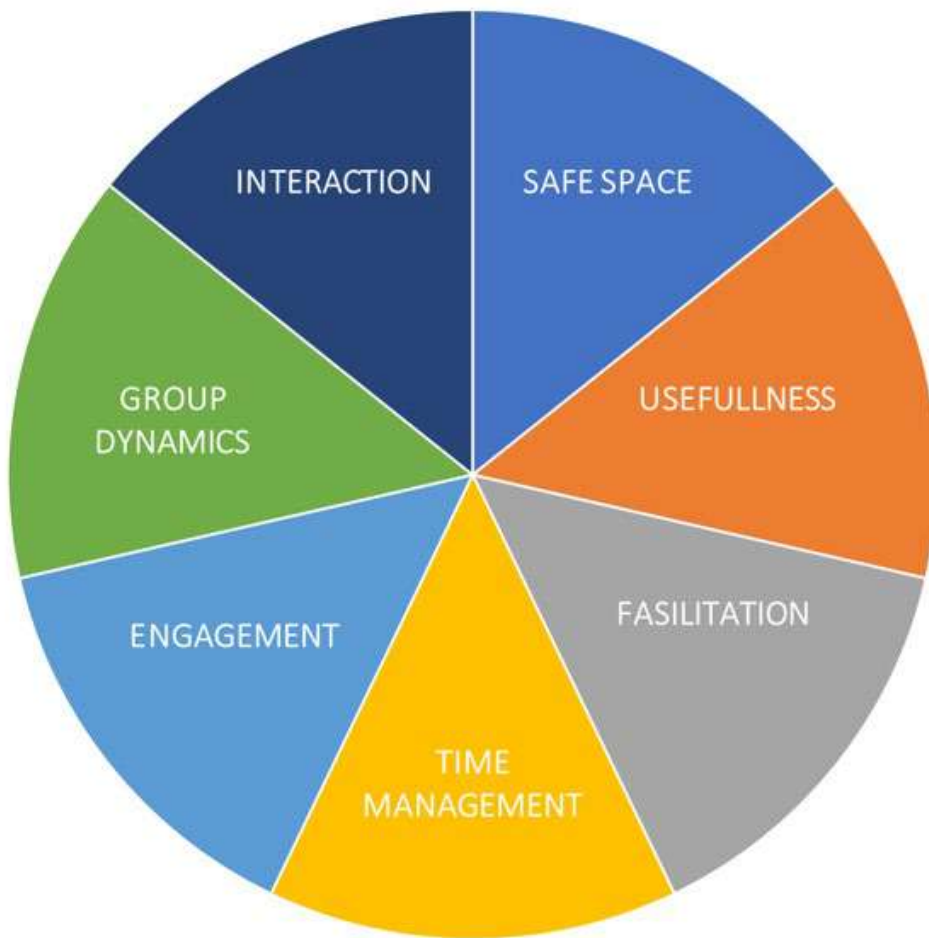
- Report writing as project assistant to Dig NW Summer Digs
- For my university course, producing essays, reports, seminar papers to strict guidelines

Written communication

- Dealing with customers at Starbucks, including complaints referred by junior staff, as well as communicating with staff and managers

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

4.2.6 - REFLECTION



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



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>ICEBREAKER</p> <ol style="list-style-type: none">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.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.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.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.

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>INTRODUCTION: WHAT IS ONLINE ADVOCACY/ACTIVISM?</p> <ol style="list-style-type: none"> 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. 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.
20 minutes	<p>INVESTIGATE AN ONLINE ACTIVISM CAMPAIGN</p> <ol style="list-style-type: none"> 1. Learners will be divided into groups of 4 people. Each group will be given a large piece of cardboard with coloured markers. 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. 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. 4. It is important that the facilitator keeps an eye on the campaign that each group chooses, to avoid repetition between groups.
30 minutes	<p>PREPARING THE PRESENTATION</p> <ol style="list-style-type: none"> 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! 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.

**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>ORAL PRESENTATIONS</p> <ol style="list-style-type: none"> 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. 2. To conclude, there will be a round of questions to reflect on how they have felt about this dynamic.
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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>TIME FOR POST-SHARING IDEAS AND BRAINSTORMING!</p> <ol style="list-style-type: none"> 1. All participants will brainstorm together on awareness-raising campaigns that could be carried out online. 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. 3. The group will be divided into sub-groups of 5 people.
45 minutes	<p>TIME TO REFLECT AND DESIGN THE CAMPAIGN</p> <ol style="list-style-type: none"> 1. Each group will create its own online activism campaign. For this, we will take into account the document linked here: Your own campaign. 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"> a) Justification of the campaign (detected need). b) Objective of the social cause. c) Slogan and logo identifying the campaign. d) Dissemination strategy. <p>Use the following document as a guide to the exercise for learners: Guide.</p>

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

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
<p>10 minutes</p>	<p>VOLUNTEERING</p> <ol style="list-style-type: none"> 1. The trainer will give a brief introduction on what volunteering is and the various areas in which online volunteering can be carried out.
<p>20 minutes</p>	<p>BENEFITS OF VOLUNTEERING</p> <ol style="list-style-type: none"> 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. 2. Once the time to write their ideas is over, they will distribute the sticky notes according to: <ol style="list-style-type: none"> a) Personal benefits (for the person volunteering). b) Benefits for the person who receives it. c) Benefits for society in general. <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. Benefits.</p>
<p>20 minutes</p>	<ol style="list-style-type: none"> 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: Brief list of benefits.

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>THINK ABOUT YOUR INTERESTS</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>LOOK FOR YOUR IDEAL ONLINE VOLUNTEERING</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>SHARE THE CONCLUSIONS WITH THE GROUP</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



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!



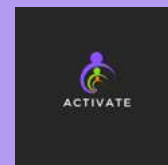
6. Lean on your loved ones

Ask for support for the initial dissemination to those close to you, I'm sure they will be happy to support good social work!

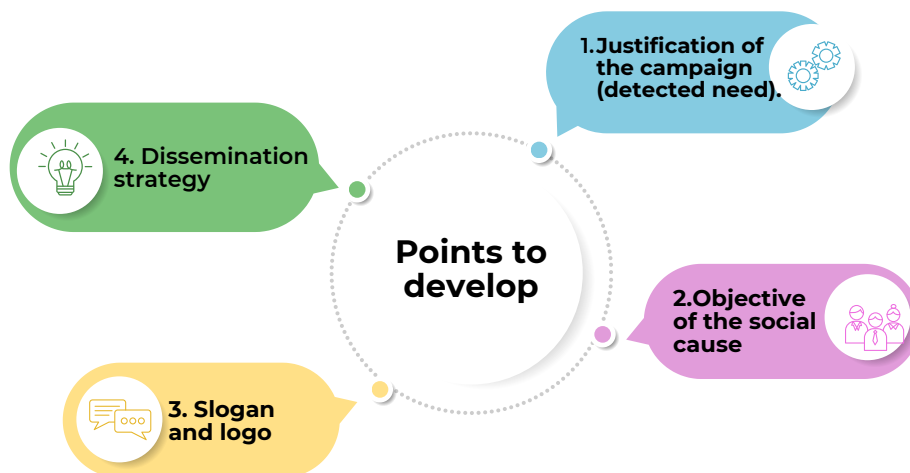


7. Social organisations and NGO

You can also contact associations and organisations that can help you give visibility to your campaign, or that want to collaborate with you.

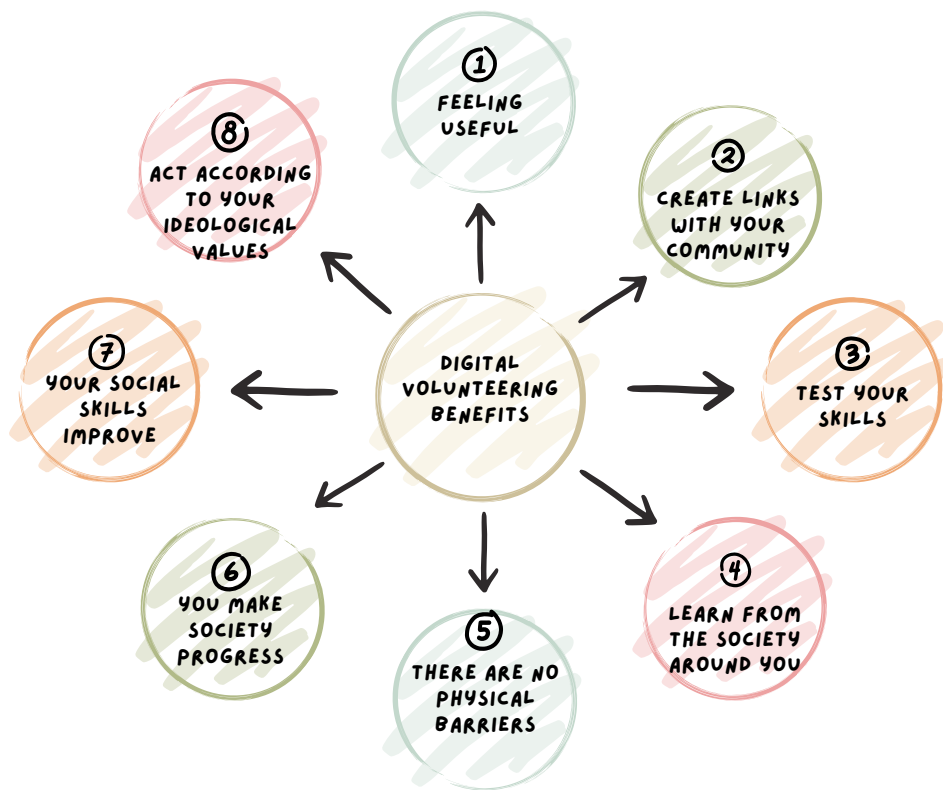


Design your awareness campaign



(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

BENEFITS FOR THE VOLUNTEER'S RECIPIENT

BENEFITS FOR SOCIETY



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