



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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PARTNERS





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>



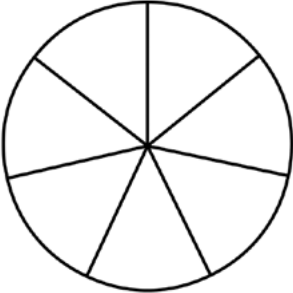
4.2.5 - ACTION PLAN

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:

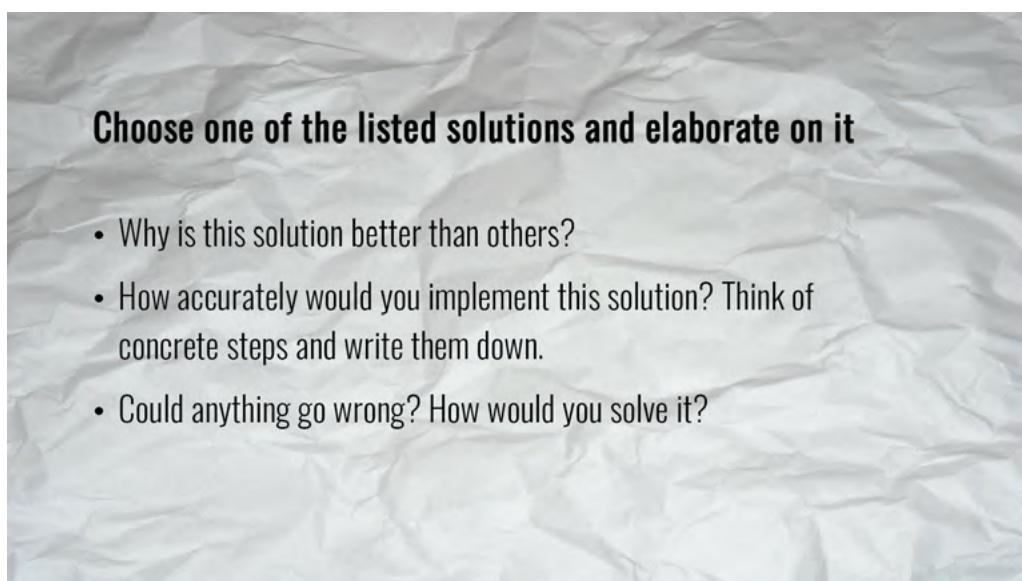
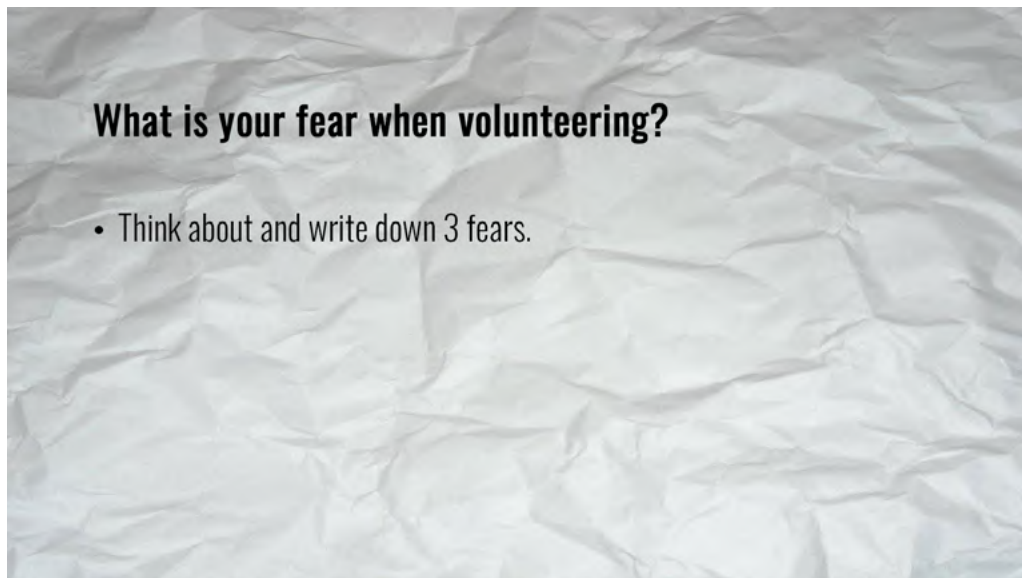
PRESENTING THE CHOSEN ORGANISATION

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?



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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
- Decision Making
- MS Word Excel PowerPoint Publisher

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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'

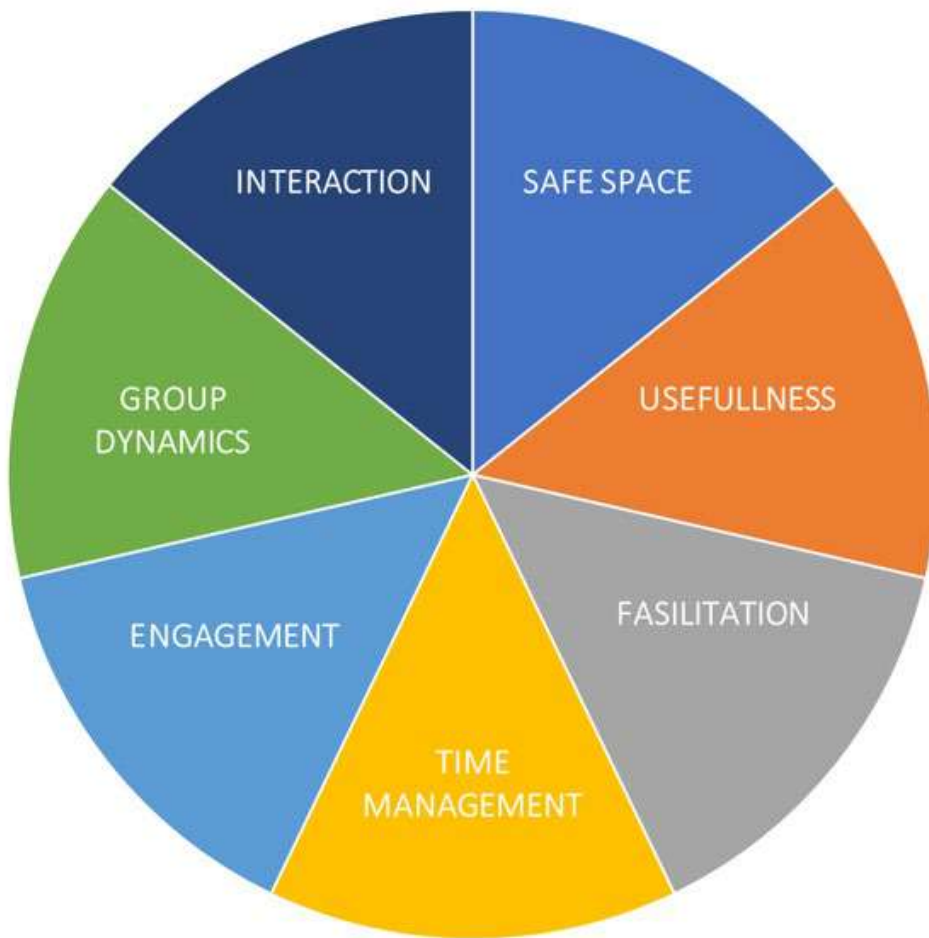
Verbal communication

- 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

4.2.6 - REFLECTION



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