

# iDemocracy Training Activities




**iDemocracy**

A project for the right to participation  
of people with intellectual disabilities  
through technology

 Co-funded by the  
Erasmus+ Programme  
of the European Union

# Module 1.

# Democratic rights and intellectual disability

<b>Session Plan (for trainers)</b>		
<b>Guidelines</b>	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 1, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity, its objective, the resources and methods required for its implementation are presented, as well as an indication of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the <b>video ID.1.0.</b> at the beginning of the training.</p>	
	<p><b>Activity 1: Welcome participants activity</b></p> <p><b>Goal:</b> This activity aims to welcome the group, energise the group and contribute to a good training environment.</p> <p>As this is the module 1 and module 0 is mandatory, trainees already know each other.</p> <p>However, we suggest including two activities so that the trainer can choose the option that best suits the group.</p> <p>Two ice breaker possibilities should be suggested, it is scheduled to choose only one. The first one should be suitable for participants who do not know each other. The second one is suggested for participants who know each other (due their participation on module 0).</p> <p>We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence.</p> <p>Example:</p> <p>Fact Web - Have trainees sit in a circle. Hold a ball of yarn and explain to trainees that they will</p>	00h:20m

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	<p>share one fun fact about themselves, hold on to the end of the string and throw the ball to another trainee, who will then do the same. When all trainees have had a turn, they will see that they have created a web.</p> <p>For online activities, there are platforms that allow for fun ice breaking activities, like “mural”.</p> <p><b>Methods and Resources:</b> A poster and a ball of yarn</p> <p><b>ID.1.1.1. Welcome activity</b></p>	
	<p><b>Activity 2: Summary of previous session</b></p> <p><b>Goal:</b> Summarise the main contents of the previous session and reinforce the key competencies acquired.</p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it precedes another training session.</p> <p>Another option for implementing this activity could be the trainer choosing to appoint at the end of the previous session the trainee or group of trainees who will be responsible for ensuring this activity on the following day (the time of this activity may have to be adapted according to this option).</p> <p><b>Methods and Resources:</b> flipchart; post-it or other support resources needed to register the information and leave it visible in the training room.</p> <p><b>ID.1.2.1. Summary of previous session</b></p>	00h:20m
	<b>Break</b>	00h10m

	<p><b>Activity 3: What is democracy and democratic rights?</b></p> <p><b>Goal:</b> To introduce participants to the concepts of democracy, principles of democracy, democratic rights and responsibilities.</p> <p><b>Methods and Resources:</b> The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings / cards/videos may also be used to show concrete examples of what is meant by democracy and democratic rights.</p> <p>Participants should have contact with reference instruments like the Universal Declaration of Human Rights and the Convention of the Rights of Persons with Disabilities, and whenever possible they should be presented in an easy-to-read format. Trainees may be asked to research human rights reference instruments on the internet, to know/contact with national, European and international relevant websites.</p> <p>The trainer must guide and support their research.</p> <p><b>ID.1.3.1. Democracy, right and responsibilities</b></p> <p><b>ID.1.3.2. Useful links</b></p>	00h40m
	<p><b>Break</b></p>	00h10m
	<p><b>Activity 4: Democratic rights and people with intellectual disabilities</b></p> <p><b>Goal:</b> To promote reflection among trainees on the barriers and opportunities which people with disabilities experience in exercising their democratic rights.</p> <p>To know the types of barriers and identify opportunities, resources and good experiences.</p>	01h:30m (with one 5 minutes break)

	<p><b>Methods and Resources:</b> The activity can offer different possibilities of implementation and the trainer can opt to explore all the contents or choose the most relevant for the group and training context.</p> <p>In this activity the trainer should value the life experiences and social roles of the trainees and try to find out about barriers/opportunities they have already faced along their path.</p> <p>The trainees can work in pairs or small groups and on the basis of their life experience, barriers/opportunities they have already experienced, they can come up with answers and solutions of mutual help and cooperation.</p> <p><b>ID.1.4.1. Barriers and opportunities</b></p>	
	<p><b>Break</b></p>	<p>00h10m</p>
	<p><b>Activity 5: Being engaged in democracy</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• To understand what civic engagement is.</li> <li>• To know types of civic engagement.</li> <li>• To know how to use digital citizenship as a promoter of civic engagement.</li> </ul> <p><b>Methods:</b></p> <p>For each activity that involves working in groups, the participation of a facilitator who can accompany each group should be ensured.</p> <p>Civic engagement, types of civic engagement and digital citizenship– introduction of the concept; involvement of the trainees and reflection on concrete examples in daily life of civic engagement.</p> <p>Duration: 01h00m</p> <p>Practical exercise about civic engagement.</p>	<p>04h00m (divided 2 in blocks and making 5 minutes breaks between the blocks)</p>


	<p>The trainer can do both activities or choose to do only one, the one that best fits the group's profile.</p> <p>Group discussion:</p> <p>What does democracy depend on? What is civic engagement? How do they relate?</p> <p>How do we get informed? How do we get involved? Why are civic engagement and democracy important?</p> <p>How many feels that they belong to a community? When have you seen civic engagement happen in your own life? What is the difference between a group of people and a community?</p> <p>How can you try to get at “shared responsibility” and “shared commitment” in your life?</p> <p>The trainer can create with the group a cloud/list of possible words related to the theme: belonging, friendship, people, something in common, caring about each other, supporting each other, shared purpose/goals working together, self-sufficiency, personal sacrifice.</p> <p>Duration: 01h30</p> <p>The “right candidate”</p> <p>Trainees are invited to identify/nominate a candidate to carry out a simulated electoral process, of their choice.</p> <p>Trainees can be organised into working groups and together create a poster of “the right candidate”. The poster can be made using paper/card, photographs and collages or using applications such as Canva (for example). Finally, each group must present their poster to the others.</p> <p>Duration: 01h00</p> <p>Group reflection:</p> <p>What was most difficult about this activity? What strategies were used?</p>	
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	<p>What are your main conclusions?</p> <p>Duration: 00h30m</p> <p><b>Resources:</b> PowerPoint presentation; Video discussion; guidelines and materials for each activity (cards; exercise files; etc) and support documents for trainers and trainees.</p> <p><b>ID.1.5.1. Civic engagement</b></p> <p><b>Practical Activity 1.5.1A. Group discussion</b></p> <p><b>Practical Activity 1.5.1B. The Right Candidate</b></p>	
	<p><b>Break</b></p>	<p>00h10m</p>
	<p><b>Activity 6. Digital citizenship</b></p> <p><b>Goal:</b> To introduce to the trainees the tools available in the digital society for exercising our democratic rights.</p> <p><b>Methods and resources:</b> Show to the trainees existing online participatory platforms like change.org or by creating Social Network group profile (FB, etc.) to discuss and agree about selected issues.</p> <p><b>Practical Activity 1.6.1A. Digital Citizenship</b></p> <p><b>Group Reflexion</b></p> <p><b>Goal:</b> The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p><b>Methods:</b> At this moment, space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel free to express their opinion, the trainer may ask each participant to say or write only one word about this session.</p>	<p>00h40m</p>



	<p>The trainer can write each word on a board or build a word cloud, for example.</p> <p>A set of cards with key information on topics and relevant information will be used to promote the discussion. This can also be an online activity.</p>	
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### Duration

	<p>8h10m</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>
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